Introduction

Education has the power to be truly transformative, but only if you can access it in the first place. And there are some opportunities that only a university education can provide.

Our challenge at Widening Participation and Outreach (WPO), the University of Sydney’s flagship schools outreach program, is to change the trajectory for young people who are underrepresented at university. For many of these students, university is removed from their day-to-day experience and where they may imagine themselves. Our job is to make it a concrete reality.

How do we achieve this? At WPO, we take a multi-faceted approach to increasing access and participation for underrepresented students. This annual report documents the outcomes and results from the 57 programs we ran in 2017.

These public-facing programs saw us host students on campus, offer residential programs, work in schools, sponsor events, run workshops and seminars, go on the road to regional areas, partner with libraries, festivals, community and educational organisations, and draw on our own inspirational faculty staff and talented students.

Our work wouldn’t be possible without the support of our academics and faculty staff, who generously contribute to the delivery of our program and shape the experiences of the young people we work with through the richness of their discipline-specific knowledge and research. Being on campus and part of a university experience can change someone’s perception of what their future might be, and what it would mean to attend university.

Behind the scenes we are busy building an educational program that provides opportunities for young people to access higher education. We’re developing partnerships, extending opportunities, offering new ways of perceiving study and careers, considering the impact of policy changes and making sure that advancing student equity, diversity and inclusion continues to be a core part of the University of Sydney’s aspirations and culture.

It’s encouraging to see that a lot has changed over recent years: there has been a significant shift in the conversation around diversity and inclusion at universities, and access rates have improved. The University of Sydney is well-placed as a leading Group of Eight university to make a very bold commitment to increasing the access and participation rates of underrepresented students. The fact that a lot of our work takes place in an unstable funding environment is challenging but has also provided impetus for innovative change.

It’s a real privilege to see our programs in action, to witness their impact, and watch a student’s thrill as a whole new world opens up for them. In this report, students share their stories about our program and how it has changed their trajectory.

Mary Teague
Head, Widening Participation and Outreach
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“It’s so important to instil the idea that moving to a metro area and that going to university is actually a possibility for regional students. They don’t have to stay in their regional area if that’s not what they want to do.”

Eloise
Student leader
About

Widening Participation and Outreach

Widening Participation and Outreach (WPO) supports young people underrepresented in higher education, providing them opportunities to enhance their learning and build academic capacity to access university. We work with students from low socioeconomic status (Low SES), Aboriginal and Torres Strait Islander and rural, regional and remote backgrounds.

What we do

We offer unique curriculum linked learning experiences for young people to enable improved educational outcomes, capacity and engagement with life-long learning.

Our mission

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

Our vision

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

Our values

- Respect and Integrity
- 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 socioeconomic 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 more than 100,000 students, teachers and parents, helping create a brighter future for many Australian students.
“WPO’s outreach programs lessen the gap that distance can create, so that our students are aware of what’s available. The fact that the experience is real and concrete enlivens their dreams.”

Denise Lofts
Principal
Ulladulla High School
Milestones

2008
The Bradley Review commissioned by the Australian Government, and the University of Sydney’s Strategic Plan, identify a need to attract students regardless of their social or cultural background.

2009
The Social Inclusion Unit was established and University-wide initiatives delivered refocusing on the needs of underrepresented students. The University’s school outreach program – Compass – was established. This initially had a small reach, partnering with four high schools and 12 primary schools.

2011
The University of Sydney became a founding member of Bridges to Higher Education, and was awarded $21.2 million funded by the Commonwealth Government’s Higher Education Participation and Partnerships Program (HEPPP) from 2012 to 2015, to improve the participation rates of students from communities under-represented in higher education.

The Bridges to Higher Education project brought together the collective resources and experience of the widening participation, equity and social inclusion programs at Western Sydney University, the University of Sydney, the University of Technology Sydney, Macquarie University, and the Australian Catholic University.
The Social Inclusion Unit led several innovative University-wide initiatives: the Sydney Early Access Admissions pathway (E12), the Widening Participation Network and grants program (in collaboration with Learning Innovations).

2011-2013

2012-2015

The Social Inclusion Unit led the pre-tertiary component of the Wingara Mura - Bunga Barrabugu Strategy under the leadership of the Deputy Vice-Chancellor Indigenous Services and Strategy. HEPPP funding was received to establish an engagement framework which included: on-campus events, in-school programs, residential programs, regional programs, and digital outreach for Aboriginal and Torres Strait Islander students.

2016

The Social Inclusion Unit was renamed Widening Participation and Outreach (WPO). The educational outreach program was reimagined and the engagement framework reinvigorated, ensuring students had multiple touch points across school-based programs, on-campus engagement, and digital outreach, with maximised opportunities for interdisciplinary study and experiential learning that was specific to the context of the University of Sydney. Engagements occurred with more than 100 schools and nine partners. WPO was awarded the Wingara Mura - Bunga Barrabugu Excellence Award from the Deputy Vice-Chancellor Indigenous Strategy and Services and was nominated as a finalist in the Equity and Opportunity category of the 2016 Australian Financial Review Higher Education Awards.
Highlights from 2017

- **Student engagements** 2009-2017:
  - 2009: 3920
  - 2017: 69,930
  - Increase: 1684%

- **Schools engagements**:
  - 2009: 614
  - 2017: 68

- **Volunteers in school** events run:
  - 2009: 18
  - 2017: 36

- **Events** that attended the Wingara Mura - Bunga Barrabugu Summer Program:
  - 2009: 193
  - 2017: 206

- **Students that attended WMBB Winter Program and enrolled at the University of Sydney**:
  - 2016: 12%
  - 2017: 33%

- **Student engagements** in partner schools: Metro primary: 36, Metro secondary: 70, Regional: 22.

- **Online tutoring and homework support**:
  - Students involved: 943
  - Student engagements: 2993
  - School engagements: 98

- **App Users**:
  - 2017: 880

- **ASTAR TV**

- **Subject Finder**
  - Users: 880

- **Career Finder**
  - Users: 7146
“Our challenge at WPO is to change the trajectory for young people who are underrepresented at university.”

Mary Teague
Head, Widening Participation and Outreach
## Widening Participation and Outreach (WPO) engagements year-on-year

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<td>29,658</td>
<td>44,300</td>
<td>95,016</td>
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What was new in 2017

In 2017, we reimagined our outreach and engagement program and events. This came with a renewed focus on activating partnerships with leading arts organisations in Australia to increase the depth, scope and reach of our work. We also published our strategy and program.

We developed innovative learning experiences for young people that enabled them to build cultural capital through exploring learning contexts that they may not have had access to.

We commenced working with the Sydney Writers’ Festival, where Year 12 students participated in the festival event and authors talks, and were challenged with perspectives that expanded their world view.

We focused on literacy and digital literacy to build 21st century competencies in students, and extended our digital outreach program to incorporate new apps and study resources, Study Hacks.

We developed an engagement framework and comprehensive suite of workshops for senior students, to adapt to their changing learning needs and to mirror and reinterpret, where possible, some of the radical curriculum transformations taking place at the University.

We also looked at ways to measure the impact of our program on collective school academic attainment, for instance, in developing the Preparation for NAPLAN program to track collective cohort-based shifts in literacy for schools, and with the Centre for Social Impact developed a theory of change for our program evaluation.

We looked at ways to develop an evidence base to influence decisions that are made on the access and participation of underrepresented students at the University of Sydney, and influence other key stakeholders who play a role in shaping the educational experience of young people. In constructing a professional development conference for school principals, we sought new ways of affecting change and impacting on leadership. We also worked to find ways to extend and make available the expertise of the University to our community partners.

New programs in 2017 included:
- Digital Storytelling (see p 103)
- Digital Narrative (see p 104)
- Year 7 Preparation for NAPLAN (see p 102)
- Full STEAM (see p 112)
- Smash Essay Writing (see p 86)
- Smash Research Skills (see p 84)
- HSC Exam Prep (see p 86)
- Year 12 at Orientation Week Experience (see p 88)
- Open Day Residential Program (see p 90)
- Critical Thinking Workshop for Years 11-12 (see p 85)
- Sydney Writers’ Festival partnership including Russ the Story Bus (see p 101) and Year 12 Festival visit (see p 109)
- Sydney Story Factory partnership established leading to Years 11-12 Discover Creative Writing Workshop (see p 108), Digital Literacy (p 103), Photo Faction (see p 107) and Courtroom Slam (see p 110)
- Pilot Principal Professional Learning Program: Leading Excellence (see p 32)
- Supported teachers from south west and western Sydney to attend the STEM Teacher Enrichment Academy (see p 30)

Existing programs we expanded and built upon in 2017 included:
- Expansion of Study Centres and Information Evenings into Liverpool City Library (see p 62–63)
- Regional hub expansion into new schools and hubs including Central West, South and Central Coasts (see p 22)

We also sponsored several large community focused events to expand our reach and awareness:
- Garma Youth Forum Sponsorship (see p 40)
- Sponsorship of Gillawarna Festival for primary schools in Western Sydney (see p 66)
- Supported 2017 Mungo Youth Project (see p 44)
In 2017 we also:

- Reinvigorated the Wingara Mura - Bunga Barrabugu pre-tertiary outreach program to include two new strategic initiatives for Aboriginal and Torres Strait Islander students. This included our regional hub expansion project to four regions, and STEMeX, an initiative that encourages increased participation and engagement of Aboriginal and Torres Strait Islander students in Science, Technology, Engineering and Maths (STEM) related subjects. We continued to expand our reach to Educational Access Schemes (EAS) schools in Western Sydney through establishing geographical hubs in Mount Druitt/Blacktown, Fairfield, Liverpool, Bankstown and Campbelltown and partnerships with libraries in these areas.

- Partnered with the University of Western Sydney to conduct research into how universities identify students from low socio-economic backgrounds so that they can be better supported as part of a National Priority Pool (NPP) grant from the Commonwealth Government under the Higher Education Participation and Partnerships Program (HEPPP). This research will help universities better understand their students’ needs, and therefore assist in providing programs that address these needs more accurately.

- Looked at new ways to report on the medium and longer-term impacts of the program, and engaged the Centre for Social Impact to develop a theory of change and a new evaluation framework that included the collection and analysis of both qualitative and quantitative data from external sources such as school NAPLAN results, median ATAR shifts, HSC subject selection choices and numbers of students engaged in ATAR pathways.

- Sought new ways of documenting the impact of our program and capturing the parts that happen incidentally or are difficult to survey, and began a longitudinal documentary titled “Our Time”, to trace the life decisions and educational journey of nine young Aboriginal and Torres Islander students who have been part of Wingara Mura - Bunga Barrabugu Summer Program over a period of three to four years.
Program focus areas

We’ve divided our programs into five sections for this annual report:
- Strategic Initiatives
- Community
- Enrichment
- Literacy
- Science, Technology, Engineering, Arts, Mathematics (STEAM)

Our programs are grouped into different focus areas, which are linked to the Australian curriculum and NSW Key Learning Areas (KLAs).

Focus area key

On-campus program
Held at the University of Sydney main campus (Camperdown).

Aboriginal and Torres Strait Islander
For Aboriginal and Torres Strait Islander students.

In-school program
Held at a school.

Digital component
These programs can be engaged with online.

Professional learning program
For teachers and principals.

Available in regional areas
Available in our regional hubs.

Program is onsite
Held at a selected location within the University of Sydney.

At partner library
These programs take place at one of our selected partner libraries.

Community
Involve the wider community.
“The partnership schools that are fortunate enough to work with Widening Participation and Outreach, are able to offer their students hope, excitement and a different, more positive vision for the future.”

Larissa Treskin
Consultant ex-Principal
“WPO’s involvement with Indigenous students was something that really interested me. We can give kids in regional areas opportunities to experience things they wouldn’t otherwise come into contact with.”

**Brittany**  
Student Leader
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.
Regional hub expansion

Our regional hub expansion project included six regional roadshows during 2017 to schools in the Central West, Central Coast and South Coast of NSW, reaching 2096 students.

The roadshows are an extension of our schools outreach program to regional and rural students, schools and communities, that are otherwise excluded from enrichment experiences with city-based universities due to their location.

This project builds our reach into rural communities. It supports our commitment to innovative learning experiences and opportunities for students and schools in regional NSW. It also offers Aboriginal and Torres Strait Islander students learning opportunities which provide a positive role-model of academic success for and by young Aboriginal and Torres Strait Islander people.

In 2017 the Regional Hub Expansion project also supported:
- Seven principals from identified schools in NSW regional areas to attend the ‘Leading Excellence’ Principals Professional Learning Program at the University of Sydney.
- 21 deputy principals and 14 principals from 15 secondary schools and 60 teachers to engage in facilitated sessions at the EdTech Central West conference, which included a focus on digital literacy.
- Students from Dubbo to attend and participate in enrichment activities as a part of Life at Sydney and Open Day on campus at the University of Sydney.

Other programs that were available to regional and remote students in 2017 included:
- Preparation for Senior Study
- Smash Essay Writing
- Thinking Ahead – Year 11 Scholarship Preparation
- Year 12 HSC Exam Prep
- Promote Yourself – Year 12 Scholarship Writing
- My Future at the University of Sydney
- Life at Sydney
- Wingara Mura – Bunga Barrabugu Summer and Winter Program
- MadMaker
- National Computer Science School (NCSS) Challenge
- Kickstart Science
Delivered: throughout the year
Year Group: Years 9-12
Engagement results 2017:
- Schools: 20
- Number of students: 2096
- Student engagements: 2096
- Number of students identifying as Aboriginal and/or Torres Strait Islander: 337

Schools visited:
- Orange High School
- Canobolas Rural Technology High School
- Forbes High School
- Parkes High School
- Wellington High School
- Dubbo College Delroy Campus
- Dubbo College Senior Campus
- Dubbo College South Campus
- Red Bend Catholic College
- Kurri Kurri High School
- Gorokan High School
- Wyong High School
- Northlakes High School
- Tuggerah Lakes Secondary College - The Entrance Campus
- Batemans Bay High School
- Wollongong High School of the Performing Arts
- Ulladulla High School
- Shoalhaven High School
- Nowra High School
- Bomaderry High School

“Great communication, it inspired me and made me hopeful and excited about getting a place at Sydney Uni.”

Student

“I now understand how to get into university, the scholarships I can receive, and how I can write about extracurricular activities for scholarship applications in the future.”

Student

“All three of the sessions were insightful, understanding what life in uni is like made me excited to go there. I also learnt a lot about the different pathways to assist me to get to uni.”

Student
Michael’s story

Student

Michael is studying a Bachelor of Science (Advanced). He first came in contact with WPO when he attended 2015 Life at Sydney with Dubbo Senior College Campus as a Year 12 student with our community partner organisation, Education and Training Out West.

I am currently studying a Bachelor of Science (Advanced) with a physics major. My aim is to become one of Australia’s first Aboriginal astrophysicists. I also want to encourage other Aboriginal and Torres Strait Islander students to study maths and science. Without positive role models in the field it is harder to achieve this. I see it as my duty to work hard at my degree to make it easier for others in years to come.

For me, the University of Sydney was the only place that I ever wanted to go.

I attended the Indigenous Australian Engineering Summer School in 2014 and, after being here and experiencing the University first hand, I knew there was no other place for me. I also met the University of Sydney WPO staff at their regional roadshow in Dubbo, then attended their Life at Sydney Program. These two things helped me enormously on my path to the University of Sydney and I got in through the Early Offer Year 12 (E12) scheme.

The Rosebrook Indigenous Accommodation Scholarship is the main reason why I am able to stay in Sydney. Moving from Dubbo in rural NSW wasn’t easy for me and I faced financial pressures from the outset. The scholarship has helped me afford the cost of living in Sydney and has taken serious pressure off my parents and me for years to come. It covered the costs of all my textbooks and other study expenses. Without the scholarship I definitely wouldn’t be doing this course.
STEMeX

STEMeX encompasses a series of initiatives designed to encourage increased participation and engagement of Aboriginal and Torres Strait Islander students in STEM-related subjects, degrees and professions.

The program’s innovative learning experiences take many forms, including robotics workshops and hands-on science workshops in specialised laboratories and research centres at the University.

Program collaborations include:
- The STEM Teacher Enrichment Academy that brings together expertise from the University of Sydney School of Education and Social Work, the Faculty of Science, and the Faculty of Engineering and Information Technologies to help build the nation’s STEM capacity by increasing teachers’ knowledge.
- An initiative with Advancing Science and Engineering through Laboratory Learning (ASELL) that helps provide accredited professional learning for teachers and students in target school communities in NSW. ASELL focuses on learning from experiments and building teacher capabilities in inquiry-based practical lab work.
- A partnership with the Faculty of Science’s Kickstart program to enable HSC students in metro and regional NSW to explore key ideas in chemistry, biology and physics.
- Workshops held for Year 5 and Year 9 students as part of the Australian Museums Science Festival.
- The Indigenous Student Engineering Spring Workshop, a six-day residential on-campus experience for Year 11 students who show an aptitude for and interest in STEM, and the Bunga Barrabugu Spring STEM Program.

Delivered: Throughout the year
Year group: Years 5, 9 and 11 and teachers
Engagement results 2017
- 55 teachers from 9 schools participated in the STEM Teacher Enrichment Academy
- 7 high schools and 4 primary schools participated in workshops at the Australian Museums Science Festival
- 5 students attended the Bunga Barrabugu Spring STEM Program

“Of the teachers found the program very useful—particularly sessions dedicated to presentations about STEM initiatives implemented by other Department schools and hands-on integrated STEM activities.”

Teacher
“My aim is to become one of Australia’s first Aboriginal astrophysicists. I also want to encourage other Aboriginal and Torres Strait Islander students to study maths and science.”
Leading Excellence is a program exclusively for school principals that focuses on extending the individual and collective efficacy of school leaders. The program is accredited by NSW Education Standards Authority (NESA) and draws on University of Sydney expertise through the Coaching Psychology Unit, the Sydney School of Education and Social Work and the National Centre for Cultural Competence.

The program aims to make principals feel supported in building school cultures that focus on excellence and the role of leadership in creating transformative learning environments for students.

Principals are supported to build change programs within their schools through quality coaching conversations and workshops that enable new networks for relational trust to be established among school principals.

They also undertake workshops on cultural competence and consider how this may be applied to their school community. The workshops are designed to challenge the participating principals’ existing ways of working and provide new approaches and strategies to leading their schools to success.

**Delivered:** Term 3  
**Year group:** School principals  

**Engagement results 2017**  
- Principals: 11  
- Schools: 11  
- Engagements: 110
“It was a very different take on leadership. It was cutting edge, academic and I found it very nourishing. It challenged my present ideologies, but also provided solutions to the leadership and personal challenges I have, to be a good principal who provides the best for my students.”

Principal
Denise’s story

Principal

Denise Lofts is Principal of Ulladulla High School, on the NSW South Coast. The school has 1220 students and 150 staff. Denise participated in the Leading Excellence Program for Principals in 2017, and Ulladulla High School was one of the schools visited in WPO’s 2017 Regional Roadshow. Several Aboriginal and Torres Strait Islander students from the school have also attended the WMBB Summer Program.

Ulladulla High School’s relationship with WPO has been around outreach, but as Principal I also completed the Leading Excellence program. This enhanced my understanding of cultural competence and coaching philosophy. The program was also fantastic in opening up my understanding of how I can support students with deep connections to culture.

The impact of WPO’s Regional Roadshow program on our students has been enormous. It’s hard to visualise something like going to university until you actually start to experience it. The challenge is that if they can’t see it and feel it they don’t know it exists. It’s not like being in the city where high school students roll out of bed and there is a university down the road. Regional and rural kids don’t have the public transport, they don’t drive past a university every day. It is figment out there, it’s not real, so when you can actually bring it and start to make it real, that’s when the barriers break down.

We’ve got to normalise it, so that students at Ulladulla High School see university as a possibility – that they can go to university and it’s not something that is fictitious or unreachable or impossible. There is a whole world of other experiences and they can become anything they want to become. But education is the first step into a world where anything is possible. It’s not just that we don’t set our sights high enough, it’s also about creating the expectation that you can be whatever you want to be and whatever you are interested in becoming. Often students don’t realise the range of opportunities and possibilities in courses. Whether it’s from agriculture right down to media studies, they don’t know the diversity that exists. The Regional Roadshows awaken their understanding of what’s available.
Of course the barrier of distance and practicalities like accommodation and that kind of stuff still exists for regional kids but WPO offer tangible solutions. And when students want something and you’ve put it in their mind, nothing can stop them.

WPO’s outreach programs lessen that gap that distance can have, so that our students are aware of what’s available. The fact that the experience is real and concrete enlivens their dreams.

For some of our students it’s the first time someone in their family has got to Year 12, so there is not a connection between going to Year 12 and achieving what you want to become. So we actually need to sow the seed. We need to bring back stories of people that have done it and what they’ve done to achieve it and what you do to get there. There is also disadvantage and we want equity – this is really important.

We’ve had some students from Ulladulla High attend the WMBB Summer Program. What I’ve observed is that the students that went there all of a sudden have this aspiration. Their aspirations have become much greater because they have this awareness of what can be possible with university. One of our students in particular was always aspirational to a point. But having completed the WMBB Summer Program she has a lot of focus that’s come directly from an awareness of what is available. We want more sparks, and they come from experiencing it.

For us as a school we need to create a self-awareness for students of their own potential. Whenever we connect with universities we are actually making them aware of their potential. If you want someone to go to university you need to build in them that they have that potential and a growth mindset. My job is to encourage the potential in every student. So, if we think about it, my job is for every student to get to university.

The plan has to be for all students and particularly Aboriginal and Torres Strait Islander students to get their HSC, to achieve that milestone. But really, we should be aiming for every Aboriginal and/or Torres Strait Islander student to get a place at university – wouldn’t that be fantastic?
The Garma Youth Forum is a key part of the annual Garma Festival of Traditional Culture. The aim of the festival is reconciliation, education and understanding through sharing of culture and traditional practice promoting and highlighting Yolngu culture, and creating economic opportunities beneficial to Northeast Arnhem Land.

In 2017 the theme was Makarrata, a complex Yolngu word describing a process of conflict resolution, peacemaking and justice.

This is Australia’s leading Indigenous cultural exchange event and the youth forum brings together Indigenous and non-Indigenous Australians through discussions, an art gallery, music, film, song, dance and expo.

As a sponsor of the Garma Youth Forum the University hosted student workshops run by the Sydney Conservatorium of Music, the Faculty of Science, the Sydney College of the Arts and the Sydney University Law Society.

The Sydney Conservatorium of Music worked with students to produce cutting-edge beats, while scientists explained how technology such as radioactive carbon dating helps us piece together our knowledge of the past and the present.

A debating workshop run by Sydney University Law Society students culminated in a Youth Parliament in which students discussed and debated issues relevant to their lives.

By participating in the forum, students had the opportunity to gain discipline-specific skills, develop their leadership capacities, notions of identity and self-belief, and appreciation of the complexity and depth of Indigenous cultural traditions.

The Forum was held at the Gulkula ceremonial grounds in Northeast Arnhem Land, welcoming students from interstate and smaller remote Indigenous schools in Arnhem Land as well as surrounding homeland areas.

**Delivered**: 4–7 August 2017  
**Year group**: Years 10 and 11  

**Engagement results 2017**  
- Number of students: 170  
- Student engagements: 170

“I enjoyed being pushed out of my comfort zone, meeting with people who I haven’t already. I will always remember the new friends I’ve made.”

**Student**

“The Garma Youth Forum is a significant occasion for us. We will have the privilege of listening to young people, hearing their views and interpretations of Makarrata, a coming together for the future through facilitating the sharing of knowledge, culture and lived experience in the heart of Yolngu Country.”

**Mary Teague**  
Head of Widening Participation and Outreach, University of Sydney
Dana’s story

Student

Dana, an Aboriginal woman from the Kamilaroi nation near Sussex Inlet on the NSW south coast, attended WPO’s Wingara Mura – Bunga Barrabugu (WMBB) Summer program in 2016 and is studying a Bachelor of Liberal Arts and Science, majoring in Medicinal Chemistry. She is also a Student Leader for WPO.

The WMBB Summer Program changed my life. I wanted to come to Sydney Uni because of the support - I feel very supported here and it’s really nice knowing that there is someone there for you.

I was inspired to study a Bachelor of Liberal Arts and Science, majoring in Medicinal Chemistry, because my dad had leukaemia and I was watching the doctors. I wanted to get in, so I chose Medicinal Chemistry and then I think I will go on to do medicine.

WMBB helped me to get organised and make the right kind of applications. I received the University’s Aboriginal and Torres Strait Islander Accommodation Award, which subsidises my rent and provides tutoring. I also received support from the Mentoring Our Brothers and Sister program.

I give back by working with WPO, who supported me with the WMBB program. I worked with school students at the 2017 Garma Youth Forum in Arnhem Land and at other campus events. I believe that as an Aboriginal person, you are capable of doing anything you set your heart on, and it’s really nice to have supporters along the way.
The Mungo Youth Project is a biennial ten-week research program in primary schools that culminates in a three-day conference hosted by Traditional Elder communities (The Barkindji/ Paakantji, Ngyiampaa and Mutthi Mutthi) in the Willandra Lakes Region World Heritage Area.

In 2017 we supported the Mungo Youth Project for the first time.

The project connects traditional Aboriginal knowledge and understandings with contemporary science and archaeology. Its aim is to create powerful responses to global challenges facing contemporary society, for example climate change. The Mungo Youth Project is also a space for individual and community capacity building, and a place for recognising and strengthening respect for Indigenous knowledge systems and beliefs.

The project employs a Kids Teaching Kids model in which students learn in order to teach others. Students partner with Elders, Traditional Owners, Discovery Rangers, archaeologists, scientists, landholders, educators and National Park staff as their mentors before, during and after the conference. At the conference itself, students take part in exploration, cultural tours and activities that build environmental awareness along with optimism, pride and confidence embedded in the new understandings of the natural environment and its Indigenous history.

WPO brought student leaders to the event who assisted in mentoring students, providing information about educational futures, and university opportunities. We also produced a short video documenting the conference.

Watch the video at: youtube.com/ watch?v=N6LkNIYk2Nw

Delivered: 21–23 March 2017
Year group: Years 5–12

Engagement results 2017
- Schools: 27 from NSW/VIC
- Number of students: 190
- Student engagements: 1140

“This really interested me because I really wanted to be able to learn about Indigenous culture, and immerse myself in something I should really know about.”

Student

“Not only does nature and culture come together, but the barriers between science and traditional culture come together here. With 200 kids, teachers and elders sitting here on the same land and exploring the same stories – it’s mind boggling. There’s nothing like this elsewhere in Australia, or the world.”

Professor Jim Bowler
Archaeologist
“I love that we are bringing kids in from all over the country: we’ve got city kids coming in, local country kids, we’ve got Indigenous and non-Indigenous kids, and we’ve got so many cross-cultural interactions happening. It’s really special and we’re giving all of these children experiences they wouldn’t have otherwise, in a very special place.”

Mungo Youth Project leader
Since 2012, we have worked in collaboration with Learning Innovation to coordinate an academic and professional staff network, the Widening Participation Network (WPN). The aim of the WPN is to:

- build the University’s research agenda on social inclusion/exclusion.
- promote the development of teaching and learning and diversity and inclusive approaches.

In 2016-2017 we provided 9 conference grants for travel to support faculty staff:

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<th>Faculty</th>
<th>Name</th>
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<tr>
<td>Sydney School of Education and Social Work</td>
<td>Alison de Pree-Raghavan</td>
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<td>Karen Walker</td>
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<td>Maegan Baker</td>
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<td>Kieryn McKay</td>
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<td>Melissa Hardie</td>
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<td>Faculty of Arts and Social Sciences</td>
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<td>Sydney School of Medicine</td>
<td>Renee Lim</td>
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<td>Faculty of Health Sciences &amp; Sydney School of Dentistry</td>
<td>Cathryn Forsyth</td>
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<td>Education Innovation, DVC Education</td>
<td>Melinda Lewis</td>
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In addition, in 2017 we also hosted the presentation of three research projects for the University:

**Professor Penny Jane Burke** is the Global Innovation Chair of Equity and the Director of the Centre of Excellence for Equity in Higher Education at the University of Newcastle, NSW. She presented to a round table discussion with Sydney academics on her research and recent book, *Accessing Education: effectively widening participation.*

**Dr Jack Frawley** is an Academic Leader – Knowledges, at the University of Sydney’s National Centre for Cultural Competence, and holds adjunct appointments at the University of Canberra and the Batchelor Institute. We supported him to report on a 2016 National Centre for Student Equity in Higher Education funded research project, and the recently published book *Indigenous Pathways, Transitions and Participation in Higher Education: From Policy to Practice,* which he co-edited.

**Dr ‘Ema Wolfgramm-Foliaki** is a Lecturer in the Centre for Learning and Research in Higher Education at the University of Auckland. We supported her to give a seminar titled *Indigenous Methodologies: Storying the success of first in the family students,* a research presentation about people who are first in their family to enrol in university and succeed.

**Delivered:** Throughout the year

**Year group:** Academics and professional staff working in higher education

**Engagement results 2017:**
- 2 funded talks
- 9 funded travel grants
- 4 published journal articles
- 1 conference presentation
- 3 conference abstract submissions
- 1 book chapter (in press)

“The WPN grant provided a fantastic opportunity to present my research at the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference in Los Angeles. Academics from various faculties worldwide gathered to focus on the theme ‘storytelling’. A very enriching experience!”

**Cathryn Forsyth**
Faculty of Health Sciences, Sydney School of Dentistry and WPN recipient

“The opportunity to present the work of the LINK Project to an international group of scholars and practitioners was immensely important for us as it gave us the chance to gather important feedback about our ‘discipline-led’ approach to social inclusion. An early opportunity to present ideas from the paper before it was presented to colleagues working in WPO here at Sydney University was a great way to learn more about the work of colleagues across our different disciplines and also make the collective work of the Unit more visible and interactive.”

**Melissa Hardie**
Department of English and WPN recipient
We are committed to supporting young people, schools and their communities through programs that equip students for higher education and we work collaboratively with partners who share our belief in life long learning and the value of higher education.
The Sydney Writers’ Festival and WPO partnership seeks to extend literacy and comprehension skills via classroom activities and events at the Sydney Writers’ Festival.

We consider our partnership integral to WPO’s innovative and unique approach to reaching young people and improving their educational outcomes. We have no doubt that engaging with young people through promoting literature as something they can both consume and create has significant long term benefits for both their engagement with education and, ultimately, for their access to and participation in university.

On a practical level, our partnership with WPO has allowed us to increase the number of schools that can access our educational program and events.

It has enabled us to expand our Russ the Bus project, taking books, authors and a love of reading into some of NSW’s most disadvantaged schools.

Our work in primary schools is complemented by the delivery of a curated program of events for Year 12 students at Sydney Writers’ Festival in May, providing these students with access to diverse voices and dynamic ideas from some of the world’s most interesting thinkers.

Sydney Writers’ Festival values greatly our partnership with WPO at the University of Sydney. Together we work to inspire a love of reading and active imagination in all young minds, cultivating creativity in all students regardless of their background.
Our Student Volunteering and Leadership Program

Many of WPO’s on-campus experiences, school workshops, residential programs and community engagements are delivered and facilitated by University of Sydney student volunteers and leaders. Their role is integral to successfully engaging young people in understanding the transformative power of higher education. Meeting and interacting with current University of Sydney student volunteers and leaders is for some young people their only contact with someone who attends university. So our students act as important role models who have an opportunity to demonstrate leadership.

Our Student Volunteering and Leadership Program aims to foster the qualities of the Sydney graduate under the 2016–20 Strategic Plan, providing foundations for leadership and opportunities for students to engage with diverse communities. We provide comprehensive training and development opportunities, and the program gives students the ability to extend their studies into practice, and make a positive contribution to the broader community.

Delivered: throughout the year
Year group: University of Sydney students

Engagement results 2017
In 2017, 69 student leaders worked on the following programs resulting in 3517 engagements:
- Regional Hub Expansion
- Parent and Community Information Evening
- Bunga Barrabugu Winter Program
- Wingara Mura – Bunga Barrabugu Summer Program
- HSCram
- Year 12 at Orientation Week
- Invest8
- Experience Uni

In 2017, 193 volunteers helped on the following programs resulting in 25,704 engagements:
- Discover Uni
- Garma
- Smash Essay
- Smash Research
- HSC Exam Prep
- Promote Yourself
- Thinking Ahead
- Prep for Senior Study
- Open Day
- Life at Sydney
- Spectacular Science
- Little Hands
- Preparation for NAPLAN
- Study Centre
- Digital Storytelling
- Digital Narrative and A-List
Elaine grew up in Western Sydney and is in her fifth year of a Bachelor of Arts/Law. She is about to participate in the National University of Singapore exchange program and is a volunteer and student leader for WPO.

I come from a community where many of us are from refugee or migrant backgrounds. There is no shortage of resilient people who have endured persecution, discrimination and violence in their other countries before settling in Australia. Even though we have made Australia our home now, language barriers and economic and social disadvantages still persist and still make many people vulnerable. After growing up in this environment and seeing these effects, I wanted to study law so I could be an advocate for people in communities like mine.

I first heard about the University of Sydney while I was in high school through what was known then as the Compass Program, now WPO. I knew that an institution that could offer a program like that was the type of university that I could connect with.

In my opinion, being able to receive a tertiary education is a privilege. I have gained skills in my degrees which empower me to be critical of the ways things are and I can use these as tools to be the advocate I have always dreamed of being. University is a powerful enabler of dreams, but I know that a lot of my peers were not as lucky as I was. This was because programs like WPO’s and alternative entry pathways did not exist, or if they did, students just did not know how to access them. This affirmed to me the importance of these programs and raising awareness of them to equalise the platform and make university a possibility for students from disadvantaged backgrounds and regional areas. Now that I have been given the opportunity of studying at the University of Sydney, I wanted to be part of WPO and break down the barriers to accessing university for other students.

Working with WPO has been incredibly rewarding. Though it is my role to speak to young people and inspire them to realise their potential, I am the one who learns so much from them. The students I engage with remind me of the people in my little western Sydney community - resilient, determined and inspiring. Despite many personal battles and hardships, they have an infectious light that burns inside them and I never forget why I wanted to volunteer in the first place. Volunteering for WPO has definitely been one of the highlights of my university experience and I could not encourage anyone enough to get involved.
Monday p.m.

- Sociology of King St, Newtown
Many years ago, when I was a high school student, I attended one of the schools in south west Sydney that is now engaged in the Widening Participation and Outreach program.

My family were refugees, I had no English when I started school and no understanding of the cultural landscape.

I was the first in my family to go to university. I remember clearly the lack of role models and the lack of understanding of how to actually get to university – practically as well as academically. It was hard to imagine what university entailed, or even what successful study entailed.

Back then, a Widening Participation and Outreach program would have filled in many obvious gaps, but it didn’t yet exist.

Students from low socio-economic groups, from rural, regional and remote areas, as well as Aboriginal and Torres Strait Islander students have traditionally been underrepresented in higher education. But today the partnership schools that are fortunate enough to work with Widening Participation and Outreach, are able to offer their students hope, excitement and a different, more positive vision for the future. And the University of Sydney is demonstrating its active commitment to broadening the diversity of its students.

Having current University students as powerful role models is integral to the success of the WPO programs, as are the programs to build academic capacity and support the individual and collective efficacy of teachers and school leaders.
Eloise’s story

I absolutely love studying secondary education – it’s my passion in life - and working with WPO is a great complement to my course.

Through WPO I’ve had the opportunity to work with amazing students. We have the chance to get them excited about Years 11 and 12 and to broaden their perception of what’s available to them after school.

It’s so important to instil the idea that moving to a metro area and that going to university is actually a possibility for regional students. They don’t have to stay in their regional area if that’s not what they want to do. The WPO program empowers students to follow their own path.

As pre-service teachers, the program allows us to work with an array of students in regional settings. It’s incredible to see the range of students, not just in terms of ability but also in terms of what they want to do when they graduate.

Working for WPO has boosted my confidence as a teacher. Being in my fifth and final year I know I can work with students, but knowing I can relate to regional students and build rapport with them is also really important to me. I love getting them excited about what they’re learning in the classroom each day.
Brittany’s story

Student leader

Brittany is studying a Bachelor of Education Secondary Studies: Humanities and Social Sciences and a Bachelor of Arts and works as a student leader for WPO.

Since I was in school I’ve wanted to go to the University of Sydney. I began studying nursing here, but soon realised education felt right for me. When I transferred I knew it was the best decision.

WPO’s involvement with Aboriginal and Torres Strait Islander students was something that really interested me. We can give kids in regional areas opportunities to experience things they wouldn’t otherwise come into contact with. In Sydney, you’re inundated with options and possibilities, but living in a regional area shouldn’t mean you don’t have those options as well.

We get students to start thinking about what it is they want to do after school and how to apply for opportunities like pathways and scholarships, so they’ve got the best shot. We teach skills they wouldn’t necessarily consider but that others would just expect them to have.

As a pre-service teacher, WPO is giving me classroom time that I wouldn’t get until the end of my degree. It’s great when we have these “aha” moments. I’ve learned a lot about myself, about how people learn, and I get the chance to get out of my comfort zone every single day.
Partner library events

**Study Centres**

These weekly two-hour sessions provide free homework support and tutoring to high school students in Years 7–12 at selected local libraries. University of Sydney student volunteers are matched one–on–one or in small groups to help support students’ diverse learning needs and build academic competence, while raising awareness of the opportunities available in accessing higher education.

**Delivered:** Terms 2 and 3, 2017  
**Year group:** Years 7–12

**Engagement results 2017**
- Schools: 12
- Number of students: 81
- Student engagements: 81
- Volunteers: 34
- Volunteer engagements: 255

“The partnership allows us to improve the learning outcomes for young people and teacher professional development for both high schools and primary schools in the area.”

**Paul Scully**  
Fairfield City Council

**HSCram**

This one-day intensive workshop provides Year 12 students with a range of academic support including small group subject–specific tutoring, exam practice in exam conditions and HSC Exam Prep workshops. It is held in schools, at Fairfield Library and at community venues in the lead–up to HSC exams. It aims to increase students’ confidence in specific HSC subjects, increase motivation to succeed in the HSC and to encourage students to access modes of teaching and/or resources that may not be available in their high school.

**Delivered:** September school holidays  
**Year group:** Year 12

**Engagement results 2017**
- Schools: 36  
- Number of students: 115  
- Student engagements: 292  
- Volunteers: 34

“The one–on–one tutoring enabled me to clarify any questions I had. I found this extremely helpful!”

**Student**

“The help I got from doing past paper questions really made me more confident in doing maths.”

**Student**
Parent and Community Information Evenings

Held in local libraries, these information evenings for students in Years 10, 11 and 12 and their parents, caregivers and teachers are an opportunity to hear from and speak to University staff and students about subject selection, pathways, degrees, and careers. The information evenings are an opportunity to communicate with students and their families about courses at the University and the new undergraduate curriculum, as well as raising awareness of the resources, academic support and financial assistance (in the form of scholarships) available to support senior study and access to higher education.

Delivered: Term 2, 2017
Year group: Years 10-12

Engagement results 2017
- Number of students: 272
- Student engagements: 544
- Volunteers: 26

“It was useful understanding how to get into the courses I wanted even if I didn’t achieve the required ATAR.”

Student

“The varying options and details of all the different ways to get into university was very useful.”

Student
Imagine a book that could talk to you, and you could ask it questions.

The Living Library program was a collaboration between the Deputy Vice-Chancellor Indigenous Services and Strategy, University Libraries and WPO to provide opportunities for University staff and students to connect with people they may not normally come into contact with in their community, to better understand the life experiences of others. It is part of the University’s commitment to building a culture of inclusion and diversity on campus by showcasing unique stories.

The program offers human ‘books’ – real people with unique personal experiences and perspectives to share – providing a space in which participants can challenge their own assumptions, prejudices and stereotypes.

WPO coordinated the participation of two students from Belmore Boys High School with uniquely different perspectives. They spoke authentically about their family life, and used the experience to practice public speaking, and construct a personal narrative.

**Delivered:** 27 March, 4 April and 12 April 2017

**Year group:** University staff and students

**Engagement results 2017**
- Schools: 1
- Students: 2
- Student engagements: 6

“There’s power in the immediacy of hearing someone tell their story which can sometimes be lost in the written word. One-to-one conversations can encourage understanding and empathy; that’s what we hope this initiative will achieve”

**Mary Teague**
Community sponsorship

WPO promoted the University’s Cadigal pathway, Wingara Mura - Bunga Barrabugu outreach program and ASTAR.TV at three prominent Aboriginal and Torres Strait Islander events in 2017.

**Yabun Festival** is the largest one-day gathering and recognition of Aboriginal and Torres Strait Islander cultures in Australia, held annually on the traditional lands of the Gadigal people in Sydney. Established in 2001, Yabun means ‘music to a beat’ in Gadigal language, and features live music, panel discussions and community forums on issues, children’s activities, market stalls and traditional Aboriginal and Torres Strait Islander cultural performances.

*Held: 26 January 2017*

*Total attendees: 38,000*

**AFL Indigenous Round** is an annual round played at venues including the Sydney Cricket Ground, recognising and celebrating Indigenous players and culture within the AFL. Teams wear jerseys designed by Indigenous artists, and commemorate the huge impact that Aboriginal and Torres Strait Islanders have had on the sport.

*Held: 26 May 2017*

*Total attendees: 36,221*

**NSW Koori Rugby League Knockout Carnival**, which has run since 1971, is one of the biggest Indigenous gatherings in Australia. It began as a way to tackle racism in rugby league and give country players a chance to get scouted, and now brings together hundreds of teams from across New South Wales for an annual weekend of football.

*Held: 29–30 September 2017*

*Total attendees: 35,000*
The Gillawarna Festival of Performing Arts is an annual two-day festival involving primary schools from Sydney’s Fairfield and Bankstown area.

This program is part of our community outreach to support primary aged children to participate in events and experiences that may not be readily accessible, and showcase their talents in performing arts.

In 2017 we were a major sponsor of Gillawarna. Our sponsorship covered logistics such as bus transport to the following public schools:
- Bankstown North
- Bankstown
- Chester Hill North
- Chester Hill
- Fairfield Heights
- Fairvale
- Lansvale
- Villawood East
- Villawood North
- Wattawa Heights
- Yagoona

**Delivered:** 12–13 September 2017 (with rehearsals from May 2017)

**Year group:** Primary school students

**Engagement results 2017**
- Number of schools: 11
- Number of students: 617
- Aboriginal and Torres Strait Islander students: 12
- Teachers: 64
- Parents: 69

“I heard from a number of parents that 2017 was definitely one of the best shows they have seen and the biggest choir. My choir kids are asking if they could do another festival because they loved it so much!”

**Teacher**
Villawood East Public School
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.
This all-day on-campus experience prepares Year 6 students for their transition to high school and introduces them to university life at a young age. This is especially important where young people may be the first in their family to complete high school and/or continue to higher education. This program encourages students to be active participants in their own learning, set goals for their future at high school and provides them with some of the tools to support academic success.

Students experience first-hand specialist learning environments and disciplines linked to their key learning areas (KLAs) at school, which enables them to establish a positive association between school, their own learning and future careers. This is an opportunity for students to imagine their future in new ways, and gain a sense of belonging at university.

Future careers are imagined through interactive and experiential learning. Pre- and post-lessons are delivered in schools to support the experience and parents are welcome to attend the day to learn more about how they can support their child’s transition to high school.

Discover Uni is part of our Discover program, which also includes Full STEAM, Digital Storytelling and the National Computer Science School (NCSS) Challenge.

Delivered: 6 September 2017
Year group: Year 6

Engagement results 2017
- Schools: 9
- Number of students: 497
- Student engagements: 1988

“It is an amazing opportunity for our students. It starts conversations about their future and teaches them that they can achieve whatever they like and attend university no matter what their postcode is! Every student and staff member we came across was so friendly and went above and beyond.”

Teacher

“I was worried about how to talk to new people at high school, but after trying today, it’s not scary at all!”

Student
Experiential on-campus programs

**Experience Uni**
Experience Uni is an all-day on-campus session, specifically designed for Years 7 and 8 Aboriginal and Torres Strait Islander students, held during National Reconciliation Week.

It provides an opportunity to participate in faculty-based, hands-on workshops that explore the specialised learning environments available at university, along with workshops about university study and future career options.

Experience Uni’s digital components include our interactive ASTAR Career Finder App, which students use to identify their interests and academic strengths. Digital resources on careers, study and university are also provided on ASTAR.TV.

**Delivered:** 30 May 2017  
**Year group:** Years 7-8

**Engagement results 2017**
- Schools: 24
- Number of students: 158
- Student engagements: 632

“It gave me a feel for university life, it’s really different to school, I had no idea there were so many things you could study.”

*Student*

“The hands on activities were my favourite part because it allowed us to experience the courses that we may want to do at uni and they were so much fun.”

*Student*

**Investig8**
This all-day on-campus session is designed for Year 8 students and their peers to participate in a range of faculty-based, hands-on workshops. Students gain an insight into the specialised learning environments available at the University and explore links between their strengths and interests, further education and careers, with the aim of building confidence and motivation to access higher education.

Investig8’s digital components include our interactive ASTAR Career Finder App, which identifies student interests and academic strengths and links them to specific career streams. Some of the career characters include: Business (large and in charge), Sports Studies/Physio (sports star) and Social Work/Studies (heart of gold, savvy activist). Additional interactive and accessible resources on careers, study options and university culture are also provided on ASTAR.TV.

**Delivered:** 15 June 2017  
**Year group:** Year 8

**Engagement results 2017**
- Schools: 12
- Number of students: 438
- Student engagements: 1314

“It helped me to see what it’s like to be on campus and at a university, I felt like I was a uni student for the day.”

*Student*

“The hands on approach to the activity was best – seeing what a lab looks like compared to the ones at school. Students who have never been exposed to these environments come out feeling like it’s a definite possibility they could access in the future.”

*Teacher*
Jackson’s story

Student

Jackson is currently completing his graduate year in Nursing at the University of Sydney. He is a volunteer and student leader with WPO.

I grew up in Biripi country, on the mid-north coast of New South Wales. I didn’t really know what I wanted to do with my life beyond attending high school.

Before going to boarding school, I couldn’t really see myself pursuing a tertiary education. But my perspective changed. I was surrounded by other students for whom university was just a matter of course and this attitude was infectious.

During Year 12 I met Samuel Brazel, an Indigenous alumnus from Sydney Uni who encouraged me to attend the Wingara Mura – Bungar Barrabugu (WWBB) Program. This was a week-long program where I experienced university life.

Initially I wasn’t 100 per cent sold on university. But the values of the program about bettering yourself and expanding horizons really struck a chord. I realised that this was what I was all about and I started to see a future at Sydney Uni.

No one from my immediate family had even completed high school and tertiary education never seemed like a real prospect but WMBB helped changed my perspective. I realised that I was smart enough and that I should probably give it a go.

When I told my family that I was going to uni their reactions were mixed. Deep down they were proud of me but the prospect of me being away from home – permanently – was daunting. My family were impressed that I had achieved something so important, but they were also sad that my day-to-day life would take place outside of the community.

I really grappled with what I wanted to do. In the end, I chose a nursing degree because I like talking to people and solving problems.

Starting university was a rude shock but the support systems on offer helped me adapt. They followed me through my studies and if there was any trouble, they helped me out. The WPO crew also helped me support myself through studies with casual jobs. Because I enjoyed being a student on their program, I thought it would be great to give back by working for them and guiding other students.

I’m doing my graduate year at the Royal Prince Alfred Hospital in Camperdown. It’s early days and I’ve still got a lot to learn, but I look forward to surrounding myself with knowledgeable people and taking their lessons on board.
Music is my life, and I have been studying music and playing instruments since I was seven years old. It is my passion. I play violin, piano and drums, and have taken graded exams in violin and drums for years. I am committed to being a professional musician and classical music performer.

Right now I’m studying at the Sydney Conservatorium of Music, my degree is a Bachelor of Music (Performance) majoring in violin. The people in my uni course are all really humble and kind and friendly. I thought it would be the other way around.

I was in the music stream at WMBB, it was a great experience because we got to go to The Con for the whole week. While we were there we got to make original songs with Dr Clint Bracknell and it was really fun.

My favourite parts were meeting people - we are still friends today - and getting the experience of living on a university campus. A highlight was taking part in the talent show - everybody was really talented and there were a lot of singers and dancers. I came second.

My proudest achievement was when I played to a packed house in the Concert Hall of the Sydney Opera House with my school string ensemble, for the Ryde Schools Spectacular in 2015. It was amazing to perform at the Opera House, and I want to explore more cultural performances on violin as I continue my music education. I was also one of the Sydney Symphony Orchestra’s Young Ambassadors in 2017.
“The WMBB Summer Program changed my life. I wanted to come to Sydney Uni because of the support provided.”

Dana
Student
The Wingara Mura – Bunga Barrabugu (WMBB) Summer Program, now in its fifth year, is the University’s flagship event for Aboriginal and Torres Strait Islander high school students. Students from across the country apply to take part in a week-long residential program designed to explore how their study choices could influence their future, and the possibilities offered by higher education.

For many of the young people involved, it is a transformational experience, and the beginning of their engagement with higher education. For some it is the first time they have left home or spent time in a large city.

The program utilises leading faculty expertise, University student leaders, and leverages critical collaborative partnerships. Students are exposed to a sustained project-based learning experience in one of nine streams of activity and inquiry.

The program is a pinnacle event among the 1500 Aboriginal and Torres Strait Islander school students across Australia, with over 6700 individual student engagements undertaken in 2017.

The Program comprises of three streams:

- **Wingara Mura ‘A Thinking Path’**: This stream is for Years 9 and 10 students and it promotes tertiary study and demystifies uni life.

- **Bunga Barrabugu ‘To Make Tomorrow’**: This stream for Years 11 and 12 students supports them to make informed higher education choices, begin preparation for senior study, and understand the university environment and experience.

- **Winter Program**: Year 12 attendees at the Summer Program residential are invited back to prepare for their exams in June.

This immersive program is an important opportunity for the University to engage with Aboriginal and Torres Strait Islander young people. Their diverse experiences and understanding of the world offer rich and unique perspectives that are often remarkably different from those of many students and staff at the University of Sydney.

For the institution there is a resulting level of cultural awareness gained, that would not otherwise be possible. This benefits everyone and is essential for a university in the 21st Century to occupy a contemporary and diverse learning environment reflective of the world we live in.

For program staff and student leaders it is also highly rewarding to watch the possibility of higher education as it is repositioned from an abstract idea to a concrete reality, as participants grow to imagine themselves as a University of Sydney students.

One part of this program that is not formally evaluated is the socio-cultural connections that form among students: the friendships, the family connections, and an interconnectivity shared by all participants. These friendships are showcased in our documentary, ‘Our time’: youtube.com/watch?v=iQwINZIHZiw

Additional videos documenting key events during the program and students experiences are available online at ASTAR.TV.
Delivered: 14–19 January 2017  
**Year group:** Years 9–10

**Engagement results 2017**  
- Schools: 131  
- Number of students: 206  
- Student engagements: 4532

“Leaving school and pursuing higher education is a big milestone. When I was part of the program, the help and support of the student leaders played an important role in forming my decision. I’m really excited to now be a student leader myself, and hope I can help students with these important decisions and feel informed about the choices they make.”

**Dhani**  
Current Bachelor of Arts student and 2016 WMBB Summer Program alumn

“I attended both a WMBB Summer and Winter Program and discovered the endless support Aboriginal and Torres Strait Islander students receive. That’s when I decided Sydney was the uni for me. Tertiary education is the only way we as Indigenous people are going to move up in society. Education is important because it increases job opportunity and social change.”

**Georgia**  
Bachelor of Arts student

“This collaborative work will serve as a visual display of diversity, difference, and new ways of being together – and hopefully open the students’ eyes to their potential for creative and academic achievement.”

**Michael Mossman**  
Descendant of Kuku Yalanji and Warungu country, and lecturer in the University’s School of Architecture, Design and Planning

Delivered: 14–19 January 2017  
**Year group:** Years 9–10

**Engagement results 2017**  
- Schools: 131  
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Descendant of Kuku Yalanji and Warungu country, and lecturer in the University’s School of Architecture, Design and Planning
Mia’s story

Mia is a Bachelor of Education student from the Central Coast who attended WMBB in 2017. She received one of the highest ATAR scores to date on the WMBB program.

When I was ten years old, my dad graduated with a Bachelor of Business and that was the first time I walked onto a university campus. I thought ‘Wow. This is what I want.’

I plan to do a Bachelor of Education combined with a Bachelor of Arts, then hopefully become a history teacher. The opportunity to be on campus and take a tour around the Sydney School of Education and Social Work not only reaffirmed my decision to become a teacher, but it also provided insight into university life.

There’s no one in my family involved in teaching, but I’ve always been passionate about continuing to learn. I’ve also had teachers at my school who helped me on my journey and inspired me.

The people you meet at WMBB are all in the exact same boat as you. It makes you think, ‘we can all get through this.’ You want to prove to people that you can make it.

It’s amazing how much confidence you get over just five days of being on the University campus. And you can’t ignore the cultural significance of these programs. These are opportunities for young Indigenous people to not only seek further education but also to culturally connect with one another. We’re all such different people, yet we have this common goal of seeking a greater education, and eventually, our dream careers.

Maykooth’s story

Maykooth from Sydney attended WMBB in 2015 – 2017 and is studying a Bachelor of Design Computing. She is the first Aboriginal and Torres Strait Islander person to enrol in this course.

This experience of doing the week-long WMBB program with WPO has connected me with who I am. I was lucky enough to go to a private school in Sydney, but there’s not a lot of Indigenous kids – probably just one or two in each year. Coming to this program knowing that everyone’s in the same situation as you are is so important.

We had the chance to do a workshop on resilience and that had a big impact on me. I don’t know what I would do if I didn’t have my parents there supporting me, because there’s a lot to deal with going to an all-girls school, but here I’ve found new friendships.

When I first signed up I thought the program would just involve staying at the University being told ‘you should come here to study.’ But the fact is they take you out into the real world and show you what you could be doing. I’ve found each time I’ve come to the program that there’s always been something different to experience – something new.

WPO has also helped me narrow down what I want to do and see a pathway towards that. I’ve seen what the possibilities are and started to think ‘Maybe I don’t want to do what I had planned. Maybe I’ll do this instead.’ I’ve realised that once you find what you want, you can go for it.
Leroy’s story

Leroy from Northern NSW attended WMBB in 2017 and is studying a Bachelor of Arts.

WMBB and the work of WPO pulls you into the life of the University. And it’s not just the University of Sydney, even though this is the one I personally wanted to go to – it’s got a great faculty, great staff and it’s an amazing place.

I only have myself and my family. I’m guiding myself in my goal to have a law-focused career. My parents are the biggest and best support – they give me everything I need – but there are always those financial and emotional struggles. And because I am completely financially independent, I feel I have to support myself. I’ve been working since I was about 13. Balancing work, family and social life along with my studies can be a real challenge.

I honestly feel that if you participate in the WMBB program it can prepare you for just about any university in Australia. It’s a great experience that gives you a head start and the chance to see if university is going to be right for you.

I think a lot of Indigenous students feel like they might lose a part of their culture through pursuing academic study. Having the chance to do the WMBB programs with WPO has felt like a chance to reconnect with my culture – to who I am and to who we are as Indigenous Australians. It’s been great to see young Indigenous Australians who look and sound different, from all walks of life.
Bunga Barrabugu Winter Program

Bunga Barrabugu (BB) Winter Program is a five-day invitation-only residential program for Aboriginal and Torres Strait Islander students in Year 12. The program involves intensive academic preparation for final exams with individually targeted support for each participant. It also includes information about future opportunities and pathways toward university study, as well as wellbeing and resilience workshops.

The strength of the program lies in motivating and engaging students to self-determine their educational journey.

During the program students learn about ATAR and subject choices, how to get to uni, careers linked to degrees, and how to access the best scholarships and support.

Students have access to senior HSC exam markers, university tutors, faculty and support staff to support them in their preparations for final examinations. The program also provides practical experience in writing and presenting for scholarship applications, and gives students opportunities to create powerful support networks they can access once they enrol to study.

The program is designed to counteract some of the deeply entrenched negative messaging that young Aboriginal and Torres Strait Islander people may be exposed to from a young age. The effects of educational disadvantage are wide-ranging, and in concrete terms can significantly impact ATAR results used to determine admission to University.

In 2016, 39 students attended the winter program, and as of 2017 16 (out of 21 students contacted) confirmed they were currently enrolled at a university, and ten of them had enrolled at the University of Sydney.

Delivered: 2–7 July 2017
Year group: Year 12

Engagement results 2017
- Schools: 26
- Number of students: 28
- Student engagements: 392
“It didn’t just show me a few pathways, it also blew my expectations. University was great, the people were great. The lifestyle and everything, it was just outstanding, and I thought, wow, this could be me in a few years studying law, whatever I want, really.”

**BB student**

“Just being on the campus and being on tour with the School of Education and Social Work, not only reaffirmed my decision to become a teacher, but it also provided insight into university life.”

**BB student**

“I really enjoyed going to Hello Social office today. It made me aware of opportunities in the marketing and advertising industry that I didn’t know of.”

**BB student**

“You can’t ignore the cultural significance of these programs, the opportunities that are provided for us young Indigenous people, not only educationally, and in seeking further education, but also the opportunity to culturally connect to one another, as we are from all walks of life. We’re all such different people, yet have this one common goal of seeking a greater education, and eventually, our dream careers.”

**BB student**
On-campus and in-school workshops

**Preparation for Senior Study**

This two-part program includes both an on-campus experience and in-school workshops to develop study skills and strategies for future academic success.

The on-campus experience is designed to increase Year 10 students’ preparedness for the HSC through workshops in senior study skills, Mathematics and English skills, and knowledge of subject selection to maximise results.

The school workshops, run by the School of Education and Social Work secondary education (English) students, include small group-based learning activities to:

- enhance students’ English study skills
- introduce ideas around motivation and self-directed study
- establish good study habits
- facilitate discussion on future degree and career options.

The program’s digital component is our interactive ASTAR.TV subject selection App.

**Delivered:** Terms 2, 3 and 4  
**Year group:** Year 10

**Engagement results 2017**

- Schools: 13  
- Number of students: 501  
- Student engagements: 501

“ I enjoyed experiencing the University of Sydney in general and getting to know the courses on offer, the subjects I need to work hard in, and understanding study techniques to better manage my time.”

**Student**

“ It was great to see how engaged the students were - interacting with the student teachers and genuinely enjoying the experience.”

**Smash Research Skills**

In this one-hour on-campus workshop students improve their online research skills, and become familiar with appropriate forms of academic referencing. They learn how to effectively evaluate online resources, analyse sources and locate relevant information efficiently. Students are also introduced to strategies they can use to navigate large and complex library databases, in preparation for uni.

The workshop is run on request during senior students’ on-campus experiences, in partnership with the University of Sydney Libraries.

**Delivered:** Available on request  
**Year group:** Years 11 – 12

**Engagement results 2017**

- Schools: 6  
- Number of students: 60  
- Student engagements: 60

“ I very much liked expanding my research skills, and I was encouraged to ask questions, in a very calm and helpful environment.”

**Student**
Critical Thinking Workshop

Critical thinking is a toolkit for rationality and helps us to examine reasoning in different kinds of argument.

This program is adaptable across all key learning areas (KLAs), and uses relevant examples to best prepare Year 11 (Stage 6) students to think critically about the texts they are analysing. Students deconstruct arguments drawn from a wide range of sources, including journalism, advertising, science, economics and politics, and learn to distinguish between what makes a sound or weak argument.

Delivered: During Life at Sydney
Year group: Year 11

Engagement results 2017
- Schools: 53
- Number of students: 84
- Student engagements: 84

“Critical thinking helps learners to identify, assess, offer and reject reasons in arguments and explanations found in the curriculum at school and in the wider world.”

James Ley
Critical Thinking Workshop Coordinator

Thinking Ahead

This scholarship preparation workshop helps Year 11 students better understand how to address scholarship application criteria, present their achievements and apply for admissions pathways to the University of Sydney.

Students are introduced to new ways of interpreting the value of their involvement with extracurricular activities and home life responsibilities, and learn how to write persuasively leadership skills, personal qualities and attributes.

Thinking Ahead is delivered as a package with our one-hour Smash Essay Writing workshop.

Delivered: Term 2, 24 April – 9 June 2017
Year group: Year 11

Engagement results 2017
- Schools: 12
- Number of students: 355
- Student engagements: 355

“I left the course knowing valuable information I need for my future. Genuine interest from the teachers helped me feel more enthusiastic about going to university”

Student

“After the workshop I realised that lots of the things I did everyday were the equivalent, if not more, to being the captain of a sports team. I learnt how to write about my responsibilities and leadership looking after all of my younger brothers and sisters, which I didn’t think would count towards anything.”

Student
Smash Essay Writing
In this one-hour workshop students receive key tips and strategies for effective essay writing. They are encouraged to deconstruct questions and formulate arguments to extend their essay writing skills in preparation for their HSC exams.

Delivered: Term 2, 24 April – 9 June 2017
Year group: Year 11

Engagement results 2017
- Schools: 3
- Number of students: 75
- Student engagements: 75

“The way they explained how to do a proper essay helped me really understand some of the weaker areas that I needed to work on in my writing.”

Student

“It was great! I was more confident in writing essays.”

Student

“Smash essay writing was very helpful – the University of Sydney students who presented knew what they were saying which pretty much refreshed everything and will surely help me in future essays.”

Student

Promote Yourself
This on-campus scholarship application writing workshop teaches Year 12 students to write effective and persuasive scholarship applications. It uses the University of Sydney’s E12 Early Offer application and/or Cadigal Program as a model. Students learn how to identify scholarship criteria, find areas of strength and weakness in sample answers, and draft their own answers.

The workshop builds on skills developed in the Year 11 Thinking Ahead workshop and is delivered alongside our Year 12 HSC Exam Preparation workshop.

Delivered: Term 3, 31 July – 1 September 2017
Year group: Year 12

Engagement results 2017
- Schools: 18
- Number of students: 327
- Student engagements: 327

“Great communication, it inspired me and made me more excited for uni.”

Student

“Sample answers were helpful. One-on-one help. Provided lots of help and answers for my questions. It was great, thanks!”

Student

Year 12 Exam Prep
In this one-hour on-campus workshop students develop and consolidate effective approaches to prepare for and sit their senior school exams including:
- deconstructing questions
- addressing learning outcomes from the syllabus
- effective note taking
- planning responses
- maximising your marks
- managing time during exams.

Delivered: Terms 2 and 3
Year group: Year 12

Engagement results 2017
- Schools: 28
- Number of students: 91
- Student engagements: 91

“I enjoyed everything! It was very easy to understand how to improve my ability to prepare for and take HSC exams.”

Student
Mitchell’s story

Working as a WPO volunteer and student leader has been the highlight of my degree. As a mentor and facilitator for programs like Smash Essay Writing, Thinking Ahead and Promote Yourself, I’ve seen my presentation and communication skills improve and my confidence soar. WPO has allowed me to put the knowledge from my degree into practice in a safe, supportive and structured environment.

It is a privilege to work with students from Low SES backgrounds. I could not be happier to show them that they are not defined by their circumstances – that higher education can be a pathway toward their goals. It’s reinforced my faith in the future of Australia’s education and its youth.

I’ve made lifelong friends here. University can be challenging, but I’ve seen myself grow as an educator and as a person. I now know that everyone here wants you to achieve your goals, and it’s that support and care that I’ve really come to appreciate.

I’d like to express my sincere thanks to all the WPO staff – you do the most amazing work and I’m so proud to participate in the programs you design and run.

As a second-generation migrant, I’ve seen how powerful education can be for those who have nothing else. In my community, education was a way to break the cycle of poverty that so many refugee families find themselves in.

My parents arrived in Australia as refugees during the Vietnam War, settling in Cabramatta. They separated and my mother was left to raise us. She often sought additional help to ensure I wasn’t disadvantaged.

The prospect of university was always daunting as no one in my family had ever pursued higher education. While I was in high school, I had the opportunity to visit the University of Sydney for a week-long program run by the Smith Family. A member of WPO spoke with me while I was there, answering my questions about higher education and giving me the confidence boost I needed to pursue university.

Today I’m a pre-service teacher planning to teach both English and History. I chose the University of Sydney because I aspired to become the best teacher possible. I knew that to achieve this, I would need to learn from the best. Studying here has not only brought me out of my shell to become more confident and engaged, but also challenged me to unlearn my preconceptions of what it means to be an educator in the 21st century.
Year 12 at Orientation Week

This is a chance for Year 12 students to experience the exciting atmosphere of Orientation Week, taking part in activities to increase their preparedness for university. Visiting Orientation Week the year before attending university gives students an understanding of what to expect and enables them to get the most out of their student experience when they enrol as undergraduate students.

During the four-hour on-campus experience, students take part in workshops including Smash Research Skills, Smash Essay Writing, HSC Exam Preparation, and Critical Thinking, to support academic success in the HSC.

**Delivered:** 2 March 2017  
**Year group:** Year 12

**Engagement results 2017**
- Schools: 5
- Number of students: 113
- Student engagements: 339

“...and I learnt how to properly structure and write arguments. It’s something that isn’t taught the same way in school so it was interesting to see a different perspective and have a taste of what university seminars might be like.”

**Student**

“This was the first time Year 12 has been invited to Orientation Week so being able to spend the day as a uni student was a great experience.”

**Teacher**
Life at Sydney

In this two-day residential program, Year 11 students participate in a variety of hands-on faculty-based activities, engage with the University of Sydney student clubs and societies, and participate in senior study skills workshops. The program aims to provide an overview of the University’s size and scale and introduce the scope of opportunities available.

The program demonstrates the links between higher education options and career opportunities and increases students’ confidence and preparedness for tertiary academic study. Students learn how to access the information they need to independently research future opportunities.

Delivered: 26 and 27 September 2017
Year group: Year 11

Engagement results 2017
- Schools: 39
- Number of students: 69
- Student engagements: 552

“The whole experience is such an eye-opener for our students who would otherwise not get the opportunity to visit the University of Sydney and participate in such well-planned workshops and activities.”

Teacher

“I really want to make coming to the University of Sydney a reality for rural and Low SES students and I feel like that is exactly what we are doing. We are definitely changing the futures of students in a positive way which is amazing”.

Student leader

“ I enjoyed seeing various parts of the University and learning about what actually occurs at uni. Learning about various entry pathways and scholarships. It was great to meet new people.”

Student
The University’s Open Day is a key outreach event.

For the 2017 Open Day we welcomed primary school children and their parents to the ‘Family Zone’, where the Sydney Writers’ Festival Russ the Bus ignited their love of reading. 230 children left with new books on the day. We ran six academic workshops to help prepare high school students for uni. We also facilitated one-on-one scholarship application consultations for Cadigal Program and Early Offer Year 12 (E12) and we provided support opportunities for students visiting from our regional partner schools.

**Delivered:** 25 August  
**Year group:** Years 10-12

**Engagement results 2017**  
- Schools: 93  
- Number of students: 420  
- Student engagements: 534  
- Volunteers: 15

“The use of young teachers made the learning environment fun and lively.”  
**Student**

“Engaging presentation. Info was direct and helpful.”  
**Student**

“The informal nature of the lecture was good. Easy to understand.”  
**Student**

“It was useful understanding that the activities we do outside and inside of school can help us gain or develop skills which can further help us with scholarship applications.”  
**Student**
Digital outreach – ASTAR

Launched in 2014, ASTAR is a digital platform designed to provide ongoing engagement with students, and between students who have participated in our program.

Aimed at preparing students for university and the world post school, ASTAR is an online community where students can share information about scholarships and careers, and find authentic insights into, and connection with, life at university.

Importantly, ASTAR also offers up-to-date study resources in Study Hacks and has access to Studiosity - an online support tutorial offering homework and assessment assistance.

The platform also showcases student work and achievements, such as the work created during the Digital Narrative workshop for Year 9 students, the Sydney Story Factory ‘Write Time Write Place’ project for Years 7 and 8 students and the Wingara Mura – Bunga Barrabugu Summer and Winter Programs. This provides a space for students to discuss different perspectives and contribute their own texts and opinion pieces for publication.

The platform also includes two apps which are housed on ASTAR, Google Play and iTunes:
- The Career Finder App helps students link their interests and passions to future careers
- The Subject Finder App gives students important advice on how to make informed choices when choosing subjects in Years 9 and 10.

Our apps and digital resources are integrated into all of our on-campus and in-school learning experiences, giving students and their teachers a place to return to for resources and tutorial support.

An introductory session for students, teachers and school communities – ASTAR.TV Professional Learning – is available throughout the year. We encourage teachers and students to access ASTAR before they visit one of our events on campus and once they are back at school to consolidate their experiences.
Delivered: Subject to interest
Year group: Various

Engagement results 2017
- ASTAR website total users: 119,472
- StudioSity
  - 943 students from 98 high schools were engaged across 2896 sessions totalling 62,917 minutes
- 2150 Connect Live:1:1 tutoring engagements totalling 48,557 minutes
- 746 writing feedback submissions totalling 14,360 minutes
- ASTAR website submissions: 82
- Career Finder total users: 7,645 (12 per cent identifying as Aboriginal and Torres Strait Islander)
- Subject Finder total users: 937 (0.1 per cent identifying as Aboriginal and Torres Strait Islander)
“This year has really been a big one, and this article hasn’t even begun to mention most of it. I was also diagnosed with dyslexia, learned how to do my taxes, got my Ls to drive, came second in my Year 10 for photography and English, worked at the same café for the whole 12 months and hit a reflector post on my first drive.”

Matilda
Excerpt from My busy 2016 since the last WMBB Summer Program by Matilda.
mOTor Skills

mOTor Skills is a work-integrated learning program which allows the University’s occupational therapy students to work with children in Kindergarten to Year 2 (K-2) identified as experiencing motor skills difficulties.

We tailor the program to address each child’s individual needs. Motor skills development impacts their day-to-day learning, literacy development and are part of the early developmental milestones for students in K-2. Four days a week, our students work with children to help them develop their fine and gross motor skills through classroom-based activities.

This program alleviates the financial burden of specialist occupational therapy support for parents and families and provides a real world learning context for University of Sydney students.

A professional learning component provides teachers with occupational therapy strategies and practical programming advice. The program also increases parent’s awareness of the benefits of the occupational therapy services available to their children.

It is provided in partnership with the Faculty of Health Sciences, operating as an in-school clinical placement for University of Sydney Occupational Therapy students.

**Delivered:** Terms 2 and 3

**Year group:** K-2

**Engagement results 2017**
- Students: 371
- Teachers: 6
- Schools: 9
- Engagements: 7249

“Students who were reluctant to attempt activities deemed too difficult are now having a go independently as their confidence has increased.”

**Teacher**

Little Hands

Research suggests fine motor skills are an important part of childhood development and can affect a child’s academic, social and emotional development. The Little Hands program consists of a series of occupational therapy-based fine and gross motor skill activities such as cutting, pencil skills, manipulating small objects, and activities that are designed to strengthen shoulder, hand, and finger muscles.

It aims to improve children’s fine and gross motor skills, helping them meet their developmental milestones and become more independent in the classroom.

The one-day NESA Accredited professional learning component gives K-2 teachers the chance to develop their knowledge of the FingerGym™ Fine Motor Skills School Readiness Program, and enables them to deliver the Little Hands Program in their classrooms.

**Delivered:** Term 1

**Year group:** K-2 and teachers

**Engagement results 2017**
- Students: 371
- Teachers: 6
- Schools: 9
- Engagements: 7249

“Thoroughly enjoyed the session. It was easy to understand and there were so many wonderful ideas presented. I’m very excited and motivated about implementing the program into my teaching practice.”

**Teacher**

Wattawa Heights Public School
B.Inspiring

B.Inspiring is a three-day leadership conference for Years 10 and 11 students in law, science, or business delivered by our partners, B.Inspiring Incorporated.

University of Sydney students and young professionals work with high school students to develop their leadership and teamwork skills.

Its objective is to provide secondary school students with the opportunity to engage in a series of Law, Science and Business faculty-based workshops which seek to build leadership and teamwork skills among the students, to inspire them to create positive change in their own communities. Each conference culminates in a pitch competition where students present their solution to a real-life challenge.

**Delivered:** July school holidays  
**Year group:** Years 10 and 11

**Engagement results 2017**
- High school students: 35  
- High schools: 4  
- Engagements: 105

“The volunteers have done such a terrific job for us as students. They understand us the most, like our big brothers and sisters.”

**Student**

“I was able to more fully understand my strengths and weaknesses and where I can improve. I have made lots of new friends and we have bonded well as a team.”

**Student**

“The law conference was amazing. I feel more certain about what I would like to pursue and I have learnt a lot over the past three days. An enjoyable experience that I would recommend to anyone.”

**Student**
Literacy

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

Russ the Story Bus is no ordinary bus. His belly is full of books and his exterior is covered with illustrations by Shaun Tan.

The Russ the Story Bus initiative is delivered in partnership with the Sydney Writers’ Festival and it aims to foster a love of reading among young readers by visiting schools in NSW, and bringing some of Australia’s best children’s writers and illustrators along for the ride.

In 2017 Russ the Bus brought stories to 14 schools, reaching 963 children across Sydney metropolitan and western suburbs.

**Delivered:** Term 4  
**Year group:** Kindergarten to Year 6

**Engagement results 2017**
- Schools: 13  
- Number of students: 963  
- Student engagements: 963

“Thank you for visiting our school. Our students do not get many opportunities like this to engage with authors and experience literature in a fun way!”

**Teacher**

“The hosts were beyond amazing. Billy was brilliant especially with the students from our support classes (students with intellectual disabilities and Autism) and went above and beyond.”

**Teacher**

“Bus and range of books – amazing! Staff – all great! My students want Russ the Bus to come back next year.”

**Teacher**
Year 7 Preparation for NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a series of standardised tests for all Australian school students, undertaken in Years 3, 5, 7 and 9. These tests provide a snapshot of where students are at a given time, measure foundational literacy and numeracy skills, track trends across the education system, and can be used as a diagnostic tool to identify individual learning needs.

In our Preparation for NAPLAN program, trained University of Sydney student volunteers work with small groups of Year 7 students in the classroom twice a week for five weeks. They use online tools to work through practice NAPLAN questions and quizzes in literacy, numeracy and reading. The groups focus on reading and comprehension, increasing students’ familiarity with the structure and language of the NAPLAN assessment.

Along with familiarising students with NAPLAN requirements, this program also engages students with the Studiosity online revision tool, and it helps them develop study habits for academic success.

The program is linked to the key learning areas (KLAs) of Mathematics and English and the general capabilities of literacy, numeracy and information and technology (IT), and is complemented by our Teacher Preparation for NAPLAN professional learning program, suitable for Year 7 and Year 9 teachers.

We are tracking the impact of this program by analysing the results of our partner schools as part of our longitudinal evaluation.

Delivered: Terms 1 (27 March – 7 April) and 2 (24 April – 5 May 2017)
Year group: Year 7

Engagement results 2017
- Schools: 3
- Number of students: 237
- Student engagements: 948
- Volunteers: 27

“I think the personalised and individualised assistance that volunteers provide to students is invaluable. For some it was their first contact with university students.”

Teacher

“I understood the types of questions I will be asked in the test and that really helped me to prepare.”

Student
Digital literacy programs

Digital Storytelling
This six-session program enables primary school students to create their own digital stories using the iMovie app on iPads linked to the stage 2 and 3 curriculum.

Initially students discuss and identify what makes effective storytelling and the reasons we tell stories. They then plan their own story ideas, using storyboards and scripts which are later rendered digitally. They gain experience and knowledge in identifying the features of audio-visual text, such as shot composition, the use of sound effects and voice over, as well as an understanding of the role of digital texts in our society.

The program aims to encourage students’ creativity, critical thinking, and visual representation.

This program can be taught independently by classroom teachers who have completed our professional learning unit or through in-school workshops facilitated by our student volunteers.

Delivered: Term 3
Year group: Years 3-5

Engagement results 2017
- Schools: 7
- Number of students: 364
- Student engagements: 2184
- Volunteers: 15

“The Digital Storytelling lessons were some of the best learning my children have done this year. It was a brilliant program and the volunteers were truly excellent and incredibly helpful.”

Teacher
Bass Hill Primary School

“The most valuable aspect of the program was being able to develop communication skills with both school staff and students. The ability to experience a school environment from the educators perspective was incredibly enriching.”

Volunteer
Digital Storytelling
Digital Narrative and A-List

This program enables high school students to create their own narratives for digital platforms. Run over six sessions, it focuses on teaching different means of expression including photo stories, interviews and video stories, along with skills in creative and reflective writing for the web.

The focus is on developing core digital literacy skills among students, and supporting teachers to use multimedia approaches in their classrooms across the English syllabus stage 4 and 5 and/or other key learning areas (KLAs). Digital literacy skills are not only essential for future learning but also crucial for the development of critical thinking skills and visual analysis, which enable students to decode image and text.

Student volunteers support the delivery of the program over six weeks, and the iMovie app on iPads allow students and teachers to have immediate hands-on experience in class.

Final digital stories are showcased on ASTAR.TV.

Delivered: Terms 2 (24 April – 9 June 2017) and 3 (31 July – 22 September 2017)

Year group: Years 8–9

Engagement results 2017
- Schools: 6
- Number of students: 226
- Student engagements: 1356
- Volunteers: 15

“I enjoyed the fact that I would share ideas with others people. I liked that we got to choose what our story was about.”

Student

“Students had a lot of autonomy in determining how and what to use in constructing their stories. It was very student-led, which makes for engaged independent learning. They had the opportunity to access a variety of media tools and technology that was facilitated by student volunteers and Widening Participation and Outreach (WPO).”

Teacher
“Sunny light cast shadow upon everything under the sun. He sits on one of the various balconies, legs dangling over the edge, one of the light rays from the sun casts a shadow on him. His legs are suspended in the air, heavier than normal, gently swinging. An apple. That was the first thing we ate together. Surprisingly weird, apples are supposed to represent knowledge but that moment was very stupid. Mute. Silent. We looked at each other for a long time, too long.”
Photo Faction

Photo Faction allows young storytellers to creatively explore the relationship between image and text. Through a series of school workshops led by the Sydney Story Factory (SSF) and Australian Centre for Photography (ACP), students collaborate and learn about visual and narrative methods of storytelling, as well as technical aspects of photography and digital publication.

Students work with ACP educators to create a series of photographic images that combine to tell a story. They then share the images with students from other schools involved in the project, and, under the guidance of SSF storytellers, use the images as the starting point for written stories.

In 2017, students from six schools across Sydney created 24 stories that are now shared on ASTAR.TV.

The stories poetically narrate fictitious yet familiar stories. They recount experiences (lived and imagined), delve into literary and performative notions of identity, and explore the uncanny in our collective everyday existence.

Delivered: Terms 2 and 3  
Year group: Years 8 - 10

Engagement results 2017
- Schools: 6  
- Engagements: 167

“We particularly enjoyed the Photo Faction project. The students created wonderful visual images that were then used as writing prompts by students from other schools, and the stories were recorded and shared by ASTAR.TV, providing students with a fascinating way to view, read and listen to the individual pieces.”

Sydney Story Factory

“I go over to take a seat at the nearest bench. Lost in my own thoughts, I look up at the sky. I try to make sense of the clouds, but a brightly coloured bird flies across the sky and distracts me. The bird reminds me of mango in summer time.”

An excerpt from Stand Tall, story by Bossley Park High School, photographed by Punchbowl Boys High School
Discover Creative Writing Workshop

In these workshops, Year 11 and 12 students work with Sydney Story Factory (SSF) mentors to explore a range of ways of constructing text through a series of writing activities. This workshop encourages students to explore character development, story structure, and the concept of discovery in creative writing.

The workshop is delivered alongside the Critical Thinking Workshop and it helps prepare students for the HSC English paper. Together, students explore the concept of discovery, they investigate how it is represented in literature, whether it conveys a socio-historical context, and how it depicts the personal journey into identity construction.

Delivered: Term 4
Year group: Year 11-12

Engagement results 2017
- Schools: 10
- Number of students: 240
- Student engagements: 720

“I thought that the day went really well! The content was very engaging and all the teachers and students were talking about how great the SSF workshops were. I think it was also really relevant for their HSC and motivated them to consider different approaches to the Discovery unit of work.”

Student leader
Year 12 at Sydney Writers’ Festival

This immersive program enables students in Year 12 studying Advanced English to attend the Sydney Writers’ Festival and collaborate with interns and staff from the Faculty of Arts and Social Sciences’ Media Hub and other University of Sydney student leaders.

The Year 12 students engage with podcasts, interviews, photography and social media as part of the festival experience. In 2017, students attended two workshop–panels: This won’t end well: the secrets of great short storytelling; and Deng Adut: Songs of a War Boy.

This experience builds students’ cultural capital by critically engaging them in the festival and developing their knowledge, behaviour and skills, so they can demonstrate an understanding of contemporary literature. The program enhances Year 12 students’ familiarity with and preparedness for tertiary study by engaging them in a wider cultural discourse.

Delivered: Term 2
Year group: Year 12

Engagement results 2017
- Schools: 2
- Number of students: 21
- Student engagements: 63

“I liked the fact that in the activities, they gave us some responsibility and let us do our own thing. They gave us freedom to explore and be part of a literary festival.”

Student

“I gained a better understanding of how festival promotion works on social media, and felt like I was a part of something I didn’t know existed before.”

Student
Courtroom Slam

This series of workshops combines two very different worlds: poetry slam and the courtroom.

Students draw together their best persuasive language skills, refined for courtroom debate and discussion, and present it in a street-smart poetry slam.

The slam-style performances investigate the various perspectives of a 'crime'. Each student writes from the perspective of a character involved in the court case – the perpetrator, the victim, witnesses, family, judge etc. The individual written pieces are combined in a performance that tells the story of the case from all points of view.

Courtroom Slam develops key literacy, narrative and persuasive language skills, and introduces students to new forms of poetry and drama. It demonstrates writing skills in action and is also a lot of fun.

Delivered: Term 4
Year group: Year 9

Engagement results 2017
- Schools: 1
- Number of students: 7
- Student engagements: 21
- Teachers: 2

"Courtroom Slam was awesome. I never knew that poetry was like this, it was my first go at slam and I’m hooked. I loved performing and seeing the story unfold from different characters, each with their own point of view. I’d do this again any day!!!”

Student
STEAM

STEAM is where STEM (Science, Technology, Engineering and Mathematics) disciplines meet Art and Design disciplines. The integration of these disciplines drives innovation and creative thinking through an interdisciplinary approach to learning and teaching.
Full STEAM

Full STEAM is a program for Year 3 and 4 students that explores the concepts of past, present and future through a visit to the University of Sydney’s Museums, the Library’s ThinkSpace (the University’s digital playground), and/or The Sydney Story Factory.

Students get involved in hands-on activities and experiment with 3D printers and other sophisticated technology such as virtual reality headsets. They also get to design equipment to bring their stories to life.

Not only are students introduced to STEAM concepts, they also get a taste of uni life through visits to the University of Sydney’s Museums, which allows them to create positive associations between university and enjoyable educational experiences.

Full STEAM can be tailored to class interests and areas of study.

Delivered: Terms 2 and 3
Year group: Years 3 and 4

Engagement results 2017
- Schools: 7
- Number of students: 449
- Student engagements: 1347

“My students LOVED the Nicholson Museum. The hands-on activities were fabulous and the class raved about them. They also enjoyed the technology library, particularly the 3D goggles, virtual reality and BB-8 (from Star Wars).”

Teacher
The five-week NCSS Challenge is an exciting step-by-step coding program run by the Faculty of Engineering and Information Technologies.

Students learn how to code using Python 3.4, an easy-to-learn scripting language used by major online companies such as Google and Facebook. The students progress through the levels of the challenge over the five weeks and increase their mastery of coding.

Professional learning is available for teachers to support and enhance the program within schools. They learn how to use Arduino Esplora Boards and Python coding language, and how coding applies in real-life contexts. Teachers also learn strategies for enriching STEM teaching.

**Delivered:** Terms 3 and 4  
**Year group:** Years 5 and 6, Years 9 and 10

**Engagement results 2017**

Students
- Schools: 9
- Number of students: 161
- Student engagements: 805

Professional Learning
- Teachers: 11
- Schools: 9
- Engagements: 55

“I hadn’t done much programming before NCSS, but now I love it! I learnt about coding so much faster during NCSS than I could ever accomplish by myself.”

*Student*  
NCSS

“It’s fantastic to see students who might (otherwise) be the only person in their school interested in computers connect with other students, tutors and industry professionals. Students from across Australia get the chance to ‘geek out’ together, share their passions, get excited about learning and forge friendships that will last a lifetime. It’s a pretty rare opportunity.”

*Nicky Ringland*  
Computing Education Specialist  
Faculty of Engineering and Information Technologies
MadMaker

MadMaker is a six-week online challenge that uses Arduino Esplora boards to teach Years 9 and 10 students about embedded electronic devices software systems and their use in everyday life. The Faculty of Engineering and Information Technologies developed the program to investigate interactive ways to apply science, technology, engineering and maths to solve real-world problems.

Students gain improved technical knowledge and the ability to use Arduino Esplora technology and increased motivation at school.

The program’s on-campus professional learning sessions are NESA-accredited and enhance its delivery by enabling teachers to use the technology, increasing their skills in the digital technologies curriculum and developing strategies for teaching STEM topics in a classroom setting.

Delivered: Terms 3 and 4
Year group: Years 9 and 10

Engagement results 2017
Students
- Schools: 9
- Number of students: 245
- Student engagements: 1225

Professional Learning
- Teachers: 3
- Schools: 2
- Engagements: 3

“This was fun and engaging and I wish we could do more work like this. I love STEM-related work.”

Student

“It gave me a greater insight into technology and science. Really enjoyed the work and knowledge it provided. Look forward to doing something like this again.”

Student

“The course was very informative and, with the help of the University, we were able to deliver the Madmaker Challenge to multiple Years 7 and 8 classes. The school is now undertaking STEM/PBL projects with all Year 7 students in the school. I would like to thank the team for their support.”

Teacher
Science outreach programs

iScience
In this campus-based series of four full-day workshops, Year 9 students learn how to conduct hands-on scientific investigations to solve real-life issues.

Students use group-based learning to investigate an open-ended inquiry, focusing on biology, physics or chemistry topics. With help from University students, each group designs and carries out their own research questions in one of the topic areas and then reports on their findings at a science fair at the end of the program.

The students build capacity in teamwork and communication skills throughout the program, by working collaboratively with their peers and students from the Sydney School of Education and Social Work.

Delivered: Term 2, 2018
Year group: Year 9

Engagement results 2017
- Schools: 12
- Number of students: 186
- Student engagements: 732
- Volunteers: 15

“As a result of the program, students have an understanding of studying at university, and gain better social and organisational skills. They get to experience working with other school students and get to see the facilities and opportunities available to them if they attend uni.”

Teacher

Spectacular Science
Spectacular Science is a one-day on-campus experience run by the Faculty of Science, offering Year 9 students first-hand insight into intriguing and up-to-the-minute research that scientists are currently working on.

Throughout the day, students participate in a series of interactive activities across a range of science disciplines. This experience helps students develop a strong understanding of the relationship between their high school STEM subjects, future careers and university research they can undertake.

Delivered: Term 4
Year group: Year 9

Engagement results 2017
- Schools: 10
- Number of students: 295
- Student engagements: 885

“I liked that we were able to experience some of the things that happen at university (the lectures) and also the interactive experiments that we were able to do.”

Student

“I most enjoyed the hands-on activity doing forensic psychology. I learnt a lot about it and it was very exciting.”

Student
Kickstart Science

The Kickstart Science workshops were designed in response to the changes in the NSW HSC Science syllabus, and they give Year 12 students and teachers access to expertise and equipment to conduct Chemistry, Biology and Physics experiments that may not be possible in the classroom.

By using scientific material and equipment in a professional setting, students build confidence and develop a deeper understanding of the HSC curriculum and how it applies to their study and future careers.

The Kickstart Science workshops are also available in regional schools.

Delivered: Throughout the year
Year group: Year 12

Engagement results 2017
- Schools: 13
- Number of students: 489
- Student engagements: 489

“[I liked] the explanations and the experiments, the links between theory and practice.”

Student

“What I enjoyed most about the workshop was how the presenters went through information relevant to our syllabus in further detail, clarifying any questions I had.”

Student
The Bunga Barrabugu Spring STEM Workshop is an initiative of STEMeX, a program designed to encourage increased participation and engagement of Aboriginal and Torres Strait Islander students in Science, Technology, Engineering and Maths (STEM) related subjects.

The Bunga Barrabugu Spring STEM Workshop brings together for a one-week on-campus experience a group of Year 11 students who may be interested in pursuing study and careers in STEM fields.

During the week, students attend practical study skills sessions, learn about the practicalities of studying at university, and participate in hands-on activities, industry site visits and social activities. This program is an extension of the Indigenous Student Engineering Workshop, which is a six-day residential on-campus experience for students interested in STEM.
Delivered: September school holidays

Year group: Year 11

Engagement results 2017
- Number of schools: 14
- Number of students: 5
- Number of engagements: 450

“I definitely feel more confident in my academic output now that the degree I’m interested in seems more achievable.”

Student
Watch us in action

Wingara Mura – Bunga Barrabugu (WMBB) Summer Program

Our time
youtube.com/
watch?v=iQwiNZiHZiw

WMBB 2017 talent show
youtube.com/
watch?v=TiIE1O_JtQ

Exploring natural sciences at WMBB 2017
youtube.com/
watch?v=ZzdkTpKGRUo&t=8s

My story myself: role playing a perfect school
youtube.com/
watch?v=cNt-IFBl4WE
How Ryley took flight at the WMBB Summer Program
youtube.com/watch?v=55eSLBNu-Pw&t=33s

ASTAR hangs with LFresh the Lion
youtube.com/watch?v=UeGH7Vbly6l&t=61s

Bands night – WMBB Summer Program
youtube.com/watch?v=oFknGo0tkVU

Mia aims for international relations and law
youtube.com/watch?v=4fMF4yrEYgc

WMBB – Vanessa explores applied health
youtube.com/watch?v=qdFwWD4acDc

WMBB Shakeela pursues speech pathology
youtube.com/watch?v=1YLk5wiM9PY

Daniel aims for law/music
youtube.com/watch?v=h3aIZx2C7m8

WMBB – Keely goes after physiotherapy
youtube.com/watch?v=2o-xq--UPI4&t=36s

WMBB – NCIE Mega Monday!
youtube.com/watch?v=rGcpMlzga8
Wingara Mura – Bunga Barrabugu Winter Program

Subject selection
youtube.com/
watch?v=XgNbRn4y5iw&t=28s

The struggles
youtube.com/
watch?v=zZC71MezThA

Identity
youtube.com/
watch?v=LaLuXHdgCJ8&t=2s

Role models
youtube.com/
watch?v=H9H9lfBXyA

Memories
youtube.com/
watch?v=SWiwnW2hPY

University
youtube.com/
watch?v=aiwDF7qaTy4&t=1s

Layla – too little too late
youtube.com/
watch?v=Laiy4TXOZt8a

We are a BB winter
youtube.com/
watch?v=xL8pikPQZnc
Our students

Natalie – Dubbo
youtube.com/
watch?v=9Qoa-Lt8OMQ

Nick – Wellington, NSW
youtube.com/
watch?v=6NNGK-JJ6Js

Jordan Webb – Ballina
youtube.com/
watch?v=eY44yYBhInU

Jackson Dowling on starting University
youtube.com/
watch?v=tM_uZPbyobs

Why are you at university?
youtube.com/
watch?v=oP4TIueI93o

Nathaniel Tamway: “I never thought I would go to university”
youtube.com/
watch?v=w45g8dnoNuE&t=2s
ASTAR documentaries

The journey: AFL Cape York House to university
youtube.com/
watch?v=uVsgRAj2e10&t=4s

Landscapes of the past, living in the present
youtube.com/
watch?v=N6LkNiYk2tNw&t=1s

Shadow people
youtube.com/
watch?v=-OSg7wwpRA

Sam McMahon - straight edge
youtube.com/
watch?v=FQ9hE-nE4NA

Red dust: making anything impossible
youtube.com/
watch?v=8U2a42Mu_JA

Professor Chris Sarra: effecting change in Aboriginal and Torres Strait Islander education
youtube.com/
watch?v=OZItmFH72Hg&t=30s

Otis Carey: turning the tide on racism
youtube.com/
watch?v=mPZn8mUK7t4

Nurnhaka: the Rainbow family
youtube.com/
watch?v=eK_bBqtXlpw

Young High School meets the oldest culture on earth
youtube.com/
watch?v=MbWI2QQuLU
Racial segregation and the Freedom Rides – Moree
youtube.com/
watch?v=46nPp_p7x-E

South Boyz Cutz – Moree
youtube.com/
watch?v=HN818XNT-2o

Paul Grey – Aurora Project
youtube.com/
watch?v=AILThiE8MwA
Widening Participation and Outreach (WPO) videos

The importance of finishing high school
youtube.com/
watch?v=aG4lz8s1Yyl&t=103s

Your uni questions answered
youtube.com/
watch?v=YgnJpiMgZ0o

Student questions @ The University of Sydney Open Day
youtube.com/
watch?v=8iuEidvLsbl

Life at Sydney
youtube.com/
watch?v=z7N-klBNndk
“It is a privilege to work with students from Low SES backgrounds. I could not be happier to show them that they are not defined by their circumstances – that higher education can be a pathway toward their goals.”

Mitchell
Student
Press coverage

WPO program press coverage

This is a selection of the press coverage WPO programs received during 2017.

Daily Liberal
High school students get taste of university
5/10/2017

Fairfield Advance
Learn more about higher education
22/6/2017

Liverpool Champion
Students benefit from uni HSC help
27/9/2017

Koori Mail
Summer program at uni
20/9/2017
North West Telegraph
Program helps kids aim high
18/10/2017

Fairfield City Champion
Sydney University visits local library
22/6/2017

Liverpool Leader
War trauma behind Lavin
8/3/2017

St George and Sutherland Shire Leader
High school students attend Orientation Week
13/3/2017
WMBB press coverage

Sydney Morning Herald 4/2/2017
Koori Mail 8/1/2017
Milton Ulladulla Times 20/1/2017
NITV News 27/9/2017
news.com.au 7/2/2017
University of Sydney website 8/3/2017
WMBB radio coverage

ABC NSW Statewide National Drive
soundcloud.com/abcnsw/a-taste-of-university-life

Triple J Drive
soundcloud.com/triple_j/uni-of-syd-workshops-connects-musos-with-indigenous-students

Koori Radio Breakfast

Koori Radio Blackchat Program

National Radio News

Radio 4MW (Thursday Island)

4KIG Murri Voices (Townsville)

Social media

Image of social media posts related to the event.
## 2017 Widening Participation and Outreach key performance indicators (KPIs)

### Priority

1. Students
   (Low SES, Aboriginal and Torres Strait Islander, regional and remote)

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Principle</th>
<th>Initiative</th>
<th>Key performance</th>
<th>2017 performance outcomes</th>
<th>Target met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>1.1</td>
<td>1.1-1.3</td>
<td>- Increased diversity of programs</td>
<td>- In 2018, 148 unconditional E12 offers and 123 firm offers were from students attending Widening Participation and Outreach (WPO) engaged schools</td>
<td>Yes</td>
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<td>- Integration of Promote Yourself workshops and strategically increase identified schools</td>
<td>- In 2018, 459 non-E12 students who attended Widening Participation and Outreach engaged schools enrolled, up from 294 in 2015</td>
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<td>- Increased number of students from partner schools/communities accessing and participating in higher education</td>
<td>- Total University of Sydney preferences by applicants of targeted schools increased from 1205 in 2016 to 1256 in 2017</td>
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<td></td>
<td>- Aboriginal and Torres Strait Islander</td>
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<td>- The Wingara Mura - Bungarrabugu (WMBB) Summer and Winter programs continue to support an access pipeline, and account for the total increase in Aboriginal and Torres Strait Islander recent school leavers accessing the University of Sydney</td>
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<td>- Since 2014, 940 students have participated in the Summer Program</td>
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<td>- Since 2015, 88 students have attended the Winter Program, 51 participants have enrolled at a university and 25 of these students enrolled at the University of Sydney</td>
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<td>- Year-on-year Winter Program participants enrolling at the University of Sydney</td>
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<td>- 2014 - 6 of 42 (14%)</td>
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<td>- 2015 - 8 of 22 (36%)</td>
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<td>- 2017 - 9 of 28 (32%)</td>
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</tbody>
</table>
- Program diversification with six new academic enrichment workshops delivered including:
  - 36 Year 7 Preparation for NAPLAN sessions engaging 948 students
  - 23 Year 11 Smash Essay Writing sessions engaging 1304 students
  - 30 Year 12 HSC Exam Prep sessions engaging 1004 students
  - 3 Years 11-12 Critical Thinking sessions engaging 84 students
  - 3 Years 11-12 SMASH Research Skills sessions engaging 113 students
  - Suite of new programs offered from partnership organisations in 2017 including nine workshops and six events
  - 417 to 1194, a 186% increase in delivery of Promote Yourself from 2016–2017
<table>
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<tr>
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<th>Initiative</th>
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<th>2017 performance outcomes</th>
<th>Target met</th>
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<tbody>
<tr>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>- Expanded scope of engagement in Years 10, 11 and 12 for additional enrichment experiences</td>
<td>Achieved an expanded scope and model of engagement:</td>
<td>Yes</td>
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<td>2.2</td>
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<td>- Increased collaborations on program delivery</td>
<td>- Academic Years 10, 11 and 12 enrichment workshops:</td>
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<td>3.1</td>
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<td>- Increased reach and impact of digital platforms to support senior schools’ engagement ENGAGEMENT</td>
<td>- Year 10 Preparation for Senior Study engagement increase from 1034 in 2016 to 2409 in 2017 (132% increase)</td>
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<td>Increased reach and impact of digital platforms to support senior schools’ engagement:</td>
<td>- HSCram engagement increase from 57 in 2016 to 292 in 2017 (412% increase)</td>
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<td>1.2</td>
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<td>- 26,046 students were engaged across 45,433 sessions (administrative data)</td>
<td>- New enrichment experiences 2017:</td>
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<td>- 119,472 total users accessed ASTAR.TV with 82 making content submissions (administrative data)</td>
<td>- Full STEAM 449 Year 5 students from seven schools</td>
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<td>- 7645 student users of the ASTAR.TV Career Finder App (Apple, Android and website combined) including 928 students who identified as Aboriginal and Torres Strait Islander (administrative data)</td>
<td>- Year 12 Sydney Writers' Festival Experience 21 students from two schools</td>
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<td>- 937 student users of the ASTAR.TV Subject Finder App (Apple, Android and website combined) including 103 students who identified as Aboriginal and Torres Strait Islander (administrative data)</td>
<td>- Year 12 Orientation Week Experience 113 students from five schools</td>
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<td>Increased collaborations on program delivery:</td>
<td>- Open Day Residential Program 23 regional students from seven schools</td>
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<td>- New Wingara Mura - Bunga Barrabugu strategic initiatives:</td>
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<td>- STEMex collaborative programs included the STEM Teacher Enrichment Academy, Advancing Science and Engineering through Laboratory Learning, Australian Museums Science Festival, Indigenous Student Engineering Spring Workshop</td>
<td>- STEMex collaborative programs included the STEM Teacher Enrichment Academy, Advancing Science and Engineering through Laboratory Learning, Australian Museums Science Festival, Indigenous Student Engineering Spring Workshop</td>
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<td>- Regional Hub Expansion project, consisted of six Regional Roadshows in 2017 for students in Years 10-12 at schools in the Central West, Central Coast and South Coast of NSW, reaching 2096 students</td>
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<td>Increased collaborations on program delivery:</td>
<td>Increased collaborations on program delivery:</td>
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<td>- New partnership program delivery of:</td>
<td>- New partnership program delivery of:</td>
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<td>- Sydney Story Factory programs to partners schools and identified cohorts; Year 12 Discover Creative Writing Workshop, Courtroom Slam, Photo Faction, Wingara Mura - Bunga Barrabugu Summer Program Reflective Writing Workshop</td>
<td>- Sydney Story Factory programs to partners schools and identified cohorts; Year 12 Discover Creative Writing Workshop, Courtroom Slam, Photo Faction, Wingara Mura - Bunga Barrabugu Summer Program Reflective Writing Workshop</td>
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<td>- Sydney Writers’ Festival delivered Russ the Bus and Year 12 Sydney Writers’ Festival Experience</td>
<td>- Sydney Writers’ Festival delivered Russ the Bus and Year 12 Sydney Writers’ Festival Experience</td>
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<td>- Australia Museums Science Festival for Year 9 girls and primary students</td>
<td>- Australia Museums Science Festival for Year 9 girls and primary students</td>
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<td>2017 performance outcomes</td>
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<td>Mungo Youth Project - a biennial, ten-week, mentored, research in schools program that culminates in a three day conference hosted by the Traditional Elder communities (The Barkindji/Paakantji, Ngylampaa and Mutthi Mutthi) within the Willandra Lakes Region World Heritage Area</td>
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<td>Yothu Yindi Foundation – Garma Youth Forum</td>
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<td>Liverpool City Library, Whitlam Library (Cabramatta), Fisher Library (The University of Sydney) – Study centres, Parents and Community Information Evenings, HSCram</td>
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<td>School of Philosophical and Historical Inquiry (SOPHI) - Critical Thinking workshops</td>
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<td>1.3</td>
<td>1.1-1.6</td>
<td>1.3</td>
<td>Expanded low-intensity school model</td>
<td>- Increased engagements from 2016 to 2017</td>
<td>- Increased in in-school engagements from 9304 (2016) to 23,770 (2017) schools outreach</td>
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<td>Ongoing, consistent engagement across delivery models:</td>
<td>2.1-2.4</td>
<td>- Audience growth and access across all platforms</td>
<td>- Increase in on-campus engagements from 4209 (2016) to 5070 (2017)</td>
<td>- Increase in digital engagements (page views) from 70,216 (2016) to 119,472 (2017)</td>
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<td>- Schools outreach</td>
<td>3.1-3.4</td>
<td>- New community partnerships activated and excelling: including councils, libraries, and non-government organisations</td>
<td>- Expanded low intensity model delivered to:</td>
<td>- Expanded low intensity model delivered to:</td>
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<td>- Campus engagements</td>
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<td>- 36 regional schools</td>
<td>- 36 regional schools</td>
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<td>- Digital outreach and engagement</td>
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<td>- 22 metro primary schools</td>
<td>- 22 metro primary schools</td>
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<td>- 70 metro secondary schools</td>
<td>- 70 metro secondary schools</td>
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<td>- New partnerships established with:</td>
<td>- New partnerships established with:</td>
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<td>- Public Libraries: Liverpool City Library, Whitlam Library (Cabramatta), Fisher Library (The University of Sydney) provide community hosts for study centres, parent and community information evenings and HSCram events</td>
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<td>- Arts and cultural organisations: The Australian Museum, The Sydney Writers’ Festival, The Sydney Story Factory, Yothu Yindi Foundation and The Seymour Centre enable the provision of specialised educational experiences that students and schools may not otherwise access and the acquisition of cultural capital to prepare students for university life</td>
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<td>- Reinvigorated partnership with Education and Training Out West and The Smith Family to extend reach and more effectively direct enrichment to students from priority cohorts</td>
<td>- Reinvigorated partnership with Education and Training Out West and The Smith Family to extend reach and more effectively direct enrichment to students from priority cohorts</td>
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<td>- ASTAR.TV: 350,000 page views, a 34% increase from 2016</td>
<td>- ASTAR.TV: 350,000 page views, a 34% increase from 2016</td>
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</table>
2. Schools and their communities

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<thead>
<tr>
<th>Priorities</th>
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<th>Key performance</th>
<th>2017 performance outcomes</th>
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<tbody>
<tr>
<td>2.1</td>
<td>1.2-1.5</td>
<td>2.1</td>
<td>Increased engagement numbers and UAC preference data</td>
<td>- Increase from 656 (2016) to 669 (2017) Low SES ongoing enrolments at the University of Sydney</td>
<td>Ongoing</td>
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<td></td>
<td>2.1-2.3</td>
<td>2.2</td>
<td>Increased access and access to senior program Years 10, 11 and 12</td>
<td>- Increase in Aboriginal and Torres Strait Islander enrolment numbers with 24% of 2016 Winter Program participants and 32% of 2017 Winter Program participants enrolling at the University of Sydney</td>
<td>Ongoing</td>
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<td></td>
<td>3.1-3.2</td>
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<td>Growth in WPO identified schools successfully accessing alternative entry pathways to the University of Sydney</td>
<td>- 186% (417 to 1194) increase in delivery of Promote Yourself from 2016-2017, where Year 12 student’s draft scholarship application responses for E12</td>
<td>Ongoing</td>
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<td>2.2</td>
<td>1.1-2.4</td>
<td>2.2</td>
<td>Increased web traffic</td>
<td>- ASTAR review and refresh with new enhanced engagement strategy, launch slated January 2018</td>
<td>Ongoing</td>
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<td></td>
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<td>Increased social media activation: likes, shared and interaction on ASTAR</td>
<td>- Increased student submissions from ten in 2016 to 82 in 2017</td>
<td>Ongoing</td>
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<td>Increased student submissions</td>
<td>- Studioity enabled the University of Sydney to extend online, on-demand academic tutoring to 1192 secondary school students who attend one of our engaged schools and 304 that identify as Aboriginal or Torres Strait Islander</td>
<td>Ongoing</td>
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<td>Increased Studioity usage</td>
<td>- Increased student submissions from ten in 2016 to 82 in 2017</td>
<td>Ongoing</td>
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<td>2.3</td>
<td>1.1-3.4</td>
<td>2.3</td>
<td>Increased access to professional learning opportunities for teachers and school staff from identified schools</td>
<td>- Increase in professional learning opportunities for teachers from eight programs in 2016 to 11 programs in 2017</td>
<td>Ongoing</td>
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<td>Increased participation of teacher and school staff</td>
<td>- Increase in teacher participation in programs from 243 in 2016 to 283 in 2017</td>
<td>Ongoing</td>
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<td>- Collaboration with Advancing Science and Engineering through Laboratory Learning (ASELL) to facilitate accredited professional learning for 50 teachers school communities both regional and metropolitan NSW (Canoboloas Rural Technology High School, Doonside Technology High School and Ulladulla High School)</td>
<td>Ongoing</td>
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<td>- Supported 112 teachers from 19 schools (who on average have Aboriginal and Torres Strait Islander student cohorts of 8.7%) to participate in the STEM Teacher Enrichment Academy</td>
<td>Ongoing</td>
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<td>Priorities</td>
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<td>Key performance</td>
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<td>2.4</td>
<td>1.2-1.5</td>
<td>2.4</td>
<td>Qualitative evaluation data from program participants that measures capacity development in literacy and STEM</td>
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<td>2.1-2.3</td>
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<td>Improved resources available to support schools and communities in the provision of programs that increase capacity in literacy and STEM</td>
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<td>3.1-3.2</td>
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<td>Engaged the Centre for Social Impact to develop the WPO Theory of Change to inform comprehensive evaluation of outcomes and program impact</td>
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<td>Began tender process for Longitudinal evaluation project (2018-2020)</td>
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<td>Development and delivery of STEMEx to address the potential impact of increased Mathematics prerequisite requirements on the participation of Aboriginal and Torres Strait Islander students at the University of Sydney</td>
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<td>Additional 17 Literacy and STEM content resources were created on ASTAR</td>
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<td>Ongoing</td>
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2.4 Provide programs that build student, parent and teacher capacity in the teaching and learning of literacy, and STEM
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<tr>
<td>3.1</td>
<td>1.1</td>
<td>3.1</td>
<td>- increased applications through alternative pathways</td>
<td>- Representation on Pathway/Foundation Year: University Working Group led by Deputy Vice Chancellor Indigenous Strategy and Services resulting in the commissioning of the Spry Report; <em>Review of entry pathways for Aboriginal and Torres Strait Islander students</em> (August 2017)</td>
<td>Ongoing</td>
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<td>3.1</td>
<td>1.4</td>
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<td>- increased access from partner-school students</td>
<td>- Assessing and implementing existing recommendations of the Spry Report where relevant to Widening Participation and Outreach activity</td>
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<td>3.1</td>
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<td>- Representation from Head of Widening Participation and Outreach on the Admissions Working Group</td>
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<td>3.1</td>
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<td>- Equity-based measures proposed (pending approval Academic Board) to counter-act barriers from Mathematics pre-requisite introduction for some undergraduate courses in 2019 led by Head, Widening Participation and Outreach.</td>
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<td>3.2</td>
<td>1.2-1.5</td>
<td>3.2</td>
<td>Increased professional learning offerings and teacher participation</td>
<td>Increase in professional learning opportunities for teachers from eight in 2016 to 11 in 2017</td>
<td>met</td>
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<tr>
<td>Support schools and respond with programs that address Department of Education-identified needs with a focus on collaboration and experiential learning</td>
<td>2.1-2.3</td>
<td>Increase teacher capacity to engage in programs that support student learning and increase number of students participating in University outreach programs</td>
<td>Maintaining directory of University-wide school outreach</td>
<td>31 University of Sydney staff and students attended Garma Festival for professional learning including staff from the Faculty of Science, Sydney College of the Arts and the Conservatorium of Music</td>
<td>met</td>
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<td>- Increased Life at Sydney numbers from 36 in 2016 to 69 in 2017</td>
<td>- Increased Life at Sydney numbers from 36 in 2016 to 69 in 2017</td>
<td>not met</td>
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<td>- Introduction of Open Day residential program with 28 Year 12 students from The Smith Family and Education &amp; Training Out West</td>
<td>- Introduction of Open Day residential program with 28 Year 12 students from The Smith Family and Education &amp; Training Out West</td>
<td>not met</td>
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<td>- Introduced Year 12 Orientation Week experience engaging 113 students and six schools</td>
<td>- Introduced Year 12 Orientation Week experience engaging 113 students and six schools</td>
<td>not met</td>
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<td>3.3</td>
<td>1.3-1.4</td>
<td>3.3</td>
<td>Establish widening participation professional development travel grants scheme</td>
<td>Provided nine conference travel grants to support faculty staff in the delivery and presentation of papers and research on social inclusion/exclusion resulting in:</td>
<td>Ongoing</td>
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<td>2.1-2.3</td>
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<td>Publication of research papers and conference presentations</td>
<td>- four published journal articles</td>
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<td>3.1</td>
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<td>Collaborated with the University of Western Sydney and received the National Priority Pool (NPP) grant to undertake research on identified initiative: Individual-based socio-economic disadvantage measure</td>
<td>- one conference presentation</td>
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<td>4.2</td>
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<td>Hosted the presentation of three research projects for the University from:</td>
<td>- three conference abstract submissions</td>
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<td>- Professor Penny Jane Burke, Global Innovation, Chair of Equity and Director of the Centre of Excellence for Equity in Higher Education at the University of Newcastle, NSW</td>
<td>- one book chapter (in press)</td>
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<td>- Dr Jack Frawley, Academic Leader – Knowledges, at the University of Sydney’s National Centre for Cultural Competence</td>
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<td>- Dr ‘Ema Wolfram-Foliak, Lecturer in the Centre for Learning and Research in Higher Education at the University of Auckland</td>
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<td></td>
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<td></td>
<td>- Collaborated with the University of Western Sydney and received the National Priority Pool (NPP) grant to undertake research on identified initiative: Individual-based socio-economic disadvantage measure</td>
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<td>3.4</td>
<td>1.1</td>
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<td>Growth in student participation rates from identified cohorts</td>
<td>- Provided cultural competence training delivered by National Centre for Cultural Competence to 60 student leaders and 42 staff</td>
<td>Ongoing</td>
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<td>- Employed 68 University of Sydney students as student leaders</td>
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<td>2.2</td>
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<td>- Developed additional student leader opportunities for pre-service teacher through Regional Roadshows program delivery in schools</td>
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<td>- Wingara Mura - Bunga Barrabugu increase in student attendance from 200 in 2016 to 206 in 2017</td>
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<td>- Education and Training Out West (ETOW) Transition to Uni Program in 2017 results included:</td>
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<td>- 70% of the Open Day residential cohort applying for the E12 scholarship and alternative entry program</td>
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<td>- 79% of applicants receiving early conditional offers to The University of Sydney.</td>
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<td>- ETOW had 14 students complete and submit E12 applications with 11 successfully receiving offers</td>
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<td>3.5</td>
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<td>University testamur recognition</td>
<td>- Volunteer growth 114 in 2016 to 193 in 2017</td>
<td>Ongoing</td>
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<td>- Additional volunteering opportunities in 2017 included the delivery of Preparation for NAPLAN and Digital Storytelling/ Narrative</td>
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<td>- Formalised volunteer rewards program</td>
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<td>- Developed WPO Theory of Change to identify short, medium and long-term outcomes to measure the benefits of engagement for University of Sydney students</td>
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**Priorities Principle Initiative Key performance**

- **3.4**
  - Promote the development of teaching and learning activities that support student transition and cultural competence
  - Key performance:
    - Growth in student participation rates from identified cohorts
    - Improvements in student completion rates from identified cohorts
    - Increased staff and student satisfaction from participation in new opportunities

- **3.5**
  - Create Student leader and volunteer programs that embody graduate qualities of understanding and respect for cultural and social differences
  - Key performance:
    - University testamur recognition
    - Increased number of trained volunteers in delivering programs
    - Improvements in graduate outcomes and increased student satisfaction from volunteer learning and development opportunities

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<tbody>
<tr>
<td>3.6</td>
<td>1.3</td>
<td>3.6 - 3.7</td>
<td>Increased number of students who undertake experiential learning opportunities through WPO supported service learning programs in Low SES schools</td>
<td>mOTor Skills engaged 28 Occupational Therapy students in practicum placements reaching 156 K-2 students</td>
<td>Ongoing</td>
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<td>1.6</td>
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<td>iScience engaged 20 pre-service Science Teachers reaching 114 Year 9 students</td>
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<td>Year 10 Preparation for Senior Study engaged 80 pre-service English Teachers reaching 450 Year 10 students</td>
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<td>20 pre-service Bachelor of Education students were employed as student leaders and participated in academic enrichment programs in Low SES schools and on campus</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guide and facilitate faculties on the provision of service learning with Low SES schools

Provide practical knowledge, skills and training to enable students in Low SES schools to effectively engage in service learning.
### 4. Industry and community partnerships

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Principle</th>
<th>Initiative</th>
<th>Key performance</th>
<th>2017 performance outcomes</th>
<th>Target met</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td></td>
<td>4.1</td>
<td>Improvement in the number and quality of industry and community partners committed to WPO strategy and outcomes.</td>
<td>- Formed eight new partnership agreements that focus on collaboration and outcomes</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2</td>
<td>Develop a focused approach to partnership engagement</td>
<td>- Established new partnership model and matrix</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5</td>
<td></td>
<td>- Reviewed existing partnerships and realigned to Strategy and Engagement Framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1-4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td>1.2</td>
<td>Audit existing partnerships and create a standardised approach for sustainable partnership engagement</td>
<td>- Established partnership model that complements the University of Sydney’s WPO Strategy and Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5</td>
<td></td>
<td>- Aligned partnership model with 2016-2020 University of Sydney Strategic Plan Initiative 6. A culture built on our values ‘Inclusion and diversity’ is a value given explicit emphasis in our statement of purpose in its affirmation that we should be a community for people from a wide variety of social and cultural backgrounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1-3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1-4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td></td>
<td>1.1</td>
<td>- Established competitive donor strategy with the Alumni and Development team</td>
<td>- Established connections with donor team Ongoing and began developing donor strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2</td>
<td>- Increased donations and sponsorship contributions.</td>
<td>- In progress: donor model and collateral for campaigns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1</td>
<td></td>
<td>- Increased donations from two private foundations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1-4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“It’s amazing how much confidence you get over just five days of being on the University campus. We’re all such different people, yet we have this common goal of seeking a greater education, and eventually, our dream careers.”

Mia
Student
## Income and Expenditure (I & E) Statement Year to Date (YTD) 2017

### Government

<table>
<thead>
<tr>
<th></th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants excluding research</td>
<td>2,863,148</td>
<td>2,423,612</td>
</tr>
<tr>
<td>Other income</td>
<td>0</td>
<td>201.05</td>
</tr>
<tr>
<td>Internal income</td>
<td>0</td>
<td>20,606</td>
</tr>
<tr>
<td>Total revenue</td>
<td>2,863,148</td>
<td>2,645,423</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenses: employee benefits</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic salary costs</td>
<td>0</td>
<td>73</td>
</tr>
<tr>
<td>Part-time teaching costs</td>
<td>0</td>
<td>4149</td>
</tr>
<tr>
<td>General salary costs</td>
<td>1,374,388</td>
<td>765,934</td>
</tr>
<tr>
<td>Casual salary costs</td>
<td>35,282</td>
<td>314,667</td>
</tr>
<tr>
<td>Overtime costs</td>
<td>1570</td>
<td>14,495</td>
</tr>
<tr>
<td>Annual leave</td>
<td>14,426</td>
<td>5548</td>
</tr>
<tr>
<td>Total employee benefits</td>
<td>1,425,666</td>
<td>1,104,867</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenses: non salary</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee-related costs</td>
<td>119,666</td>
<td>241,191</td>
</tr>
<tr>
<td>Consumables</td>
<td>21,380</td>
<td>13,575</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>181</td>
<td>2182</td>
</tr>
<tr>
<td>Equipment purchases and leases &lt;$10,000</td>
<td>40,191</td>
<td>96,701</td>
</tr>
<tr>
<td>Utilities and communications</td>
<td>60,335</td>
<td>73,807</td>
</tr>
<tr>
<td>Consultants and contractors</td>
<td>769,459</td>
<td>646,030</td>
</tr>
<tr>
<td>Grants contributed by external organisations</td>
<td>0</td>
<td>42,993</td>
</tr>
<tr>
<td>Insurance, legal, motor, administration</td>
<td>194,819</td>
<td>363,539</td>
</tr>
<tr>
<td>Student, printing, library</td>
<td>339,050</td>
<td>156,254</td>
</tr>
<tr>
<td>Commercial business expenses</td>
<td>0</td>
<td>460</td>
</tr>
<tr>
<td>Total non-salary expenses</td>
<td>1,545,082</td>
<td>1,636,731</td>
</tr>
</tbody>
</table>

| **Total expenses**               | 2,970,748 | 2,741,598 |

| **OPERATING MARGIN**             | (107,600) | (96,175) |

| **NET OPERATING MARGIN**         | (107,600) | (96,175) |

| Net operating margin as a % of total revenue | (3.8%) | (3.6%) |

| **NET FINANCIAL PERFORMANCE**    | (107,600) | (96,175) |

| **Accumulations**                |            |            |
| Carry forward (previous year)    | 64,887     | 78,928     |

| **CLOSING BALANCE**              | (42,713)   | (17,247)   |

| **RESERVES**                     | 0           | 0           |
## I & E Statement YTD 2017

Wingara Mura – Bunga Barrabugu Strategic Funding (DVCISS)

<table>
<thead>
<tr>
<th></th>
<th>Prior year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal income</td>
<td>70,000</td>
<td>35,176</td>
</tr>
<tr>
<td>Internal program income</td>
<td>588,425</td>
<td>680,192</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>658,425</td>
<td>715,369</td>
</tr>
<tr>
<td><strong>Expenses: employee benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time teaching costs</td>
<td>0</td>
<td>2513</td>
</tr>
<tr>
<td>General salary costs</td>
<td>0</td>
<td>368,221</td>
</tr>
<tr>
<td>Casual salary costs</td>
<td>149,004</td>
<td>55,817</td>
</tr>
<tr>
<td>Overtime costs</td>
<td>170</td>
<td>1710</td>
</tr>
<tr>
<td>Annual leave</td>
<td>0</td>
<td>4978</td>
</tr>
<tr>
<td><strong>Total employee benefits</strong></td>
<td>149,174</td>
<td>433,239</td>
</tr>
<tr>
<td><strong>Expenses: non salary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee-related costs</td>
<td>26,080</td>
<td>38,004</td>
</tr>
<tr>
<td>Consumables</td>
<td>4309</td>
<td>349</td>
</tr>
<tr>
<td>Equipment purchases and leases &lt;$10,000</td>
<td>9627</td>
<td>5655</td>
</tr>
<tr>
<td>Utilities and communications</td>
<td>47,387</td>
<td>210,194</td>
</tr>
<tr>
<td>Consultants and contractors</td>
<td>162,500</td>
<td>(75,945)</td>
</tr>
<tr>
<td>Insurance, legal, motor, admin</td>
<td>1163</td>
<td>60,641</td>
</tr>
<tr>
<td>Student, printing, library</td>
<td>239,112</td>
<td>43,233</td>
</tr>
<tr>
<td><strong>Total non-salary expenses</strong></td>
<td>490,179</td>
<td>282,130</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>639,353</td>
<td>715,369</td>
</tr>
<tr>
<td><strong>OPERATING MARGIN</strong></td>
<td>19,072</td>
<td>0</td>
</tr>
<tr>
<td><strong>NET OPERATING MARGIN</strong></td>
<td>19,072</td>
<td>0</td>
</tr>
<tr>
<td>Net operating margin as a % of total revenue</td>
<td>2.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>NET FINANCIAL PERFORMANCE</strong></td>
<td>19,072</td>
<td>0</td>
</tr>
<tr>
<td><strong>Accumulations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry forward (previous year)</td>
<td>(20,778)</td>
<td>0</td>
</tr>
<tr>
<td><strong>CLOSING BALANCE</strong></td>
<td>(1706)</td>
<td>0</td>
</tr>
<tr>
<td><strong>RESERVES</strong></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### I & E Statement YTD 2017
**In-Support Program**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal income</td>
<td>61,091</td>
<td>470,517</td>
</tr>
<tr>
<td>Internal program income</td>
<td>127,621</td>
<td>11,418</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>188,712</td>
<td>481,935</td>
</tr>
</tbody>
</table>

**Expenses: employee benefits**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General salary costs</td>
<td>0</td>
<td>61,628</td>
</tr>
<tr>
<td>Casual salary costs</td>
<td>54,292</td>
<td>30,778</td>
</tr>
<tr>
<td><strong>Total employee benefits</strong></td>
<td>54,292</td>
<td>92,406</td>
</tr>
</tbody>
</table>

**Expenses: non salary**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee-related costs</td>
<td>54,717</td>
<td>1724</td>
</tr>
<tr>
<td>Consumables</td>
<td>0</td>
<td>746</td>
</tr>
<tr>
<td>Utilities and communications</td>
<td>0</td>
<td>3000</td>
</tr>
<tr>
<td>Consultants and contractors</td>
<td>67,979</td>
<td>40,610</td>
</tr>
<tr>
<td>Insurance, legal, motor, administration</td>
<td>0</td>
<td>204,392</td>
</tr>
<tr>
<td>Student, printing, library</td>
<td>11,729</td>
<td>139,057</td>
</tr>
<tr>
<td><strong>Total non-salary expenses</strong></td>
<td>134,425</td>
<td>389,529</td>
</tr>
</tbody>
</table>

**Total expenses**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>188,717</td>
<td>481,935</td>
<td></td>
</tr>
</tbody>
</table>

**Operating margin**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Net operating margin as a % of total revenue**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Net financial performance**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Accumulations**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry forward (previous year)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Closing balance</strong></td>
<td>(6)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Reserves**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### I & E Statement YTD 2017
**University funding**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total revenue</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Expenses: employee benefits**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General salary costs</td>
<td>138,999</td>
<td>157,683</td>
</tr>
<tr>
<td>Casual salary costs</td>
<td>0</td>
<td>10,345</td>
</tr>
<tr>
<td>Annual leave</td>
<td>5681</td>
<td>158</td>
</tr>
<tr>
<td><strong>Total employee benefits</strong></td>
<td>144,680</td>
<td>168,185</td>
</tr>
</tbody>
</table>

**Expenses: non salary**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee-related costs</td>
<td>0</td>
<td>10,971</td>
</tr>
<tr>
<td>Consumables</td>
<td>0</td>
<td>307</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>0</td>
<td>155</td>
</tr>
<tr>
<td>Equipment purchases and leases &lt;$10,000</td>
<td>0</td>
<td>4915</td>
</tr>
<tr>
<td>Utilities and communications</td>
<td>2451</td>
<td>23,468</td>
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<tr>
<td>Consultants and contractors</td>
<td>0</td>
<td>89,669</td>
</tr>
<tr>
<td>Insurance, legal, motor, administration</td>
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<td>112,032</td>
</tr>
<tr>
<td>Student, printing, library</td>
<td>26</td>
<td>181,700</td>
</tr>
<tr>
<td>Commercial business expenses</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total non-salary expenses</strong></td>
<td>2477</td>
<td>423,235</td>
</tr>
</tbody>
</table>

**Total expenses**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>147,156</td>
<td>591,420</td>
<td></td>
</tr>
</tbody>
</table>

**Operating margin**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(147,156)</td>
<td>(591,420)</td>
<td></td>
</tr>
</tbody>
</table>

**Net operating margin as a % of total revenue**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Net financial performance**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(147,156)</td>
<td>(591,420)</td>
<td></td>
</tr>
</tbody>
</table>

**Accumulations**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry forward (previous year)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Closing balance</strong></td>
<td>(147,156)</td>
<td>(591,420)</td>
</tr>
</tbody>
</table>

**Reserves**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### I & E Statement YTD 2017

#### Donations

<table>
<thead>
<tr>
<th></th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment income</td>
<td>7722</td>
<td>11,666</td>
</tr>
<tr>
<td>Donations and bequests</td>
<td>360,869</td>
<td>363,537</td>
</tr>
<tr>
<td>Internal income</td>
<td>0</td>
<td>256,158</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>368,591</td>
<td>631,361</td>
</tr>
<tr>
<td><strong>Expenses: employee benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casual salary costs</td>
<td>0</td>
<td>153,279</td>
</tr>
<tr>
<td>Overtime costs</td>
<td>0</td>
<td>15,982</td>
</tr>
<tr>
<td><strong>Total employee benefits</strong></td>
<td>0</td>
<td>169,261</td>
</tr>
<tr>
<td><strong>Expenses: non salary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee-related costs</td>
<td>3335</td>
<td>20,062</td>
</tr>
<tr>
<td>Consumables</td>
<td>45</td>
<td>2061</td>
</tr>
<tr>
<td>Equipment purchases and leases &lt;$10,000</td>
<td>116</td>
<td>3204</td>
</tr>
<tr>
<td>Utilities and communications</td>
<td>114</td>
<td>9924</td>
</tr>
<tr>
<td>Consultants and contractors</td>
<td>0</td>
<td>85,309</td>
</tr>
<tr>
<td>Insurance, legal, motor, administration</td>
<td>99</td>
<td>5445</td>
</tr>
<tr>
<td>Student, printing, library</td>
<td>1892</td>
<td>156,465</td>
</tr>
<tr>
<td><strong>Total non-salary expenses</strong></td>
<td>5602</td>
<td>282,470</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>5602</td>
<td>451,730</td>
</tr>
<tr>
<td><strong>OPERATING MARGIN</strong></td>
<td>362,989</td>
<td>179,631</td>
</tr>
<tr>
<td><strong>NET OPERATING MARGIN</strong></td>
<td>362,989</td>
<td>179,631</td>
</tr>
<tr>
<td>Net operating margin as a % of total revenue</td>
<td>98.5%</td>
<td>28.5%</td>
</tr>
<tr>
<td><strong>NET FINANCIAL PERFORMANCE</strong></td>
<td>362,989</td>
<td>179,631</td>
</tr>
</tbody>
</table>

#### Early offer workshops

<table>
<thead>
<tr>
<th></th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment Income</td>
<td>1553</td>
<td>1406</td>
</tr>
<tr>
<td>Donations And Bequests</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>16,553</td>
<td>16,406</td>
</tr>
<tr>
<td><strong>Expenses: Employee Benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Employee Benefits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Expenses: Non Salary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultants And Contractors</td>
<td>4000</td>
<td>(4000)</td>
</tr>
<tr>
<td>Insurance, Legal, Motor, Administration</td>
<td>0</td>
<td>6000</td>
</tr>
<tr>
<td>Student, Printing, Library</td>
<td>0</td>
<td>45,000</td>
</tr>
<tr>
<td><strong>Total Non-Salary Expenses</strong></td>
<td>4000</td>
<td>47,000</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>4000</td>
<td>47,000</td>
</tr>
<tr>
<td><strong>OPERATING MARGIN</strong></td>
<td>12,553</td>
<td>(30,594)</td>
</tr>
<tr>
<td><strong>NET OPERATING MARGIN</strong></td>
<td>12,553</td>
<td>(30,594)</td>
</tr>
<tr>
<td>Net operating margin as a % of total revenue</td>
<td>75.8%</td>
<td>(186.5%)</td>
</tr>
<tr>
<td><strong>NET FINANCIAL PERFORMANCE</strong></td>
<td>12,553</td>
<td>47,000</td>
</tr>
</tbody>
</table>

#### Accumulations

<table>
<thead>
<tr>
<th></th>
<th>Prior year ($)</th>
<th>Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry forward (previous year)</td>
<td>248,269</td>
<td>611,257</td>
</tr>
<tr>
<td><strong>CLOSING BALANCE</strong></td>
<td>611,258</td>
<td>790,888</td>
</tr>
<tr>
<td><strong>RESERVES</strong></td>
<td>0</td>
<td>0</td>
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</table>
Organisational Chart
Mary Teague
Head, Widening Participation and Outreach (WPO)

As Head of WPO, Mary’s responsibilities have included developing and implementing the WPO strategy, and re-imagining the educational program and engagement model for WPO. She leads internal teams, external partnerships opportunities with universities and drives student equity-focused change at a whole University level.

She has worked at the University of Sydney since 2007, initially in Student Support Services, followed by a role in the Social Inclusion Unit. As the University contact person for the Higher Education Participation and Partnerships Program (HEPPP), Mary leads the development and implementation of strategic initiatives in the University’s Access and Participation Plan. She is also the University’s representative on the Go8 Equity Working Group (EWG), Chair of the Wingara Mura – Bunga Barrabugu Program Steering Committee, represents WPO on the University Executive Indigenous Strategy and Services (UE-DVC-ISS) Committee, and the Admissions Sub-Committee.

Mary leads University-wide programs and supports faculty-based initiatives to increase the access and participation of students from underrepresented groups. These have included:
- policy reviews
- authoring cases for change
- the implementation and monitoring of admissions pathways
- the pre-tertiary component of the Wingara Mura – Bunga Barrabugu Strategy
- The Widening Participation Network and grants program
- cross-University collaborations on widening participation.

Before working at the University, Mary studied a Master of Fine Arts at Goldsmiths College, University of London, a Master of Teaching at the University of Sydney, then taught and led specialist support programs in NSW secondary schools, and also lectured at UNSW, Faculty of Built Environment (BE).
Josephine Wilson
Manager, Engagements and Partnerships

Josephine oversees the strategic operations of the WPO team. This includes delivering and further developing the WPO program and managing stakeholder engagement. Josephine co-authored the WPO 2016-2020 Strategic Plan and developed the 2017 and 2018 Widening Participation and Outreach Program. She manages a suite of programs, which strategically align with the WPO strategy and the University's Wingara Mura – Bunga Barrabugu strategy, and is Chair of the Wingara Mura – Bunga Barrabugu Program Working Party. Josephine is also responsible for securing new partnerships with schools and their communities, industry and non-government agencies. On top of this, she monitors program financials against budget and external funding conditions.

Prior to joining WPO, Josephine gained extensive experience in fundraising and events within the arts and not-for-profit sectors, including at a national level. Her past employers include the Sydney Theatre Company and Camp Quality and she also has experience running her own business.

Katy Head
Manager, Strategic Projects

Katy manages a range of strategic projects, including the pre-tertiary schools outreach work area of the Higher Education Participation and Partnerships Program (HEPPP). She is responsible for developing and implementing evaluation, monitoring and sustainability frameworks across WPO. Katy’s role involves extensive stakeholder management and communication. She is regularly called on to provide high level advice for the development and direction of ongoing strategic initiatives. She also leads the development of all grant applications, funding submissions and internal and external reporting requirements.

Katy first joined the University in 2009, working in government relations. After that, she taught art and media studies to secondary students while studying for a Master of Teaching as part of the Teach for Australia program. She also has experience working at academic institutions and not-for-profits in learning and development leadership roles.
Victoria Loy
Senior Schools Outreach Officer
Victoria coordinates the WPO team’s project and relationship management work and helps develop and implement its outreach and evaluation strategy. She particularly enjoys working with passionate and committed public school staff to develop opportunities for their students. Prior to working at WPO, Victoria taught secondary English and Professional Communication at schools and colleges in Canada and was a tutor at the Writing Hub in the Faculty of Arts and Social Sciences.

Kristy O’Neill
Schools Outreach Officer
Kristy manages relationships with stakeholders in partner high schools across South-Western Sydney (Fairfield and Liverpool) and Central West NSW. Her role involves coordinating and facilitating academic enrichment and tertiary preparedness workshops for underrepresented students. Kristy has worked in higher education across several professional, teaching and research-focused positions since 2009 and completed a PhD through Sydney School of Education and Social Work.

Kristy Harris
Project Officer Events
Kristy coordinates and manages a range of on-campus events and activities. She works with University staff, students and key internal and external stakeholders to develop content and organise the logistics and operations of events, including through supporting and liaising with them. Kristy is also involved in training and managing student leaders, as well as in promoting and executing many of WPO’s events.

Ren Allan
Schools Outreach Officer
Ren is a proud Kamilaroi woman and the key schools relationship manager for Blacktown, Mt Druitt, Penrith and Central Coast Hubs. Ren is responsible for coordinating the delivery of WPO’s high school-focused academic enrichment and engagement activities, including on-campus, in-school and community workshops. Ren has a background in supporting Aboriginal and Torres Strait Islander students to access and succeed in higher education.
Sarah Forster
Schools Outreach Assistant
Sarah provides administrative and project support for the school outreach officers. She also works with partner schools, providing the administrative support needed to implement the programs and projects that support their outreach initiatives. Sarah holds a Bachelor of Arts, Bachelor of Science and Master of Museum Studies from the University of Sydney. She is also a qualified Human Society and Its Environment (HSIE) teacher with a Bachelor of Teaching (Secondary) from Charles Sturt University.

Courtney Brown
Events and Volunteering Assistant
Courtney coordinates the events and activities that support the implementation of the WPO strategy and programs. She also provides project management support for all WPO’s volunteers and student leaders, as well as for related community partnership programs. Courtney’s role includes providing general events and administrative services and operational support to the WPO team and work area. She has a background in operations and has worked for local government, as well as in childcare services.

Bethel Worku
Administration and Partnerships Assistant
Bethel provides high level administrative support to help WPO implement its strategy and programs. She also provides general administration support to the WPO team and coordinates internal and external partnerships. Bethel’s responsibilities include offering logistical and operational support for a range of on-campus events and activities. Before joining WPO, she was employed in accounts and administrative roles. Her previous position was an administrative and facilitative role at Curtin University where she also completed a Bachelor of Commerce.

Esther Robertshawe
Marketing and Communications Assistant
Esther is responsible for building the ASTAR.TV audience and for driving engagement with WPO’s programs. She achieves this by developing innovative and creative content for WPO’s websites and social media channels, as well as through marketing material and promotional events. Esther works with external videographers and photographers to develop the video content and visual identity of ASTAR.TV. In doing so, she helps promote brand adoption among youth, and provides them with context on current issues that affect their daily lives.
Dorothy Tran
Student Volunteering and Leadership Officer

As the Student Volunteering and Leadership officer, Dorothy helped recruit, train and manage 93 volunteers across five WPO programs. This was in addition to recruiting, training and managing 80 leaders in more than 120 events and workshops. Dorothy was also involved in community relationship and event management and helped develop our specialised Oracle database.

Mary Britton
Project Officer

As Project Officer, Mary helped develop and coordinate events for both primary and high school students. She also liaised with internal and external stakeholders to ensure programs were run efficiently, and worked with WPO’s leadership team to evaluate how the strategy was being implemented. Mary holds a Bachelor of Arts in Studies of Religion and Biblical Studies from the University of Sydney, as well as a Masters degree in journalism from Macquarie University.

Mike Tran
Coordinator, Partnerships and Content Development

Mike’s role involves ensuring the sustainability of our projects for both our partners and the WPO. This includes three key components: managing the partnerships between internal and external stakeholders, overseeing the content of all WPO initiatives, and leading the creation of content, design and branding for ASTAR.TV and the WPO website. This is Mike’s second stint at WPO, having previously led the WPO Events team. Before returning to the team he spent time in the UK and was employed by University College London.

Amy Bywater
Coordinator, Partnerships and Content Development

Amy was involved in producing content for WPO initiatives, including for ASTAR.TV. She also oversaw design and branding of content, and assisted in ensuring all content projects were sustainable for our team and partners. Prior to joining WPO, Amy had experience mentoring Aboriginal and Torres Strait Islander students through the Australian Indigenous Education Foundation. She holds a Bachelor of Education (Primary) from Australian Catholic University and a Master of Education in Indigenous Studies from University of Technology, Sydney.
Harry Simpson
ASTAR Videographer

As a Sydney-based filmmaker and videographer, Harry works with WPO to create, develop and produce cutting edge and impactful content for ASTAR.TV. Harry was educated at the Australian Writers and Art Directors Association (AWARD) School and, outside of WPO, he has created content for a range of commercial clients including Google, Coca-Cola, Westfield, Industrie Clothing, H&M and Jeanswest.

Matty Williams
WPO Photographer

Matty is responsible for the WPO’s visual identity through photography. He works with the team to capture students and staff participating in the events, workshops and other projects we run. Matty has both a Diploma in Photoimaging and an Advanced Diploma in Marketing. He regularly exhibits his photography at galleries in Sydney.

Shane Cubis
ASTAR Lead Contributor

As Lead Contributor to ASTAR, Shane is responsible for developing, writing and producing much of the cutting edge content on our website. Shane’s content aims to engage, encourage and motivate young people, helping them understand their options when it comes to further education. Shane has a Bachelor of Arts and Diploma of Education from the University of Wollongong and has worked as a writer and editor for publishing houses including Bauer Media and ACP Magazines.

Rafaela Pandolfini
Administrative Assistant

Rafaela provides administrative support to Mary Teague, the WPO Head, and to other WPO staff. She also provides logistical and operational support for a range of on-campus events and activities. Rafaela has previously worked in a range of administrative and support roles in the public sector, including for the Department of Premier and Cabinet and the College of Fine Arts at UNSW.
Josh Matheson
Project Officer, Events
Joshua helps develop and coordinate a range of student and community events designed to provide advice and clarity to young people, in order for them to realise their academic potential. This involves liaising with a wide range of stakeholders, both internally and externally. Before joining WPO, Joshua coordinated a range of projects centred around building community and education engagement in Western Sydney.

Rebekah Hatfield
Schools Outreach Officer
As a Schools Outreach Officer, Rebekah is responsible for building and strengthening relationships with schools. This includes making sure WPO’s programs are implemented effectively by liaising and coordinating with schools involved. A proud Bundjalung woman originally from Grafton, Rebekah especially enjoys the chance to return home when she helps organise and deliver WPO’s North Coast regional roadshow.

Joana Richter
Coordinator, Education Program and Partnerships
Joana’s role involves ensuring the sustainability of our projects for both our partners and WPO. This includes managing partnerships between internal and external stakeholders, designing the WPO educational program and digital content for WPO initiatives and ASTAR.TV. Before joining the team at WPO, Joana worked in the NGO sector and completed a Master of International Relations. She has experience working in both Australia and overseas, including at La Trobe University, Oxfam Australia and the NATO Defence College in Rome.

Adam Hansen
Indigenous Consultant
Adam originally became involved with WPO during the WMBB 2018 Summer Program. Since then, he has been helping lead and develop the regional roadshow team of student leaders. Adam also develops and plans workshops and training, and is involved in the scoping and first stage negotiation for WPO programs. Prior to working with WPO, Adam was responsible for national delivery of the Australian Indigenous Mentoring Experience (AIME).
Partnerships and collaborations

Our valued community and University partners help us to extend our reach into targeted communities. They enable us to provide specialised educational experiences that students and schools might not otherwise access.

Our partner organisations also often play an integral role in brokering new relationships with schools and assist the University of Sydney to identify students who will benefit most from our programs. The unique experiences and expertise that our partners provide critically support positive student engagement, access and participation in higher education.
2017 internal partners

Amgen Biotech Experience with Education Development Center
ARC Centre of Excellence for the History of Emotions
Division of Natural Sciences
Faculty of Arts and Social Sciences
Faculty of Engineering and Information Technologies
Faculty of Health Sciences
Faculty of Medicine and Health
Fisher Library
STEM Teacher Enrichment Academy
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 LINK Project, Faculty of Arts and Social Sciences (FASS)
The University of Sydney Business School

2017 community partners

SEYMOUR

Sydney Story FACTORY

SYDNEY WRITERS’ FESTIVAL

ETOW EDUCATION & TRAINING OUT WEST

The Smith Family

OPEN LIBRARIES

Fairfield City Council

LIVERPOOL CITY LIBRARY

LIVERPOOL CITY COUNCIL

SYD THU YINDI FOUNDATION
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.

Produced by Widening Participation and Outreach (WPO), the University of Sydney, July 2018.
The University reserves the right to make alterations to any information contained within this publication without notice.

Cover image: History is Made at Night, 2013, Daniel Boyd.
Image courtesy of the artist and Roslyn Oxley9 Gallery, Sydney.