



**UNSW**  
SYDNEY

# 2021 Impact Statement

## Student Access and Equity

Access, Equity  
& Inclusion



Division of Equity,  
Diversity & Inclusion,  
UNSW Sydney

## Acknowledgement of Country

We would like to acknowledge the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and Ngunnawal people (Australian Defence Force Academy in Canberra) who are the traditional custodians of the lands where each campus of UNSW is located.



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# Who we work with

To fulfil our objectives we work with the following groups:

## Education Providers

### NSW secondary schools

We partner with close to 400 secondary schools across south-west Sydney and regional NSW to provide an academic-enrichment program tailored to the learning needs of young people who aspire to access tertiary education.

### Universities

University of Technology Sydney (UTS)  
Macquarie University

### NSW Government

NSW Department of Education

## Students

We work with the following groups of students from backgrounds traditionally underrepresented in higher education:

### Students from socio-educationally disadvantaged schools (known as Gateway partner schools)

Gateway schools are identified by taking either:

- the three-year average of Index of Community Socio-Educational Advantage (ICSEA) for schools across NSW, or
- the three-year average of the proportion of students in the bottom socio-educational advantage (SEA) quartile.

The ICSEA and proportion of students in the bottom SEA quartile of a school can be found on the Australian Curriculum, Assessment and Reporting Authority's My School website.

### Students from schools not currently represented in the UNSW undergraduate population

Many Gateway schools have never had students progress to UNSW. We aim to increase the number of Gateway schools represented at UNSW from a baseline taken from new undergraduate enrolments between 2019 and 2020.

### Students who live in areas of relative socio-economic disadvantage

This includes areas in the lowest 25% of relative socio-economic advantage according to the Australian Bureau of Statistics Socio-Economic Indexes for Areas (SEIFA).

### Students from regional and remote areas

This includes students living in inner regional, outer regional, remote or very remote areas according to the Australian Statistical Geography Standard (ASGS) Remoteness Structure.

## Educational Organisations

### Cluey Learning

Cluey Learning is Australia's largest online tutoring service offering one-to-one and small group tutoring. Their programs are mapped to the curriculum and their tutors are qualified teachers, high ATAR achievers and subject-matter experts.

### InspirationED

InspirationED is a virtual education service composed of qualified and experienced HSC teachers and markers who specialise in providing quality HSC enrichment programs and digital resources.

### National Institute of Dramatic Art (NIDA)

NIDA is a leading Australian centre for education and training in the performing arts. Through unparalleled practice-based learning, students are supported to become some of the world's most influential storytellers across stage, screen and beyond.

## Non-Governmental Organisations (NGOs)

### Country Education Foundation

The Country Education Foundation Australia is a national, not-for-profit organisation committed to helping regional and rural students achieve their goals through supported access to further education, training and jobs.

### Harding Miller Education Foundation

The Harding Miller Education Foundation is an Australian charity that provides a scholarship program for high-potential girls from low-SES circumstances. The four-year program supports them from Year 9 until Year 12.

### Public Education Foundation

The Public Education Foundation supports high-potential students facing disadvantage in public schools across Australia. Students are supported both financially and academically.

### The Smith Family

The Smith Family works alongside children and young people who are experiencing disadvantage by supporting their education through targeted learning programs and financial assistance.

# Year in review

2021 was the year of realising a number of our institutional ambitions, providing extended opportunities for students who are underrepresented in higher education, and for enacting our commitment to work in partnership with other universities and organisations. Central to the strategy of all the initiatives delivered was that they be undertaken at scale, and core to their design was our Theory of Change outreach framework, which ensures that we were evaluating our work and measuring impact.



**Mary Teague**

Director, Access, Equity & Inclusion  
Division of Equity Diversity & Inclusion  
UNSW SYDNEY

We were awarded competitive grants from the NSW Department of Education for the NSW Equity Consortium Imagined Futures program and from the National Centre for Student Equity in Higher Education for our research, "University responses to enhancing Equity in the post-COVID landscape", which was done in collaboration with Western Sydney University, University of Technology Sydney and Macquarie University.

We launched our renewed educational outreach program in full to support students in Years 11 and 12 who attended our Gateway partner schools during a period of unprecedented disruption. Our offering was delivered online and outside of school hours and was structured in a way to ensure that it was accessible to as many students as possible.

Our program and resources extended beyond their live delivery and were part of a sequenced bank of assets, including educational videos, web apps and written materials, to support students in their academic attainment and preparation for the HSC. We offered extensive tutoring packages delivered by our partners at Cluey Learning to 200 students, and individualised feedback to 171 participating students on their practice examinations as part of the HSC preparation program delivered in partnership with InspirationED. We also worked closely with the faculties to develop experiential workshops designed to increase student awareness of and excitement for UNSW's academic and community offerings.

We were not only focused on providing a range of academic support, but also recognised the challenges that the macro-environment presented to students. We responded to the financial impact COVID presented to commencing students by working with our Development and Scholarship Offices to guarantee additional transition support grants and scholarships. In total, we provided \$4,063,500 to 1,316 students, ensuring that all students who enrolled through the Gateway Admission Pathway were supported in their early transition to university, a first for UNSW.

In response to the Taliban regime's reinstatement in Afghanistan, we also provided additional educational support to Afghan students in the form of 90 online tutoring sessions through Cluey Learning, and \$2,200 in Officeworks gift cards and school supplies.

As a result of our carefully targeted initiatives, we have made significant progress towards ensuring that UNSW has a more diverse student body. Additionally, UNSW's low-SES access rate exceeded its incremental target for 2021, reaching 12.3%. We are well placed to exceed the access rate target of 13% and as a result, are extending the target to 15%. Further to this, students from Gateway Schools now make up 11.6% of the undergraduate population at UNSW, and the number of schools represented has increased to 36. Our gains are concrete and not proportional, with 696 students enrolled via the Pathway in 2022, an 85% increase from 2021.

Through our work as part of the NSW Equity Consortium in partnership with UTS and Macquarie University we gained early insights to the impact of whole-of-cohort outreach on student literacy in six partner schools: Bass High School, Bonnyrigg High School, Cabramatta High School, Campbelltown Performing Arts High School, Prairiewood High School and Punchbowl Boys' High School. In term 1 we reached over 800 Year 9 students as part of the Imagined Futures program undertaken in the English Key Learning Area, employed 80 University Ambassadors to deliver the program and delivered professional learning to nearly 20 teachers from participating schools.

In the second part of the year our remit expanded to include Diversity and Inclusion and we are focused on delivering a renewed program of training that will operate as a holistic suite of resources for current staff and students at UNSW. These trainings will be developed in-house and in consultation with relevant faculty and staff across the university, with pilots in several areas rolling out in the second half of 2022. We are also working to develop and expand a series of annotated bibliographies that focus on LGBTQ+ and gender diverse experience and support in higher education. These will serve as valuable tools for engagement and impact across the university community. And finally, in addition to working to maintain and advance various accreditations across diversity and inclusion (namely from Athena SWAN and WGEA), we will develop UNSW's first Gender Equity Strategy.

## A university-wide commitment

Under UNSW's 2025 Strategy, the University is committed to shaping and progressing a just society by fostering equity, diversity and inclusion. This commitment strongly focuses on ensuring students from underrepresented backgrounds have equitable access to higher education.

## Our goal

Access, Equity & Inclusion aims to give effect to the University's commitment by increasing access and improving opportunities and educational outcomes for groups historically underrepresented at university.



## Theory of change

To achieve our goal, we have developed a tailored theory of change. This underpins the design, implementation, research and evaluation of all our initiatives. It also sets out the impact we hope to have and how we plan to achieve it.

### The theory of change has three components:



**The map:**  
students build knowledge to aid informed decision-making about post-school options

Students from backgrounds underrepresented in higher education often have high aspirations for university.<sup>1</sup> However, they may not have access to accurate information about post-school options in their social networks.<sup>2</sup> If we provide a reliable source of information about further education and career possibilities (an information map), then students will be better placed to make informed post-school decisions.



**The compass:**  
students reflect on their own learning to navigate their education journey

Students from underrepresented backgrounds face complex challenges when navigating unfamiliar education environments. If we can support students to develop their learner identities (their understanding of their learning strengths and weaknesses and how they relate to future study and career options) and their confidence, they will be better able to successfully navigate their education journey.<sup>3</sup>



**The key:**  
students enhance their academic capacity to expand post-school options

Students attending socio-educationally disadvantaged schools generally have lower educational achievement and opportunity.<sup>4</sup> If we can build students' capacities for higher academic attainment, and simultaneously reduce the ATAR barrier, then more tertiary study options will be available to them.

<sup>1</sup> Harrison, & Waller, 2018  
<sup>2</sup> Andrews, 1999; Harvey-Beavis & Robinson, 2000; Young, 2004

<sup>3</sup> McFarlane, 2018

<sup>4</sup> Lamb et al., 2020



**Zafira**

Western Sydney, NSW

Bachelor of International Studies/Law

"When I read about the Program's benefits, I was genuinely excited."

## Student story

# Stepping in the right direction, despite the pandemic

The Gateway Winter Program helped Zafira overcome the isolating challenges of the pandemic, and paved the way to a double degree in International Studies and Law at UNSW.

Zafira discovered the Gateway Admission Pathway and Program through her own online research. But attending Mary MacKillop Catholic College at Wakeley in Sydney's Southwest, meant she was eligible to take part, as it is one of UNSW's 400 Gateway Partner schools.

Zafira says participating in the Winter Program online in 2020 helped her significantly during the stress of preparing for and completing her HSC through the pandemic.

"When I read about the Program's benefits, I was genuinely excited," Zafira explains.

"I've always been a diligent student," Zafira explains. "True story: I began writing in high school with an AA size battery attached to my pen so come exam time, I'd be a faster writer – so just imagine how stressed I was as a high school student in the middle of a pandemic!"

"Lockdown really tested my resilience," Zafira says, "I missed my teachers and classmates and every day would blur into the next. Studying was my only constant."

Through the Gateway Winter Program, Zafira received 10 hours of free online tutoring for advanced English and refined her study techniques.

"The Winter Program really helped prepare me for the HSC and gave me the boost in confidence I needed to get through the school year," Zafira says. "But most importantly it guided me in writing my personal statement for the Gateway early conditional offer."

"The early conditional offer came through before I sat the HSC, and I went into my exams with a huge smile. I wasn't worried about the outcome because I had my early offer from the Gateway Program to study a Bachelor of International Studies/Law at UNSW."

When her ATAR was released, she received an unconditional offer making her the first in her immediate family to attend university.

"I was just beaming!" Zafira says.

"But despite the excitement, coming from a single-parent household, I felt a huge amount of financial stress embarking on this new chapter of my life. I knew that textbooks would be expensive, and I was worried about how I would pay for these and other uni expenses like transport costs, without burdening my mum."

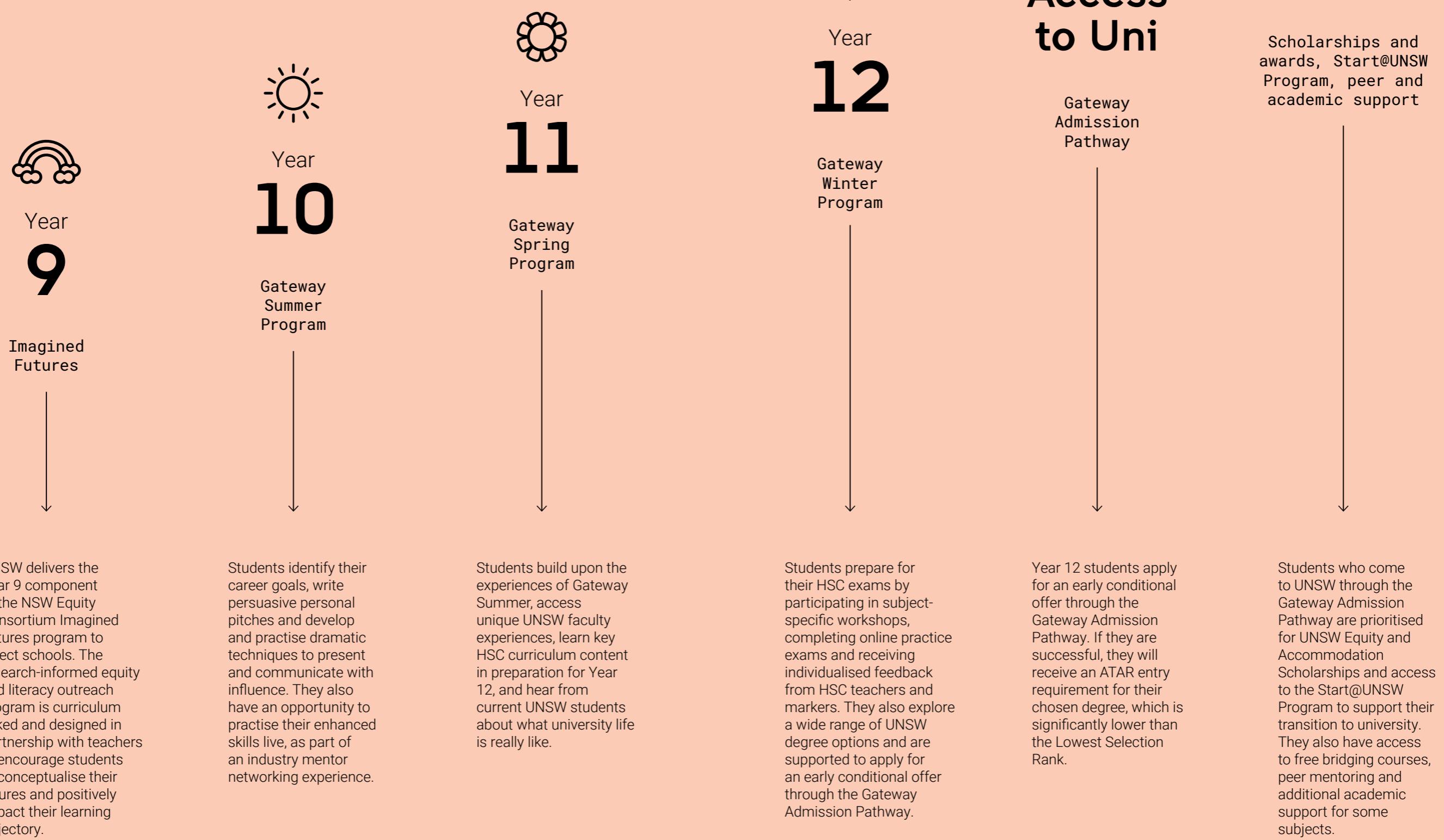
Through the Gateway Admission Pathway, Zafira was prioritised for a UNSW Equity Scholarship.

"I was fortunate to be awarded two scholarships, the Equity Scholarship and the Academic Achievement Award Scholarship," Zafira explains. "Receiving those scholarships meant the world to me and my family."

Zafira is now in her second year of her combined degree.

"I wouldn't be where I am now if it wasn't for Gateway. I cannot recommend it enough! It is easy to enrol, it is free and the doors that it opens for your future are indescribable."

# Student journey



# Overarching impact of our initiatives

During 2021, 4,753 students in Years 9 to 12 participated in our educational outreach program.



## Contribution to UNSW Strategy 2025

The UNSW 2025 Strategy has a low-SES access rate target of 15% by 2025. The Gateway Admission Pathway has made a significant contribution towards achieving this and accounts for the largest institutional increase in the access rate since 2016.

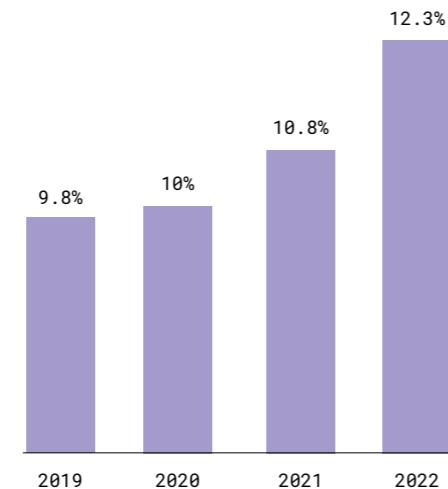


Figure 1. UNSW's low-SES access rate 2019 to 2022



## Increased first preferences

As a result of our sustained engagement there has been a substantial increase in the proportion of UAC first preferences to UNSW from students from Gateway schools.

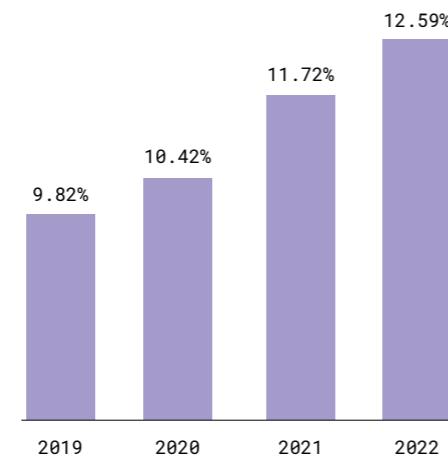


Figure 2. Students from Gateway schools who gave their first preference in UAC to UNSW as a proportion of all undergraduates who gave their first preference to UNSW.



## Increased representation of students from Gateway schools

In Term 1, 2022, 118 students enrolled at UNSW from 36 Gateway schools that were not represented in the UNSW undergraduate community in 2019-2020.

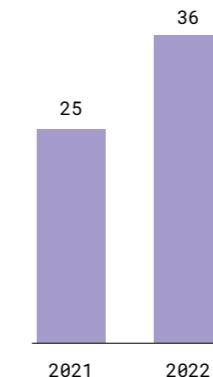


Figure 3. Number of new Gateway schools represented in the undergraduate community from a baseline of 2019-2020 enrolments.



## High proportion of students progressed from Gateway to UNSW

Two hundred twenty-seven students who engaged in the Gateway Programs went on to enrol at UNSW in Term 1, 2022.

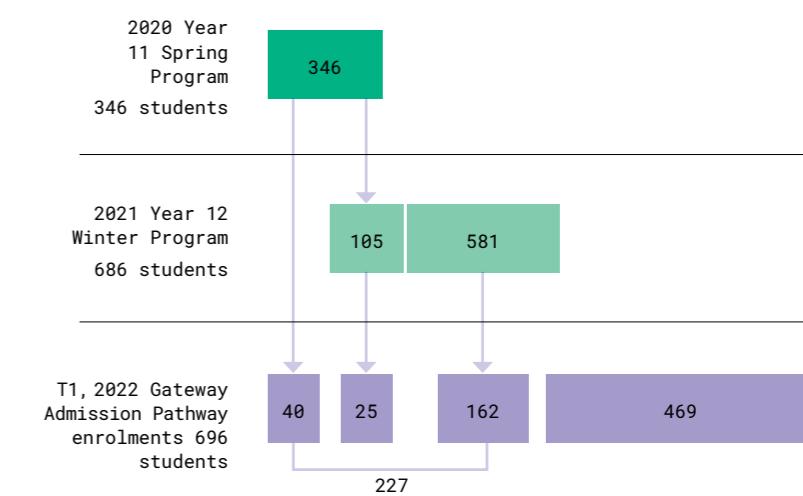


Figure 4. The flow through impact of the 2020 Gateway Spring Program and 2021 Gateway Winter Program on 2022 student enrolments at UNSW via the Gateway Admission Pathway.



## Higher proportion of students from low SES backgrounds come through the pathway

Fifty-one per cent of Gateway Admission Pathway students in 2022 were from low-SES backgrounds compared to 12% of the 2022 UNSW undergraduate community.

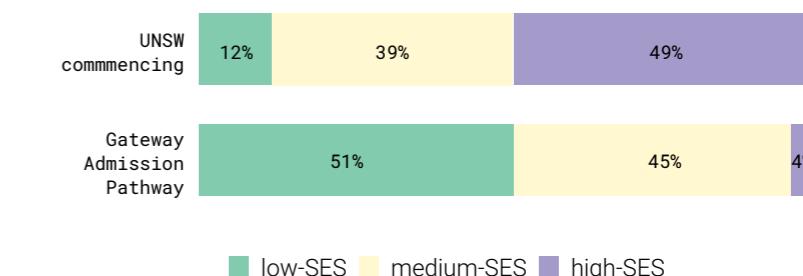


Figure 5. Proportion of domestic undergraduate students commencing at UNSW in 2022 from low-, medium- and high-SES backgrounds compared to those commencing through the Gateway Admission Pathway in 2022.



### Increased proportion of students from Gateway schools

Students from Gateway schools now make up 11.6% of undergraduates commencing at UNSW. This is up from around 9% before the Gateway Admission Pathway was introduced in 2020.

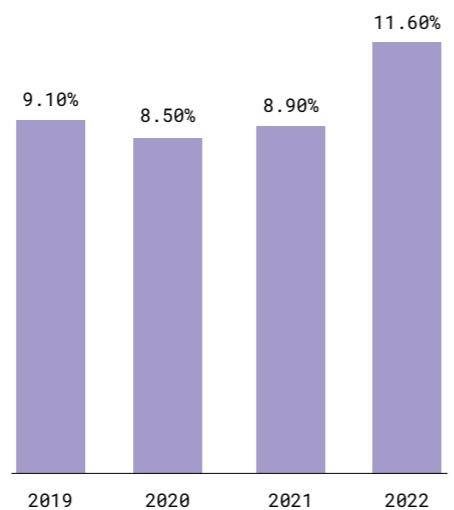


Figure 6. Commencing domestic undergraduates from Gateway schools as a proportion of all commencing domestic undergraduates.



### Record number of scholarships

In 2022, we awarded 1,316 scholarships with a total value of \$4,063,500 to students who came through the Gateway Admission Pathway, Gateway schools and NGOs.

Award type	Award value	Number of awards 2021	Amount Spent 2021	Number of awards 2022	Amount Spent 2022
Gateway Grant	\$1,000	N/A	N/A	727	\$727,000
Gateway Award	\$5,000	N/A	N/A	437	\$2,185,000
The Smith Family Scholarship	\$5,000	N/A	N/A	10	\$50,000
Country Education Foundation Scholarship	\$5,000	10	\$50,000	4	\$20,000
Gateway Scholarship	\$5,000 – \$10,000	2	\$15,000	4	\$31,500
UNSW Equity Scholarships	\$5,000 – \$25,000	150	\$902,637	73	\$640,000
UNSW Merit Scholarships	\$5,000 – \$12,000	52	\$276,292	61	\$410,000
<b>Total</b>		214	\$1,243,929	1,316	\$4,063,500

Figure 7. Scholarships and awards received by students who entered via the Gateway Admission Pathway, Gateway schools and NGOs in 2021 and 2022.





"Gateway recognised inequalities between areas and backgrounds, that we don't all have access to the same resources and help to grow and excel as a student. It levels the playing field and gives you a chance to get into UNSW."

## Student story

# Finding opportunity in STEMM through Gateway

Eamonn grew up in Nambucca Heads, attended Coffs Harbour Senior College and received a Gateway early conditional offer to study Software Engineering at UNSW. He was attracted to UNSW because of its culture and says the Gateway Program levels the playing field for those from regional areas.

Eamonn says that coming from a small coastal town, one of the biggest obstacles to going away to uni was imposter syndrome.

"I was born in Coffs Harbour and grew up in Nambucca Heads, but my parents migrated from China," Eamonn says. "They hadn't been able to access higher education and watching them work so hard made me want to explore university and see what doors it could open."

"But being from a regional area I felt inadequate compared to the city kids," Eamonn explains. "You worry that you or your school may not measure up. Plus, there was also the big leap in leaving my family and everything I know to go to uni in the city."

Eamonn transferred from his smaller local high school to Coffs Harbour Senior College for Year 11 and 12, a Gateway Partner School.

Eamonn's older brother had attended UNSW, giving him a snapshot into the courses, culture and opportunities on offer.

"Gateway is part of the culture, and the fact that UNSW is implementing these programs to help support people get to UNSW is really useful."

Eamonn completed the Gateway Winter Program online in 2020.

"It was so beneficial having access to HSC markers, who gave us very measurable advice, alongside curriculum sessions in maths, english

and physics," Eamonn says. "I also attended sessions on applying for an early conditional offer and scholarships, which showed me how UNSW wanted me to communicate."

Eamonn's teachers were a huge inspiration in him deciding to apply for a four year B Engineering (Hons)/(Software).

"I always enjoyed STEMM subjects and my high school teachers, from woodwork to programming, were always passionate, high energy and made the classes fun," he explains.

"But the ATAR was 92, and I remember thinking that was a big number. It required me to be in the top 8% of all students."

Receiving an early conditional offer brought the ATAR he needed to a level he felt was realistic.

"It was high, but achievable if I kept working. Gateway created a pathway I could work towards, rather than a high number that gave me anxiety and stressed me out."

"It motivated me and gave me a push. I felt that UNSW was encouraging me and pushing me to achieve, that they also wanted me to enrol."

Eamonn also received priority access for scholarships, and was awarded both a rural engineering scholarship and an equity scholarship.

"These scholarships are very important because they allow me to be financially independent from my parents, and support my day-to-day life and uni education."

He found regular check-in calls during lockdown in his first year as part of the Gateway Scholars Program useful in reducing his isolation.

Now in his second year, as a Gateway Ambassador, Eamonn hopes to promote the Gateway Program to other high school students.

"I felt grateful for receiving the support I did."

"Gateway recognised inequalities between areas and backgrounds, that we don't all have access to the same resources and help to grow and excel as a student," Eamonn says. "It levels the playing field and gives you a chance to get into UNSW."

# Gateway Admission Pathway and Program

## Improving educational outcomes for students traditionally underrepresented in higher education

In 2020, the University introduced the Gateway Admission Pathway and Program (GAPP) as its primary strategy for widening access to higher education and UNSW.

The GAPP addresses the underrepresentation of students from low-SES backgrounds, and those who live in regional and remote areas. It targets students in Years 10, 11 and 12 who:

- attended one of our 370+ Gateway partner schools, or
- have a home address in the lowest 25% of socio-economic advantage based on SEIFA (Socio Economic Indexes for Areas) criteria.

The GAPP combines a unique set of learning experiences as part of the educational outreach program, with an early admission pathway to maximise students' post-school success and ensure equitable access to UNSW.

The GAPP consists of four parts:

### Summer Program for Year 10

In an on-campus experience, students explore their strengths, passions and goals and develop their presentation skills in workshops run by Australia's National Institute of Dramatic Art (NIDA). Students can apply their presentation skills in any interview, public speaking or professional setting.

NB: In 2021, we were unable to deliver the Gateway Summer Program due to COVID-19 restrictions.

### Spring Program for Year 11

Building on the experiences of the Gateway Summer Program, students enhance their academic capabilities through online workshops and learn key HSC curricula. They also access unique UNSW faculty experiences and receive support in preparing their Gateway Admission Pathway application.

### Winter Program for Year 12

Students prepare online for their HSC exams through subject-specific workshops, practice exams and individualised feedback led by HSC teachers and markers. They are also supported to apply for a Gateway Admission Pathway early conditional offer.

### Admission Pathway for Year 12

Students apply to UNSW through an alternative admission pathway that recognises more than their ATAR. Eligible students receive an early conditional offer to the degree of their choice which requires a significantly lower ATAR than the advertised Lowest Selection Rank.<sup>1</sup>

<sup>1</sup> The Lowest Selection Rank is a piece of data that indicates the minimum selection rank required for entry into a specific course within a selection period. This rank takes into account not only the ATAR but all other published selection factors such as interviews, tests, auditions, and/or special consideration for access and equity schemes

## How the Gateway Admission Pathway and Program supports students

Tracking against our theory of change, the Gateway Admission Pathway and Program supports students in the following ways:

Gateway Summer	Gateway Spring	Gateway Winter
 <p>Increase students' understanding of the opportunities and benefits of higher education.</p> <p>Develop students' knowledge of available degrees and which degrees might suit them.</p> <p>Develop students' understanding of the Gateway Admission Pathway.</p>	 <p>Develop students' capacity to write about and present themselves persuasively and confidently.</p> <p>Support students to map out their path from school to higher education to career.</p> <p>Develop students' ability to identify as a future university student.</p>	 <p>Develop students' motivation for HSC success.</p> <p>Equip students with strategies to manage study routines and stay motivated.</p>

Year 11

# Gateway Spring Program



Engagement in the Gateway Spring Program increased by 54% when compared with last year.

## Engagement

**Spring Into workshop**  
Engagements (online & in-school): 620  
Gateway schools represented by engaged students: 50

**Gateway Spring Program**  
Engagements: 534  
NGO partner students: 31  
Low-SES: 209  
First in family: 149  
Aboriginal and Torres Strait Islander: 9  
Regional/Remote: 40  
Gateway schools represented by students: 106

## Program overview

In the lead up to the Gateway Spring Program, we ran an introductory workshop, *Spring Into*. This workshop was initially designed to run both in schools and digitally. However, it moved to an online-only format due to COVID-19-related limitations. The workshop prepared students for the Gateway Spring Program by guiding them through the Gateway Admission Pathway early conditional offer process, as well as showcasing UNSW faculties and degrees.

The 2021 Gateway Spring Program ran online over three weeks from 6 September – 23 September. It offered Year 11 students:

- support in planning and scaffolding a written personal statement for an early conditional offer through the 2023 Gateway Admission Pathway

- 14 interactive UNSW faculty experience workshops in Law, Business, Built Environment, Art and Design, Engineering, Material Science and Engineering, Physics, Chemistry/Biology, Optometry and Vision Science, Medicine, Public Health, Exercise Physiology, Education and Arts (Social Science)
- six HSC subject masterclasses in english and maths
- two academic skills workshops in effective note-taking and critical thinking, and
- a Q&A session with current UNSW students to discuss their journey to university, what to expect as a university student and what university life is like.

Through our educational partnerships with Cluey Learning and InspirationED, we provided 80 students with 10 free one-on-one tutoring sessions in HSC-specific subjects. All students also received three-months access to digital HSC resources via the HSC4ME app.

## Student outcomes



86% said the Gateway Spring Program provided study strategies that work for them.

*"The study tips lesson helped me find out a wider range of methods to arrange study notes and memorise information."*



89% believed they had a good understanding of how to apply for the UNSW early conditional offer.

*"The Gateway Spring Program was really helpful in terms of providing us with a better understanding of how to apply for an early conditional offer. I also have a better understanding of ATAR selection rank and university acceptance."*



93% said the Gateway Spring Program improved their understanding of what studying at university was like.

*"The Gateway Spring Program was highly useful in giving a taste of what uni life consisted of. It also provided an opportunity to explore my many interests such as finance and tech."*

94% said the Gateway Spring Program had improved their understanding of what degree options are available at university.

*"This program has given me extensive information on what I want to study in university... It was very useful that UNSW provided this program because it gave us a little inside scoop of what type of content we will be learning during our degrees."*



81% agreed the Gateway Spring Program improved their understanding of their learning strengths.

*"Personally, I appreciated exploring my individual skills and reflecting on my attributes through the Johari Window. It was very useful to me by making me aware of my learning skills, which allows me to learn and study more effectively."*

Year 12

# Gateway Winter Program



Of the students who participated in the 2021 Gateway Winter Program, 362 received an early conditional offer to UNSW and 187 went on to enrol at UNSW in Term 1, 2022.

## Engagement

**Kick Winter**  
Engagements  
(online & in-school): 2,088  
Gateway schools represented by engaged students: 46

**Gateway Winter Program**  
Engagements: 686  
NGO partner students: 39  
Low-SES: 278  
First in family: 166  
Aboriginal and/or Torres Strait Islander: 3  
Regional/Remote: 66  
Gateway schools represented by students: 133

## Program overview

In the lead up to the Gateway Winter Program, we ran an in-school and online introductory workshop, *Kick Winter*. The workshop prepared students to:

- navigate the Gateway Winter Program, and
- write a Gateway Admission Pathway early conditional offer application.

Students also reconnected with their motivating passions and identified their learning strengths.

The 2021 Gateway Winter Program ran online over three weeks from 14 June – 2 July. It offered Year 12 students:

- 10 HSC subject masterclasses in Biology, Chemistry, English Standard Advanced & Extension 1 and Mathematics Standard, Advanced & Extension 1.
- online HSC practice exams in the above subjects and personalised feedback from experienced HSC markers

- six faculty welcome webinar sessions to make informed decisions about degree options
- three tailored sessions on writing a personal statement for:
  - the Gateway Admission Pathway application
  - tips and tricks to study smarter and stay motivated, and
  - a Q&A session with current UNSW students to understand the transition from high school to university.
- guidance on submitting a Gateway Admission Pathway application for an early conditional offer to UNSW in 2022.

Through our educational partnerships with Cluey Learning and InspirationED, we provided 120 students with 10 free one-on-one tutoring sessions in HSC-specific subjects. All students also received three-months access to digital HSC resources via the HSC4ME app.

## Student outcomes



80% reported an increased understanding of the Gateway Admission Pathway and how to get into university.

*"The info sessions allowed me to understand better how to enter UNSW through early entry and how adjusted ATARs work and benefit me."*

80% said they now understand what makes a good personal statement for the Gateway Admission Pathway application.

*"I personally found the ... personal statement webinar the most beneficial as [it] enabled me to obtain a wider grasp of knowledge on how to best write a personal statement that truly reflects my morals, aspirations, and beliefs."*



89% agreed the Gateway Winter Program made them feel like UNSW could be for them.

*"It has given me information about UNSW that has made me very sure that this is the university I want to be a part of."*

75% said the Gateway Winter Program made them feel more confident about their transition to university.

*"The program made me feel less anxious about such a drastic life change as the UNSW speakers in the webinars recounted their personal experience with moving away and transitioning to university."*



84% said that as a result of the program they felt more prepared for their HSC.

*"I found the videos for each module and the practice exams most useful because it provided me with resources that helped me prepare for my trials and the HSC."*

# The Gateway Admission Pathway

## An early conditional offer to UNSW

### What is the Gateway Admission Pathway?

The Gateway Admission Pathway offers eligible students a guaranteed place at UNSW with a significantly lower ATAR than the advertised Lowest Selection Rank.

### How it works

Prior to sitting the HSC, Year 12 students apply for an early conditional offer to their chosen UNSW degree. The application process requires students to write a personal statement and, in some cases, prepare a portfolio of work. These are assessed along with the student's Year 11 results, as well as their school's rating of their aptitudes and performance in relevant areas of study.

If a student's application is successful, they receive an adjusted ATAR requirement for their preferred degree. If, after the HSC they have achieved the adjusted ATAR, they receive a firm offer to UNSW.

## 2021 impact

### Introduced new scholarships

In 2021, an additional \$3.2M in funding was secured, increasing the overall pool of equity financial support available to students who came through the Gateway Admission Pathway. From the additional funding, we awarded every student who enrolled through the Gateway Admission Pathway in Term 1 2022, a \$1,000 Gateway Grant to support their transition to University. Students from low-SES backgrounds received an additional \$5,000 Gateway Award.

We also provided 10 students who enrolled via The Smith Family with a one-off \$5,000 payment. Meanwhile, four students who enrolled via the Country Education Foundation will receive \$5,000 a year for the duration of their degree.

These new awards were made in addition to UNSW's Equity and Merit Scholarships.

### Increased Gateway Admission Pathway applications, early conditional offers and enrolments to UNSW

In Term 1, 2022, there were 696 student enrolments at UNSW through the Gateway Admission Pathway, up from 377 in Term 1, 2021 – an 85% increase. This can be attributed to:

- the Gateway Admission Pathway gaining traction among students
- the expansion of eligibility criteria to include students from low-SES backgrounds outside of Gateway schools, and
- an increase in the number of offers faculties made via the program.

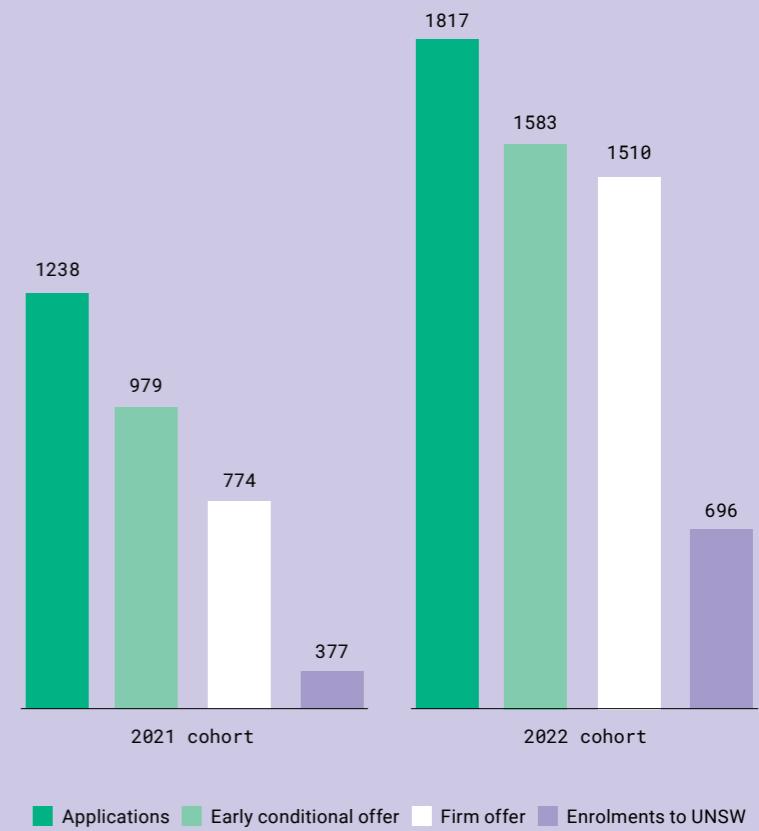


Figure 8. Growth in Gateway Admission Pathway applications, offers and enrolments between 2021 and 2022.

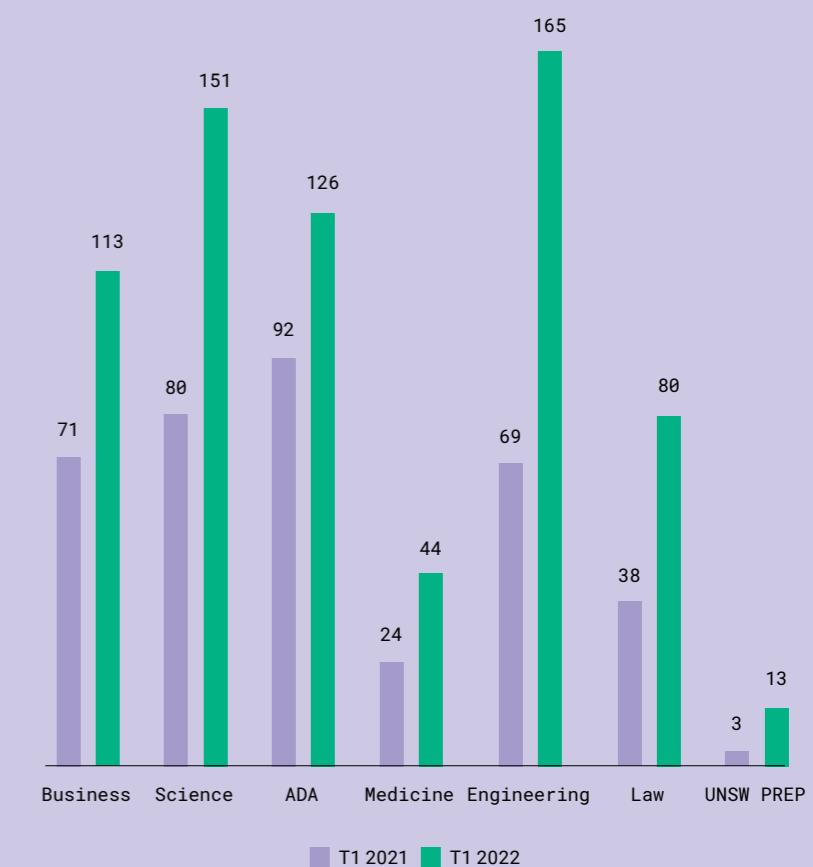


Figure 9. Gateway Admission Pathway students enrolled at UNSW by faculty in 2021 and 2022.

### Increased diversity of UNSW's undergraduate community

The Gateway Admission Pathway has had a positive impact on the diversity of the UNSW undergraduate population. Notably, we saw a 143% increase in the number of students from low-SES backgrounds enrolling through the pathway in 2022 compared to 2021.

	Gateway Schools	Low-SES	Regional/ Remote	Indigenous
2021	377	145	41	3
2022	549	352	34	*
% Increase	46%	143%	-	*

\* Indigenous students are referred to in the Indigenous Access Pathway and Pre-Programs.

Figure 10. Diversity of students enrolled through the Gateway Admission Pathway in 2021 and 2022.

### Recent increases in UNSW's low-SES access rate can be attributed to the Gateway Admission Pathway

Since its inception in 2020, the Gateway Admission Pathway has made a substantial impact on the number of low-SES students enrolling at UNSW. In Term 1 2022, 52% of all students from a low-SES background who enrolled at UNSW came through the Gateway Admission Pathway.



Figure 11. Proportion of commencing undergraduate students from low-SES backgrounds who came through the Gateway Admission Pathway since its inception.



# 2021 Gateway Admission Pathway cohort performance

In 2021, students who enrolled via the Gateway Admission Pathway completed their first year of university. The figure below shows that these students performed similarly to other domestic undergraduates in their first year of study based on their cumulative weighted average mark (WAM).

Further, students admitted through the GAP in 2021 collectively passed 93% of all subjects they undertook, the same rate as 2021's broader domestic undergraduate cohort. Together, this data demonstrates that, despite entering University with an adjusted ATAR requirement, Gateway Admission Pathway students succeeded once at University.

Students admitted through the Gateway Admission Pathway in 2021 were also just as likely as the broader domestic undergraduate cohort to continue their studies in 2022, with 91% of students continuing.

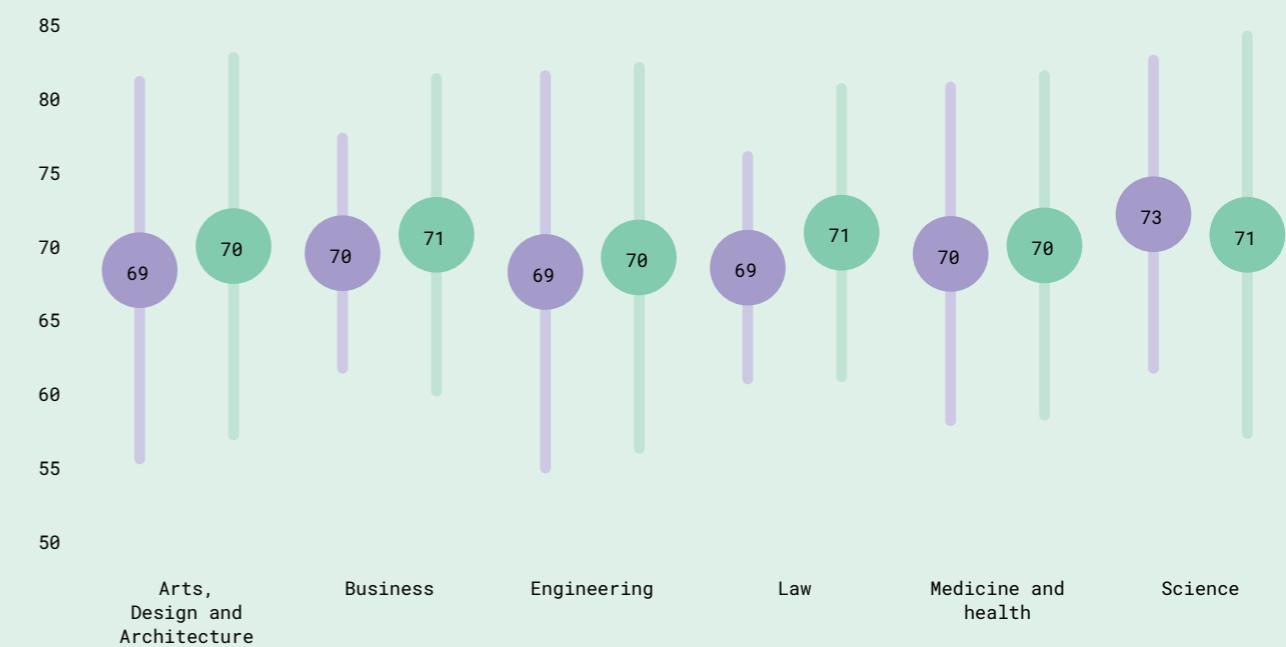


Figure 12. The mean and standard deviation of first year cumulative weighted average marks (WAMs) for students admitted through the Gateway Admission Pathway compared with other domestic undergraduates who also began their studies in T1 2021.

■ Gateway Admission Pathway  
■ Other admission



**Ebony**

Bonny Hills, NSW

Bachelor of Engineering  
(Software)/Science

"The peer mentoring provided through Gateway Scholars helped me settle in and work things out."

## Student story

# Gateway offered priority access to scholarships

Ebony was keen to pursue a tertiary education. UNSW's Gateway Admission Pathway helped her clarify what she would study, and provided her with the security of an early conditional offer, priority access to a scholarship to cushion the expense of relocating from a small town to Sydney, and the support of the Gateway Scholars program once she arrived on campus.

Ebony's parents encouraged her to pursue a tertiary education. But coming from the small town of Bonny Hills, near Port Macquarie, meant navigating a university system she had never even seen before, and making big choices. It also meant the expense of relocating to Sydney.

"I always planned on going to uni because I really enjoy learning," Ebony says. "But coming from Bonny Hills I hadn't really spent any time at a uni, so I wasn't sure where to go or what to do."

"Many people from my high school chose to stay in the area. But I was very lucky because I had a lot of supportive teachers at Camden Haven High School, who helped me figure out what to do."

"I enjoyed studying science and also did a lot of robotics in high school," Ebony explains. "One of my teachers knew a lot about UNSW and suggested engineering. It motivated me to think about going to UNSW."

"In Year 12 I was handed a flyer about the Gateway Admission Pathway by a teacher, and a friend and I decided to apply for an early conditional offer to UNSW," Ebony explains.

Ebony attended a series of UNSW online information sessions, which clarified her choice of course and explained what life at uni would be like. She was successful in receiving an early conditional offer via the Gateway Admission Pathway to study a B Engineering (Hons)/ B Science, allowing her to follow her interests by majoring in Software Engineering and Chemistry.

The early conditional offer not only relieved some of the pressure Ebony felt in doing the HSC, but it also opened other doors through priority access to scholarships to help with relocating to a big city.

Ebony was awarded a Rural Engineering Scholarship [\$50,000].

"It pays for most of my accommodation, which allows me to stay on campus at college," Ebony explains.

"Moving from my family in a small town to a large city was a very big change. College allowed me to meet a lot of new people and there's always something to do on campus. There are so many opportunities here."

Ebony also had to adjust to a faster pace and different style of learning at uni.

"There are constant deadlines and arriving at uni I felt like I was free-wheeling, but the peer mentoring provided through Gateway Scholars helped me settle in and work things out," Ebony says. "I got emails that directed me to the many resources available and regular check in calls. It was helpful knowing there were people there, making sure it was going OK."

Now in her second year, Ebony has decided to take on a job as a Gateway Ambassador, visiting five schools in Western Sydney to explain Gateway and uni life.

"I enjoy being a Gateway Ambassador. It feels like you're making connections, making a change and helping someone."

# The NSW Equity Consortium

The NSW Equity Consortium is an alliance between UNSW, UTS, Macquarie University and six Greater Western Sydney high schools. Underpinning this alliance is a fundamental valuing of public education, socio-cultural diversity and student equity.

University	Year group	Unit of Work Micro-Literacy Focus	Delivery time
Macquarie University	7	Evaluating the author's perspective in an information text	Term 3
UTS	8	Analysing how a character is portrayed in a narrative	Term 2
UNSW	9	Evaluating how information is used in a persuasive text	Term 1

Figure 13. The unit of work overseen by each university, coinciding year groups and delivery time.

In 2020, the NSW Equity Consortium received funding from the NSW Department of Education 'Higher Education Collaboration and Innovation' fund. This was granted to progress a practice-led research study that sought to build student and school capacity for accessing tertiary education and improving post-school learning opportunities. In 2021, the NSW Equity Consortium delivered its first iteration of the program.

## The Imagined Futures program

The NSW Equity Consortium collaborated with teachers to develop a unit of work, titled Imagined Futures, run in the English Key Learning Area for whole cohorts in Years 7, 8 and 9 at Consortium partner schools.

Each unit of work has a literacy focus which is based on the collective analysis of NAPLAN data from our partner schools. This data identified common key areas for improvement.

Each unit of work is co-delivered by teachers and university ambassadors and aims to develop students' valuing and understanding of the importance of; literacy; self-efficacy; metacognitive routines; and expand their thinking about post-school options.

## Research and evaluation

We carry out a longitudinal mixed-methods research and evaluation inquiry that follows students participating in Imagined Futures over the first three years of their secondary schooling.

This inquiry centres around our theory of change and aims to build on current literature about the educational imaginaries of high school students. It also aims to provide a better understanding of the impact Imagined Futures has on students, teachers and university ambassadors.

Tracking against our theory of change, the Imagined Futures program supports students in developing an understanding of the following:



- Develop students' understanding of the value and purpose of education for opening a breadth of future possibilities
- Expand students' thinking about possibilities for future study and post-school options



- Develop students' ability to recognise metacognitive processes, including understanding of their own learning strengths and weaknesses
- Develop students' ability to know when to ask for help and their confidence to do so
- Develop students' academic self-efficacy
- Develop students' motivation to learn
- Develop students' excitement about their future



- Develop students' micro-literacy practices in identified focus areas and their confidence in their literacy
- Develop students' broad appreciation for literacy beyond the school context

## 2021 program implementation

COVID-19 meant The NSW Equity Consortium could not implement its full program for Years 7 and 8. As a result, we only collected evaluation data for the Year 9 unit of work, which was delivered by UNSW. This document reports on findings made solely on that data. For further information, see The NSW Equity Consortium's 2021 Department of Education Report on our website: access.unsw.edu.au

Through the first iteration of Imagined Futures, The NSW Equity Consortium engaged 2,646 Years 7, 8 and 9 students from five schools in Greater Western Sydney.

### Student outcomes



Students gained insights to future possibilities and how they might attain their imagined futures.

**Student:** "These lessons have changed how I think about my future because I used to think it was impossible to become something I wanted when I was younger, but now I think anything is possible and you should just go for what you want to be or do."

Students gained clarity on the challenges that they might face in pursuit of their goals.

**Teacher:** "Students started questioning and posing the problems they may endure to achieve their goals. However, they were assured that with persistence they will get there."

Students demonstrated improved understanding of how their learning at school plays a role in their future (see Figure 14).

Teachers made observations that students were "more focused on their futures", "slightly more focused on classwork" and more aspirational, understanding "they have to apply themselves now to achieve in the future."

One teacher noted that the "authentic connections" university ambassadors made with students helped them "take questions about their future much more seriously". This meant many were thinking about "what they might want to do after school" for the first time.

"I can see how my learning plays a role in my future."

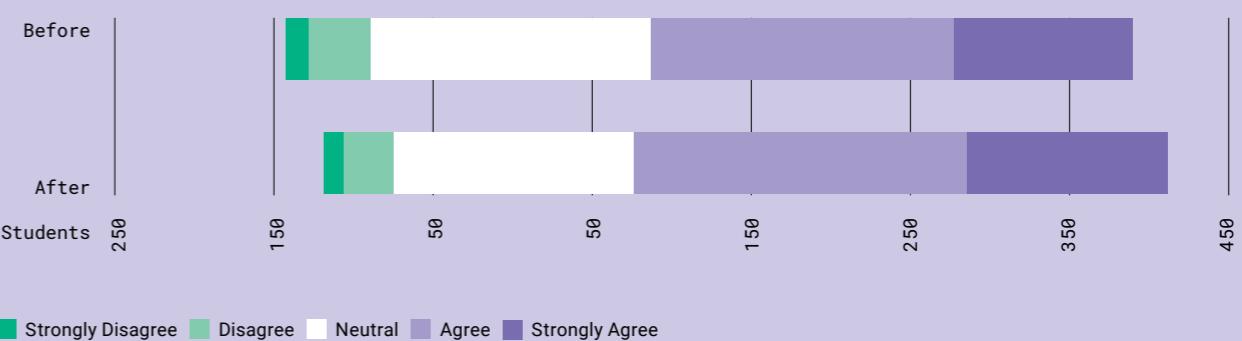


Figure 14. Students' ability to see how their learning at school impacts their future.



Students demonstrated improved metacognitive capacity, including improved self-reported understanding of their own strengths and weaknesses, their awareness of the ways they learn and their confidence to ask for support in class (see Figure 15).

**Student:** "Ever since we started talking about our future, when I feel confident enough to share my ideas, I don't feel shy about my point of view anymore. So I feel more confident... and if I need help, I'll ask for it. And I feel more open with myself. When I'm being spoken to, I'll feel more open and confident speaking than what I used to."

One teacher noted that: "[o]nce students were able to understand what the habits of mind were, they were quite intrigued". A Year 7 teacher explained the usefulness of the student self-reflection that was built into the lesson, noting that students provided some "really honest reflection" on their own learning through the lessons.



Students demonstrated significant learning gains in the micro-literacy areas of focus (see Figure 16), supported by teacher observations.

**Teacher:** "I could see that the kids had made progress and they were actually understanding the difference between an inferential and a literal question. They were able to sort them into categories. Some of them were able to then start to write their own literal and inferential questions."

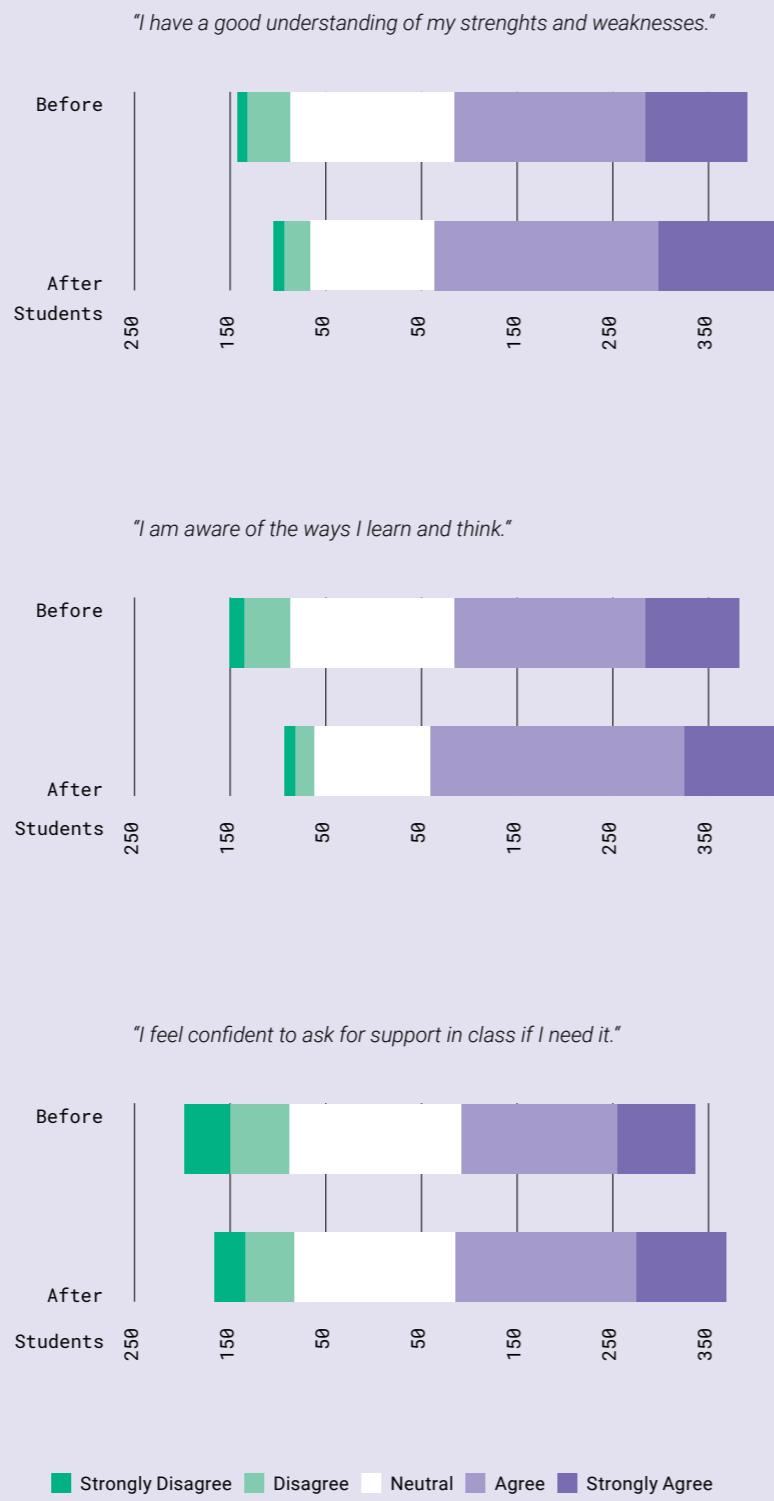


Figure 15. Shifts in students' learner identities and metacognitive processes.

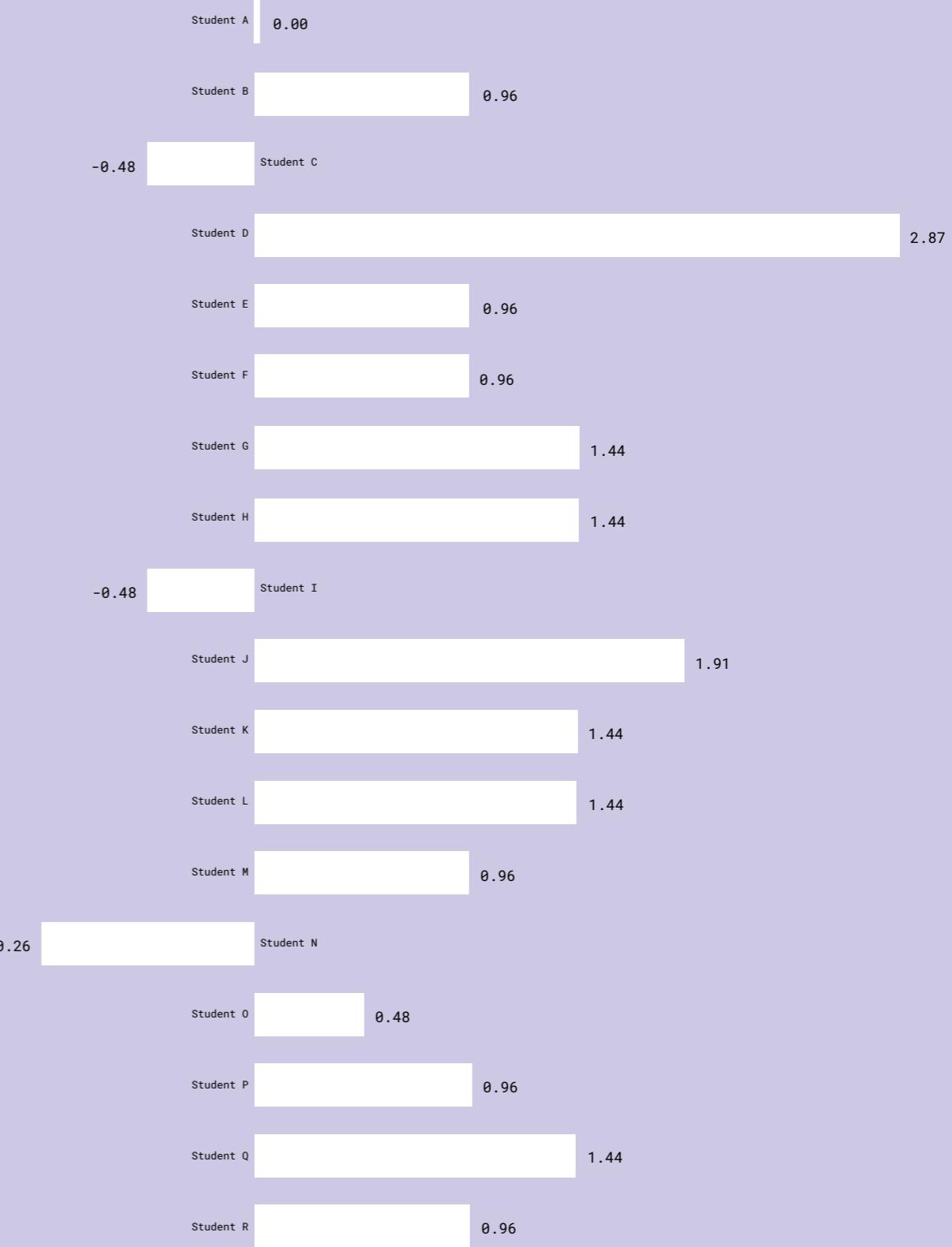


Figure 16. Example of learning gains (effect sizes) exhibited by one Year 9 class participating in the NSW Equity Consortium, measured by pre- and post-literacy test results

**Ethan**

Western Sydney, NSW

Bachelor of Engineering  
(Honours)/Master of  
Biomedical Engineering

"I could really focus, knowing that I'd been accepted into UNSW."

## Student story

# The Gateway Admission Pathway is a drawcard for UNSW

After completing the Gateway Winter Program in 2020, Ethan received an early conditional offer through the Gateway Admission Pathway to study Biomedical Engineering at UNSW in 2021.

Ethan's journey to UNSW began when he was inspired by his sister and cousin to go to uni.

"My cousin and sister both attended uni and I really looked up to and admired them, and I wanted to follow in their footsteps," Ethan explains.

Ethan enjoyed hearing his cousin talk about her studies in biomedical engineering and, after investigating courses, set his heart on the Bachelor of Biomedical Engineering at UNSW.

"I chose UNSW because it had a great reputation, I had friends who also wanted to study there, and I had heard good things about it," Ethan says. "But the Gateway Admission Pathway was also a drawcard for UNSW."

Ethan first discovered the Gateway Admission Pathway at an online info session through Prairiewood High School, a Gateway Partner School, in 2020.

"The session explained the benefits of the program, the reduced ATAR and HSC masterclasses," Ethan says. "I could see that the early conditional offer could be a big benefit to me."

Attending the Gateway Winter Program gave him assistance with writing his personal statement to apply for an early conditional offer.

"I still would have tried to get into UNSW if I didn't get an early conditional offer, but the Gateway Pathway really helped me achieve it," Ethan says. "I was so happy to receive an early conditional offer, because it gave me certainty, and I could really focus, knowing that I'd been accepted into UNSW."

Ethan was accepted to a five-year double degree, and will graduate with a B Eng (Hons) / MBiomedE.

"Biomedical Engineering is the intersection of technology and human biology and is about solving medical problems, so my degree covers engineering for a medical field, everything from prosthetics to organs," Ethan explains. "In our first year we made a mechanical robotic arm."

Ethan says starting uni during the pandemic was a big transition and he found the support from the Gateway Scholars program useful.

"The peer mentoring group connected me with other Gateway Scholars in my first year and helped a lot," Ethan says. "It gave me a smoother entrance into uni."

He was also pleased to receive a lump sum equity scholarship that has assisted him with his course fees.

Ethan now works as a Gateway Ambassador.

"It's been a good way to get involved in uni life and I also wanted to give back and contribute to the uni," Ethan explains. "I wanted to encourage others to do this too."

"The Gateway Admission Pathway is a great way to enter UNSW – it costs nothing to be part of it but you stand to benefit a lot by taking part."

# Teacher Professional Learning

In recent years, teachers' use of data has been a major focus of educational reforms. Despite this, teachers' use of data in the classroom remains limited.<sup>5</sup> In 2021, we ran three professional learning sessions to develop teacher capacity and support engagement with The NSW Equity Consortium.

Our professional learning aimed to build teachers' data literacy, confidence and skills critical for effective learning and teaching.<sup>6</sup>

Workshops	Date	Attendees	Topics
Using Data to Inform Teaching and Learning	February 2021	10	<ul style="list-style-type: none"> <li>- Data literacy</li> <li>- Analysis of students' pre-test result and teacher reflections</li> </ul>
Closing the Loop: Analysis of Pre- and Post-test Data	May 2021	10	<ul style="list-style-type: none"> <li>- Reflecting on the pre-test results</li> <li>- Analysing the post-test results</li> <li>- Using the results of pre- and post-test analysis to inform decisions</li> <li>- Mentoring the new teacher action researchers</li> <li>- Focus groups</li> </ul>

Figure 17. Teacher professional learning sessions in 2021.

<sup>5</sup> Reed, 2015; Vanlommel & Schildkamp, 2019.

<sup>6</sup> Mandinach & Gummer, 2013.

## Impact

### Increased understanding of assessment and data literacy

Initially, teachers were sceptical of the professional learning (PL) and did not perceive that the data would be beneficial:

*"People are like, 'I don't see how beneficial it's going to be'. But all three of us that are here today are frankly blown away at the results... We've already talked about the plans to go back to our faculty meeting and say, 'Hey, we have actual data here that's beneficial to us, that shows that there's a benefit'."*

However, teachers expressed a change in their perceptions of data's possible benefits:

*"Looking at the data today and seeing my own students and what they're able to actually achieve... I felt that it was well-worth the effort that my colleague put into our class and that we're starting to reap the benefits... It's actually made me excited for Year 8 next term."*

### Improving pedagogy through data literacy

Some teachers were explicit about the usefulness of the data analyser in helping them identify areas for improvement, which they used to expand on resources:

*"I think after the first PL we had here in February, that really helped, because it was identified where those weaknesses were with students. And then I was able to use the resources that they were given, expand on those resources, and add my own resources, which was around persuasive language and the techniques that they were weak on."*

### Using data for accountability

Teachers mentioned presenting data to the school executive as evidence of improvement:

*"I'm going to present that data to the executive because I think it's really crucial that the whole school sees how effectively students can improve, especially if you've got explicit teaching strategies."*

### Improving accessibility of data-driven decision-making

Teachers compared the usefulness of our data analyser with Scout, the Department of Education's resource. One mentioned that the data analyser was easier to visualise:

*"We use Scout data, but the data analyser was so much better for me. Just showing it all on one screen."*

Another teacher said the data analyser was more targeted than Scout:

*"It mentions what we can focus on. It's very targeting. You know exactly what you need to focus on."*



**Peter**

Western Sydney, NSW

Bachelor of Economics/  
Computer Science

"At uni there is an expectation that everyone starts with the same knowledge level, but that isn't always the case. Gateway helped me with an early conditional offer, but also helped me when I got to uni, in getting up to standard."

## Student story

# Double degree success with Gateway

Peter attended the Gateway Winter Program in 2020 and received an early conditional offer to study a unique combined degree, majoring in Economics and Computer Science and is now a Gateway Ambassador.

Peter attended Elizabeth MacCarthur High School in Western Sydney.

"I'd always wanted to go to uni, because my mum had been and really encouraged it," Peter says.

While searching online for uni courses that matched his diverse interests, he discovered that UNSW offered double degrees. He also found out about the Gateway Admission Pathway and Program, and says both these things gave UNSW the edge over other universities he'd been considering.

"I was set on doing a double degree to combine my interests in computer science and economics, and found out I could do that at UNSW. I also saw Gateway advertised online, and I asked my high school careers advisor about it."

Encouraged by his careers advisor, Peter decided to sign up, and completed the Gateway Winter Program online in 2020.

Peter says that while he gained a lot from the sessions on applying for an early conditional offer, study and academic skills, he also enjoyed being able to ask practical questions about the leap to uni.

"There was a session with ambassadors where you could ask questions, and I asked about commuting from Campbelltown to UNSW," Peter says. "They gave honest answers and offered

real solutions which was really helpful."

Peter says that applying for the Gateway early conditional offer was fortuitous.

"Just a few weeks out from the HSC exams, a serious medical situation arose within my family, which created enormous stress and meant I was preoccupied and couldn't study," Peter explains. "So it was a massive relief when I heard I'd received the Gateway early conditional offer."

Peter received an early conditional offer to study a B Economics / Computer Science, a degree he commenced in 2021.

"I was excited I could combine the two," Peter explains.

Once he had enrolled in his degree and was on campus, Peter also received support through the Gateway Scholars Program.

"At uni there is an expectation that everyone starts with the same knowledge level, but that isn't always the case," Peter says. "Gateway helped me with an early conditional offer, but also helped me when I got to uni, in getting up to standard."

"I hadn't taken extension maths in high school but as part of Gateway I had access to a maths bridging course to bring me up to speed at no cost, and I also attended weekly study sessions run by older students."

Peter also participated in peer mentoring, where a group of five Gateway students met weekly.

"Initially, I did feel inferior because I hadn't studied at the same level as other students, but thanks to the mentoring and maths support from Gateway, by Term 3 it wasn't an issue. I realised I had earned my place at UNSW and I felt supported."

Alongside studying for his degree, Peter now works as a Gateway Ambassador, and enjoys attending schools to share his experiences and talk about the options available to students through the Gateway Admission Pathway.

# Progress against Key Performance Indicators

## Goal

Improve access to higher education and UNSW for students from underrepresented backgrounds through enhancing the educational capacity of students and schools.

Objective	Measure of progress	Progress in 2021	Co-design innovative learning experiences, including curriculum-linked academic enrichment and teacher professional learning, reflecting UNSW's strengths in research, teaching and learning.	For students engaged through the educational outreach program this includes the following:	Program evaluation data from the Gateway Winter and Spring Programs and the NSW Equity Consortium demonstrated that we were successful in meeting these outcomes. See details on pages 25, 27 and 38 – 39.
<b>Establish and grow targeted UNSW admission pathways, including an early conditional offer scheme that is linked to the educational outreach program.</b>	Number of applications, offers and enrolments to higher education from Gateway Admission Pathway students.	Applications, offers and enrolments have grown substantially since the first year of the Gateway Admission Pathway. See Figure 8.		- The ability to make meaningful links between personal interests and capabilities, future study options and careers - Mastery of key academic skills and capabilities - Confidence in navigating their own educational futures.	Introduced preparatory workshops in-school and online for the Gateway Spring and Winter Programs. See details on pages 25 and 27.
	Number of Gateway schools, and schools previously unrepresented at UNSW, represented in admissions pathway at application, offer and enrolment to UNSW.	The Gateway Admission Pathway increasingly attracted students from schools previously not represented at UNSW. See Figure 2.			Developed innovative digital educational tools to support the engagement of students, including the:  - NailIt web app – 9,710 users in 2021 - InsideOut web app (launching in 2022).
	Proportion of Gateway Admission Pathway students represented in high-ATAR degrees.	Gateway Admission Pathway students who enrolled in 2022 were represented in almost every course across the university (98 courses).			Partnered with university ambassadors to co-design and deliver the Study Share workshop in the Gateway Winter Program.
			School educators engaged in professional learning opportunities report enriched teacher/school leader/school capacity.	20 teachers undertook professional learning through The NSW Equity Consortium.	
			Number of preferences and first preferences in UAC applications from students at Gateway schools and from low-SES backgrounds.	There has been a substantial increase in the proportion of UAC first preferences given to UNSW by students from Gateway schools. See Figure 1.	
			<b>Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change.</b>	UNSW students from underrepresented backgrounds engaged as student leaders/facilitators in the educational outreach program.	Of the 179 University Student Ambassadors employed to co-deliver outreach programs, 142 (79%) are from underrepresented backgrounds.
			<b>Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers.</b>	For students engaged through the educational outreach program:  - an increased understanding of the Gateway Admission Pathway and other access options, and - a greater sense of identity of themselves as future UNSW students.	Ran a geo-targeted online campaign promoting the Gateway Winter Program and Gateway Admission Pathway to eligible Year 12 students and their influencers in the Greater Western Sydney region.  Program evaluation data showed we were successful in meeting these outcomes via the Gateway program (further details on pages 25 and 27).

<b>Goal</b>		
Establish UNSW as a preferred university for students from underrepresented backgrounds.		
<b>Objective</b>	<b>Measure of progress</b>	<b>Progress in 2021</b>
<b>Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation.</b>	Proportion of Gateway schools engaged in the educational outreach program.	Increased the number of schools represented at the Gateway Spring Program from 103 to 106 between 2020 and 2021.
	Expanded depth of educational offerings available to students and schools through UNSW/NGO/ workplace partners and other University partnerships.	Extended the length of Cluey Learning packages from six to 10 weeks and offered packages to students in Year 11 and Year 12.
		Resources from the Gateway Programs were made available to students for an additional month post-program.
	Number of partnerships established by Access, Equity & Inclusion.	Established a new partnership with the Country Education Foundation.
	Number and diversity of schools and communities engaged with as a result of established partnerships.	In 2021, we engaged students from 11 schools across the Gateway Winter and Gateway Spring programs through NGO partnerships that we would not otherwise have engaged.
	Number of students engaged in educational outreach program through partner organisations and schools.	Increased the number of students engaged in the Gateway Spring Program from 347 to 534 between 2020 and 2021, a 54% rise.  NB: We are unable to report on the change in engagement for Gateway Winter as this data was not recorded in 2020.
	Applications, offers and enrolments to UNSW from students engaged through NGO partnerships.	In 2022, we had three applications, 31 offers and nine enrolments from students engaged through NGO partners, similar numbers to 2021 (38 applications, 31 offers and 13 enrolled).

<b>Embed longitudinal, mixed- methods research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers.</b>	Positive reputational positioning of UNSW among students and staff from underrepresented backgrounds and their key influencers.	In 2021, teacher feedback from the NSW Equity Consortium indicated the positive perceptions of UNSW led outreach and teacher professional development. Additionally, we have been approached by multiple schools expressing interest in participating in the program.
	Based on their engagement in 2020, 105 students returned to engage with us again in Winter in 2021.	

<b>Goal</b>		
Improve opportunities, support and outcomes for students at UNSW who are underrepresented in higher education through community engagement and the development of collaborative partnerships both internally and externally.		
<b>Objective</b>	<b>Measure of progress</b>	<b>Progress in 2021</b>
<b>Contribute to inclusive student experience initiatives and encourage enhanced student sense of belonging across the student lifecycle.</b>	Engagement in early transition programs.	242 students received support through the Start@UNSW program (formerly Gateway scholars).
	Students' sense of belonging at UNSW.	89% of students agreed that the Gateway Winter Program made them feel like UNSW could be for them.
	First-year retention rates for underrepresented students.	Of the students who enrolled at UNSW through the Gateway Admission Pathway in 2020, 91% continued their studies after their first year of university.

Krisha

Western Sydney, NSW  
Bachelor of Aviation  
(Flying)

"Attending the Spring Program gave me a taste of uni and the knowledge that uni was a real pathway for me."



## Student story

# A holistic approach to gaining entry to uni

Krishna attended Pendle Hill High School in Western Sydney. With dreams to be a pilot, she completed the Gateway Spring and Winter Programs, achieving an early conditional offer to enrol in a Bachelor of Aviation at UNSW. She says the Gateway Admission Pathway offers a holistic and supportive approach.

Krishna had her heart set on a career in aviation. "I always wanted to be a pilot – I was captivated by the idea of flying a plane," Krishna explains.

But for Krishna, the pull towards flying was also emotional.

"My family and I migrated to Australia from India, so as an immigrant I know what it means to have family and ties overseas."

After researching pathways to becoming a pilot, Krishna was attracted to the Bachelor of Aviation (Flying) at UNSW as it offers an industry partnership program with QantasLink.

Krishna discovered the Gateway Program when a UNSW Ambassador visited Pendle Hill High School. During lockdown, a careers advisor at her school re-promoted the Gateway Pathway and Program on google classroom.

Krishna completed the Spring Program in Year 11 and says it gave her a real taste of uni.

She then joined the Winter Program the following year in order to gain valuable HSC study skills.

"The best thing about the Winter Program was hearing actual HSC markers talk about maths and english and what was expected from you for the HSC."

Krishna also received 10 tutoring sessions in english through Cluey Learning, and applied for an early conditional offer through the Winter Program.

"I received advice on how to write my personal statement, and just going through the process made me figure things out and clarified that it was absolutely what I wanted to do," Krishna explains. "The early conditional offer helped enormously by reducing the ATAR I required to a level that I felt confident I could achieve, which really reduced the stress."

Awarded Dux of her high school, Krishna received an academic achievement scholarship for UNSW.

"The scholarship helped me deal financially with the practicalities of getting prepared for uni – buying a laptop, and getting set up."

Once she enrolled at UNSW, the Gateway Scholars Program facilitated peer mentoring for physics, one of her subjects.

"The Gateway Program was like a whole package that covered academic, mental health, looking after yourself, what uni will be like, and support when you get there," Krishna says. "It sets your expectations so you're not overwhelmed when you get to uni."

As one of a handful of women entering a heavily male-dominated industry, Krishna is excited about contributing to the changing face of aviation.

She is also working with UNSW as a Gateway Ambassador.

"Getting an ATAR and starting uni are big life milestones. If I can ease another student's stress and help them realise their dreams are not impossible I'd be happy."

# Acknowledgements

We would like to acknowledge and thank the following UNSW staff for their generous support of the Gateway Admission Pathway and Program. We would also like to thank the Student University Ambassadors who have been instrumental in the delivery and success of our educational outreach program.

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## UNSW Gateway Admission Pathway and Program Working Group

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	<b>Faculty/Division</b>	<b>Name</b>	<b>Role</b>
<b>Chair</b>	Division of EDI	Mary Teague	Director, Access, Equity & Inclusion
<b>Members</b>	Medicine & Health	Anil Singh-Prakash	School Manager
	Division of EDI	Caitlyn McLoughlin	Learning Experiences Manager
	Academic & Student Life	Charlotte Long	Head of Student Success
	Academic & Student Life	Chris Lewis	Head of Future Student Recruitment
	Academic Skills, PVCESE Portfolio	Dominic Fitzsimmons	Convenor and Enabling Programs Co-ordinator
	Medicine & Health	Holly Seale	Associate Professor
	Law & Justice	Jeni Engel	Senior Lecturer
	Academic & Student Life, PVCESE Portfolio	Jessica Luquin	Lead, Student Engagement Team
	Division of EDI	Katie Osborne-Crowley	Manager, Strategic Initiatives
	Division of EDI	Katy Head	Deputy Director, Access Equity & Inclusion
	Engineering	Laura Duggan	Student Services Advisor
	Medicine & Health	Lisa Keay	Head of School
	Arts, Design & Architecture	Maree Higgins	Senior Lecturer

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Medicine & Health	Marianne Colbert	Equity & Diversity Manager
Arts, Design & Architecture	Michael Garbutt	Senior Lecturer
Arts, Design & Architecture	Michael Stonham	Associate Lecturer
Student Life & Community	Michelle Sanders	Team Leader, Equitable Learning Services
Medicine & Health	Michelle Wanandy	Program Administrator, School of Optometry and Vision Science
Science	Mikaela Viray	EDI Project Officer
Arts, Design & Architecture	Morgan Sutton	Manager, Education Innovation
Academic & Student Life, PVCESE Portfolio	Natalie Nickson	Head Student Life
Engineering	Peter Neal	Senior Lecturer
Academic & Student Life	Quinton Vea Vea	Future Students Co-ordinator, Nura Gili Operational Programs
Medicine & Health	Rachel Ward	Senior Lecturer
Student Services & Systems	Raey Jasinski	Manager, Admissions & Scholarships Enablement
UNSW Business School	Rebecca Harcourt	Program Manager Indigenous Business Education
DVC Academic & Student Life	Rebecca Lawrence	Head of Admissions & Scholarships
Science	Rebecca LeBard	Senior Lecturer
UNSW Business School	Seda Cokcetin	EDI Officer
Medicine & Health	Sieu Khuu	Associate Professor, School of Optometry
Arts, Design & Architecture	Tierney Marey	Manager, Student Experience
Engineering	Toan Phung	Associate Professor
Arts, Design & Architecture	Tracy Huang	Associate Lecturer

## UNSW Gateway Admission Pathway and Program Sub-Committee

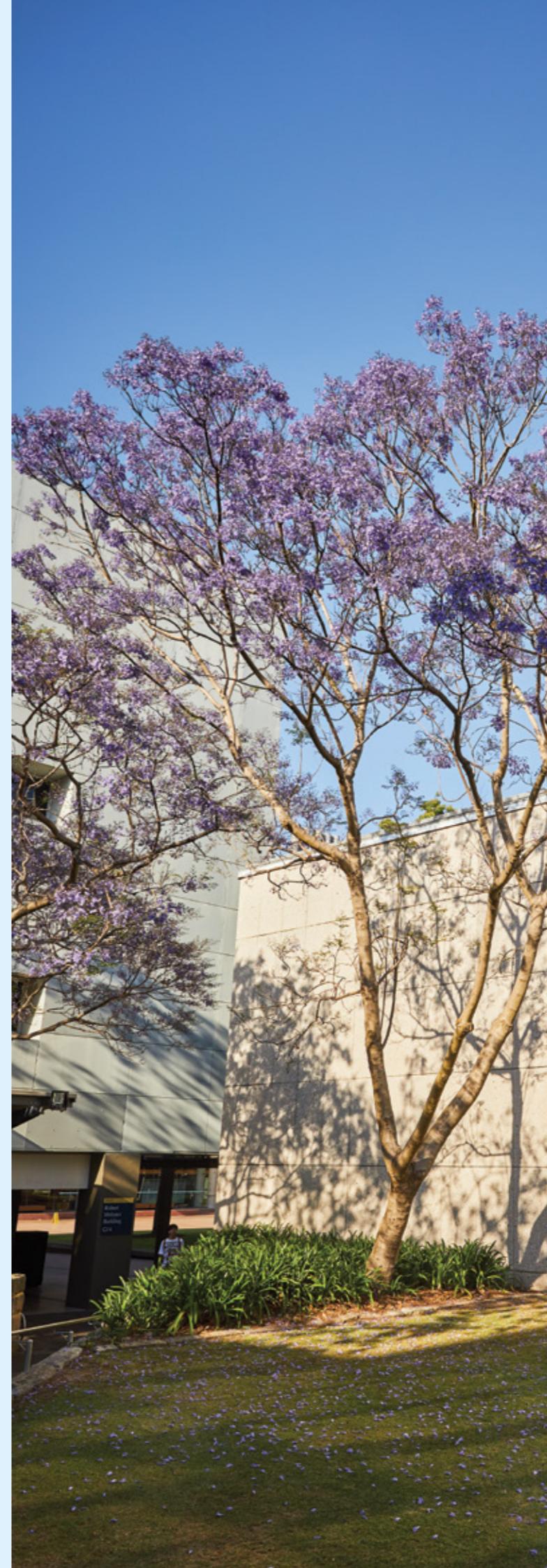
	<b>Faculty/Division</b>	<b>Name</b>	<b>Role</b>
<b>Chair</b>	Division of EDI/ Business	Leisa Sargent	Co-DVC Equity, Diversity and Inclusion and Senior Deputy Dean
<b>Members</b>	Arts, Design & Architecture	Bruce Watson	Deputy Dean, Education
	Science	Carlo Caponeccchia	Associate Dean, Equity, Diversity & Inclusion
	Arts, Design & Architecture	Cath Ellis	Associate Dean, Education
	Law & Justice	Catherine Bond	Associate Dean, Academic
	UNSW Business School	Christine Mathies	Academic Director Undergraduate Programs
	Engineering	Con Doolan	Associate Dean Engineering, Academic Programs
	Medicine & Health	Lisa Keay	Head of School, School of Optometry
	DVC Academic & Student Life	Louise Lutze-Mann	Director of Education, Portfolio of PVCESL
	Division of EDI	Mary Teague	Director, Access, Equity & Inclusion
	DVC Academic & Student Life	Merlin Crossley	DVC, Academic & Student Life
	Medicine & Health	Rachel Ward	Senior Lecturer
	DVC Academic & Student Life	Rebecca Lawrence	Head of Admissions & Scholarships
	Arts, Design & Architecture	Sally Baker	Senior Lecturer
	Medicine & Health	Silas Taylor	Convenor of Clinical Skills
	DVC Academic & Student Life	Sofia Lloyd-Jones	Director, Future Students
<b>Other attendees</b>	Academic & Student Life	Charlotte Long	Head of Student Success

## Student Lifecycle (HEPPP Initiatives) Working Group

	<b>Faculty/Division</b>	<b>Name</b>	<b>Role</b>
<b>Chair</b>	Division of EDI	Mary Teague	Director, Access, Equity & Inclusion
<b>Members</b>	Division of EDI	Katy Head	Deputy Director, Access, Equity & Inclusion
	DVC Academic & Student Life, PVCESE Portfolio	Leanne Piggott	Director, Student Experience and WIL Central
	DVC Academic & Student Life	Louise Lutze-Mann	Director, Education and EF Career Development
	Academic & Student Life	Rebecca Lawrence	Acting Chair, Head of Admissions and Scholarships
	DVC Academic & Student Life, PVCI Portfolio	Tanya Griffiths	Current Students Lead, Nura Gili
<b>Attendees</b>	DVC Academic & Student Life, PVCESE Portfolio	Jessica Luquin	Lead, Student Engagement
	Division of EDI	Katie Osborne-Crowley	Strategic Initiatives Manager, Access, Equity & Inclusion
	Academic & Student Life, PVCESE Portfolio	Natalie Nickson	Head of Student Life
<b>We would like to recognise and extend thanks to the following UNSW academics in the Faculty of Arts, Design &amp; Architecture, School of Education, for their support and contribution to The NSW Equity Consortium.</b>		Dr Sally Baker	Senior Lecturer
		Dr Dennis Alonzo	Senior Lecturer
		Dr Geraldine Townend	Lecturer and Research Fellow, GERRIC

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## The Australian Government

Through the Higher Education Participation and Partnerships Program (HEPPP), the Australian Government provides funding to universities to implement strategies that improve access to undergraduate courses for people from regional and remote Australia, low socio-economic status (SES) backgrounds, and Indigenous persons. HEPPP also helps to improve the retention and completion rates of those students.



## The NSW Government, Department of Education

Through the Collaboration and Innovation Fund, the NSW Government, Department of Education aims to enhance collaboration between universities and the NSW Government to address social, economic, and environmental challenges.



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