



**UNSW**  
SYDNEY

# 2023 Impact Statement

## Student Outreach and Access

Access, Equity & Inclusion  
Division of Societal Impact, Equity & Engagement  
UNSW Sydney





Access, Equity & Inclusion 2023 Impact Statement Student Outreach and Access

UNSW Sydney - Division of Societal Impact, Equity & Engagement

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## Acknowledgement of Country

UNSW is located on the unceded territory of the Bedegal (Kensington campus), Gadigal (City and Paddington Campuses) and Ngunnawal peoples (UNSW Canberra) who are the Traditional Owners of the lands where each campus of UNSW is situated.

# Who we work with

To fulfil our objectives, we work with the following groups:

## Education providers

400+ NSW secondary schools (also known as Gateway partner schools)

Universities

NSW Department of Education

## Students

Students historically underrepresented in higher education. Specifically, students from low-SES backgrounds or who attend a Gateway partner school.

## Educational organisations

Cluey Learning  
clueylearning.com.au

InspirationED  
inspired.edu.au

National Institute of Dramatic Art (NIDA)  
nida.edu.au

## Non-government organisations

Country Education Foundation  
cef.org.au

Harding Miller Education Foundation  
hardingmillereducationfoundation.org.au

Public Education Foundation  
publiceducationfoundation.org.au

The Smith Family  
thesmithfamily.com.au

Confit Pathways  
confitpathways.org





# A university-wide commitment

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 and support to succeed at university and beyond.

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

In 2022, UNSW introduced a new [Gateway Equity Target](#) of 25% of commencing domestic undergraduate students coming from a low-socio-economic background and/or underrepresented school (Gateway partner school) by 2027.

[The Federal Department of Education's Australian Universities Accord Interim Report](#) was released in 2023, outlining a new vision for the future of Australia's higher education system. It highlighted student equity with more ambitious targets for university access and success for equity cohorts, earmarking socio-economic mobility as a national objective.

The three equity cohorts identified in the 2008 Bradley Review are still underrepresented in higher education:

- Students from low-SES backgrounds
- Students from regional and remote areas
- Aboriginal and Torres Strait Islander students

The Accord adds a fourth equity cohort, people with disability, and recommends setting targets for achieving population parity representation by 2050 (that is that students from these groups would be represented in higher education in the same proportions they exist in the Australian community).

UNSW is in the process of developing its next strategy for 2025-2035, and the access and success of underrepresented groups is a key strategic priority.

# Our strategy

## Acknowledge educational disparity in the Australian schooling system

We partner with schools that are identified as having lower levels of educational advantage to reach students from schools that are underrepresented in higher education. In doing so, we reach additional equity cohorts that are also underrepresented in the UNSW community, including regional and remote, Indigenous students, and Culturally and Linguistically Diverse Migrants and Refugees (CALDMR).

## Enhance educational outcomes and reduce barriers to entry

We shift away from aspiration-raising and enhance student educational outcomes through curriculum-linked academic enrichment programs and provide targeted admission pathways for equitable access and expanded program choice.

## Co-design educational enrichment programs

We enlist the expertise of internal and external education providers to develop programs that take a strengths-based approach so students can build upon their existing skills and passions to increase their preparedness for and success at university.

## Role model success through students as partners

We employ UNSW Student Ambassadors from underrepresented backgrounds to co-design and deliver our programs to encourage an enhanced sense of belonging in higher education, serve as powerful role models, and extend effective support in the pre-access and access phase of the student lifecycle.

## Form collaborative partnerships

We collaborate with schools, other universities, government and industry partners to ensure innovative, sustainable, evidence-informed and evaluated approaches to widening participation.

## Grow careers-based knowledge and industry networks

We embed value-affirmation initiatives linked to future degrees and careers and collaborate with UNSW faculties to create interactive experiences that showcase various disciplines of study and expansive career options. We also draw on our links with workplace and industry partners to provide access to real work experience and early career networks.

## Build a philanthropic base

We form purposeful philanthropic partnerships to generate a suite of ongoing equity and accommodation scholarships.

## Drive best-practice approaches to support equity groups across the student life cycle

We play a leading role in advocating for structural change and the removal of access barriers to UNSW, advise and contribute to the development of resources that support students' early transition and first-year experiences, create training modules to inform staff on best-practice approaches for engaging and supporting equity cohorts, and coordinate review of the current state and provide recommendations for new and improved student support services.

## Lead a strategic university-wide approach to addressing student equity

We undertake strategic advocacy by contributing to relevant UNSW and G08 submissions, advise on government funding for aligned programs of work, provide institutional responses on equity cohorts for policy reform at a national level, and act as a central point of contact on student equity for the University.

## A clear conceptual framework for impact

Our work is underpinned by an evidence-based Theory of Change that guides how we evaluate our social impact and continuously improve programming and meet outcomes. It outlines four key elements that detail how we intend to build student capacity and reduce barriers to entry.



### The Map

Students build knowledge to aid informed decision-making about post-school options.



### The Compass

Students reflect on their own learning to navigate their education journey.



### The Key

Students enhance their academic capacity to expand post-school options.




### The Guide

Students are provided with trusted information by University Ambassadors from similar backgrounds.

The intended outcomes of our programs can be found in the Widening Participation Strategy 2023, on our website.

# Theory of Change

 **The Map**

**Behaviour**  
Students:  

- choose post-school options that suit their learning strengths, interests, values and career goals
- write strong early offer applications
- successfully transition to university

**Behaviour change assumptions**  

- students understand why the information being provided is important and don't already have the information
- information presented is relevant to the interests, values and goals of the student and that students don't already have established post-school goals
- students are not limited in making decisions by financial barriers/have access to scholarships.

↑ ----->

**Capacity**  
Students:  


- develop knowledge of available degrees and the opportunities and benefits of higher education
- develop understanding of what studying at university is like and the opportunities and benefits of higher education
- develop an understanding of how to apply for the Gateway Admission Pathway and what makes a good personal statement
- feel confident to submit a successful Gateway Admission Pathway application
- feel confident that they access their desired degree and achieve their educational goals
- feel prepared to make informed decisions about their post-school future.

**Capacity change assumptions**  

- effective collaboration with Future Student Recruitment and UNSW faculties produces engaging, clear, non-overlapping and well-aligned content.

↑ ----->

**Engagement**

 **The Compass**

**Behaviour**  
Students:  

- choose post-school options that suit their learning strengths, interests, values and career goals
- successfully transition to university.

**Behaviour change assumptions**  

- options presented are accessible and achievable for students
- students are adequately supported as they transition to university.

↑ ----->

**Capacity**  
Students:  


- develop their understanding of their learner identity and how it links with higher education and career options
- develop the ability to write about and present themselves persuasively and with confidence
- develop a sense of belonging at university and at UNSW and identify as a future university student
- begin to map out their path from school to higher education to career.

**Capacity change assumptions**  

- facilitators are welcoming and demonstrate care for and understanding of the experiences of and barriers faced by students from underrepresented backgrounds
- personal narratives presented by UAs are clear, compelling and relatable and students can see themselves in those narratives.

↑ ----->

**Engagement**

 **The Key**

**Behaviour**  
Students:  

- apply new knowledge and strategies to achieve increased attainment at school and achieve their required adjusted ATAR
- apply new knowledge and strategies for study at university.

**Behaviour change assumptions**  

- students are on an ATAR pathway
- students are motivated to perform well
- students are accepted to university.

↑ ----->

**Capacity**  
Students:  


- develop their motivation for HSC success
- develop their understanding of how to perform well in HSC exams
- develop study strategies to support their HSC performance
- feel less stressed and more confident about their HSC.

**Capacity change assumptions**  

- HSC sessions are delivered by experienced HSC teachers and markers and are pitched at right level.

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**Engagement**

 **The Guide**

**University Ambassadors:**

- Act as reliable sources of information
- Support students to develop a positive learner identity
- Spark curiosity in specific academic areas
- Expand student thinking about the future by modelling their own learner journey.

# Peter Dao

Bachelor of Commerce

My parents came to Australia as refugees from Vietnam in 1990, and settled in Western Sydney. They really value academic success.

I love the Western Sydney community I grew up in. I attended Bonnyrigg High School, in the selective stream.

My brother was the first in our family to go to uni at UNSW. Uni was always on my radar but I didn't know exactly what I wanted to study. I visited a few universities' open days, but when I first stepped on campus at UNSW in Year 10 I thought, 'I need to be here. This is where I want to go.' There was so much life and community and I wanted to be part of that. I felt like I really belonged.

There were a few challenges in getting to uni.

I heard about Gateway from my school, and my brother had been involved in some of the Gateway initiatives. I applied for the Year 11 Summer Program, which provided info on degrees and careers and helped me write a personal statement to apply for an early conditional offer. It was great to find out about all the career and study opportunities you can experience at UNSW.

I ended up receiving an early conditional offer in Year 11, which dropped the ATAR I needed from 93 to 81 for a Bachelor of Commerce, majoring in HR management. It wasn't a 100% guarantee but I was really pleased and relieved. I think I actually cried. It felt realistic, like I could attain it, which gave me confidence.

I did my HSC during Covid lockdowns in 2021. I'm in a low-SES area and my household was already struggling with the cost of living, but being stuck at home made it all harder. I thought I wouldn't get the right ATAR to get into uni and that affected my confidence.

My teachers were inspiring and pushed us to work hard and supported us. My year did particularly well and Bonnyrigg High hit the top 150 schools in the HSC for the first time. I ended up getting an ATAR of 98.

The Gateway Program is not just about study, though. Through it, I received the Gateway Equity Award, which is a \$6000 payment. I also applied for equity scholarships and received the UNSW Access Scholarship of \$10,000 per year, and this has been an incredible support for me through uni. It took a lot of pressure off me financially.

This year is my final year at uni and I wanted to give back so I became a Gateway Ambassador. It's been very rewarding to be involved and be a role model for these students. I've also enjoyed meeting other great Ambassadors.

A lot of students have to overcome barriers and challenges to get where they want to be. Believing in yourself is important.

Once you're here, UNSW provides so many opportunities for you to achieve. It's all about getting involved.

In my first year I joined UNSW Connections, a professional development program for Gateway students and went on a UNSW sponsored three-day leadership camp. Last year, I had to undertake a compulsory work placement and worked at Nestle head office. As a Gateway student I received the Gateway Work Integrated Learning grant valued at \$7500.

This year I am going to Korea on a UNSW short exchange program sponsored by UNSW Business School and the New Colombo grant. I'm so excited I get to represent the uni.

I started working at my local McDonalds part-time when I was 15 and still at school. I became a manager at 18, and this year I applied to head office, to work in the Corporate HR team. I got it, thanks to a combination of my experience working in their restaurants, plus the skills and work experience I gained through uni and work placements. It's so amazing that I get to work in my chosen field before I even graduate.

UNSW really helps low-SES students achieve at uni.

"I visited a few universities' open days, but when I first stepped on campus at UNSW in Year 10 I thought, 'I need to be here. This is where I want to go'."



# 2023 in review

In 2023 we successfully delivered on our strategy of enhancing educational outcomes and access for students from underrepresented backgrounds. We collaborated with our partners, faculties and divisions and key stakeholders to achieve progress in a range of new and ongoing initiatives.

## Gateway Admission Pathway and Program broadened its reach

The Gateway Admission Pathway and Program (GAPP) is UNSW's primary strategy for increasing diversity of the undergraduate student body and we invested in significant growth to increase its reach over 2023:

The impact of the program is evident in the number of applicants to UNSW through the Gateway Admission Pathway, which more than doubled in 2023, resulting in over 4400 applicants and exceeding our incremental target in the Gateway Equity Target for 2023. These results are directly linked to the pipeline of student demand that we have built through our pre-tertiary educational outreach program, some of these outcomes and successes are:

- The number of students engaged in in-school outreach doubled to reach 7044 students at 104 Gateway schools.
- This resulted in significant increases in student engagement in both online and on-campus programs.
- The Gateway Year 10 Program was run for the first time in conjunction with NIDA and UNSW Alumni, bringing 963 students from 27 schools to the Kensington campus to explore degree pathways and build confidence in their communication skills.
- We also delivered our second Regional Residential Program for Year 12 with 44 students from regional NSW gaining insights into life on campus as a UNSW student.
- In its second year in 2023, the on-campus event for the Year 12 Gateway Winter Program and the Year 11 Spring Program saw over 1143 students from across NSW come to campus (a 29% increase on last year's participation for Year 12 and a 25% increase on last year's participation for Year 11), with some travelling from as far as Bourke and Edward River. Run in partnership with all UNSW faculties and schools and University Ambassadors, students participated in a range of interactive activities showcasing the opportunities available to UNSW students.
- 2023 was also the first year we offered early offers (that is guaranteed entry as long as students sit the HSC) for admission to University based on students' Year 11 results, in addition to early conditional offers.
- We developed an optimised selection rank with UAC to determine early offers, linking students' ATARs with their performance at the end of first year at UNSW providing contextually relevant and more accurate data.
- We are pleased that this work has contributed to not only maintaining, but more than doubling demand for UNSW as the preferred university among students from low-SES backgrounds (see Figure 4, 2023 Access page 23).

## NSW Equity Consortium concluded

The NSW Equity Consortium partnership, a sector-first collaboration, reached its final year of the funded program in 2023.

The Consortium was a widening participation focussed program for whole cohorts in Years 7-9, between UNSW, the University of Technology Sydney and Macquarie University in partnership with five Western Sydney high schools. Students were encouraged to envision their future possibilities and enhance their understanding of the importance of literacy, preparing them for tertiary education and beyond, as part of a Unit of Work delivered in the English KLA called Imagined Futures.

In 2023, UNSW delivered the Year 9 component of the program, through 180 lessons in English in the five participating high schools, facilitated by 70 trained University Ambassadors over five weeks. The program culminated in an on-campus day bringing 498 students to the UNSW Kensington Campus.

The Consortium's success with partner schools led to it being redesigned at the end of 2023 into a sustainable model that will continue to be delivered by UNSW and UTS.





### **Start @ Uni Project: Uni Ready toolkit**

Uni Ready toolkit, a valuable and innovative resource for new university students, went live in 2023. The project was funded with a \$350,000 grant through the NSW Department of Education Collaboration and Innovation Fund and developed by UNSW in partnership with the University of Sydney and the University of Newcastle.

The open-access toolkit is a research-informed resource designed to support students from underrepresented backgrounds to make a successful academic transition to university. It was delivered as a website, [unireadytoolkit.com.au](http://unireadytoolkit.com.au), with resources that have been embedded in many first year courses at UNSW, as well as being shared nationally for all universities to use. Its adoption continues to expand and a companion Inclusive Teaching Guide is set for delivery in 2024.

### **First Gender Equity Strategy launched**

In a first for UNSW, the Gender Equity Strategy was launched. It reflects the strong focus Access, Equity and Inclusion had on bringing gender equity to the forefront at UNSW in 2023.

Workplace accreditation frameworks were leveraged to inform the strategy including SAGE Athena Swan, Workplace Gender Equity Agency (WGEA), and Australian Workplace Equality Index (AWEI). The strategy builds on previous benchmarking insights to establish a series of practical initiatives to encourage positive change, such as targeted hiring and mentoring programs, robust reporting based on accreditation requirements, and improvements to data collection.

The work UNSW has done in this area has already been recognised with the receipt of two Cygnet awards under the SAGE Athena Swan Program for progress in the area of Promotions and Flexible Work & Care.

### **Disability Inclusion Action Plan (DIAP) gains Workplace Adjustment toolkit**

UNSW launched its Disability Inclusion Action Plan (DIAP) in 2022, and is committed to ensuring full, effective access and participation across the University.

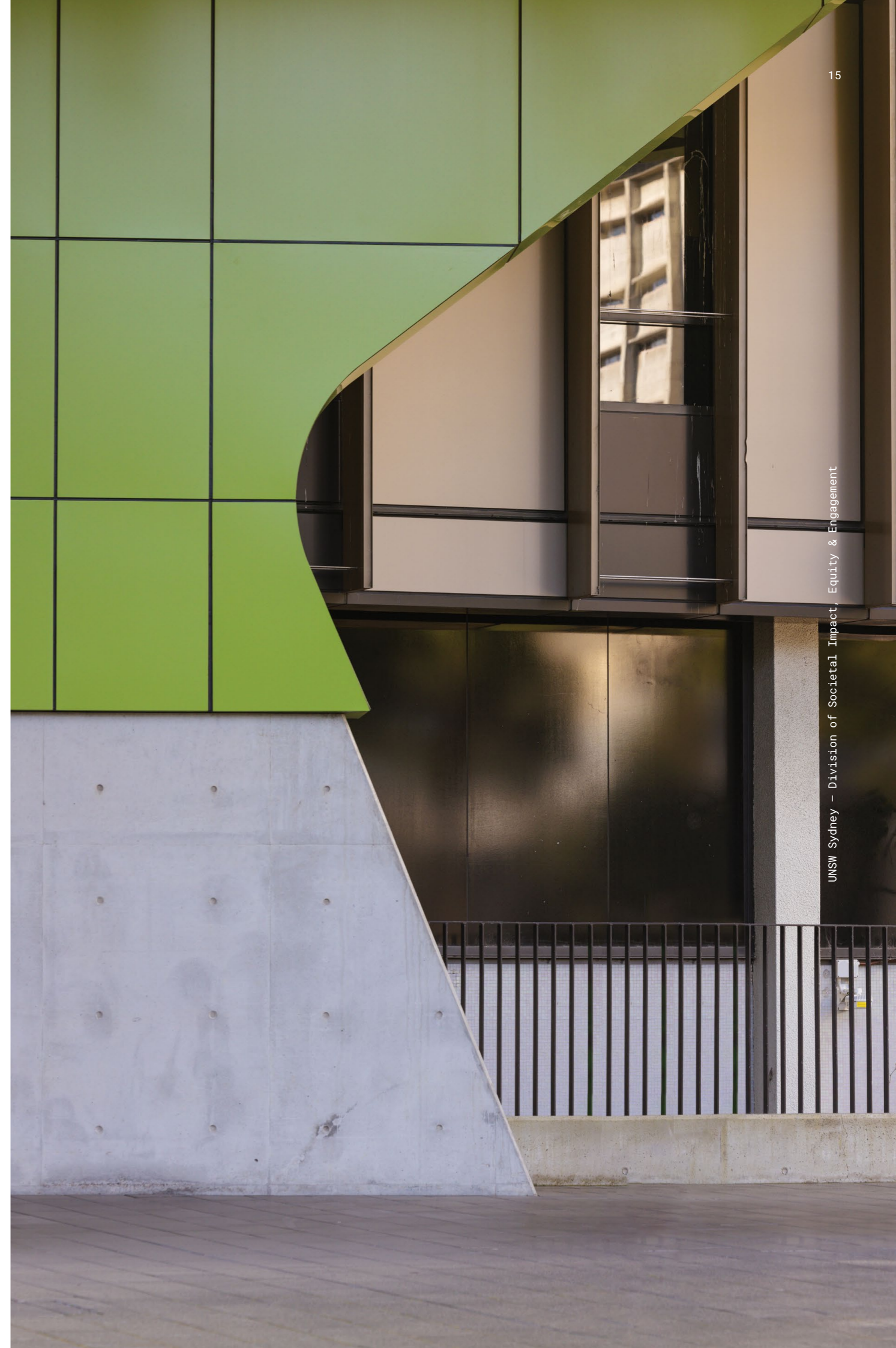
In 2023 a Workplace Adjustment Procedure was developed in response to recommendations provided by the Australian Network on Disability's Access and Inclusion Index review. To align to best practice and support the procedure, a Workplace Adjustment toolkit for staff and managers was developed to navigate workplace adjustment conversations, requests, and implementation.

Over 90% of the DIAP actions set for delivery in 2022 and 2023 have been implemented and progressed. Further work informed by the plan is set to continue throughout 2024.

### **Equity, Diversity and Inclusion faculty grant scheme**

The Equity, Diversity and Inclusion faculty grant scheme continued to seed-fund innovative and inclusive educational projects across UNSW in 2023.

For example, Professor Terry Cumming from the UNSW School of Education was the 2023 grant recipient, and received funding for her initiative 'UDL and Neurodiversity: A toolkit for unlocking opportunities with diverse students'. This instructional toolkit was co-designed with neurodivergent students.



# Program outline



Year

**9**

Imagined Futures



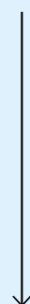
UNSW delivers the Year 9 component of the NSW Equity Consortium Imagined Futures Program to select schools. The research-informed equity and literacy outreach program is curriculum linked and designed in partnership with teachers to encourage students to conceptualise their futures and positively impact their learning trajectory.



Year

**10**

Gateway Summer Program



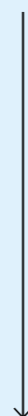
Students identify their career goals, write persuasive personal pitches and develop and practise dramatic techniques to present and communicate with influence. They also have an opportunity to practise their enhanced skills live, as part of an industry mentor networking experience.



Year

**11**

Gateway Spring Program



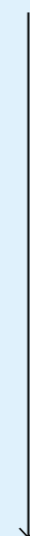
Students build upon the experiences of Gateway Summer, access unique UNSW faculty experiences, learn key HSC curriculum content in preparation for Year 12, and hear from current UNSW students about what university life is really like.



Year

**12**

Gateway Winter Program

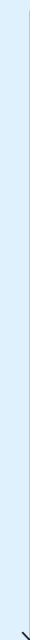


Students prepare for their HSC exams by participating in subject-specific workshops, completing online practice exams and receiving individualised feedback from HSC teachers and markers. They also explore a wide range of UNSW degree options and are supported to apply for an early conditional offer through the Gateway Admission Pathway.

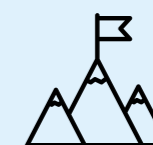


**Access to Uni**

Gateway Admission Pathway



Year 12 students apply for an early conditional offer through the Gateway Admission Pathway. If they are successful, they will receive an ATAR entry requirement for their chosen degree, which is significantly lower than the lowest selection rank.



**Support at Uni**

Scholarships and awards, Start@UNSW Program, peer and academic support



Students who come to UNSW through the Gateway Admission Pathway are prioritised for UNSW Equity and Accommodation Scholarships and access to the Start@UNSW Program to support their transition to university. They also have access to free bridging courses, peer mentoring and additional academic support for some subjects.



“At school I was always the only girl in my STEM classes, and it was hard not being able to talk and share my interests with the people around me. It’s just another gap that is more pronounced in a small country town.”

# Eliza Dampney

Bachelor of Data Science

I’m from a farm outside the small rural town of Narrabri. I went to Narrabri High School, which is a relatively small school of around 500 students, so I had to work pretty hard to get where I wanted to be.

I had fantastic teachers, but there is a gap between a public high school in a small town and the big private high schools in cities in terms of resourcing and more. We had 100 students start Year 7 but less than half finish Year 12. Lots of people drop out or leave to do trades. Less than a third of us who completed Year 12 have gone away to uni.

It was always a goal of mine to go to uni. Coming from a small town where I’d lived and studied my whole life, uni was a chance to experience something different and be independent.

My older sister had applied to the Gateway Program and got into Electrical Engineering, but Gateway has evolved since then. I was looking at pathways when a friend forwarded me a brochure about the Regional Residential Program for Gateway, which was a week in Sydney at UNSW.

I wanted to study Data Science, and UNSW is the top course for this. The degree is quite new and niche. I actually found it by googling science and numbers jobs. Living on a farm, I always loved talking about cattle prices, grain yields and looking at the numbers with Dad and seeing why they change year to year. I found it really interesting, and enjoyed studying STEM subjects at school.

The Regional Residential Program was a fantastic way to experience UNSW and meet students from regional areas. I also did the Year 12 Winter Program online in 2023, with live streams and academic help, and I applied for early entry into UNSW via the Gateway Program.

At school I was always the only girl in my STEM classes, and it was hard not being able to talk and share my interests with the people around me. It’s just another gap that is more pronounced in a small country town. Coming from a small public high school a lot depended on how I ranked in my classes. There were only three of us in my maths class, but I had to rank as high as I could and get good marks to achieve a good ATAR.

For me, the biggest benefit of the Gateway Program was getting the reduced ATAR and making sure I got into uni. I really wanted to do the Data Science degree, so I put a lot of pressure on myself to get that ATAR.

I remember being in class and getting the email to say I had received an ‘early offer’ to study a Bachelor of Data Science in Term 3, around the time of the HSC trials. That meant regardless of what my ATAR ended up being, I would receive an offer as long as I sat the HSC. It was a very exciting day. It allowed me to focus on doing my best.

Thanks to my early offer I could jump in and apply for college accommodation. Living seven hours away from Sydney meant it was an important thing to organise.

I felt very supported through Gateway. I received a Gateway payment, which helped me get the things I needed for college. I also received a government-funded Elevate scholarship for women in STEM, a UNSW Country Education Foundation (CEF) Scholarship and Audi Foundation CEF scholarship, which help enormously.

One of the great things about coming to uni is finding so many people to connect with. Living on campus in college accommodation there is a lot of support. Gateway is another option if I need help.

The culture here at the uni and through the Gateway Program made me feel wanted as a rural student. The effort that the uni put in to help me get there, made me want to go to UNSW. It created a feeling of belonging, that I’d be part of the uni culture.

The Gateway Program really made a difference to me.

# Overarching impact of our initiatives

## 2023: Pre-Access

### A record number of students engaged

**School outreach:** We delivered workshops to 7044 students in 104 schools across Sydney and regional NSW in 2023, more than doubling the number of students engaged compared to 2022.

**Online and on-campus programs:** In 2023, 2822 students from 273 schools across NSW engaged in our Year 10-12 educational outreach programs, a 91% increase from the previous year.

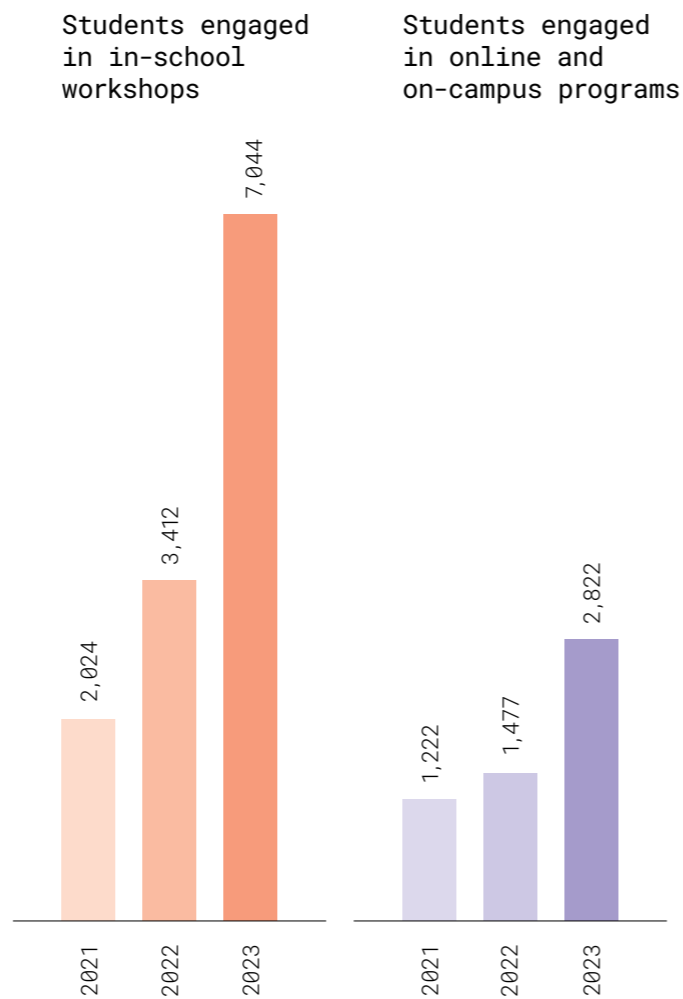


Figure 1. Year-on-year growth in number of students engaged in a) in-school workshops and b) online and on-campus programs.

## Extensive program reach across NSW

Our educational outreach programs reach students from a wide range of areas across NSW, including students from low-SES areas, regional and rural areas, 389 Gateway partner schools and NGO partners.



Figure 2. Student engagements in Years 9-12 educational outreach programs across NSW.

## 2023 educational outreach

Year 9 <b>Imagined Futures</b>	Year 12 <b>Gateway Winter Program</b>	<b>NSW Central West and North Coast Regional Roadshow</b>
Year 10 <b>Gateway Summer Program</b>	Year 11 <b>Regional Residential Program</b>	
Year 11 <b>Gateway Spring Program</b>	Year 12 <b>Regional Residential Program</b>	

## 2023: Access

### Increasing contribution to the Gateway Equity Target

In Term 1 2024, the number of commencing students from Gateway schools and low SES backgrounds increased to 21.6% at UNSW. The Gateway Admission Pathway is increasingly contributing to UNSW's Gateway Equity Target, with over

90% of Gateway Equity Target enrolments coming through the pathway in Term 1 2024.

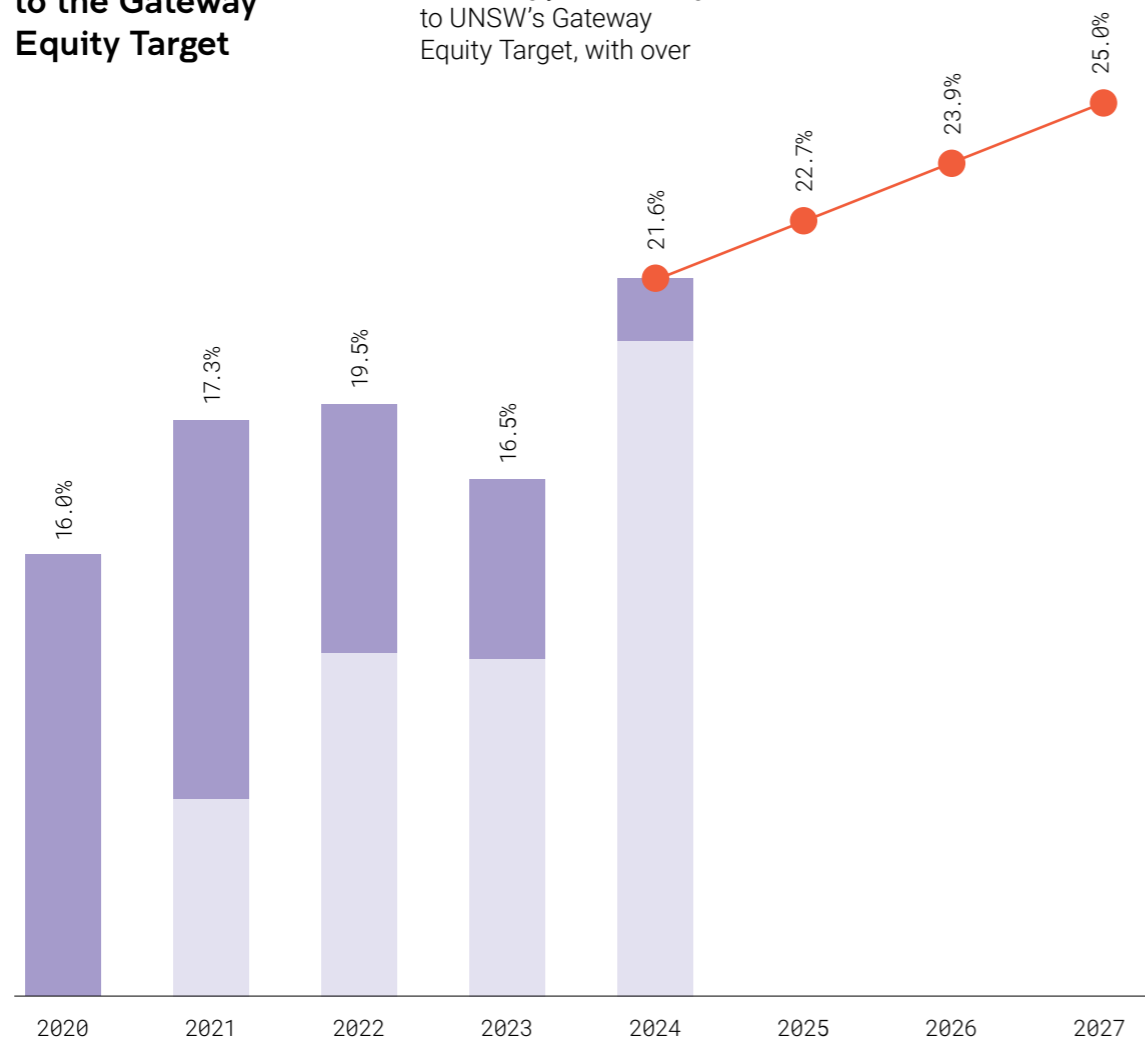


Figure 3. Gateway Equity Target progress and Gateway Admission Pathway enrolment contributions (using ABS SEIFA 2016 for Gateway Equity Access Rate calculation).

■ Gateway Equity Target cohort (excl GAP) ■ GAP commencements ■ Gateway Equity Access Rate (Target)

## Preferred university among students from low-SES backgrounds

UNSW is maintaining its place as the preferred university among students from low-SES backgrounds.

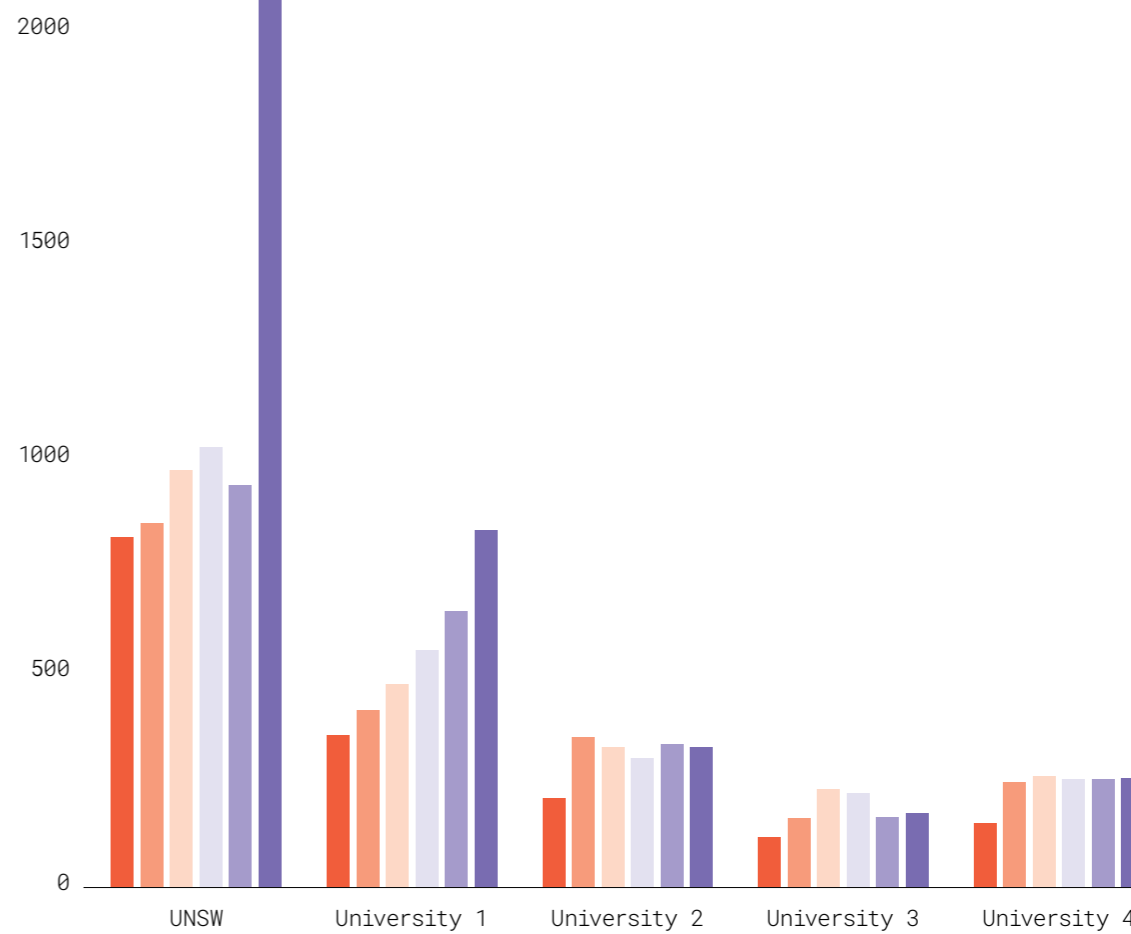


Figure 4. First preference institution for students from low-SES backgrounds compared with four main competing Sydney universities.

■ 2019 ■ 2020 ■ 2021 ■ 2022 ■ 2023 ■ 2024

### Increasing range of undergraduate programs selected by students via the Gateway Admission Pathway

Students admitted to UNSW through the Gateway Admission Pathway have enrolled in 52% of UNSW programs.

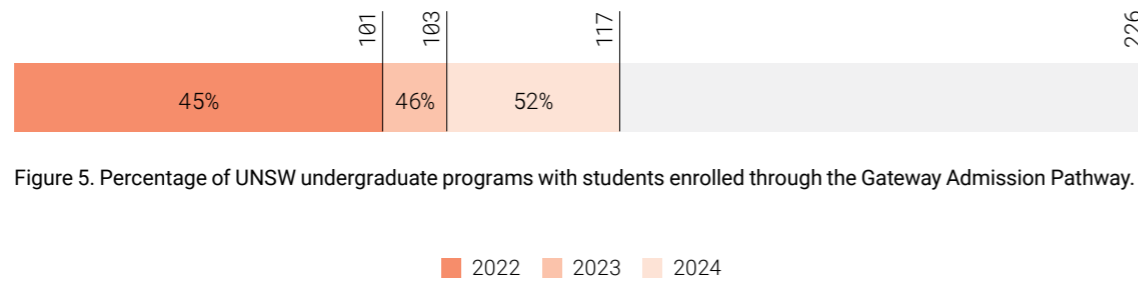


Figure 5. Percentage of UNSW undergraduate programs with students enrolled through the Gateway Admission Pathway.

### Increasing representation of Gateway schools at UNSW

The number of students enrolling at UNSW that are from Gateway schools has been increasing over time, due to the Gateway Admission Pathway.

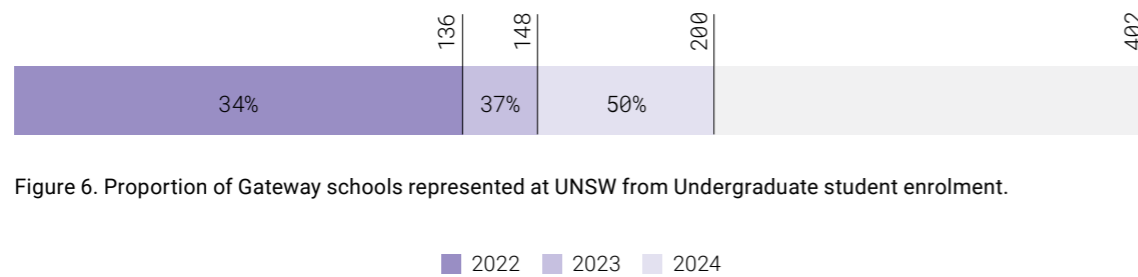


Figure 6. Proportion of Gateway schools represented at UNSW from Undergraduate student enrolment.



# Roba Goreishi

Bachelor of Economics/Science  
(Advanced Mathematics) (Honours)

My parents both attended university in Syria, and I was fortunate that they instilled the value of a good education in us as we were growing up.

We migrated to Auburn in Western Sydney when I was seven years old. I ended up attending Auburn Girls High School, and was in the selective stream. I was involved in school leadership and debating and had great friends at the school. We were lucky to have the most phenomenal careers advisor. Not everyone was aspirational, but I really wanted to go to university. She told us all about the UNSW Gateway Program and UNSW also visited our school.

When I was in Year 12 in 2022 I did the Gateway Winter Program online and I found it really helpful to have the academic support and feedback from HSC markers. My teachers at school were excellent but receiving new feedback and an additional set of eyes was great. I was able to submit papers and get them marked and find out where I was at and what I needed to improve.

I also attended a few uni open days, including at UNSW. UNSW motivated me, because society life is rich here and I liked the friendly atmosphere. I was also attracted to UNSW's great reputation.

I applied through Gateway for an early conditional offer. I felt there was nothing to lose but a lot to gain. The more options I had the better and the more comfortable I felt progressing with the HSC. I was fortunate to receive it originally for a Bachelor of Engineering and Economics.

I also received an offer at another uni to study law and maths. If you get a high ATAR, people assume you are wasting your ATAR if you don't pick a degree that requires a really high ATAR. But, after researching it, I knew I really wanted to study maths, not law. I ended up changing my offer to my current degree, a Bachelor of Economics/Science (Advanced Mathematics) (Honours) here at UNSW.

The Gateway Program also set us up with a mentoring program, Start@UNSW, which seemed to be a nice way to ease into uni, with great resources. Gateway was there for you, and you had the support of an older student.

The scholarships were also a great benefit. I received a Gateway \$1000 scholarship, and a low-SES \$5000 scholarship. They're very helpful to have to cover basic uni supplies and technology, plus transport. I also received a recurring scholarship for girls in maths and an academic AAA scholarship for the highest ATAR in my school.

Through Gateway, other opportunities also came up. When I finished first year, they reached out to see if I wanted to apply to be a Student Ambassador. That has been amazing. The skills you get as an ambassador are genuinely valuable.

The first shift I did as a Student Ambassador I got to go back to Auburn Girls High School, which was really nice. I also work casually as a tutor at my old high school.

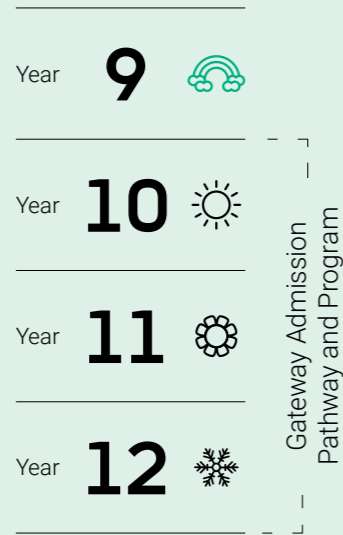
I'd describe Gateway as my safety net, and that applies to most aspects of uni life. Financial support, social support and general academic support during high school and uni if you need it. Whatever you needed, it was there.

A few of my friends from school also came to UNSW via the Gateway Program. Knowing I was not alone and was going with friends gave me comfort and motivation.

Gateway absolutely contributed to my decision to come to UNSW. It covered many aspects of uni life. Now I'm here, I'm taking advantage of the societies that helped attract me to UNSW too. I'm an executive in Capital W (UNSW's Women in Business society), Women in Consulting and a member of the Cat Appreciation Society.

“Through Gateway, other opportunities also came up. When I finished first year, they reached out to see if I wanted to apply to be a Student Ambassador. That has been amazing.”





# NSW Equity Consortium

## Year 9 Imagined Futures Program

### Program overview

The NSW Equity Consortium is a partnership led by UNSW with UTS, Macquarie University and five Sydney metro high schools for whole cohorts in Years 7, 8 and 9.

Through collaboration with teachers, researchers and universities, the NSW Equity Consortium has co-designed a curriculum-linked educational outreach program, Imagined Futures.

Imagined Futures innovatively explores ways to foster students' development of reflexive practice and metacognitive strategies to navigate perceptions of themselves as learners for their future study. It also supports teachers and schools to identify and pilot a range of different approaches to teaching and learning and includes a professional learning component for teachers as co-researchers and content co-creators.

The program contains three units of work in the English Key Learning Area, that are overseen by partner universities. For each unit of work, students engage in:

- a pre-program test two weeks before the commencement of the unit
- five in-school English lessons delivered by classroom teachers
- five in-school English lessons delivered by University Ambassadors
- a university on-campus event
- a post-program test.

### 2023 delivery

#### Imagined Futures Program

UNSW delivered the third iteration of the three-year Imagined Futures program to Year 9 students in four partner high schools. While Covid restrictions prevented University Ambassadors delivering classes in-person in 2022, they were back in schools during 2023 to co-deliver with teachers.

The Consortium's success with partner schools led to it being redesigned at the end of 2023 into a sustainable model that will continue to be delivered by UNSW and UTS.

#### Research and evaluation

Data collection methods included a student survey at the conclusion of the program to collect demographic details and measure shifts in the intended student outcomes. The action research design of the project allowed us to collect data from students participating in activities across each year group, while utilising a variety of creative methods to engage students in the exploration of their post-school futures.

University	Year group	Unit of work	Delivery time
Macquarie	7	Evaluating the author's perspective	Term 3
UTS	8	Analysing how a character is portrayed	Term 2
UNSW	9	Evaluating how information is used	Term 1

Figure 7. The unit of work overseen by each university, coinciding year groups and delivery time.



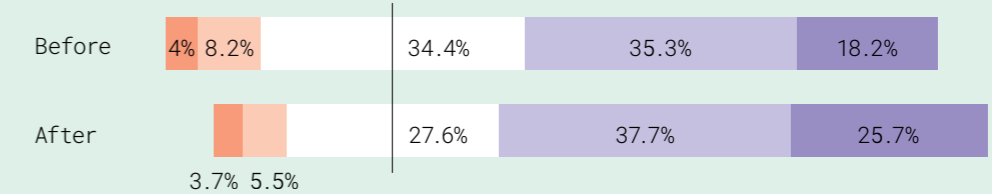
## Student outcomes



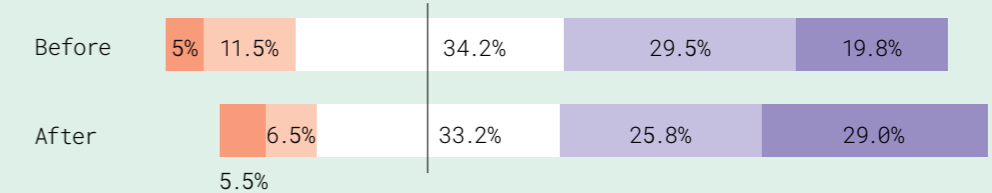
### The Map: Possibilities and thinking about the future

The student survey used to assess intended outcomes demonstrated significant shifts from the beginning to the end of the term. In line with 2022 outcomes, students reported an increase in seeing how their learning plays a role in their future and feeling excited about the future.

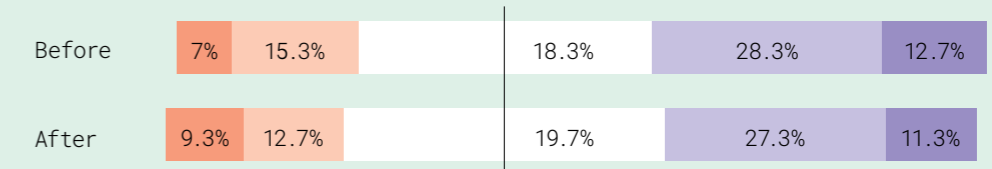
*"I can see how my learning plays a role in my future plans."*



*"I am excited about my future."*



*"I feel motivated to learn at school."*



Strongly Disagree Disagree Neutral Agree Strongly Agree

"These lessons make me feel excited about my future and more determined to attend university."

Year 9 student,  
Bonnyrigg High School

"I would like to become an anaesthesiologist ... if I take my time and be patient, wait and study, I believe I will become one."

Year 9 student,  
Bass High School

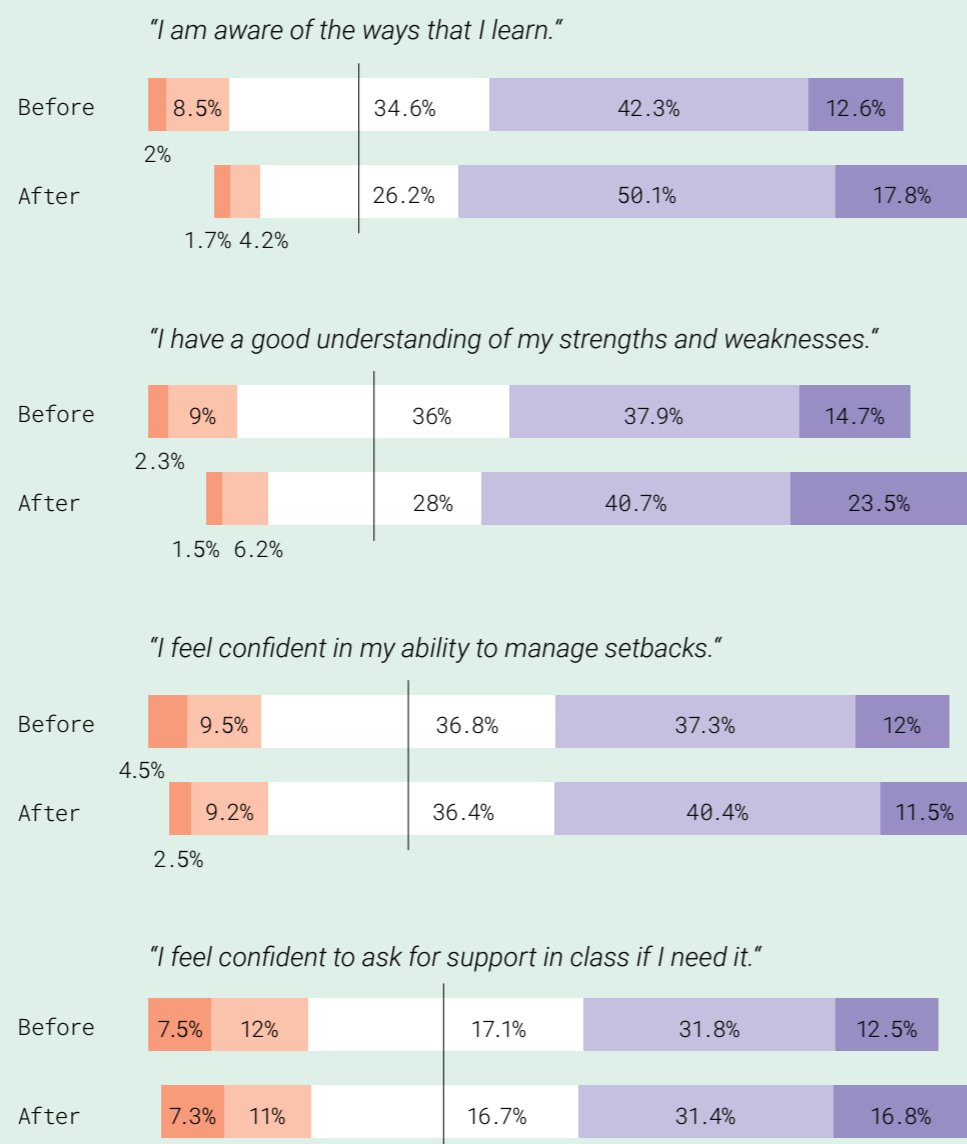


### The Compass: Learner identities and metacognitive capacities

Students reported significant shifts from the beginning to the end of the term in their awareness of the ways they learn and their understanding of their strengths and weaknesses. There was also a shift in confidence to ask for support in class and, improving on 2022 results.

Students also demonstrated awareness of their learning identities and how they intended to overcome challenges during

their completion of the metaphor card activity. They highlighted the importance of hard work as a strategy to reach their future goals, and clearly identified how they learn best. Learning in a group was a strong theme among participating students. Some students also indicated that they required “balance” in their life to pursue learning goals or that they preferred to learn individually in a quiet environment.

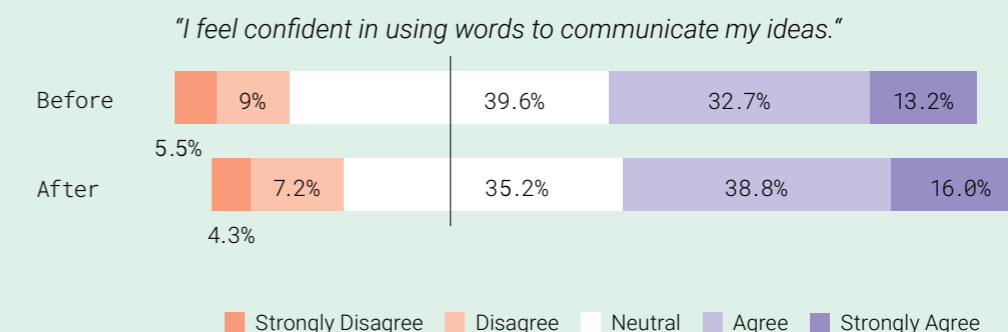


### The Key: Literacy

Students reported a significant shift in confidence in using words to communicate ideas during the metaphor card activity by conveying the meaning of different images in words associated with their learner identities and future possible selves.

“This image shows rocks balancing on top of each other ... It reflects my hopes to balance my work, school, and personal activities.”

Year 9 Student, Bonnyrigg High School



### The Guide: University Ambassadors

Feedback from students highlighted the crucial connection University Ambassadors provided during lesson delivery as relatable facilitators whose clear and friendly delivery allowed students to engage with questions about their future. Detailed analysis of survey data across the delivery of the program also revealed the capacities University Ambassadors themselves accrued during their delivery of the unit of work, including adaptability, communication skills and confidence.

“[University Ambassadors] helped me figure out what subjects I needed for the future, and they really connected with me because I feel like they just understand me better than a teacher would.”

Year 9 Student, Bass High School

# Alofainamailelagi Nickel

Bachelor of Mechatronics and  
Bachelor of Biomedical Engineering

My family is Samoan, and I'm one of seven kids. We moved here when I was very young and go back annually to visit.

I attended Good Samaritan Catholic College in Hinchinbrook, Western Sydney. In 2021, when I did my HSC, we were considered a Gateway school. I was College Captain and loved my school, and was heavily involved in extracurricular activities.

My mum pushed me to apply for early offers at uni and my school careers advisor let us know about the Gateway Pathway and Program. Because of Covid lockdowns that year there were no visits to schools or campus. My physics teacher knew I had an interest in sciences and suggested biomedical engineering. A friend and I helped each other with our personal statements and my teacher read over it.

Coming from Western Sydney, I liked knowing that there was an early offer program and it was equitable. We have a university in Western Sydney, with multiple campuses, but knowing that an institution like UNSW was available to us was something else. I appreciated

that the support was there. I had considered a few other unis, but the double-degree program made me want UNSW. Engineering is a big field and I thought a double degree would be useful and competitive. Plus, UNSW is highly ranked for engineering.

I really wasn't expecting anything, but I received a conditional offer for biomedical engineering which reduced the ATAR I needed to obtain by around 10 points, from 92 to 83.

In the end, I didn't end up needing it as my ATAR was high enough, but it gave me that extra boost.

When I started uni in 2022 I received the Gateway payment of \$1000, which helped. Adjusting to life at uni certainly involved a transition. I found it very hard in my first term, thanks to the commute, a large cohort, and needing to become more independent in my learning. Uni is a completely different environment, you have to put yourself out there. I remember feeling very lost.

I joined societies, but my biggest support system was actually my friends from school. There are a handful of us from my school studying in the Faculty of Engineering and others in Law, Arts and Science. We all applied through the Gateway Program. We made a little group to motivate each other.

While I'm a mentor now for the Gateway Program I wanted to give back and help those who might be struggling.

I'm also a Gateway Ambassador and I love it. They are experiencing what I did and I can offer them assistance because I went through the same thing. I love seeing their ambition.

I think working for the Gateway Program has made me more passionate about it, and applying myself to my studies and assisting others.

I went back to my old high school as a Gateway Ambassador. I was a passionate school captain in Year 12 and I wanted to be a mentor.

I wanted them to know that even if you're hesitant, you need to take the step forward and believe in yourself. You always fail if you fail to try. The Gateway Program sees you as more than your ATAR: it accounts for your other strengths and ability to contribute as a team.

After I graduate I hope to work on meaningful projects that change people's lives and impact people's health.

"I'm also a Gateway Ambassador and I love it. They are experiencing what I did and I can offer them assistance because I went through the same thing."

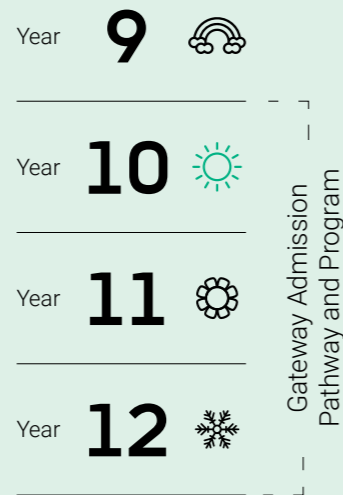




# Gateway Admission Pathway and Program

Enhancing educational outcomes for students who are underrepresented in higher education

The Gateway Admission Pathway and Program (GAPP) is UNSW's primary strategy for widening participation. It combines a unique set of learning experiences with an early admission pathway to maximise students' post-school success and ensure equitable access to UNSW.



Year 10

# Summer Program

## Program overview

This on-campus experience saw students deepen their knowledge of UNSW faculties and career opportunities, develop strategies to persuasively articulate personal narratives and learn simple dramatic techniques to improve presentation and public speaking skills.

## 2023 delivery

After the success of the 2022 pilot, in Term 1 2023 we welcomed 963 students plus teachers from 27 Greater Western Sydney high schools onto campus for the Year 10 Gateway Summer Program. During each one-day event, students participated in a workshop led by University Ambassadors. They used the web-based app, *InsideOut*, to explore how their values aligned with UNSW degrees and careers and drafted a personal pitch around a particular study area. This was followed by a workshop led by NIDA where students practised dramatic techniques and public speaking strategies, culminating in a networking event to present their personal pitches to University Ambassadors. Thanks to its success, the program was scheduled to run again in 2024.

## Student outcomes

### Map



89% agreed they had a better understanding of degrees that would suit them.

“I learnt more things about certain careers and what actually happens in them. It helped me be more keen/clear about what courses I would take in the future.”

### Compass



91% agreed they had a better understanding of their personal values.

“I learnt that my values consisted of more critical thinking and advocacy. Finding out my values really helped me to understand what degrees I might like or even be good at.”

83% agreed that they felt more confident to talk about their values and goals.

“I found the [NIDA] exercise most useful ... I have learnt how to express and communicate in a comfortable way ... I learnt more about my desired subject as well as building public speaking skills.”

### Key



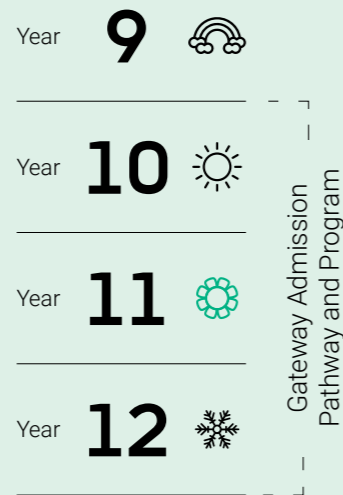
This program has an embedded literacy and writing practice outcome, however it was primarily focussed on enhancing student motivation and confidence.

### Guide



While the survey did not assess the impact of University Ambassadors, students still provided positive feedback about their inclusion.

“All the ambassadors and helpers were amazing. They were able to educate me on my values and what is the best pathway for me.”



Year 11

# Gateway Spring Program

## Program overview

During the Gateway Spring Program, Year 11 students had the opportunity to discover the different degrees available at UNSW, accessed unique UNSW faculty experiences on-campus, were provided with academic support in preparation for the HSC and heard from current UNSW students about what university life is really like.

## 2023 delivery

### Spring Into

In the lead-up to the Gateway Spring Program, we ran an in-school and online preparatory workshop, Spring Into.

#### Engagements

3251 (1775 in 2022):	Spring Into workshop (online & in-school)
74 (up from 37):	Gateway schools engaged

### Spring Program

The Gateway Spring Program was held online and on campus from 18 to 26 September. It offered Year 11 students:

- support in planning and scaffolding a written personal statement for an early conditional offer through the 2024 Gateway Admission Pathway
- two cross-faculty sessions
- five HSC subject masterclasses in english and maths
- two academic skills workshops in effective note-taking and critical thinking
- an information session for students from regional areas
- two Q&A sessions with current UNSW students to discuss their journey to university, what to expect as a university student and what University life is like
- three-months access to digital HSC resources via the InspirationED HSC4ME app.

Through our educational partnerships with Cluey Learning, we provided 57 students with 10 free one-on-one tutoring sessions in HSC-specific subjects for support in the lead-up to exams.

### On-campus day

In its second year in 2023, the Gateway Spring Program on-campus day attracted 447 students (a 25% increase from the year prior). Students spent a day exploring UNSW faculties and degrees through immersive workshops addressing real-world challenges and hearing from current university students about their transition from high school to UNSW.

#### Engagements

678 (up from 511 in 2022):	Spring Program (online & on-campus)
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#### Breakdown by demographics

652 (478):	attended a Gateway school
320 (230):	from a low-SES background
69 (96):	regional/remote
7 (7):	aboriginal and/or Torres Strait Islander
71 (32):	referred by NGO partner
117 (93):	gateway schools represented by students

### Residential Program

For the second year, we ran a three-day Residential Program for 37 Year 11 students from 18 regional schools across NSW. Students spent two nights in campus accommodation, explored the campus and local sites, participated in Gateway Spring on-campus programming, and met with current students who moved from regional areas to study at UNSW.

## Student outcomes

### Map



87% said the Gateway Spring Program improved their understanding of what studying at university was like.

“This program allowed me to understand and feel less anxious about transitioning to university like about how classes and learning operates and opportunities outside of university as well with the advice and communication from current students.”

### Compass



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

“I am more confident and enthusiastic about pursuing my education at UNSW. [The program] played a crucial role in my decision-making process, and I am excited about the prospect of becoming a part of the UNSW community.”

### Key



79% agree that the Gateway Spring Program provided them with strategies to manage their study.

“The most obvious benefit of this program was the abundance of support and information we were given to help finish the HSC course and achieve the highest possible marks. The recorded video meetings on Zoom and the HSC4Me app have been absolute lifesavers and really motivated me to do past papers, eliminating my excuse that I don't have the correct resources.”

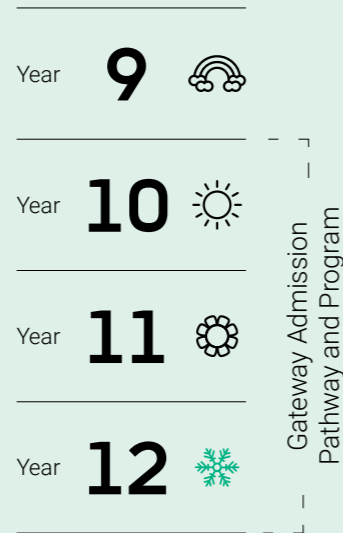
### Guide



97% said it was useful to hear from current UNSW students.

“The Q&A sessions with current UNSW students were insightful. Hearing about their experiences, both academically and socially, provided a realistic perspective on student life at the University. It was particularly useful for understanding the University's culture.”





Year 12

# Gateway Winter Program

## Program overview

During the Gateway Winter Program, Year 12 students prepared for the HSC through subject-specific exam practice and workshops led by experienced HSC teachers and markers. They engaged in immersive faculty experiences, explored the campus with guided tours led by current students and discovered degree options available at UNSW. Students were also supported to write their personal statement, a requirement for their Gateway Admission Pathway application.

## 2023 delivery

### Kick Winter

In the lead-up to the Gateway Winter Program, we ran an in-school and online introductory workshop, Kick Winter. The workshop encouraged students to critically engage with individual learning strengths and motivating passions through conversations that matter.

### Engagements

3210 (1424 in 2022):	Kick Winter workshop (online & in-school)
80 (33):	Gateway schools engaged

### Winter Program

The Gateway Winter Program ran online over three weeks from 19 June – 6 July. It offered Year 12 students:

- 10 HSC subject masterclasses in Biology, Chemistry, English Standard, Advanced & Extension 1 and Mathematics Standard, Advanced & Extension 1
- access to online HSC practice papers in a range of subjects and an opportunity to submit these for personalised feedback from experienced HSC markers
- opportunity to apply for 8 sessions of HSC tutoring with Cluey Learning
- a suite of seven sessions focusing on support systems and learning opportunities at UNSW, such as scholarships, UNSW Prep and Nura Gili Centre for Indigenous Programs

- 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 2024
- three-months access to digital HSC resources via the InspirationED HSC4ME app.

Through our educational partnerships with Cluey Learning, we provided 78 students with 8 free one-on-one tutoring sessions in HSC-specific subjects.

### On-campus day

The 2023 on-campus day saw 696 students spend a day participating in interactive faculty experiences that showcased UNSW's leading technology, infrastructure, research, and teaching, and explored the Kensington campus on tours led by current university students.

### Engagements

1100 (2022 – 905):	Gateway Winter Program (online & on-campus)
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### Breakdown by demographics

993 (803):	attended a Gateway school
565 (386):	from a low-SES background
135 (106):	regional/remote
19 (9):	aboriginal and/or Torres Strait Islander
58 (37):	referred by NGO partner
165 (140):	Gateway schools represented by students

### Residential Program

For the first time this year we ran a three-day Residential Program for 44 Year 12 students from 23 regional schools across NSW. Students spent two nights in campus accommodation, explored the campus and local sites, participated in Gateway Winter on-campus programming, and met with current students who moved from regional areas to study at UNSW.



## Student outcomes

### Map



91% agreed that they have a good understanding of how to apply for the UNSW Gateway Admission Pathway.

“Access to expert advice on both the HSC from senior markers, and the application process for the Gateway Program from Student Ambassadors were two invaluable resources I wouldn’t otherwise have been able to access.”

### Compass



91% agreed that the program made them feel more confident about their transition to university.

“The experience of being able to explore the campus and see what life might be like at the University allowed me to picture myself there next year and have some familiarity with the environment and not be so overwhelmed with transitioning to the University next year.”

### Key



81% agreed that the program made them feel more prepared for the HSC.

“The HSC Masterclasses thoroughly and excellently explained what will actually be expected in both the Trial and HSC examinations, rather than merely regurgitating content from the syllabus.”

### Guide



97% agreed it was useful to hear from current UNSW students.

“It was extremely helpful to be able to talk to current students within the same field I want to study in as they gave me an insight into what they learn and how much they enjoy it.”



# Gateway Admission Pathway

## A pathway to UNSW that recognises more than just the ATAR

The Gateway Admission Pathway provides eligible students in Year 12 the opportunity to receive an early offer or an early conditional offer to UNSW.

Student applications are assessed on a written personal statement and their Year 11 results. Successful applicants receive either a guaranteed offer to UNSW if they sit the HSC and receive an ATAR, or a significantly lower ATAR entry requirement for a UNSW program as an early conditional offer. Then, if the student's ATAR result meets the entry requirement set in their early conditional offer, they receive a firm offer to UNSW.

## A significant increase in Gateway Admission Pathway applications, early conditional offers and enrolments to UNSW

In 2023 we saw a more than doubling of applications through the Gateway Admission Pathway, resulting in an increase in enrolments from 732 in 2023 to 1415 in Term 1 2024.

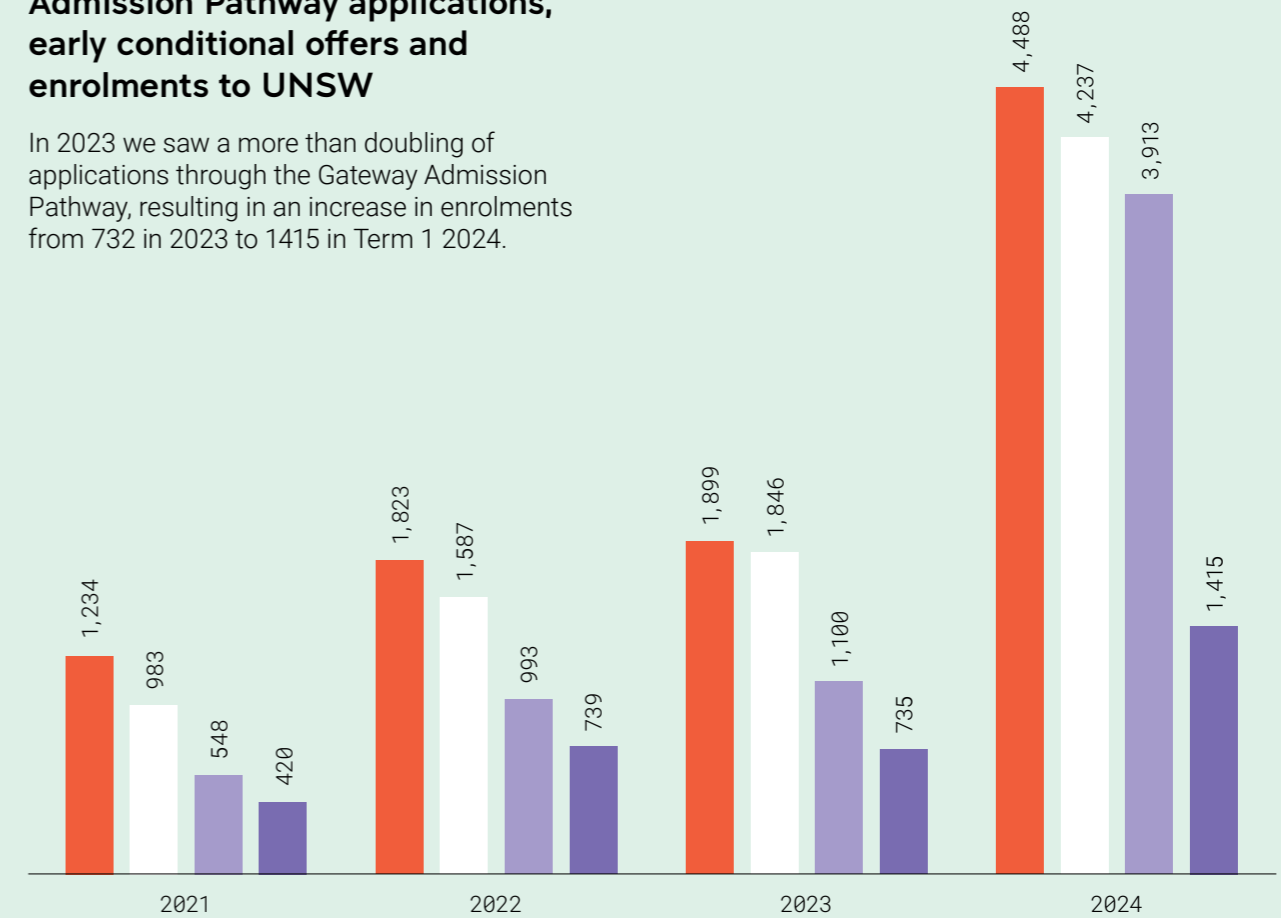


Figure 8. Gateway Admission Pathway applications, early conditional offers, firm offers and enrolments.

■ Applications ■ ECOs and Early Offers ■ Firm Offer Received ■ Enrolled

T1 2024, post-census data

### Transforming UNSW's undergraduate community

The Gateway Admission Pathway has had a positive impact on the diversity of the UNSW undergraduate population. Student intake from Gateway schools, low-SES, regional and remote areas has almost doubled over the past year.

	Gateway Schools	Low-SES	Regional/Remote	Indigenous
2022	584	450	44	1
2023	562	433	53	8
2024	978	952	125	9

Figure 9. Demographics of students enrolled through the Gateway Admission Pathway.

### Gateway Admission Pathway enrolments across all UNSW faculties

Students applying through the Gateway Admission Pathway are enrolled in 117 undergraduate programs offered by UNSW Sydney.

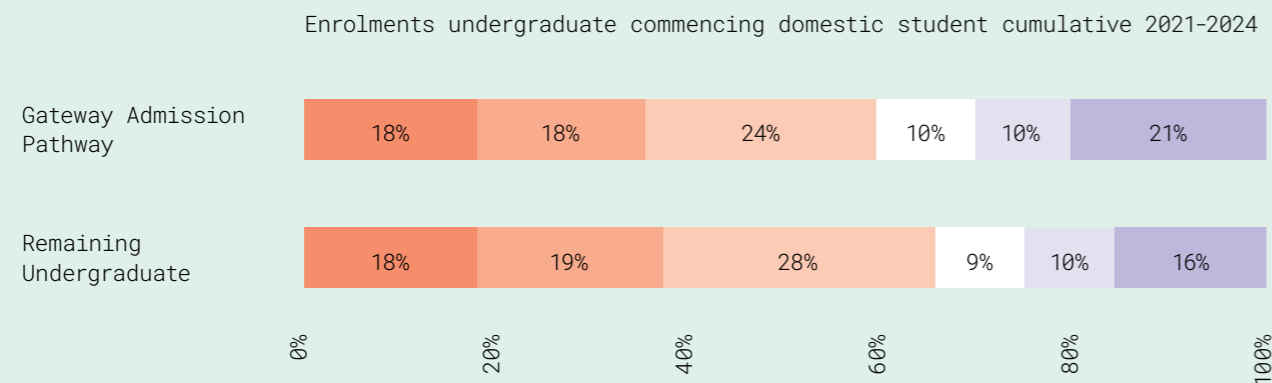


Figure 10. UNSW faculty enrolments for students coming through the Gateway Admission Pathway and the remaining domestic undergraduate cohort cumulatively between 2021 and 2023.

■ Art, Design & Architecture ■ Business ■ Engineering ■ Law & Justice ■ Medicine & Health ■ Science

### A high proportion of students are progressing through the Gateway Admission Pathway and Program to UNSW

3232 students who engaged in the Year 12 outreach programs went on to submit a GAP application and a further 1205 students went to enrol at UNSW in Term 1, 2024.

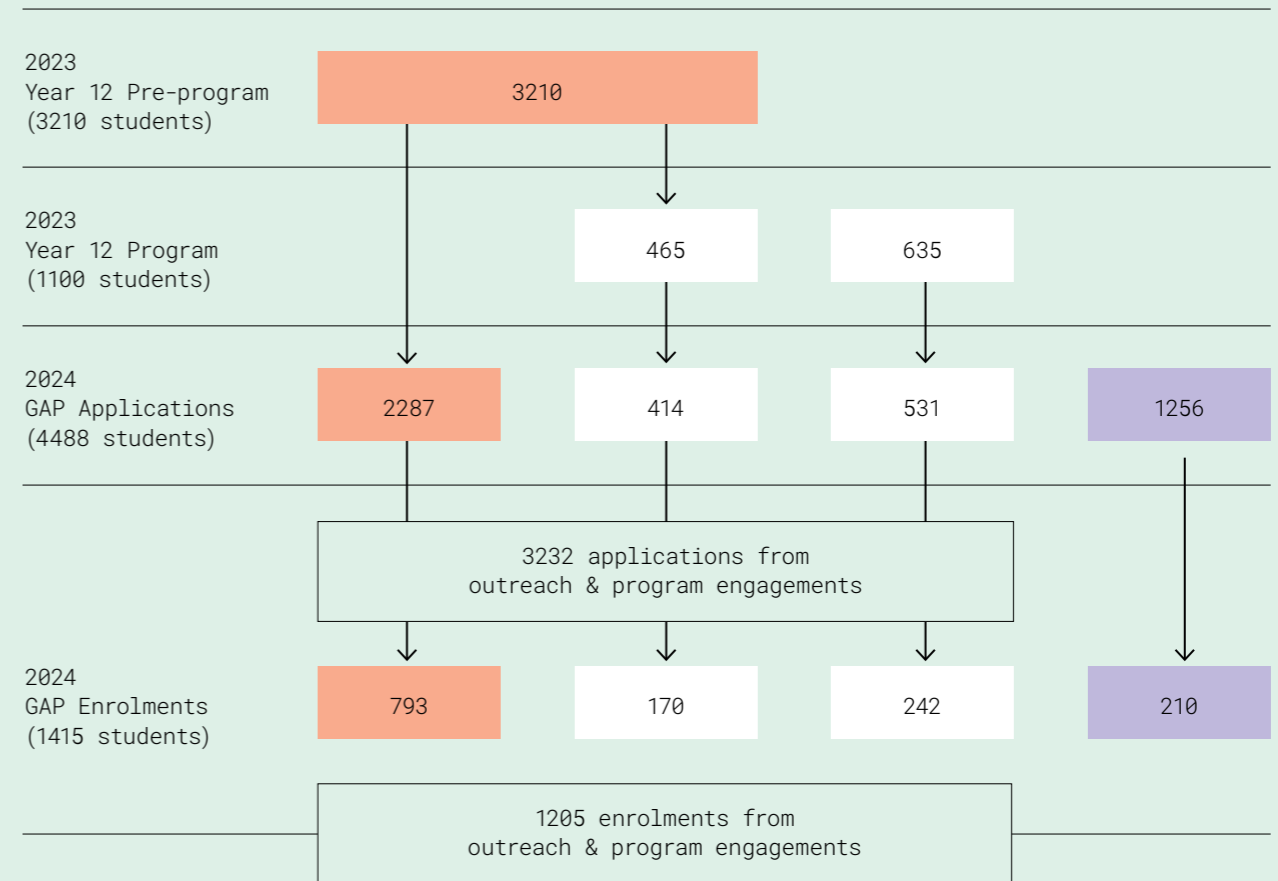


Figure 11. Impact of 2023 Year 12 Gateway Outreach Programs on 2024 Gateway Admission Pathway student enrolments

### Scholarships and awards for Gateway students

In 2023, UNSW committed over \$5m to uplift key programs to support students who enter via the Gateway Admission Pathway and Program,

which was implemented across all faculties and several divisions at UNSW. That same year, the University also committed additional funding for financial support (beyond the University's Equity Scholarships) totalling over \$15m in awards and scholarships.

# Samuel North

Bachelor of Advanced Science

I grew up a few hours from Sydney and went to Trinity Catholic College in Goulburn.

Being a country high school, not everyone wants to go to uni. A lot of kids go into a trade or stay in Goulburn for other work. But the school was encouraging if you approached them about uni and many students did go on to regional unis that were geographically closer to Goulburn.

Through my school we visited a regional university, but I also attended the UNSW Open Day with my cousin.

I was always academically focused and enjoyed science, so uni seemed the place to go and UNSW had the best science program and was very strong on STEM.

The biggest obstacles for me in going to UNSW were the financial and geographical aspects. I had to get myself to Sydney and find accommodation there. It wasn't going to be easy.

I was also worried about getting a high enough ATAR: it needed to be 92 to get in.

I applied through the UAC School Recommendation Scheme (SRS), via Gateway.

I received an early conditional offer for a Bachelor of Advanced Science that allowed me to get 10 points off my ATAR, so I only needed 82. I was still scared and stressed and had to perform well, but I knew I was fairly likely to achieve it. In the end, I got a higher ATAR of 95 and didn't need the concession, but it was helpful to go into my HSC knowing that the uni had saved me a seat, in a sense.

Through Gateway, I was awarded a \$5000 equity scholarship. I also received the Centrelink Youth Allowance and Tertiary Access Payment (for moving over 90 mins away from home to access study). This helped make the move and pay for accommodation. It really made my first year easier, plus, my parents helped too.

When I first arrived on campus I felt anxious and nervous but I got through the first few days and it went well. I had so much fun. Living in college everyone is in the same situation, and there's plenty of support. I also took advantage of the peer mentor sessions through Gateway, which were really helpful. This year I've actually become a peer mentor and it was nice to give back to that program that supported me.

I'm now in my second year, majoring in chemistry, and it's proving to be really full-on. I'm doing two chemistry subjects that have three- and four-hour labs plus lectures – so fitting in work is difficult. I work casual jobs to support myself and I'm also a Gateway Ambassador. I really enjoy the teaching side of my role, talking about values and career pathways. I find it really engaging and might want to work in academia later on.

As a student you always want to give yourself as much help as you can and the Gateway Pathway is a really effective way to support yourself, access financial help, and give yourself peace of mind that you'll have a better chance to get into uni. There's no reason not to take it.

“The biggest obstacles for me in going to UNSW were the financial and geographical aspects. I had to get myself to Sydney and find accommodation there. It wasn't going to be easy.”

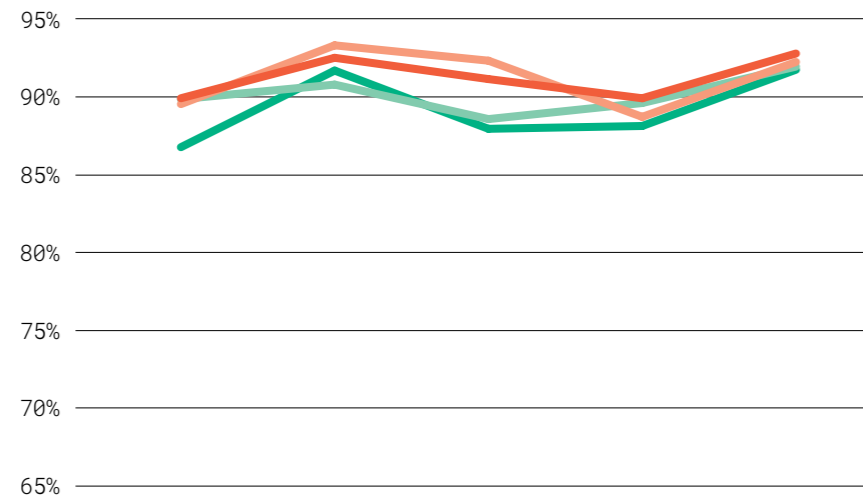


# Equity cohort performance

## Retention rates

The retention rate is the rate at which a group of students re-enrol for another year of study. Although small gaps in retention rates between students from Gateway schools, low-SES backgrounds and regional and remote areas existed between 2019 and 2021, those have significantly narrowed in

2023 and 2024. Retention rates for students from Gateway schools, low-SES backgrounds and regional and remote areas are similar to the UNSW domestic undergraduate average. The performance of the cohort is significant as students entered via GAP on substantially reduced ATARs – of up to 15 points – are performing on par with their undergraduate peers, once at University.



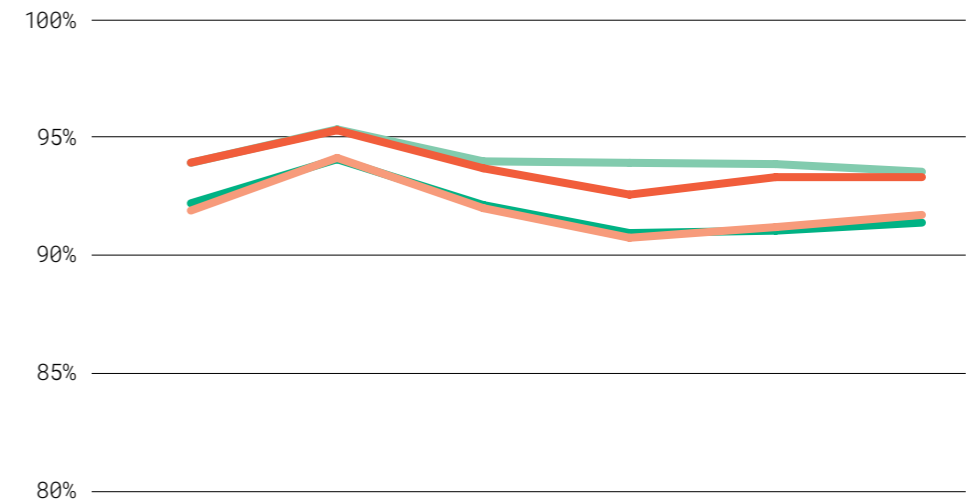
	2019	2020	2021	2022	2023
Low SES	87.39%	90.93%	88.24%	88.37%	90.97%
Regional / remote	89.59%	90.27%	88.66%	89.41%	91.11%
Gateway school	89.35%	92.07%	91.36%	88.76%	91.30%
Domestic undergraduate	89.60%	91.50%	90.50%	89.60%	91.70%

Figure 12. Retention rates of equity cohorts compared against overall domestic UG (Uses ABS SEIFA 2016 data).

## Success rates

The retention rate is the rate at which a group of students re-enrol for another year of study. Students from regional and remote areas have similar or higher success rates

to the UNSW domestic undergraduate average. Students from low-SES backgrounds and Gateway schools have success rates within two percentage points of the domestic undergraduate average.



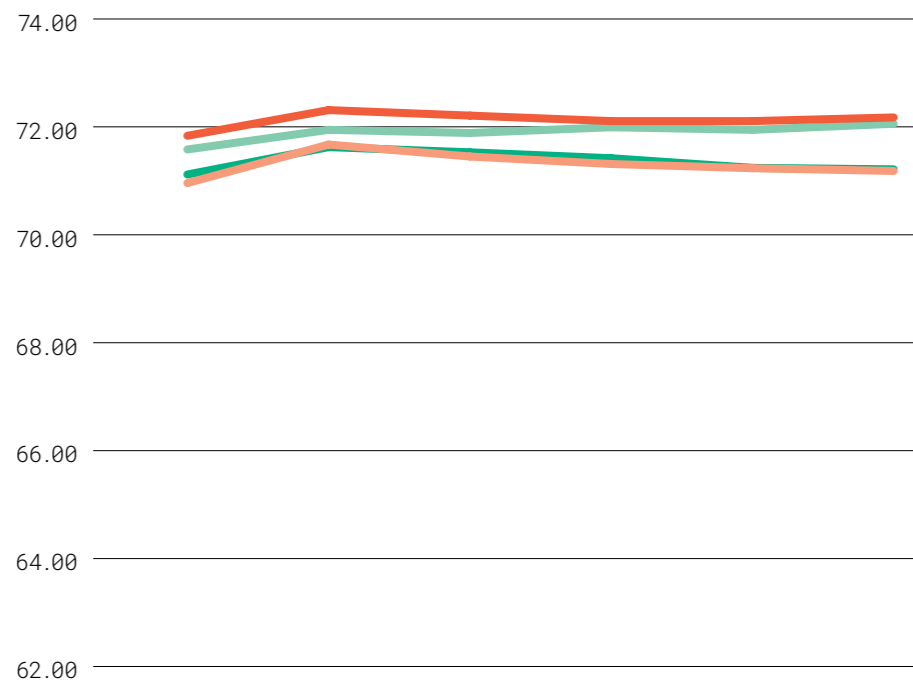
	2019	2020	2021	2022	2023	2024
Low SES	92.48%	94.51%	92.40%	91.11%	91.22%	91.59%
Regional / remote	94.26%	95.84%	94.33%	94.26%	94.20%	93.84%
Gateway school	92.15%	94.57%	92.26%	90.90%	91.39%	91.95%
Domestic undergraduate	94.30%	95.80%	94.04%	92.82%	93.22%	93.63%

Figure 13. Success rates of equity cohorts compared against overall domestic UG (Uses ABS SEIFA 2016 data).

### Weighted average marks

Weighted average marks is the cumulative average of the actual marks a student achieved in all units of their program and is a mark out of 100. Students from regional and

remote areas have similar weighted average marks to the UNSW domestic undergraduate average. Students from low-SES backgrounds and from Gateway schools have weighted average marks within 2-3 points of the domestic undergraduate average.



	2019	2020	2021	2022	2023	2024
Low SES	69.39	70.87	70.59	70.27	69.75	69.67
Regional / remote	70.56	71.63	71.46	71.77	71.63	71.96
Gateway school	68.99	70.99	70.37	69.98	69.76	69.62
Domestic undergraduate	71.20	72.60	72.30	72.00	72.00	72.20

Figure 14. Weighted Average Marks of equity cohorts compared against overall domestic UG (Uses ABS SEIFA 2016 data).





“Coming from South Western Sydney, Gateway made UNSW seem less scary, more achievable and somewhere that I could possibly get into. It helped make it feel more accessible, like it was an option for me.”

# Swasti Subedi

Bachelor of Psychological Science

My parents put an emphasis on education and university. They both went to university in Nepal. Later, my dad also studied nursing in Australia.

My family moved to Australia just before I turned 10 years old. It was hard, we moved house a lot and I had to get used to a new culture, language and school. I completed secondary school at Casula High School in South Western Sydney.

I really wanted to study psychology. Many universities offered psychology but when I researched it, UNSW had the best reputation, which made me want to go there.

But UNSW didn't really feel like an option, because it was far away and intimidating. It was also a challenge to wrap my head around the ATAR for entry to psychology because it was so high. I needed to achieve an ATAR in the high 80s or 90s to get into either of the psychology courses at UNSW.

I spoke with my English teacher and careers advisor, and they told me about how the Gateway Program offered an adjusted ATAR. I was in Year 12 in 2021, so we had the lockdown, and while Casula High is a Gateway school, at the time we didn't have the events or students from UNSW coming to speak to us.

I applied for an early conditional offer through Gateway to study psychology at UNSW. I also applied to other unis closer to home, to study nursing, but I really wanted to do psychology. I found out just before I sat my HSC that I had received an early conditional offer to study a Bachelor of Psychological Science at UNSW. I was so relieved. I needed to get an ATAR in the 70s, and I thought I might be able to do that. It was my dream so I knew I should take the opportunity.

Coming from the South Western Sydney, Gateway made UNSW seem less scary, more achievable and somewhere that I could possibly get into. It helped make it feel more accessible, like it was an option for me.

As a Gateway student when I started uni I received a \$5000 scholarship plus the \$1000 Gateway payment, which really helped with buying a laptop and other things necessary for uni.

It took a while to get used to the timetable and uni, and the travel was a big challenge. It takes me an hour and a half each way to commute to uni.

In my first year the Gateway Admission Pathway also offered me support. I received phone calls asking me how it was, if I was enjoying my course, and offering info about societies and things like that.

I'm from Nepal but there wasn't a Nepalese society on campus so I helped create one. It grew to over 100 members, and last year I was one of the executives. It made me feel more connected to my culture and like I belonged. I was able to make friends with people I could connect to, we had the same culture, background and upbringing.

This year I am focussing on my studies, but also working as a Gateway Ambassador. It's really fun, I've made friends because I am working with other students my own age. It has also helped me build my confidence in public speaking and exposed me to things I didn't know about UNSW. I got to visit my old school and see my old teachers and everyone was asking questions and so intrigued.

A lot more people are starting at uni and UNSW because of Gateway, and it's good to know that if you want to do a certain degree or go to UNSW, it is achievable if you put your mind to it.

Next year I'll do honours and, after I graduate, I'm considering a Masters in Psychology, or perhaps even Speech Pathology.

# Progress against KPIs

## Goal

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

## Objective

Continue to develop targeted admission pathways linked to the educational outreach program to provide expanded opportunities for student access and program choice

Output Measures	2023 Progress	Outcome Measures	2023 Progress
Number of UNSW programs available to underrepresented students through the Gateway Admission Pathway	117 UNSW bachelor's degrees programs available to underrepresented students with reduced ATAR requirements	Pathway applications, offers and enrolments	Number of Gateway Admission Pathway:
Increased number of underrepresented students who are eligible to apply through the pathway through pathway reforms	Students were given an opportunity to get Diploma slipback offers through the Gateway Admission Pathway for the first time this year	Increase in number of Gateway schools represented in Gateway Admission Pathway applications, offers and enrolments	- Applications 4488 (2023 = 1899, 2022 = 1823)
		Increase in number of Gateway schools previously unrepresented at UNSW represented in pathway applications, offers and enrolments	- ECOs 4237 (2023 = 1846, 2022 = 1587)
		Increased diversity of degree programs selected by students enrolling through the pathway	- Firm Offers 3913 (2023 = 1100, 2022 = 993)
		Increased conversion rate from program to pathway application, early offer and enrolment	- Enrolments 1415 (2023 = 735, 2022 = 739)
		Increased conversion rate from pathway application to early offer and enrolment	Number of Gateway schools represented in Gateway Admission Pathway:
			- Applications 275
			- Offers 270
			- Enrolments 200
			Number of previously unrepresented Gateway schools represented in Gateway Admission Pathway:
			- Applications 38
			- Offers 39
			- Enrolments 38
			Number of different UNSW programs selected by students enrolled through the Pathway:
			- 117
			Conversion rate from engaged Year 12 program students to GAP:
			- Pathway application: 86% (62%)
			- ECO/EO: 84% (61%)
			- enrolment: 37% (29%)
			Conversion rate from pathway applications to:
			- ECO/EO : 94% (97%)
			- Enrolment: 32% (39%)



## Objective

Co-design innovative learning experiences, including curriculum-linked academic enrichment and leverage UNSW strengths in research, teaching and learning to support identified school needs

Output Measures	2023 Progress	Outcome Measures	2023 Progress
Number of unique (in-house designed) learning experiences delivered across the year	31 unique (in-house designed) learning experiences delivered across the year, including:	For students engaged through the educational outreach program:	Program evaluation data from the Gateway Summer, Spring and Winter Programs demonstrated that we were successful in meeting these outcomes
Number of underrepresented students engaged in educational outreach programs across the year (in school, online and on campus)	<ul style="list-style-type: none"> <li>- Gateway Summer workshop and networking</li> <li>- Kick Winter (Year 12 in-school workshop)</li> <li>- Spring Into (Year 11 in-school workshop)</li> <li>- 6 Winter Program online sessions</li> <li>- 6 Spring Program online sessions</li> <li>- Gateway Winter On-Campus Day</li> <li>- Gateway Spring On-Campus Day</li> <li>- 2 Regional Roadshow workshops</li> <li>- 12 NSW Equity Consortium lessons</li> <li>- NSW Equity Consortium University Experience Days</li> </ul>	<ul style="list-style-type: none"> <li>- an increased understanding of university and ability to make meaningful links between personal interests and capabilities, future study options and careers (the Map)</li> <li>- an enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (the Compass)</li> <li>- an increased mastery of key academic skills and capabilities (the Key)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% agreed that they had a better understanding of what studying at university is like</li> <li>- 90% agreed that the programs improved their understanding of what degrees might suit them</li> <li>- 88% agreed they felt more confident about their transition to university</li> <li>- 91% agreed that the programs improved their motivation to succeed in the HSC</li> <li>- 80% agreed the programs equipped them with strategies for achieving in the HSC</li> </ul>
Number of professional learning workshops opportunities delivered for school educators		School educators engaged in professional learning opportunities report enriched teacher/school leader/school capacity	
Number of school educators engaged in professional learning	Number of students engaged: <ul style="list-style-type: none"> <li>- Gateway Summer Program: 963 (61)</li> <li>- Gateway Winter Program: 1100 (905)</li> <li>- Gateway Spring Program: 678 (511)</li> <li>- Kick Winter: 3210 (1424)</li> <li>- Spring Into: 3251 (1775)</li> <li>- Regional Roadshows: 583 (213)</li> <li>- Year 11 and 12 Residential Programs: 81</li> <li>- Imagined Futures Program: 498 (1075)</li> </ul>		

## Objective

Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change

Output Measures	2023 Progress	Outcome Measures	2023 Progress
An increased number of UNSW students from underrepresented backgrounds engaged as partners in the educational outreach program	Number of UNSW students engaged as Ambassadors: <ul style="list-style-type: none"> <li>- Overall: 231 (153)</li> <li>- Low-SES:114 (73)</li> <li>- Gateway school: 147 (103)</li> </ul>	For students engaged through the educational outreach program: <ul style="list-style-type: none"> <li>- an enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (the Compass)</li> </ul>	Program evaluation data from the Gateway Summer, Spring and Winter Programs and the NSW Equity Consortium demonstrated that we were successful in meeting these outcomes. <ul style="list-style-type: none"> <li>- 74% of Year 9 students participating in the NSW Equity Consortium Imagined Futures unit of work agreed they had an increased understanding of their learning strengths and weaknesses</li> <li>- 91% of Summer Program participants agreed they had a better understanding of their personal values</li> <li>- 92% of Spring Program participants agreed they could see themselves at UNSW</li> </ul>

## Objective

Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers

Output Measures	2023 Progress	Outcome Measures	2023 Progress
Number of students engaged in educational outreach workshops and sessions that communicate the pathway and other access opportunities	Number of students engaged in: <ul style="list-style-type: none"> <li>- GAP Info sessions: 555 (560)</li> <li>- All About Uni sessions: 291 (280)</li> <li>- UA led Q and A: 31 (29)</li> <li>- Faculty led sessions: 480 (137)</li> </ul>	For students engaged through the educational outreach program: <ul style="list-style-type: none"> <li>- an increased understanding of the Gateway Admission Pathway and other access options (The Map)</li> <li>- increased confidence in meeting their educational goals (The Compass)</li> <li>- an increased sense of belonging at UNSW and identity as a future UNSW student (The Compass)</li> </ul>	Program evaluation data from the Gateway Spring and Winter Programs and the NSW Equity Consortium demonstrated that we were successful in meeting these outcomes. 93% of Winter Program participants agreed they had an increased understanding of the Gateway Admission Pathway <ul style="list-style-type: none"> <li>- 91% of Winter Program participants agreed they felt more confident in their transition to university</li> <li>- 89% of Spring Program participants agreed they could see themselves at UNSW</li> </ul>
Success of annual UAC Reach campaign measured by audience reach and conversion from campaign to enrolment at UNSW	UAC Reach Campaign insights: <ul style="list-style-type: none"> <li>- 13,464 campaign recipients</li> <li>- 1333 Gateway Applications received from the campaign recipients</li> </ul> GAP Application Conversion rate: 10%		

## Goal

Establish UNSW as a preferred university for students and staff from underrepresented backgrounds

## Objective

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

Output Measures	2023 Progress	Outcome Measures	2023 Progress
Increased proportion of Gateway schools engaged in educational outreach program	Number of Gateway schools engaged in: - Gateway Summer Program: 27 (7) - Gateway Winter Program: 165 (140) - Gateway Spring Program: 117 (93)	Increase in UAC preferences and first preferences from underrepresented students	UAC first preferences given to UNSW by students from: - Low-SES backgrounds: 2215 (927) - Regional/Remote: 1707 (1141)
Increased number of students engaged in educational outreach program through partner organisations	- Kick Winter: 80 (33) - Spring Into: 74 (37) - Regional Roadshows: 15 (12) - Residential Programs: 35(NA)	Increased applications, offers and enrolments from students engaged through NGO partnerships	Students from partner NGOs to apply, receive an offer, and enrol through the Gateway Admission Pathway: - Applications: 67 (28) - Early Conditional Offers: 67 (28) - Firm Offers: 59 (15) - Enrolments: 17 (9)
Expanded depth of educational offerings available to students and schools through UNSW, NGO and workplace partnerships	Number of students engaged through partner organisations in: - Gateway Summer Program: N/A - Gateway Winter Program: 58 (37) - Gateway Spring Program: 71 (32) - Kick Winter: N/A - Spring Into: N/A - Regional Roadshows: N/A - Residential Programs: 6		
	Number of students taking up the educational offerings available to students through partners: - 'All About Uni' sessions detailing support and opportunities available at UNSW delivered in partnership with UNSW faculties, divisions and business partners: 34 - Faculty-specific Q&A sessions: 30 - HSC Masterclasses: 65		

## Objective

Embed longitudinal, mixed-method research and impact evaluation frameworks across key initiatives prioritising the contributions of students, staff, schools and key influencers

Output Measures	2023 Progress	Outcome Measures	2023 Progress
A tailored theory of change is developed and maintained for all components of work	Widening Participation Theory of Change developed and published  One academic paper submitted for publication	Program of work is continually improved to meet intended outcomes and impact	Evaluation informed shifts to: student and schools' engagement strategies and tools, program design and workshop content, communications, University Ambassador training and data, reporting and evaluation
Number of publications generated from research	Development of suite of PowerBI dashboards for improved distribution of internal monitoring and evaluation data		
Improved collection and distribution of internal program data to report on program impact	Collaborated with UPP to include GAP, low SES, regional/remote and Indigenous filters on Retention and Success dashboards		
Improved quality, visibility and utilisation of equity data across the University			

## Goal

Improve opportunities, support and outcomes for students and staff at UNSW who are underrepresented in higher education through community engagement and the development of collaborative partnerships both internally and externally

## Objective

Contribute subject matter expertise to work across the University to ensure academic and wellbeing support for underrepresented students is evidence-informed and fit for purpose across all stages of the lifecycle

Output Measures	2023 Progress	Outcome Measures	2023 Progress
Representation on groups and committees governing the student experience and academic support at UNSW Papers on student support best practice contributed to UNSW governance groups and committees Strategic papers and submissions on student equity in Higher Education	Provided representation at the: <ul style="list-style-type: none"> <li>- Low-SES Student Lifecycle Working Group</li> <li>- Financial Aid Steering Committee</li> <li>- DVCEDI/student leaders meeting</li> <li>- Regional Accommodation meeting</li> <li>- UNSW Belonging Working group</li> </ul> Authored two papers on evaluation best practice for student support initiatives Authored the strategic outline for the Gateway Equity Target which included recommendations for the first-year experience Advocated for increased financial support/scholarships through contribution in the Financial Aid Steering Committee	Increased first-year retention rates for underrepresented students	<ul style="list-style-type: none"> <li>- Of the students from Low SES backgrounds who were enrolled at UNSW in 2022, 90.97% re-enrolled in 2023</li> <li>- Of the students from regional and remote backgrounds who were enrolled at UNSW in 2022, 91.11% re-enrolled in 2023</li> <li>- Of the students from Gateway Schools who were enrolled at UNSW in 2022, 91.3% re-enrolled in 2023</li> </ul>

## Objective

Expand opportunities for UNSW students to co-design and lead innovative and inclusive learning experiences for students from underrepresented backgrounds

Output Measures	2023 Progress	Outcome Measures	2023 Progress
An increased number of UNSW students from underrepresented backgrounds engaged as students as partners in the educational outreach program	Number of University Ambassadors in the educational outreach program: 231 (153)	Development of graduate attributes and a deepened understanding of equity and social justice for Students as Partners	Qualitative insights from University Ambassador focus groups and post engagement surveys have informed Students and Partners training innovations aligned to leadership capacity development framework

# Acknowledgements

## Gateway Admission Pathway and Program Steering Committee and Working Group

Mary Teague, Director, Access, Equity & Inclusion (AEI), would like to acknowledge the work of the GAPP Steering Committee and Working Group in contributing to the program's success.

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	Maree Higgins	Senior Lecturer
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Arts, Design & Architecture	Jennifer Perkins	Manager, Education Innovation
	Stephen Doherty	Deputy Dean (Education)
	Elvira Sojili	Associate Professor
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Vice-Chancellor & President, DVC Academic	Merlin Crossley	Deputy Vice-Chancellor Academic
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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.



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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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