



Higher Education Participation and Partnerships Program - Participation Component 2016 Progress Report

For the period 1 January 2016 to 31 December 2016

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Please submit:

- the completed and signed **Declaration** form, in PDF
- the completed **Progress Report** template, in Word and PDF.

All documents must be submitted to equity@education.gov.au by **31 May 2017**.

Please note:

- a) Participation activities are grouped according to the areas of activity addressed by the HEPPP Participation component outlined at section 1.65.1 of the *Other Grants Guidelines (Education) 2012*. As stated in the Guidelines, universities may undertake, but are not limited to, these activities using Participation funding. All activities must meet the Participation funding objectives at section 1.55.1 of the Guidelines.
- b) The information obtained from this report will assist the Department to evaluate the HEPPP and ensure funds are expended in achieving the HEPPP objectives.

If you require additional guidance or clarification, please contact equity@education.gov.au.

UNSPENT 2016 HEPPP FUNDS

The information in this section relates to the reporting of unspent HEPPP grant funds provided for the 2016 calendar year under the Participation component. Competitive grant projects managed under separate Conditions of Grant are excluded, as these are grants made in respect of a project and not a year.

Grant recipients are required to fully expend Participation component grant funds in the year for which the grant is made and report to the Commonwealth on this expenditure, including the amount of any unspent funds.

If a provider fails to spend an amount granted in respect of a year, the unspent amount will be recovered by the Commonwealth from that year.

It is possible for a provider to have an amount of unspent funds rolled over to the next calendar year. Requests for the rollover of unspent funds will be considered by the Department on a case-by-case basis. Providers wishing to do so should contact the Department to discuss this process.

The *Higher Education Support Act 2003* (the Act) requires that the value of any funds approved for rollover from one year to the next will be treated as inclusive of a university's grant for the year the funds are rolled over into. Because the Act specifies a maximum grant amount to be paid in respect of a year, the Department is then required to adjust downwards each university's grant allocation in that year by the amount of the university's rolled over funds from the prior year.

What activities did your university undertake with HEPPP Participation component funding in 2016? Complete the table below, adding extra rows as required.

Please also add final numbers to the Data Summary at the end of your reporting.

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Title: Science and Agriculture Pathways</p> <p><input type="checkbox"/> Outreach activities <input checked="" type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and</p>	<p>1. What was done?</p> <p>The Science and Agriculture Pathways project engaged with regional and remote low SES students, targeting those in regional and remote areas of NSW, Vic and Qld. The engagement was to inform this cohort of students about the pathways available at UNE to careers in the sciences and agriculture, in order to increase the number of low SES students enrolling in UNE's Agricultural and Science courses.</p> <ul style="list-style-type: none"> • The number and type of engagement activities that were conducted included: <ol style="list-style-type: none"> 1. Social media campaigns were run targeting potential science and agriculture students. Low SES areas were targeted based on council postcode data from the last Census. A combination of Facebook, Twitter and Instagram posts were used to engage with the public, including those in low SES areas, who may be interested in embarking on a career in science or agriculture; 2. Informative websites were developed for each pathway in Science and Agriculture to include a summary of course options, progression pathways, careers, and videos to highlight the pathways into and the support available once enrolled at UNE; 3. Informative printed materials were developed, containing a summary of available courses, progression 	<p>1. Social media campaigns</p> <p>Video posts appeared to be the most valuable for engaging people, with 10,289 views of the video "agriculture in 3 seconds". Posts on Facebook alone resulted in 25,201 people 'taking action' (post likes, shares, and clicks through to landing page).</p> <p>2. Informative websites</p> <p>To date, there have been 19,762 landings on these web pages. The Science Pathway site shows clearly, for those students without a science background, what units they need to study to gain entry into their chosen course. It includes information about progression pathways and careers, as well as videos explaining the pathways. Supplementary to this is a UNE Moodle site that provides additional to support students once they enrol.</p> <p>Feedback received from industry representatives, teachers and students was that students had trouble choosing between the agricultural degrees offered at UNE. For the Agricultural Pathways project, a Careers website was created that linked to each course, to clearly articulate which course should be selected to reach specific career goals. Course landing pages were also created with career information, progression</p>	<p>1. HEPPP funding \$56,729</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
Participation Plan 2015-2017	<p>pathways and potential careers. In addition, posters were created for the Agriculture pathways showing the careers each course leads to;</p> <p>4. Industry was engaged in regards to the change of course name for the Bachelor of Agrifood Systems degree, which includes vocational units (Diploma and Advanced Diploma). This degree is seen as a great pathway for low SES students as they can work while studying and be rewarded in pay as they achieve each qualification, however, feedback from industry and students was the name was not appealing;</p> <p>5. Surveys were conducted with UNE graduates of Agriculture Degrees and Diplomas of Science, to gather information to aid in the development of websites and printed materials.</p> <ul style="list-style-type: none"> • Number of schools or other organisations: <ul style="list-style-type: none"> ○ 1,264 High Schools and 15 Vocational Providers were sent printed material to share with students, focussing on their low SES students. • Number of students internal/external: <ul style="list-style-type: none"> ○ 700 alumni were contacted and 160 participated in the survey of graduates; ○ We cannot determine the exact number of High School students who engaged with the materials, but we do know that we had 19,762 hits on the website. ○ This is a conservative estimate of reach, as many students would also have been engaged with printed materials through their schools, but we are unable to quantify this. • This project required staff to engage with numerous UNE staff including administrative staff, course coordinators 	<p>pathways, and videos explaining the pathways.</p> <p>3. Informative printed materials Printed materials were developed to provide a summary of entry pathways to courses, as well as potential careers. The printed materials aided to demystify the university system for low SES students who are often first in family to study at university.</p> <p>4. Renaming course The course name change has been completed from the Bachelor of Agrifood Systems to the new name, the Bachelor of Agricultural Production and Management, and this appears in the UAC and QTAC Guides for entry in Trimester 1 2018.</p> <p>5. Informing decisions with evidence from our Alumni Evidence collected in surveys of graduates from Agriculture undergraduate courses as well as the Diploma of Science students, was used to inform detail that was published on the websites and in printed materials. Evidence of the potential for successful careers in agriculture was collated and published as a newspaper article in The Land and Queensland Country Life, which has a wide reach in terms of rural and regional low SES people.</p> <ul style="list-style-type: none"> • Following this successful outreach and engagement, enrolments from our low SES student cohort in science and agriculture degrees in T1 2017 can be seen to be increasing, including the following courses: <ul style="list-style-type: none"> ○ The Bachelor of Agriculture/Bachelor of Business enrolments have increased by 20% since T1 2016; ○ The Bachelor of Agriculture enrolments have 	

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	<p>across the University, Chairs of Teaching and Learning committees, Heads of Schools, Convenors of Divisions, members of the Future Students Team and the Enrolment and Progression team, as well as staff from Marketing and Public Affairs.</p> <ul style="list-style-type: none"> The number of staff at schools engaged with was also numerous. <p>2. Why?</p> <p>The Science and Agriculture Pathways Project aimed to produce materials to educate regional and remote low SES students and the public, (particularly those residing in low SES areas), about the pathways to careers in the sciences and agriculture, even if they don't have a traditional background in science.</p> <p>The aim of the project was to increase the low SES student base in Science and Agricultural courses, and ensure the successful progression of these students.</p>	<p>increased by 4% since T1 2016;</p> <ul style="list-style-type: none"> The newly named Bachelor of Agricultural Production and Management has seen an increase of 45% in enrolments in T1 2017; The Bachelor of Computer Science has experienced an increase of 16% in enrolments. 	
<p>Title: HSC Booster Days 2016</p> <p><input checked="" type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input checked="" type="checkbox"/> Academic</p>	<p>1. What was done?</p> <p>The HSC Booster Days were offered in 2016 as a partnership between the Schools of Science & Technology, Environmental & Rural Science, Business, Economics and Law. The aim of this on-campus experience is to inspire and encourage students from low SES, regional and remote areas towards higher education here at UNE.</p> <p>Over two days, students from year 12 from low SES backgrounds in rural and remote schools across northern</p>	<ul style="list-style-type: none"> 359 Year 12 students from 26 schools across Northern NSW attended the HSC Booster Days event at UNE Armidale campus on Monday 23rd and Tuesday 24th of May 2016 (the premise that all participating schools were either from a low SES area (SEIFA 2011), or from a rural or remote area has been used when calculating attendance numbers); Approximately 25 academics, demonstrators and 	<p>1. HEPPP funding \$130,445</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>NSW attended UNE's Armidale campus for sessions in 15 subjects to boost their HSC studies. These students were also able to experience hands on practical activities that are not possible to take part in at schools, and they're also able to experience the UNE campus and life in the colleges.</p> <p>To facilitate the attendance of these low SES background students, assistance was provided for travel, accommodation and catering costs, as resources are limited for opportunities such as this.</p> <p>2. Why?</p> <p>Students from indigenous, remote and rural areas, and small schools are often prevented from attending educational outreach events due to the costs associated with travel and attendance. Providing travel and accommodation subsidies significantly increases the number of students that attend, and therefore benefit, from these events.</p> <p>Furthermore, student experiences on a university campus in the final years of high school can be instrumental in aiding decisions to continue onto university, especially for students from low SES, rural and remote areas who may not have visited a university campus before.</p> <p>The HSC Booster Days program assists with Academic preparation, as it contributes to enhancing HSC knowledge, with a view that achieving higher ATARs leads to likely university entry. Students are able to link their knowledge base and expectations with the opportunities that are provided at UNE. In addition, the HSC Booster Days</p>	<p>technical staff from the Schools of Science & Technology, Environmental & Rural Science, Business, Economics and Law facilitated four HSC-focused sessions over the two days. These sessions were aligned with the HSC Curriculum and were designed to enhance discipline knowledge as well as inspire students in the learning areas of Maths, Science, Economics, Business and Legal Studies;</p> <ul style="list-style-type: none"> • Campus tours were run during each of the four sessions for any students, parents and teachers who were not attending curricula sessions to introduce students to campus life; • All meals were provided to students and attendant parents and teachers; • Accommodation, meal and bus subsidies were provided to all students travelling over 100kms to attend the event; • The HSC Booster Days provided educational engagement for women (approximately 50% of total participants) across non-traditional areas of study, including maths and science. 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>program facilitated activities in a non-traditional area for women in regional and remote areas (STEM).</p>		
<p>Title: Science in the Bush (Implemented as Far Out Science)</p> <p><input checked="" type="checkbox"/> Outreach activities</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Access and Participation Plan</p>	<p>1. What was done?</p> <p>Science in the Bush (Far Out Science) provides students from low SES, rural, remote and regional Australia the opportunity to experience educational offerings on a university campus.</p> <p>A two-day event was run providing stimulating hands on opportunities in well-equipped science labs for school students in Years 5-10 from low SES communities, allowing opportunities for these students to get interactive with science in laboratories at UNE.</p> <p>Primary and secondary school students from 39 schools across northern NSW were subsidised to travel to the UNE campus for the event. The Far Out Science travel assistance program was aimed at rural, remote, low SES and small schools, including Bundarra Central School, Nambucca Heads High School, and McIntyre High School. Many schools that participated in the event included Indigenous students.</p> <p>This year's event also included a Community Film Night where those who attended Far Out Science and others could see <i>Maratus</i>, the winner of the SCINEMA International Film Festival, with a Q&A session being conducted after the screening.</p> <p>In addition, Far Out Science facilitated activities in a non-traditional area for women in regional and remote areas</p>	<p>FAR OUT SCIENCE:</p> <ul style="list-style-type: none"> Approximately 1,025 students and 47 teachers from 39 schools across low SES areas of northern NSW visited UNE campus on 27th and 28th of October 2016; Over 45 academics, technical staff and demonstrators contributed to 17 science activities and shows, that catered for groups of up to 180 students; 20 volunteer guides & helpers from across the Schools of Science & Technology, Environmental & Rural Science, Education, Health, Business and the Vice Chancellor's office gave their time to coordinate, guide and inspire students, teachers and the event itself; Two (2) sponsors of Far Out Science were secured, including the Poultry CRC and Chem Supply; Professional marketing materials were provided to the targeted schools to allow them to understand what their students could partake in during the Far Out Science event: https://www.youtube.com/watch?v=Egf--yvtSwQ <p>COMMUNITY FILM NIGHT – MARATUS:</p> <ul style="list-style-type: none"> A Q&A session was hosted with Stuart Harris, the lead character of the film, who was also a guest introducer and speaker at the Far Out Science on campus days. 	<p>1. HEPPP funding \$58,886</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
2015-2017	<p>(STEM).</p> <p>2. Why?</p> <p>Students from low SES, rural, remote and regional Australia often either do not have the proximity, inclination or opportunity to experience a university campus before graduating from high school.</p> <p>Far Out Science provides subsidised travel to schools from around northern NSW to bring students from Year 5 to Year 10 onto campus for hands on, interactive STEM activities across disciplines, facilitated by real scientists in real research and teaching labs.</p> <p>We know that these experiences alter the aspirations of participating students to include tertiary education as an option when it previously was not. Embedded into annual education planning, these events can normalise the conversation around university, and lead to increased students leaning toward UNE as their preferred tertiary option.</p>	The students in attendance were able to benefit from both experiences.	
<p>Title:</p> <p>UNE Discovery Roadshow</p> <p><input checked="" type="checkbox"/> Outreach activities</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition</p>	<p>1. What was done?</p> <p>The UNE Discovery Bus pilot project was a partnership initiative of the UNE Schools of Science & Technology and Environmental & Rural Science.</p> <p>A primary objective of the project was to deliver an interactive science program to low SES primary and secondary schools in the New England (NE), North West</p>	Between August and December 2016, the bus visited 41 schools throughout low SES areas in Northern NSW, took part in 3 Agricultural field days (inc. Ag-Quip), and facilitated a Brain Break for 190 students from 5 low SES schools during National Science Week.	<p>1. HEPPP funding \$160,523</p> <p>2. Other funding The Abbott Foundation donation of \$40,000</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>(NW) and North Coast (NC) regions of NSW where students participate in four 30 minute activities designed to engage and stimulate curiosity.</p> <p>Another major objective of the project was to strengthen relationships with students from low SES primary and secondary schools in the NE, NW and NC regions of NSW, to engage the students with the concept of science at university by delivering transformative experiences in the sciences right in their own schools.</p> <p>The success of the project saw the Discovery Bus being booked for approximately 4 days a week for 12 weeks.</p> <p>2. Why?</p> <p>Competency measures for STEM subjects in Australian students are declining. Teachers face complex challenges in the teaching of STEM subjects including lack of confidence, time and content knowledge for increasingly demanding STEM syllabi.</p> <p>The UNE Discovery Roadshow sought to enhance engagement in STEM subjects with students from low SES backgrounds at schools in the NE, NW and NC regions of NSW. The project aimed to aid in the delivery of the STEM curricula, by providing new experiences in the sciences that would stimulate curiosity, engaging students in a new way.</p> <p>The Discovery Bus visits provided a different approach to STEM learning, which invigorated both teachers and students. The idea was to provide more stimuli in this</p>	<p>Two teams of 5 staff have engaged with over 3,500 students from low SES rural and regional areas across the New England, North West and North Coast of NSW. Students engaged were from both primary and high school.</p> <p>The original aim of facilitating STEM activities for in excess of 2,500 low SES students and teachers by 16th December 2016, was surpassed, with the Discovery Bus reaching approximately 290 students per week over 12 weeks of activities.</p> <p>The activities delivered were:</p> <ul style="list-style-type: none"> • School of Ants (partnering with School of Ants) • Dynamic Bodies (modified <i>Science Comes to Life</i> activity) • Curious Chemicals • The Physics of Sound • The Science of Soils • The Purpose of Pollinators (partnering with Romina Rader) • Precision Agriculture – measuring ground biomass (partnering with PARG) • Science meets Art – beautiful butterflies (a Natural History Museum collection project) <p>The program was evaluated via online Survey Monkey questionnaires, in which teachers gave qualitative feedback:</p> <ul style="list-style-type: none"> - 17 out of 19 respondents were very satisfied with their Discovery Bus experience; - 18 out of 19 respondents had discussed the Discovery Bus program with their students after the visit, whilst 13 of the 19 overheard their 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>subject area, to inspire students to study the sciences at a tertiary level.</p>	<p>students discussing the bus visit independent of them;</p> <ul style="list-style-type: none"> - 17 out of the 19 of respondents indicated that they would consider getting the Discovery Bus back as part of their yearly science program. 	
<p>Title:</p> <p>Direct engagement with New England and North West Aboriginal communities</p> <p><input checked="" type="checkbox"/> Outreach activities</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p>	<p>1. What was done?</p> <p>This was a joint project managed between the School of Law and the UNE Business School, with the objective of increasing enrolments of low SES background Aboriginal students from the New England (NE) and North West (NW) regions of NSW into Law and Business courses.</p> <p>This project engaged with 26 low SES high schools across the NE and NW regions of NSW, and directly met with 390 senior Aboriginal High School students undertaking years 10-12, who were all regarded as low SES based on postcode data.</p> <p>This project, in collaboration with the UNE Oorala Aboriginal Centre, engaged with key leaders of the Aboriginal community across the NE region to demonstrate the opportunities in Law and Business for low SES Aboriginal school leavers, to facilitate them applying to undertake studies at UNE.</p> <p>2. Why?</p> <p>The primary objective of the project was to engage directly with low SES Aboriginal students in the NE and NW of NSW, with the aim of increasing enrolments in Law and</p>	<p>The overall project objective was to create direct engagement with New England and North West low SES Aboriginal communities to increase student enrolments in Law and Business courses.</p> <p>A total of 26 low SES schools were engaged with during this project, targeting approximately 390 year 10, 11 & 12 Aboriginal senior school students. Schools from low socioeconomic backgrounds and those with large Aboriginal and Torres Strait Islander enrolments were targeted. These schools were directly engaged by the Aboriginal Support Officer and other Business and Law School staff.</p> <p>The project was extremely successful in engaging the numerous schools involved, and Aboriginal senior students displaying great interest in Law and Business degrees for their future pathways into careers. In collaboration with staff, a genuine interest was built, and future students were given an understanding of the pathways and support services available to them for university study.</p> <p>The targeted low SES schools were provided with extensive printed material on various degrees available</p>	<p>1. HEPPP funding \$52,575</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>Business courses for 2017 and beyond.</p> <p>- By directly engaging with Aboriginal communities, elders and students, the intention was to increase Aboriginal student enrolments in Law and Business courses, starting with a modest increase of students in 2017, and building year on year.</p> <p>- A secondary objective of the project was to gather information from Aboriginal communities that could assist UNE efforts in understanding issues to improve Aboriginal student retention.</p>	<p>in the UNE Business School and the School of Law at UNE. Information was also provided on scholarship support mechanisms that are readily available at UNE, which allowed for numerous discussions regarding elective choices at school, and determining the most beneficial subjects conducive to a degree of interest.</p> <p>The direct engagement with the schools and senior students proved to be a very effective tool, with 50 current UNE students engaged to assist these future students understand the transition to university, and to assist in developing strategies to engage these High School students.</p> <p>This project has enhanced UNE's regional contact with low SES Aboriginal senior school students, with many schools involved demonstrating a great interest in creating an ongoing relationship with UNE for future connections.</p> <p>The project has stimulated meetings with key Aboriginal stakeholders, elders, AECG's, Land Councils, school leaders, staff, families and communities, in creating an ongoing relationship with higher educational bodies, and providing much needed encouragement for low SES background Aboriginal youth to succeed in a professional capacity.</p>	
<p>Title: Video Conferencing Support Program</p> <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry	<p>1. What was done?</p> <p>This project provided the opportunity for low SES off-campus students enrolled in 4 Business school units to take part in virtual face-to-face tutorials with their Unit Coordinators. These tutorials were run at UNE Armidale,</p>	<p>This project demonstrated the effectiveness of providing video conferencing support for Business School units to low SES students via the broadcasting of tutorials out of UNE Armidale and into the study</p>	<p>1. HEPPP funding \$16,437</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Access and Participation Plan 2015-2017</p>	<p>and were broadcast over video conferencing directly to the UNE Study centres in Tamworth, Taree and Parramatta, regions typically associated with low socio-economic groups.</p> <p>This project was run as part of a retention strategy aimed at improving the progression of external low SES students in two targeted first year business units (AFM101 & AFM102) and two targeted second year business units (ECON 202 & MM200).</p> <p>2. Why?</p> <p>To target a student cohort from a largely low SES and non-english speaking background, the project was designed to have tutorials broadcast into the Tamworth, Taree and Parramatta campus centres. Furthermore, the broadcasting into Tamworth and Taree provided students living in rural and regional centres access to somewhat face-to-face interactions with their unit coordinators, which is not normally something that off-campus students are able to take part in. This also allowed for this cohort of off-campus students to interact with their fellow students at a common time and place.</p>	<p>centres at Tamworth, Taree and the Parramatta Campus.</p> <p>The scheduling of these video tutorials proved problematic for most of our participating student cohort, who could not commit to visiting the UNE centres at the scheduled tutorial times. Therefore, these initial trials had fewer than anticipated participants. However, the participants did report that the quality of these tutorials was high.</p> <p>The 40 low SES students this project engaged with did inform the UNE Business School that whilst students welcomed the video tutorials, they required the flexibility to have these sessions running after working hours and in their own homes. Following that feedback, the UNE Business School made the informed decision that the more effective way to deliver online tutorials was straight to the student's home at more convenient times for our generally full-time working cohort of low SES off-campus students.</p>	
<p>Title:</p> <p>2016 Business Challenge</p> <p><input checked="" type="checkbox"/> Outreach activities</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p>	<p>1. What was done?</p> <p>The objective of the project was to deeply engage with Year 10 – 12 students from low socioeconomic schools within the New England (NE), North West (NW) and North Coast (NC) regions of NSW, through a "Business Challenge". During the challenge, teams of students typically identify a new innovative business idea or</p>	<p>This project targeted 22 low socioeconomic schools within the New England, North West and North Coast regions of NSW, and each school received a visit from our Business Challenge team, engaging with over 1,000 High School students.</p>	<p>1. HEPPP funding \$59,063</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Transition programs <input checked="" type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>product, and pitch that idea, including product, marketing and management, to a panel of experts made up of industry representatives and UNE Business School academics. This competition was run at UNE's Armidale campus, with up to 30 schools and teams competing.</p> <p>This project targeted 22 low SES schools across the NE, NW and NC regions of NSW, showcasing "business" as a career option to the students, and more importantly, that the UNE Business School is a place to start that career.</p> <p>Low socio-economic students were provided with the encouragement and inspiration that they can attend University, and that UNE is a place that will facilitate their goal to achieve success after high school. The Business Challenge contributes to the growing number of local area on-campus students that the UNE Business School is attracting each year, and is one of the UNE Business Schools main outreach activities across the local region.</p> <p>2. Why?</p> <p>This project aims to continue to grow the cohort of on-campus business students from within the low SES regions across the NE, NW and NC regions of New South Wales. This project is regarded as a focused initiative to directly influence students' career choices, and to introduce them to UNE as the logical place to study whilst maintaining contact with their regional upbringing.</p> <p>This project targets low SES students with the view to informing their career and study choices in the New England and promotes the relatively low cost study environment UNE can offer compared to capital city</p>	<p>These low socio-economic students were given careers guidance and provided with information that promotes real world opportunities for such students to follow a career in business.</p> <p>The Business Challenge competition was introduced to each of these schools and students were taught how to think and develop new innovative ideas, products and services. Approximately 80 students submitted their business ideas to the UNE Business School, and a panel of 10 UNE Business School academics reduced that number down to 20 finalists.</p> <p>The 20 finalists were provided with coaching and mentoring leading up to the final at UNE in November 2016, where these finalists pitched their business ideas to the judging panel. The final event was attended by over 300 High School students from across the region.</p> <p>The net outcome of this annual event is the continuing growth of local on-campus students, along with increased enrolments from the identified low SES Schools that the Business Challenge specifically targets. The UNE Business School has experienced growth in low SES student enrolments in 2017, including+:</p> <ul style="list-style-type: none"> ○ Enrolments in the Bachelor of Accounting have increased by 16% since T1 2016; ○ Enrolments in the Bachelor of Business have experienced an increase of 6% since T1 2016. 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>institutions. Thus, providing High School students with the incentive to attend University irrespective of their Socio-Economic Status.</p>		
<p>Title:</p> <p>UNE Business School PEER Support & Learning program</p> <p><input type="checkbox"/> Outreach activities</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and monitoring</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Access and</p>	<p>1. What was done?</p> <p>The objective of the UNE Business School PEER Support and Learning project was to ensure students who entered UNE with modest ATAR scores from low SES backgrounds were provided with the necessary support to give them every chance to satisfactorily complete their first-year business studies, thus progressing to complete their degrees in subsequent years.</p> <p>This project enabled the UNE Business School to offer PEER support learning to off-campus low SES students for Trimester 2 and Trimester 3. Noting that off-campus students account for approximately 70% of enrolments in these units, PEER support was offered to off-campus low SES students studying any of three core units (AFM112 (Introduction to Management Accounting), ECON101/102 (Introduction to Microeconomics T3 / Macroeconomics T2) and FIN101 (Introduction to Finance). These units had over 400, 500 and 300 students respectively enrolled.</p> <p>2. Why?</p> <p>This project was developed to target the lower ATAR / low socioeconomic cohort of students in AFM112, ECON101/102 and FIN101, provide PEER support and academic assistance to increase their successful completion rates. Reviews of ATAR performance have shown that a poorer ATAR results is commonly associated</p>	<p>At the UNE Business School, students with lower ATARs undertaking UNE Business School courses are typically from lower socio-economic backgrounds, and it is this cohort of students that struggle to pass the identified core units, thus contributing to attrition.</p> <p>This project directly improved performance of low SES students by offering one-on-one and small group PEER support and learning to off-campus students.</p> <p>Six high achieving final year undergraduate students were employed on casual contracts to provide the targeted PEER support. This team of PEER support students provided additional academic support through Moodle, Skype for Business, Adobe connect, email and phone conversations, with direct help in managing progression through the identified units.</p> <p>The PEER support team was in constant contact with the Unit Coordinators of the identified units, providing valuable feedback from the students, thus assisting in identifying any key teaching issues, ensuring a better outcome for the students.</p> <p>Over 240 low SES students participated in the project, with two notable outcomes:</p> <ul style="list-style-type: none"> the low SES student cohort that participated in 	<p>1. HEPPP funding \$21,143</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
Participation Plan 2015-2017	<p>with low SES and/or non-english speaking backgrounds (Harvey et al 2016). In targeting the lower ATAR/low SES cohort of students, this project aims to increase the success rates of these students.</p> <p>This project used PEER support learning to bridge the gap that exists between the level of support offered by permanent academic staff as part of their contractual workload requirements, and the learning support that is required by an increasing number of low SES off-campus students to pass the targeted units.</p>	<p>the PEER support program experienced a failure rate that was half that of the low SES student cohort that did not participate</p> <ul style="list-style-type: none"> ○ The low SES participant failure rate was 8%, compared to the low SES non-participant failure rate, which was 23%; ● the low SES student cohort that participated in the PEER support program had a lower failure rate when compared to the whole student cohort enrolled in the units, (including students from low, medium and high SES backgrounds) <ul style="list-style-type: none"> ○ The low SES participant cohort failure rate was 8% compared to the whole cohort failure rate of 31%. 	
<p>Title:</p> <p>Literacy in Nursing</p> <p><input type="checkbox"/> Outreach activities</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering</p>	<p>1. What was done?</p> <p>In 2016, a three tier peer mentoring service for low SES students was developed, featuring three levels of health related academic support:</p> <ul style="list-style-type: none"> ● Level 1 – A repository of quick links designed to provide self-help for low SES students who require a speedy resolution to a problem. No formal mentor would be provided only online interactive contact through a forum and web chat page; ● Level 2 – A more comprehensive collection of instructional links, videos, examples and explanatory documents aimed at providing supported assistance to students through self-directed learning. Students on this level would be allocated a mentor to work through and resolve a “one of” academic issues; 	<p>Early in 2016, the School of Health (SoH) staff reviewed the support program on offer to our low cohort of low SES students, and identified changes that would improve the student experience.</p> <p>A trial was run in Trimester 2, 2016 with a select group of identified low SES Bachelor of Nursing students, resulting in 68 students accessing the program through Moodle, and reporting positive results.</p>	<p>1. HEPPP funding \$5,323</p> <p>2. Other funding In kind support from the Nursing discipline for the development of specific content</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<ul style="list-style-type: none"> Level 3 – Students identified by academic staff as “at risk” or requiring ongoing academic support would be matched with a mentor who would work with the mentee, through the online Moodle environment, on a regular basis to address a program of learning goals identified by the mentee. <p>2. Why?</p> <p>As the School of Health (SoH), student numbers have grown significantly in recent years, particularly the number of students from low SES backgrounds.</p> <p>The 2016 data indicates that 134 or 86% of students in the SoH were identified as Low SES and 83 were admitted via alternative pathways.</p> <p>Traditionally these students require additional support to thrive in an academic setting and this program was developed and enhanced to support this group and to minimise attrition.</p>		
Title: Schools and University Connect Program <input checked="" type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition	<p>1. What was done?</p> <p>During 2016, the Schools and University Connect Program has concentrated on engagement efforts with schools with high numbers of low socio-economic status (SES) background students.</p> <p>The program was again divided into multiple projects, including:</p> <ul style="list-style-type: none"> Pre-Service Teacher Mentoring Project: 	<ul style="list-style-type: none"> Pre-Service Teacher Mentoring Project: <ul style="list-style-type: none"> All ETT students completed a 10 week internship at a low SES school, and produced a report on their engagement with the Aboriginal communities; The project directly supported low SES Aboriginal students and their communities, promoting university as an achievable pathway; 	<p>1. HEPPP funding \$183,281</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
programs <input checked="" type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input checked="" type="checkbox"/> Programs for parents <input checked="" type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input checked="" type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<ul style="list-style-type: none"> ○ Developed a mentoring model working with UNE students involved in the Enhanced Teacher Training (ETT) Scholarship program in low SES schools; ○ The ETT students worked with 10 low SES primary school with at least a 20% Aboriginal student enrolment, and worked with a Professional Experience Liaison Officer, who provided specific support in working with Aboriginal communities in school settings. <p>- Social Workers in School (SWiS) Project:</p> <ul style="list-style-type: none"> ○ UNE Social Work students were placed in selected low SES schools for a 14 week experience, including Coonamble High, Nambucca High, Moree Secondary College; ○ Well-being and resilience programs activities were provided to individual school students, and group activities were facilitated to support school based programs such as RUOK Day, Friends for Life, Self Esteem and other wellbeing based intervention activities; ○ Transition Programs were conducted in some schools where it was deemed appropriate. These were conducted to better enable students to settle into their new environment and quickly engage with education, as well as to offer a 'listening ear' for students who were distressed and or homesick; ○ Academic preparation activities included specific workshops with senior school students to better prepare them for study with self-care strategies; ○ Relevant information and strategies were discussed with staff and students to determine the appropriate support systems required. <p>- Uni-Fied Program:</p>	<ul style="list-style-type: none"> ○ The project enhanced student-teacher understanding of strategies to involve low SES Aboriginal communities in school, and strategies to promote pathways to university. <p>- Social Workers in School Project:</p> <ul style="list-style-type: none"> ○ Over 1,400 low SES background school students were involved, with some schools engaged over the 12 month period, and others engaged for shorter periods; ○ Student absenteeism in some of the low SES schools was reduced by 20% after student engagement in this program; ○ Students involved began re-engaging in communicating with school staff; ○ Some low SES background students sought further help with their problems through school counselling staff following their engagement in this program; ○ Institutional scholarships were offered to some low SES Social Work students who faced extremely high living costs directly linked to this practicum, enabling the student to focus on their practicum without the added distress of finances; ○ Research and monitoring has commenced, as schools understand more of the SWiS program. One research paper is currently being reviewed regarding the SWiS program in general; another is being edited around the strong partnership links between community, local services and low SES schools. <p>- Uni-Fied Program:</p> <ul style="list-style-type: none"> ○ Low SES background students involved have developed a more positive attitude towards their school studies and staff; 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<ul style="list-style-type: none"> ○ A three day aspirational focused program was run for low SES background students, involving group building activities, discussing student aspirations and potential barriers to achieving these; ○ Outreach activities were conducted in each school such as: RUOK Day, Mental Health & Wellbeing awareness days. These were conducted with an early intervention framework to allow students to gain support early to help prevent their education being negatively affected; ○ Monitoring student progress through classroom observations, advocating for them in wellbeing meetings to receive support, and assisting with capacity building and resilience strategies to better maintain behavioural issues or distress; ○ Following the 3 days at schools, the students then attended UNE campus, sitting in on lectures and experiencing what it could be like to attend university; ○ Programs for low SES background parents were delivered as part of the UNI-fied program, and includes education staff, parents & carers, as well as students and UNE staff together in one positive activity around aspirations and higher education. <p>- Professional Development for School staff in Communications:</p> <ul style="list-style-type: none"> ○ Professional learning was provided to the targeted low SES schools to assist staff with using effective communication strategies to engage students and parents from low SES backgrounds in education; ○ Schools involved include Grafton High, Armidale High, Inverell High, Bowraville, Macksville Public, Mitchell High, Cumberland High, Ballina, and others. <p>- Campus Visits:</p>	<ul style="list-style-type: none"> ○ Surveys results suggest that UNI-fied helps students 'decide' what they might do as a career, and that the visit to UNE campus helps them 'visualise' themselves completing a higher education degree in their life; ○ Results also suggest that students presenting their ideas about their career aspirations to their community has affected the community's attitude towards school and higher education. <p>- Professional Development for School staff in Communications:</p> <ul style="list-style-type: none"> ○ Feedback from low SES schools involved has rated the training as high quality; ○ In the short term, it is difficult to measure if students are better off as the result of this training, however, the schools involved have sent letters of endorsement for the training, and have taken advantage of follow up strategies. <p>- Campus Visits:</p> <ul style="list-style-type: none"> ○ The Executive group visit resulted in excellent connections, with low SES HSC students in English, Science and PDHPE now accessing university facilities for senior classes, and other subject teachers bringing low SES students on campus for immersion experiences; ○ Research conducted by Sprague and Percy (2014) found positive effects of a university practicum experience program on career decisions up to six years after students participated, therefore although it is not measurable at this point, feedback from these low SES school has shown that the on campus visits have had a positive effect on changing 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<ul style="list-style-type: none"> ○ 2 school groups including 45 students from Coonamble and Gunnedah visited UNE campus over 4 days; ○ The students targeted were from low SES backgrounds, who have the potential to succeed at university, but not the aspiration; ○ 2 half day campus visits were conducted with Dept of Education Executives and 18 staff from Duval and Armidale High schools; ○ The teacher visits were to demonstrate the explicit support available at UNE for low SES and ATSI background students, and to improve engagement with local high schools. - Forums, Conferences and Direct Support of Schools: <ul style="list-style-type: none"> ○ Visits were made to 24 different low SES schools by the School and University Connect coordinator in Western Sydney, North Coast and New England areas of NSW, with professional support being provided directly to principals, deputy principals, careers advisors and other key personnel in relation to improving low SES student retention and access to university; ○ Conferences/Forums were held in key low SES locations in western Sydney, with a focus on “How to engage Low SES parents and get more students succeeding at University”; ○ A similar Conference was held in Coffs Harbour to engage school executives, teachers, community representatives and other school staff from the New England, North West, Mid and Far North Coast areas, to demonstrate successful programs that are improving low SES student access to university. - Careers Support: <ul style="list-style-type: none"> ○ Careers advisers from low SES identified schools 	<p style="text-align: center;">school students’ attitudes to university.</p> <ul style="list-style-type: none"> - Forums, Conferences and Direct Support of Schools: <ul style="list-style-type: none"> ○ Following the direct support within low SES schools within UNE’s footprint, linkages have been established, with schools now utilising UNE resources to support students; ○ Further to the participation throughout this project, over 20 low SES schools have already requested participation in programs to be run in 2017; ○ Schools are also requesting specific professional learning to enhance teacher understanding of strategies to engage and improve the academic performance of low SES students. - Careers Support: <ul style="list-style-type: none"> ○ Careers Teachers involved in the project were upskilled with a Career Industry Council of Australia and DET recognised qualification for career teachers and practitioners; ○ Careers advisers were supported to develop strategies for engaging low SES students with pathways to university; ○ Students interviewed from Duval College identified gaps in their high school careers and suggested strategies that would encourage students to consider tertiary education. <p>Across all of these projects within the Schools and University Connect program, we reached the following numbers of students:</p> <ul style="list-style-type: none"> ● 1,250 students were from low SES backgrounds 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>were upskilled through a 6 week post-graduate unit, “Navigating Successful Career Transitions”;</p> <ul style="list-style-type: none"> ○ This project targeted participants in low SES areas including coastal areas from Lismore to Taree, Tamworth, Bingara and Collarenebri, targeting low SES students from Years 9 and 10, who have the potential to continue to tertiary studies; ○ Interviews were conducted with UNE Duval College students who came from low SES backgrounds, and had participated in the College’s Professional Development Program, to gain an understanding of what was missing, and strategies that could be developed. <p>2. Why?</p> <p>Each of the activities undertaken were focused on assisting low SES school students to have a positive learning experience toward following a tertiary education and subsequent professional career path. As there is increasing awareness that social and economic factors contribute to health and educational outcomes for students in disadvantaged areas of rural NSW, these programs seek to address these issues and inequalities, and put strategies in place to assist low SES students achieve their aspirations</p> <ul style="list-style-type: none"> - Pre-service Teacher Mentoring Project: <ul style="list-style-type: none"> ○ Educates Pre-service teachers about the importance of involving low SES Aboriginal communities in the education process; ○ Provides an understanding of strategies that can be utilised for early engagement of low SES communities, and for changing the perception of tertiary education. - Social Workers in School: 	<ul style="list-style-type: none"> • 1,050 students were also regional and remote • 10 students identified with a disability • 55 students identified as Indigenous 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<ul style="list-style-type: none"> ○ Engages social work students with the issues faced by low SES, indigenous, regional and remote school students; ○ Allows UNE students to engage with teaching staff, student support officers, learning support staff, administration staff and others at low SES schools to discuss and understand classroom behavioural problems, mental health issues experienced in schools, and the importance of developing strategies in advance to ensure better outcomes for these students. - Uni-Fied Program: <ul style="list-style-type: none"> ○ This program aims to address inequalities experienced by low SES, rural and remote, and indigenous students that inhibit students' quality learning, and allow open and honest discussion about student aspirations and potential barriers to pursuing education; ○ The program then allows students to discuss strategies to overcome these obstacles, allowing them and their communities to see more positive outcomes. - Professional Development for school staff in Communications: <ul style="list-style-type: none"> ○ There is a strong and proven relationship between improved parent engagement and student performance, therefore this project sought to improve the communication between low SES schools, parents and the broader community; ○ The overall aim is to encourage parents from low SES backgrounds to value and become involved in their children's education, and to consider tertiary education as attainable and realistic. - Campus Visits: <ul style="list-style-type: none"> ○ The overall aim was to raise awareness of higher 		

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>education options for children and their parents from low SES backgrounds, as research has suggested that this will lead to greater uptake of higher education in future years .</p> <ul style="list-style-type: none"> - Forums, Conferences and Direct Support of Schools: <ul style="list-style-type: none"> o The provision of Direct schools support in low SES schools was engaged in to provide specific advise regarding implementing current successful strategies to encourage students from low SES backgrounds to consider university as a viable option, and to enhance teacher understanding of strategies to engage and improve the academic performance of low SES students; o Conferences/Forums were held in key locations with significant low SES and enrolment links to UNE, to engage school executives, teachers, community representatives and other school staff, ensuring quality professional learning in regard to engaging low SES students, and strategies to enhance community involvement through strategic communications; o The conferences were delivered to demonstrate successful programs that are improving low SES student access to university, and to showcase and understand barriers to education for low SES students. - Careers Support: <ul style="list-style-type: none"> o This project was run to support careers teachers in low SES schools in developing strategies to engage students in pathways to university; o This project targeted participants in low SES areas including coastal areas from Lismore to Taree, Tamworth, Bingara and Collarenebri; o This project targeted low SES students from Years 9 and 10, who have the potential to continue to 		

Title	Description and objectives	Progress achieved	Expenditure (\$)
	tertiary studies.		
<p>Title:</p> <p>Increasing application, enrolment and retention of Aboriginal and Torres Strait Islander medical students in the School of Rural Medicine</p> <p><input checked="" type="checkbox"/> Outreach activities</p> <p><input checked="" type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input checked="" type="checkbox"/> Programs for parents</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and</p>	<p>1. What was done?</p> <p>The objective of the project was to recruit and retain enrolments of low socio-economic status (SES) Aboriginal and Torres Strait Islander (ATSI) students in NSW into the School of Rural Medicine; thereby increasing access for students from these equity groups while also contributing to UNE’s achievements in delivering the Indigenous Education Strategy.</p> <p>The project targeted low SES schools and low SES ATSI school students in Years 9-12. The key strategy for this initiative is to offer selected ATSI school students from Years 9-12 the opportunity to attend the KRUKI Indigenous Summer School with a parent or guardian and experience “a week in the life of a Year 1 medical student at UNE”.</p> <ul style="list-style-type: none"> • A week long program involving lectures, problem based learning small group tutorials, anatomy sessions, library research tasks and simulation activities was held at the Tablelands Clinical School involving an Emergency Department simulation and practical skills in suturing. KRUKI attendees came from the following High schools: <ul style="list-style-type: none"> ○ Armidale High School (1) ○ Coleambally High School (3) ○ Gunnedah High School (1) ○ Tamworth McCarthy Catholic College (1) ○ Peel High School Tamworth (2) ○ Walcha Central School (1) 	<p>123 High Schools across the UNE footprint were targeted via email with a KRUKI Information and Application Flier, sent to promote the School of Rural Medicine, Aboriginal and Torres Strait Islander entry pathways and the KRUKI Summer School Program.</p> <p>The School of Rural Medicine Aboriginal Academic presented to various groups at Parramatta Future Campus, NAIDOC events and at Aboriginal Interagency/Community meetings in areas such as Toomela and Tamworth, to promote the school and the medical programs.</p> <p>444 Aboriginal and Torres Strait Islander secondary school students from low SES backgrounds actively participated in interactive presentation sessions at secondary schools where ‘Indigenous pathways into Medicine’ was presented and questions answered: <ul style="list-style-type: none"> ○ 35 applications were received from this contact with schools; ○ Following a selection process, 20 were chosen and offered places at the week long camp; ○ 18 of the 20 ATSI students that accepted the place attended the one week KRUKI Indigenous Summer School camp, and were accompanied by a parent or guardian; ○ Following the KRUKI Summer camp, an article was posted to the Oorala Facebook site, reaching 3,500 people, with 802 post clicks. </p>	<p>1. HEPPP funding \$191,633</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>monitoring</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Access and Participation Plan 2015-2017</p>	<ul style="list-style-type: none"> ○ Miller Technology High School (2) ○ Randwick Girls High School (1) ○ Nyngan High School (1) ○ Kurri Kurri High School (1) ○ James Fallon High School (1) ○ Canowindra High School (1) ○ Five Islands Secondary College (1) <p>School staff attended the Miroma Bunbilla Aboriginal program at University of Newcastle for current Aboriginal applicants entering the Miroma Bunbilla Aboriginal Entry Pathway looking for selection into the Joint Medical Program in 2017:</p> <ul style="list-style-type: none"> ● Support staff from Oorala and the School of Rural Medicine attended this program to assist with selection and interview processes of the 11 applicants, and to present an overview of studying at UNE. <p>Provided ongoing support for ATSI students currently in the medical program.</p> <p>2. Why?</p> <p>The aim of recruiting low SES ATSI students to the School of Rural Medicine is to increase access for students from these equity groups to the school, while also contributing to UNE's achievements in delivering the Indigenous Education Strategy.</p> <p>The objective of offering the KRUKI Summer school camp to low SES ATSI school students from year 9 to 12 is to demystify the study of medicine, myth bust entry requirements and provide support and motivation to set a</p>	<p>11 different ATSI low SES students attended the Miroma Bunbilla Entry Program (of these, 9 were offered a place in the 2017 Joint Medical Program - 8 at UoN and 1 at UNE).</p> <p>Further to providing support to current ATSI low SES on campus students, 3 successfully completed Year 1 of the JMP at UNE in 2016 (this was a 300% improvement on the baseline pre HEPPP year 2015).</p> <p>Discussions have been initiated with Hunter New England Health Local Health District Population Health Aboriginal Team for future lecture and research relationships with the school.</p>	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>pathway goal in the later school years towards medicine at UNE.</p> <p>A long term objective of the project is to train Indigenous doctors as a means of improving the health of low SES Indigenous communities.</p>		
<p>Title:</p> <p>Vice-Chancellor's High Achievement Prize</p> <p><input type="checkbox"/> Outreach activities</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input checked="" type="checkbox"/> Institutional scholarships</p> <p><input type="checkbox"/> Research and</p>	<p>1. What was done?</p> <p>High Schools within the UNE regional and remote catchment area are invited to nominate a high achieving low SES student to receive the Vice-Chancellor's High Achievement Prize, in recognition of their academic excellence.</p> <p>Once students are nominated, they receive a congratulatory letter from the Vice-Chancellor and a certificate.</p> <p>For a nominated high achieving low SES student to be eligible to receive the monetary prize, they must apply to attend UNE and must be still be enrolled after the university's Trimester 1 Census date</p> <p>Once a nominee meets the criteria, a one-off \$2,000 scholarship prize is awarded.</p> <p>2. Why?</p> <p>The scholarship monetary prize aims to recognise the academic excellence of students in low SES areas of regional and remote NSW</p>	<p>Invitations were sent out targeting 83 high schools within the New England and North West areas of NSW, requesting the nomination of high achieving low SES students for the VC High Achievement Prize:</p> <ul style="list-style-type: none"> • Of the 83 High Schools invited to take part, 66 schools (79.5%) nominated a Prize winner; • Of the 66 students who were nominated and received a congratulatory letter and presentation certificate in recognition of their academic efforts, 38 students (57.6%) were enrolled at UNE after the T1 Census date, and were awarded with the \$2000 scholarship monetary prize. 	<p>1. HEPPP funding \$76,000</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	The prize is awarded to encourage high achieving low SES students leaving high school in the Northern Tablelands or the North West of NSW to continue their education by applying and attending university at UNE. The scholarship prize is intended to assist these low SES students meet some of the burden of the cost associated with higher education.		
Title: Targeted Indigenous Tutorial Assistance program <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input checked="" type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and	<p>1. What was done?</p> <p>The Targeted Tutorial Assistance program was delivered to 91 low SES Aboriginal and Torres Strait Islander (ATSI) students who applied for TTA Assistance:</p> <ul style="list-style-type: none"> ○ 37 students were Off-Campus and 54 students were On-Campus; ○ Of the 91 targeted students, 52 were commencing students and 22 were from the TRACKS program; ○ 59 Tutors including 18 Indigenous staff were involved. <p>Approximately 3,500 hours of tutoring was delivered to the targeted students via this program, which is an approximate increase of 13.5% from the tutorial hours provided during 2015.</p> <p>2. Why?</p> <p>Over the last few years, Oorala has seen positive effects on low SES ATSI students and their academic achievements through targeted tutorial assistance, and would like to continue to give these low SES ATSI students the opportunity to successfully progress through and complete their education at UNE.</p>	<p>Results from the program show that low SES ATSI students who utilised the Targeted Tutorial Assistance program and completed their units of study had an 87% success rate, which is approximately 8% higher than results achieved in 2015:</p> <ul style="list-style-type: none"> ○ 41% of students receiving tuition via this program were Off-Campus students, and they achieved a 78% success rate; ○ 59% of students receiving tuition in this program identified as Commencing students, and they achieved a 62% success rate; ○ 23% of the cohort fell into both categories, and achieved a 71% success rate. 	<p>1. HEPPP funding \$64,343</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017			
Title: Ooralta Moodle Project <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan	<p>1. What was done?</p> <p>Low-SES Indigenous student completion rates at UNE are over 10% lower than non-Indigenous students, and the project was run to provide some strategies to close that gap.</p> <p>Our first step was to survey low-SES Indigenous students at UNE to gauge the kind of services they might require from Ooralta, and how these could be met through a dedicated Moodle site.</p> <p>Following that, a Moodle site was constructed with one chat room each for Law, Business, Education, and Health low-SES Indigenous students. Ooralta specifically provided a senior undergraduate student from each School as a “tutor” to closely follow discussions to:</p> <ul style="list-style-type: none"> ○ offer group and personalised support; ○ provide prompt replies to queries; ○ provide alerts about critical dates; ○ provide study hints and resources; ○ offer specific support and useful information to these students at key points in the academic year. <p>2. Why?</p> <p>While commencing Indigenous students increased by 27% from 2014 to 2015, graduations have not increased by the same proportion. Completion rates for indigenous students</p>	<p>The survey conducted of low-SES Indigenous student cohort resulted in an excellent response rate. Of the 101 responses:</p> <ul style="list-style-type: none"> ○ 39% wanted ‘better access to tutors’; ○ 32% wanted ‘more awareness that tutors are available to you’; ○ 32% wanted ‘better access to academic writing skills early on’; ○ 31 students chose ‘other’ and provided individual responses relating mostly to time management, academic skills and social-connection. <p>The top needs of students surveyed, in order were:</p> <ul style="list-style-type: none"> ○ Feelings of cultural isolation; ○ Schools awareness of cultural issues; ○ Family issues; ○ Cultural competency of the school, lecturers or tutors; ○ Unfamiliar language or unit content; ○ Time management or organisational issues; ○ Unfamiliar technology. <p>As a result of the survey we included the following features in the Moodle site:</p> <ul style="list-style-type: none"> ○ Tutor help link – A fixed tile with an email link to request Ooralta Tutorial Support; 	<p>1. HEPPP funding \$19,896</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
2015-2017	<p>are over 10% lower than non-indigenous students. This project is aimed at providing targeted intensive support to our low-SES Indigenous students, at the school level.</p> <p>The aim of the project is to collaborate with the Schools of Health, Business, Education and Law to scope, build and support Moodle sites specifically designed for the needs of low-SES Indigenous students in each of these Schools.</p> <p>The project would seek to establish an Indigenous “community of practice” (Wenger, 1998) in each UNE School, starting with these four Schools initially.</p>	<ul style="list-style-type: none"> ○ My Mob – an area where a student can upload text or a video to say who they are, where their mob is from, their personal history and anything else they’d like to add; ○ Library – Links to standard library resources of relevance to specific Schools and resources customised for Indigenous students; ○ Academic Support Services – material from the Academic Skills Unit; ○ Student chat area – one for each of the schools involved. <p>After reviewing site usage in T3 (Oct-Dec), there were 1,918 student views, which is quite healthy usage during a trimester that has significantly lower student numbers.</p>	
<p>Title:</p> <p>Aboriginal Youth Development Camp</p> <p><input checked="" type="checkbox"/> Outreach activities</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input checked="" type="checkbox"/> Academic preparation</p> <p><input checked="" type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input type="checkbox"/> Monitoring student progress</p>	<p>1. What was done?</p> <p>Boys Youth Camp</p> <p>The Aboriginal Youth Development Camp (AYDC) was developed in collaboration with the local Narwan sporting organisation, SportsUNE and the Regional Australia Bank, and ran over 2 days and 1 night from 18–19 August 2016, specifically catering to local low-SES Aboriginal and Torres Strait Islander male students in years 9–12, their parents and local community members. The main intention was to promote higher education to this cohort.</p> <p>The camp combined academic teaching, career orientated learning, life skills development opportunities, and health and fitness opportunities to expose sports science education and training, including:</p> <ul style="list-style-type: none"> • Attendance at workshops providing a taste of learning at university in a variety of disciplines; • Leadership and goal-setting workshops; and 	<p>15 low-SES ATSI students attended the AYDC Boys camp, from the following schools/organisations:</p> <ul style="list-style-type: none"> ○ TAS (4); ○ Duval High School (6); ○ O’Connor Catholic College (1); ○ Uralla Central School (2); ○ BackTrack (2). <p>20 low-SES ATSI students attended the AYDC Girls camp, from the following schools:</p> <ul style="list-style-type: none"> ○ Duval High School (3) ○ Armidale High School (2) ○ O’Connor Catholic College (4) ○ Uralla Central School (2) ○ Walcha Central School (4) ○ Guyra Central School (1) ○ NEGS (4) 	<p>1. HEPPP funding \$54,124</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<ul style="list-style-type: none"> • Training sessions utilising UNE's sporting facilities and sports science students and staff. <p>Local Anaiwan mentors worked alongside former professional rugby league players to provide strong male role models for the camp participants. These mentors promoted the idea that whilst sport is an important aspect of student health and wellbeing; education beyond being a sports person is of equal importance.</p> <p>Girls Youth Camp</p> <p>The KIMIKA URALA Girls' Youth Development Camp ran on 17–18 November 2016 and followed on from the very successful Aboriginal Youth Development Camp for boys in August.</p> <p>This camp was organised to specifically catering to local low-SES Aboriginal and Torres Strait Islander female students in years 8–10, their parents and local community members. The main intention of the girls' camp was to promote higher education to this cohort.</p> <p>The main objectives of the camp were to offer a range of sessions over two days including:</p> <ul style="list-style-type: none"> • exposure to university life, both academic and college; • short lectures from academic staff from several Schools and a short familiarity visit to a chemistry lab; • life skills sessions such as taking pride in Aboriginality, financial skills, goal-setting etc; • gym and field training sessions combined with talks by sports science students and staff life. <p>Local Female Anaiwan (local Aboriginal nation in the</p>	<p>Students were surveyed before and after camp to gain a broad idea of what they thought of the programs delivered in the camp and whether there were any changes in their career or educational aspirations.</p> <p>The post-camp surveys showed that students had significantly increased their knowledge in the support services available from Oorala at UNE, and that there had been a greater awareness in their knowledge of university in general.</p> <p>The post-camp surveys also showed that there was a significant shift in the student's motivation levels, and that attendance at the camp had broadened the students horizons in terms of understanding the types of careers they could pursue:</p> <ul style="list-style-type: none"> ○ Pre-camp surveys noted the choices of career options as sport, football and army; ○ Post-camp surveys noted the choices of career options as Youth worker, Indigenous studies, Nutrition, IT, Financial Industry options, as well as sport, football and army. <p>Participants now have a relationship with UNE broadly and Oorala specifically, including links to individual staff. Feedback has also shown that communication between Oorala and the schools involved has also strengthened:</p> <ul style="list-style-type: none"> ○ These relationships form an integral part of creating and maintaining the pathway into tertiary study at UNE, which will continue with the UNE Experience Days and UNE visits to schools; 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<p>Armidale area) mentors worked alongside experience professional training consultants to provide strong female role models for the camp participants. These mentors/role models shared their stories and wisdom via Panel Discussion sessions. They also promoted the four camp values of Communication, Leadership, Mindfulness and Respect across the 2 days.</p> <p>2. Why?</p> <p>Local low-SES Aboriginal and Torres Strait Islander students often attend Open Days and Summer/Winter camps at other universities, so this project sought to draw attention to what the University of New England can offer young low-SES ATSI people who choose to remain in their local community.</p> <p>The camps combined academic teaching and learning activities with leadership, goal setting and health and fitness opportunities to showcase what UNE has to offer, and build aspiration towards tertiary study as a genuine option within the low-SES Armidale ATSI community.</p> <p>The main idea was to promote higher education to local low-SES ATSI students and showcase teaching and learning activities at UNE, drawing attention to what UNE can offer the young ATSI community.</p>	<ul style="list-style-type: none"> ○ Feedback received about the two camps has been extremely favourable from participants and their families, sponsors, and there have been inquiries from several low-SES towns in western and northern NSW in regards to attending similar camps in 2017; ○ All of these relationships are an integral part of creating and maintaining the pathway into tertiary study at UNE, and as community awareness of what study entails develops, families are better placed to support students throughout. 	
<p>Title: On Campus Experience Days</p> <p><input checked="" type="checkbox"/> Outreach activities</p>	<p>1. What was done?</p> <p>Throughout October and November 2016, Oorala held four on-campus experience days for local low-SES Aboriginal and Torres Strait Islander high school students in years 10–</p>	<p>The program successfully showcased a number of UNE disciplines and engaged low-SES Indigenous high school students in workshops, demonstrations and lectures.</p>	<p>1. HEPPP funding \$17,116</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>11 from regional high schools in the Armidale and New England area.</p> <p>Each of the Experience Days included targeted workshops providing participants with information on a nominated range of degree pathways, with contributions from Indigenous students and staff. The activities conducted throughout the four days included:</p> <ul style="list-style-type: none"> • UNE SMART Farm: Chemistry Lecture and Experiment; • Archaeology: Stone tool making workshop and visit to experimental archaeological site; • Humanities: Lecture and Film on Aboriginal oral and family history; • Law: Visit to the Moot Court, Law Library and two lectures; • Business: Lecture on university pathways and study options with the UNE Business School; • Early Childhood Education: Workshop on Understanding play and learning; and some hands-on possibilities for play-based learning; • Visit to the Medical Simulation Lab and practical workshops: Glitter Bug, hand hygiene, Lung capacity balloon test, Smokerlyzer test, Snake and other bandaging. <p>2. Why?</p> <p>The concept was to complement school careers' advice initiatives and focus on students' aspirations. The On Campus Experience program sought to:</p>	<p>Support from UNE professional and academic staff was strong, with 12 academic and 4 professional staff giving their time to support the program. Staff from local high schools provided supervision of students and actively participated in the various sessions.</p> <p>Apart from extending students' expectations of their ability to complete a university course, the program also created stronger links between the Oorala Centre, UNE staff and participating high schools.</p> <p>A total of 56 student participants and 15 supervising adults attended the four experience days. The number of participants exceeded the projected number of attendees of 40. Success of the pilot study was assessed based on surveys distributed at the end of each day, with the following outcomes:</p> <ul style="list-style-type: none"> ○ Level of satisfaction in the program was generally high, with students reporting sessions which required participation and included a challenge as highly satisfying ○ Teachers, Aboriginal Education Officers and accompanying adults provided very positive feedback on the days 	

Title	Description and objectives	Progress achieved	Expenditure (\$)
	<ul style="list-style-type: none"> Promote higher education at UNE to local low-SES Aboriginal and Torres Strait Islander students in years 10 to 11; Showcase teaching and learning activities at UNE; Explain career pathways to students in areas of interest to them; and Extend students' expectations of their ability to complete a university course. 		
<p>Title: Case Management of At-Risk students</p> <p><input type="checkbox"/> Outreach activities</p> <p><input type="checkbox"/> Inclusive entry processes</p> <p><input type="checkbox"/> Transition programs</p> <p><input type="checkbox"/> Academic preparation</p> <p><input type="checkbox"/> Mentoring, peer support, tutoring</p> <p><input type="checkbox"/> Programs for parents</p> <p><input checked="" type="checkbox"/> Monitoring student progress</p> <p><input type="checkbox"/> Administering student scholarships</p> <p><input type="checkbox"/> Institutional scholarships</p>	<p>1. What was done?</p> <p>During Trimester 2 2016, Ooralala became involved in a study which identified low-SES Indigenous students who were at risk of dropping out from their UNE degrees.</p> <p>The following activities were undertaken:</p> <ul style="list-style-type: none"> Ooralala staff documented the case management of the low-Socio-economic status Indigenous students who were identified At-Risk through the Automated Wellness Engine (AWE) system run by UNE's Student & Administrative Services (SAS); We used these findings to shape what Ooralala's Student Support team does in the future with low-SES Indigenous students who are identified as "At Risk"; The categories of issues raised were documented for future use; A detailed case management process was developed in direct relation to the types of issues raised; A manual with a script outlining what assistance is available for each of the categories was developed; A survey to follow up students that were identified At Risk and case managed was developed to monitor effectiveness; 	<p>A total of 111 Indigenous students were identified as "at risk" by the Automated Wellness Engine (AWE) during this period.</p> <p>A decision was made to survey a sample of the low-SES Indigenous students that were assisted with case management, the results of which were very positive, and were incorporated into the manual where appropriate.</p> <p>Some of the results from the surveys include:</p> <ul style="list-style-type: none"> Students felt they could be open and not hold back during discussions with Ooralala staff Students reported that they had been given strategies to retain information Students reported they were feeling better and more focused <p>The case management manual was developed, and a conference paper was written based on the findings of this project, which has been accepted at the World</p>	<p>1. HEPPP funding \$19,647</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<ul style="list-style-type: none"> A paper was developed to report on the findings. <p>2. Why?</p> <p>Over the last 5-6 years, there has been a consistent gap between the average success rate of students at UNE and that of Indigenous students, which is currently about 10% lower, and this project was run to assist in closing that gap for low-SES Indigenous students.</p> <p>The aim of the project was to focus on low-SES Indigenous students who were designated by the Automated Wellness Engine system as being at risk of failing or dropping out of university. Using a case management model, the idea was to offer these students intensive one-to-one support, following up and checking on their progress.</p>	<p>Indigenous People's Conference on Education (WIPCE) in Toronto in July 2017.</p>	
<p>Title: Indigenous Equity Grants</p> <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for	<p>1. What was done?</p> <p>The Indigenous Equity Grants are designed to allow low-SES Indigenous students in financial hardship to continue their studies at UNE.</p> <p>Applicants needed to complete a form to confirm that they are from a low-SES Aboriginal or Torres Strait Islander background and in financial hardship. There would be 24 grants available, which included a one-off cash payment of up to \$500.</p> <p>Each recipient was contacted in the month following the grant being approved, to inquire if their financial situation had improved, and whether there was any other support that the Ooralá team could assist them with.</p>	<p>The Equity grants process followed a model that has been successful at other universities, and was conducted as follows:</p> <ul style="list-style-type: none"> Ooralá formed a selection panel to assess applications. The panel consisted of three UNE Indigenous staff from Ooralá and Human Resources at UNE; The Equity Grants were advertised by an email to all low-SES Indigenous students and via Ooralá's Facebook page.; In the three weeks that applications were open, 21 applications were received; 	<p>1. HEPPP funding \$15,714</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input checked="" type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>2. Why?</p> <p>Financial problems are one of the major issues which impede low-SES Indigenous students from entering university initially, and then from succeeding in their studies once they enrol.</p> <p>These small grants are one way UNE can assist low-SES Indigenous students who can provide proof that a difficult financial situation was impeding them completing their course. Follow up conversations can further reveal other assistance these students may require from Oorala.</p>	<ul style="list-style-type: none"> ○ Of these applications, 10 were successful, with nine were approved in the first round of application assessments and a further grant being approved after a student clarified their T3 study load; ○ Arrangements were made to distribute these funds to the successful students before the end of December 2016. 	
Title: Koori Knockout <input checked="" type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering	<p>1. What was done?</p> <p>The Koori Knockout represents the foremost opportunity for UNE to promote its educational programs to a large number of low-SES Aboriginal and Torres Strait Islander people from across New South Wales. This is the single largest event for ATSI people held in Australia, with 132 rugby league teams from around Australia involved. Attendance at the 2015 Knockout drew a record crowd of 38,000 people, and it is expected that the 2016 knockout will draw a larger crowd.</p> <p>UNE/Oorala sponsored two Armidale based Aboriginal rugby league teams in the 2016 Koori Knockout held in Sydney. A stall was sought but the University of Technology in Sydney had an exclusive deal with the host team, Redfern All Blacks, which precluded this from happening. 500 bucket hats with the logos of UNE and Oorala were</p>	<p>The UNE/Oorala badging on the players' kit was quite prominent, and even more prominent than that were the caps that were handed out with the UNE-Oorala logos. By the end of the weekend, many people at the event were wearing these hats as it was quite a warm and sunny weekend.</p> <p>The main point of this activity was to spread the word about Oorala as a supporter of low-SES Indigenous students to this large gathering. This message was quite successfully spread, as people were able to engage participants in conversation about UNE and Oorala as they gave the hats away. Those handing out the hats reported that the focus of conversation was the pathways programs offered by Oorala.</p>	<p>1. HEPPP funding \$13,438</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>produced and handed out to the ATSI crowd, informing people of who we were.</p> <p>2. Why?</p> <p>Promotion of UNE/Oorala at the 2016 Knockout would:</p> <ul style="list-style-type: none"> • Build interest in tertiary education at UNE for low-SES Aboriginal and Torres Strait Islander people attending the Koori Knockout; • Increase the number of enquiries, especially from people from low-SES backgrounds, about university courses; • Showcase Oorala and UNE programs to a large number of low-SES Aboriginal and Torres Strait Islander people. 	<p>There were thousands of people at the event, and therefore it is very difficult to quantify how many were spoken to and how many noticed and registered the UNE and Oorala logos, but we are certain that 500 individuals were given hats, and that their immediate circles would have been informed, and perhaps their extended families.</p>	
<p>Title:</p> <p>Western Sydney Aspiration and Pathways to Development project</p> <p><input checked="" type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring</p>	<p>1. What was done?</p> <p>The project's objective was to engage with future students in western Sydney from low socio-economic Aboriginal and Torres Strait Islander backgrounds, through a variety of channels to explore educational opportunities and provide solutions to barriers to studying at university. These future students included recent high school leavers drawn from the low-SES ATSI communities in the target regions, and those contacted via TAFE colleges, government department and agencies,</p> <p>Our aims were to raise awareness of the pathways available to this particular cohort of students, to nurture aspirations and conduct an assessment of individual barriers to education, providing solutions and advice appropriate to the barrier.</p>	<p>288 Face to Face discussions were delivered to members of the targeted groups, with a clearer profile of the low-SES ATSI community being discovered. It was evident that many in the community had relocated from regional areas, and a good connection was made with the relocated northern NSW ATSI people, through a common thread of regional heritage. This relationship further enabled discussions regarding barriers to participating in higher education.</p> <p>These discussions resulted in increased awareness of UNE and the tailored student support services that Oorala can provide to ATSI students. The knowledge of different learning options available that reduce a range of barriers preventing participation in university</p>	<p>1. HEPPP funding \$86,455</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>A targeted program of outreach was delivered providing information about educational pathways and opportunities, and providing onsite tours to UNE Parramatta and UNE Armidale campuses. The idea behind the onsite tours was to reduce anxiety about university education, give exposure to the support services available to students, and to assist with individual solutions to barriers to tertiary education participation. The six core Local Government areas in Western Sydney were targeted including the cities of Parramatta, Blacktown, Penrith, Fairfield, Liverpool, Cumberland, and specific postcodes targeting low-SES areas.</p> <p>Engagement activities and events were provided for TAFE Western Sydney institute students, High schools in the Western Sydney catchment area, Industry representatives,</p> <p>2. Why?</p> <p>This project was designed to provide aspirational and educational support and information to the low-SES ATSI community in western Sydney, to address their low level of participation and progression in tertiary education.</p> <p>To encourage these participants to explore the possibilities of tertiary education, informative and innovative programs such as workshops and orientation events need to be provided to key Not For Profit community organisations and local elders.</p>	<p>education was well received.</p> <p>Knowledge has been gained regarding the needs of this community, and a UNE Education Expo held at Parramatta would assist with the dissemination of information to this group. This could provide a 'one stop shop' approach to reduce the complexity of information, provide key services information such as scholarship availability, financial support services, student support services and so on.</p> <p>The engagement with the local councils in Western Sydney has allowed UNE to understand the concern the councils have with community capacity building, and to know that the councils are willing to assist and partner in development programs for community groups. The invitation to be involved in the Koori Inter Agency meetings made up of key government departments and agencies was invaluable in being able to inform the members of the flexible education model delivered by UNE, and how this provides a level of customisation to suit these students in their work, life, study balance. The inter-agency meetings also provided the opportunity to identify and understand the local issues and barriers faced by the low-SES ATSI communities in Western Sydney, allowing UNE to consider and develop strategies to support future students.</p>	
Title: UNE Country	1. What was done?		1. HEPPP funding \$285,000

Title	Description and objectives	Progress achieved	Expenditure (\$)
<p>Scholarships</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input checked="" type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017 	<p>UNE Country Scholarships offers financial support to low socio-economic status undergraduate students. These scholarships are awarded to low SES rural and remote school students and low SES Aboriginal and Torres Strait Islander school students who have a record of academic achievement, and have been involved in leadership positions at their high school and in their community. To apply for the scholarship, the school leavers must achieve a minimum ATAR of 86.30 (or equivalent) and be commencing full time on campus study.</p> <p>The scholarships are awarded to new students who meet the criteria, and are awarded to the continuing student throughout their time at UNE.</p> <p>2. Why?</p> <p>The scholarships are designed to encourage admission of school leavers from low socio economic, regional and remote and Aboriginal and Torres Strait Islander backgrounds, to university. The financial assistance allows these high achieving low SES school leaving students to have a reduced financial burden whilst at UNE. The scholarships are awarded at the commencement of studies and during their continued study program at UNE.</p>	<p>Scholarships worth \$3,000 each were awarded in both Trimester 1 and Trimester 2 2016.</p> <p>In Trimester 1 2016, a total of 50 scholarships were awarded to undergraduate low socio-economic high achieving students.</p> <p>In Trimester 2 2016, a total of 44 undergraduate low socio-economic high achieving students were awarded UNE Country Scholarships.</p>	<p>2. Other funding</p>
<p>Title:</p> <p>Enabling Assistance Pathways</p>	<p>3. What was done?</p> <p>Funds were used to support the University's efforts to build pathways for low SES and regional and remote community students, to enable them to enrol and succeed</p>	<p>The Enabling Assistance Pathways program provided support to over 206 low-SES first year students, 132 low-SES students who were also regional and remote,</p>	<p>1. HEPPP funding \$979,392</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input checked="" type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation <input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input checked="" type="checkbox"/> Access and Participation Plan 2015-2017	<p>in undergraduate degree programs at UNE.</p> <p>4. Why?</p> <p>As more than 70% of low-SES enabling students later enrol in Bachelor's degrees, the investment in overenrolling is a longer term strategy for increasing the University of New England's low-SES undergraduate numbers.</p>	<p>34 low-SES students who also identified as having a disability, 12 who were low-SES and Indigenous, and 3 low-SES students who were also from a non-english speaking background.</p> <p>Funds were allocated to teaching areas to offset the shortfall in funding of low socio-economic status enabling and pathway students (except TRACKS students), following University decision to exceed the caps for these programs.</p>	
<p>Title: First Year Advisors</p> <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs	<p>1. What was done?</p> <p>First Year Advisors are located in each the schools on campus, and have discipline knowledge to assist low socio-economic students with their studies, and help them become familiar with university life.</p> <p>Low-SES first year students are able to make appointments with First Year Advisors to meet independently, either in</p>	<p>First year advisors have provided support to over 1,288 low-SES first year students through this program. 823 of these were also regional and remote students, 64 were also Indigenous, and 26 were also from a non-english speaking background.</p>	<p>1. HEPPP funding \$72,698</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input checked="" type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>person or on-line. First Year Advisors are able to assist this cohort of students with all aspects of tertiary academic learning, for example, research and writing skills, specific assignment tasks and time management. First Year Advisors can also act as an additional point of contact for other UNE information.</p> <p>2. Why?</p> <p>On campus first year students from low socio-economic backgrounds are able to utilise a service through the Academic Skills office, and make an appointment with a First Year Advisor, who can assist with specific academic tasks, or support the student with general knowledge. The Academic Skills Office and the First Year Advisors also provide a range of workshops and courses. These services are provided to assist with the university's retention and motivation of low-SES first year students,.</p>	<p>The expenditure in this project represents 20% of the cost of First Year Advisor Salaries that can be attributed to low-SES students who are undergraduate and commencing in 2016.</p>	
<p>Title:</p> <p>Regional and Remote Access Centres</p> <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input checked="" type="checkbox"/> Academic preparation <input checked="" type="checkbox"/> Mentoring, peer	<p>1. What was done?</p> <p>At the beginning of every trimester the Student Support Team present a face-to-face 'Getting Started' Orientation session at each Centre for new low-SES students. Additionally, the Tamworth Access Centre runs academic writing workshops and examination preparation workshops for low-SES students at the start of each trimester. Staff are also available to assist this cohort of students with any queries or concerns, and are able to refer them on to other support services.</p> <p>The UNE Study Centres team has been recognised by the</p>	<p>The UNE Regional Study Centres offer flexible learning options to those low-SES students who wish to study or extend their qualifications, and stay within their community, work or home environment.</p> <p>Throughout 2016, the following numbers of low-SES students were able to access the facilities across the Regional Study centres:</p> <ul style="list-style-type: none"> • 581 students identified as low SES and regional and remote 	<p>1. HEPPP funding \$428,380</p> <p>2. Other funding</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<p>Carrick Institute for sustained teamwork that brings geographically remote and disadvantaged students into our UNE learning community through personalised attention in Regional Access Study Centres.</p> <p>2. Why?</p> <p>The Centres provide information to low-SES students about study programs, course details, degree information, and student support services.</p> <p>Low-SES students can also use the facilities available at each of the Access Centres, which include computers, internet, tutorial rooms and quiet study areas, video conferencing and printers, at no cost to them. Providing access to these facilities allows our low-SES students to be equipped with all the technology that is required to be successful at university, without having the burden of the associated costs.</p>	<ul style="list-style-type: none"> • 61 students identified as low SES with a disability • 26 students identified as low SES and indigenous • 3 students identified as low SES and non-english speaking background <p>Providing these facilities, staffing them and having them available to students at their own leisure ensures that the low-SES background students who utilise them, are given the best support to succeed at university.</p>	
Title: Student Success Project <input type="checkbox"/> Outreach activities <input type="checkbox"/> Inclusive entry processes <input type="checkbox"/> Transition programs <input type="checkbox"/> Academic preparation	<p>1. What was done?</p> <p>This project was designed to explore how UNE may be better able to improve low-SES students' chances of success, and improve their rates of retention and completion by better matching the overall student experience to the needs and expectations of our largely non-tradition cohort by looking specifically at:</p> <ul style="list-style-type: none"> • Engagement: interaction with, enjoyment of, and motivation for teaching and learning (not just satisfaction); 	<p>This project has completed all goals on time in spite of a change of project ownership from the Pro Vice Chancellor Academic to the Academic Quality and Analytics Unit.</p> <p>Step 1: What are we currently doing to support low SES student success?</p> <ul style="list-style-type: none"> • Finalisation of mapping of current approach to supporting low SES student success • Analysis of data related to the impact of various 	<p>1. HEPPP funding \$50,564</p> <p>2. Other funding \$20,000</p>

Title	Description and objectives	Progress achieved	Expenditure (\$)
<input type="checkbox"/> Mentoring, peer support, tutoring <input type="checkbox"/> Programs for parents <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Administering student scholarships <input type="checkbox"/> Institutional scholarships <input checked="" type="checkbox"/> Research and monitoring <input type="checkbox"/> Other <input type="checkbox"/> Access and Participation Plan 2015-2017	<ul style="list-style-type: none"> • Success: refers simply to passing units and it is critical to enable progression, because it builds credit and is necessary to advance in the course structure; • Progress: tracking within year from one teaching period to the next and from year to year – tracking both continued activity and success; • Completion: goal orientated completion of units or a course of study. <p>2. Why?</p> <p>This project was conducted to understand the underlying factors which may be unique to UNE’s low SES student cohort, delivery mode, systems, and policy and procedure, which all impact on student success and retention.</p>	<p>projects and programmes identified <i>Status: Complete</i></p> <p>Step 2: What have low SES students already told us?</p> <ul style="list-style-type: none"> • Low SES student cohort analysis • Unit monitoring analysis • Analysis of qualitative feedback through student surveys, unit monitoring, unit exit surveys. <p><i>Status: Complete</i></p> <p>Step 3: What else can we learn from our low SES students?</p> <ul style="list-style-type: none"> • User survey • Interviews • Journey/experience mapping <p><i>Status: Complete</i></p> <p>Step 4: What else can we learn from our low SES students?</p> <ul style="list-style-type: none"> • Reporting writing and submission 	
		a) Total Participation component allocation for 2016	4,550,914
		b) Total Participation funds spent on Participation activities in 2016	3,040,837
		c) Total Participation funding unspent in 2016 (a-b)	1,510,077
		d) Total other funding in 2016	60,000.00

DATA SUMMARY

Please provide final figures for each type of activity in the table below. Record the number of students who benefited, rather than number of contacts.

ACTIVITY TYPE	Number of Activities	Primary School Students engaged	Secondary School Students engaged	University Students engaged	School Staff engaged	University Staff engaged	Primary Schools engaged	Secondary Schools engaged	Other: Parents, Community Mentors, TAFE students	Other: Key Stakeholders, Industry reps	TOTALS
Partnership activities (outreach)	216	2,847	5,517	108	531	210	62	200	338	165	10,194
Inclusive entry processes	63		1,390	11	1,399	80		56	19,762		22,761
Transition programs											0
Academic preparation	156		1,415	168	135	30		56			1,960
Mentoring, peer support, tutoring	87		236	687	20	29		10	22		1,091
Programs for parents	24	5	19	5	6	2	1	1	12		75
Monitoring student progress	1			87		1					89
Administering student scholarships											0
Institutional scholarships	2		38	113							153
Research and monitoring	3					5				160	168
TOTALS	552	2,852	8,615	1,179	2,091	357	63	323	20,134	325	36,491

NUMBER OF LOW SES STUDENTS REACHED	TOTAL NUMBERS	Additional Comments: (explanation of numbers)
Low SES	7,240	
Low SES and Regional/Remote	27,641	
Low SES and Disability	219	
Low SES and Indigenous	1,822	
Low SES and Non-English Speaking Background	29	
Low SES and Women in Non-Traditional Areas	2,430	

DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf
- Activities undertaken benefited students from low socio-economic backgrounds and were eligible under the *Other Grants Guidelines (Education) 2012*, and
- to the best of my knowledge, the information that I have provided in this **Progress Report for the Higher Education Participation and Partnerships Program Participation Component 2016** is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the *Criminal Code Act 1995 (Cth)*.
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

Title	Professor
Name	Annabelle Duncan
Position	Chief Executive Officer (Vice-Chancellor)
Signature	