



**UNSW**  
SYDNEY

# 2024 Impact Statement

## Student Outreach and Access

Student Equity

Division of Societal Impact, Equity & Engagement

UNSW Sydney







# Contents

Who we work with	2
Our commitment to equity in higher education	5
2024 in review	6
Our strategy	8
Theory of Change	12
Our program	14
Student outcomes	18
Our reach	24
Our impact	26
Gateway Admission Pathway	32
Equity cohort performance	38
Progress against KPIs	44
Acknowledgements	51

## Acknowledgement of Country

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



# Who we work with

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

## Education providers

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

Universities

NSW Department of Education

## Students

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

## Educational organisations

Australian Graduate School of Management (AGSM)

Cluey Learning

InspirationED

National Institute of Dramatic Art (NIDA)

## Non-government organisations

Country Education Foundation

Harding Miller Education Foundation

Public Education Foundation

The Smith Family

Confit Pathways

Kind Enterprises







# Our commitment to equity in higher education

UNSW is committed to shaping and progressing a just society by embedding equity, diversity and inclusion across all aspects of University life. A central focus of this commitment is ensuring that students from underrepresented backgrounds have equitable access to higher education and the support they need to succeed at University and beyond.

Student Equity plays a pivotal role in realising this commitment. Our mission is to increase access and improve educational outcomes for students who have been historically underrepresented in higher education.

In 2020, UNSW established the Gateway Admission Pathway and Program (GAPP) – an innovative educational outreach initiative and linked admissions pathway to UNSW that has significantly increased enrolments from socio-educationally disadvantaged schools and low-SES backgrounds. It combines sustained outreach, tailored support and admissions innovation to embed equitable access and student success across UNSW.

In 2022, UNSW introduced the Gateway Equity Target (GET) – a strategic commitment to ensure that by 2027, 25% of commencing domestic undergraduate students come from a low-SES background and/or underrepresented school (Gateway partner school).

National policy developments have further reinforced the importance of this work. In 2024, [the federal Department of Education's Australian Universities Accord](#) released its new vision for the future of Australia's higher education system, putting student equity and socioeconomic mobility as a national objective.

The Accord builds on the 2008 Bradley Review, which identified three equity cohorts that remain underrepresented in higher education:

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

Additionally, the Accord recognises a fourth equity cohort – people with disabilities – and recommends the introduction of long-term targets to achieve population parity by 2050. This means that students from equity groups would be represented in higher education in the same proportions they exist in the broader Australian community.

Widening participation is a key priority in UNSW's strategy, Progress for All. As part of this commitment, the access and success of underrepresented groups is a key strategic priority. As a result, Student Equity will prepare a new Widening Participation Strategy in 2025, guiding efforts to expand access and support for underrepresented students across the student lifecycle for the next decade.



# 2024 in review

In 2024, we successfully delivered on our strategy of enhancing educational outcomes and access for students from underrepresented backgrounds and met our institutional GET target. We collaborated with partners, faculties, divisions and key stakeholders to achieve progress in a range of new and ongoing initiatives.



**Mary Teague**

Director,  
Student Equity  
Division of  
Societal Impact,  
Equity &  
Engagement  
UNSW SYDNEY

## Gateway Admission Pathway and Program broadened its reach

The Gateway Admission Pathway and Program (GAPP) is UNSW's flagship initiative for improving diversity among the undergraduate student body. In 2024, we continued to expand its reach and deepen its impact.

Applications to UNSW through the Gateway Admission Pathway grew by 15% with the proportion of students from underrepresented backgrounds rising from 19% in T1 2024 to over 23% in T1 2025.

This progress reflects the strength of our pre-tertiary outreach pipeline. Key achievements in 2024 include:

- In-school outreach engaged nearly 7,000 students across 105 schools, driving strong participation in our online and on-campus programs for Years 10–12.
- On-campus days for the Year 11 and 12 Gateway Programs attracted nearly 1500 students from across NSW, a 30% increase on last year, with some students travelling from as far as Bega Valley, Wagga Wagga and Tamworth.
- We delivered our second Regional Residential Program for Year 12, with 68 students from regional NSW attending the on-campus days and gaining insights into life in Sydney as a UNSW student.
- For the first time, early offers (guaranteed entry upon HSC completion) were issued in both Rounds 1 and 2 of the Gateway Admission Pathway.
- Demand for UNSW among students from low-SES backgrounds continued to grow, with UNSW emerging as their preferred university (see Figure 4, page 27).

## The Year 11 Leaders Program

The inaugural Year 11 Leaders Program ran on campus, welcoming 475 students from 50 Gateway partner schools. Designed for students identified as emerging leaders, the program explored how to harness their personal strengths and develop practical leadership strategies they can apply in their schools and communities. A highlight of the program was a workshop led by Jo O'Reilly, a communications expert with extensive experience at UNSW, AGSM and international organisations.

## Inclusive Teaching Guide launched

In collaboration with the University of Sydney and the University of Newcastle, and with support from a \$350,000 grant from the NSW Department of Education's Collaboration and Innovation Fund, we launched the *Inclusive Teaching Guide* – a free, open-access resource designed to support first-year educators in adopting inclusive teaching practices.

Building on the success of *Uni Ready*, a student-facing toolkit launched in 2023 to support students from underrepresented backgrounds transition to University, the Inclusive Teaching Guide equips educators with practical strategies to better support students from equity backgrounds as they transition to University study.

## NSW Equity Consortium wins Secretary's Award for Outstanding School Initiative

The NSW Equity Consortium, a sector-first partnership between UNSW, UTS and four Sydney schools, won the Secretary's Award for an Outstanding School Initiative at the 2024 Public Education Awards.

The prestigious award recognises evidence-based programs that enhance public education with long-term benefits to public education and demonstrates the power of collaboration in enriching student outcomes.

The NSW Equity Consortium concluded its funded program in 2023. In 2024, UNSW continued its commitment to equity in education by delivering the Imagined Futures program for Year 9 students.

## Centring Lived Experience Project amplifies student voices

We launched the Centring Lived Experience project to showcase and celebrate the diverse stories of our student community. Through group workshops and individual consultations with an expert facilitator, students developed powerful narratives reflecting their lived experiences.

These stories were published in an anthology, giving voice to perspectives that are often unseen or unheard. The anthology will be featured in UNSW's Diversity and Inclusion training, offering staff a deeper, more contextual understanding of the challenges and barriers faced by students from diverse backgrounds.

## Three national conferences

Student Equity presented its work on Centring Lived Experience and the Start@Uni projects at three national conferences: Equity Practitioners in Higher Education Association (EPHEA), Students, Transitions, Achievement, Retention and Success (STARS) and National Association of Enabling Educators of Australia (NAEEA).

## Contributed to UNSW's new Progress for All Strategy

Student Equity played a key role in shaping UNSW's new *Progress for All Strategy*. The strategy places inclusion and social justice at its core, embedding these principles across five impact pathways and four focus areas to guide the University's work towards greater equity and access.

## Response to The Australian Universities Accord

Student Equity also developed a detailed responses to the Australian Universities Accord, released by the federal Department of Education. In addition to contributing to the University's response, Student Equity supported the sector by distilling and sharing key insights from the Accord to inform practice and policy.

Note: The data in this report reflects a point-in-time extract and is benchmarked against data captured at the equivalent time in years prior, noting that figures may be subject to change as records are updated.

# Our strategy

## Acknowledge educational disparity in the Australian schooling system

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

## Enhance educational outcomes and reduce barriers to entry

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

## Co-design educational enrichment programs

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

## Role model success through students as partners

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

## Form collaborative partnerships

We collaborate with schools, other universities, government, NGOs and industry partners to ensure innovative, sustainable, evidence informed programs.

## Grow careers-based knowledge and industry networks

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

## Build a philanthropic base

We form purposeful philanthropic partnerships to generate equity and accommodation scholarships.

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

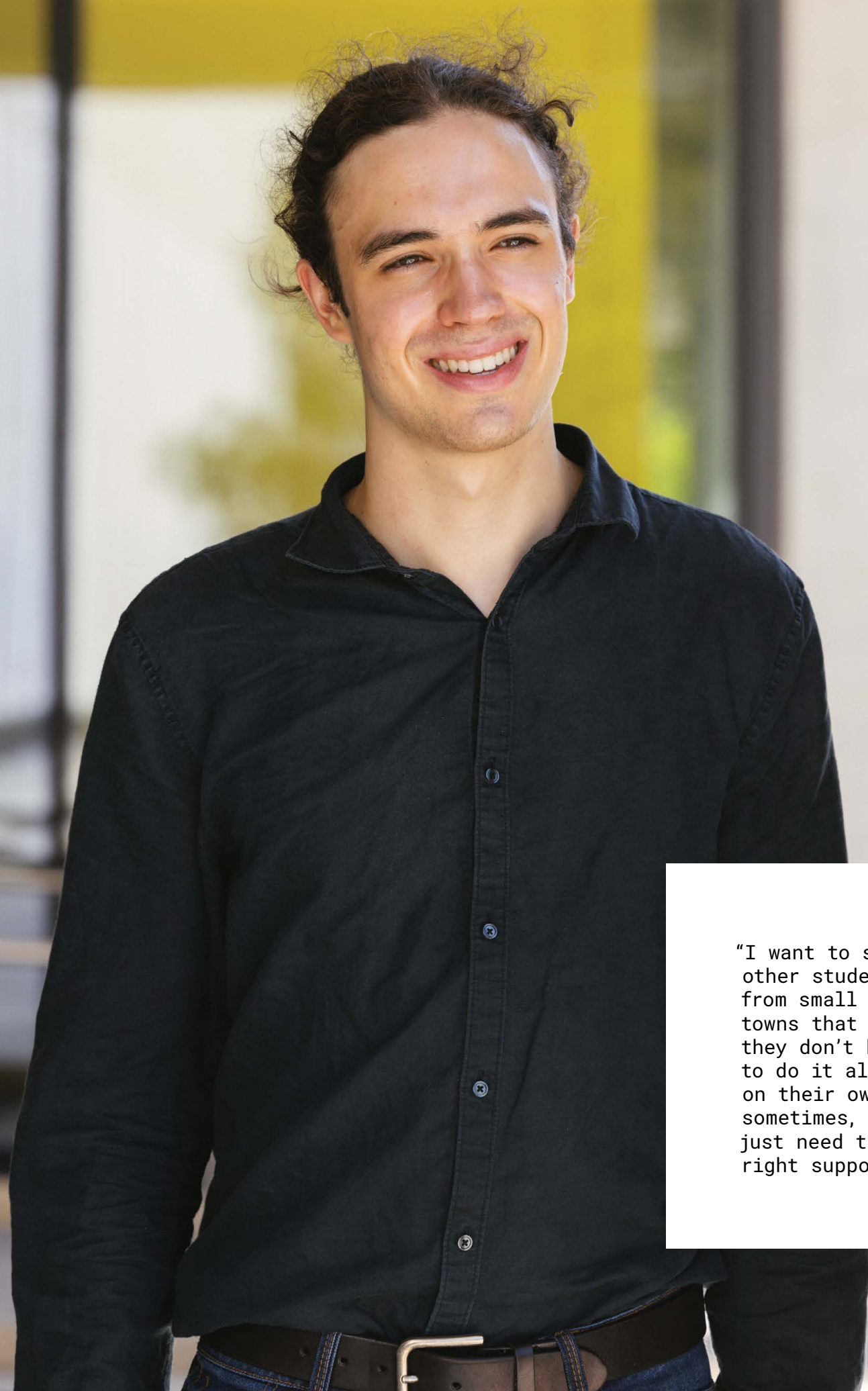
We play a leading role in advocating for structural change and the removal of access barriers to UNSW. We advise and contribute to the development of resources that support students' early transition and first-year experiences, create training modules to inform staff on best-practice approaches for engaging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

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

We undertake strategic advocacy by contributing to relevant UNSW and G08 submissions, advise on government funding for aligned programs of work, provide institutional responses on national policies and reforms that impact students from equity backgrounds, and act as a central point of contact on student equity for the University.







"I want to show other students from small towns that they don't have to do it all on their own—sometimes, they just need the right support."

# Marcus Pepperall

Bachelor of Media/Law

Growing up in Ulladulla on the South Coast, the idea of going to university always felt important to me but the pathway to get there wasn't always clear.

The South Coast is a great place to grow up and a fantastic place to settle down, but for teenagers thinking about life after school, the road ahead can sometimes feel unclear. Regional towns like mine don't always offer a clear picture of how to get to university. It was my own curiosity that led me to start researching options, and through conversations with my careers adviser at school, I learned we were a Gateway partner school and discovered the Gateway Admission Pathway to UNSW.

Applying through Gateway made everything feel more achievable. The early offer gave me a real sense of direction, and the process was surprisingly smooth. Visiting UNSW for Open Day helped cement my decision and meeting lecturers, exploring the facilities and picturing myself there made it feel real. Then, when I received my offer to study Media and Arts, it felt like everything I had worked towards had come together.

Moving to Sydney was a big adjustment. I was the only one from my friend group to go straight to University, so I arrived not knowing anyone. Living on campus in my first year made the transition much easier, helping me find a community and settle into city life. Financially, the support I received through equity scholarships made a huge difference. I was awarded a one-off payment of \$5,000 in my first year, along with an ongoing equity scholarship of \$10,000 per year. Without this support, I would have needed to take on a second job just to afford rent and essentials which would have limited the time I could spend studying and getting involved in campus life.

Soon after starting at UNSW, I realised that Media/Law was a better fit for me, and transferred degrees. I've always been fascinated by how law shapes the media landscape, and this combined degree has given me the perfect foundation to explore that intersection.

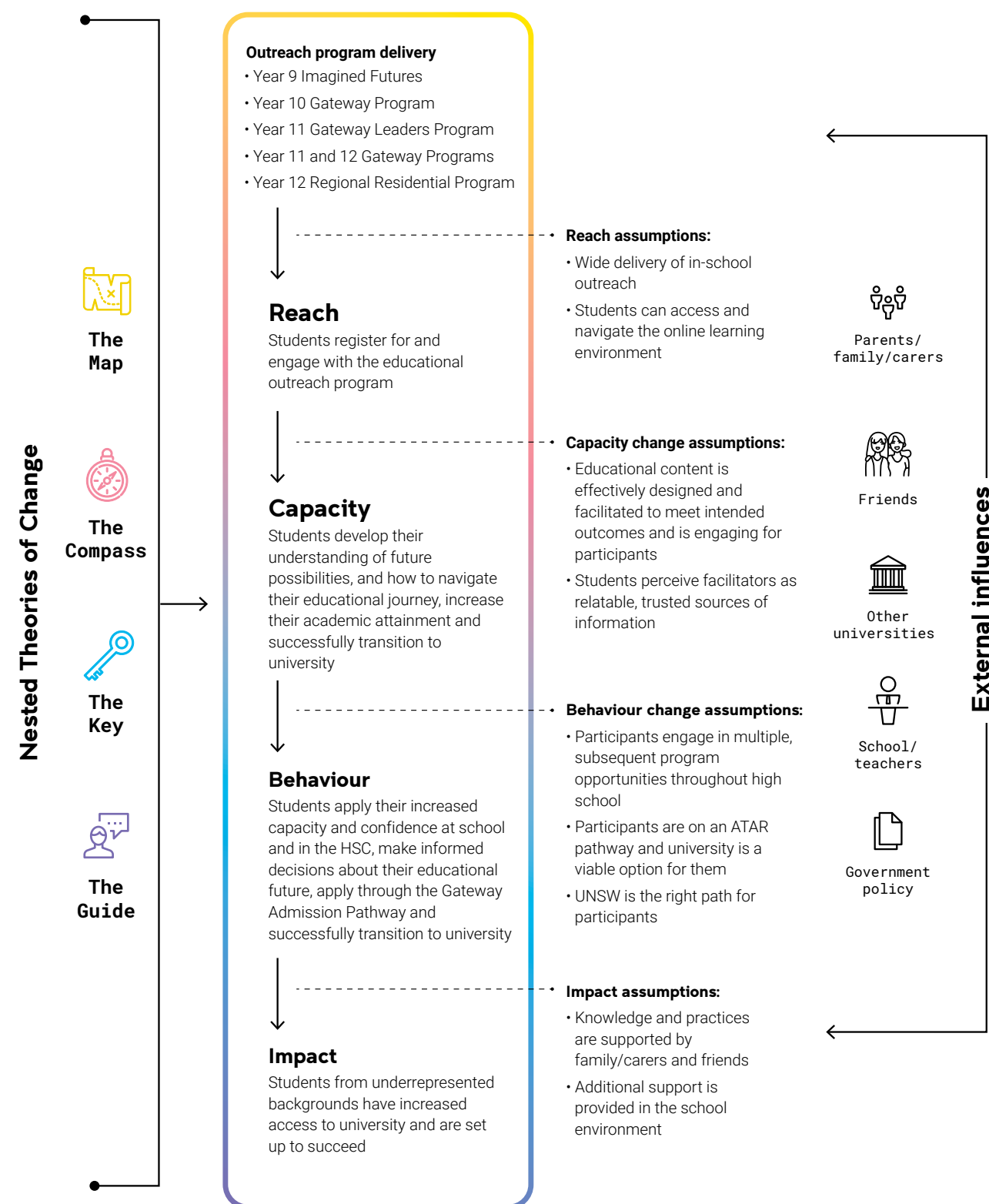
One of the most rewarding parts of my University journey has been working as a University Ambassador. Over the past two years, I've had the chance to support students, especially those from regional areas like mine, to better understand the University application process and see what's possible for their future. It's genuinely been the best job I've had.

Being able to share my story and help students picture themselves at University, even if they're unsure where to start, has given me a real sense of purpose. When I speak to students from towns like mine, I can see how much it matters to hear from someone who has walked a similar path. Gateway helped me take that first step, and now I want others to know they can too.

I'm excited about building a career at the intersection of media and law, contributing to ethical and responsible media practices. But even more importantly, I want students from small towns to know they don't have to figure everything out on their own. Gateway helped me find my way and now, I'm proud to help others find theirs too.



# Theory of Change



## A clear conceptual framework for impact

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



### The Map

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



### The Compass

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



### The Key

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



### The Guide

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

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



# Our program

## YEAR 9

### Imagined Futures

A research-informed equity and literacy outreach program that is curriculum linked and designed in partnership with teachers. It innovatively explores ways to foster students' development of reflexive practice and metacognitive strategies to navigate perceptions of themselves as learners for their future study.

## Year 10

### Gateway Program

An on-campus experience for Year 10 students to explore how their values align with UNSW degrees and careers. Students write persuasive personal pitches, and practise dramatic techniques for communicating with influence in a bespoke workshop facilitated by the National Institute of Dramatic Art. They also have an opportunity to practise their enhanced communication skills and personal pitches live in a networking event with UNSW Alumni. In 2024, we piloted the expansion of the Year 10 Gateway Program with the delivery of a 60-minute in-school workshop for Gateway schools unable to attend the on-campus day. It aimed to improve students' awareness of their personal values and, in turn, make connections to future career pathways.

## Year 11

### Gateway Program

A two-day on-campus experience for students to explore a range of UNSW degrees through cross-faculty experiences, academic skills workshops and opportunities to be immersed in the vibrant UNSW community. The on-campus experience is supplemented by an online Gateway Admission Pathway information session and access to a suite of academically enriching online resources.



## Year 11

### Gateway Leaders Program

An on-campus experience for Year 11 students who demonstrate leadership capacity. Through networking opportunities and specialised workshops led by University Ambassadors and a renowned communication expert, students identify their leadership strengths and harness these to develop goals and strategies to make an impact in their schools and communities.

## Year 12

### Gateway Program

A one-week online program for Year 12 students to prepare for the HSC with subject-specific masterclasses, practice tests and academic skill-enhancing workshops. Students can access exclusive follow-up academic support and tutoring in the lead-up to exams, as well as support in submitting a Gateway Admission Pathway application to secure their place at UNSW. Students also visit our Kensington campus for interactive faculty experiences and have their questions about University answered by our Ambassadors.



## Access to University

### Gateway Admission Pathway

An alternative entry pathway to UNSW for Year 12 students which considers more than just the ATAR. Successful students receive either early entry to UNSW or a significantly lowered ATAR entry requirement for their chosen degree.

## Support at University

### Scholarships and Awards, Start@UNSW Program, Peer and Academic Support

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

**Year 9:** "The Imagined Futures lessons have helped me to reflect on my thinking as well as what I would like to do in the future."

**Year 10:** "The Year 10 Program boosted my confidence and knowledge on what to do in the world of business. This made me feel more comfortable about going to university and what to do after it."

**Year 11:** "The Year 11 Leaders Program made me step out of my comfort zone and do things I wouldn't have done before, like talking to a large group of strangers impromptu without feeling awkward and uncomfortable."

**Year 12:** "I am now clear on what specific degree to choose. Talking with other students from UNSW allowed me to see how my uni life will be if I ever get the chance to attend UNSW. Overall, this program is vital for every Year 12 student."

**Pathway:** "The program presented UNSW as a realistic option for me by valuing me for more than my ATAR."

**Support:** "Networking with staff, UAs and students [during the Year 12 Gateway Program] allowed me to gain information about scholarships and opportunities that I can apply for at UNSW."



# Anoushka Venkatesh

Bachelor of Commerce / Information Systems

For me, University has been about exploration – finding new opportunities, learning what fits and being open to change. UNSW's Gateway Admission Pathway and Program has supported me through my everchanging journey.

I grew up in Blacktown and went to Blacktown Girls High School, where I developed a strong interest in STEM. Thanks to a supportive careers advisor, who also mentored our school's robotics team, I was introduced to Gateway early on. Gateway gave me access to information on diverse career options and a pathway that made UNSW feel within reach.

As part of the Year 12 Gateway Program, I took part in the HSC Masterclass for Advanced English. I wanted a better understanding of what HSC markers expect in essays, and the session offered new insights I hadn't heard from teachers or peers at school. The tips around strengthening my thesis statements helped me improve in time for my trial exams and contributed to a strong ATAR.

The application process for the Gateway Admission Pathway encouraged me to reflect on what I really enjoyed. It was through this process that I realised Computer Science would be a good fit for me, and it gave me the confidence to pursue it.

Once I started University, the support didn't stop. Through Start@UNSW, I received regular check-in calls each term and one of those calls changed everything.

In Term 3 of my first year, I was struggling academically and felt quite alone. A mentor rang and asked how I was finding uni. I informed them about how I wanted something more tangible, something that showed how technology could be used to help people. The empathy they showed and their reassurance that it was okay to make a change made a big difference. They suggested I explore Information Systems or Software Engineering so I followed up with lecturers and did some of my own research. That's when I discovered that Commerce and Information Systems offered the right balance between technology, business and people. I used my ATAR to apply for an internal transfer through UAC and Gateway's academic support helped me achieve the marks I needed to make the change.

Changing degrees wasn't a setback, it was a turning point that helped me find the path that felt right for me. It's a message I now share with high school students I speak to. Many don't realise that your first degree choice isn't set in stone, and when I share my journey, there's often a "lightbulb moment". They feel relief knowing it's okay to adapt and explore.

Outside the classroom, Gateway opened even more doors. Through leadership programs, mentoring and working as a University Ambassador, I built the confidence to share my story, connect with different communities and help other students see a future for themselves at University.

Now in my fourth year at University, I'm looking forward to using my knowledge of Information Systems to help businesses innovate and tackle real-world challenges. My journey wasn't about knowing exactly where I wanted to end up – it was about being open to learning, adapting, and finding the right path along the way. Gateway gave me the support and opportunities to explore, grow and build the future I'm working towards.

**"Gateway gave me the support and opportunities to explore, grow and build the future I'm working towards."**



# Student outcomes



## The Map: Possibilities and thinking about the future

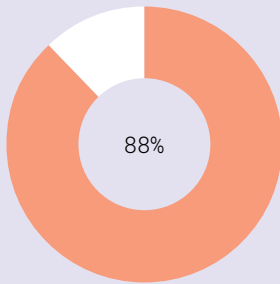
“...I learnt about how the future could have unfathomable amounts of paths and decisions.”  
Year 9 Imagined Futures student

“I found this program very helpful and insightful into various careers and fields that are offered at UNSW [...] I found it also incredibly useful and learnt a lot about not only career choices but also myself.”  
Year 12 Gateway Program student

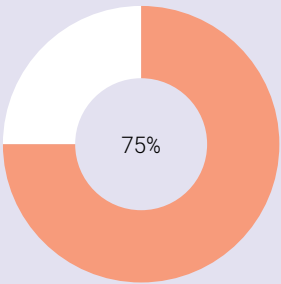
“The Gateway Unlocked workshop clarified all the doubts I had, allowing me to prepare the best for my application.”  
Year 12 Gateway Program student

“A large part of this program has been that it has enabled UNSW to no longer be seen by our students as a large faceless institution. They are (as am I) growing and developing links with the University that make it a more comfortable option for the next stage of their educational journey.”  
Year 11 Teacher

“Students were able to picture themselves as University students but also to hear about degrees they had never heard of before.”  
Year 10 Teacher



88% agreed that the programs improved their understanding of what degrees are available at University



75% agreed that the programs made them feel more confident to submit a successful Gateway Admission Pathway application



## The Compass: Learner identities and metacognitive capacities

“It was really fun and the activities helped me to learn skills like teamwork, courage and confidence to help me be more aware of my future and my career.”  
Year 9 Imagined Futures student

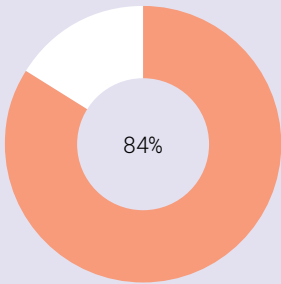
“I got to see the real-life experiences of past UNSW students and how accomplished they are.”  
Year 10 Gateway Program student

“The Gateway Program has completely changed the way I see my future. I used to think university was out of reach, but now I feel like I belong there, like it’s not just a dream but something I can actually achieve.”  
Year 11 Gateway Program student

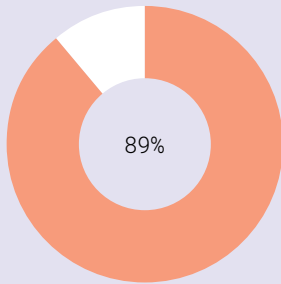
“The different activities helped me realise that I was more interested in the chemistry aspect of science rather than biology. Because of this, I have been able to open doors to more careers.”  
Year 11 Gateway Program student

“This program gave me the confidence to see myself in spaces I never thought I’d fit into. I’m leaving with a clear vision of what I want and, more importantly, the belief that I can get there.”  
Year 11 Gateway Program student

“The Gateway Program had portrayed UNSW as a realistic option for me by valuing me for more than my ATAR through admission methods like the Gateway Admission Pathway’s personal statement, providing anxious high schoolers such as myself more confidence in beginning to transition to Uni.”  
Year 12 Gateway Program student



84% agreed that the programs gave them a better understanding of what degrees might suit them



89% agreed that the programs made them feel like UNSW could be for them





The Key:  
Literacy

"...it was highly effective teaching us to interpret different texts and communicating your ideas and perspective through personal voice..."

Year 9 Imagined Futures student

"I found it very helpful as it challenged me quite often to use my skills towards identifying techniques and perspectives from an author."

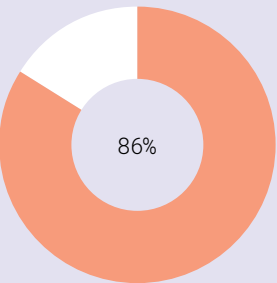
Year 9 Imagined Futures student

"The Year 11 Gateway Program was a fantastic experience that has not only brightened the path for my career but has motivated me to stay consistent and diligent with my studies in preparation for the HSC."

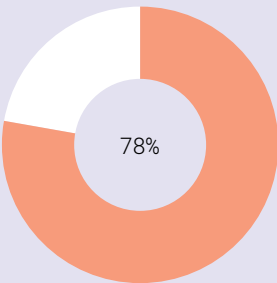
Year 11 Gateway Program student

"It provided a lot of useful information on guiding me through the Gateway Program. It helped me craft my personal statement as well as access knowledgeable information about acing my HSC."

Year 12 Gateway Program student



86% agreed that the programs improved their motivation to succeed in the HSC



78% agreed that the programs gave them strategies they can use to achieve in the HSC



The Guide:  
University  
Ambassadors

"...the [ambassadors] are really great people. I surely learnt a lot from them. I appreciate their effort."

Year 10 Gateway Program student

"Hearing from students who were once in my position made all the difference. They showed me that success isn't about where you start, but how you grow, and I feel more motivated than ever to take that next step."

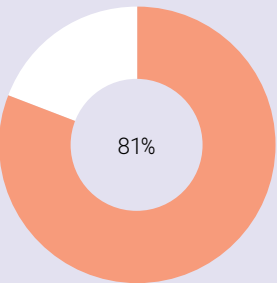
Year 11 Gateway Program student

"By getting UNSW students to take the time to care for rural and regional students and mentor them in their studies, navigating university and exploring degrees I was shown that UNSW would be an ideal fit for me."

Year 12 Gateway Program student

"I found the mentors and workshops very useful in boosting my confidence in public speaking. The ambassadors workshops were very useful in discovering [...] what makes an authentic leader."

Year 11 Leaders Program student



81% agreed that it was useful to hear from current University students





“Becoming a University Ambassador has been one of the most rewarding parts of my time at UNSW so far.”

# Karl Nickel

Bachelor of Engineering (Honours)

I grew up in Liverpool, Western Sydney, as the youngest of seven in a proud Samoan family.

When I was younger, I watched my mum walk across the stage to receive her master’s degree, a moment that left a lasting impression and planted the idea that university might one day be possible for me too. Years later, it was my sister who introduced me to the Gateway Program, turning that early inspiration into something real and achievable.

I attended Good Samaritan Catholic College and many of my classmates looked toward trades and other non-university pathways after school, but I was drawn in a different direction. In Year 12, I began exploring what a future in engineering could look like. At first, I was interested in computer engineering, but then I found myself more excited by software engineering. It was my older sister who shared her experience of Gateway with me and that provided the clarity and confidence I needed to apply.

As part of the Year 12 Gateway Program I attended the on-campus day which made the process of applying to UNSW feel less daunting. I received support writing my personal statement for my Gateway Admission Pathway application and was able to experience what life would feel like as a University student. Until then, uni seemed like an abstract idea—something other people did—but standing on campus for the first time, I could finally see myself there.

Now in my second year of a Bachelor of Engineering (Honours), I feel like I’ve found my rhythm. The course content is tough but that pushes you to grow and I’ve learned to embrace the challenge.

Becoming a University Ambassador has been one of the most rewarding parts of my time at UNSW so far. I get to meet students who are in the same position I was not long ago—uncertain, curious, a little unsure—and I love being able to share my story with them. I want them to know they’re not alone, that there are programs and people who will support them every step of the way, just like Gateway and my sister did for me.

I’m excited about a future in engineering, whether it’s software, computer systems or something I haven’t yet discovered. What I do know is that I’ll take that next step with confidence, knowing I belong in this space. Gateway has been more than academic support and a pathway to UNSW. It has helped me feel like I truly belong and I’m amongst a community that supports me.



# Our reach

## Record student engagement in 2024

We engaged 9720 students in our programs.

### School outreach:

We delivered workshops to 7169 students in 106 schools across Sydney and regional NSW, sustaining the growth achieved in 2023.

### Online and on-campus programs:

4324 students from 254 schools across NSW engaged in our Year 9–12 educational outreach programs, a 53% increase from the previous year.

Students engaged in in-school workshops

Students engaged in online and on-campus programs

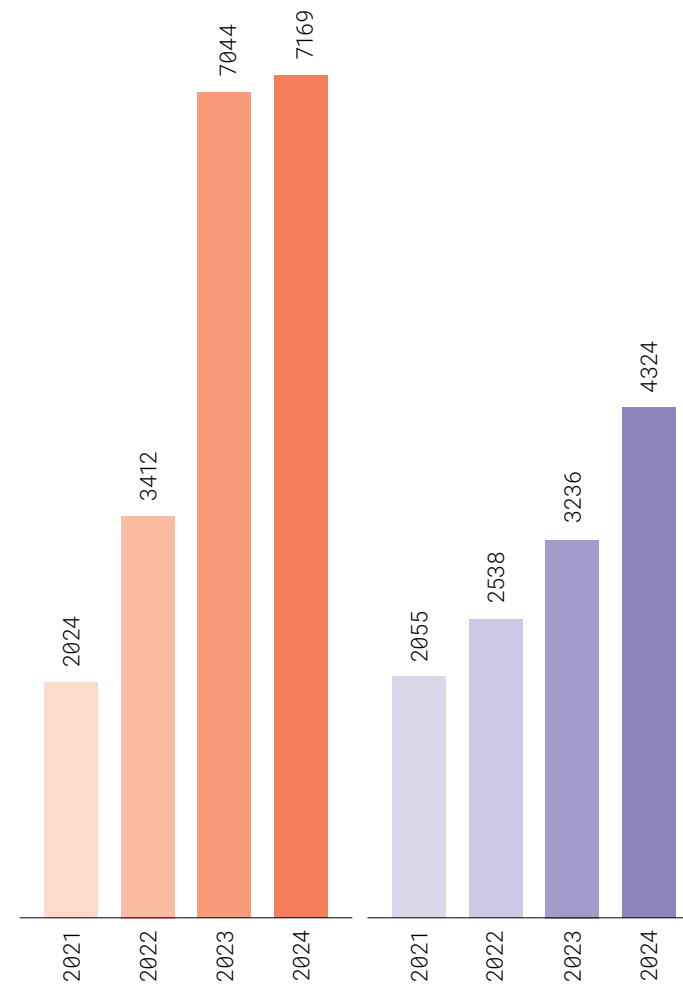


Figure 1. Year-on-year growth in number of students engaged in a) in-school workshops and b) online and on-campus programs.

We work with a range of students from diverse backgrounds.

In 2024, we engaged:

44

Indigenous students

820

Students from regional or remote areas

3037

Students from low-SES backgrounds

9306

Students from educationally disadvantaged schools

## Extensive program reach across NSW

Our educational outreach programs reach students from across Sydney and regional NSW.

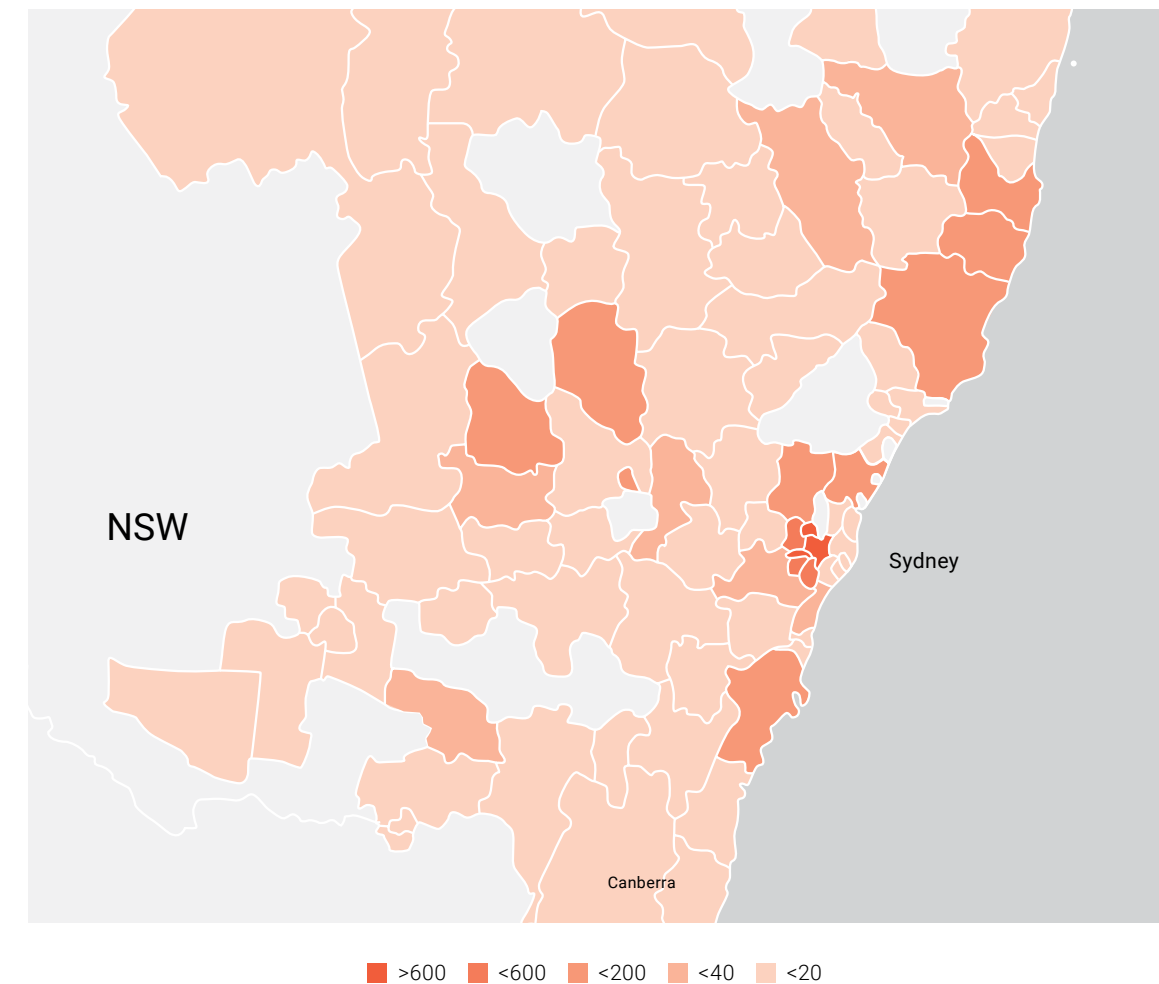


Figure 2. Student engagements in Years 9-12 educational outreach programs across NSW.



# Our impact

## Record progress towards the Gateway Equity Target

UNSW is making strong progress towards its Gateway Equity Target of 25% of commencing undergraduate students from a low-SES background and/or Gateway School by 2027.

In Term 1 2025, UNSW exceeded its annual target of 22.7%, reaching 23.3%. Over 98% of enrolments from low-SES/Gateway partner schools entered through the Gateway Admission Pathway.

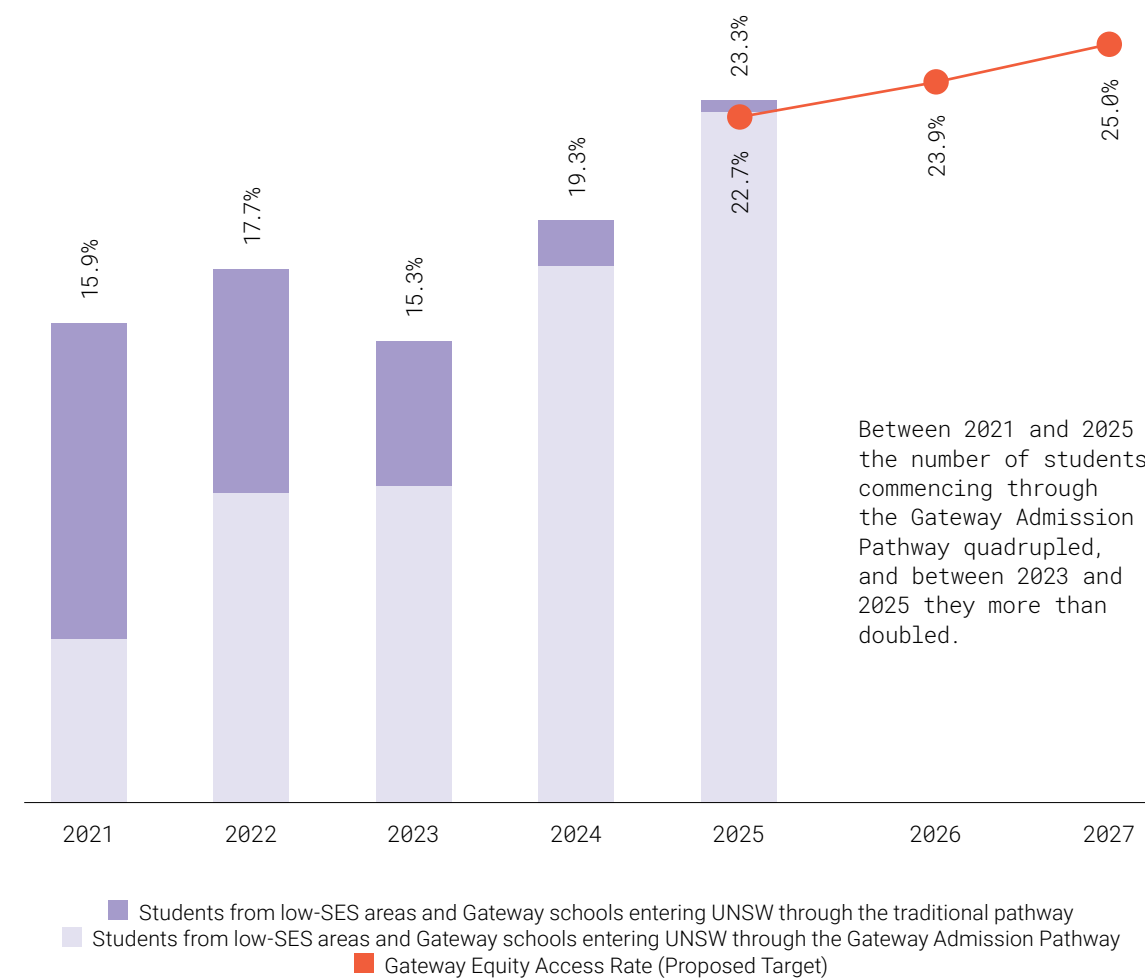


Figure 3. Gateway Equity Target progress and Gateway Admission Pathway enrolment contributions (using ABS SEIFA 2021 for Gateway Equity Access Rate calculation).

## Preferred university among students from low-SES backgrounds

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

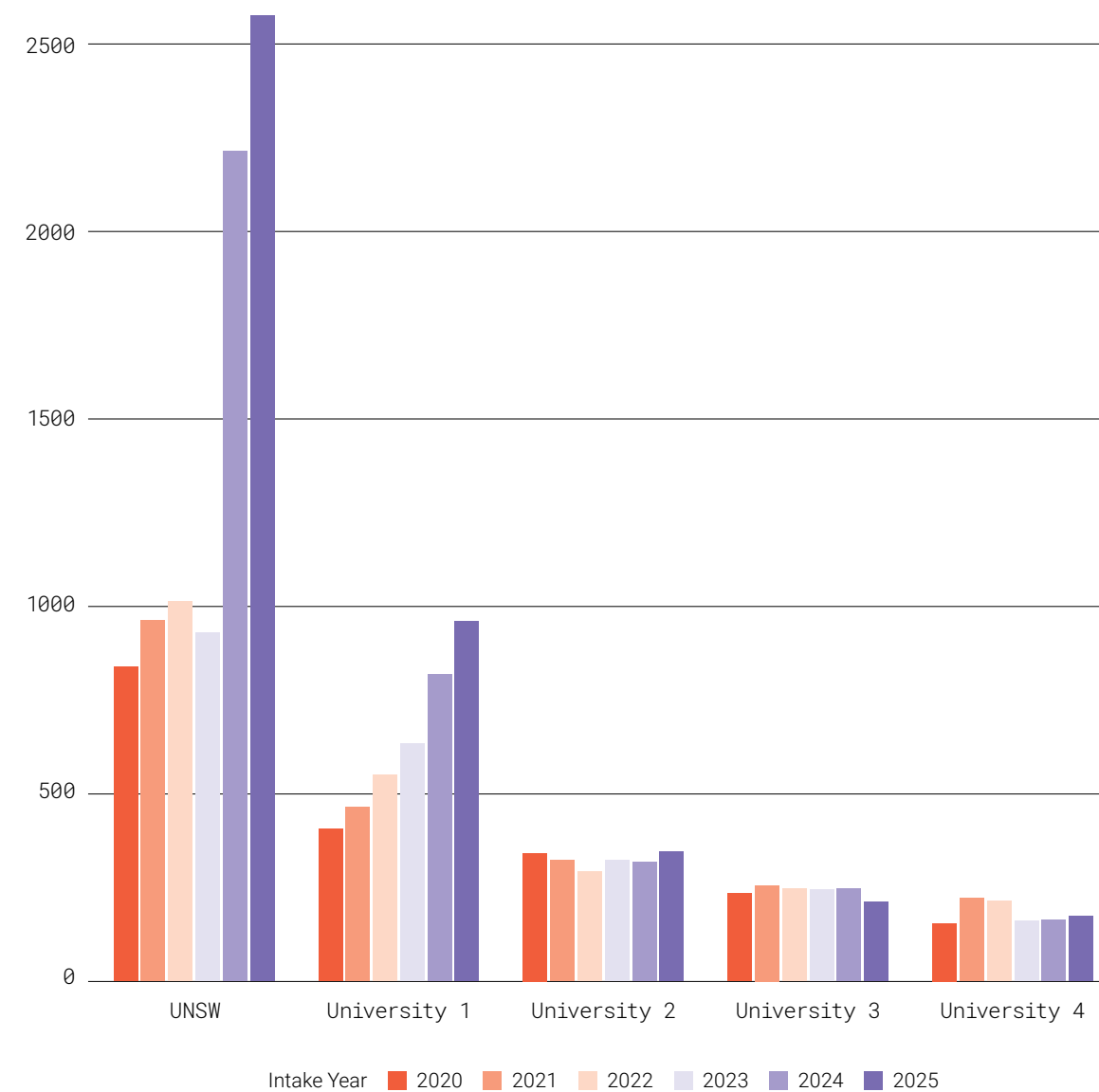


Figure 4. First preference institution for students from low-SES backgrounds compared with four main competing Sydney universities (data extracted 12 February 2025).



Students admitted through the Gateway Admission Pathway are now represented across more than half of UNSW undergraduate programs

In Term 1 2025, students admitted through the Gateway Admission Pathway were enrolled in 119 of UNSW's 225 undergraduate programs.



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

Transforming UNSW's undergraduate community

The Gateway Admission Pathway has had a positive impact on the diversity of the UNSW undergraduate population. Student intake from Gateway schools, low-SES backgrounds and regional and remote areas has increased significantly.

	Gateway Schools	Low-SES	Regional and remote	Indigenous
2022	584	450	44	1
2023	562	433	53	8
2024	978	952	125	9
2025	1274	937	135	19

Figure 6. Demographics of students enrolled through the Gateway Admission Pathway





# Shaibah Hussain

Bachelor of Psychology (Honours)

My passion for psychology began close to home. I grew up in a close-knit Fijian Indian household in Western Sydney, where my grandmother played a big role in raising me. Some of my earliest memories are of catching the bus together and listening to her sing Fijian lullabies.

My Grandmother, Rasidan, always dreamed of going to university, but she was forced to marry at just 14, long before she had the chance. Watching her face the challenges of cognitive decline, later in life, had a deep impact on me. Seeing someone I loved struggle in ways I didn't fully understand made me want to learn more about the brain and how I could provide meaningful support.

At Plumpton High School, I was encouraged to aim high, but the pathway to university wasn't always clear. I was advised to transfer to a selective school for Years 11 and 12, but my principal urged me to stay.

It turned out to be one of the best decisions I made, not only because it kept me connected to my community, but it gave me access to UNSW's Gateway Admission Pathway and Program.

Making connections was something my family and school always instilled in me and it has shaped my journey in many ways. A simple conversation with my best friend led me to discover a psychology course that aligned with my interests, and from there, I dived into research exploring UNSW psychology degrees and found Gateway. I also reached out to a neuropsychologist who allowed me to shadow them at Royal North Shore Hospital, showing me what a career in psychology could look like in the real world.

Discovering the Gateway Admission Pathway and Program felt like everything fell into place. Through the Year 12 Gateway Program, I received free HSC tutoring from Cluey Learning and took part in on-campus days, where I built meaningful connections with like-minded people. The Gateway Admission Pathway gave me an early offer to study a Bachelor of Psychology (Honours) at UNSW, freeing me to focus on learning rather than stressing about achieving a particular ATAR. The application process also encouraged me to reflect deeply on who I am and where I want to go. Since arriving at UNSW, I've been supported through mentoring and career development

opportunities, building personal and professional networks that helped me secure work as a support worker.

Mental health wasn't something openly discussed in my community and psychology wasn't a typical career path for someone with my background. At first, my family were unsure about my choice but, over time, they became some of my biggest supporters. I owe a lot to my parents, Rosmin and Bobby, and my little brother, Shahid, who have backed me every step of the way.

Now in my third year of a Bachelor of Psychology (Honours), I genuinely love my degree, even with the challenge of maintaining the grade point average needed for Honours. Being part of Gateway gave me the confidence to step into University life and feel a sense of belonging.

Outside of study, working as a University Ambassador has been one of the most rewarding parts of my University experience. Returning to Plumpton High to speak to students about mental health, University pathways and the importance of backing yourself has been incredibly meaningful.

Representation matters, especially for young people from communities where they don't often see themselves reflected. Sharing my story is about showing what's possible and inspiring others to take their own first steps, even when the road ahead isn't always clear.

**"Discovering the Gateway Admission Pathway and Program felt like everything fell into place."**





# Gateway Admission Pathway

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

The Gateway Admission Pathway gives eligible Year 12 students the opportunity to receive an early offer or an early conditional offer to study at UNSW. Applications are assessed on a written personal statement and Year 11 results.

Successful applicants receive either:

- a guaranteed offer to UNSW if they sit the HSC and receive an ATAR, or
- an early conditional offer with a significantly reduced ATAR requirement.

Students who meet the ATAR threshold outlined in their early conditional offer then receive a firm offer to their chosen UNSW program.

### Strong growth in applications, offers and enrolments

The Gateway Admission Pathway received a record number of applications in 2024, surpassing 5000 for the first time. Offers and enrolments remained strong, reflecting the program's continued appeal and impact in widening access to UNSW.



Figure 7. Gateway Admission Pathway applications, early conditional offers, firm offers and enrolments.



## Sustained engagement supports progression to enrolment

In Term 1 2025, 49% of students who enrolled at UNSW through the Gateway Admission Pathway had previously participated in at least one of the Gateway programs while at school.

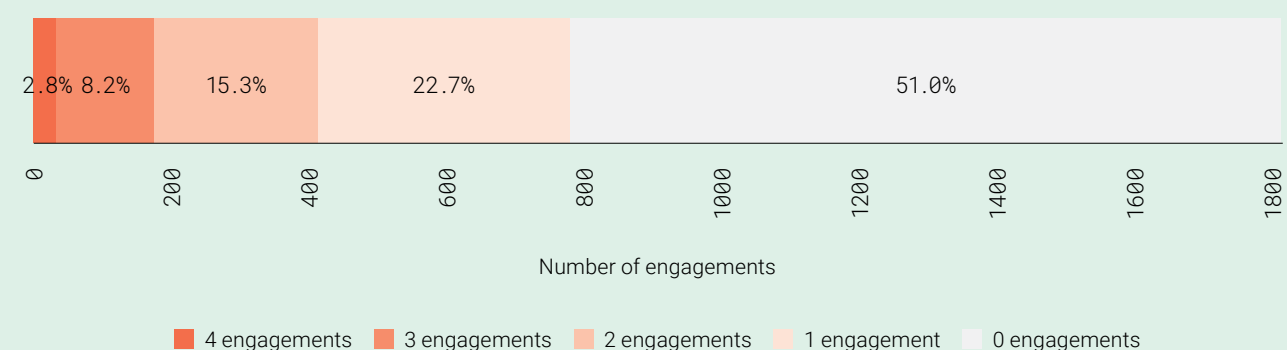


Figure 8. Breakdown of 2025 Gateway Admission Pathway enrolments by number of program engagements.

## Scholarships and awards for Gateway students

In 2025, UNSW continued its commitment to supporting students entering UNSW through the Gateway Admission Pathway and Program by offering a range of financial awards:

- The UNSW Advantage Award offered 2834 students from low-SES backgrounds a \$10,000 award.
- The UNSW Gateway Award offered 4068 students from Gateway a one-off \$1,000 payment to support their transition to University life.





# Jacqueline Long

Bachelor of Social Sciences / Bachelor of Media

I grew up in Cowra, a small town in regional New South Wales, where I learned early on what it meant to want more for your community.

By the time I moved to Queanbeyan in Year 9, I had already witnessed the pressures on the public education system, particularly in a low-SES area, and how that could shape a young person's future.

It was common for students to leave town and seek schooling across the Australian Capital Territory border. In my senior years, my school had severe teacher shortages and at one point, my English teacher left and wasn't replaced. In some of my classes, there were only two or three of us sitting at desks, still trying to push forward. But I wasn't going to give up. I took on subjects like Performing Arts, Extension 1 and 2 Maths, whatever I needed to keep my dream of going to university alive.

Without someone to guide me through the process, I took it upon myself to research early entry pathways. That's when I found the UNSW Gateway Admission Pathway. It was one of the only options I came across that not only offered the double degree I was interested in but that also genuinely considered my context. Gateway recognised my Year 11 results, before the disruption of teacher shortages. That gave me peace of mind. For the first time, I felt like my effort and ability were being recognised fairly.

Receiving an early conditional offer through Gateway meant everything. It lifted the pressure of chasing an ATAR I wasn't confident I could achieve given the circumstances. That offer gave me the mental space to focus on finishing school without the overwhelming stress.

Now in my second year of Social Sciences, I'm living on campus and feel like I've found my place. I was encouraged by the Dean to apply to be a University Ambassador, and it's been one of the most meaningful roles I've had. When I walk into high schools and speak to students who remind me of myself, I see the difference it can make. If someone had come to my school and told me their story, it would've meant so much to me and given me hope. Now, I get to be that person.

Gateway has inspired me to want to work in spaces that often get overlooked, whether it's through policy, advocacy or working directly with communities. I want to help reimagine systems that don't always work for everyone. And I know that path started the moment I said yes to Gateway.

"Gateway has inspired me to want to work in spaces that often get overlooked, whether it's through policy, advocacy or working directly with communities. I want to help reimagine systems that don't always work for everyone."



# Equity cohort performance

## Retention rates

Retention rates refer to the percentage of students who continue their studies by re-enrolling the following year. While there were small gaps in retention rates between students from equity cohorts and the broader cohort in earlier years, those gaps have significantly narrowed in recent years.

In 2023 and 2024, students from Gateway partner schools, low-SES backgrounds

and regional and remote areas are retained at the University at rates similar to the overall undergraduate population.

This is a strong result considering the Gateway Admission Pathway offers entry to students with ATAR entry requirements up to 15 points below the Lowest Selection Rank and proves that, once at University, they are performing on par with their undergraduate peers.

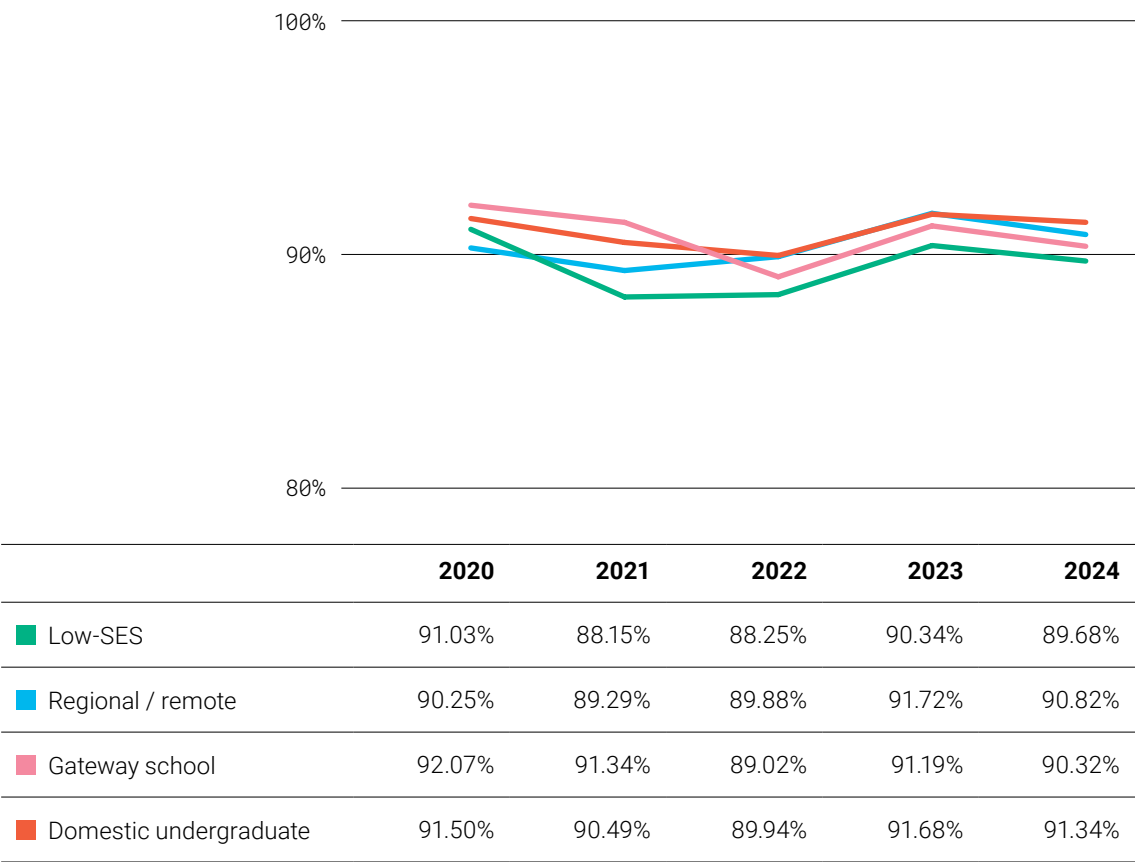


Figure 9. Retention rates of equity cohorts compared against overall domestic undergraduates (uses ABS SEIFA 2021 data).

## Success rates

Success rates refer to the percentage of units of credit successfully completed by students, relative to the total they attempt.

Students from regional and remote areas consistently achieve success rates that are comparable to—or higher than—the UNSW domestic undergraduate average. Similarly, students from low-SES backgrounds and Gateway schools perform strongly, with success rates within two percentage points of the overall cohort.

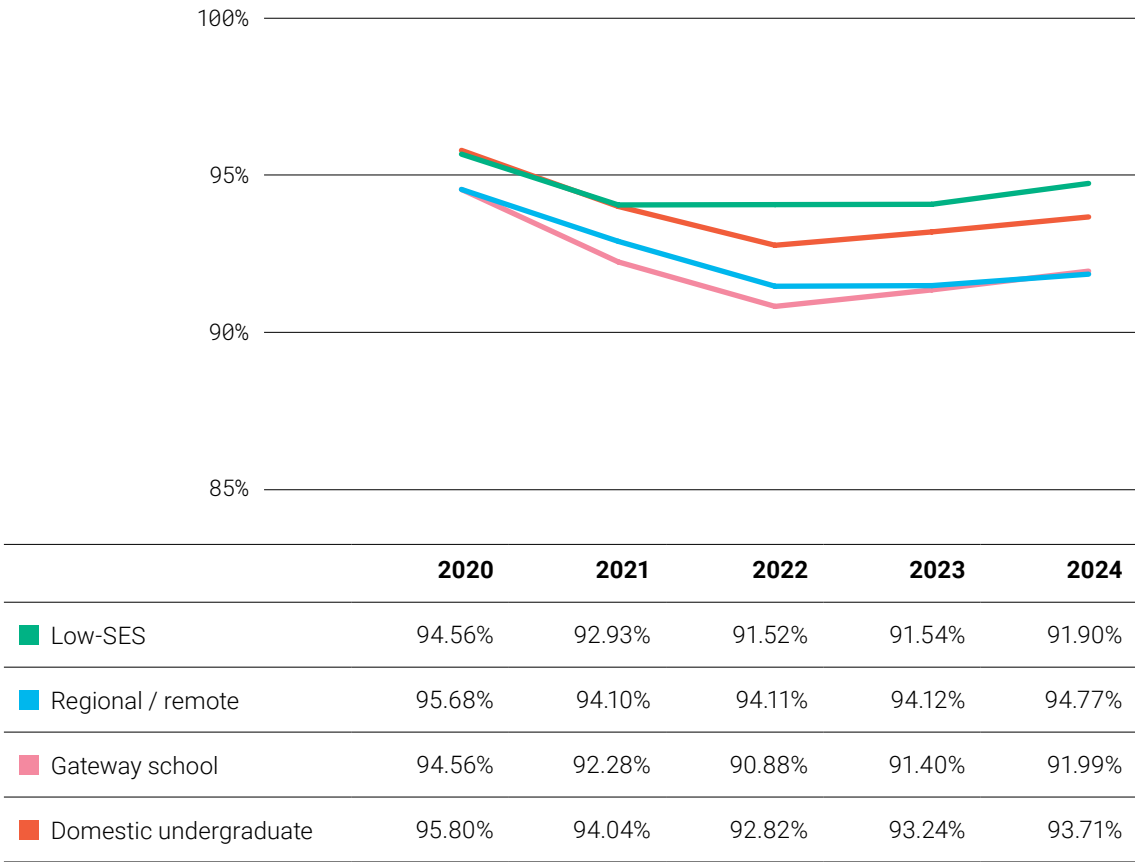


Figure 10. Success rates of equity cohorts compared against overall domestic undergraduates (uses ABS SEIFA 2021 data).



Weighted average marks

Weighted average mark (WAM) is the cumulative average of the actual marks a student receives across all completed courses in their program, expressed as a score out of 100.

Students from regional and remote areas achieve WAMs that are closely aligned with the UNSW domestic undergraduate average. Students from low-SES backgrounds and Gateway partner schools also perform strongly, with WAMs typically within 2 to 3 points of the domestic undergraduate average.

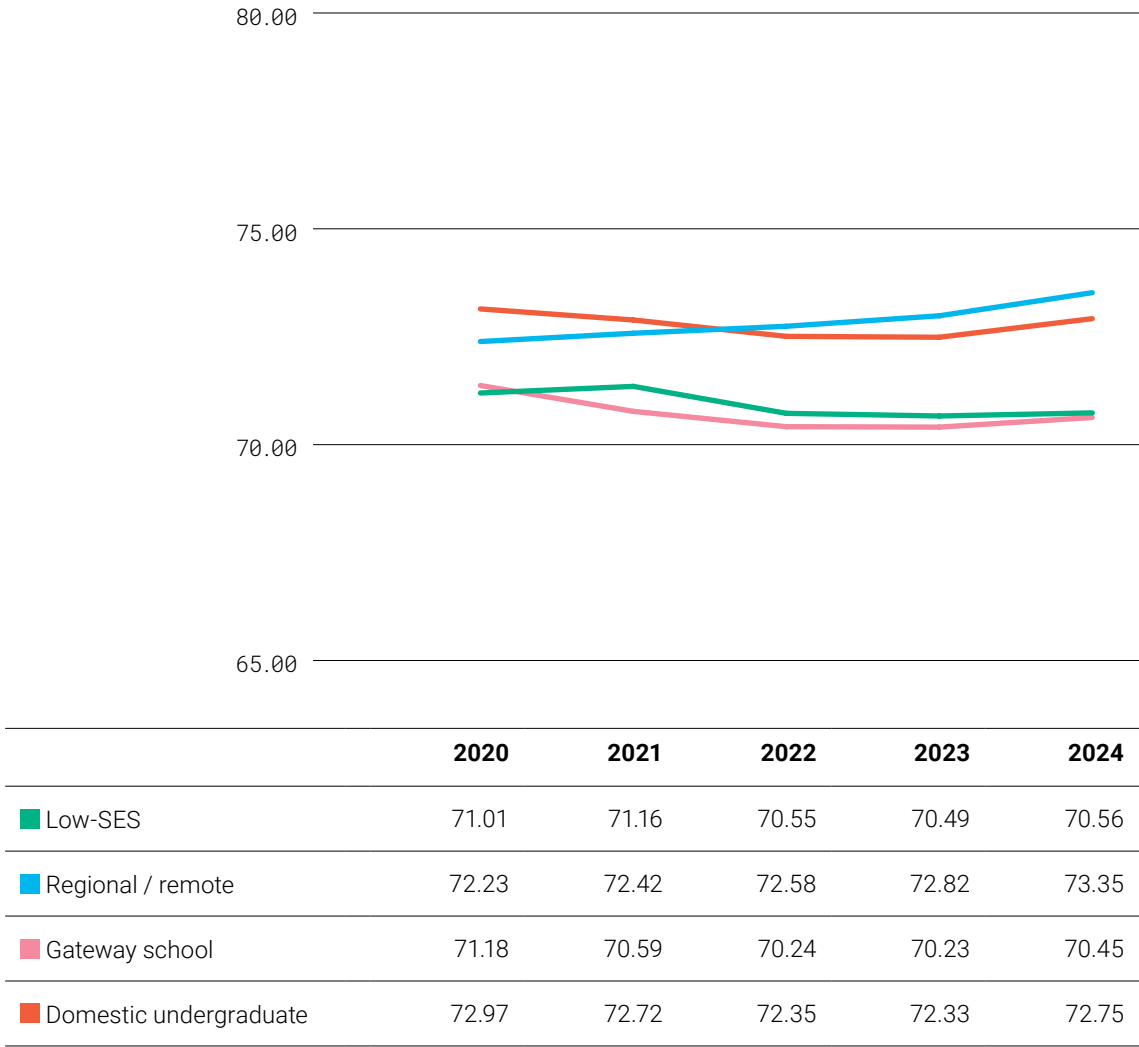


Figure 11. Weighted Average Marks of equity cohorts compared against overall domestic undergraduates (uses ABS SEIFA 2016 data).





# Hasti Rostami

Bachelor of Psychology (Honours)

There are moments in life so formative, they echo long after they've passed. For me, that moment came at sea. I was a child, clinging to my father's side aboard a fishing boat that rocked with every wave, packed with people whose only common language was hope. That journey was marked by fear, resilience and silence and shaped everything that came after.

My family fled our home in search of safety, crossing treacherous waters under the cover of night. We arrived in Australia seeking refuge and were placed in immigration detention, during which I learned English under the flickering glow of a camp light, crouched on the concrete floor with my mother and friends. Her voice, soft but determined, taught us the language that would one day unlock a new future. It wasn't perfect English, but it was an act of love and defiance. Each mispronounced phrase became a symbol of our survival, a reminder that knowledge was something no system could take from us.

We eventually left the camp and I entered school in Year 4. I didn't speak the language. I didn't know the rules. I felt the weight of difference in every interaction. But my parents who were both my fiercest protectors and most devoted teachers, committed themselves to closing the gap between me and my peers. Mornings were spent reciting times tables with my mum on the school run. Afternoons were for typing practice and story dictation with my dad. I hated it at the time. Now I see it for what it was, a love letter written in persistence.

When I received my offer to study psychology at UNSW, it wasn't just mine, it was theirs too. It was a culmination of everything they fought for. My father wept quietly behind a closed door. My mother cried beside me, staring at the letter like it held the world. And in a way, it did.

Today, I am a Senior University Ambassador for Gateway. I stand before students who carry their own stories of struggle and strength, not to speak for them, but to show them what's possible. We may come from different places, but I understand what it means to arrive somewhere new and feel uncertain if you belong.

Being a part of Gateway now is about more than sharing a University journey, it's about bearing witness to others. I carry the memory of those who didn't make it; those who dreamed of a future they never got to see. In their honour, I give back. I guide. I listen. And I remind every student I meet that their story matters and their voice belongs here.

"Today, I am a Senior University Ambassador for Gateway. I stand before students who carry their own stories of struggle and strength, not to speak for them, but to show them what's possible."





2024 Impact Statement - Student Outreach and Access

# Progress against KPIs

## Goal 1

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

### Objective

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

Output Measures	2024 Progress	Outcome Measures	2024 Progress
Number of UNSW programs available to underrepresented students through the Gateway Admission Pathway	All undergraduate degrees at UNSW Sydney are available to underrepresented students with reduced ATAR requirements, as well as all Diplomas and Prep Programs	Increased Pathway applications, offers and enrolments	Number of Gateway Admission Pathway: <ul style="list-style-type: none"><li>- Applications: 5156, up from 4487 in 2023</li><li>- Offers: 5002, up from 4237 in 2023</li><li>- Enrolments: 1678 up from 1429 in 2023</li></ul>
Increased number of underrepresented students who are eligible to apply through the Pathway through pathway reforms	Early offers were introduced in both Rounds 1 and 2 of the Gateway Admission Pathway and 1100 students received early offers, up from 711 in 2023	Increase in number of Gateway schools represented in Pathway applications, offers and enrolments	Number of Gateway schools represented in Gateway Admission Pathway: <ul style="list-style-type: none"><li>- Applications: 281, up from 274 in 2023</li><li>- Offers: 267, up from 263 in 2023</li><li>- Enrolments: 176, up from 167 in 2023</li></ul>
		Increase in number of Gateway schools previously unrepresented at UNSW represented in Pathway applications, offers and enrolments	Number of previously unrepresented Gateway schools represented in Gateway Admission Pathway: <ul style="list-style-type: none"><li>- Applications: 43, up from 38 in 2023</li><li>- Offers: 46, up from 39 in 2023</li><li>- Enrolments: 47, up from 38 in 2023</li></ul>
		Increased diversity of degree programs selected by students enrolling through the Pathway	Number of different UNSW programs selected by students enrolled through the Pathway: 119 in Term 1 2025, up from 117 in 2025
		Increased conversion rate from Program to Pathway application, early offer and enrolment	Conversion rate from students engaged in the Year 12 program to Gateway Admission Pathway: <ul style="list-style-type: none"><li>- Applications: 81%, down from 86% in 2023</li><li>- Offers: 74%, down from 79% in 2023</li><li>- Enrolments: 44%, up from 37% in 2023</li></ul>
		Increased conversion rate from Pathway application to early offer and enrolment	Conversion rate from Pathway applications to: <ul style="list-style-type: none"><li>- Offers: 91%, down from 94% in 2023</li><li>- Enrolments: 33%, up from 32% in 2023</li></ul>



Objective			
Co-design innovative learning experiences, including curriculum-linked academic enrichment and leverage UNSW strengths in research, teaching and learning to support identified school needs			
Output Measures	2024 Progress	Outcome Measures	2024 Progress
Number of unique (in-house designed) learning experiences delivered Number of underrepresented students engaged in educational outreach programs (in school, online and on campus)	26 unique learning experiences delivered, including: <ul style="list-style-type: none"><li>- Year 10 Gateway workshop and networking event</li><li>- Year 10 in-school workshop</li><li>- Year 12 in-school workshop</li><li>- Year 11 in-school workshop</li><li>- 5 Year 12 Program online sessions</li><li>- 1 Year 11 Program online sessions</li><li>- 2 Year 12 Gateway On-Campus Days</li><li>- 2 Year 11 Gateway On-Campus Days</li><li>- 2 Regional Roadshow workshops</li><li>- 12 Year 9 Imagined Futures lessons</li><li>- Year 9 Imagined Futures University Experience Day</li></ul> Number of students engaged in educational outreach programs: 11,493 <ul style="list-style-type: none"><li>- In-school: 7169 students from 106 schools, up from 7044 students from 104 schools in 2023</li><li>- On-campus: 2926 students from 149 schools</li><li>- Online: 918 students from 201 schools</li><li>- Online &amp; on-campus: 480 students from 130 schools</li></ul>	For students engaged through the educational outreach program: <ul style="list-style-type: none"><li>- an increased understanding of university and ability to make meaningful links between personal interests and capabilities, future study options and careers (The Map)</li><li>- an enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (The Compass)</li><li>- an increased mastery of key academic skills and capabilities (The Key)</li></ul>	<p>Program evaluation data from the Years 10, 11 &amp; 12 Gateway Programs demonstrated that we were successful in meeting the following outcomes:</p> <ul style="list-style-type: none"><li>- 78% agreed that they had a better understanding of what studying at University is like</li><li>- 84% agreed that the programs improved their understanding of what degrees might suit them</li><li>- 81% agreed they felt more confident about their transition to University</li><li>- 86% agreed that the programs improved their motivation to succeed in the HSC</li><li>- 78% agreed the programs equipped them with strategies for achieving in the HSC</li></ul> <p>Program evaluation data from the Year 9 Imagined Futures demonstrated successful in having a positive impact across all outcomes. Positive agreement ratings include how the program:</p> <ul style="list-style-type: none"><li>- prompted students to think about more possibilities of their future (68% agree)</li><li>- allowed students to see how their learning plays a role in their future plans (63% agree)</li><li>- made students more aware of the way that they learn (63% agree)</li><li>- made students feel more confident in identifying when an author is using a persuasive technique (62% agree)</li><li>- made students feel more confident in identifying why an author is using a persuasive technique (62% agree)</li></ul>

Objective			
Engage UNSW students as co-designers, facilitators, mentors, powerful role models and partners for change			
Output Measures	2024 Progress	Outcome Measures	2024 Progress
An increased number of UNSW students from underrepresented backgrounds engaged as students as partners in the educational outreach program	Number of UNSW students engaged as Ambassadors: <ul style="list-style-type: none"><li>- Overall: 234, up from 231 in 2023</li><li>- Low-SES: 114, up from 113 in 2023</li><li>- Gateway school: 147, up from 139 in 2023</li></ul>	For students engaged through the educational outreach program: <ul style="list-style-type: none"><li>- an enhanced learner identity, confidence in navigating their education journey and sense of belonging at university (The Compass)</li></ul>	<p>Program evaluation data from the 11 &amp; 12 Gateway Programs demonstrated that:</p> <ul style="list-style-type: none"><li>- 89% of participants agreed they could see themselves at UNSW</li><li>- 81% of participants agreed that it was useful to hear from current students</li></ul> <p>Program evaluation data from the Year 9 Gateway Program demonstrated that:</p> <ul style="list-style-type: none"><li>- 63% participants agreed that the program, allowed them to see how their learning plays a role in their future plans</li><li>- 63% participants agreed that the program made them more aware of the way that they learn</li></ul>
Objective			
Effectively communicate targeted admission pathways, scholarships and other higher education access opportunities to students from underrepresented backgrounds and their key influencers			
Output Measures	2024 Progress	Outcome Measures	2024 Progress
Number of students engaged in educational outreach workshops and sessions that communicate the pathway and other access opportunities Success of annual UAC Reach Campaign measured by audience reach and conversion from campaign to enrolment at UNSW	Consistent with last year, 508 Year 11 and 12 students attended Gateway Admission Pathway information sessions across the online and on-campus components of the Gateway Programs  UAC Reach Campaign insights: 1791 Gateway Admission Pathway applications were received as the result of the UAC Reach Campaign, up from 1333 in 2023	For Year 11 & 12 students engaged through the educational outreach program: <ul style="list-style-type: none"><li>- an increased understanding of the Gateway Admission Pathway and other access options (The Map)</li><li>- increased confidence in meeting their educational goals (The Compass)</li><li>- an increased sense of belonging at UNSW and identity as a future UNSW student (The Guide)</li></ul>	Program evaluation data from the 11 & 12 Gateway Programs demonstrated that: <ul style="list-style-type: none"><li>- 85% of participants agreed they had an increased understanding of the Gateway Admission Pathway</li><li>- 81% of participants agreed they felt more confident in their transition to University</li><li>- 89% of participants agreed that the program made them feel that UNSW could be for them</li></ul>



## Goal 2

Establish UNSW as a preferred university for students from underrepresented backgrounds

### Objective

Develop strategic collaborative partnerships with secondary schools, other universities, workplace partners and leading NGOs to develop creative, sustainable, evidence-informed and evaluated approaches to widening participation

Output Measures	2024 Progress	Outcome Measures	2024 Progress
Increased number of Gateway schools engaged in educational outreach program	A total of 190 Gateway schools were engaged in the educational outreach program (across in-school, online and on-campus) in 2024	Increase in UAC preferences and first preferences from underrepresented students	UAC first preferences given to UNSW by students from: <ul style="list-style-type: none"><li>- Low-SES backgrounds: 2582 up from 2200 in 2023</li><li>- Regional and remote backgrounds: 1813, up from 1707 in 2023</li></ul>
Expanded depth of educational offerings available to students and schools through UNSW, NGO and workplace partnerships	49 educational offerings (online and on-campus) were delivered in partnership with UNSW faculties, divisions and external partners, which attracted a total of 4074 student engagements	Increased applications, offers and enrolments from students engaged through NGO partnerships	Students from partner NGOs to: <ul style="list-style-type: none"><li>- Apply through the Gateway Admission Pathway: 117, up from 67 in 2023</li><li>- Receive an offer: 115 up from 67 in 2023</li><li>- Enrolments: 30 up from 17 in 2023</li></ul>
Increased number of students engaged in educational outreach program through partner organisations			

### Objective

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

Output Measures	2024 Progress	Outcome Measures	2024 Progress
A tailored theory of change is developed and maintained for all components of work	Widening Participation theory of change, developed in 2023, was expanded in 2024 to incorporate new program offerings	Program of work is continually improved to meet intended outcomes and impact	Evaluation informed shifts to: student and schools’ engagement strategies and tools, program design and workshop content, communications, University Ambassador training and data, reporting and evaluation
Number of publications generated from research	Diversity and Inclusion theory of change, developed in 2023, was completed in 2024		
Improved collection and distribution of internal program data to report on program impact	One academic paper was submitted for publication and Student Equity staff presented five presentations at the following conferences: <ul style="list-style-type: none"><li>- Students, Transition, Achievement, Retention and Success (STARS)</li><li>- the Equity Practitioners in Higher Education Association (EPHEA)</li><li>- National Association of Enabling Educators of Australia (NAEEA)</li></ul>		
Improved quality, visibility and utilisation of equity data across the University	Reforms to internal program monitoring were made to accommodate large increases in student engagements		
	Collaborated with University Planning and Performance to create a centralised equity reporting dashboard for the University		



### Goal 3

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

#### Objective

Contribute to inclusive student experience initiatives and encourage enhanced student sense of belonging across student lifecycle

Output Measures	2024 Progress	Outcome Measures	2024 Progress
Delivery of strategic projects designed to increase academic support and wellbeing for students from underrepresented backgrounds Representation on groups and committees governing the student experience and academic support at UNSW Papers on student support best practice contributed to UNSW governance groups and committees Strategic papers and submissions on student equity in Higher Education	Successful delivery of the Inclusive Teaching Guide, the teacher-facing digital toolkit funded by the Start@Uni Collaboration and Innovation Funded Grant from the NSW Department of Education and delivered in collaboration with the University of Sydney and the University of Newcastle  Provided representation at the: <ul style="list-style-type: none"><li>- Widening Participation Steering Committee</li><li>- Gateway Student Support Working Group</li><li>- Financial Aid Steering Committee</li><li>- Residential Accommodation Working Group</li></ul> Collaborated with UNSW's Scholarships team to implement an improved data-driven, needs-based allocation process for equity scholarships	Increased first-year retention rates for underrepresented students	<ul style="list-style-type: none"><li>- Of the students from low-SES backgrounds who were enrolled at UNSW in 2023, 89.7% re-enrolled in 2024 (90.3% re-enrolled in 2023)</li><li>- Of the students from regional and remote backgrounds who were enrolled at UNSW in 2023, 90.8% re-enrolled in 2024 (91.7% re-enrolled in 2023)</li><li>- Of the students from Gateway schools who were enrolled at UNSW in 2023, 89.6% re-enrolled in 2024 (92.2% re-enrolled in 2023)</li></ul>

#### Objective

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

Output Measures	2024 Progress	Outcome Measures	2024 Progress
An increased number of UNSW students from underrepresented backgrounds engaged as students as partners in the educational outreach program	114 current students from low SES backgrounds and 147 students from Gateway schools were engaged as students as partners in 2024, up from 113 and 139 in 2023, respectively	Development of graduate attributes and a deepened understanding of equity and social justice for Students as Partners	Qualitative insights from University Ambassador focus groups and post engagement surveys have informed Students and Partners training innovations aligned to leadership capacity development framework

# Acknowledgements

### Gateway Admission Pathway and Program Working Group

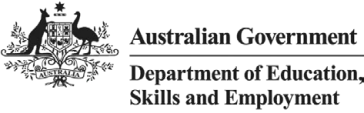
Mary Teague, Director, Student Equity, would like to acknowledge the work of the Gateway Admission Pathway and Program Working Group in contributing to the programs’ success.

Faculty/Division	Name	Role
Deputy Vice-Chancellor Academic Quality	Merlin Crossley	Deputy Vice-Chancellor Academic
	Nick Fahy	Associate Director, Future Student Recruitment
Division of Education and Student Experience	Sofia Lloyd-Jones	Executive Director, Marketing & Digital Experience
	Ban Pradhan	Data & Strategic Insight Manager, Student Equity
Division of Societal Impact, Equity and Engagement	Josephine Perry	Learning Experiences Manager, Student Equity
	Katie Osborne-Crowley	Head of Strategic Programs & Impact Evaluation, Student Equity
	Katy Head	Head of Program, Student Equity
	Paul Savage	Portfolio Director
	Jennifer Perkins	Manager, Education Innovation
	Josh Wiesberger	Executive Officer
Faculty of Arts, Design & Architecture	Maree Higgins	Senior Lecturer
	Stephen Doherty	Deputy Dean, Education
	Thuy Giang	Senior Project Officer, EDI & Student Experience
	Tierney Marey	Manager, Student Experience
	Tracy Huang	Lecturer
Faculty of Engineering	Klara Janickova	Project Officer
	Laura Hibbert	Program Manager
	Peter Neal	Deputy Head, School Education
	Rita Henderson	Deputy Dean, Social Impact & Translation



Faculty of Law & Justice	Natalie Klein	Associate Dean, Academic School of Global & Public Law
	Noam Peleg	Associate Professor, School of Global & Public Law
Faculty of Medicine & Health	Eveline Overink	Student Experience Team Lead
	Genevieve McKay	Student Experience Officer
	Lisa Keay	Head of School Optometry
	Marianne Colbert	Equity & Diversity Manager
	Michelle Wanandy	Teaching Support Officer
Faculty of Science	Carlo Caponecchia	Associate Professor, School of Aviation
	Mikaela Viray	Equity, Diversity and Inclusion Manager, Dean's Unit
	Rebecca LeBard	Associate Professor, School of Biotechnology & Biomolecular Sciences
Office of the Vice-Chancellor	Scott Parlett	Director, Nura Gili
Portfolio of the Pro Vice-Chancellor, Education	Charlotte Long	Head of Student Learning
	Jessica Luquin	Head of Student Life
	Karin Watson	Director, Education Excellence
Portfolio of the Pro Vice-Chancellor, Student Success	Michelle Morris	Head of Co-op Program
Registrar and Student Services	Jackson Lindsay	Manager, Admissions & Scholarships
	Raey Jasinski	Head, Admissions & Scholarships
UNSW Business School	Carmen Leong	Associate Professor
	Kevin Liu	Associate Dean, Undergraduate Programs
	Rebecca Harcourt	Program Manager, Indigenous Business Education
	Rhiannon Tout	Project Officer, Equity, Diversity and Inclusion
UNSW Canberra	Marty Jones	Head of Student Life & Experience

Our initiatives are proudly supported and partially funded by:



The Australian Government

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



The NSW Government, Department of Education

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





[gateway.unsw.edu.au](http://gateway.unsw.edu.au)

Cricos code 00098G

