

# Compass Connected

December 2014 to December 2015

Mary Teague, University of Sydney

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Modifications: Changed to meet WCAG 2.0 accessibility requirements.  
Alternate text inserted for all images. Minor typographical errors corrected.

# Higher Education Participation and Partnerships Programme (HEPPP)

## 2014 National Priorities Pool FINAL REPORT

Compass Connected

December 2014 to December 2015

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In accordance with the Conditions of Grant, you must submit to the Department a **Final Report** (Clause 6.1 of Part A) and an **Acquittal Report** (clause 6.4 of Part A).

To meet this obligation, please submit:

- the completed **Final Report** template, in Word and PDF
- the completed and signed **Declaration** form, in PDF
- the completed **Acquittal Report** template, in Excel and PDF.

All documents must be submitted to [equity@education.gov.au](mailto:equity@education.gov.au) by 31 March 2016.  
If you require additional guidance or clarification please contact [equity@education.gov.au](mailto:equity@education.gov.au).

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# 1. PROJECT SUMMARY (Conditions of Grant, clause 2.2(a)-(e) of Part A)

## Objectives

Table 1: Project objectives

IDENTIFIED OBJECTIVE	EXTENT TO WHICH THE OBJECTIVE WAS MET
Decrease the number of low socio-economic background students that, despite having indicated at the end of year 12 an intention and preparation to go on to further study currently not realise that objective.	
Foster a new way of working to support students through this significant transition point to build student resilience and capacity to effectively participate in further study	The Transition to University project was delivered through a partnership with Education Out West and Compass.

## Project Activities, Milestones and Key Performance Indicators

**Table 2: Project activities, milestones and KPIs: Preparation**

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
December 2014	Schools identified and engaged for 2015	Completed	56 schools agree to be part of the pilot project	<ul style="list-style-type: none"> <li>• 15 schools participated in the Preparation for Senior Study project</li> <li>• 43 Schools participated in the Thinking Ahead and Promote Yourself project</li> </ul>
March 2015	Re-purposing of modules to engage volunteers and facilitators	Completed	<ul style="list-style-type: none"> <li>• New content developed</li> <li>• Volunteer recruitment completed</li> <li>• School delivery dates confirmed</li> </ul>	<p>A full-day workshop was developed for both Thinking Ahead and Promote Yourself. This included modules on:</p> <ul style="list-style-type: none"> <li>• Thinking Ahead and Promote Yourself specific content regarding scholarships and writing persuasive applications</li> <li>• Motivating and Engaging students in a classroom setting</li> <li>• Behaviour management in a classroom setting</li> <li>• Creation of classroom materials and student handbooks.</li> </ul> <p>18 volunteers were successfully recruited to deliver sessions to partner and EAS schools in Western, South Western Sydney and regional NSW. Online registration portal created and delivery dates confirmed for in-school and Open Day workshops.</p>
April 2015	Volunteers and facilitators engaged	Completed	<ul style="list-style-type: none"> <li>• Volunteer &amp; Facilitator training completed</li> <li>• Volunteer and facilitator timetables finalised</li> </ul>	<p>18 Compass – <i>your way to higher education</i> volunteers were trained and engaged in delivering the workshops in school. Volunteers attended two days of training prior to their in-school delivery of the workshops.</p> <ul style="list-style-type: none"> <li>• 100% of volunteers strongly agree/agree that they had a positive impact on the students they worked with, and felt that students were better prepared to apply for scholarships after the session. Volunteers also felt the experience was beneficial for their professional development.</li> <li>• Volunteers allocated delivery sessions across the year.</li> </ul>
May-October 2015	Program delivered in schools	Completed	<ul style="list-style-type: none"> <li>• 15 schools participate in Preparation for Senior Study</li> </ul>	<p><b>Preparation for Senior Study</b></p> <p>Students attend a one day campus visit and attend a maths, English and general study skills workshop, followed by an in-school session where pre-service Education students design and deliver activities based of a range of</p>

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			<ul style="list-style-type: none"> <li>• 50 metropolitan schools participate in Thinking Ahead and Promote Yourself</li> <li>• 5 Dubbo schools participate in Preparation workshops</li> </ul>	<p>English study skills, note taking, essay writing and information literacy as part of a Service Learning curriculum module.</p> <ul style="list-style-type: none"> <li>• 12 schools participated in the program; approximately 570 students attended the on-campus day, and the same 570 students attended the in-school workshops</li> <li>• 80 third year pre-service English teachers were involved in both the on-campus and in-school delivery of Preparation for Senior Study</li> </ul> <p>The impact the campus visit had on students' attitudes and motivations:</p> <ul style="list-style-type: none"> <li>• 90.21% agreed the day had motivated them to work hard at school;</li> <li>• 93.35% agreed it helped to explain how higher education could help them achieve their goals; and</li> <li>• 91.27 agreed the day had motivated them to pursue higher education at university.</li> </ul> <p>The impact the in-school visit had on students' attitudes and motivations:</p> <ul style="list-style-type: none"> <li>• 96% agreed they know different techniques to use in their reading, writing and/or research work</li> <li>• 93% agreed talking to the university students was helped them think about their future path</li> <li>• 90% agree they have a better understanding of linking school subjects and future careers</li> </ul> <p><b>Thinking Ahead and Promote Yourself</b></p> <p>These workshops support students by providing an understanding of the scholarship application process where they: identify their leadership and teamwork skills; learn to writing persuasive responses to questions and personal statements; and understand the competing time-lines around application due dates. Workshops are delivered to approximately 20 students per school, with schools having the option of submitting up to 20 applications for the Sydney Early Offer (E12) pathway. The Thinking Ahead and Promote Yourself Projects were co-funded with the 2013 HEPPP Partnerships grant (55%) and the National Priorities Pool funding (45%).</p>

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				<ul style="list-style-type: none"> <li>• 44 EAS schools and 18 non-EAS schools (workshops presented to eligible equity scholarship participants) participated in the Thinking Ahead and Promote Yourself workshops (including eight regional schools; Dubbo College Senior Campus, Forbes High School, Red Bend Catholic College, Parkes High School, Cowra High School, McAuley Catholic College, St Clare’s High School Taree, Moree Secondary College);</li> <li>• 83 Thinking Ahead and Promote Yourself workshops delivered across metro and regional NSW.</li> <li>• 479 students attended Thinking Ahead and 635 students attended Promote Yourself.</li> <li>• 18 Compass – your way to higher education volunteers were trained and engaged in delivering the workshops in school. Volunteers attended two days of training prior to their in-school delivery of the workshops. 100% of volunteers strongly agree/agree that they had a positive impact on the students they worked with, and felt that students were better prepared to apply for scholarships after the session. Volunteers also felt the experience was beneficial for their professional development.</li> <li>• Compass delivered Thinking Ahead at the Wingara Mura Bunga Barrabugu Summer Program to 71 Aboriginal and Torres Strait Islander students during the residential program and Promote Yourself to the 27 Year 12 students who attended the HSC academic enrichment winter residential program.</li> </ul> <p><b>As a result of the Thinking Ahead workshops:</b></p> <ul style="list-style-type: none"> <li>• 94% of students strongly agree/agree that they have a better understanding of the leadership skills and qualities that scholarship panels are looking for</li> <li>• 91% of students strongly agree/agree that the workshops helped them to identify and articulate said skills and qualities within and about themselves.</li> <li>• 100% of teachers strongly agree/agree the workshops provided students with new content that helped them understand the scholarships</li> </ul>

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				<p>available, the types of skills and qualities that are sort after and how to articulate them.</p> <p><b>As a result of the Promote Yourself workshops:</b>  Overwhelmingly students found the workshops to be highly beneficial in assisting them to learn how to write about their skills and experiences and how to convey this persuasively.</p> <ul style="list-style-type: none"> <li>• 91% of students strongly agree/agree they have better knowledge of what scholarships are available to them, with 95% of students indicating they feel more confident to write an application.</li> <li>• 93% of students strongly agree/agree that through the elements learnt in the workshop they are more motivated to apply for a scholarship</li> </ul> <p>Of the teachers that observed the workshops, 100% agreed or strongly agreed that the workshops were clear, effective, and provided students with new content that helped them understand the E12 scholarships (the Early Entry Scheme offered by the University of Sydney) application process, questions and ways to strengthen their responses. 100% of teachers also indicated that the information provided, the practical exercises and interaction were all of value or very valuable.</p> <p>Promote Yourself was further developed as a stand- alone resource for careers advisors and the tool was presented at the RIVCAA “Rising Above Remoteness” Conference in Wagga Wagga.</p> <p>From a partnership that was established between Compass and Charles Sturt University a MOOC was developed to provide an online resource on persuasive writing for scholarships with the Promote Yourself workshop as the basis for this collaboration (<a href="http://whats-uni-like.cls.janisoncloud.com/learn/course/5-capstone-activity/#/capstone-writing-activity/capstone-writing-activity_julia-s-introduction">http://whats-uni-like.cls.janisoncloud.com/learn/course/5-capstone-activity/#/capstone-writing-activity/capstone-writing-activity_julia-s-introduction</a>)</p> <ul style="list-style-type: none"> <li>• Of the 44 schools that received the Thinking Ahead and Promote Yourself workshops, 37 submitted applications to E12. Schools submitted an</li> </ul>

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				<p>average of 10 applications each, and of the 191 conditional offers that were considered, 136 students received an unconditional offer at the University of Sydney with 91 students accepting their offer.</p> <p><b>HSC academic scholarships</b> HSC academic scholarships were provided to 365 students from 15 High Schools across the following disciplines:</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Physics</li> <li>• Chemistry</li> <li>• Biology</li> <li>• English Advanced/English Standard</li> <li>• Maths (2U)/Maths extension</li> <li>• Legal Studies</li> <li>• Modern History</li> <li>• Business Studies</li> </ul> <p><b>As a result of the TSFX HSC enrichment workshops (n=93):</b></p> <ul style="list-style-type: none"> <li>• 89% of students strongly agree/agree the lectures strengthened their overall understanding of the topic</li> <li>• 94% of students strongly agree/agree the lectures taught them strategies to assist them in their exams</li> <li>• 89% of students strongly agree/agree the lectures made them feel more confident about their HSC exams in that subject</li> </ul> <p><b>As a result of the Seymour Centre HSC Intensive Workshop (n=163):</b></p> <ul style="list-style-type: none"> <li>• 96% of students strongly agree/agree the workshops developed their skills in discussing texts, with 86% of students indicating the workshops increased their confidence in discussing said texts</li> <li>• 78% of students strongly agree/agree the workshops developed their skills in writing about texts, with 82% of students indicating an increase in confidence in writing about texts</li> </ul>

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December 2015	Evaluation conducted		Report finalised	Reports attached

**Table 3: Project activities, milestones and KPIs: Staying Connected**

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
December 2014	Content development for Getting Started Project element	Completed	Content developed	ASTAR.TV website live
February 2015	Students receive yourtutor and training and login details	Completed	100% distribution of login details	<p>Aboriginal and Torres Strait Islander login distributed through:</p> <ol style="list-style-type: none"> <li>1. Wingara Mura Bunga Barrabugu Summer Program (WMBB) (197)</li> <li>2. Year 7&amp;8 Aboriginal and Torres Strait Islander Experience Day (323)</li> <li>3. Teachers attending Making Tomorrow Forum</li> <li>4. Distribution via Transition to Uni Program based at Dubbo College Senior Campus</li> <li>5. Posters and merchandise sent to 20 Compass partner high schools</li> <li>6. Printed collateral (170 schools in NSW) and eDM (400 schools)</li> <li>7. Digital marketing including native content article on Student Edge website</li> </ol> <p>Distribution to Compass Partner Schools through the following projects:</p> <ul style="list-style-type: none"> <li>• Preparation for Senior Study</li> <li>• Homework Clubs</li> <li>• School Assemblies</li> <li>• Compass Directions (Email Newsletter)</li> <li>• Correspondence with Regional Coordinators</li> <li>• Thinking Ahead &amp; Promote Yourself</li> </ul> <p>Distribution to NSW Schools as part of WMBB Summer Program promotion</p>

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February 2015	Ongoing connection to A* discussion boards for transitioning students	Completed	All students contacted via A*STAR	<b>ASTAR expansion</b> Sessions – 12,384 Users – 9101 Page views – 18741 Avg time – 1:45 mins
February-December 2015	Student usage of yourtutor	Completed	30,000 minutes or 2000 individual sessions of tutoring provided	Minutes consumed – 31,849 Tutorials – 1,641 Connected in under 5 mins – 93% Average mins per tutorial – 19 On average students reported the service was either “very good” or “excellent” in assisting them with homework and study support

**Table 4: Project activities, milestones and KPIs: Getting Started**

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
December 2014	<ul style="list-style-type: none"> <li>Students identified</li> <li>Initial workshop to outlined the program</li> </ul>	Completed	<ul style="list-style-type: none"> <li>40 students identified by Dubbo Senior College</li> <li>Introduction workshop conducted and well attended</li> </ul>	<ul style="list-style-type: none"> <li>Forty five students participated in the 2015 Transition to Uni program (5 more than envisaged).</li> <li>16 students identified as being Aboriginal or Torres Strait Islander (36%),</li> <li>four students identified as living independently</li> <li>four students identified as having a disability.</li> <li>All students participated in an initial workshop about the Transition to Uni program and official launch by the Hon Troy Grant MP.</li> </ul>
December 2014	Student workshops and scholarship applications	Completed	Individual student plans for scholarship applications and assistance with undertaken	<ul style="list-style-type: none"> <li>Of the 45 students, 33% indicated they would like to pursue higher education options immediately after finishing their HSC and of that group,</li> <li>Through the support of the Transition to Uni program, 78% applied through UAC for Early Entry and/or School Recommendation Scheme for 2016</li> </ul>

TIME FRAME	PLANNED ACTIVITIES AND MILESTONES	PROJECT ACTIVITIES AND MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
				<ul style="list-style-type: none"> <li>• Five out of six E12 Early Entry Scheme at the University of Sydney applications supported through this program were successful, with five students accepting the offer</li> <li>• Six accommodation scholarship applications were submitted. Of these, three were successful.</li> </ul>
December-March 2015	Individual mentoring and assistance provided	Completed	<ul style="list-style-type: none"> <li>• Ongoing contact provided</li> <li>• Centrelink and financial support plans in place</li> <li>• Travel and initial accommodation plans in place</li> </ul>	<ul style="list-style-type: none"> <li>• The Transition to Uni team had a weekly presence at Dubbo Senior College for face to face meetings and contacted the students by text and/or email. Some students accessed regularly (most weeks), others to a lesser degree but on average each student received between 5-25 contacts with the Transition to Uni program..</li> <li>• Six workshops with small groups of students requiring more support than others were organised and well attended.</li> <li>• A workshop with Centrelink was attended by over 100 parents and students</li> </ul>
December 2015	Evaluation completed	Completed	Evaluation with recommendations completed	<ul style="list-style-type: none"> <li>• 38% of the Transition to Uni cohort are now enrolled at various Universities across Australia</li> <li>• A further 40% of the cohort have chosen to take a gap year, primarily to undertake work to ensure they have sufficient funds to attend Uni and/or qualify for Independent Youth Allowance through Centrelink.</li> <li>• An additional 20% are either enrolled at TAFE or have stable long term employment.</li> <li>• A small percentage of the cohort (2%) have not been in contact since the conclusion of Term 4 2015.</li> </ul>

## Highlights and Issues

- Launch of the Getting Started project in Dubbo College Senior Campus has resulted in 38% of students enrolling into university, with five of the students successfully receiving an E12 Entry offer to the University of Sydney. Due to their participation in the program, one of the students has registered to become a volunteer with the Compass program to support students in disadvantaged schools. The success of the program is further illustrated in the exponential interest it has generated among the student body. In 2016, 71 students applied to participate in Transition to University Program after observing the positive impact it had on their peers. Whilst the ideal number of students on the program is 40, the current project administrators are trying to accommodate 65 students who they have identified who they think will benefit (and ultimately take up their university offers) as a result of the program.
- Of the 44 schools that received the Thinking Ahead and Promote Yourself workshops, 37 submitted application to the E12 Early Entry Scheme pathway. Schools submitted an average of 10 applications each, and of the 191 conditional offers that were considered, 136 students received an unconditional offer at the University of Sydney with 91 students accepting their offer.
- Initially there were difficulties in gaining significant take-up and establishing readership of the ASTAR.TV site and Yourtutor service and digital marketing campaigns costs are prohibitive. These two digital platform required time to establish a presence with students which was supported throughout the Compass outreach activities and minimal digital marketing was undertaken. The expansion of both the readership and adoption of Yourtutor in the last 12 months has seen consistent and significant growth, with the public site reaching its targeted demographic.

The project is clearly demonstrating measurable outcomes. Of the six students who submitted applications for the E12 Early Entry Scheme at the University of Sydney, five were made offers and all offers were accepted.

*Did you undertake an evaluation of your project?*

Yes  No

Summaries results are embedded in the tables above. Evaluations have been attached.

*Where applicable, indicate number of the following resulting from this project:*

<b>Student contacts</b>	1,113 Year 11 & 12 Students
<b>Journal (or other publication) submissions</b>	N/A
<b>Conference Presentations</b>	N/A
<b>Websites developed</b>	N/A
<b>Educational or marketing campaigns</b>	N/A
<b>Community organisations engaged</b>	N/A
<b>Schools engaged</b>	N/A

## 2. OTHER PROJECT MATERIAL (Conditions of Grant, clause 2.2 (b)-(e) of Part A)

*[List the titles of any published reports, pamphlets or other documentation produced in the course of the Project and attach them to this Final Report.]*

**Table 5: Additional materials produced over the course of the project**

TYPE	AUTHOR	DATE OF PUBLICATION	PUBLICATION DETAILS
N/A			

### 3. ACQUITTAL REPORT (Conditions of Grant, clause 6.4(e), clause 6.7-8 of Part A)

*Have you fully expended the Grant Funds provided under the Conditions of Grant?*

Yes  No

*\*IMPORTANT NOTICE - Unspent 2014 HEPPP Partnership Grant Funds*

- Grant recipients must fully expend these 2014 National Priorities Pool funds in the project period for which the grant is made and report on this expenditure to the Commonwealth, including the amount of any unspent funds.*
- If a provider fails to spend the full amount granted it in respect of a year, the unspent funds may be recovered by the Commonwealth.*

# DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf, and
- to the best of my knowledge, the information that I have provided in the **Final Report** and **Acquittal Report** for the HEPPP 2014 National Priorities Pool project *Compass Connected* 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**

**Name**

**Position** Chief Executive Officer (Vice-Chancellor)

**Signature**