Aspire UWA
Annual Report 2009
UWA and Partner Schools working together
to raise aspirations for Higher Education
Aspire UWA aims to raise aspirations and improve academic readiness of students in high schools with a low transfer to higher education. It is funded by the Australian Government, Department of Education, Employment and Workplace Relations and the University and supported by a growing number of external stakeholders.

In its first year, Aspire UWA formed partnerships with six schools in the Pilbara region and 18 in Outer Metropolitan Perth.

All are located in low socio-economic areas, have a significant Indigenous student population and/or groups of students drawn from new and emerging communities.

The program team of staff from Student Services, the School of Indigenous Studies and the Faculty of Medicine, Dentistry and Health Sciences has visited all schools, met principals and key staff and cemented relationships through jointly celebrating the launch and conducting activities with years 9 to 12 students.

The Faculty of Medicine, Dentistry and Health Sciences’ Rural and Outer Metropolitan Medicine and Dentistry program has worked with years 11 and 12 students and was successful in enrolling six outer metropolitan students and four students from the Pilbara into the Bachelor of Medicine and Bachelor of Surgery degree, and one outer metropolitan student into the Bachelor of Dentistry degree.

The primary focus of activities in 2009 however was on year 9 students. Perth students completed a day of ‘taster’ activities at a Race around Campus or attended the Polar Palooza event, co-hosted by Scitech.

Pilbara students spent three days at a residential camp. In 2010, these 466 year 9 students will be supported with different activities and a new cohort of year 9 students will join the program.

The School of Indigenous Studies augmented its existing outreach program, detailed in section 2.4, with Aspire UWA activities. Staff members from the School of Indigenous Studies were present at all Perth school visits, campus activities, visits to the Pilbara and team meetings. They assisted with the recruitment of six Indigenous Student Ambassadors and Jeremy Harvey produced a video showcasing students from the Pilbara that received a warm reception from year 9 students during the visits to Pilbara schools.

At the program launch the Aspire UWA school principals were delighted to hear the Vice Chancellor announce an increase in Excellence Awards from one to three per school. This has resulted in an increase from 12 awards in 2009 to 37 awards in 2010, three of the recipients are Indigenous students and one student from an Aspire UWA school has been awarded a Humanitarian Excellence Award.

Aspire UWA has met and in some cases exceeded all the goals for 2009 identified in the Conditions of Grant. Significant support from faculties and individual staff members at UWA was forthcoming.

In addition, a range of external contacts is developing that will add value to the program in the future. The goodwill and positive energy created in the first year positions the Aspire UWA program well to aid expansion in 2010.
Stage 1: Development
1.1 Project infrastructure and staffing
1.1.1 Staffing
1.2 Student Ambassadors
1.3 Partner Schools
1.4 Project Initiation Document
1.5 Project resources
1.6 Launch

Stage 2: Outreach activities for 2009
2.1 Perth students participate in on-campus activities
2.1.1 Race around Campus
2.1.2 Polar Pals

2.2 End of year residential camp for rural students
2.3 Outer Metropolitan and Rural Medicine and Dentistry Program
2.3.1 Outer Metropolitan Medicine and Dentistry Program
2.3.2 Rural Medicine and Dentistry Program
2.4 School of Indigenous Studies programs and activities
2.4.1 Year 8 Discovery Days
2.4.2 Year 9 Science and Engineering Camp
2.4.3 Year 10 – 12 Health Careers Workshop
2.4.4 Year 12 Seminar
2.4.5 TEE Revision
2.4.6 Enrolments to UWA for 2010
2.4.7 Involvement in Aspire activities – launch, camp, race around campus, Student Ambassadors
2.5 Program Evaluation
2.6 Excellence Awards
2.7 Relationships established with External Stakeholders
2.8 Relationships with UWA stakeholders

Conclusion

Appendices
Appendix A: Committee Membership
Appendix B: Aspire UWA Student Ambassadors
Appendix C: Aspire UWA Partner Schools
The Aspire UWA program received funding in late 2008 and program development commenced in March 2009 with recruitment of staff and preparation of project documents. Diagram 1 provides an overview of program development, detailing growth each year as a new cohort is added. This report covers Stage 1 and 2 of Diagram 1 below.

Diagram 1: Aspire UWA Program Stages

Stage 1: Development (April - September 2009)
School Partnerships/Materials/Stakeholder Relationships/Launch and Project Documents

Launch (21st September 2009)

Stage 2: Outreach (October - December 2009)
Provided by: Student Services, School of Indigenous Studies, Faculty of Medicine and Dentistry, Student Ambassadors and other UWA faculties

Year 9 Students (Campus & School Visits)
OMP: Support Years 10, 11 & 12 Students through to Medicine or Dentistry
SIS: Outreach/Campus Activities/Camps for Indigenous Students

Review and provide annual report to DEEWR

Stage 3: Outreach (January - December 2010)
Provided by: Student Services, School of Indigenous Studies, Faculty of Medicine and Dentistry, Student Ambassadors and other UWA faculties

Year 9 & 10 Students (Campus & School Visits)
Teachers (Professional Development)
Parents & Community Meetings
OMP: Support Years 10, 11 & 12 Students through to Medicine or Dentistry
SIS: Outreach/Campus Activities/Camps for Indigenous Students

Review and provide annual report to DEEWR

Stage 4: 2011 Outreach (January – December 2011)
Provided by: Student Services, School of Indigenous Studies, Faculty of Medicine and Dentistry, Student Ambassadors and other UWA faculties

Year 9, 10 & 11 Students (Campus & School Visits)
Teachers (Professional Development)
Parents & Community Meetings
OMP: Support Years 10, 11 & 12 Students through to Medicine or Dentistry
SIS: Outreach/Campus Activities/Camps for Indigenous Students

Review and provide annual report to DEEWR

The first stage in program development was to establish a structure and to recruit staff. The structure of the Aspire UWA program reflects the complexity of working across three sections of the University and with partners in two regions.

The comprehensive committee structure facilitates communication and feedback between stakeholders, as illustrated in Diagram 2.
1.1 Project infrastructure and staffing

Aspire UWA reports to the UWA Student Equity and Access Steering Group whose members have oversight of the development of the project plan. The project sponsor is the UWA Director of Student Services. The project sponsor chairs the Project Management Committee, a small group with representation from Student Services, the School of Indigenous Studies and the Faculty of Medicine, Dentistry and Health Sciences.

The Management Committee provides guidance and endorsement on issues that the project team refers to it; monitors the project budget; provides regular status reports to the Student Equity and Access Steering Group; drafts the annual progress report to the Department of Education, Employment and Workplace Relations and ensures that support for partner schools is distributed evenly between schools.

The project team includes staff from Student Services, the School of Indigenous Studies and the Faculty of Medicine, Dentistry and Health Sciences who work directly in the program. They meet fortnightly to plan and deliver activities. More frequent meetings of some team members with UWA staff and external contacts to advance program objectives are common. Team members share documents on a SharePoint site and are in regular communication by email, phone and informal meetings.

The Aspire UWA Reference Group is chaired by the Associate Director Student Services (Student Support Services) and is a mix of UWA and external contacts who act as ‘informed friends’ of the program, providing advice and ideas to achieve Aspire UWA’s aims. The Group meets twice a year. As the program developed, team members recognised the value of Teachers’ Reference Groups. A Pilbara Group was established in November 2009 and held its first meeting during the residential camp for Pilbara students with the group providing valuable feedback on the future direction of the program in the Pilbara. The Outer Metropolitan Reference Group met in February 2010 and likewise provided useful advice on program activities and future plans for events.

A complete list of the members of Steering Committee, Project Management Committee, Project Reference Group and current Project Team for 2010 is attached in Appendix A.

1.1.1 Staffing

The Aspire UWA program team includes staff members funded from the program grant and others who give their time as part of the University’s contribution of in-kind costs.

Aspire UWA staff (funded from grant):

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Louise Pollard</th>
<th>Janine Tomlinson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catie Morris</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marieka Ledingham</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Apr-Aug)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Janene Beatty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Sep 2009)</td>
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<table>
<thead>
<tr>
<th>School of Indigenous Studies</th>
<th>Ray Garrett</th>
<th>Elisa McGowan</th>
</tr>
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<table>
<thead>
<tr>
<th>Faculty of Medicine, Dentistry &amp; Health Services</th>
<th>Janine Tomlinson</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

In addition, Judy Skene, Sue Pougnault, Jeremy Harvey and Brendon DeGois all contributed significant amounts of time assisting with Aspire UWA activities in 2009.
1.2 Student Ambassadors

The role of the Student Ambassadors is integral to the success of Aspire UWA. Ambassadors are current UWA students who came from the Aspire UWA partner schools.

Student Ambassadors have played an important role in every event organised to date and wherever possible are re-connected with their former high school. At one event a teacher commented that the program should be called ‘inspire’ because she was so impressed with the Student Ambassador hosting her group, who had challenged her perceptions of students from her school.

There are currently 38 Student Ambassadors, with more being recruited each year.

The Student Ambassadors meet at training sessions and events designed to encourage them to network as a group. Regular emails keep them informed of upcoming activities with schools. A complete list of Student Ambassadors can be found in Appendix B.

Fig 1: Student Ambassador Statistics

<table>
<thead>
<tr>
<th>From Aspire UWA schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Pilbara background</td>
<td>3</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>27</td>
<td>38</td>
</tr>
</tbody>
</table>

Fig 2: Student Ambassador participation

<table>
<thead>
<tr>
<th>Event</th>
<th>Number of Ambassadors engaged</th>
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</thead>
<tbody>
<tr>
<td>Launch</td>
<td>33</td>
</tr>
<tr>
<td>Race around Campus</td>
<td>20</td>
</tr>
<tr>
<td>Polar Palooza</td>
<td>5</td>
</tr>
<tr>
<td>Year 9 Camp</td>
<td>7</td>
</tr>
<tr>
<td>Training</td>
<td>21</td>
</tr>
</tbody>
</table>
On Monday the 21st September, the Honourable Gary Gray AO MP, Parliamentary Secretary for Western and Northern Australia, representing the Deputy Prime Minister, The Honourable Julia Gillard MP, officially launched Aspire UWA.

Dr Richard Walley OAM, a distinguished Noongar elder, welcomed those present to the land through both words and music.

The Vice-Chancellor, Professor Alan Robson AM CitWA, addressed the audience which included representatives from all schools (including those in the Pilbara), corporations with investment interests in the Pilbara, non-Government organisations and university representatives.

There were over 150 people in attendance including at least two Year 9 students from each of the Perth-based partner schools. All schools received a framed Certificate of Partnership to take back to their schools and all students received a ‘show bag’ which included a variety of educational materials.

Student Ambassadors were actively involved in every aspect of the event with many playing host to their former school principal or by sharing the role of Master of Ceremonies.

The launch was valuable in attracting attention to the program and sending message to partner schools that the University valued the program. A front page article in UWA News generated offers of support from several faculties.

“That was such a fabulous launch yesterday – a warm feeling, lots of energy, suitably brief and great to showcase the students.”

Beverley Hill, UWA Associate Director, Equity and Diversity

“Our students enjoyed the morning and are truly excited about the opportunities ahead of them.”

Donna McDonald, Principal, Hamilton Senior High School
2.1 Perth students participate in on-campus activities

2.1.1 Race around Campus

Thirteen Aspire UWA schools participated in Aspire UWA’s Race around Campus, a whole day event designed especially for Year 9 students involved in the program. Each of the schools completed a series of challenges while competing against the other schools.

The two Race around Campus events were overwhelmingly successful with many schools sending emails and cards afterwards to thank the Aspire UWA team.

Figure 3: Race around Campus participant statistics

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Not stated</th>
<th>Total</th>
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<tr>
<td>Total</td>
<td>98</td>
<td>162</td>
<td>8</td>
<td>268</td>
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<tr>
<td>Indigenous</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>More than one language at home</td>
<td>20</td>
<td>24</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>First at uni</td>
<td>27</td>
<td>38</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td>Want to go to uni</td>
<td>88</td>
<td>151</td>
<td>7</td>
<td>246</td>
</tr>
</tbody>
</table>

“AWESOME. They loved the Race, it was fun and they learnt a lot about University life. A couple of students have said that they are rethinking their study plans and feel they have a lot more options.”

Sue Bursey, Mercy College, reflecting on the experience of year 9 students at Race around Campus

“Our students really seemed to enjoy the day and certainly I heard comments on the bus home like “that was a cool university, I want to go there!”

Taryn Mohen, La Salle College, reflecting on the Race around Campus

2.1.2 Polar Palooza

95 students from five Aspire UWA schools participated in Polar Palooza, a joint outreach presentation between UWA and Scitech which was in honour of the 50th anniversary of the Antarctic Treaty.

Leading American polar researchers teamed up with Australian scientists and shared some of the discoveries of the recently completed International Polar Year. They described how Earth’s changing Polar Regions affect weather, climate and the environment everywhere on our planet.
2.2 End of year residential camp for rural students

In late November, 64 students and 6 teachers from the 6 Pilbara schools attended a residential camp for 3 days on Crawley campus. Students, teachers and some Aspire UWA team members stayed at Currie Hall.

Students participated in a range of activities on campus and visited Perth Zoo early one morning, where they helped with feeding activities. Social activities in the evening included ten pin bowling and a 3D movie.

Overall it was a very successful camp with overwhelmingly positive feedback from all involved. The students were introduced to many aspects of the University in a positive and relaxed manner and were continuously given opportunities to ask questions of the staff and camp supervisors.

By the end of the camp 96.8% of students indicated that they wanted to go to University. Considering that the Pilbara is an area that has a transfer to university of 12% this is a remarkable start to the program. It was pleasing to see that 20% of the students were Indigenous.

In addition, Hedland Senior High School shared that they were overwhelmed with the interest in the program and as a result have started up a ‘Uni Club’ to engage, support and encourage students to successfully finish high school and go to university. Aspire UWA plans to work with this club in the future.

At the conclusion of the camp Newman Senior High School sent the Aspire UWA team a ‘thank you’ gift from the teachers and students.

“Thank you for the best camp I have been to in two decades.”
Card from Newman Senior High School

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<table>
<thead>
<tr>
<th>Figure 4: Camp participant statistics</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>More than one language at home</td>
</tr>
<tr>
<td>First at uni</td>
</tr>
<tr>
<td>Want to go to uni</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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2.3 Outer Metropolitan and Rural Medicine and Dentistry Program

2.3.1 Outer Metropolitan Medicine and Dentistry Program

Ten schools participated in the Outer Metropolitan Program for 2009. Through this 12 workshops were facilitated and 178 students participated in these from years 10, 11 and 12.

In addition a Personal Development Workshop was organised for year 12 students and 16 attended. 38 students sat the Undergraduate Medicine and Health Sciences Admission Test (UMAT) exam and 31 students applied for entry to either the Bachelor of Medicine and Bachelor of Surgery or the Bachelor of Dental Science.

From this number 12 students were interviewed and six were offered a place to study medicine and one was offered a place to study dentistry.

2.3.2 Rural Medicine and Dentistry Program

Workshops and information sessions were delivered in Karratha and visits were made to Tom Price and Newman during 2009.

In July, the Aspire UWA program arranged and funded transport for 4 Pilbara students to Perth to sit the UMAT exam. They were met at the airport and taken to the Kings Hotel in Perth. The students experienced an afternoon in Perth and joined together with other rural school students for a dinner in the Hotel with current Medical and Dental students who shared their experiences of University life and studies, along with a presentation on preparation tips for the exam.

The following morning, the students were taken to Winthrop Hall where they were assisted with preparation and sat the exam. Later they were taken back to the hotel for de-briefing before returning home.

Feedback has been extremely appreciative of the support the school students received which made a possibly daunting experience stress free and actually enjoyable.

The occasion not only gave the students assistance complete the exam to the best of their ability but also the opportunity to meet other students in similar situations as themselves.

On completion of their tertiary entrance examinations and prospective student interviews, all 4 students from the Pilbara have been offered places into Medicine to commence in 2010.

2.4 School of Indigenous Studies programs and activities

2.4.1 Year 8 Discovery Days

The School of Indigenous Studies hosted around 100 Indigenous students at its Year 8 Discovery Days. Aspire UWA schools that were able to send students were Aranmore College (5), Kolbe College (3), Mirrabooka SHS (3), Governor Stirling SHS (8) and Swan View SHS (4).

Students were introduced to The University by School of Indigenous Studies staff, with Indigenous university students acting as role models and mentoring at various activities they participated in during the day. The six Indigenous Aspire UWA Student Ambassadors all took part in the day.

2.4.2 Year 9 Science and Engineering Camp

The Year 9 Science and Engineering Camp was held in January and attracted 22 Indigenous students from across the state. Six students attended from Aspire UWA schools.

This included two from Newman Senior High School and one each from La Salle College and Governor Stirling, Hamilton and Hedland Senior High Schools.

The camp focused on various aspects of science through hands on activities and demonstrations on campus. Scitech, CSIRO and Engineers without Borders conducted interactive sessions, whilst visits to Kings Park and Bold Park were undertaken to learn about Indigenous ecology and conservation and Indigenous star stories respectively.
2.4.3 Year 10 – 12 Health Careers Workshop

The Year 10-12 Health and Science Careers Workshop camp was held from 13 to 16 July. A total of 49 applications were received with 27 attending. Students from 3 Aspire UWA schools participated: Newman (5), Governor Stirling (2) and Swan View (1). The camp was based on careers in Medicine, Dentistry, Health Science and Engineering. Visits to Sport Science, Human Biology, Clinical Training and Education Centre, Anatomy, Physics and Engineering gave students an insight into some of the different science areas on campus.

2.4.4 Year 12 Seminar

The Year 12 Seminar was held in April with 31 students attending. Aspire UWA schools included Hedland Senior High School (2), Karratha Senior High School (1) and Swan View Senior High School (1). Three students, one each from Kolbe College, Karratha Senior High School and Hamilton Senior High School withdrew before the Seminar commenced.

The Year 12 Seminar focuses on visits to all universities, providing specific information to Indigenous students. Students spent a day at UWA receiving information on courses, entry requirements and scholarships.

2.4.5 TEE Revision

The School of Indigenous Studies sponsored two students from Aspire UWA schools to attend TEE Revision courses during the school holidays. One student from Hamilton Senior High School who completed the revision course is now enrolled at UWA. The other student, from Governor Stirling Senior High School, is enrolled at Edith Cowan University in a course not offered at UWA.

2.4.6 Enrolments to UWA for 2010

Four students from Aspire UWA schools will enter degree courses in 2010. Three of these students gained direct entry from Year 12 and all received an Excellence Award. One student from Karratha Senior High School, who completed the Aboriginal Orientation Course in 2009, will enrol in a Bachelor of Arts.

Four students will also enrol in the Aboriginal Orientation Course for 2010. The students are from St Luke’s College, Eastern Hills Senior High School, Hedland Senior High School and Karratha Senior High School. Another student from Roebourne will re-enrol in the course.

2.4.7 Involvement in Aspire activities – Launch, camp, Race around Campus, Student Ambassadors

The School of Indigenous Studies staff were involved in all aspects of the Aspire UWA program, working closely with staff from UWA Student Services and the Faculty of Medicine, Dentistry and Health Sciences. School of Indigenous Studies staff participated in all meetings with UWA faculties and other areas, such as SPICE, a secondary science teacher enrichment program; Primary Industry Centre for Science Education (PICSE) and the Prospective Students Office.

The School of Indigenous Studies organised the recruitment of six Indigenous Student Ambassadors, undertook visits to all outer metropolitan schools and three trips to the Pilbara in August. The initial trip was with the Prospective Students Office in June to attend a Career and Education Expo, meet schools and relevant stakeholders.

Jeremy Harvey from The School of Indigenous Studies produced a video showcasing the Aspire UWA Student Ambassadors from the Pilbara. This was well received by high school students with many recognising the Student Ambassadors.
2.5 Program Evaluation

A detailed evaluation strategy is currently being developed using both qualitative and quantitative tools to measure the success of the program.

The project team will be responsible for collecting and collating demographic data and feedback from students and teachers after each event. The tools used to date include:

**Data:** UWA enrolment and scholarship data as well as applicant data provided by the Tertiary Institutions Service Centre.

**Student Questionnaires:** Completed by all Aspire UWA school students to gain an understanding of their background and current perceptions and goals. 466 questionnaires completed in 2009 have provided useful information on the questions students want answered about university.

The team intends to develop further print and video resources to present this information in accessible ways to students and their families.

**Pilbara Teacher Questionnaires:** Teachers who supervised students on the camp were given questionnaires which asked an extensive range of questions to enable the Project to gain an understanding of the current situation in each of the Pilbara schools and the direction they would like the Project to take.

In addition, an external evaluator will be appointed to lead research in attitudes and perceived barriers to participation in higher education amongst the target groups.
2.6 Excellence Awards

Vice Chancellor, Professor Alan Robson, announced at the Aspire UWA launch that the University will offer three Excellence Awards to each Aspire UWA school instead of the usual one.

This was very well received by the schools and resulted in a significant increase in the number of schools putting in applications. Gilmore College indicated when putting in the application that the student ‘will be the first student to attend UWA for many years from our school. We are all very excited.’

Three Indigenous students from Kolbe College, Hamilton SHS and Lockridge SHS have also been awarded Excellence Awards.

Previous to 2010, only two Indigenous students (Karratha Senior High School & Eastern Goldfields Senior High School) had received the UWA Excellence Award.

Figure 5: Excellence Awards statistics 2005 - present

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>Total no of schools which put in applications</td>
<td>15</td>
<td>16</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Total no of awards</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>37</td>
</tr>
</tbody>
</table>
2.7 Relationships established with External Stakeholders

The Smith Family is working in several of the Aspire UWA schools and discussion is ongoing to identify ways to strengthen collaboration. Aspire UWA staff are assisting with recruitment of mentors for The Smith Family iTTrack program.

Rio Tinto contacted Aspire UWA staff to assist with recruitment of students to their work experience program.

BHP Billiton visited Aspire UWA team members to learn more about the program and support the students at Hedland SHS who have joined the uni club at the school.

Woodside Energy have met with Aspire UWA staff about funding opportunities and their community work/programs in Roebourne.

North West Joint Venture, who coordinate the Karratha Education Project have had meetings with various Aspire UWA staff where a number of possible collaborations were discussed.

Follow the Dream and Aspire UWA have a strong relationship as a result of a established partnership with the School of Indigenous Studies.

Sites across the Pilbara were visited in 2009 and many individual sites (both Perth based and in the Pilbara) are involved in the School of Indigenous Studies outreach activities.

Burrup Fertilisers have met with Aspire UWA staff and discussed working together in the Pilbara.

Scitech, in partnership with the University, have run a number of events and always invite Aspire UWA schools to their events.

Perth Zoo will work with Aspire UWA to provide activities for school visits. The Pilbara students enjoyed an early morning visit to the zoo to help with feeding the animals.

Engineers without Borders have been very supportive of Aspire UWA programs to date and at Race around Campus hosted a challenge for students to complete.

St Luke’s College in Karratha won an award of $50,000 and through Aspire UWA contacts, recruited A/Professor Martin Forsey to conduct a research project for them.
2.8 Relationships with UWA stakeholders

SPICE (a secondary science teacher enrichment program): Staff at SPICE have invited Aspire UWA schools to events that they are coordinating and provided professional development opportunities to teachers.

Science Education Enhancing Knowledge (SEEK): SEEK is working with Aspire UWA schools to deliver tutoring by UWA students.

Primary Industry Centre for Science Education (PICSE): this Faculty of Natural and Agricultural Sciences project is also doing outreach activities with schools and the two programs are exploring closer relationships.

Thinking Sciences: Winthrop Professor Grady Venville in the Faculty of Education is investigating extending her Accelerated Cognitive Development program to 9 more Aspire UWA schools.

Arts, Humanities and Social Sciences: staff members provided activities for Race around Campus and the 2009 camp and are keen to have more involvement in 2010.

The Faculties of both Natural and Agricultural Sciences and Life and Physical Sciences: Both faculties have been very supportive to date and invited Aspire UWA schools to a variety of faculty events

Jenny Bevan, curator, Edward de Courcy Clarke Earth Science Museum: has hosted several activities for Aspire UWA schools.

Terry Larder, Coordinator of the UWA Visitors’ Information Centre: has provided tours of Winthrop Hall and the Tower.

The residential college, Currie Hall: hosted the Pilbara camp and is looking at opportunities for its leaders to work more closely with the Student Ambassadors.
The first year of the Aspire UWA program has been extremely busy but also very rewarding.

A delay in commencing the project until April and the challenge of finding suitable staff meant that there was pressure to complete a year’s worth of activities in less than six months, while the project team was at times understaffed. A great deal of good will and energy from all the project team ensured that everything was achieved on time and in a manner that drew praise and appreciation from partner schools.

Aspire UWA looks forward in 2010 to another busy year in which the program will double in size and a number of extra activities and partnerships will be developed to add richness to the program.
## Appendix A: Committee Membership

### Student Equity and Access Steering Committee
- **Pro Vice-Chancellor (Education)**
  - Winthrop Professor Jane Long (Chair)
- **Senior Deputy Vice-Chancellor**
  - Winthrop Professor Bill Louden
- **Executive Director (Academic Services) and Registrar**
  - Ms Louise Pollard
- **Associate Director, Graduate Research and Scholarships**
  - Aspire UWA
- **Director, Student Services**
  - Dr Judy Skene
- **Associate Director, Student Services (Admissions)**
  - Mr Wayne Betts
- **Associate Director, Student Services (Student Support Services)**
  - Dr Judy Skene
- **Director, Indigenous Student Services**
  - Mrs Marilyn Strother
- **Representative, Faculty of Medicine, Dentistry and Health Services**
  - Associate Professor Annette Mercer
- **Senior Project Officer, Aspire UWA**
  - Ms Louise Pollard (Executive Officer)

### Project Management Committee
- **Director, Student Services**
  - Mr Jon Stubbs (Chair)
- **Associate Director, Student Services (Admissions)**
  - Mr Wayne Betts
- **Associate Director, Student Services (Student Support Services)**
  - Dr Judy Skene
- **Director, Indigenous Student Services**
  - Mrs Marilyn Strother
- **Representative, Faculty of Medicine, Dentistry and Health Services**
  - Associate Professor Annette Mercer
- **Senior Project Officer, Aspire UWA**
  - Ms Louise Pollard (Executive Officer)

### Project Reference Group
- **Representative, School of Indigenous Studies**
  - Mrs Marilyn Strother
- **Representative of The Smith Family**
  - Mr Craig Stewart
- **Representative of Prospective Students Office**
  - Ms Julie Peterkin
- **Representative of the Residential Colleges**
  - Mr Chris Mussey
- **Representative of Department of Education**
  - Mr Armando Giglia
- **Director, Office of Development**
  - Mr Campbell Thompson
- **Director, Energy and Minerals Initiative, Mr Tim Shanahan**
- **Manager of Aboriginal Education, Pilbara District Education Office (position vacant)**
- **SPICE Representative**
  - Associate Professor Jan Dook
- **SEEK Representative**
  - Associate Professor Nancy Longnecker
- **Student Ambassadors Representative**
  - Mr Hai Long Lam
- **Aspire UWA Senior Project Officer**
  - Ms Louise Pollard (Executive Officer)

### Project Team
- **Co-ordinator**
  - Dr Judy Skene
- **Senior Project Officer, Student Services**
  - Ms Louise Pollard
- **Senior Project Officer, School of Indigenous Studies**
  - Mr Ray Garrett
- **Project Officer, School of Indigenous Studies**
  - Ms Elisa McGowan
- **Student Support Co-ordinator, Medicine, Dentistry and Health Sciences**
  - Ms Sue Pougnault
- **Administrative Officer (Rural and Outer Metropolitan School Program)**
  - Ms Janine Tomlinson
- **Administrative Assistant**
  - Ms Cate Morris
- **Administrative Assistant**
  - Ms Janene Beatty
## Appendix B: Aspire UWA Student Ambassadors

<table>
<thead>
<tr>
<th>School Name</th>
<th>Student Ambassador</th>
<th>Faculty of Study</th>
</tr>
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<tbody>
<tr>
<td>Arammore Catholic College</td>
<td>Louisa Frew</td>
<td>Biomedical Science</td>
</tr>
<tr>
<td>Ballajura Community College</td>
<td>Monique Dixon</td>
<td>Arts &amp; Science</td>
</tr>
<tr>
<td></td>
<td>Chloe London</td>
<td>Marine Biology</td>
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<tr>
<td>Girrawheen Senior High School</td>
<td>Jun Jun Guo</td>
<td>Anatomical Sciences</td>
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<tr>
<td>Governor Stirling Senior High</td>
<td>Nathanael Yates</td>
<td>Science</td>
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<td></td>
<td>Jodi White</td>
<td>Human Movement</td>
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<td></td>
<td>Hai Long Lam</td>
<td>Graduate Medicine</td>
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<tr>
<td>John Wollaston Community College</td>
<td>Rachel Conroy</td>
<td>Arts</td>
</tr>
<tr>
<td>Kingsway Christian College</td>
<td>Josh Hollick</td>
<td>Science &amp; Engineering Medicine</td>
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<tr>
<td></td>
<td>Sarah Hollick</td>
<td></td>
</tr>
<tr>
<td>Kolbe Catholic College</td>
<td>Tom Hunter</td>
<td>Commerce</td>
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<tr>
<td></td>
<td>Vinka Cummins-Barunga</td>
<td>Medicine</td>
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<tr>
<td>La Salle College</td>
<td>Courtney O’Donnell</td>
<td>Education &amp; Arts</td>
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<td></td>
<td>Renee Burns</td>
<td>Arts</td>
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<tr>
<td>Lockridge Senior High School</td>
<td>Tamika Ponton</td>
<td>Medicine</td>
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<tr>
<td>Lumen Christi College</td>
<td>Jarrod Lomas</td>
<td>Arts &amp; Commerce</td>
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<td></td>
<td>Tessa Brown</td>
<td>Arts &amp; Law</td>
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<tr>
<td>Mercy College</td>
<td>Julie Pham</td>
<td>Podiatric Medicine</td>
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<tr>
<td></td>
<td>Allan Han</td>
<td>Commerce (graduated)</td>
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<tr>
<td></td>
<td>Edmond Lin</td>
<td>Science</td>
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<tr>
<td></td>
<td>Van Truong</td>
<td>Commerce &amp; Law</td>
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<td></td>
<td>Wiktor Bilinski</td>
<td>Engineering &amp; Economics</td>
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<td></td>
<td>Natasha Augustin</td>
<td>Law &amp; Commerce</td>
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<tr>
<td>Mirrabooka Senior High School</td>
<td>Alyce Haast</td>
<td>Science &amp; Economics</td>
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<tr>
<td>Karratha Senior High School</td>
<td>Claire Brettnar</td>
<td>Arts</td>
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<td>Charlene Clarke</td>
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<td></td>
<td>Russell Bennett</td>
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<td>Karly Chadwick</td>
<td>Environmental Science</td>
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<tr>
<td></td>
<td>Jamma Green</td>
<td>Engineering &amp; Commerce</td>
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<tr>
<td></td>
<td>Amy Evangelista</td>
<td>Environmental Science</td>
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<td></td>
<td>Samantha Shepard</td>
<td>Engineering</td>
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<tr>
<td>Newman Senior High School</td>
<td>Dwayne Smith</td>
<td>Engineering &amp; Commerce</td>
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<tr>
<td>Hedland Senior High School</td>
<td>Jesse Kalic</td>
<td>Conservation Biology &amp; Management</td>
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<td></td>
<td>Andrea Gomes</td>
<td>Medicine</td>
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<tr>
<td>Roeburne District High School</td>
<td>Hayden Woodley</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Trelina Brown</td>
<td>School of Indigenous Studies</td>
</tr>
<tr>
<td>St Luke’s College</td>
<td>Emma Smith</td>
<td>Medicine</td>
</tr>
<tr>
<td>Ambassadors from other schools</td>
<td>Lydia-Jessica Prempeh</td>
<td>Biomedical Science</td>
</tr>
</tbody>
</table>
Appendix C: Aspire UWA Partner Schools

Aranmore Catholic College
Balga Senior High School
Ballajura Community College
Eastern Hills Senior High School
Gilmore College
Girrawheen Senior High School
Governor Stirling Senior High School
Hamilton Senior High School
Hedland Senior High School
John Wollaston Anglican Community School
Karratha Senior High School
Kingsway Christian College
Kolbe Catholic College
La Salle College
Lockridge Senior High School
Lumen Christi College
Mercy College
Mirrabooka Senior High School
Morley Senior High School
Newman Senior High School
Roebourne District High School
St Luke’s College
Swan View Senior High School
Tom Price Senior High School