



2023 DEAP School Outreach Program Guide

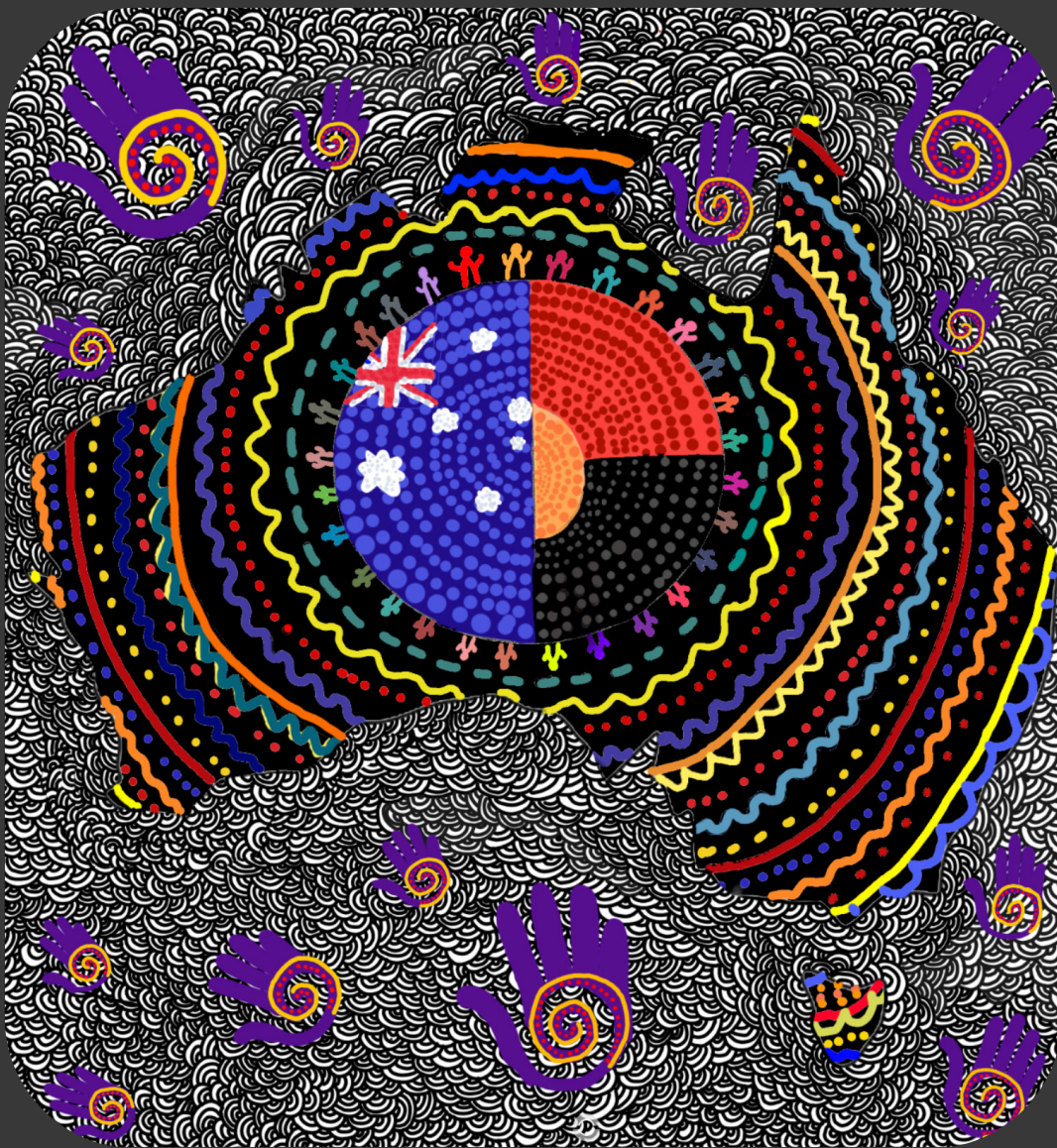
Building aspiration to access
higher education

deakin.edu.au

Acknowledgement

We acknowledge the Traditional Custodians of the lands that we have the privilege of connecting on.

We pay our deep respects to Elders past and present upon which our schools and communities are based, and of Wadawurrung Country, Gunditjmara Country, Wurundjeri Country and Boon Wurrung Country where our campuses are located.



Artwork by Rosa H.
'Merging Traditions' - 2nd Place winner (Middle Category)
Deakin University NAIDOC Week Art Competition, 2021

Inspiring the next generation of equity students

We believe that university should be an opportunity available to everyone.

The Deakin Engagement and Access Program (DEAP) school outreach program inspires aspiration, instils self-confidence and creates equal opportunities for all secondary school students. The program breaks down common barriers to education and encourages students to have a positive outlook towards their future.

We work with Year 9 - 12 secondary school students from over 40 partner schools and community organisations in Melbourne's western suburbs, Geelong and Barwon regions and Warrnambool and Western Victoria.

Our focus is on building a student experience that empowers students to reach their full potential – with 73% of teachers reporting our programs encourage more students to stay at school and to finish Year 12⁺.

DEAP strives to make a lasting impact on school students, leaving them with a strong belief that they have control over their future.

Our funding

We are able to deliver our program and community activities thanks to the Higher Education Participation and Partnerships Program (HEPPP) provided by the Commonwealth of Australia.

HEPPP aims to promote equality of opportunity to education by improving outreach to widen aspiration and promote higher education to people from regional and remote Australia, low socio-economic status (SES) backgrounds, and Indigenous persons.

Visit deakin.edu.au/DEAPOutreach for more information.



The DEAP impact

We see the reach and impact of our program everyday. In 2022, we achieved:

12,565	140	112
student touch-points	industry volunteers	Deakin student mentors

85% of Year 9 students said that they felt more confident about their future.
(n=957, Year 9 DEAP student evaluation data)

82% of teachers reported that the program was likely to encourage students to finish Year 12.
(n=410, DEAP teacher evaluation data)

65% students intend to go to university after participating in DEAP outreach activities
(n=4275, 2022 DEAP student evaluation data)

83% students said that Mentors of DEAP (MoD) inspired them to think about their future.
(n=3450, 2022 DEAP student evaluation data)

The DEAP difference



Committed to building and sustaining effective partnerships

Our relationships with our partner schools and communities matter. We are committed towards building effective and successful partnerships through meaningful engagement, positive collaboration and respectful relationships. Our Partnership Officers work closely with our partner schools to ensure that our programs support existing learning frameworks, by offering program flexibility and developing tailored workshops that align to individual schools curriculum, to strengthen the student experience.



Connected to Victorian Curriculum

Our program has been designed in alignment with the Victorian Careers Curriculum Framework and Deakin University's Employability and Graduate Learning Outcomes to ensure learning is relevant and applicable to students futures. Our workshops support students to explore and document their career goals, plans, achievements and new knowledge acquired through our programs.



Empowered student-lead journey

Through an exciting range of engagement and access workshops, our program helps young people to explore their interests, discover new pathways, and learn about future careers and transferable skills for the changing world of work. Through this journey, students are empowered to imagine themselves in the future workforce and are equipped with skills to help them confidently navigate their secondary school years.

Empowering students to reach their full potential

All our activities and workshops aim to support the development of students' self-confidence and self-efficacy, leaving students with a strong belief that they have control over their future.



Liam's story

Liam is a current DEAP mentor and attended Northern Bay College, a DEAP partner school, as a high school student. Liam experienced the DEAP program first hand and speaks of the impact the program had on him and what it means to work as a mentor.

During high school, my parents relied on government welfare benefits and any support they could get. I had worries about being able to follow through with my studies beyond year 12. I had considered dropping out, in hopes my parents wouldn't stress financially. I was always described as a shy kid and always in a book, always robbing myself of opportunities - being scared of putting myself out there and experiencing failure.

My family culturally didn't understand the need for education and especially tertiary learning. I am the first to attend university and I was expected to work full time or do a trade to support myself. My academia wasn't prioritised because I felt at one point, I did not need it. However, despite all the impossibilities, I still managed to try my hardest through all the obstacles thrown at me.

I attended Northern Bay College, a DEAP partner school. I extremely enjoyed learning from DEAP mentors who were able to inform me that university isn't as unattainable as I had once thought. It is a place for everyone, despite their financial means. This also included the ability for me to enrol in uni at any stage of my life, despite my ATAR or scores I got post-high school. I felt motivated to achieve my dreams and the understanding that anything is possible.

Before this experience I felt hopeless and I didn't believe I could afford university - similarly to how I couldn't afford high school. I soon became educated on learning about external resources for financial assistance, including HECS and student help loans.

With the support of the DEAP program in my school, I understood how the selection process worked for university entry and was able to put in my SEAS application that allowed me to be on an even playing

field with students who hadn't experienced the same level of difficulty that I had.

Inspired by DEAP's SEAS workshop, I also reached out for psychological support for the first time and was also able to obtain professional support in my SEAS application. I am forever thankful for this.

I didn't think being a uni student was possible until the mentors shared their experiences and educated my class about how tertiary education worked. Inspired by a DEAP presentation about financial assistance, I also applied for scholarships at Deakin. I took on board the advice from DEAP mentors and wrote about my experiences. I was successfully awarded the Vice Chancellor's Scholarship for Academic Excellence. Applying for all available scholarships to help financially support myself as I became independent, was pivotal in me being able to reach my aspirations. DEAP allowed me to continue to grow by reaching out to support networks and learning to not limit myself.

I am now a mentor of DEAP, delivering the program to a new generation of students. Ultimately, the benefits of being a mentor are immeasurable. There is a great social reward to be able to make an imprint on many students' lives by breaking down barriers in fixed mindsets and guide young people to believe that anything is possible and to follow their passions.

My motivations in being a mentor are to influence and inspire other students who were just like me, and help them to understand that uni is something ANYONE can do despite their living and financial circumstances.

Liam Jones
Bachelor of Biomedical Science

Meet our MoD Alumni

Each and every one of our MoD alumni have inspiring journeys. Learn about their experiences of working for DEAP and their achievements to date.



Ali Calafiore

Bachelor of Arts (Professional and Creative Writing) Honours graduate | Freelance editor

Ali is currently working as a self-employed freelance editor for social media clients in Australia, New Zealand, and the US. Ali is also working on creating her first narrative game, The Marvellous Phantasma: The Heist of the Sapphire Butterfly.

'I received a low ATAR and didn't get the entry score required to get into the Bachelor of Arts: Professional and Creative writing. I was very upset, but instead of giving up on my dreams, I asked around Deakin to see if I could find another pathway in. I was introduced to the Associate Degree which was a wonderful introduction to how University worked. It taught me how to write essays, how to reference and cite my sources, and how to navigate the Deakin Library. I did so well, that after a year I transferred into the Professional and Creative Writing Degree. From there I graduated with Distinction and went on to do a post-graduate Honours degree.

Rakshit came to Australia in 2017 as an international student from India. After graduating from his Engineering Degree, Rakshit gained fulltime employment in Bendigo as a Technical Officer in the School of Health and Engineering at LaTrobe University. Rakshit is interested in all things related to AI, IoT and robotics.

'I joined Deakin University the same year I finished high school. One of the major challenges to studying abroad was the financial implications. I was fortunate enough however, to attain a scholarship.

I joined the DEAP Team after hearing about the MoD role from other mentors. I knew this program would help me improve many skills and help me gain new ones, but what I didn't know was that it would become the best job I've ever had. The DEAP community was filled with interesting, kind and like-minded people. Every program I ever presented, left me with a smile and the satisfaction of working for something other than money. This program also helped me understand more about the Australian community in general.

Joining the DEAP team was an easy decision as I was passionate about sharing my pathway to inspire and encourage others.

I really enjoyed my time in the MoD Squad. I loved meeting with students and encouraging them to pursue their dreams, and I also made some wonderful friends. Before DEAP, I was terrified of speaking with strangers, never mind a crowd of people. Without the program, I wouldn't be nearly as confident as I am now. The self-esteem, leadership, and active listening skills I gained from being a MoD still help me when I speak with clients for my editing job.'

My advice for young people?

'Don't give up if you first fail, keep on looking for alternative ways to get where you want to be and eventually you will find one that works in your favour.'

Rakshit Jain

Bachelor of Engineering (Mechatronics) graduate | Technical Officer at La Trobe University



As a MoD, I developed many skills that were important to my success at Uni and helped me land a job. I received a Hallmark for Leadership from Deakin University and most of the credit for my development as a leader goes to DEAP. This job helped with my confidence, ability to speak publicly and overall made me a better person. I also happened to make some lifelong friends along the way.'

My advice for young people?

'Understand that life is not a race. Take time to understand who you are, what makes you happy and most importantly find out how can you help people. If you don't know what to do in life, attempt the hardest thing you can find, as this will help you build character. Nothing worth doing is ever easy. Work hard and everything will work out for you.'



Erica Adams

Bachelor of Criminology graduate |
Learning & Engagement Officer for
Department of Transport

Since graduating in 2021, Erica has secured a position with the Department of Transport working on the North East Link Project as a Learning & Engagement Officer. Through her position, Erica helps create pathways for people with marginalised and disadvantaged backgrounds to gain employment.

'I struggled a lot with mental health issues during high school and because of this, I did not complete VCE. Instead, I chose to start an apprenticeship and work as a waitress. When I made the decision to go to Uni, it was more challenging as I didn't have any qualifications. Applying straight away was not an option. I either needed to complete a different form of education or wait until I was a mature aged student. I chose the latter. However, this came with its own struggles. I wasn't conditioned to studying, I had never written an essay and I lived out of home and needed to work. None of these things prevented me from applying, but it was a more difficult experience than if I had entered straight from high school.

Honestly - my motivation to join the DEAP Team was initially money. This motivation very quickly changed once I gained an appreciation for what DEAP was trying to achieve.

The best way I can explain how my motivation changed is by the words I frequently would say, "I feel guilty getting paid", because as much as I put into the role, I felt like I got 10 X back. I couldn't ask for more than giving back to the community while learning valuable skills myself.

Being in the MoD Squad defined my entire time at university. I learnt so much about myself, to such an extent that it altered what I studied and where I took my career. It made me more aware of inequality and chances for making the world a more equitable and inclusive experience for everyone. I can say with all certainty I wouldn't be who I am today without my experience as a MoD.'

My advice for young people?

'Take risks and don't be afraid of being different. There are so many opportunities out there, and they will be there for the rest of your life. Take those risks that will make you happy and bring joy to your life.'

Britany Verity

Bachelor of Forensic Science,
Master of Teaching graduate |
High school teacher



Brittany is currently in her fourth year of teaching in a secondary school. She was recently promoted to the role of Leader of Science and STEM.

'I completed VCE at a Catholic College in South Gippsland. Being at a rural school, subject choices were limited, and it was difficult to find information about careers, other than what was present in the community. On the flip side, it was wonderful to complete VCE in such a close-knit community, as everyone looked out for everyone, resulting in me receiving a scholarship to attend University due to academic achievement.

I was looking for an opportunity to work with students when I came across the DEAP role. I knew it was perfect for me, because I have always been very passionate about providing young people with all the information they need, to make an informed career choice, an opportunity that was lacking when I was in high school.

I loved every minute of working in the MoD Squad! It was a wonderful opportunity to meet new people from various faculties that were all passionate about the same things that I was. I had always been quite a shy person and preferred to do things on my own. The MoD role helped me to develop my teamwork and communication skills, and how to work with and trust others. These skills have led to success in my career. Finally, after experiencing such a positive and safe environment within the DEAP workplace, I now emulate this in my own workplace so that students and staff know that they are always safe and included by me.'

My advice for young people?

'Don't be afraid to try something new because you may find that it will change your life!'

The student journey is at the core of what we do

Students are our focus, and our program is centred on building an empowered student experience and journey.

It begins at the first touch-point when we engage Year 9 - 12 students from our partner schools through our aspiring outreach program.

We then employ our future students as MoDs (Mentors of DEAP) to co-design and lead our workshops, and role-model positive pathways to a new generation of students.

In turn, we support our MoDs in their own educational and career journeys by fostering a safe community and sense of belonging for them to thrive in, financial assistance through on-campus employment and professional work experience to develop their university and graduate capabilities.

We stay connected with our MoD alumni who then return as volunteers in our program to engage in pivotal career conversations with young people, completing the inspiring life cycle of the DEAP student journey and paving a positive, fulfilling pathway for the next generation of lifelong learners.

LEARN MORE 

For more information about how we engage with industry and community volunteers, see *Year 9 FutureME (Page 11)*.

83%

of students said that Mentors of DEAP (MoD) inspired them to think about their future.

(n=3450, 2022 DEAP student evaluation data)



Programs designed to inspire

Our exciting school outreach program for Year 9 - 12 students is designed to be year-level appropriate, creative, engaging, and adaptable to the demands of the future of work.



EXPLORE



DISCOVER



BUILD



ACCESS

	Year 9	Year 10	Year 11	Year 12
Workshops	FutureME Day 1 - In School, 2 hours Day 2 - Deakin campus, full day Day 3 - In School, 2 hours	Uni Myths Busted In school, 1 hour University Immersion Day Deakin campus, full day	A Day in the Life of a Uni Student Deakin campus, full day	SEAS In school, 1 hour Scholarships In school, 1 hour
Program learning outcomes	<ul style="list-style-type: none"> Learn about the future world of work and explore employability skills required to navigate it. Demonstrate new skills in job application based activities. Participate in focused career conversations with industry professionals. 	<ul style="list-style-type: none"> Identify links between skills, values and future career options. University Immersion experience including campus tour, practical course-specific workshops and Q & A student panel. Provides real insight into university through active and informal conversations with current University students. 	<ul style="list-style-type: none"> A day on a Deakin campus experiencing life as a university student that offers independent learning, including; workshop choice, relationship building, decision making and accountability. Workshops include: <ul style="list-style-type: none"> Future Ready Pathways Study for Success Money Moves Wellbeing Workshops support students in developing essential life skills and future employability skills in-demand by employers. 	<ul style="list-style-type: none"> Explore the SEAS categories and application process through VTAC. Learn about available scholarships and how to apply and understand university fees.
Victorian Careers Curriculum	<ul style="list-style-type: none"> Focus on the contribution that personal attributes and effective communication skills make to their future life and work roles Participate in activities that highlight the skills needed to gain and maintain employment such as mock interviews and online applications Examine the changes that have taken place in the workplace over a period of time and apply their knowledge to consider the nature of change on their planning for their preferred future. 	<ul style="list-style-type: none"> Plan their pathway to achieve broad career goals that offer a range of options. Investigate national and global economic, social, technological and environment changes on the type and availability of work and examine trends that may impact chosen career pathway. Focus on the need to be flexible and the importance of networks to create and make opportunities. 	<ul style="list-style-type: none"> Confirm their current self-knowledge to establish their post-school direction and at least one possible career choice. Identify the skills and abilities they have acquired through activities and experiences in school and their community and identify the transferability of these skills and abilities to future career choices. Apply their decision-making and problem-solving skills to their post-secondary education and training or employment aspirations. 	<ul style="list-style-type: none"> Need to critically examine their career goals and have sound knowledge of the requirements for their planned further education, training or employment choices. Need to be aware of alternative pathways to achieve their preferred future and prepare at least one optional career choice. Develop skills and materials to seek employment including updating their resume and preparing for job interviews.

▶ Year 9

FutureME

An inspiring program that builds critical knowledge about the changing world of work and supports students to lead career conversations with working professionals to spark career exploration and navigation of future pathways. Built on the research by Foundation for Young Australians (FYA), students continue to build their portfolio of skills and capabilities in this program and are encouraged to step out of their comfort zone in a supportive and explorative environment.

Learning objectives

- Imagine themselves in the future world of work.
- Increased job readiness, and knowledge of the future world of work.
- Explore the meaning and purpose of employability skills.
- Research and understand current and future industry trends in their local areas.
- Engage with the world of work through career conversations.

▶ Day 1 - In school | 2 hours

Students will engage with and understand what the future world of work will look like and the skills required to navigate this working world:

- Explore employment trends and the implications of these for their future employment.
- Be introduced to and understand the employability skills required for success.
- Begin to practise key employability skills.

▶ Day 2 - Deakin campus | Full day

Students are provided with a range of meaningful opportunities to develop their employability skills and deepen their understanding of the program content through career conversations with industry professionals:

- Build and practice communication skills.
- Students lead career conversations with working industry and community professionals by preparing professional questions and practicing positive body language.
- Engage in small group conversations with industry and community volunteers to explore different career journeys and aspirations.

▶ Day 3 - In school | 2 hours

Through creative learning modes, students reflect on their development of skills throughout the program. They identify their own strategies for further developing employability skills, which will support their success in a future world of work:

- Reflect on the future world of work and the employability skills required to actively participate and engage.
- Build and practice presentation skills.
- Personal reflection on their engagement with the FutureME program.
- Identify key learnings and tools for beyond the FutureME program.

School requirements

- Organise transport to a Deakin University campus for Day 2.
- Organise students for program participation.
- Maintain responsibility for student conduct, behaviour and health and safety.

"It was an inspirational conversation with most of them and made me more confident about my future. Before I felt unsure of my future but now I have a better understanding of what to do."

- Year 9 FutureMe student



► Year 10

Uni Myths Busted

In School | 1 hour

A dynamic workshop that discusses common myths about university. Led by current Deakin students, this workshop aims to provide real insights into university life by tackling students' misconceptions and providing inspiring information about entry, accessibility, pathways, affordability and student life.

Learning objectives

- Increased knowledge and awareness of the benefits and relevance of higher education.
- Increased knowledge of life as a university student and opportunities available to students in higher education.
- Improved capability and motivation to access university.
- Increased aspiration and perception that higher education is a viable and attainable option.
- Increased knowledge and awareness of the affordability of higher education.

School requirements

- Organise students for program participation.
- Maintain responsibility for student conduct, behaviour and health and safety.

Uni Immersion Day

Deakin Campus | Full day

Students will spend a day at Deakin University and immerse themselves in a supported on-campus experience. Students will gain key insights into university life through hands-on learning, access to innovative learning spaces and will also get the chance to work with current Deakin university students to ask their questions and talk about university life.

Learning objectives

- Experience a guided day in the life of a university student, by taking part in workshops and exploring the University campus all led by current University students.
- Increased sense of belonging to university through becoming familiar with the campus and immersing themselves in university culture.
- Build on student aspirations, with the opportunity to consider higher education as a viable and accessible pathway.

School requirements

- Organise transport to a Deakin University campus.
- Organise students for program participation.
- Students will have access to the cafeteria facilities to purchase lunch on the day, or are welcome to bring their own lunch.
- Maintain responsibility for student conduct, behaviour and health and safety.

70% of students considered university after participating in Uni Immersion Day*

The vast majority of students agreed that the on-campus experience helped them to consider going to university,

*Source: 2022 student evaluations



▶ Year 11

A Day in the Life of a Uni Student

Deakin Campus | Full day

Through a partly self-guided program, students have the opportunity to live a day in the life as a university student, in an immersive experience on a Deakin campus.

With the close mentorship of a current Deakin student (MoD), students will be given the independence to curate their own day by:

- selecting 'lectures' of interest from a set timetable from the available workshops below.
- finding their own way around campus.
- networking and Q&A with MoDs in small groups.
- enjoying lunch at a campus cafeteria.

This program is delivered as a packaged experience with the following lectures:

▶ Study for Success

Students will learn important tools and strategies to help navigate and support them through Year 11 and Year 12. Students will gain insight into effective study habits from current Deakin students, hear about different lived experiences and have the opportunity to ask questions.

Learning objectives

- Increased knowledge in relevant areas of information on study skills and strategies.
- Increase students' confidence in navigating Year 11 and Year 12 effectively, to the best of their ability.

▶ Future Ready

This workshop builds deeper learning and knowledge from the successful Year 9 FutureME program. Students will research a career of their choice and identify the skills required, education levels and potential future employers. Students also explore where the career sits in terms of future prospects.

Learning objectives

- Increased knowledge in researching and planning future career pathways.
- Increased confidence in placing themselves in a positive future world of work.
- Increased job readiness, and knowledge of future work and educational requirements.
- Improved capacity and motivation to continue their studies and to make informed decisions about the future.

▶ Pathways

Students will learn about different pathways to accessing university and build critical knowledge as they look at navigating their own unique educational and career pathways.

Learning objectives

- Increased knowledge in alternative pathways to university.
- Improved capability and motivation to access university.
- Aspirations and increased perception that higher education is a viable and achievable option.

▶ Wellbeing

Students will learn important tools and strategies for healthy minds and bodies to help navigate and support them through Year 11 and 12. Students will participate in a range of wellbeing activities to learn about the importance of self care, identifying signs of stress and identifying healthy solutions.

Learning objectives

- Increased knowledge in wellbeing with relevance to pressures of senior high school, including exam stress.
- Opportunity to hear from current university students on how they navigate wellbeing.

▶ Money Moves

Students will explore their financial literacy skills through participation in a fun, interactive board game. The game supports students to build knowledge about personal finances whilst developing positive mindsets and attitudes towards money matters.

Learning objectives

- Increased knowledge about making informed consumer choices and personal finances, such as budgeting, saving, spending, planning and setting financial goals.
- Increased knowledge of the influences and impact of a consumer society on teenagers' choices and decision-making, while reflecting on their own behaviours and consumer choices.

School requirements

- Organise transport to a Deakin University campus.
- Organise students for program participation.
- Students will have access to the cafeteria facilities to purchase lunch on the day, or are welcome to bring their own lunch.
- Maintain responsibility for student conduct, behaviour and health and safety.

Year 11 - An immersive, student life experience



▶ Year 12

Special Entry Access Scheme (SEAS)

In School, 1 hour

This workshop aims to support students with their VTAC SEAS application. Students will be guided in identifying factors which have impacted their education, and how to link these to a SEAS application. The workshop gives students the opportunity to prepare for a SEAS application with the support of Deakin student mentors.

Learning objectives

- Increased knowledge in VTAC's SEAS process and university application process.
- Increase student preparedness to complete a SEAS application.
- Increased aspirations and perception that higher education is a viable and attainable option.

School requirements

- Recommended July - September.
- Organise students for program participation
- Maintain responsibility for student conduct, behaviour and health and safety.

Scholarships

In School, 1 hour

This workshop supports students' access to university by examining the different types of scholarships available to them, including academic and merit, with a focus on exploring access and equity scholarships. Students will gain understanding about the costs involved in going to university, and how to pay university fees and discuss Australian Government Financial Assistance, including HELP loan schemes and Commonwealth Supported Places (CSP).

Learning objectives

- Increased knowledge of scholarships (with emphasis on equity scholarships), including their availability and the various application processes.
- Increased knowledge of the cost and affordability of higher education.
- Increase student preparedness to complete scholarship applications.
- Increased aspiration and perception that higher education is a viable and attainable option.
- Increased knowledge and capacity to navigate the university application process.

School requirements

- Recommended July - September.
- Organise students for program participation.
- Maintain responsibility for student conduct, behaviour and health and safety.

'Today was very informative, it helped me better understand the Special Entry Access Scheme and its application process. I found the Scholarships workshop very useful and enjoyable due to the activities we performed!'

- Year 12 student

WHAT
SKILLS
WILL YOU
USE?



► VCE Access for Success Mentoring Program

Access for Success is a 10-week mentoring program for Year 11 and Year 12 students from DEAP partner schools, designed to help students feel confident, supported and prepared.

Why choose Access for Success?

Workshops with Professional VCE experts

Students will have a dedicated team of experts to support them through the mentoring program. DEAP have partnered with Access Education to deliver VCE subject workshops focused on preparing students for their VCE exams. Access Education are a team of highly experienced VCE educators that are recognised as experts in their fields.

Online learning

The program is run wholly online. Students will be supported in their mentoring journey with a range of online resources, live-streaming sessions and will connect with other Access for Success program students and Deakin mentors through digital communication tools.

Experience the Deakin student experience

Students will benefit from having access to digital technologies used by Deakin students to familiarise themselves with Deakin student learning platforms. This will give students access to Deakin resources, ensuring they are a step ahead if they are to be successfully offered a place at Deakin.

Deakin student mentors

Students will be mentored by current Deakin University students. Mentors are there to listen, help guide, offer advice and share their experiences. Through these interactions, students will gain an insight into uni life and learn about Deakin's systems and processes to help them transition into university.

Fun learning network

Access for Success is a group mentoring program where students will join other like-minded VCE students from DEAP Secondary Schools across Victoria. Students will have the opportunity to connect with peers and build friendships in a fun and supportive learning environment.

2023 program

The Year 11 and Year 12 mentoring programs will continue in 2023 with places been made available for more students to participate.

For program commencement dates and application opening dates, please check our website in 2023 or email deap-mentoring@deakin.edu.au.

80%

of year 12 students said the program help them feel like they belong at university.

2022 Year 12 mentoring program student evaluation



In2science - STEM mentoring in schools

The new In2science and Deakin University collaboration helps to ensure all students have access to the benefits of an inspiring STEM education, regardless of their socio-economic background, location, or gender.

What is In2science?

In2science is a peer mentoring program that places STEM university student mentors into secondary school science and maths classes for a 10-week placement. In2science aims to boost the aspirations of secondary school students from low socio-economic schools to consider a pathway in STEM.

Why join In2science?

Benefits for students:

- build meaningful relationships and experience positive interactions with role models in STEM
- increased engagement in STEM
- increased connections between curriculum and the real world

Benefits for teachers:

- additional classroom assistance and support
- access to current knowledge in STEM
- understanding of university courses and links with universities

In2science mentors

Our mentors are current Deakin students who are enthusiastic about working with young people, to inspire them to consider a pathway in STEM. Mentors volunteer to work in this program and share a passion for science, technology, engineering or maths (STEM).

How to get involved?

In2science offers two delivery methods, in which mentors share their own experiences and motivations for studying at university, and help connect schoolwork with real-world examples.

- **In-class mentoring** - for schools close to Geelong and Warrnambool campuses. Mentors visit local secondary schools to support Years 7-12 students with their learning. Mentors participate in hands-on activities and are guided by the teacher.
- **Online eMentoring** - for other regional and remote schools. Mentors meet students once a week online. With access to nearly 5000 STEM resources, eMentors discuss a variety of topics based around common interests.

To request a mentor for your school, please contact the Program Coordinator, details below.

Program funding

This program is funded by Deakin University, an In2science partner university.

LEARN MORE ►

Visit <https://in2science.org.au/>

Tordy Rowe

In2science Program Coordinator
Deakin University

E: t.rowe@deakin.edu.au

T: +61 3 522 78189





For more information see
[**deakin.edu.au/DEAPOutreach**](https://deakin.edu.au/DEAPOutreach)



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