

UWA Winthrop Scholarships Matrix – 2026 Applications

Purpose: To support applicants to put together a strong UWA Winthrop Scholarship Application. Use the matrix to organise your achievements and determine which are the three with the highest impact/level of engagement and participation for each of the categories.

Essential Sections:

Community Achievements: Please complete up to three achievements and provide one piece of evidence to support each activity.

Co-Curricular Achievements: Please complete up to three achievements and provide one piece of evidence to support each activity. Your chosen three achievements do not need to be in the same area. For example, you may select the following achievements:

1. Selection for state netball program
2. Lead part in the school production of SpongeBob SquarePants
3. Youth Orchestra Member

Co-curricular activities include but are not limited to the arts and sport.

Leadership Statement: In no more than 500 words, applicants must submit a personal statement detailing their vision for their personal growth as a leader. We'd love to hear about the qualities you aspire to cultivate, the challenges you wish to tackle, and the skills you hope to build to help you achieve these aspirations. How do these ambitions align with your goals for the future and how do you intend to make a meaningful impact within your community, field of study, or beyond. You could share specific examples or inspirations that motivate you to develop as a leader or even tell us what excites you most about taking on leadership responsibilities.

Principal Endorsement Form: A signed School Principal Endorsement (PEF) form from your school principal verifying your predicted ATAR based on your Year 11 results is required for your application to be progressed. Ensure that you provide [this form](#) to your school principal to fill out and return on your behalf to prestigiousscholarships@uwa.edu.au This form will not be accepted from a student applying for the scholarship. Incomplete applications will not be accepted, and missing PEF forms will not be chased or accepted after applications close.

Tips:

- The 'Co-Curricular' category should not be used to speak about additional community achievements or academic achievements attained during high school. For example, school colours/emblem or certificates.
- In the 'Community' and 'Co-Curricular' categories a maximum of three achievements may be entered into each. We encourage you to complete the maximum number of activities (three) in both categories which would equate to six activities and six pieces of evidence as a maximum total.
- Be as clear with your achievement descriptions as possible. Describe the activity and where you participate (for example: school/club/church). Detail your responsibilities and achievements in terms of the impact and results. Also speak to the duration of your engagement, if appropriate. Use examples but keep it brief.

COMMUNITY ACHIEVEMENT EXAMPLES

Long-term Volunteering: Volunteered weekly at a local aged care facility for 12 months, providing companionship and organising activities for residents. Recognised by the facility for dedication and positive impact on resident morale.

Community Event Organiser: Played a lead role in organising a community charity event through a local youth club, raising over \$5,000 for mental health awareness. Coordinated logistics, managed social media promotions, and led a team of volunteers. From planning to delivery of the event was 6 months.

Ambassador Role: Selected as a youth ambassador for a national non-profit (e.g., The Smith Family, Anglicare, Save the Children Australia), promoting educational programs to underprivileged youth. Presented to local schools and assisted in fundraising events, contributing over 50 volunteer hours.

Volunteer Tutor: Provided weekly tutoring sessions across the school year to younger students struggling with math and English at a local community centre. Helped students improve their grades, gain confidence, and receive positive feedback from their school teachers.

Driver's Safety Workshop Leader: Partnered with a road safety organisation to lead workshops at school, educating peers on safe driving practices, road rules, and risk management to promote safe driving among teenagers. Planned the program for three months. Delivered three, six-week workshops across the school year.

Community Garden Project Member: Participated in a community garden project, where responsibilities included planting, maintaining crops, and teaching younger children about sustainable gardening practices. Bi-weekly participation for one hour across a three-month period.

Youth Mentor in Faith Community: Acted as a mentor for younger members in a faith-based youth group, providing guidance, organising group activities, and leading discussions on personal growth and values. Weekly participation for 90minutes since Year 10.

CO-CURRICULAR ACHIEVEMENT EXAMPLES

State Sports Selection: Selected for the state netball program and competed in regional tournaments, representing WA in interstate competition. Consistently trained twice weekly on court as well as one gym session each week across a six-month period. Achieved and award for recognition for sportsmanship and teamwork from the tournament.

Lead Role in School Musical: Played the lead role in the school's annual production of SpongeBob SquarePants, dedicating over 100 hours to rehearsals and performances. Received positive feedback from faculty and audience for leadership on stage and assisting younger cast members.

Youth Orchestra Member: Played in a youth orchestra, dedicating 5+ hours per week to rehearsals and performances. Participated in several concerts and was part of a regional tour, receiving positive audience feedback.

Captain of Club Sports Team: Elected as captain of my local club soccer team, where responsibilities included leading a Captains run each week, fostering team spirit, and collaborating with the coaching staff on weekly game strategies and training content. Led the team to a league final where we defeated the reigning champions and received a club award for leadership.

Student Film Festival Entry: Directed and produced a short film that was screened at a regional student film festival. Managed a small team, coordinated all aspects of production, and received recognition for creativity and storytelling. Committed 10 hours per week across two terms in Year 11.

Dance Troupe Performer: Participated in a dance troupe, performing in local competitions and school events. Dedicated over 6 hours per week to training and practice, achieving team recognition in state-level competitions.

Public Speaking Award: Won a public speaking award through a local Toastmasters program, where involvement included delivering speeches, receiving mentorship, and providing feedback to peers. I committed one hour each week across a six-week period.

Choir Lead Singer: As a lead vocalist in my choir, I performed in the monthly performance and in three community festivals in the last year. Dedicated two hours each week to rehearsals and assisted with coordinating performances for junior choir members.

State-Level Debater: Represented my debate club at a state-level debating competitions, developing strong public speaking and critical thinking skills. Achieved top team honours and personal recognition for outstanding debate techniques. Dedicated one hour each week for three months.