



Annual Report 2017



WESLEY COLLEGE

MELBOURNE AUSTRALIA

SINCE 1866

A True Education



Glen Waverley Speech Night

Wesley College Annual Report 2017

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President of Council's Introduction



We believe our students are uniquely awesome as an outcome of these priorities and well prepared to engage in a global and complex world

As the President of the Wesley College Council I am honoured to deliver the 2017 Annual Report. Perhaps unusually I am commencing my reflections of 2017 with developments from 2016. On 8 December 2016, the Uniting Church in Australia, Victoria, and Tasmanian Property Trust, transferred trusteeship of the College's real property, land and buildings, to the Wesley College Melbourne Property Trust. As a result, the College entered the commencement of 2017 as an independent legal entity able to contract and make decisions in its own right and as trustee for the properties. This is a remarkable change after 150 years as an unincorporated association and an institution of the Uniting Church in Australia.

Newly legally independent, it is paramount to reflect on and affirm how the ethos and values derived from, first, the Methodist Church, and later the Uniting Church, are lived out at Wesley College. These are found in our mission, values and objects in the Constitution but also expressed every day by our students, staff, alumni and community.

In a global environment dominated by politically challenging views, destabilising tensions, the increasing rise of artificial intelligence, big data and technology there are real challenges in addressing the educational priorities, skills, knowledge and attitudes our youth require and will value. How do we link the College's historic past and beliefs with the truths and needs of tomorrow?

In 2017, guest speaker at the College, Professor Yong Zhao posed that our children, in order to prepare for the future, need to be 'uniquely awesome'. He highlighted that where jobs are being obliterated by robots, humans need to be more human to compete. We need to be innovative, entrepreneurial, creative, diverse, inclusive and possess social and cultural skills.

Former Deputy Prime Minister and diplomat Kim Beazley AC presented the 2017 Samuel Alexander Lecture at the College and spoke specifically to the new world understanding of 'Trump's America'. He commented that the ability to 'think in complex and holistic ways' is vital to understanding and addressing the new political dynamic.

Reflecting on the skills and qualities that both Professor Yong Zhao and Kim Beazley emphasised, the parallels with the key attributes of a Wesley education – highlighted in our strategic document, *Framing the Future* – are evident and aligned with the College's core beliefs practised by generations of students and custodians of the College.

At a time of transition and independence from the Uniting Church, our reflective view is that the point of difference for Wesley College is an enduring commitment to inclusion, diversity, social justice, innovation and a holistic, exceptional academic education. We believe our students are 'uniquely awesome' as an outcome of these priorities and well prepared to engage in a global and complex world.

The role of the governing board, the School Council, is to ensure that the College's strategy and allocation of resources supports this pursuit to the best of our abilities.

In the first full year of implementation of *Framing the Future* strategic plan, our investment is considerable in supporting diverse programs such as our leading languages platform, inclusive of the English Language Preparation Program and Enhanced Language Immersion; our residential settings including Clunes, *Learning in Residence*, Yiramalay/Wesley Studio School; quality research projects; data analysis; our internal and public lecture programs through the Wesley College Institute; and supporting educational qualifications for our diverse student body from remote Indigenous students, to regional, urban and international students.

The legal transformation of the College affords the school many rights and with those rights come a number of new responsibilities. The Finance, Audit and Risk Management (FARM) Committee, together with the recently established Ethics and Governance Committee, has worked through revising a number of governance charters, policies, and authorities in response to new legislative requirements, as well as responding to incorporation.





Our capital works program through 2017 has again been very busy. Specific project work carried out includes the refurbishment of the historic RVIB building on Moubray Street at St Kilda Road into a new Arts precinct which opened in 2018. This project has also created space in the Middle School and affords the opportunity to add an additional class set at Year 7 to address significant enrolment demands. An additional car park on Punt Road has also been developed due to changes in allowable land use and the VicRoads overlay. At Elsternwick, work commenced to renovate Fitchett Hall. At Glen Waverley, the Junior School refurbishment has concluded and delivered versatile and modern spaces. In addition, the College has commenced building an additional Early Learning Centre classroom to address waiting-list demand for positions. The new Years 5/6 precinct in the former Wells Library is well on track and available for student use. Plans for the new Glen Waverley redevelopment comprising a chapel, lecture theatre, Year 9 classrooms, library and language centre are at the stage of detailed design and the College has appointed Hutchinson Builders as the project builder. The College has also received planning approval from Stonnington Council for the renovation of the College Boathouse at the Yarra. At Yiramalay, the College has completed the installation of two new student accommodation buildings.

I would like to congratulate the Principal, Dr Drennen, on an outstanding year under her leadership. The College has built upon several years of improved academic, financial and enrolment success to be in the best operational position in recent times. In addition, the College has delivered a vibrant and diverse cocurricular program, cultural exchanges and tours, outdoor education experiences, and an exceptional lecture and guest speaker series. I would like to thank Dr Drennen, her College Executive team, and all staff at the College for an exceptional contribution in 2017.

The Wesley College and Yiramalay Foundations have also made a wonderful contribution to our building and scholarship program in 2017. In May, the College hosted the Nicholas family, benefactors of the College in the 1930s. The Nicholas Circle was launched at this event to honour those who have made transformational donations to the College. Examples of these include the fully funded redevelopment of the Boathouse, and lead donations from our Glen Waverley community to enable the substantial redevelopment at the campus following the fire in 2016. We acknowledge and thank these donors for their vision and the legacy they leave for the College. In 2017 the College's foundations raised over \$3 million for scholarships and capital projects. I would like to acknowledge the work of the foundations, the advisory committees, Foundation Director Jack Moshakis (OW1973) and Chair Peter Harrison (OW1969) for their contributions to this outstanding and record result.

Many wonderful people contribute their time to the College serving on council committees, through affiliates and the College Council. I would like to acknowledge the continued support of the Moderator of the Uniting Church, Rev Sharon Hollis, the Co-Presidents of the OWCA Jack Ayerbe (OW1963) and Belinda Danks-Woodley (OW2004) and immediate past-President Scott Hudson (OW1993).

I would like to specifically acknowledge two retirements from the College Council. Doug Turnbull (OW1970) retired at the April annual general meeting. Doug has been a member of Council since 2005 and served on the Property Committee and as Chair for much of his time on Council. He remains co-opted to Council and Property. His expertise and hands-on approach have been a remarkable contribution.

I would also like to acknowledge the service of Philip Powell (OW1973), Vice President of Council. Phil has served on council since 2008 and served on the FARM Committee as a member and as Chair. Phil has also been Chair of Nominations and most recently Vice President of Council. Both Doug and Phil have given enormously of their time and consideration to Council and we are grateful for their contribution.

Resulting vacancies on Council have been filled by architect Tim Jackson (OW1981), medical entrepreneur Dr Hugo Stephenson (OW1991) and academic and astrophysicist Professor Rachel Webster.

To conclude my report, the College has capitalised on the energy and celebration of our 150th year in 2016 to embrace 2017 in a vibrant and purposeful manner, achieving record results and delivering an exciting program for our students.

Thank you all for choosing to be part of a great Australian school, now, and always.

Marianne Stillwell



Student performs in the Soul Band

Council Activities



After 150 years as an unincorporated institution of the Uniting Church of Australia, the incorporation of Wesley College as a new legal entity, Wesley College Melbourne, became effective on 1 September 2016.

The College worked closely and jointly with the Uniting Church in Australia (Victoria and Tasmania) to establish and implement contemporary governance arrangements to support the College as it moved towards legal independence from the Church. This reflects our shared vision and purpose and enduring relationship with the Uniting Church in Australia.

In addition to a revised constitution, approved at a Special General Meeting of Wesley College Melbourne on 19 November 2015, the transfer of land trusteeship from the Uniting Church in Australia Property Trust (Victoria and Tasmania) to Wesley College Melbourne was successfully completed. This transfer was a significant historical step for both the College and the Church.

The Wesley College Council is appointed under the terms of a Constitution. The Constitution provides for a Council of 12 people, including the Principal. The Council is responsible for the College's governance.

The College Council meets approximately nine times each year and has appointed four Committees with particular responsibilities.

The Nominations Committee considers and recommends to Council the names of people suitable for the office of Councillor. It also recommends the names of people suitable to sit on other Committees of the Wesley College Council.

The Finance and Risk Management Committee is responsible for the College's financial affairs and risk management strategies.

The Property Committee establishes the policy framework for all property dealings by the College and reviews the construction and maintenance of buildings and grounds.

The Strategy Committee has been established with the specific purpose of looking at the long-term strategic options for the College and to position the College to maximise the opportunities of the 21st century.

The Ethics and Governance Committee commenced operations in 2016. It's tasked with ensuring a culture of law abiding and ethical conduct exists throughout the College, aligned with the College's core values and its duty of care to students and staff.

Member	College Council		Finance, Audit & Risk Management Committee		Strategy Committee		Property Committee		Ethics & Governance Committee	
	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend
Cameron Bacon	8	9	7	9	1	1				
Sunny Chen	8	9			1	1			2	3
Lynda Cheng	8	9			1	1			3	4
Helen Drennen	9	9	7	9	1	1	6	9	2	4
Melinda Geertz	8	9	7	9	1	1				
Paul Guerra	7	9			1	1	3	9		
Tim Jackson <i>appointed June 2017</i>	5	5	7	9	1	1	3	5		
Wendy Lasica	9	9			1	1	9	9		
Simon Rooke	7	9	8	9	1	1			1	4
Hugo Stephenson <i>appointed June 2017</i>	4	5			1	1			3	4
Marianne Stillwell	9	9	9	9	1	1	1	1	4	4
Rachel Webster <i>appointed October 2017</i>	2	2					1	2		
David Cleland <i>Co-opted member</i>							6	9		
Peter Harrison <i>Co-opted member</i>			6	9					3	3
Peter Mastos <i>Co-opted member</i>			3	9						
Warrick Mitchell <i>Co-opted member</i>							8	9		
Philip Powell <i>retired August 2017, Co-opted member</i>	9	9	8	9	1	1			3	4
Peter Sandow <i>Co-opted member</i>							7	9		
Douglas Turnbull <i>retired April 2017, Co-opted member</i>	8	9			0	1	8	9		



College Council



Cameron Bacon
BEc CA F Fin

Cameron has been a Financial Advisory (Mergers and Acquisitions) Partner at Grant Thornton since late 2010. Prior to that Cameron worked at KPMG in the Corporate Finance and Audit divisions. While at KPMG he undertook a secondment to the KPMG Chicago office. Cameron is a former Wesley student and has one son currently at the College. Cameron is the Chair of the Finance, Audit and Risk Management Committee and serves on the Strategy Committee.



Helen Drennen
AM BA BSc (Hons)
PhD DipEd AMP
FACE FACEL

Helen joined the Council on her appointment as Principal of Wesley College in 2003 and serves on all Committees. Prior to this she was the Academic Director for the International Baccalaureate Organisation, based in Wales, UK (1997–2002), and the Director for the Asia Pacific Region, based in Singapore (2002–2003). Before her overseas appointments, Helen held the position of Head of Campus, Glen Waverley at Wesley College (1994–1997). In October 2007, she completed the Advanced Management Program in The Harvard Business School at Harvard University, Cambridge, Massachusetts, USA. She is currently a member of the Council of Monash University in Melbourne, and is a Trustee of the Shrine of Remembrance in Victoria. In 2010, Helen was made a Fellow of the Australian College of Educators (FACE) and a Fellow of the Australian College of Educational Leaders (FACEL) in 2011. In 2016 she was recognised in the Australia Day Honours list as a Member (AM) in the General Division of the Order of Australia.



Paul Guerra
BEng (Hons)
GradDip Management

Paul joined the Wesley College Council in May 2016. He is an accomplished senior executive, with a wide range of business experience in both Australia and the Asia Pacific. Paul is CEO of the Royal Agricultural Society of Victoria and the Chairman, Queen Victoria Market Pty Ltd. He has previously held senior roles at Vodafone and Motorola. Passionate about contributing to the community, Paul is also a Director of Red Dust Role Models and was selected as an Australia Day Ambassador in 2013. Paul is a member of the Strategy and Property Committees and the Wesley College Foundation. Paul has three children - one has completed their studies at the Glen Waverley campus and two are still at the school.



Sunny Chen
BA (Hons) PGCertEd
MTheol (Hons) CertAppLing
AdvDipMin PhD

Sunny is the current Vice President of the Wesley College Council, and was appointed in April 2014. He is the Chaplaincy Coordinator at The University of Melbourne. He is also an honorary researcher at the University of Divinity, and lectures at the Theological College. Sunny was originally a secondary school teacher in Hong Kong before completing his theological studies in the USA. As a Uniting Church Minister, he has been ministering to youth and tertiary students. Passionate about education, he is a board member of the Uniting Church's Centre for Theology and Ministry. Sunny is acquainted with a number of Old Wesley Collegians through his connection with Queen's College, The University of Melbourne, where he is currently a council member and a former college chaplain. Sunny serves on the Strategy Committee and the Ethics and Governance Committee.



Melinda Geertz
BA

Melinda joined the Wesley College Council in May 2016 and serves on the Strategy Committee and Finance, Audit and Risk Management Committee. She has been the CEO of Leo Burnett Melbourne, a well-known creative communications agency, for the last 13 years. Prior to coming to Australia, Melinda worked with Leo Burnett in Chicago. She is a director of The Communications Council and Make-a-Wish Australia. Melinda is a member of the Finance, Audit and Risk Management Committee. She has three children – two have completed their studies at the St Kilda Road campus and one is still at the school.



Tim Jackson
BArch (Hons) BPlanDes

Tim Jackson is a founding director of Jackson Clements Burrows Architects (JCB), established in Melbourne in 1998. JCB have delivered a diverse range of projects throughout Australia and overseas, and their work has been widely recognised through the Australian Institute of Architects and Industry awards programs, with award-winning projects including the St Kilda Foreshore Promenade Redevelopment, Monash University Faculty of Science North-West Precinct Redevelopment, and the recently awarded Architizer A+ Award Winner for Upper House (Multi Unit Housing – High Rise, 16+ Floors). Tim is an advocate for innovative design in the built environment, and has established an impressive portfolio of award-winning commissions for JCB. He maintains a commitment to the research of multi-residential and domestic scale housing for the improvement of habitation and social interaction. Tim has chaired various RAI and Industry Award Juries, and participates in guest critiques at major tertiary institutions across Australia. Tim sits on the Property Committee and is a Wesley College graduate. His daughter finished at Wesley in 2016 and his son is a current student at the College.



Lynda Cheng
BComm LLB(Hons)
GAICD

Lynda joined the Wesley College Council in November 2012; she is Chair of the Nominations Committee and serves on the Ethics and Governance Committee. She is Director of Corporate Development, Mergers & Acquisitions at Pratt Holdings/Visy Industries and has held other positions, including Chief Financial Officer, since joining in 2005. After commencing her career at Blake Dawson, she moved into investment banking and spent nine years working with JPMorgan in their Melbourne, Sydney, San Francisco and New York offices. Lynda is a Non Executive Director of South East Water Limited. She has a son and a daughter who are current students at the College.



Wendy Lasica
BA MUP

Wendy joined College Council in mid-2011 and serves on the Yiralamay Steering Committee, Strategy and Property Committees. She is an award-winning Theatre Producer, has been a Director and Board Member of Next Wave Festival, chaired funding panels for Arts Victoria, been General Manager for Stonnington Symphony, written a how-to book for emerging artists and managed a playwrights' award at the State Library. Wendy has also worked extensively in New York. She holds a Masters of Urban Planning and operates a niche practice working at the intersection of cities and culture. Wendy's son currently attends the College and her daughter is a graduate of Wesley.



Simon Rooke
BComm LLB CA
CTA GradDipAppFin
GradDipLegalPrac

Simon joined the Wesley College Council in February 2016. He is a Lawyer and a Chartered Accountant. Simon joined the corporate tax group in PwC (then Price Waterhouse) in 1995 and has been with the firm since then. Simon's main practice areas are accounting, M&A/International tax and litigation. He spent time on secondment in the M&A group of PwC London from 1999–2001. He has had extensive experience with governance in listed companies, large private companies and government entities. Simon is a member of the Strategy Committee, Finance, Audit and Risk Management Committee and the Ethics, Compliance and Governance Committee. He has two children at the Elsternwick campus.



Marianne Stillwell
BA (Hons) MBA
GradDipEd MAICD

Marianne Stillwell is the current President of the Wesley College Council, and has been a member since 2006. She is also Chair of the Strategy Ethics, Compliance and Governance, and Remuneration Committees. In her professional career, Marianne spent 12 years in finance management roles with Ford Credit Australia Limited, and has 10 years of secondary teaching experience in Catholic and Independent schools. Marianne is currently Executive Director of the Stillwell Family Council and a Director of Stillwell Motor Group, a family company specialising in prestige motor vehicle retail. She is also Deputy Chair of the Board of Management for Independent Schools Victoria. Marianne's daughter is a current student at Wesley College, with her two sons completing their education at Wesley in 2017 and 2014, respectively.



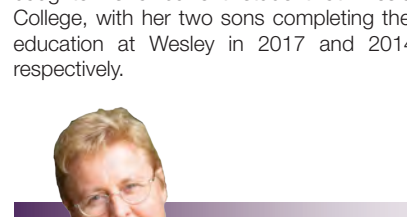
Philip Powell
BComm (Hons)
CA F Fin MAICD

Philip joined the Wesley College Council in May 2008, and was the Vice President of the Wesley College Council, Chair of the Nominations Committee and a member of the Finance and Risk Management Committee, the Strategy Committee and the Ethics and Governance Committee. Philip retired from the Wesley College Council in August 2017. Philip, who attended Wesley in the early 1970s, has a commerce background, being a Chartered Accountant and has held senior roles in insurance, finance and property. Philip has two daughters who both attended the Glen Waverley campus.



Hugo Stephenson
MBBS BSc

Hugo Stephenson (OW1991) is a medical doctor, technologist, biotech services entrepreneur and founder of many businesses in the clinical trials and health technology industries. Hugo worked in Princeton, New Jersey, for almost 10 years as Senior Vice President, Global Late Phase and Drug Safety for Quintiles, a Fortune 500 company. Hugo is currently the cofounder and Executive Chairman of DrugDev, a leading US-based developer of cloud-based clinical trial management systems. He is an adjunct Senior Research Fellow at Monash University, and is involved in a variety of initiatives relating to drug development, decision support and big data. Hugo has two sons and a daughter who attend the St Kilda Road campus.



Rachel Webster
BSc (Hons) MSc PhD

Rachel Webster is a professor at The University of Melbourne, and has taught Astrophysics, Astronomy and Physics for more than 20 years. Rachel is a well-respected member of her field, with over 200 academic publications and regular speaking engagements at international conferences. Rachel currently leads an astrophysics research group at The University of Melbourne, consisting of more than 60 research students and staff. Professor Webster has also been awarded a place on the Victorian Women's Honour Roll, is a board member of Astronomy Australia Limited (AAL) and an honorary fellow of the Astronomical Society of Australia. Rachel serves on the Property Committee and has a daughter at the College.



Douglas Turnbull
BE MEngSc MEng
MIEAust

Douglas was appointed to the College Council in 2005 and was a member of the Strategy and Property Committees. He is a Director of a locally based consulting structural engineering and building firm, TD & C Pty Ltd. Douglas brings his valuable consulting experience in the building and construction industry to the Council. Douglas, his father and his brother all attended the College and his twin daughters both attended the St Kilda Road campus. Douglas retired from the Wesley College Council in April 2017.

Principal's Overview



At its heart, education is a life-long process and is about becoming a well-rounded, happy, fulfilled and productive human being

Throughout 2017 our College theme was *Learning in an expanded world* and across every level, Wesley students were given opportunities to examine and explore what this means. The world we live in today brings with it enormous complexity, but it also brings expanded opportunity, and great potential for developing the skills to steer change. Today's world offers access to and demand for learning in ways not seen before. Many of the boundaries to learning that previously existed have been removed. With globalisation, digital communication, the proliferation of social media, and the internet, our access to information has expanded and geographic distance has been both defied and exacerbated.

The world is expanding on our doorsteps, almost on a daily basis. Ironically, as a result of the world being brought much closer to us through the varieties of digital media, this expansion by contraction would not have made sense, even a decade ago. Whilst the College which we know today could not look more different from the original, the important elements have endured. Wesley's history shows how our values and principles have remained steadfast, while the College has adapted significantly over times of global and social change.

Our Year 12 academic results in 2017 gave us much to celebrate. College highlights for 2017 included:

- an overall combined College IB DP/VCE median result for 344 students of 86.70
- 39.6% of VCE and IB DP students achieved an ATAR of 90.00 or above
- IB DP median ATAR was 93.45
- three IB DP students achieved the highest possible ATAR of 99.95 and a perfect score of 45: Amelia Goulding Holland, Jordi Shahab and Dorothea Yannoulidis
- 10 IB DP and VCE students scored in the top 1% of Australia, achieving an ATAR greater than 99.00
- 113 perfect study/subject scores were attained across the combined VCE and IB DP cohort
- 97% of VCE and IB DP students received a first round tertiary offer.

Throughout 2017, not only was there great pride in the outstanding, award-winning achievements, but there was also great pride in the less celebrated, quiet, unsung moments of struggle and growth through which the Wesley spirit expresses itself and endures, and through which the College contributes to the wider community of Australia and the world.

Today at Wesley, we speak about a *True Education*, encompassing the four timeless principles of learning: learning to know, learning to do, learning to live with, and learning to be. At its heart, education is a life-long process and is about becoming a well-rounded, happy, fulfilled and productive human being. A *True Education* at school helps us to appreciate that we are all part of one big human family, and that we have responsibility for each other and the living world, and that ultimately every individual can make a difference.

Everywhere I go at Wesley, I see evidence of this in the creativity and passion, not just of our many talented and committed students, but of the staff who nurture, encourage and support their aspirations in everything they do. Our students' achievements are a great testament to the quality of Wesley teachers at every level and to the support of their parents.

Sport continues to play a vital part in the life of all Wesley students. In APS Sport throughout 2017, our Girls' First Cross Country team and Boys' First Cross Country team won the APS Premierships. Best College First Team performances came from the Cross Country Girls' and Boys' teams, the Boys' First Badminton Team who placed second in the Premiership and the Girls' First Badminton, Diving, Swimming and Basketball teams who also came second in each of their respective Premierships. The Girls' Athletics team won a historic sixth consecutive Premiership in 2017 and the Boys' team placed third, our best result for the boys since 1997.

The Samuel Alexander Lecture was delivered on 19 May by highly respected former Australian Ambassador to the United States of America, The Honourable Kim Beazley AC, on the topic *Trump's America – The challenges for Australian foreign policy*.



Learning in Residence students



Kim Beazley's intimate acquaintance with the fascinating topic, his informed commentary, approachable style and personal anecdotes made for a thoroughly enjoyable evening.

Throughout 2017, the Wesley College Institute expanded its activities across its three domains: curriculum and international strategy, curriculum delivery, and research and digital practice. Following the successful introduction of the Enhanced Language Program (ELP) at Elsternwick in 2016, ELP was successfully implemented at the St Kilda Road and Glen Waverley campuses in 2017. To enrich teaching and learning activity for teachers and students alike, the College expanded and strengthened its network of partnerships with schools across the world, in Kyoto (Japan), Madrid (Spain), Lyon (France), Bangkok (Thailand), Washington (USA), and Beijing, Shanghai and Guangzhou (China). After significant whole-school participation, in 2017 the Middle Years Program authorisation process was completed. Wesley is now a three-programme IB World School, one of the few schools worldwide to offer a continuum of international curriculum from early childhood to Year 12.

The tenth annual Wesley College Foundation Business Breakfast on 27 October was again a resounding success and examined Trump, Brexit and the political and economic climate in Europe. The well-attended and highly successful event was moderated by journalist Jennifer Hewitt and the distinguished panellists consisted of Professor Warwick McKibbin AO, Professor Hugh White AO and Professor the Honourable Gareth Evans AC QC.

2017 marked the first full year of *Learning in Residence* after it became operational late 2016. This was an important and long-awaited milestone for the Glen Waverley campus and indeed the entire College. The phased introduction was very successful and continues to outperform expectations in terms of student numbers, facility operations, pastoral care and integration into the Senior School, Glen Waverley campus and the College as a whole.

In 2017 the College again embarked on significant building developments at each metropolitan campus and at Clunes and Yiramalay.

At the St Kilda Road campus, significant infrastructure developments included the full refurbishment of the Royal Victorian Institute for the Blind (RVIB). The RVIB has become the new St Kilda Road Visual Arts Precinct, ready for occupation from Term 1, 2018. The old visual arts space was transformed, expanding the learning spaces to include additional science rooms to support our growing science, technology, engineering and mathematics (STEM) programs, and a much-needed new car park was created adjacent to the tennis courts on Punt Road.

At Elsternwick, outdoor spaces were enhanced and a wide-open expanse of green was created by opening the tennis courts. Fitchett Hall was fully refurbished, complete with sprung flooring for dance, retractable rows of chairs and a new multipurpose outdoor decking area.

Following the 2016 fire at Glen Waverley, Stage 1 of the rebuild project was completed in 2017. The new Wells Years 5 and 6 home rooms and atrium are ready for occupation from 2018. Stage 2 of the project planning was finalised with works commencing in early 2018. The site will include Year 9 home rooms, a whole-of-campus library, a chapel, staff common room, a fit-for-purpose language centre and campus administration.

At Yiramalay, the student housing project, funded in part (50%) by the Association of Independent Schools Western Australia (AISWA), was completed. Refurbishment of the old houses has also commenced. Significant progress was made on the educational brief and feasibility evaluation of a 'line of site'/microwave tower option to lift existing internet capacity more than tenfold.

In preparation for the extension to our Yarra Boatshed, building permits were issued and 30-year leases were finalised, ensuring that we can continue to enjoy this fabulous space for many years to come. Philanthropic support for the Boatshed redevelopment was exceptional over 2017, with the launch of the Fundraising Campaign raising \$2m towards the \$2.5m target.

Through the generous support of the community, the Wesley College Foundation fundraising activities generated \$2m to assist the College to refurbish existing facilities and to build new educational amenities for students across all campuses, ensuring the best possible teaching and learning environments. A further \$900k was raised for scholarships and the Foundation was able to contribute more funds in the form of cash donations and bequests from generous alumni to support the scholarships and bursaries program.

On behalf of the College, I would like to express my sincere appreciation to Peter Harrison, Chair of the Wesley College Foundation, for his exceptional leadership and support of the College over many years. We also thank staff from the Wesley College Foundation and the Old Wesley Collegians Association, and the many other staff and volunteers from our community who were involved in over 30 events locally, nationally and internationally in 2017.

The Yiramalay Foundation enjoyed a very successful year too, raising \$1.05m for scholarship support and building development for the Yiramalay/Wesley Studio School.

The College Executive Team in 2017, consisting of Heads of Campus, Richard Brenker, David Edwards, Jacinta Janssens and former Head of Campus Peter Dickinson, Business Director and Chief Financial Officer, Cameron Moroney, Director of Human Resources, Peter Rogers, Director of the Wesley College Institute, Andrew Blair, Deputy Director, Institute, Curriculum and International Strategy, Isaac Quist, Executive Director of the Yiramalay/Wesley Studio School, Ned McCord and Director of Marketing, Caitlin Anstee, provided very strong leadership and support to all areas of the College's development last year and I extend my sincere appreciation and heartfelt gratitude to them.



The Hon. Kim Beazley AC with the 2017 School Captains



The Hon. Kim Beazley AC speaking at the 2017 Samuel Alexander Lecture



It is with enormous gratitude that I also recognise the contributions of two outstanding senior colleagues who left Wesley in mid-2017. Peter Dickinson, Head of Campus, Glen Waverley and Rev Peter Burnham, Chaplain, St Kilda Road made exceptional contributions and are sadly missed. I also extend my thanks to all our remarkable staff across Wesley for their dedication and hard work. Whether in teaching or non-teaching support, Wesley staff are an outstanding group of highly talented people who are deservedly widely acclaimed.

We express our sincere gratitude to outgoing Wesley College Council members Doug Turnbull and Wendy Lasica, and outgoing Council Vice President Philip Powell, for their outstanding work over the years, for which we are very appreciative. Finally, it is with enormous gratitude that I thank the Wesley College Council, so ably led by President Marianne Stillwell, for their exceptional work, commitment, energy and vision throughout another remarkable year.

Helen Drennen

Major Projects

Significant Capital works have been carried out at all Campuses over the past year to ensure the College facilities support and enhance Wesley educational programs.

At St Kilda Road the renovation and refit of the Royal Victorian Institute for the Blind (RVIB) to create a revitalized 'Bluestone setting' as the campus Visual Arts & Design Precinct was undertaken in readiness for the commencement of the 2018 academic year. On vacating the existing St Kilda Road arts building on campus, the College repurposed this facility to support an expanding Middle Years Program (MYP) with additional Middle School classrooms together with a new science laboratory. Our multiyear science facilities upgrade program is nearing completion with two labs remaining for refurbishment during 2018. The air conditioning program continued to roll out across the College as did the carpet and painting programs in addition to commissioning the Punt Road staff car park during the year.

At Glen Waverley, the 2017 year has been dominated by two areas of activity - completion of Junior School refurbishment inclusive of an additional ECLC classroom in readiness for the commencement of the 2018 year as well as the preparations across the campus ahead of the commencement of new building works as part of the GW Redevelopment Project. Post the mid-2016 fire at Glen Waverley, the continuing

realignment of facilities to support the educational programs across the Middle School has continued with the major and final component of this activity being the ambitious plan to repurpose the existing Wells building from Library to the new Wells 5&6 Centre ahead of the start of 2018.

At Elsternwick the highlight for the year was the complete refurbishment of Fitchett Hall as a central activity center for the campus. The end result has been outstanding and delightfully received by the Elsternwick community as opening the external wall with the inclusion of large glass doors and windows onto an external deck area significantly enhancing the amenity of Fitchett Hall and creating beautiful additional teaching and learning opportunities both inside and out. The College installed a 100 kilowatt solar system at Elsternwick as part of our planned four year solar program.

Between cyclones in the region, Yiramalay has completed the Federally funded via Association of Independent Schools Western Australia (AISWA – Capital Grant Authority) development of two new student houses and ablutions followed by the refurbishment of the existing student houses to similar quality of finish in addition to the refit of the 'old' kitchen / dining space to a new teaching and learning facility for the Studio School.



Artist's impression of the Glen Waverley Redevelopment Project Chapel façade



The Arts

Wesley College's Arts program is enjoyed by students across all three campuses, and 2017 showcased the school's talented students at a variety of events including assemblies, chapels, school tours and community events. In addition, campus concerts, soirees, music camps and tours were attended by many.

Students from both Glen Waverley and St Kilda Road took part in the annual pilgrimage to Generations in Jazz. With St Kilda Road having bands in Divisions 1, 2 and 3 and Glen Waverley with entries in Divisions 2 and 3, it was wonderful for the Glen Waverley Division 2 Band to come away winners. St Kilda Road also entered two Jazz Choirs and came second in Division 2. The College Choral Festival brought all three campuses together at Federation Square for a delightful evening of choir music. Guest conductor Nicholas Cowall worked with the students on a program of wonderful massed items all made possible by the Wesley College Society for the Arts.

Elsternwick musicians delighted their audiences at Glen Eira City Council's 'Party in the Park', local aged care facility 'Victoria by the Park', the Booktown Festival at Clunes, Wesley's Choral workshop and concert, Jazz Night at Elsternwick, Brighton's Jazz Sunday, 333 Collins Street, and the Celebration of the Arts concert at Robert Blackwood Hall. Choristers sang with children's entertainer Peter Combe and the choir performed at the Boroondara Eisteddfod with great success. Student musicians were able to travel with St Kilda Road music students to Italy for the European Music Tour and another group of students participated in the Australian Combined Schools Music Festival in Canberra. Students gained valuable performance experience as soloists in assemblies and soirees and they learned to work with others within music ensembles and the annual Middle School Production of Disney's *Beauty and the Beast* which was staged at the National Theatre in St Kilda.

Twenty students from across the school were outstanding ambassadors for Wesley College in the Symphony Orchestra, Symphonic Band and Choir

Glen Waverley music's calendar of concerts and events included performances at the Commencement Service at St Pauls Cathedral, autumn and winter music camps at Arrabri Lodge in East Warburton, the Autumn Concert in the Prest Quad, and Not Just Jazz, the annual contemporary music night at Leonda by the Yarra. A Winter Concert was held at the Melbourne Recital Centre with three Year 12 students,

Daniel Parr, Elizabeth Campbell and Jordan Zhang, earning the opportunity to perform concerto movements. Two Junior School concerts were staged in Cato Hall in Semester 1 and 2 and the Summer Concert, the final for the year, was presented in Cato Hall in December. Competitions also featured heavily in the Glen Waverley ensemble program. Successful competition appearances were completed in the Victorian Schools Band and String Festivals, and the South Street Championships in Ballarat, where Glen Waverley music again made its mark. The Biannual Australian Combined Schools Music Festival was held in Canberra in June. Twenty students from across the school were outstanding ambassadors for Wesley College in the Symphony Orchestra, Symphonic Band and Choir at this prestigious event for which the final concert was held in the Grand Ball Room at Parliament house.

2017 was yet again another outstanding year of music-making at the St Kilda Road campus. The formation of the Symphony Orchestra was a highlight for the 82 students involved and all who had the pleasure of listening to them. The Symphony Orchestra was very fortunate to be able to work with Benjamin Northey, Associate Conductor of the Melbourne Symphony Orchestra, and placed third in the prestigious Royal South Street Competitions.

Three bands from St Kilda Road performed at the Victorian Schools Music festival at Federation Square in 2017. For many students, this was their first public performance. The development of the lower-level string ensemble and concert band took a large leap forward with the formation of the Monday Strings and Wednesday Wind Band from the Rookie Program. This gives 150 students a wonderful foundation for their ensemble playing.

Sport

Participating in the Wesley College sports program provides students with an opportunity to embrace another challenge and enjoy a break from the frantic pace of day-to-day life, both within and outside Wesley College.

The compulsory sport program operates at both a campus and College level. Every Saturday morning provides the fruits of the week's work at training sessions as students and coaches engage in competition on sporting fields across Melbourne as part of the APS/AGSV sporting seasons. Engaging our students in Sport provides many learning opportunities; personal improvement, skill development, effort, enthusiasm and team work are just as important as winning or losing. Recognising opportunities and seeking challenges are a key part of involvement. The focus at Wesley is on all areas of our Sports program, to give all students the best opportunities and experiences, and we hope that students and families have benefited in some way from their involvement in 2017. Passion, persistence, challenges, great improvement, enthusiasm, friendship and sportsmanship were key elements reflected in coach's reports across the year.



Student performing in the Glen Waverley Middle School musical *Pirates*



Head Coaches continued their work across the College, promoting their own sports, identifying talent and developing, monitoring and mentoring the coaching philosophy provided to students in every team across the College from Years 5–12.

At the First team level, the highlights were our premierships – Girls' Cross Country and Athletics and Boys' Cross Country. The Boys' Gymnastics squad won the APS Championship. Five Girls' First teams were runners-up in APS Premiership competitions; Swimming, Diving, Badminton, Water Polo and Basketball. Our Boys' Athletics and Badminton teams were third; with fourth placings to the Basketball, Hockey and Table Tennis teams.

These events were well-documented and were a major focus for our broader Wesley community to celebrate. Congratulations to all our students, staff and coaches who commit their time, energy and talent to the program and make it a rewarding activity. Finally, the Sports Directorate would like to thank the grounds and maintenance departments and staff for their tireless work in preparing and presenting our sporting venues in such first-class condition every week.

Sustainability

This report presents environmental data from the four urban sites for 2016.

Environmental Data, 2016

Table 1: Wesley College: energy and water usage and cost, by campus, 2016

	Electricity ¹		Gas		Water	
	kWh	\$	Gj	\$	kL	\$
Elsternwick	297,077	45,859	213	3,146	2,219	9,757
St Kilda Road Junior School	294,461	36,856	270	5,504	975	5,365
St Kilda Road	1,580,441	214,527	8,322	99,918	18,167	74,894
Glen Waverley	1,598,227	246,333	8,075	92,525	34,150	164,136
TOTAL	3,770,206	543,575	16,880	201,093	55,511	254,152

Sources: CarbonMetrix Database and supplier records.

The levels of consumption and cost are driven by the operations at the two large campuses. The levels essentially follow the facility size and population of each campus, but are also affected by the factors such as the reliance on electricity instead of gas for heating at Elsternwick, or the reduction in grassed surfaces at the smaller sites. The extra water required to maintain the extensive grounds and gardens at Glen Waverley is partially addressed by its water harvesting and storage capacity.

Usage

Comparison of 2016 consumption with 2015 and 2006

Table 2: Wesley College, energy and water usage, 2006, 2015 and 2016

	Electricity (kWh)	Gas (Gj)	Water (kL)
2016	3,770,206	16,880	55,511
2015	3,547,394	16,902	53,338
Change from 2015	6.3%	-0.1%	4.1%
2006	3,405,004	18,136	66,150
Change from 2006	10.7%	-6.9%	-16.1%

Comparing 2016 with 2015

From Table 2, above, we can see that our use of electricity and water has increased since 2015. Gas usage has

Comparing 2015 with 2006

The environmental data for the 4 urban sites has been fully collated since 2006. This enables the College to use 2006 as a benchmark year and track trends over time.

The comparison of consumption in 2006 and 2016 is also shown in Table 2. This longer term comparison indicates that

- Electricity consumption has increased in that time by 10.7%
- Gas usage decreased by 6.9%
- Water usage has fallen by 16.1%

¹ Costs for electricity and gas are recorded ex GST. No GST applies to water bills.

Cost

Comparison of 2016 costs with 2015 and 2006

This data is shown in Table 3, below.

Table 3: Wesley College, energy and water costs, 2006, 2015 and 2016

	Electricity (kWh)	Gas (Gj)	Water (kL)
2016	543,575	201,093	254,152
2015	472,980	166,311	220,999
Change from 2015	14.9%	20.9%	15.0%
2006	295,773	110,530	92,327
Change from 2006	83.8%	81.9%	175.3%

Comparing 2016 with 2015

Consumption of electricity and water has increased by 6% and 4% respectively since 2015. Gas usage is almost the same.

The costs for each resource, however, have again risen sharply. Electricity and water cost 15% more than in 2015. Gas is costing 21% more than in 2015



WESLEY
ATHLETICS



WESLEY
FIRST SOCCER

WESLEY
ATHLETICS

WESLEY
ATHLETICS

WESLEY
ATHLETIC

2017 APS Girls Athletics Premiership Champions



Comparing 2016 with 2006

Applying a longer, 12-year perspective, we can see,

- We are paying 84% more for electricity, while usage increased by 10%
- We are paying 82% more for gas, while reducing usage by 7%
- A 16% reduction in water use has been overshadowed by higher charges, increasing the cost of water by 175%.

Wesley College Institute

Public Programs

Once again there was great interest from all sections of the Wesley community in the Institute Public programs, with over 2,500 members attending throughout the year. Events such as the Monday Series and the Samuel Alexander Lecture, delivered by The Honourable Kim Beazley AC, as well as our continuing partnership with the Melbourne Writers Festival, have engaged parents and students across all campuses.

The Monday Series was again heavily supported throughout the year, with the following presentations providing some great insights for audience members:

- *Parents' Guide to Career Advice*
– Steve Shepherd, March 2017
- *Becoming Cyber Savvy: A parents' guide to promoting responsible internet use*
– Tena Davies, May 2017
- *Happiness: is it worth the chase?*
– Dr Melissa Weinberg, July 2017
- *Why is my teenager anxious and depressed?*
– Dr Michael Gordon, October 2017.

Our partnership with the Melbourne Writers Festival is expanding and flourishing. Authors Sami Shah, Min Jin Lee and Amie Kaufman gave presentations across the College.

Samuel Alexander Lecture

The 2017 Samuel Alexander lecture was delivered on Monday 29 May by The Honourable Kim Beazley AC. A capacity audience in Adamson Hall listened to an engaging presentation titled 'Trump's America – The challenges for Australian foreign policy'.

In this time of significant global conflict and uncertainty, informed commentary on USA policy following the election of Donald Trump is vital. Kim Beazley is arguably the Australian best placed to make sense of this remarkable period of global politics. His experience both on the national political stage, and in the USA as Australia's ambassador to the US, provides him with a knowledge base unequalled by others in addressing this topic.

Our students were fortunate to spend an hour with Kim Beazley in a Public Question Society forum prior to this lecture. The whole evening proved to be informative, insightful and warmly received by all who attended.

Developments in Teaching and Learning

Curriculum highlights for the 2017 school year included:

- authorisation of all three Melbourne campuses as IB MYP World Schools, with Elsternwick as a partner school to the St Kilda Road campus
- completion of the Curriculum Leadership Review and appointment of leaders to roles within the new structure of curriculum leadership across the College
- successful expansion of the Enhanced Language Program for the teaching of Chinese (Mandarin) at both our Glen Waverley and St Kilda Road campuses
- implementation of the new College reporting model for Years 7–12
- consolidation and extension of the Principal's Academic Honour Roll Awards to include awards also for academic growth
- initial exploration of the ACARA Digital Technologies Curriculum for implementation in all Junior Schools across the College
- completion of the five-year review process for our implementation of the IB DP
- extensive review and consolidation of the written, taught and assessed curriculum for the Yiramalay program in preparation for the re-registration process anticipated to take place in the 2018 school year
- participation of key staff in the IB Asia Pacific Annual Regional Conference in Yokohama, Japan
- hosting a range of IB Asia Pacific teacher development events throughout the year.

Teacher Professional Learning

A varied and extensive program of teacher professional learning took place throughout the 2017 school year.

The Wednesday professional learning program supported learning areas and programs with time for unit planning and program reviews. It also gave time for staff teaching specific programs to meet across the College and provided opportunities for heads of schools to enhance the pastoral focus.

Teachers were able to explore areas of particular interest linked to classroom practice over a series of five interconnected sessions in the teacher learning cycle (TLC) program. In 2017, staff were able to access a range of choices to promote the sharing of expertise and collaboration across the College. This included an expanded Cultures of Thinking Program in partnership with Lauriston Girls' School and MacRobertson High School. This program incorporated action and reflection on what it means to teach for deeper understanding, as well as providing classroom observation skills and the chance to engage in dialogue with peers outside of Wesley, facilitated reading groups and action learning groups. The development of online collaborative





A varied and extensive program of teacher professional learning took place throughout the 2017 school year

platforms also played a part in supporting adult learning, sharing and feedback. Staff collaboration was supported with the inclusion of two consecutive professional learning days in May.

2017 also saw the launch of Wesley College conference days – where rich learning opportunities were afforded to staff with expert educational speakers, and hands-on workshops. This included a keynote addresses by Emeritus Professor Patrick Griffin, and workshop presentations by Dr Susan Wade and Professor Gary Foley.

College leadership forums provided a venue for Wesley leaders to connect with each other and the big picture of educational thinking around the world. Under the theme of innovation, inspirational speaker Professor Yong Zhao raised the following questions:

- What do we mean by innovativeness, creativity and entrepreneurship in schools?
- What are the skills and attributes we are trying to foster in our students?
- What are the challenges for curriculum, assessment and school organisation?

Accredited in-school two-day IB professional development Mathematics workshops took place for all PYP staff. Similarly, selected staff teaching MYP Physical and Health Education, Language Acquisition, Design and Individuals and Societies were also able to access a two-day in-school IB teacher training workshop.

Wesley College Partnerships

Curriculum partnership activity with schools and educational institutions in Australia and other parts of the world continues to grow. 2017 provided opportunities for exploration of additional partnership relationships with several schools in Asia and Europe, and also with other organisations that have an interest in education.

Of note, we sought to consolidate our relationship with the Lycée Assomption Bellevue in Lyon, France, while simultaneously initiating development of an additional relationship with the Lycée Immaculée Conception, also in Lyon, to support French language and culture learning across the College.

Staff in our Junior Schools across the College benefited again from visiting the Keystone Academy in Beijing to observe and learn from their bilingual Chinese/English language immersion

program. These annual study visits are important to building capacity among our staff to support implementation of our Enhanced Language Program model through which our students develop proficiency in Chinese (Mandarin).

We hosted, for the second time, a combined delegation of students and staff from the Alcanta International College (Guangzhou, China) and the Lian Nan Ethnic High School, also from the Guangdong Province in China. Based at our Glen Waverley campus, this group participated in a two-week intensive English Language and Culture immersion program.

Through the participation of our second group of Year 11 Science students and staff in a very engaging study visit, we began consolidation of our learning relationship with the European Organisation for Nuclear Research (CERN). As well, 40 students in our Middle Schools across the College undertook a trip to the USA with the Houston Association for Space and Science Education (HASSE), to participate in aerospace-related and STEM studies.

Our partnership with Anatomics Diversity, a world leader in the use of 3D-printing technology for interventions in biomedicine, has shown encouraging growth through ongoing collaboration between our respective staff aimed at using 3D-printing technology as a tool for disciplinary and transdisciplinary STEAM learning at Wesley College. We also reached agreement with The Plato Project to pilot an Entrepreneurship Development Program for our students to be run and evaluated in 2018.

Members of the College leadership team participated in the 18th Global Connections Seminar, 2017, in Madrid, Spain, as the College took up membership of the Global Connections network of schools.

Ongoing exploration of new partnership relationships continues, with some pleasing results including considerations regarding the re-introduction of teacher exchanges, a very important development for our staff.

Research and Digital Practice

2017 saw the completion of the classroom display upgrades project. Technology solutions applied to over 300 rooms across the College include large LED screens and use of a Vivi collaboration device that enables wireless display of both staff and student devices. In Junior School classrooms, LED screens are installed with touch capability and a motorised lift to enable the screen to move to suit the height and viewing level of young students.

The Vivi collaboration device operates from anywhere in the classroom, with no wires anchoring teachers to front desks. Teachers have the freedom to move while they work and teach from any part of the room, creating more personalised learning opportunities. In classrooms utilising laptop technology this can be very helpful in assisting to monitor laptop screens and support behaviour-management strategies. Teachers can sit within the student cohort but still maintain control over what appears on the display screen.



International learning in action at the Houston Association for Space and Science Education's Space School



Vivi allows teachers to share their own material, or they can allow individual students to have access to what appears on the screen (e.g. evidence of group work, student-created video, brainstorming notes) at a moment's notice. Students can also capture a screenshot of what is appearing on the main display screen, annotate over this and save content to their devices at any time. A teacher can also share a hyperlink to all students at once using the Vivi app.

The new classroom display solution has been very well received by teachers and students, providing opportunities to embrace pedagogical practice that can support the teaching and learning process.

At the beginning of 2017, Julian Visser was hired in the role of Digital Learning Specialist. This role was created to support the implementation of technology platforms and as additional support to help build the capacity of teaching staff to lead learning with digital tools. The College Curriculum restructure completed in Term 3 identified the need for a Digital Literacy Coach to work across campuses to provide professional development to staff groups and individual teachers. Lorinda Bruce will fulfill this role from the start of the 2018 school year.

The GSuite platform (formerly Google Apps for Education) has seen significant uptake across campuses and is used by teachers and students to create documents and presentations that can be worked collaboratively. Statistics from the Wesley College domain indicate that 1,800 users weekly create documents using the platform.

ACARA released a Digital Technologies curriculum in 2017. An audit of the Wesley College PYP curriculum was completed to assess the College's readiness to implement this new curriculum. The findings of the audit are informing curriculum planning and professional development support for teachers for the 2018 school year.

SEQTA continued to be the College's Learning Management System in 2017. After three years of use, it was timely to review system usage with our teaching, student and parent population. The review was conducted in the second half of 2017 and will continue early in the 2018 school year. The outcome of this review will provide guidance for decision-making regarding platform usage.

Library and Information Services

Spaces and collections

The libraries currently consist of six spaces and the Carrum Downs archival store. With collections having been downsized in the past years in line with changing research

... providing opportunities to embrace pedagogical practice that can support the teaching and learning process

and reading habits, the current collections are in maintenance cycle, with a flush of popular reading and targeted resources supporting the IB programs.

At Glen Waverley, the Wells library has been split into Middle and Junior School libraries during the construction phase of the Middle School expansion. The renewed Junior School library has had a very positive response. The reduced size of the Middle School library has required some of the collection to be reallocated to the ERC. The collection will require a refresh with the completion of the new building.

The Carrum Downs archival store currently contains approximately 6,400 items. Difficulty of access and low demand on physical resources will require a review of its ongoing utility.

Process and systems

Both the AMLIB Library Management System and the AquaBrowser Discovery platform were replaced in 2017, with a single cloud-based system from Accessit. User response to the system has been positive with an uptake of students reserving resources. Whilst the front-end user experience has been very positive, the back-end systems are still to integrate with the TechOne platform and may require review.

The libraries continue to work in partnership with Campion Education and the Schools Cataloguing and Information Service (SCIS) to provide centralised acquisition, ordering and distribution of student/teacher reference, curriculum support and recreational reading materials. The centralised process provides shelf-ready materials and minimises the paper trail for College finance.

Booklist and e-text

Library services continue to support the selection and access to electronic text books. Working with the heads of faculty in 2017 saw greater alignment of the booklist with cross-campus reduction in variation. The aim is to provide a common curriculum base, equity in parent costs and appropriate cost allocation.

Wesley Online

The virtual library is provisioned online with a broad selection of digital encyclopaedias, e-books, journal databases and video resources. Initiatives for 2018 include a subscription consortium providing access to digital audiobooks as well as continuing access to e-texts (mainly fiction titles). These alternate access methods also facilitate individual needs support.

Magazines and journals continue a shift to digital platforms. The Flipster platform, which was commenced in 2017 and will expand in 2018, provides digital access to recreational magazines. The library is actively shifting the print collections to broadly accessible digital collections. In 2018 we will investigate a second platform for global magazines and foreign language texts.

The LibGuides library portal provides a flexible virtual





library platform. The library continues to expand the use of LibGuides supplying support materials, reading lists and database access, all with targeted portals for Junior, Middle, Senior School and staff.

Library staff provide management of the ContentDM archives in conjunction with the College archivist.

Programs and events

The library reading programs continue to be the core point of contact for the library and students. Additional support for Student Led Exhibition, Personal Project and Extended Essay is also provided, as well as research, referencing and citation support. Additional support is provided for the Rubicon Atlas curriculum mapping system and SEQTA in conjunction with the Digital Learning and Practice team.

The library continues to work in partnership with the Melbourne Writers Festival, Booked Out and Echelon productions to provide a range of speakers and events.

Yiramalay/Wesley Studio School

The 2017 year began in the Kimberley with a long big wet season like the old days, filling all the rivers, creeks and water holes. This has added to the uniqueness of Yiramalay and the beauty of the incredible location, landscape and environment of the Kimberley, creating many memorable adventures. Though for Yiramalay, the seasons also bring the logistical challenges of living and working in the Northern Australian outback. One of the first lessons all students and staff learn is how to work with the environment and to always respect the ways of the land and its people. This is also very important on cultural days; when out on country, students do not take any food, just water. If they want lunch they must get it from the bush. In a year like 2017, there are plenty of bush foods, so no one goes hungry. The local Aboriginal students lead the way as they catch fish, snakes, goanna, bush turkey and at times gather some of the bush fruits available. It is a great Kimberley learning experience, and brings out the best in all.

Induction programs commenced in February with Induction 26, the first of six very successful Induction Programs run during 2017. All students and staff enjoyed themselves and experienced many new things whilst at Yiramalay, learning about Aboriginal culture and life in the Kimberley.

Throughout the year Yiramalay students have had the opportunity to participate in many different educational programs, which has helped students build their self-esteem, resilience and health. All programs at Yiramalay are part of the Senior Years Learning Framework, which is made up of three key learning circles: Personal development and Cross cultural learning, Industry learning, and Academic (Advanced and Standard levels) learning. Some of the programs are highlighted below.

- The Youth program – ‘Act Belong Commit Youth Program’ – was delivered by Theatre Kimberley.

This program delivers high-quality visual theatre experiences with educational social wellbeing, self-esteem and mental health outcomes. Students learn many new life skills; part of the program is delivered by Sandfly Circus, so students learn how to juggle, dance and do backflips. At the end of the week students put on a performance under lights at Yiramalay.

- In the Kimberley during Term 2, Yiramalay/Wesley Studio School had eight students and three staff members participating in the Gibb River Road Bike Challenge. Both staff and students were very busy during the first part of Term 2, training and preparing for the Gibb River Challenge, that also included preparing blogs and fundraising. Our whole-school approach was well supported by both the Wesley and Bunuba communities. Students taking hospitality classes at Yiramalay made cupcakes and other food items to sell in Fitzroy Crossing during the Saturday football competition and money was collected from Dargku tour guides at Geikie Gorge. With help from Wesley College’s Marketing team, we set up an electronic direct mail donation site (eDM online site) and blog. The theme of this year’s Gibb Bike Challenge was to raise awareness of the Royal Flying Doctor Service. The students at Yiramalay have also selected Youth Suicide as another area for raising awareness. Both topics have been part of classroom discussions during Term 2. Yiramalay’s participation in this challenge not only supported a vital cause, but provided an experiential educational opportunity to develop our student’s valuable skills including team work, planning, resilience, understanding bike mechanics and maintenance, fitness, health and wellbeing. The Yiramalay team were the only Indigenous team participating this year and we were the first ever Indigenous team to complete the challenge.

Yiramalay students excelled this year during Reconciliation Week as leaders demonstrating organisation, communication and public speaking skills and participated in many events. Some of the highlights students attended and spoke at included the Reconciliation breakfast and fundraiser at Glen Waverley, Reconciliation Assemblies across the College campuses and, to end the week, Yiramalay students attended the Monash Council Reconciliation Event, The Long Walk and Dreamtime at the MCG, as well as the Australian Defence Force Reconciliation event at Simpson Army Barracks. At the Glen Waverley Senior School assembly, two Yiramalay boys presented with the Soul Band and brought the house down as they performed rap pieces as part of the Soul Band’s rendition of the Paul Kelly classic ‘Dumb Things’. The National theme for 2017 National Reconciliation week was ‘Let’s Take the next Steps’. Wesley College, through the unique partnership with the Bunuba people and the establishment of the Yiramalay/Wesley Studio School, is doing just that and should be proud. This year students represented their people, families, communities



Yiramalay students at the Glen Waverley Commencement Service



and the Yiramalay/Wesley Studio School with confidence, humbleness and pride. They spoke from the heart about their own personal stories and struggles growing up as an Aboriginal person.

Kimberley Cup 2017 is the biggest week-long sporting event in the Kimberley, where schools from across the region come together in Broome to compete in a range of sports, including basketball, volleyball, netball, indoor soccer, touch footy, mixed netball and AFL football. The Yiramalay/Wesley Studio School had nine teams competing including six basketball, one netball, one indoor soccer and one AFL team, with a total of 60 students and 10 staff attending the event. This unique event offers students an informal opportunity to get together to play, laugh and socialise in a healthy environment with their peers, staff and the local community. For staff, it is not only an occasion to share experiences and build rapport with Yiramalay students and each other, but it also presents an opportunity to build relationships with local community members, and network with other schools in the Kimberley. The competition and the excitement during the games was stronger than ever, and of course the ultimate highlight was our AFL team combining with Bidyadanga and Looma to win the Grand Final.

Whilst at the Kimberly Cup Sports carnival, the Indigenous Affairs Standing Committee met the Yiramalay team. They were in the Kimberley to hold hearing sessions and received evidence on Indigenous education in the region. The committee met briefly with many of our students and staff, as they watched Yiramalay winning the mixed basketball semi-final. The committee is chaired by Ms Melissa Price MP and both she and Deputy Chair Hon Warren Snowdon MP were in attendance. The meeting provided a great opportunity for students and staff to inform the committee about the uniqueness of Yiramalay/Wesley Studio School.

Other highlights during 2017 have included:

- Two Yiramalay students received a scholarship to attend the WEX program in Canberra. A total of 55 Indigenous students from around Australia were selected to participate in WEX. The program was based in Canberra and supported Year 11 and 12 Indigenous students in gaining an understanding of job opportunities and career pathways within the government sector. The program was also an opportunity to help these students develop their leadership skills and abilities.
- DukeEngage Project was delivered during Term 2 by Peter Sun OWC, with fellow student Sherry Feng. Both are currently studying at Duke University in Durham, North Carolina, USA. Throughout Term 2, students had an opportunity to engage in a financial literacy course to help them develop a fundamental skillset for personal finance. The project was divided into two joint programs: a financial empowerment course offered to students and mentors with individual financial coaching, and an entrepreneurship program for students to acquire hands-on experience

on business operations. Both Peter and Sherry did a fantastic job and the Yiramalay community thank them for the role they played in supporting and helping the students and mentors better understand finance and business.

- Strelley Community School came for a day visit in August. Students and staff gave them a school tour, Bunuba students welcomed them to their country, and there was plenty of action with some interschool sports, and the largest round of musical chairs I have ever seen. The Strelley Community School commenced operation in 1976 and is the oldest continually operational Independent Aboriginal Community School in Australia. The school is in the Warralong community located 160 km south-east of Port Hedland.
- The Friends of Yiramalay 2017 Tour, led by Bunuba Elder Joe Ross, arrived for an overnight stay on 13 August. They were present for Induction 29 Graduation and the Yiramalay, 'Who's Got Talent' night. There were 19 participants on the Tour this year. All have stated in feedback that it was a great learning experience into life in the Kimberley and the Aboriginal culture and they all went home with a better understanding of some of the challenges that people face in Northern Australia.

Students involved in the Yiramalay/ Wesley Studio School meet new people who provide them with many learning opportunities and life skills as they strive towards bettering themselves through education. This also creates a forward momentum for improvement in areas of cultural understanding, economic participation, social interaction and health and welfare. The Yiramalay/Wesley Studio School plays a central role in learning for both communities by adding to the richness around the importance of culture, language and community. This, in time, brings about connectedness and engagement with the wider world.

We can all learn by being part of the story, and supporting community partnerships like the Yiramalay/Wesley Studio School that use education as a pathway.



Yiramalay students and staff participating in the Gibb River Road Bike Challenge



Through the generous support of our parents, alumni, past parents, sponsors and friends, the Foundation has had one of its most successful years raising vital funds that support the work of the College and benefit both current and future students.

Fundraising generated more than \$3.1m in donations for buildings, facilities and our scholarships program. Through this support from the wider College community, Wesley can continue to build new educational facilities and refurbish existing amenities to ensure the best possible learning and teaching environment for students. The Foundation is also able to provide more funds for our scholarships and bursaries program through cash donations and bequests left by generous alumni.

The Foundation continued our capital fundraising campaign for the new Middle School development at the Glen Waverley campus that includes a new languages centre, library, Years 5 and 6 homerooms, Year 9 precinct, STEM classrooms and a chapel. All Glen Waverley parents have been provided with the opportunity to be personally briefed on this historic development and the Foundation is most grateful to parents who have donated.

The fundraising campaign for the redevelopment of the Wesley Boathouse was also launched and, through the generous support of alumni and parents, we have raised \$2m towards our \$2.5m fundraising target. This facility will be enlarged with another bay for boats, and a complete refurbishment of the existing building to greatly enhance its suitability for the rowing program, and as a College educational facility.

The redevelopment campaign for Elsternwick campus's Fitchett Hall was launched at the beautiful home of Jonathan and Nicki Isaacs on 4 June, when the Principal outlined exciting plans for its redevelopment. The Foundation is grateful for the support of parents who have donated funds to date.

Our College community was greatly saddened by the passing of Hilton Nicholas (OW1943), son of Alfred Nicholas, who, along with his brother George, rebuilt the College during the 1930s through the largest philanthropic gift to a school in Australia's history. Hilton continued this great tradition through his membership of our bequest coterie group, The Sapere Aude Bequest Society, and through his patronage of our capital campaign to re-establish Wesley's boarding facility. Hilton's generous bequest has enabled the College to establish a scholarship named in his honour, that will benefit students who might not otherwise have the opportunity of a Wesley education.

The Sapere Aude Bequest Society, which now has more than 250 members, enjoyed another year of growth and engagement with the broader College community. Several events and activities were again arranged by our Bequest Officer, Frank Opray (OW1963), attracting new members and support for our bequest program.

The Foundation's 10th Annual Business Breakfast was held on 27 October at the Sofitel Melbourne on Collins. Moderated by journalist Jennifer Hewett, the panel included The Honourable Gareth Evans AC, Professor Hugh White and Professor Warwick McKibbin AO, who discussed Trump, Brexit and the economic and political climate in Europe. The Foundation acknowledges, with gratitude, the ongoing support of Graeme Samuel AC (OW1963) in the organisation of this significant annual event. Sponsorship generated by the Foundation for this event, and the annual parent Gala Night on 22 July, is critical to its success.

At the conclusion of 2017, the Foundation launched the Nicholas Circle, which acknowledges and celebrates philanthropists who have made a cash donation of \$1m, either in their lifetime or through a bequest in their Wills. We welcomed our five inaugural members and acknowledged their generous contribution to the College.

The Old Wesley Collegians Association (OWCA), under the leadership of its Co-Presidents, Belinda Danks (OW2004) and Jack Ayerbe (OW1963), College Head, Ian Thomas (OW1982), and the Executive Committee, continues to play a vital role in enhancing alumni relations and networks. Past President, Scott Hudson (OW1993), completed the longest continuous presidency of the Association and we acknowledge his significant and progressive contribution. The OWCA is an active and dynamic organisation that is focussed on providing opportunities for alumni to network with each other and engage with the College through social media, business network functions and a variety of affiliate groups.

The concept of 'the old school tie' and traditional reunions have morphed into the contemporary digital world where alumni move around nationally and internationally and engagement takes on many new forms. The OWCA organised more than 30 events locally, interstate and internationally, including in Geelong, the Mornington Peninsula, Sydney, Brisbane, Canberra, Singapore, Hong Kong and Shanghai. A highlight this year was the reinstatement of the traditional Founders' Day Dinner in a memorable and contemporary reincarnation at The Park, Albert Park, on 26 May. It was a memorable night that featured the talented master of ceremonies, Pete Lazer (OW1995), and singer extraordinaire Josh Piterman (OW2003), along with the Glen Waverley Soul Band.

The Foundation is most grateful to the many hundreds of members of the College community who so generously support its philanthropic programs each year – whether through donations to buildings, scholarships or sport or through their wills – and to the countless volunteers across the College. The Foundation also acknowledges the outstanding work of its Advisory Committee and its Chair, Peter Harrison (OW1969), our Fundraising and Donor Relations Manager, Debra Stiebel, and our Administrator, Prue Lowther.

WESLEY COLLEGE FOUNDATION

Established 1878



2017 Foundation Business Breakfast with Jennifer Hewett, The Hon. Gareth Evans AC, Professor Hugh White and Professor Warwick McKibbin AO

Commonwealth Reporting Requirements



Key Student Outcomes

2017 National Assessment Program – Literacy and Numeracy

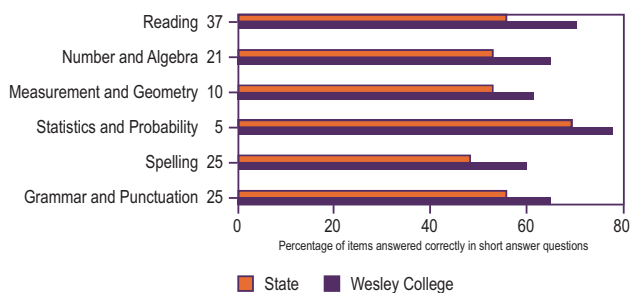
The National Assessment Program – Literacy and Numeracy (NAPLAN) was conducted in May 2017 for all students in Years 3, 5, 7 and 9 across the three city campuses, as well as Clunes for Year 9 students.

A detailed analysis of the results was carried out by curriculum leaders across the College. Action plans to achieve ongoing improvement in results were developed, and the implementation of suitable programs to support student learning in identified areas have commenced.

Year 3 Achievement Wesley College

Assessment Area Report Analysis

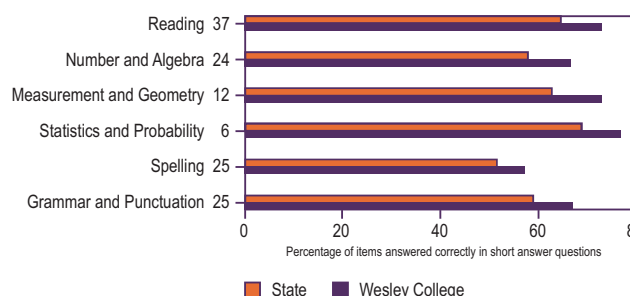
The Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure. Wesley College students performed appreciably better than the state in all areas.



Year 5 Achievement Wesley College

Assessment Area Report Analysis

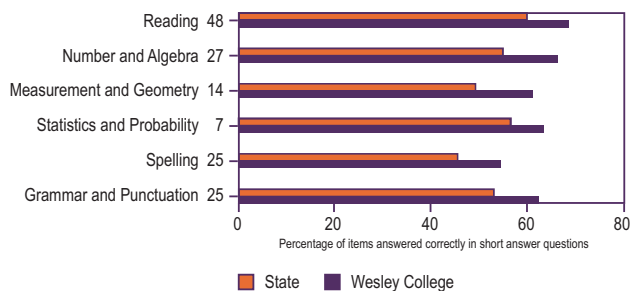
The Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure. Wesley College students performed better than the state in all areas.



Year 7 Achievement Wesley College

Assessment Area Report Analysis

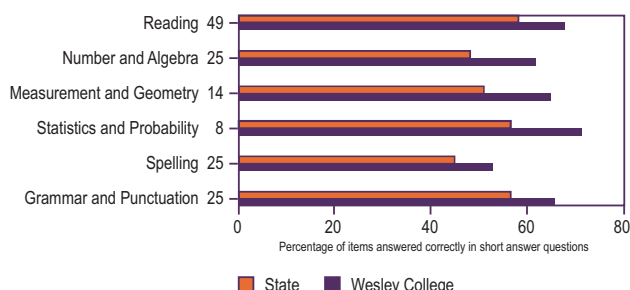
The Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure. Wesley College students performed appreciably better than the state in all areas.



Year 9 Achievement Wesley College

Assessment Area Report Analysis

The Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Spelling, Grammar and Punctuation, Number and Measurement, Chance and Data, Space and Structure. Wesley College students performed appreciably better than the state in all areas.



Concluding remarks

Considerable time is spent analysing student data from NAPLAN with a team approach utilising the expertise of Heads of Schools, pastoral leaders, curriculum leaders, and impact analysts. NAPLAN data forms just one part of a continuous tracking of progress of individual students, alongside other assessment data and teacher observations, to ensure a continued focus on the growth and development of all students.

2017 Senior Secondary Achievements

VCE and IB DP

Three hundred and forty-four students graduated from Year 12 at either the St Kilda Road or Glen Waverley campuses – 131 in the International Baccalaureate Diploma Programme (IB DP) and 213 in the Victorian Certificate of Education (VCE). Some students also included Vocational Education



Commonwealth Reporting Requirements



and Training courses (VET) as part of their VCE certificate completion.

Results Highlights

- Median VCE/IB DP ATAR was 86.68.
- Three students achieved the maximum ATAR of 99.95.
- 118 students achieved the maximum score in an individual study of 50 (VCE) or 7 (IB DP).
- 38.8% of IB DP students achieved an ATAR greater than 95.
- 39.6% of all VCE/IB DP students achieved an ATAR greater than 90.

Beyond Wesley

The graduating class of 2017 has chosen a broad range of pathways to pursue after leaving Wesley College. Of the 333 students who applied for tertiary study, 56% received an offer for their first preference of study, and 98% received an offer in the first round.

Student Attendance and Retention

In 2014, 349 students entered Year 9 at the College and 300 completed Year 12 in 2017. This represents a retention rate of 85.96%.

The overall attendance rate was 91.74%.

Value Added

Wesley College continues to offer very broad curriculum and cocurricular choices that support the holistic development of all its students. These include provisions such as the visual and performing arts, sport, International Baccalaureate

programmes, Clunes, Outdoor Education, tours – both national and international – and overseas exchanges.

Opportunities for sustained authentic engagement with Indigenous ways of knowing and perspectives on land, language and culture via the Yiramalay/Wesley Studio School in the Kimberley region of North Western Australia continue to expand in line with increasing student interest/demand both in Melbourne, the Kimberley and the northern half of Australia generally.

The central focus of the Wesley College Institute on research-related initiatives, ongoing teacher development, curriculum review and development, program implementation and technology and digital learning practice continues to enhance the overall quality of teaching and learning at Wesley College.

Professional Engagement

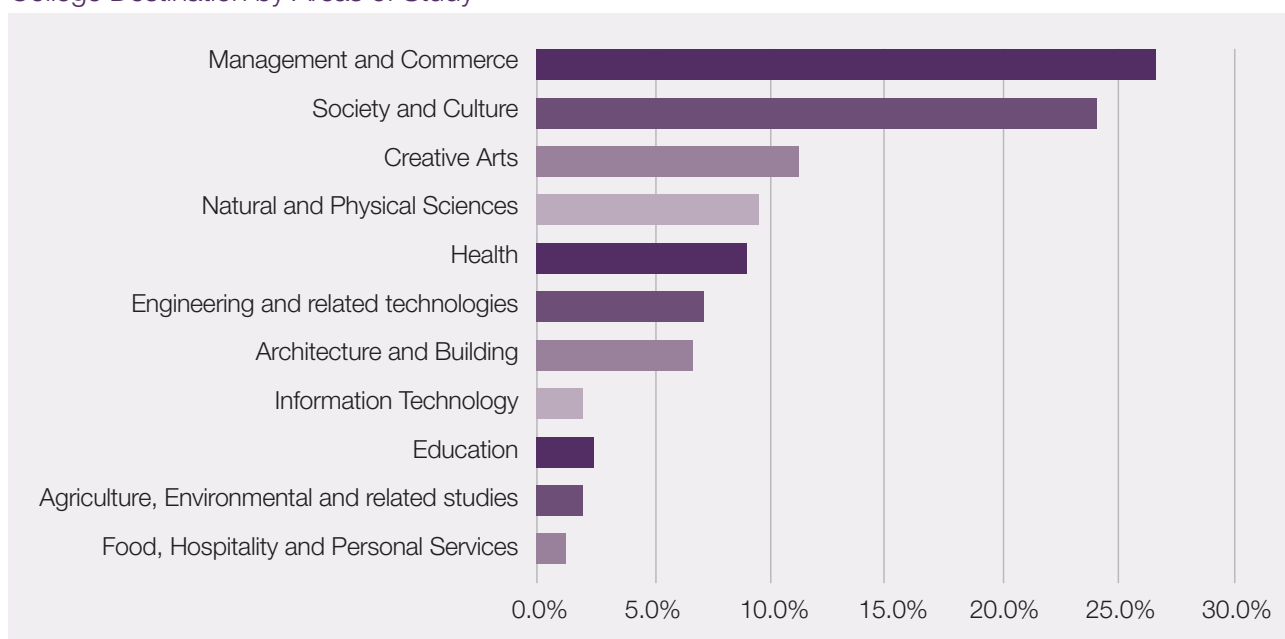
Research identifies the vital role that teachers, and general staff, play in ensuring that all students achieve their best in an educational setting. Wesley College's strategic framework, *Framing the Future of Wesley 2017–2030*, recognises the importance of attracting and developing highly skilled and capable staff as one of its key strategic priorities.

Staff Attendance and Retention

At the end of the 2017 school year, the College employed 394 full-time equivalent (FTE) teachers, and 232 FTE general staff, representing an overall staffing decrease of approximately 2%.

The average number of personal leave days (sick and carer's leave) taken per staff member in 2017 was 5.42 days, a minor increase compared to 2016 (an average 5.32 days for the 2016 year). The staff turnover rate for the 2017 school year was 8.77%, compared to 7.76% in 2016, 7.9% in 2015, 9.5% in 2014, and 14.97% in 2013.

College Destination by Areas of Study







Teaching and General Staff Qualifications

All teaching staff are registered members of the Victorian Institute of Teaching (VIT). They all have, as a minimum, a tertiary qualification in Education, and approximately half hold an additional postgraduate qualification, such as a Master's degree, or Doctorate. Many of the general staff also have tertiary and postgraduate qualifications in their respective specialist fields, and other related areas of expertise. All staff qualifications are published annually in the *Chronicle*.

Community Feedback

Parent, student and staff surveys are conducted annually to assist in the measurement of performance, and the development of College priorities. In 2017, the College continued to use an external specialist, National School Surveys, to conduct our parent, student and staff surveys.

Parent Survey

Consistent with the 2016 survey, parents from across the College with children in Prep, Year 4, Year 7, Year 9 and Year 10 were invited to complete the 2017 online parent satisfaction survey.

Ninety-two per cent of respondents are satisfied with Wesley College (87% in 2016). In terms of recommending Wesley College to family and friends, 82.3% of parents ranked Wesley as a 7 or above on a scale of 0 (not likely at all) to 10 (extremely likely). This latter outcome is the result of a different measurement of recommendations for 2017, and therefore not directly comparable to the 2016 result.

The 2017 results showed levels of satisfaction were the same as, or improved upon, the 2016 survey results in all survey areas. There was also an improvement of 1.6% in the overall satisfaction result.

Overall, parent satisfaction is approximately 7% higher than the national benchmark for all schools across Australia, and 5.9% higher compared to other multi-campus, independent schools nationally. Wesley's results are higher both in the overall satisfaction result, as well as in all key survey areas.

Respondents expressed most satisfaction with the Wesley school environment, and the learning opportunities afforded to students. Lowest levels of satisfaction related to communication with parents, and the school curriculum. These results are consistent with the outcomes of the 2016 parent survey.

Student Survey

The 2017 results have declined in relation to 2016 in eight of the nine key survey areas, as well as an overall decline in satisfaction of 0.9%. The one area showing an improved result was in relation to Technology and Resources. The overall student satisfaction of 73.3% remains a positive result, though it is below overall national benchmarks for all schools, and for other multi-campus, independent schools nationally.

Respondents identified lowest satisfaction levels with personal development and school curriculum, and highest satisfaction with access to learning opportunities and guidance and support.

Mirroring the results of previous student surveys, the development of relationships and friendships are consistently rated as a key highlight of the Wesley experience for students. The opportunities for house and social activities, as well as cocurricular activities such as drama, musicals and sport are also highly valued.

Staff Survey

In 2017, all staff were once again provided the opportunity to participate in the annual staff survey. The overall response rate of staff was 33%. On face value this is a significant drop in responses (49% in 2016); however, the 2017 survey was distributed to all casual staff as well as our permanent and fixed-term staff, which is expected to have contributed to the lower response rate.

Overall levels of staff engagement and satisfaction have improved by 2.6% over 2016, and the overall satisfaction result of 78.5% is ahead of all external benchmarks on overall satisfaction. Wesley also exceeds all external benchmarks on all key survey areas.

Respondents expressed highest levels of satisfaction with the enjoyment of working with other staff members, and the ability to review their own strengths and weaknesses in the workplace. Lowest ratings of satisfaction related to being able to take part in the decision-making process.



Financial Statement



During 2017, Wesley College continued to apply conservative and sound financial management coupled to an active management of the College asset and investment portfolios. The College continued to enjoy relatively stable enrolments across all campuses.

The result for 2017, as displayed below, has delivered a surplus of \$4.9m (2016: \$2.6m). The College auditors, Deloitte, have issued an unqualified audit opinion for the year ended 31 December 2017.

The attraction, development and retention of high-quality staff continues to be the cornerstone to delivering a Wesley education to our students and, as can be seen from the financial details, remains the largest single item of expenditure, with a key metric throughout the year being "salary cost as a percentage of total net revenue". For 2017, this percentage is 61.8% compared to 60.6% for 2016, reflecting continued focus on staffing profiles and expenditures.

The College generated \$22.8m in net cash during 2017 (2016: \$16.9m). The net cash includes Glen Waverley Middle School fire insurance receipt (\$4.4m); receipt of \$0.60m from the Australian Independent Schools Western Australia to support the Yiramalay Student Housing project; and contributions from the Scholarship and Building Funds for both the Wesley College Foundation (\$0.4m) and Yiramalay Foundation

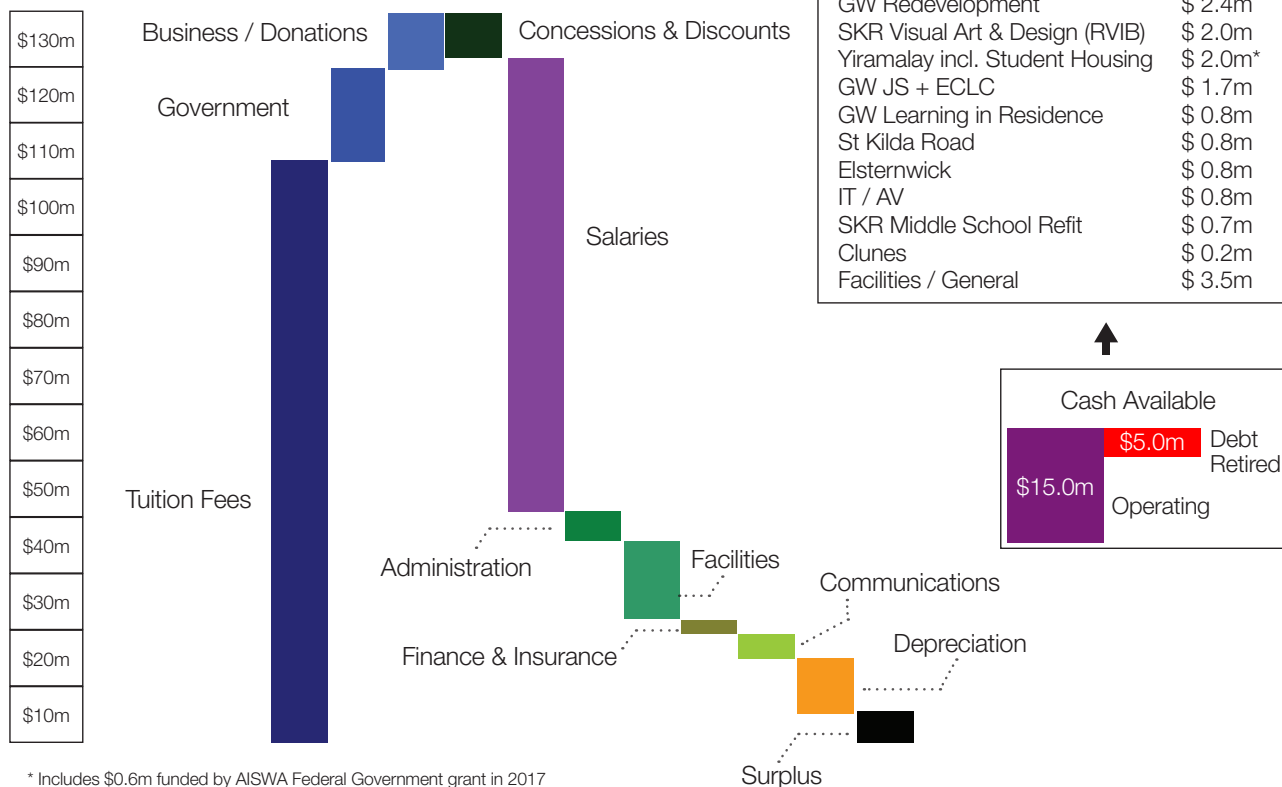
(\$0.1m). This operating cash flow enables the College to continue its philosophy regarding an appropriate range of educational opportunities and the future development priorities of the College.

The major capital projects completed (or significantly advanced) during 2017 included the Glen Waverley ECLC and Junior School Renovation (\$1.7m), Yiramalay Student Housing (\$1.9m) funded in part by the grant receipts from the Australian Independent Schools Western Australia, the near completion of the St Kilda Road Visual Arts & Design Precinct and subsequent Middle School expansion (\$2.6m) and the initial stages of the Glen Waverley Middle School rebuild (\$2.4m). The strong cash flow generated throughout 2017 allowed the College to retire \$5.0m of the College's loan facility (the respective loan balances were: 2017 \$10.0m; 2016 \$15.0m).

The 2018 year has commenced with a very strong student enrolment profile across the three Melbourne campuses and Yiramalay, a continuation of a robust and efficient cost structure, and further major capital works programs are underway.

The generous support of Wesley families, the Old Wesley Collegians Association, the Wesley College Foundation and the Yiramalay Foundation continues to be of critical importance to the College.

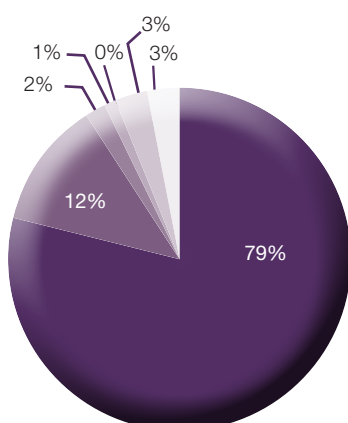
Money Flow 2017





Revenue

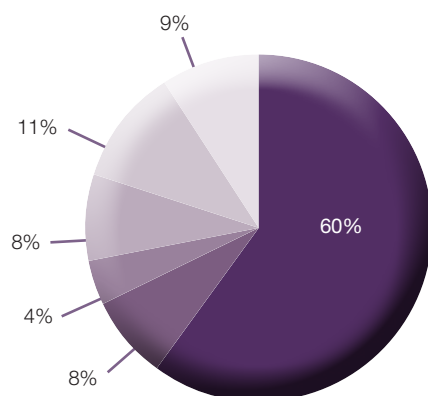
	2017	2016
	\$m	\$m
Fee income	101.3	94.1
Government grants – Commonwealth	15.0	14.1
Government grants – State	2.3	2.2
Profit/Loss on disposal of property, plant and equipment	(0.5)	1.1
Donations	1.4	3.0
Insurance proceeds	4.4	1.3
Other income	3.6	4.4
	<u>127.5</u>	<u>120.2</u>



- Fee income
- Government grants – Commonwealth
- Government grants – State
- Profit/Loss on disposal of property, plant and equipment
- Donations
- Insurance proceeds
- Other income

Expenditure

	2017	2016
	\$m	\$m
Salaries	73.8	67.8
Administration expenses	10.4	10.0
Communication expenses	4.3	4.6
Depreciation and amortisation	10.0	9.1
Facilities expenses	13.2	13.3
Finance expenses, discounts and concessions	10.9	12.8
	<u>122.6</u>	<u>117.6</u>



- Salaries
- Administration expenses
- Communication expenses
- Depreciation and amortisation
- Facilities expenses
- Finance expenses, discounts and concessions



Summary of 2017 Action Outcomes

Maintaining continuity in a world more fluid than fixed

Priority 1 – Ensure the clarity of Wesley's vision and its translation into practical reality

- Final Implementation Plan of Framing the Future of Wesley 2017–2030 approved by Council
- Marketing brief prepared, outlining key messages and priority communication channels for the College
- Academic Excellence – Results 2016 VCE/IB and 2017 VCE/IB – profiled through the website and communication channels
- New marketing collateral created for domestic and international markets, including particular reference to the English Language Preparation Programs and Learning in Residence
- Engagement with domestic and international education agents contributed to Learning in Residence enrolments reaching 60 during Semester 2, 2017

Learning in an expanded world

Priority 3 – Provide a range of learning contexts, programs and age-appropriate opportunities for students to develop the skills, knowledge and attitudes required for the changing world

- First draft of Menzies Fellowship on STEM and participation at Wesley completed
- Compliance Plan for Duty of Care and Child Safety obligations for 2017 completed
- Term break arrangements for 2018 submitted to Council

Priority 4 – Build Wesley as a leading languages school

- Successful introduction of Enhanced Language Program at St Kilda Road and Glen Waverley Junior Schools

Priority 5 – Build the capacity and capability of Wesley staff to thrive and lead learning in an expanded world

- Council brief developed around College leadership succession planning through 2018/2019
- Support plan for new Curriculum leadership structure developed for implementation from start of 2018
- Briefing document created regarding 2017 Professional Development program for teaching staff

Ensuring sustainability in a world of accelerating change

Priority 12 – Ensure that the College attracts and develops highly skilled and capable staff and supports them with the educational, financial and infrastructure resources needed to deliver Wesley educational programs

- Comprehensive review of salaries including benchmarking of key teaching and general staff roles completed
- Capital Expenditure and Major Projects programs 2017/2018 presented and approved by Council as part of Budget 2017 and 2018





WESLEY COLLEGE

MELBOURNE AUSTRALIA

SINCE 1886

A True Education

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