
ANNUAL REPORT 2019



WESLEY COLLEGE

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A True Education

WESLEY COLLEGE ANNUAL REPORT 2019 CONTENTS



WESLEY'S HOLISTIC APPROACH TO LEARNING DEVELOPS THE WHOLE CHILD
IN AN INCLUSIVE, COEDUCATIONAL ENVIRONMENT

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WESLEY COLLEGE PRINCIPAL NICK EVANS (OW1985) AND REV DENISE LIERSCH, MODERATOR FOR THE UNITING CHURCH IN AUSTRALIA FOR VICTORIA AND TASMANIA, AT NICK'S COMMISSIONING CEREMONY AS WESLEY'S 17TH PRINCIPAL AT ST MICHAEL'S UNITING CHURCH



THE DRENNEN CENTRE AT THE GLEN WAVERLEY CAMPUS, OFFICIALLY OPENED IN NOVEMBER, PROVIDES YEAR 9 CLASSROOMS, LANGUAGE CLASSROOMS, A CAMPUS-WIDE LIBRARY, CAMPUS ADMINISTRATION AND CHAPEL

PRESIDENT OF COUNCIL



It is my great pleasure and privilege, as the President of the Wesley College Council, to report on the College's progress in a year characterised by change and continuity.

At the commencement of Semester 2 we welcomed Nick Evans (OW1985) back to Wesley as the 17th Principal of the College. It has only been a short time since he assumed the role. Much is exciting and new, yet there is also much that is very comfortable about seeing him in what can be a decidedly challenging role. In August 2019, Nick was commissioned by Rev Denise Liersch, the newly elected Moderator for the Uniting Church in Australia for Victoria and Tasmania, at a special ceremony at St Michael's Uniting Church attended by members from all parts of the school community.

I would like to take the opportunity on behalf of the College to thank Deputy Principal and Head of the Glen Waverley Campus, Richard Brenker, for his outstanding service as our Acting Principal for Semester 1 in what has been a seamless transition. I extend my personal thanks to Richard for his tireless work and care for the College during this time.

As I reflected on these transitions, new yet familiar, comfortable and challenging, all in keeping with our College theme for 2019, 'Change and continuity,' I noted they paralleled the theme in a book I covered off this year, Simon Winchester's *Exactly*, which traces the history of engineers who developed precision machinery of the past couple of centuries.

Winchester, expanding on the nature of equipoise, quotes F Scott Fitzgerald to explain. 'The test of a first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function.' What struck me as Winchester investigates the pursuit of precise, engineered outcomes that we have come to celebrate such as gauge blocks, steam and jet engines, lenses and cameras, is that he also explores the increasing value we place on craftsmanship, art, culture and often imprecise concepts and objects. One example Winchester cites is the revival of interest in mechanical

watches, as opposed to digital, highly precise watches. The value of precision and the celebration of the imprecise: these two opposing ideals can be held in equipoise.

If we examine this dichotomy within our College, and students, it's clear that we actively pursue the highest ideals of scholarship and the pursuit of perfection, yet we never lose sight of the value and celebration of the imprecise, the beauty of the imperfect, summed up in the Japanese notion of *wabi-sabi* – the idea, as author Richard Powell explains in *Wabi Sabi Simple*, that nothing is finished or perfect. We are all imprecise and imperfect. Consider the works created by our students in 2019. Is perfection in any way a useful criterion by which we might understand these works, or the learning progress and growth that they represent? They are, after all, the physical traces of the learning that occurs during each student's year. Wesley is not an institution aiming to produce precision-engineered outcomes, but a different kind of perfection, one that honours the tradition and value of becoming, of making, of crafting, not only in the craft in teaching, but also the craft in learning. It is in our students that we see the extraordinary diversity and richness of this craft at work.

At Speech Night in 2019, I had the privilege to confer a special honour on two outstanding and distinguished Wesley servants, Daryl Jackson AO (OW1953) and Doug Turnbull (OW1970).

Pursuant to the Wesley College Constitution, the Wesley College Council may confer a special honour upon a person whom it considers has rendered devoted, distinguished and exceptional honorary services to the College. This honour is referred to as a Fellow of Wesley College. This is simply the highest award and acknowledgement that the College can bestow and in our history until now we have only awarded Fellowships to 11 individuals.

AT THE COMMENCEMENT OF SEMESTER 2 WE WELCOMED NICK EVANS (OW1985) BACK TO WESLEY AS THE 17TH PRINCIPAL OF THE COLLEGE. IT HAS ONLY BEEN A SHORT TIME SINCE HE ASSUMED THE ROLE. MUCH IS EXCITING AND NEW, YET THERE IS ALSO MUCH THAT IS VERY COMFORTABLE ABOUT SEEING HIM IN WHAT CAN BE A DECIDEDLY CHALLENGING ROLE





'WE ACTIVELY PURSUE THE HIGHEST IDEALS OF SCHOLARSHIP AND THE PURSUIT OF PERFECTION, YET WE NEVER LOSE SIGHT OF THE VALUE AND CELEBRATION OF THE IMPRECISE, THE BEAUTY OF THE IMPERFECT'

As I noted in highlights from the citations at Speech Night, I referenced some of Winchester's observations on craft and precision. The professional expertise of both Daryl and Doug is in a construction-related field, architecture and engineering respectively. Both combine their technical skills with an appreciation for art and culture and the value of craftsmanship to the final product.

Daryl's architectural fingerprints are all over modern Wesley. As the most recent historian of the College, Andrew Lemon, has noted, 'More than any other individual, Jackson reinterpreted and created the fabric of Wesley College, the physical surroundings, in the final quarter of the 20th century.'

It is no exaggeration to say that Doug Turnbull has been centrally responsible, in the literal sense, for the construction of the Wesley College we experience today. He has brought not just his professional expertise to bear, but also an incisive intellect that has always led him to ask the hard questions.

In so honouring Daryl and Doug, Wesley also acknowledges the contribution of their families, generationally connected to the College.

In giving a brief progress report on other key Council-related considerations at the College this year and to transition from our very property-themed Fellowship awards to our continuing capital works program, I note that 2019 has been very busy.

The Drennen Centre at the Glen Waverley Campus, providing Year 9 and language classrooms, a campus-wide library, campus administration and Chapel, was officially opened by the Honourable Linda Dessau AC, Governor of Victoria, with Dr Helen Drennen AM – after whom this stunning facility is named – in attendance as guest of honour. This has been a very large project and one finalising the replacement of the historic Middle School classrooms destroyed by fire in April 2016. Work continued in 2019 to substantially refurbish the former administration building as a design and technology precinct for use by Middle and Senior School students in 2020.

WESLEY IS NOT AN INSTITUTION AIMING TO PRODUCE PRECISION-ENGINEERED OUTCOMES, BUT A DIFFERENT KIND OF PERFECTION, ONE THAT HONOURS THE TRADITION AND VALUE OF BECOMING, OF MAKING, OF CRAFTING, NOT ONLY IN THE CRAFT IN TEACHING, BUT ALSO THE CRAFT IN LEARNING



OUR STUDENTS AT THE GLEN WAVERLEY CAMPUS HAVE ENJOYED THE NEWLY OPENED DRENNEN CENTRE, WHICH PROVIDES YEAR 9 AND LANGUAGE CLASSROOMS, A CAMPUS-WIDE LIBRARY, CAMPUS ADMINISTRATION AND CHAPEL

The College continues to prioritise the extensive refurbishment of spaces to suit contemporary learning. Over the past two years we have been able to create additional classroom space to address waiting list pressure at Year 7 and we anticipate enrolments will climb above 3,400 in 2020, which is at, or near, capacity for our footprint across all three metropolitan campuses. I acknowledge that this enrolment demand is the result of tremendous work and care by all our staff and the value parents place on a Wesley education.

I acknowledge and thank the Wesley College Foundation led by Nicki Isaacs (née Lefkovits OW1990), the Yiramalay Foundation led by Kevin Oscar and the Old Wesley Collegians Association, led by Belinda Danks-Woodley (OW2004) and Dr Jack Ayerbe (OW1963), all of whom partner with the College in seamlessly delivering a suite of functions and activities that engage our alumni and parents, generate enrolments for the College and raise vital donations

benefiting current and future students. I thank all in our community who contribute in this way and enable the College to fund a generous scholarship program and anchor capital developments supporting our building program.

Thank you to all those on the College Council who have given of their expertise and time. In 2019 we welcomed new Council member Sarah Conran and co-opted Council member Peter Mastos (OW1990), both of whom make selfless and valuable contributions to the College.

At the conclusion of the academic year in 2019 we received the final results in the International Baccalaureate Diploma Program and Victorian Certificate of Education for our graduating class. Their results are exceptional and we congratulate all our students on the conclusion of their education journey at Wesley College and acknowledge the support and care our dedicated staff provide. I also congratulate our 15 Yiramalay graduates, the largest cohort of

Yiramalay students completing Year 12 to date. This is a tremendous achievement. The importance and impact of success in Indigenous education is vital and the College is committed to providing educational excellence for First Australians. Our community is strengthened by two-way learning and the opportunity to play a role in reconciliation through forming relationships with the Bunuba people and the Fitzroy Valley community in the Kimberley.

All of our students pursue an incredible variety of post-secondary options and we look forward to hearing of their adventures beyond Wesley and welcome them to the thriving community of Old Wesley Collegians.

A sincere thank you to all in our community for your continued support of Wesley College during an exciting year of transition.

Marianne Stillwell
President of College Council



COUNCIL ACTIVITIES

Wesley College has operated as a legal entity, Wesley College Melbourne, since 2016, after 150 years as an unincorporated institution of the Uniting Church of Australia. As an independent legal entity, the College continues to work closely and jointly with the Uniting Church in Australia (Victoria and Tasmania) in pursuit of the same shared vision and purpose.

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

The Wesley 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 program for buildings and grounds.

The Strategy Committee investigates long-term strategic options and oversees strategic planning and the monitoring of the strategic plan for the College.

The Ethics, Compliance and Governance Committee oversees adherence by Wesley College Council members, Executive and staff to appropriate standards of ethical behaviour, aligned with the College's core values and compliance with duty of care to students and staff; and the implementation of procedures and operations related to the Council's governance structure and its core governance functions.



| Member | College Council | | Finance, Audit and Risk Management Committee | | Strategy Committee | | Property Committee | | Ethics and 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 |
| Marianne Stillwell | 9 | 9 | | | 2 | 2 | | | 4 | 4 |
| Sunny Chen | 7 | 9 | | | 0 | 2 | | | 3 | 4 |
| Cameron Bacon | 7 | 9 | 9 | 9 | 2 | 2 | | | | |
| Richard Brenker | 5 | 5 | 3 | 5 | 1 | 1 | 6 | 6 | 4 | 4 |
| Lynda Cheng | 9 | 9 | | | 2 | 2 | | | 3 | 4 |
| Sarah Conron | 7 | 9 | | | 2 | 2 | 1 | 4 | | |
| Nick Evans | 3 | 4 | 4 | 4 | 1 | 1 | 2 | 4 | 2 | 2 |
| Melinda Geertz | 7 | 9 | 7 | 9 | 2 | 2 | | | | |
| Paul Guerra | 7 | 9 | | | 2 | 2 | 1 | 9 | | |
| Tim Jackson | 8 | 9 | | | 1 | 2 | 8 | 9 | | |
| Simon Rooke | 8 | 9 | 6 | 9 | 2 | 2 | | | 2 | 4 |
| Hugo Stephenson | 7 | 9 | 5 | 9 | 2 | 2 | | | 3 | 4 |
| Rachel Webster | 8 | 9 | | | 2 | 2 | 5 | 9 | | |
| Peter Mastos co-opted member | 4 | 5 | | | 1 | 2 | | | | |
| Tim Brouwer co-opted member | | | 2 | 6 | | | | | | |



COLLEGE COUNCIL



MARIANNE STILLWELL
BA (Hons) MBA
GradDipEd MAICD

Marianne Stillwell is the President of the Wesley College Council, and has been a member since 2006. She is also Chair of the Strategy Committee, Ethics, Compliance and Governance Committee, and Remuneration Committee.

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.



SUNNY CHEN
BA (Hons) PGCertEd MTheol
(Hons) CertApplLing
AdvDipMin PhD

Sunny Chen 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, and a lecturer and an honorary researcher at the University of Divinity. Passionate about education, he currently chairs the Uniting Church's Ministerial Education Board, which oversees the theological college of the Uniting Church, Synod of Victoria and Tasmania. Sunny was originally a secondary school teacher in Hong Kong before completing his theological studies in the United States. As a Uniting Church Minister, he ministers to youth and tertiary students. Sunny is acquainted with

a number of Old Wesley Collegians through his connection with Queen's College at the University of Melbourne, where he is currently a council member and a former College Chaplain. Sunny serves on the Strategy Committee, the Remuneration Committee and the Ethics and Governance Committee.



NICK EVANS
BA (Hons), DipEd,
MEd, MACE

Nick Evans (OW1985) is Wesley's 17th Principal. Nick has a long association with Wesley College both as a student and in teaching and leadership roles spanning 20 years. Following five years as Deputy Headmaster and Head of Senior School at Melbourne Grammar School, Nick has returned to Wesley as an accomplished leader with extensive experience in contemporary curriculum development, in the implementation of academic and cocurricular programs to complement a holistic education and in building connected relationships with staff, students and community. Nick also brings to Wesley extensive experience in coeducational and residential schooling, teacher appraisal and the development of programs to support teaching excellence.



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 serves on the Strategy Committee and the Finance, Audit and Risk Management Committee.



LYNDA CHENG
BComm LLB
(Hons) GAICD

Lynda Cheng 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.



SARAH CONRON
BBA (Property), MBA

Sarah Conron is a Director of Neurologic Plus and has been working as a management consultant for the past 16 years, working with Atkinson Consulting. Prior to this Sarah was General Manager of property.com.au Sarah is a long-serving member of the Women for Women Committee at Sacred Heart Mission. She has four children, two of whom have completed their schooling at Wesley College and two of whom are current students.



MELINDA GEERTZ
BA

Melinda Geertz joined the Wesley College Council in May 2016 and serves on the Strategy Committee and the 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. She has three children, all of whom are completing or have completed their studies at the St Kilda Road Campus.



PAUL GUERRA
BEng (Electronic) Hons
GradDip Management

Paul Guerra 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 of the 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 Committee and the Property Committee, and the Wesley College Foundation. Paul has three children, all of whom are completing or have completed their studies at the Glen Waverley Campus.



TIM JACKSON
BArch (Hons)
BPlanDes

Tim Jackson (OW1981) 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 (AIA) 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 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 AIA and Industry Award juries, and participates in guest critiques at major tertiary institutions across Australia. Tim is a member of the Property Committee. His daughter completed her studies at Wesley in 2016 and his son completed his studies at Wesley in 2018.



SIMON ROOKE
BComm LLB CA CTA
GradDipAppFin
GradDipLegal Prac

Simon Rooke 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, mergers and acquisitions, international tax and litigation. He spent time on secondment in the Mergers and Acquisitions Group of PwC London from 1999 to 2001. He has extensive experience with governance in listed companies, large private companies and government entities. Simon is a member of the Strategy Committee, the Finance, Audit and Risk Management Committee and the Ethics, Compliance and Governance Committee. He has two children at the Elsternwick 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 sits on the Ethics Committee and 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, the author of more than 200 academic publications and a regular presenter 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 and an honorary fellow of the Astronomical Society of Australia.



ANY YEAR AT A SCHOOL WILL HAVE A SERIES OF HIGHLIGHTS, BUT IT IS IN THE QUOTIDIAN THAT THE WORTH OF A SCHOOL IS FOUND. THE DEPTH OF LEARNING THAT HAPPENS IN INDIVIDUAL CLASSES, FOR INDIVIDUAL STUDENTS, AT WESLEY IS THE TRUE MEASURE OF OUR SCHOOL'S SUCCESS



PRINCIPAL'S OVERVIEW



It is with a mixture of pride and deep humility that I write my first Principal's overview for the *2019 Wesley College Annual Report*.

Change and continuity

This year, the College's theme was, 'Change and continuity,' and I dare say my advent had something to do with the choice of theme. It was a fine choice, as themes are meant to challenge, and the challenge of mixing change with continuity is a substantial one. It is a very modern conundrum. The modern world preaches to us the desirability and inevitability of change, yet it is very human to want to hold to the certainties of the past, and to encourage preservation of tradition. It is summed up in the coda to our four timeless principles of learning. We endeavour to deliver a holistic approach to learning, based on four timeless principles of learning to know, to do, to live with and to be, *with innovation and wisdom*. This, in a sense, is another expression of change with continuity.

Change and continuity also describes the transitional leadership arrangements in place in 2019, and with this in mind, I offer a message of heartfelt gratitude. I, and the College, owe Richard Brenker, Deputy Principal and Head of Glen Waverley Campus, a debt of gratitude. My Wesley journey began this year with a wonderful gesture by the Wesley College Council in allowing me a term of sabbatical before I started, to learn and to reflect. This meant Richard was Acting Principal for six months, as well as doing his day job as Head of Glen Waverley. After a mere seven months as Principal as I write, I have no idea how he managed to combine the two roles. It was a wonderful act of service. I thank him, both personally and on behalf of the entire College community. I also extend my thanks to the members of the Glen Waverley Campus executive, who also shouldered a considerably heavier burden.

Any year at a school will have a series of highlights, upon which I expand below, but it is in the quotidian that the worth of a school is found. The depth of learning that happens in individual classes, for individual students, at Wesley is the true measure of our school's success. I am confident that, on this measure, Wesley College has had a very successful 2019.

Academics

Our Year 12 academic results in 2019 gave us much to celebrate. College highlights for the year included:

an overall combined College VCE/IB DP median result for **348 students of 88.05**

41 per cent of VCE and IB DP students achieving an ATAR of 90.00 and above

32 per cent of VCE and IB DP students achieving 40+ (or equivalent) study scores

an IB DP median ATAR of **93.40**

three IB DP students – Lucy Poole, Natasha Stonehouse-Melke and Zetian (Jacky) Lyu – **achieving the highest possible ATAR of 99.95 and a perfect score of 45**

21 IB DP and VCE students ranking in the top one per cent of Australia, achieving an ATAR greater than 99.00

147 perfect study/subject scores across the combined VCE and IB DP cohort

99 per cent of VCE and IB DP students receiving a first round tertiary offer.

Sport

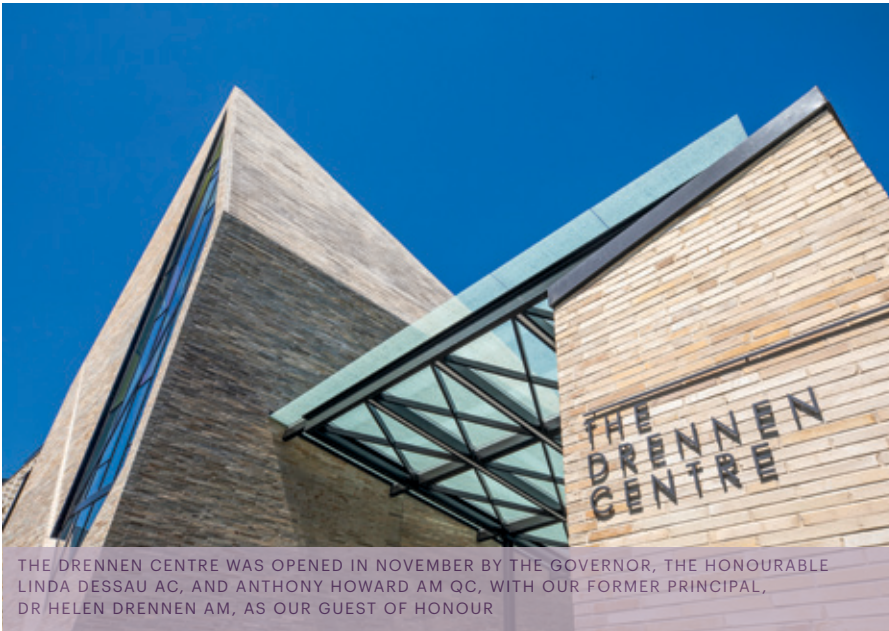
Sport continues to play a vital part in the life of all Wesley students, and I am very pleased to report that Wesley Sport had a very successful year, securing seven premierships in 2019. In the summer season, both the Girls First Tennis Team and the Girls First Badminton team took out their respective premierships and our Boys Gymnastics Premiers claimed the Victorian Interschools Men's artistic championship trophy for the sixth year running. In a hard-fought season, members of the Table Tennis team also played brilliantly, losing to eventual Premiers Haileybury, in a tough final match. The winter season saw Wesley win four premierships from a possible 11. The Girls Cross Country team finished the season undefeated for an incredible eighth premiership in a row and the Boys Cross Country team secured the premiership for the fourth year. Undefeated all season, the Netball Firsts secured the premiership while the Boys Hockey Team was so dominant all season it secured the premiership in the penultimate round. The Girls Soccer team came second in their premiership, and gritty performances from members of the Girls and Boys Athletics squads secured third place for both in the APS Athletics Final. In addition, the Girls Swimming team came second in the APS Swimming Final and the Girls First Rowing came third at the Head of the River.

All teams are to be congratulated on their outstanding achievements in 2019.

In addition to competitions here in Melbourne, students from the Yiramalay/Wesley Studio School and Wesley College travelled to Broome to compete in the Kimberley Cup. This inter-school sports competition enables students to interact with peers from across the Kimberley with a focus on sportsmanship and having fun. The Yiramalay students won the Mixed Basketball and repeated their 2018 Boys AFL win in the Grand Final.

Congratulations to all students, coaches, and families for their involvement across the College this year.





THE DRENNEN CENTRE WAS OPENED IN NOVEMBER BY THE GOVERNOR, THE HONOURABLE LINDA DESSAU AC, AND ANTHONY HOWARD AM QC, WITH OUR FORMER PRINCIPAL, DR HELEN DRENNEN AM, AS OUR GUEST OF HONOUR

'ONE OF THE JOYS OF COMING BACK TO WESLEY HAS BEEN MEETING COLLEAGUES BOTH OLD AND NEW'

Public programs

The Samuel Alexander Lecture was delivered by Professor AC Grayling to a capacity audience in Adamson Hall on 12 August. His address, focussing on the 'Crisis of Democracy,' was poignant, engaging and memorable. Professor Grayling's contribution to the College extended to the next day and a workshop with more than 50 Philosophy students. This was followed by a Philosothon hosted by Wesley for an additional 12 schools across Melbourne in which students undertook a philosophy challenge, working for a five-hour period with Professor Grayling. Our students were inspired by this opportunity and we are very grateful to Professor Grayling for his grace and generosity.

The 12th Annual Wesley College Foundation Business Breakfast in May was again a resounding success. More than 300 guests attended the breakfast to engage with an esteemed panel of speakers. James Shipton, Chair of the Australian Securities and Investments Commission; Elizabeth Proust AO, Chair of Nestlé and Bank of Melbourne; Ben Gray, Managing Partner, BGH Capital, and Graeme Samuel AC, Former Chair of the Australian Competition and Consumer Commission and President of the National

Competition Council, addressed the topic: 'Are our company directors up to the task?'

Major works

The year 2019 saw significant progress on building developments across the College.

At Glen Waverley, The Drennen Centre was opened in November by the Governor, the Honourable Linda Dessau AC, and Anthony Howard AM QC. The guest of honour, of course, was former Principal, Dr Helen Drennen AM, who spoke movingly about her experience of leading Wesley College.

The next stage of the Glen Waverley redevelopment has progressed to plan in 2019. The redevelopment includes the repurposing of the previous Administration Building as a new Technology Centre, the rebuild of the Kennedy Oval and the fit-out of a new Medical Centre in the Senior School. These works will be completed in early 2020.

Work on the next chapter for Wesley at Clunes, encompassing new teaching and learning studios, a demonstration kitchen and two additional student houses, is progressing through detailed design and Hepburn Shire planning applications. With a select tender to building contractors in

early 2020, the College anticipates site works to commence in the first half of 2020 for completion late 2020.

The refurbishment of the Elsternwick Sports Hall is another important development. The upgrade to LED lighting and ventilation has been completed. The new floor will be installed over the December/January period with completion early Term 1 2020.

The timeframe for completion of the Wesley Boathouse refurbishment is the 2020 – 2021 rowing season.

Work by our Foundations

Through the generous support of parents, alumni, past parents, sponsors and friends, the Wesley College Foundation raised \$1.3 million in funds to improve facilities across every campus and contribute to our scholarships and bursaries program. The Foundation continued to raise funds for The Drennen Centre at the Glen Waverley Campus; the redevelopment of the Wesley Boathouse and the Sports Hall at the Elsternwick Campus. Our *Sapere Aude Bequest Society*, for those who have remembered Wesley in their Wills, hosted numerous events in 2019 and as a result continues to grow in membership.



'THERE ARE NO MORE HUMAN INSTITUTIONS THAN SCHOOLS, AND RELATIONSHIPS ARE THE BEATING HEART OF EVERY GREAT SCHOOL'

I HAVE BEEN
WONDERFULLY
IMPRESSED WITH
THE TEACHING AND
LEARNING I HAVE
SEEN HAPPENING
THROUGHOUT THE
COLLEGE, AND THE
COMMITMENT AND
TALENT OF THOSE
TEACHING AT WESLEY
IS OUTSTANDING

Our leadership team

In 2019, the College has been led by an exemplary Executive team. I have expressed my sincere gratitude to Richard Brenker above. We have farewelled three members of College Executive this year. Lisa Saffin has been in her role of College Head of Curriculum Delivery and Deputy Director of the Wesley College Institute since 2017. Lisa leaves us to take up the position of Deputy Principal – Curriculum and Learning at Presbyterian Ladies College. Dave Edwards has been Head of Campus of St Kilda Road for the past two-and-a-half years. He leaves us to take up the position of inaugural Head of School and Chief Executive Officer of a new school being built in Guangzhou, China. Finally, Ned McCord resigned as Executive Director of Yiramalay/Wesley Studio School at the conclusion of 2019. Ned was instrumental in the establishment and development of the Yiramalay/Wesley Studio School and has served as its inaugural Executive Director since 2014.

The rest of the Executive team, Jacinta Janssens – Elsternwick Head of Campus; Cameron Moroney – Chief Finance Officer and Business Director; Peter Rogers – Director of Human Resources; Caitlin Anstee – Director of Marketing; Andrew Blair – Executive Director,

Curriculum and International Strategy; and Isaac Quist – Deputy Director, Head of Curriculum Delivery, provided strong leadership and support to all areas of the College's development in 2019, for which I thank them most sincerely.

I also extend my thanks to all of the remarkable staff across Wesley for their hard work and dedication. The Wesley staff, teaching and non-teaching, is an outstanding group of talented people who contribute widely across the College. One of the joys of coming back to Wesley has been meeting colleagues both old and new. As I walk around each of the campuses of Wesley, the warmth of the relationships between teachers and students has been obvious. There are no more human institutions than schools, and relationships are the beating heart of every great school. I have been wonderfully impressed with the teaching and learning I have seen happening throughout the College, and the commitment and talent of those teaching at Wesley is outstanding.

I also thank the Wesley College Council, so capably led by Marianne Stillwell. The members of Council and its committees are all volunteers, taking on a role with ever increasing responsibilities and with ever increasing complexity. Without

exception, they are very busy and accomplished people, who dedicate a great deal of time, care and thought to the governance of Wesley College. They have been a great support to me in my first months, and I thank them most sincerely, both personally and on behalf of the wider Wesley community.

My first six months as Principal of this great school seem to have provided me with a lifetime of memories already. I look forward eagerly to the coming years, and to the efforts of all who work and volunteer at Wesley College continuing to make this, 'The Best School of All.'

Nick Evans
Principal



STRATEGIC PLAN 2017-2030

The generational College-wide plan, *Framing the Future of Wesley 2017-2030* and Strategic Plan Framework, informs our three-to-five-year implementation plans, which are assessed and reported upon to the Wesley College Council and the broader College community on an annual basis. Action outcomes for 2019 are summarised below.

Maintaining continuity in a world more fluid than fixed

Priority: 1 Ensure clarity of Wesley's vision and its translation into practical reality; 2 Celebrate the stories of Wesley's history and dynamic response to innovation and change.

Seamless transition to the 17th Principal of Wesley College with the appointment of Nick Evans from start of Semester 2 2019. With Dr Helen Drennen AM completing her tenure as Principal after 15 years at the end of 2018, Richard Brenker assumed the role of Acting Principal for Semester 1 while continuing in his role as Deputy Principal and Head of Campus at Glen Waverley.

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; 4 Build Wesley as a leading languages school; 5 Build the capacity and capability of Wesley staff to thrive and lead learning in an expanded world; and 6 Place innovativeness, creativity and entrepreneurship at the centre of learning at Wesley.

Sport Improvement Program priorities and approach approved and progressing through the four key elements of People, Program, Process, Practice continued to be developed and implemented through

2019 with the primary focus on Head Coach and Development Coach roles, as applicable, by sport.

Continued development and implementation through 2019 of the College professional development program within the context of the new Shape of the Day.

Continued development and consultation in building out the attributes of Wesley graduates and staff – giving form to the Wesley educational experience.

Continued development through 2019 of the STEM and Design curriculum of the International Baccalaureate Primary Years Program and Middle Years Program.

Connecting school, family and community

Priority: 10 Commit to rigorous understanding of the forces of change and continue to find ways to foster close collaboration with Wesley families; and 11 Explicitly make family and community integral to the Wesley College classroom.

Further staged implementation of WiSE progressed through 2019 with initial preparation for the introduction of Microsoft Teams in late 2019/early 2020.



THE GLEN WAVERLEY CAMPUS REDEVELOPMENT INCLUDED INSTALLATION OF A 100KVA SOLAR SYSTEM ON THE ROOF OF THE DRENNEN CENTRE AND KROGER POOL GENERATING 30 PER CENT OF ENERGY REQUIREMENTS FOR THE CAMPUS

Enriching learning through collaboration with partners

Priority: 7 Position the College as a centre for excellence in learning where Wesley students, and others from around the world, have access to a broad variety of learning contexts – locally, nationally and internationally; 8 Develop learning frameworks that enable the rigorous pursuit of learning within the context of industry, careers, vocations, languages and cultures; and 9 Explicitly connect existing partnership relationships and selectively develop new ones.

Continued development of select relationships to support enhanced STEM learning opportunities such as through NASA and CERN, and with industry partners such as ABB.

Review and evaluate College vocational educational programs, including potential vocational education and training in schools and registered training organisation pathways for students.

Further develop successful entrepreneurship boot camp pilots completed through the Term 1 and 2 breaks 2019 ahead of further curriculum evaluation through 2019/2020.

Continued development of select peer-school partnerships domestically and internationally.

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; 13 Develop community relationships which complement and challenge us to improve our contribution to the world in which we live; 14 Commit to good design and practice to minimise our impact on resource use and the physical environment; and 15 Maintain equity and value in College tuition fees to ensure our ability to meet the expectations of a Wesley education.

Continued development and refinement of branding and marketing collateral to support enrolment growth and underpin website and intranet redevelopment through 2019 – with new website launched in mid-2019 and new intranet for mid-2020.

Post completion of the Glen Waverley Campus redevelopment, dedication of the Chapel during October and the official opening of The Drennen Centre during November, the College installed a 100kVA solar system on the roof of The Drennen Centre and Kroger Pool generating 30 per cent of energy requirements for the campus.



WESLEY COLLEGE
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OUR VALUES
Committed to academic excellence and developing the whole person

COEDUCATION
Leaders in coeducation for over 40 years

INTERNATIONAL BACCALAUREATE
Wesley College offers the IB program from early childhood to senior school

Congratulations to the Class of 2019

WESLEY'S NEW WEBSITE WAS LAUNCHED IN MID-2019



COLLEGE ACTIVITIES

THE ARTS

Wesley College enjoyed a vibrant year of creativity across the musical arts, performing arts and visual arts in 2019.

The Wesley College Society for the Arts funds both annual events and one-off grant programs. Our grant program enabled the commissioning of a work for choir by composer Mark Puddy to celebrate the 30th anniversary of Wesley College's Elsternwick Campus. Students provided input to the composition during music camp and Mark, a former staff member in the Elsternwick Music Department, visited the campus to workshop the composition with students. The composition, 'Star,' was premiered at the annual Celebration of the Arts concert at Robert Blackwood Hall in November by the Elsternwick Choir under the direction of Alexandra Cameron.

Yiramalay students enjoyed an amazing two weeks, participating in the *Gilandirra* project hosted by Theatre Kimberley and the National Institute of Circus Arts. The project immersed students in circus arts, hip hop dance, theatre conventions and music to create a work that explored identity and the adolescent experience of what is often referred to in mainstream media as 'walking in two worlds'.

Years 5 and 6 students at the St Kilda Road Campus had a wonderful incursion with Dr Loz and two scientists who came to work with them in ways that combine science and art. Over the sessions, the students used electronic circuits to create a mural. The incursion not only gave students an opportunity to enhance their art skills, but also to learn about the science of electronics and how to use these to think creatively and artistically.

The College celebrates the arts each year with two amazing annual events that showcase the hard work, dedication and talents of our students: the College Choral Day and the Annual Acquisitive Art Prize.

For College Choral Day we had the incredible Dermot Tutty as guest conductor. This world-renowned choral conductor worked across the Elsternwick, Glen Waverley and St Kilda Road Campuses and enlivened our students' musical learning with his energetic style and wealth of experience. Students from across the three campuses came together at The Edge – Federation Square to perform as six individual choirs for each other and the public and then join together as one massed choir to perform 'Cantique de Jean Racine' by Gabriel Fauré.

In May, the Society for the Arts presented the 23rd Annual Acquisitive Art Prize, hosted by the Glen Waverley Campus in the Coates Pavilion. Recognising the exceptional talent of students from Years 10 to 12, the Annual Acquisitive Art Prize exhibition included students' work in a wide range of media including painting, photography, printmaking, sculpture, ceramics, fibre art and mixed media. With more than 180 entries this year, the Annual Acquisitive Art Prize continues to grow in strength.

This year the prize was judged by Melbourne artist, Lewis Miller, an established artist known for his portraits. He won the Archibald Prize in 1998 with

his portrait of fellow artist Allan Mitelman, and has been shortlisted for the prize 16 times.

The winner of the Acquisitive Prize was Year 12 St Kilda Road student, Maya Coburn, for her dry point etching with gold-leaf, 'Francesca.' The runner up was 2018 St Kilda Road student, Panisa Ongwat (OW2018), for her large-scale triptych portraits in ink on paper, 'Victor, Peter, Auaru.' The Packer's Prize, chosen by the art technicians from St Kilda Road and Glen Waverley who hang the exhibition, went to Joshua Kidd (OW2018) for his large-scale analogue portraits. The People's Choice Award went to Wil Golja (OW2018) for his digital photography, 'The factory.' Encouragement Awards were presented to Year 11 St Kilda Road student, Hudson Tarasiuk, for his sophisticated eight-panel ink drawings and Elsa Bryant (OW2018) for her delicate and intricate 'Seeds of life' drawings.

Since its establishment in 1981, the Society for the Arts has pursued its mission to make possible a wide variety of cocurricular artistic events to celebrate and inspire our students in the performing arts, music and the visual arts.

The Society for the Arts continues to purchase major works for the Wesley College collection and fund arts activities and the purchase of additional equipment at our three Melbourne campuses, as well as Clunes and Yiramalay.

Robert Breen
Director, Society for the Arts
and Head of Music at the
St Kilda Road Campus

THE SOCIETY FOR THE ARTS MAKES POSSIBLE A WIDE VARIETY OF COCURRICULAR ARTISTIC EVENTS TO CELEBRATE AND INSPIRE OUR STUDENTS IN THE PERFORMING ARTS, MUSIC AND THE VISUAL ARTS



THE GILANDIRRA PROJECT TOOK YIRAMALAY STUDENTS OUT OF THEIR COMFORT ZONE – AND REVEALED PLENTY OF NEW TALENT



CHORISTERS FROM ACROSS THE ELSTERNWICK, GLEN WAVERLEY AND ST KILDA ROAD CAMPUSES CAME TOGETHER AT THE EDGE – FEDERATION SQUARE TO PERFORM WITH GUEST CONDUCTOR, DERMOT TUTTY

COLLEGE ACTIVITIES SPORT

The Wesley College Sports program provides students with a range of opportunities across 19 different sports in the summer, winter and spring seasons.

The compulsory nature of the Wesley Sports program enables students to be active during training sessions and competition, which is generally held on Saturday mornings. Each Saturday morning you can find many purple and gold sports uniforms across Greater Melbourne as part of the APS/AGSV competition.

Whether it be a traditional sports field, indoor sports centre, outdoor court, rowing course, swimming pool, cross country trail or athletics track, you will find students, coaches, staff and parents supporting the purple and gold.

Sport plays a key role in the education of each student at Wesley College – and the success of the sports program can be measured in many ways. One obvious measure is premierships. In 2019 the College celebrated premierships in Girls Badminton, Cross Country, Netball and Tennis, and Boys Cross Country, Hockey and the Interschool Gymnastics Championship.

The real success of the sports program, however, is probably best measured

in the learning that takes place during training and competition about teamwork, risk taking, persistence, resilience and sportsmanship. Our aim is for students to learn to treat winning and losing in a similar manner. In the words of Rudyard Kipling, in 'If,' 'If you can meet with triumph and disaster / And treat those two impostors just the same...'

**PERSONAL IMPROVEMENT
IN STUDENTS' FITNESS,
SKILL DEVELOPMENT
AND CONFIDENCE ARE
JUST SOME OF THE
BENEFITS GAINED FROM
PARTICIPATION IN SPORT,
AS IS THE BUILDING
OF CLOSE FRIENDSHIPS**

Personal improvement in students' fitness, skill development and confidence are just some of the other benefits gained from participation in sport, as is the building of close friendships.

Girls Football became an official premiership sport for the first time in 2019. An historic moment in Wesley College Sport occurred at 9am on Saturday 11 May when the girls played their first official match on the Front Turf at the St Kilda Road Campus and celebrated the occasion with a comfortable victory.

The Sport Directorate acknowledges the outstanding performances of our 2019 Triple Honour Colour recipients: Charlotte Davies – Athletics, Netball and Softball; Charlotte Hodgson – Athletics, Hockey and Swimming; and Holly Wilson – Football, Rowing and Water Polo.

The Sport Directorate also thanks all our hard-working coaches and students who displayed commitment, enthusiasm and energy at each training session and in competition. Thank you to all parents who ensured that our students were up early and ready to perform on Saturday mornings. We also express our gratitude to our grounds and maintenance staff who prepare many of the best sporting venues in the state every week.

Mark Hibbins
Acting Head of Sport



ONE MEASURE OF THE SUCCESS OF THE SPORTS PROGRAM IS PREMIERSHIPS...



...BUT THE REAL MEASURE IS THE LEARNING THAT TAKES PLACE DURING TRAINING AND COMPETITION



APS TENNIS PREMIERS LEARNED ABOUT THE IMPORTANCE OF DEDICATION, TRAINING AND TEAMWORK



GIRLS FOOTBALL BECAME AN OFFICIAL PREMIERSHIP SPORT FOR THE FIRST TIME IN 2019



SPORT PLAYS A KEY ROLE IN THE EDUCATION OF EACH STUDENT AT WESLEY



THE UNDEFEATED GIRLS CROSS COUNTRY TEAM SECURED THE APS WINTER PREMIERSHIP FOR AN INCREDIBLE EIGHTH YEAR IN A ROW WHILE THE BOYS CROSS COUNTRY TEAM SECURED THE PREMIERSHIP FOR THE FOURTH YEAR IN A ROW



OUR AIM IS FOR STUDENTS TO LEARN TO TREAT WINNING AND LOSING IN A SIMILAR MANNER - EVEN WHEN THEY'RE PREMIERSHIP WINNERS



COLLEGE ACTIVITIES SUSTAINABILITY

This report presents environmental data at Wesley's four metropolitan sites for 2019 and summarises sustainability initiatives across the College.

Environmental data

The level of electricity, gas and water usage is largely driven by the operations at the St Kilda Road Middle and Senior Schools at the St Kilda Road Campus and the Glen Waverley Campus.

The College reduced electricity usage for 2019 at all campuses except Glen Waverley, where significant building works on campus during the year had an impact on usage. Usage at the Elsternwick Campus and St Kilda Road Junior School was offset by electricity generated into the system as a result of photovoltaic (solar) capability. Photovoltaic electricity generation equated to 1,568kWh at the St Kilda Road Junior School and 3,532kWh at Elsternwick. It is anticipated that the newly installed 100kW photovoltaic system at The Drennen Centre will further offset costs in 2020, with an anticipated 10 per cent reduction in electricity costs.

The College also successfully reduced gas usage for 2019, partly as the result of a slightly warmer winter and our use of more efficient heating systems, despite a very cool November that led to additional gas usage for heating.

Water usage was well down for 2019 due largely to the recommissioning of the desalination plant at the Glen Waverley Campus as well as Kennedy Oval being out of commission for an extended period due to reconstruction. Significant water leaks at both the Elsternwick Campus and St Kilda Road Junior School go some way to explaining a rise in usage at those sites. Both leaks have been rectified.

Comparison of electricity, gas and water usage by campus 2018 and 2019

| | Electricity (kWh) | | Gas (Mj) | | Water (kL) | |
|--------------------------------|-------------------|------------------|-------------------|-------------------|---------------|---------------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| Elsternwick | 206,124 | 176,884 | 225,584 | 212,167 | 5,708 | 5,968 |
| St Kilda Rd JS | 238,920 | 201,839 | 287,513 | 285,460 | 1,106 | 1,206 |
| St Kilda Rd MS & SS | 1,520,180 | 1,466,651 | 7,438,448 | 7,440,647 | 22,952 | 21,656 |
| Glen Waverley | 1,726,858 | 1,888,749 | 7,653,399 | 7,583,866 | 62,083 | 30,872 |
| Total | 3,692,082 | 3,734,123 | 15,604,944 | 15,522,140 | 91,849 | 59,702 |

Comparison of electricity, gas and water usage by campus over time using 2006 baseline figures

| | Electricity (kWh) | Gas (Mj) | Water (kL) |
|---------------|-------------------|----------|------------|
| 2006 | 3,640,661 | 18,136 | 66,150 |
| 2013 | 3,663,889 | 15,236 | 49,501 |
| 2018 | 3,692,082 | 15,604 | 91,849 |
| 2019 | 3,734,123 | 15,522 | 59,702 |
| Change | +2.567% | -14.41% | -9.75% |

Comparing electricity, gas and water usage by campus for 2019, 2018 and 2013 against 2006 baseline figures shows that, while the College has grown significantly since 2006, the implementation of sustainable practices has led to an overall downward trend in energy usage. Electricity usage has risen marginally during that period of significant growth, while gas and water usage has fallen substantially.

Improved sustainability

In 2019, we moved forward the rollout of our photovoltaic system. As a result, we now have a 100kW system at the Elsternwick Campus, a 100kW system at the Glen Waverley Campus, a 30kW system at the St Kilda Road Junior School, a 70kW system at Clunes and a 10kW system at Chum Creek.

The Clunes build in 2020 will include the installation of a further 80kW system. The College has been gradually transitioning all lighting to LED across all campuses. With that transition now 85 per cent complete, we anticipate completion during 2020. Our building management system, which controls thermal comfort levels, reduces energy usage by automatically shutting off air conditioning and lighting in unoccupied rooms.



THE DRENNEN CENTRE AT THE GLEN WAVERLEY CAMPUS GAINED A GREEN STAR CERTIFICATION RATING OF 4 – REPRESENTING BEST PRACTICE – FROM THE GREEN BUILDING COUNCIL OF AUSTRALIA IN 2019



SUSTAINABLE DESIGN AT THE GLEN WAVERLEY CAMPUS INCLUDES PASSIVE FEATURES THAT REDUCE ENERGY USAGE AS WELL AS ACTIVE FEATURES LIKE ELECTRICITY GENERATION AND WATER HARVESTING



WITH A 100KW PHOTOVOLTAIC SYSTEM, ELECTRICITY USAGE AT THE ELSTERNWICK CAMPUS IS OFFSET BY ELECTRICITY GENERATED INTO THE SYSTEM, WHILE PASSIVE SUSTAINABLE DESIGN FEATURES REDUCE ENERGY USAGE



WATER CAPTURE AND STORAGE AT THE ST KILDA ROAD CAMPUS ENABLES THE IRRIGATION OF SPORTS FIELDS, TURFED WITH DROUGHT TOLERANT GRASSES

Initiatives to reduce gas usage include the replacement of boilers with more efficient reverse cycle heating/cooling. This has enabled us to decommission two boilers.

Many initiatives to reduce water usage and increase water harvesting have been implemented. These include roof water capture and storage for irrigation and toilet flushing, and installation of a bore and desalination plant at Glen Waverley coupled to three 60,000 litre water tanks for irrigating playing fields.

Wesley playing fields are all turfed with warm season grasses which offer superior drought tolerance and therefore require less irrigation. There are numerous other smaller water reduction initiatives such as waterless urinals across all campuses.

All carpet tiles installed at Wesley are composed of a material using PET recycled plastic bottles.

Our newly opened build, The Drennen Centre, at the Glen Waverley Campus has gained a Green Star certification rating of 4 – representing best practice – from the Green Building Council of Australia.

Green Star best practice features of The Drennen Centre include:

photovoltaic panels

lighting sensors

rainwater collection for landscape irrigation

solar boosted electric storage for domestic hot water

double glazing for all external windows

waterless urinals and water efficient sanitary fixtures

R-values – the building industry term for thermal resistance per unit area – that exceed the requirements of the National Construction Code of the all-of-government Australian Building Codes Board

internal glazing and wall construction designed to provide acoustic comfort for all users.

Colin Brennan
College Facilities Manager





THE 2019 SAMUEL ALEXANDER LECTURE BY PROFESSOR AC GRAYLING ON THE 'CRISIS OF DEMOCRACY,' DELIVERED IN AUGUST, WAS TOPICAL, ENGAGING AND THOUGHT PROVOKING



TEACHING AND GENERAL STAFF PARTICIPATED IN A RANGE OF SELF-SELECT WORKSHOPS DURING STAFF CONFERENCE DAY IN JULY

COLLEGE ACTIVITIES

WESLEY COLLEGE INSTITUTE

Public programs

Interest from all sections of the Wesley community in the Institute Public Programs remained strong in 2019, with more than 2,800 members attending throughout the year. Events such as the Monday Series and the Samuel Alexander Lecture delivered by Professor AC Grayling, as well as our continuing partnership with the Melbourne Writers Festival, have engaged parents and students across all campuses.

The Monday Series was again strongly supported throughout the year with the following presenters providing some great insights for audience members: Dr Simon Kinsella on 'Survival skills for separated/blended families'; Ginger Gorman on 'Troll hunting'; Dr Jodi Richardson on 'Moving kids from anxiety to resilience'; and Andrew Eklund on 'LGBTI youth in today's world'.

Our partnership with the Melbourne Writers Festival has continued to expand with the following artists, writers and commentators making presentations across the College: David Ritter, Benjamin Law, Felice Arena, John Marsden, Will Kostakis and Amie Kaufman.

Samuel Alexander Lecture

The 2019 Samuel Alexander Lecture in August was delivered to a capacity audience in Adamson Hall at the St Kilda Road Campus by the distinguished philosopher, author and thought leader, Professor AC Grayling. His address focussing on the 'Crisis of democracy' was at once highly topical, engaging and thought provoking.

We were delighted that Professor Grayling agreed not only to deliver the 2019 Samuel Alexander Lecture but also

to work with more than 50 Wesley senior students of philosophy on the following day as well as contribute to the 2019 Victorian Philosothon, hosted at the St Kilda Road Campus, where students from 13 schools from across Melbourne came together to undertake a philosophy challenge. The event saw some 120 students from Years 7 to 11, with 30 teachers and facilitators, in a day-long team competition, judged on criteria for critical, creative and community thinking which deepens enquiry. The 2019 Victorian Philosothon was won by Wesley.

Curriculum strategy and delivery

Highlights for the 2019 school year include:

implementation of the Wesley College Shape of the Day

continued consolidation of the Enhanced Language Program for the teaching of Chinese (Mandarin) at Wesley's three Melbourne campuses

refinement of the selection criteria for the Principal's Academic Honour Roll Awards

expansion of the College's Entrepreneurship Development Program in collaboration with Fourth Revolution (formerly, The Plato Project)

hosting a range of International Baccalaureate (IB) Asia-Pacific regional teacher training workshops

hosting two important international activities, the Global Connections Seminar XX in March and the Seventh International Schools Chinese Language Education Conferences and Workshops (ISCLE 7) in December.

Curriculum progress

The implementation of the Schoolbox learning management system (WiSE) has afforded new opportunities for curriculum delivery in the IB Middle Years Program (MYP), IB Diploma Program and Victorian Certificate of Education. Collaborative planning of shared courses and units within faculties, and the ease of embedding content from a variety of sources using multimedia capabilities via WiSE has meant staff are able to provide appropriate and engaging curriculum resources any time from any device for all students. This has, in turn, enabled greater opportunities for dynamic classroom learning focussed on concepts and inquiry. A new approach to interdisciplinary learning in the MYP was piloted at Clunes in Term 3 with plans for evaluation of the model for further development for 2020 implementation.

Exploration of the Enhanced Primary Years Program (PYP), with a focus on greater student agency and units of inquiry spread across a full year, continued in 2019. A review of assessment and reporting for the PYP involving trials utilising WiSE to provide feedback on learning to parents will continue into 2020. As a Registered Training Organisation, we underwent a full audit of our scope of registration and were successful in gaining registration for a further five years, to March 2024. This enables delivery of vocational education and training (VET) by Wesley College across our Western Australian and Victorian sites by our own qualified VET trainers.



WORK DURING 2019 ON SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) HAS SEEN MEMBERS OF THE DIGITAL LEARNING AND PRACTICE TEAM WORKING WITH COLLEAGUES ACROSS THE COLLEGE TO IMPLEMENT INNOVATION LABS FOR STEM-FOCUSED LEARNING AND TEACHING

Assessment and reporting

An assessment review was undertaken to examine the use of standardised testing across campuses. While National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in May each year, ACARA does not release results until September. As this does not afford a timely examination of student progress, additional opportunities to gather data are needful. Strategic analysis by stakeholders in 2019 identified the specific need for data collection on the reading, mathematics and spelling of all students from Prep to Year 10 using the Australian Council for Educational Research testing suite beginning this year.

The move from SEQTA to Synergetic for student reporting has seen a re-build of all reporting templates and the delivery of student reporting via the WiSE platform for parents across the College. Action plans informed by NAPLAN and senior student data in 2019 have guided the development of strategies for academic improvement at the faculty and individual subject level. Student and parent access to online feedback on assessment in WiSE has enhanced communication with parents on assessment and reporting in line with the 'Connecting school, family and community' priority of strategic planning.

Data and analytics

The transfer of pastoral and attendance data between learning management systems was a significant project in collaboration with ITS throughout the first half of 2019. Ongoing management of pastoral and attendance data has focussed on staff training, embedding

new processes and the development of unique reporting mechanisms. Data warehousing for all academic student data has progressed, along with a detailed examination of student data analytics solutions for implementation in 2020. Using existing manual systems to develop heatmaps and analyse growth data over time has afforded rich discussion with curriculum coordinators and faculty leadership.

Our hosting of the University of Melbourne Network of Schools collaboration has given us further insights into our use of data through collaboration with the principals and senior leadership from four other Melbourne schools. Our Quality Indicator data on our VET students indicated strong progress on the measures engagement, workplace-specific learning and differentiation in our VET provision. Initial mapping of opportunities within Wesley to develop the Attributes of a Wesley Graduate and alignment with 21st-century skills is also underway in a unique project to better understand the depth of learning afforded through all Wesley learning opportunities.

Developments in research, and teaching and learning

Teacher professional learning

The Wednesday program

The College-coordinated campus-based Wednesday program supports professional learning for teachers at campus meetings and in faculty and learning area teams. The whole-year program addresses projects such as curriculum development, curriculum standardisation, upskilling on and the population of WiSE, and pastoral discussions. The development of the program is managed by the College Teaching Practice Leaders.

Collaboration – The Monday program

Following the comprehensive review of the Shape of the Day in 2018, faculty-based collaborative sessions were introduced once per cycle to enable data-informed discussion between Years 7 to 12 staff on student progress.

May professional learning days

Two consecutive professional learning days in May provided faculties and learning areas with many opportunities for discussion and planning regarding curriculum and the use of WiSE as a key tool to support teaching and learning. An 'Introduction to MYP' session for new staff on the foundations for MYP practice took place, alongside workshops focussed on Theory of Knowledge.

Principal's Days

Staff at Principal Day in January and Staff Conference Day in July investigated blockchain and cryptocurrency eco systems, child protection, journalism in today's Australia, staff vignettes, a range of self-select workshops ranging from meditation and mindfulness to Clunes, the Next Chapter and my DNA to targeted sessions on WiSE. Both days provided opportunities for the Principal to address the whole staff, which on Staff Conference Day in July coincided with the first formal day for the College's 17th Principal, Nick Evans (OW1985).

Digital practice

In 2019, the Digital Learning and Practice team continued the growth and implementation of WiSE, the learning management system that enables a virtual learning environment for students. WiSE – 'Wesley Information System for Education' – has strong ties to the Wesley College motto, *Sapere Aude*, or, 'Dare to be wise,' and was chosen by our Year 9 Student Leaders of 2018. Our WiSE environment provides information on everything from students' day-to-day learning to our extensive cocurricular programs, all accessible via mobile or desktop for our students, teachers and parents.

The Institute team welcomed new members in 2019: Dean Pearman in the role of Head of Digital Learning and Practice, providing leadership in digital innovation for the College; Kathryn White in the role of Instructional Learning Designer, responsible for developing the



ABC JOURNALIST AND RADIO PRESENTER VIRGINIA TRIOLI INVESTIGATED JOURNALISM IN TODAY'S AUSTRALIA AT STAFF CONFERENCE DAY IN JULY

interface for WiSE on the basis of user experience; and Ashlee Dooley who facilitates the administration and management of the College's digital platforms for learning and teaching.

In late 2019, the Digital Learning and Practice team commenced work on the learning and teaching digital strategy for the College. Broadly speaking, the digital strategy is a response by the College to equip students and teachers with the required mindset, skillset, toolset and knowledge set to thrive within a digital economy. The innovation methodology of Design Thinking is being used to place our people at the centre of this problem. In 2020, the first phase addressing Empathy, which is the foundational stage, and the second phase addressing Define will be completed. The third, fourth and fifth phases of Design Thinking methodology are Ideate, Prototype and Test. Empathy and Define will be completed by the end of Semester 1 2020, with Ideate, Prototype and Test to follow.

Work during 2019 on science, technology, engineering and mathematics (STEM) has seen members of the Digital Learning and Practice team working with colleagues across the College to implement innovation labs for STEM-focused learning and teaching.

Numerous staff members are enrolled to study remotely in 2020 in the Harvard University course, 'Make-Centred Learning and Teaching,' with the aim of understanding the thinking and practices by which to shape how our students learn and how our teachers teach the thinking dispositions associated with making and STEM. In 2020 Digital Learning will continue to grow and develop with our staff using WiSE for managing the learning process for students along with creation tools in the Office 365, G Suite and Adobe environments.

Research

Our significant investment and commitment to researching our practice has continued in 2019.

Wesley staff attributes

A detailed framework describing the preferred characteristics and dispositions of a Wesley staff member was developed in 2019, for launch in 2020. This framework will inform staff professional learning and recruitment in the first instance. The Wesley staff attributes will also form the foundation for a 'growth and development cycle' for all staff. Investigation into preferred platforms and protocols for the implementation of the cycle are underway.

La Trobe University research study

All three metropolitan campuses are engaged in a research project with La Trobe University investigating the impact of social media on body image and wellbeing. This research aims to understand the impact that social media may have on how adolescents feel about themselves, specifically their body image and wellbeing. The research will be used to inform future advice for young people and policies for social media use by young people. Students in Years 7 to 9 will be invited to complete three confidential online surveys at six-month intervals.

Research Advisory Committee

The Institute was strongly supported by the Research Advisory Committee. Committee members for 2019 were Matthew Albert (OW1998), Dr Ellie Rennie (OW1992), Professor Field Rickards (OW1966), Dr Don Cameron, Professor Robert Williamson, Dr Doa El-Ansary, Professor Emma Kowal and Principal Nick Evans, and was chaired by Professor Ingrid Winship.

Andrew Blair AM
Executive Director,
Wesley College Institute



COLLEGE ACTIVITIES PARTNERSHIPS

The College's international strategy continues to find expression through its partnerships with schools, other educational institutions, and industries and organisations that have an interest in education in Australia and other parts of the world.

Activity in 2019 revolved around consolidation and further development of existing partnerships as well as exploration of new partnerships. The ultimate focus of each partnership remains to enrich the learning experience for Wesley students through direct immersion in different cultural, linguistic and educational contexts.

The focus of our student exchanges has evolved significantly from cultural tourism to authentic immersive learning. In 2019, we continued a pilot program, initiated in 2018, to identify feasible activities that immerse our teachers in professional learning across cultures; we also commenced exploration of the potential for collaborative learning with our partners through online engagement.

Of significance, the College hosted two important international activities, namely, the Global Connections Seminar XX in March and the Seventh International Schools Chinese Language Education Conferences and Workshops (ISCLE 7) in December. Both well-attended and highly successful events have created new opportunities for partnership engagement that will contribute significant enrichment to the culture of teaching and learning at Wesley.

On the teacher exchange front, the College sponsored the participation of two teachers at the Shanghai World

Foreign Language Academy (SWFLA) in our partner program designed to support the cross-cultural professional learning of teachers in our two schools. Both teachers reported a truly enriching experience and endorsed the SWFLA as a school with which Wesley should consider a long-term teacher exchange partnership. As well, the College initiated some very promising discussions with select like-schools in Canada, the USA, Europe and Asia, to gauge the viability of establishing sustainable teacher exchange programs.

**IN 2019, WE
CONTINUED A PILOT
PROGRAM, INITIATED
IN 2018, TO IDENTIFY
FEASIBLE ACTIVITIES
THAT IMMERSE
OUR TEACHERS
IN PROFESSIONAL
LEARNING ACROSS
CULTURES**

Our language and culture immersion partnerships with schools in Lyon, France (Lycée Assomption Bellevue and the Lycée Immaculée Conception); Madrid, Spain (GREDOS San Diego Schools); Kyoto, Japan (Doshisha High School); Marburg, Germany (Gymnasium Philippinum); and Guangzhou, China (Alcanta International College) continue to be responsive to the needs of our students who now have a choice between three-to four-week and six-week immersion experiences.

Our relationship with the European Organisation for Nuclear Research (CERN) remains an established presence on the College's calendar and the CERN tour is one to which our Year 11 Physics students, their teachers and parents look forward with enthusiasm.

Our partnership with Fourth Revolution (formerly, The Plato Project) grew even stronger as we collaborated on consolidating Entrepreneurship Development Bootcamps for students from Years 9 to 11 across the College. These were well received by participating students, their parents and the broader Wesley community.

In 2019, our engagement with Anatomic Diversity, a world leader in the use of 3D printing technology for interventions in biomedicine, slowed down temporarily as Anatomic Diversity was involved in major expansion work in response to increased global demand for its products. We look forward to availing our students and teachers of the significantly enhanced capacity of Anatomic Diversity, via its new and expanded facilities, to support teaching and learning at Wesley.



OUR LANGUAGE AND CULTURE IMMERSION PARTNERSHIPS WITH DOSHISHA HIGH SCHOOL IN KYOTO, JAPAN, AND OTHER SCHOOLS CONTINUE TO BE RESPONSIVE TO THE NEEDS OF OUR STUDENTS



WESLEY STUDENTS ON THEIR RETURN VISIT TO DOSHISHA HIGH SCHOOL STOPPED EN ROUTE TO VISIT THE TOKYO SKY TREE



STUDENTS VISITED THE PALACIO REAL DE MADRID AS PART OF THEIR IMMERSION PROGRAM AT GREDOS SAN DIEGO SCHOOLS IN SPAIN

THE FOCUS OF OUR STUDENT EXCHANGES HAS EVOLVED SIGNIFICANTLY FROM CULTURAL TOURISM TO AUTHENTIC IMMERSIVE LEARNING

Ongoing consolidation as well as exploration of new partnership relationships will continue with the objectives of supporting:

our students to engage in a diverse range of collaborations with peers in selected locations across the globe to identify and participate appropriately in the formulation of responses to global issues

the re-establishment of a substantial teacher exchange program that will immerse our staff in the life and culture of like schools

diversification of the College's enrolment profile

Wesley's reputation as a centre of educational excellence, collaborative learning and sharing.

Isaac Quist
Executive Director of Curriculum and International Strategy, Wesley College



YIRAMALAY/WESLEY STUDIO SCHOOL

The Yiramalay/Wesley Studio School is located across two locations – one in the Kimberley in Western Australia, a unique part of the Australian continent, where aspects of traditional cultural life and Indigenous autonomy are possible and prominent, the other in Melbourne in an urban setting where Aboriginal

culture is valued and celebrated within the context of Wesley College. Community partnerships like the one that Wesley College has forged with the Bunuba people show what is possible. In both locations, the prospect of reconciliation remains integral to all that we do.





THE YIRAMALAY/WESLEY STUDIO SCHOOL PROVIDES A MODEL OF SHARED RESPECT FOR PEOPLE, LANGUAGE, CULTURE AND COUNTRY

**STAFF WORKED
TIRELESSLY ON
ENHANCING
CURRICULUM THAT
IS STAGE-BASED
RATHER THAN AGE-
BASED, SPENDING
VALUABLE TIME
WITH COLLEAGUES
AND MENTORS TO
ENSURE THAT THE
CURRICULUM
OFFERINGS ARE
CULTURALLY SENSITIVE**

Highlights

In 2019 the Studio School took significant steps forward with regard to progress and development. We were delighted to congratulate, if sad to farewell, our 15 Year 12 graduates, our highest number to date. More than 22 family members travelled to Melbourne to attend Year 12 graduation celebrations, including final the Valedictory Dinner and Speech Night. These were proud moments shared by staff, students, family and community. One student was recognised at Senior Years Learning Framework (SYLF) – Advanced level – completing the Victorian Certificate of Education. Another 14 students were recognised at SYLF Standard level, completing the Certificate II in Skills for Work and Vocational Pathways. These results are evidence of the growth that has been achieved in both the Personal Development and Academic circles of the SYLF during the students' time at the school.

Staff worked tirelessly on enhancing curriculum that is stage-based rather than age-based, spending valuable time with colleagues and mentors to ensure that the curriculum offerings are culturally sensitive and relevant. This collaboration further improved student engagement in the program and we are so pleased with our graduates' academic outcomes and sense of purpose as they move onto the next stage of their journey with the confidence

to straddle traditional cultural, home and family demands with those of contemporary society, all the while knowing they are loved and respected by both their school and home communities. We are excited about what the future may hold for our 2019 young leaders.

**WE ARE SO PLEASED
WITH OUR GRADUATES'
ACADEMIC OUTCOMES,
BUT ALSO THEIR
SENSE OF PURPOSE
AS THEY MOVE ONTO
THE NEXT STAGE OF
THEIR JOURNEY**

In 2019, the support program afforded 15 alumni an opportunity to re-enter the Yiramalay program as mentors and administrative support. We also supported two alumni in Melbourne to pursue modelling opportunities and two to pursue further education, one at the University of Melbourne and one at RMIT University.

The year 2019 was the International Year of Indigenous Languages, and this brought with it many opportunities to strengthen cultural connections and enhance learning opportunities amongst our Aboriginal and non-Aboriginal students in Melbourne and the Kimberley. Indigenous languages carry the spirit and heart of this country and it was with this in mind that the Yiramalay Languages Forum was held onsite in the Kimberley in August. Indeed, the Studio School aims to contribute to wider language awareness, take concrete and principled action, help strengthen the languages of Australia's first people, promote widespread appreciation and study of additional languages by all Australians, and combat discrimination and disadvantage connected to language and literacy. The Yiramalay Languages Forum brought together some of Australia's leading language academics, teachers and community leaders across two days. With sessions such as 'Giving Language Power,' 'Preserving Language' and 'Language Examples from the Classroom,' the forum was a powerful context within which to present Yiramalay's Language Policy. This policy will now set the scene for the development of Bunuba language teaching at the school, and the enhancement of the other languages present in the school.





IN THE KIMBERLEY AND IN MELBOURNE, THE PROSPECT OF RECONCILIATION REMAINS INTEGRAL TO ALL THAT WE DO.



PROGRAMS IN THE KIMBERLEY AND MELBOURNE ARE ALL DESIGNED TO FOSTER TWO-WAY LEARNING

Additional highlights of 2019 included:

being recognised with the 2019 Excellence in Indigenous Boarding award from the Australian Boarding Schools Association

Years 11 and 12 students making it to the finals of the Local Emerging Indigenous Artist Song Competition as part of their Certificate II Cultural and Community Arts studies

students and staff riding the 660 kilometre Gibb River Bike Challenge, and raising \$5,260 for the Royal Flying Doctor Service

winning the Boys Football Grand Final at the Kimberley Cup for the third year in a row, with Captain and Year 12 student, Mervyn Warrie, receiving the runner-up award for Most Valuable Player

a wonderful performance, *Gilandirra* (to become grown up), involving circus and dance under full stage lighting at dusk at the Kimberley site – the result of our wonderful partnership with the National Institute of Circus Arts and Theatre Kimberley

participation in work experience in the Commonwealth Government Work Exposure in Government program

taking the lead once again in Reconciliation Week ceremonies and activities.

Wesmob

Wesmob, the student advocacy group at both the Glen Waverley and St Kilda Road campuses of Wesley College, passionately led by Wesley staff members Rohan Chiu and Angela Forthun, were very active this year. Raising awareness of the partnership between Wesley College and the Bunuba people, and engaging Yirimalay students were key priorities. Wesmob's hosting of Reconciliation Week breakfasts, assemblies and activities ensured that all in our community had opportunities to deepen their appreciation of the important place the Yirimalay/Wesley Studio School holds in the landscape of Indigenous education. We thank Wesmob Prefects Isaac Wise and Annie McGovern who worked closely with Yirimalay Prefects Maxie Coppin and Alison Lockyer to successfully advance two-way learning across the school.

Friends of Yirimalay

The enormous efforts of the Friends of Yirimalay led by Romy Moshinsky and Georgie Raik-Allen were again appreciated by the Studio School. Friends of Yirimalay grew in number throughout the year and this extensive network of parents contributed to the growth and development of the program. The fundraising events, support of the Year 12 Formal and high levels of engagement during Reconciliation Week activities were highlights of another productive year.

Infrastructure

In 2019 repairs to and renovations of many key areas of the Kimberley site were completed including the Gurranda staff room and Warrana office. A new power plant was installed, completing the upgrade and reducing daily fuel use. Two buses were added to the fleet, adding more scope to the types of student outings and on-country experiences possible, as well as the numbers of students able to be transported during excursions and trips.

Yirimalay staff, administrators and community members have generously contributed their time and energy to building an exceptional and empowering program for our students, providing educational and employment opportunities for Aboriginal and Torres Strait Islander people. Without them, Yirimalay's success in 2019 would not have been possible and they are paid grateful recognition and sincere thanks.

As the Wesley College theme for the year, 'Change and continuity,' predicted, 2019 has been characterised by the consolidation of best and impactful practice in the academic and personal social domains, alongside the forging of new partnerships and initiatives that will pave the way to the school continuing to provide a model of shared respect for people, language, culture and country.

Felicity Pearson
Acting Director,
Yirimalay/Wesley Studio School



WE ARE EXCITED ABOUT WHAT THE FUTURE HOLDS FOR OUR 15 YEAR 12 GRADUATES, OUR HIGHEST NUMBER TO DATE

RAISING AWARENESS OF THE PARTNERSHIP BETWEEN WESLEY COLLEGE AND THE BUNUBA PEOPLE, AND ENGAGING YIRAMALAY/ WESLEY STUDIO SCHOOL STUDENTS, WERE KEY PRIORITIES FOR WESMOB IN 2019



THE YIRAMALAY LANGUAGES FORUM WAS A POWERFUL CONTEXT WITHIN WHICH TO PRESENT YIRAMALAY'S LANGUAGE POLICY, WHICH WILL INFORM THE DEVELOPMENT OF BUNUBA LANGUAGE TEACHING AT THE SCHOOL



WESLEY COLLEGE FOUNDATION

The fundamental purpose of the Wesley College Foundation is to invest in the future of our students. It is the passion and commitment of our donors and community that has helped shape Wesley into the leading coeducational school it is today.

The Foundation recognises that when parents decide to send their children to Wesley College they do so, more often than not, with rigorous attention to their household budget. While the daily operations of the school are funded substantially through fees, as well as government grants, the building and upgrading of educational facilities, sporting and outdoor education and the rich cocurricular life of the College depends on further financial support, by parents, alumni and others.

The facilities and programs enjoyed by current students have been funded by previous generations and, as we look to the future, it is the much-appreciated ongoing support of our College community that enables the College to improve our educational facilities, now and into the future.

Foundation fundraising and activities

Through the generous support of parents, alumni, past parents, sponsors and friends, the Foundation raised

\$1.3 million in funds to improve facilities across every campus and support our scholarships program. This support enabled the College to continue its building and refurbishment program to ensure the best possible learning and teaching environment for students. The Foundation has also been able to provide additional funds for our scholarships and bursaries program through the donations and bequests of generous alumni.

The Foundation continued its capital fundraising campaign for The Drennen Centre at the Glen Waverley Campus; the redevelopment of the Wesley Boathouse; and a new floor for the sports centre at Elsternwick. The Foundation is grateful for the support provided for each project by parents and alumni.

The *Sapere Aude Bequest Society*, which now has almost 280 members, enjoyed another year of growth and engagement with the broader College community.



ELIZABETH PROUST AO, CHAIR OF NESTLÉ AND BANK OF MELBOURNE, JOINED BEN GRAY, PARTNER AT BGH CAPITAL, AND OTHER PANELISTS TO ADDRESS THE TOPIC: 'ARE COMPANY DIRECTORS UP TO THE TASK?' AT THE 12TH ANNUAL BUSINESS BREAKFAST IN MAY

OWCA PROGRAMS AND EVENTS ENABLE WESLEY ALUMNI TO MEET, SHARE AND BELONG, NETWORK AND ENGAGE FORMALLY AND INFORMALLY IN MENTORING, NATIONALLY AND INTERNATIONALLY



SIR JACKIE STEWART OBE WITH ANNUAL BUSINESS BREAKFAST HOSTS AND, AT FRONT FROM LEFT, THE NICHOLAS STRINGS: GRACE AND ROSE DANIELSON, COREY EAST-BRYANS AND TONY ZHANG

In 2019, Debra Stiebel and Kenneth Park arranged numerous events and activities, including a back-of-house tour of the historic Block Arcade; Royalty and Pommery evening; Terracotta Warriors and Cai Guo-Qiang; a reception before a performance of the Adamson Theatre Company production of *Jesus Christ Superstar*; and our annual Christmas Lunch at the Glen Waverley Campus with carols in the Chapel in the newly opened Drennen Centre. These events attracted new members and support for our bequest program.

Through the support of the Chief Executive Officer of the Australian Grand Prix Corporation, Andrew Westacott (OW1982), we held our first Annual Grand Prix Breakfast on 12 March featuring Formula 1 legend, Sir Jackie Stewart OBE. This is now the first event of the official Melbourne Grand Prix calendar and was greatly enjoyed by our guests and sponsors.

More than 400 guests attended our 12th Annual Business Breakfast at the Sofitel on Collins in May. The Foundation secured another outstanding panel of speakers. James Shipton, Chair of the Australian Securities and Investments Commission, Elizabeth Proust AO, Chair of Nestlé and Bank of Melbourne, and Ben Gray, Managing Partner at BGH Capital, with panel moderator, Graeme Samuel AC, former Chair of the Australian Competition and Consumer Commission and former President of the National Competition Council, addressed the topic: 'Are company directors up to the task?' The *Australian Financial Review* reported extensively on the event.

OWCA activities

The Old Wesley Collegians Association (OWCA), under the leadership of its Co-Presidents, Belinda Danks-Woodley (OW2004) and Jack Ayerbe (OW1963), College Head, Ian Thomas (OW1982), and its Executive Committee, continued to play a vital role in enhancing alumni relations and networks. Achievements this year included a comprehensive strategic plan and an ancillary social media strategy. The OWCA is an active and dynamic organisation that is focussed on providing opportunities for alumni to connect with one another and engage with the College through social media, reunion events and a wide variety of affiliate groups. OWCA programs and events enable Wesley alumni to meet, share and belong, network and engage formally and informally in mentoring, nationally and internationally.

In 2019, the OWCA organised more than 50 events locally, nationally and internationally, including reunions across Melbourne and in Geelong, the Mornington Peninsula, Tasmania, Jakarta, Singapore and Hong Kong that attracted more than 2,200 alumni. In addition to four business networking events, the OWCA hosted the second Leaders Series Keynote address, delivered by Michelle Jablko (OW1991), Chief Financial Officer of ANZ Bank. The OW Auto Club held its inaugural display and family day on the Front Turf at the St Kilda Road Campus, and in conjunction with the Collegians Football Club launched and funded a Future Fund investment to help support Collegians into the future.

Major OWCA events in 2019 have continued to attract considerable numbers with the highlight being the 2019 Founders' Day Dinner, which typically attracts a large number of attendees. Social media campaigns, and the style and quality of the occasion, have meant the Founders' Day Dinner is now a permanent event in the calendar of many OWs. The combined number celebrating the College's founding at the Founders' Day Dinner and Lunch is now the highest ever, the result of cross-generational participation, with many young alumni attending. The goal of the OWCA is to foster the regular attendance of young alumni at Founders' Day Dinner and Lunch.

The Foundation is most grateful to the many hundreds of members of the College community who so generously support its philanthropic programs each year including through donations or bequests to support the building program, scholarships or sport, sponsorships and volunteering and in-kind support across the College. The Foundation also acknowledges the outstanding work of its Advisory Committee and its Chair, Nicki Isaacs (née Lefkovits OW1990), Bequest Donor Relations Manager, Debra Stiebel, Curator of Collections, Kenneth Park, our Events Manager, Natalie Krug (OW1991) and our administrator, Prue Lowther.

Jack Moshakis (OW1973)
Executive Director, Wesley College
Foundation and OWCA



COMMONWEALTH REPORTING REQUIREMENTS

Key student outcomes

2019 National Assessment Program – Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) was conducted in May 2019 for all students in Years 3, 5, 7 and 9 across the three city campuses and Clunes for Year 9 students at that site.

NAPLAN results provide us with a data point in each domain of reading, writing, spelling, grammar and punctuation, and numeracy.

Curriculum leaders developed action plans based on an extensive analysis of the results. Combined with all other data sources to which we have access at Wesley, a holistic picture of each individual student's progress over time assists teachers in developing appropriate learning contexts for all students.

Overall, the NAPLAN results demonstrate that:

the performance of Wesley students in 2019 across every year level on average was above the state, in many cases substantially above the state

aggregated student growth at Wesley was superior to aggregated student growth for the state

the performance of Wesley students was in line with, or above, previous years.

**A HOLISTIC PICTURE OF
EACH INDIVIDUAL STUDENT'S
PROGRESS OVER TIME ASSISTS
TEACHERS IN DEVELOPING
APPROPRIATE LEARNING
CONTEXTS FOR ALL STUDENTS**



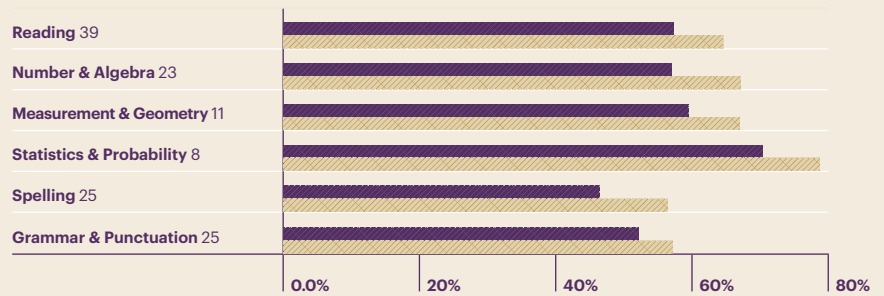
Year 3 achievement

The Year 3 Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed on average better than the average for all students in the state, and significantly better than the state average in Statistics and Probability.



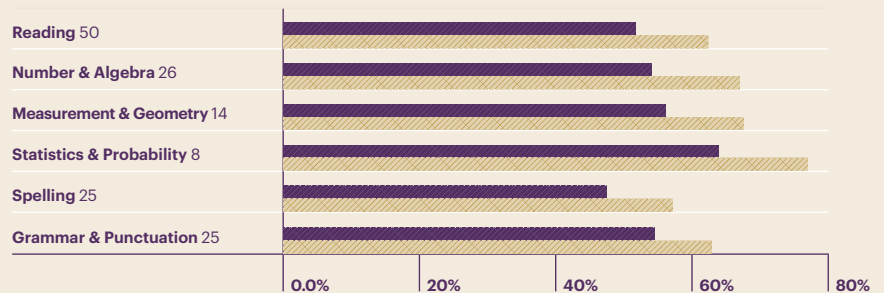
Year 5 achievement

The Year 5 Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed on average better than the average for all students in the state in Grammar and Punctuation, and significantly better than the state average in the other five areas.



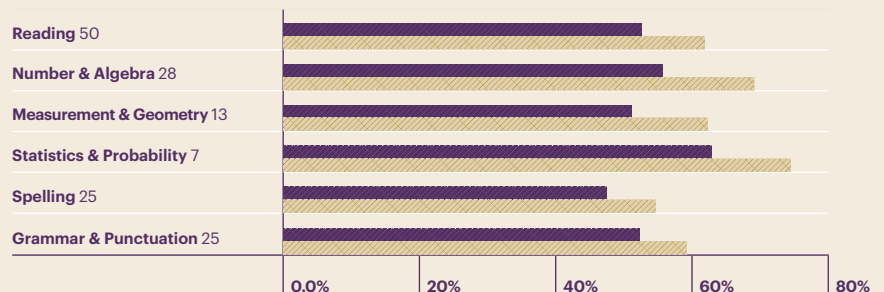
Year 7 achievement

The Year 7 Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed on average appreciably better than the average for all students in the state in every one of the six assessment areas.



Year 9 achievement

The Year 9 Assessment Area report shows the average number of correct answers in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed on average significantly better than the average for all students in the state in every one of the six assessment areas.



State
 Wesley
 % of items answered correctly in short answer questions



2019 senior secondary achievements

VCE and IB DP

A total of 348 students graduated from Year 12 at either the St Kilda Road or Glen Waverley campuses – 143 in the IB Diploma (IB DP) and 205 in the Victorian Certificate of Education (VCE), including some students who studied Vocational Education and Training courses (VET) as part of their VCE.

Results highlights

Median VCE/IB DP ATAR of **88.05**.

Three Wesley students achieved the highest possible ATAR of **99.95**.

22 per cent of students attained an ATAR of **95.00 and above**, placing them in the top five per cent of the equivalent Year 12 cohort in Australia.

41 per cent of students attained an ATAR of **90.00 and above**, placing them in the **top 10 per cent** of the equivalent Year 12 cohort in Australia.

Wesley students attained **147 perfect study/subject scores of 50** for the VCE or 7 for the IB DP.

Student attendance and retention

In 2016, **343 students entered Year 9** at the College and **290 completed Year 12 in 2019**. This represents a **retention rate of 84.55 per cent**. The overall attendance rate was **92.82 per cent**.

Value added

The very broad curriculum and cocurricular choices offered by Wesley College continue to support the holistic development of all its students. Curriculum offerings in the International

Baccalaureate and VCE programs as well as cocurricular offerings in the visual and performing arts, sport, Clunes, outdoor education, national and international tours and overseas exchanges provide opportunities for sustained authentic engagement in learning. Likewise, the induction program offered at the Yiramalay/Wesley Studio School in the Kimberley region of Western Australia provides students with opportunities for sustained and authentic engagement in learning about Indigenous ways of knowing and perspectives on land, language and culture. The central focus of the Wesley College Institute on research-related initiatives, the ongoing professional development of teachers, 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.

Graduate destinations by area of study

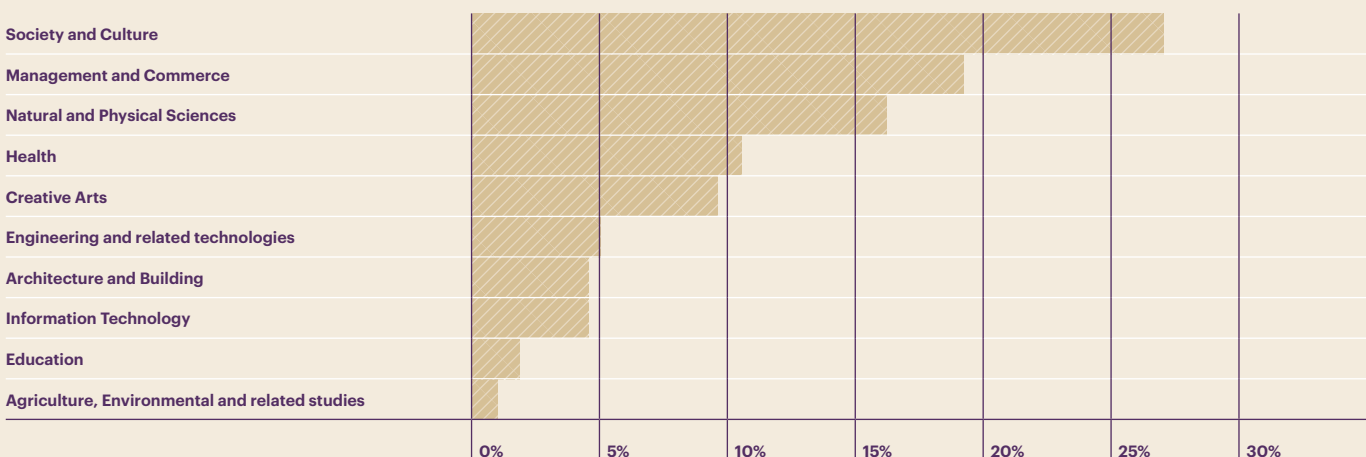
Of the 334 students applying for a place in tertiary study, 99 per cent received a first-round offer, with 54 per cent receiving an offer for their first preference of study. They plan to pursue a vast array of courses across several different areas of study as shown in the figure below.

We are proud not only of the academic results of the Class of 2019, but also of

the many achievements of our students in other areas, including service, creative and performing arts, sport, debating, music and many others. Our students engaged in opportunities to develop an understanding of working within communities and the outdoors at campsites across Victoria and in a residential setting in the town of Clunes. Many of them developed a deep understanding of a wide variety

of cultures and traditions, including Indigenous perspectives and ways of knowing, through learning opportunities at the Yiramalay/Wesley Studio School and in Learning in Residence at the Glen Waverley Campus. They have set forth from Wesley having experienced a true education founded on our four guiding principles of learning – to know, to do, to live with, and to be, with innovation and wisdom.

Graduate destinations by area of study as a percentage of the 2019 cohort



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 *Framing the Future of Wesley 2017-2030* strategic framework 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 2019 school year, the College employed 425 full-time equivalent (FTE) teachers, and 290 FTE general staff, representing an overall staffing decrease of less than one per cent over the course of the year.

The average number of personal leave days (sick and carers leave) taken per staff member in 2019 was 6.83 days, an increase over the previous year (an average 6.13 days for the 2018 year). The staff turnover rate for the 2019 school year was 13.14 per cent, compared to 7.90 per cent in 2018, 8.77 per cent in 2017, 7.76 per cent in 2016, and 7.90 per cent in 2015.

Teaching and general staff qualifications

All teaching staff are registered members of the Victorian Institute of Teaching. All hold a tertiary qualification in Education as a minimum, while approximately half hold an additional postgraduate qualification, such as a Masters 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 2019, the College changed survey providers, with the 2019 surveys conducted via Independent Schools Victoria (ISV) as part of the Lead School Effectiveness Surveys suite.

22%

OF STUDENTS
ATTAINED
AN ATAR OF

95+

PLACING THEM
IN THE TOP

5%

OF THE EQUIVALENT
YEAR 12 COHORT
IN AUSTRALIA



THE KEY HIGHLIGHT OF THE WESLEY EXPERIENCE FOR STUDENTS CONTINUES TO BE THE DEVELOPMENT OF RELATIONSHIPS AND FRIENDSHIPS, PARTICULARLY THROUGH THE RANGE OF INFORMAL AND FORMAL ACTIVITIES OFFERED BY THE COLLEGE



THE COLLEGE
ACHIEVED AN
OVERALL STUDENT
SATISFACTION
SCORE OF

7.74

WHERE 10 REPRESENTS
THE HIGHEST LEVEL
OF SATISFACTION

Parent survey

The 2019 Parent Satisfaction Survey invited parents of all students across the College to complete the online satisfaction survey.

The College achieved an overall parent satisfaction score of 8.51 (on a scale of 1–10, with 10 representing the highest level of satisfaction), scoring in excess of the ISV mean.

In terms of recommending Wesley College to family and friends, the College received a Net Promoter Score of +47. The Net Promoter Score is calculated according to the percentage of promoters (scores of 9 or 10) versus the percentage of detractors (scores of 0 to 6). A positive Net Promoter Score is a good result, and traditionally a score of +50 or higher is considered excellent.

The College has performed at or in excess of the ISV mean on the Academic Programs, Quality of Teaching, Pastoral Care, Parental Involvement, Resources and Recommended to Others domains. The College has performed below the ISV mean on the Learning Outcomes, Discipline and Safety, and Year Transition domains. Approximately 60 per cent of respondents provided positive feedback on the College in response to open-ended questions regarding satisfaction with the College. Key areas for improvement were in relation to issues such as teacher quality and behaviour, feedback on student performance, College communication with parents, catering for individual needs and discipline.

Student survey

The 2019 Student Satisfaction Survey invited all students in Years 5 to 11 across the College to complete the online satisfaction survey.

The College achieved an overall student satisfaction score of 7.74 (on a scale of 1–10, with 10 representing the highest level of satisfaction), scoring in excess of the ISV mean. In specific response to the question 'I am happy to be at this school,' the result of 8.19 points is a very positive survey result.

The College has performed at or in excess of the ISV mean on all surveyed domains, for both genders. The survey provides a student assessment of teacher quality along the domains of Academic Rigour, Feedback, Teacher/Student Rapport, Teacher Knowledge, Teacher Practice and Satisfaction with Quality of Teaching. The College has scored at or in excess of the ISV mean on all domains.

Students identified lowest satisfaction levels with the domains of Academic Program and Pastoral Care, and highest satisfaction with Resources and Personal Development. The survey also provides a student assessment of teacher quality, and the College scores at or in excess of the ISV mean on all domains, with lowest satisfaction levels in the domains of Feedback and Teacher/Student Rapport, and highest satisfaction with Academic Rigour and Satisfaction with Quality of Teaching.

The key highlight of the Wesley experience for students continues to be the development of relationships and friendships, particularly through the range of informal and formal activities offered by the College. The Sport, Music and Drama programs rate very highly in this regard. Similarly, activities beyond the traditional campus such as Clunes, Yiramalay, Outdoor Education camps and other tours are highly valued.

Staff survey

In 2019, all staff were invited to participate in the annual staff satisfaction survey.

The College achieved an overall staff satisfaction score of 8.34 for teaching staff and 8.05 for general staff (on a scale of 1–10, with 10 representing the highest level of satisfaction), both being below the ISV mean.

The College has performed below the ISV mean on all general workplace domains. In relation to school-based domains (as assessed by teaching staff), the College result was at or in excess of the ISV mean on Resources and Offerings, School Ethos and Values, Learning Support, Parent Involvement, and Teaching Practice, and below the ISV mean on the domains of Technology, Student Behaviour, Discipline, Pastoral Care, and Quality of Teaching and Learning.

Key areas for improvement were in relation to issues such as pastoral care, and student discipline and culture for teaching staff, and work-life balance and workloads, feedback, and leadership and morale for all staff.

FINANCIAL STATEMENT

During 2019, 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 solid enrolments across all campuses.

The result for 2019, as displayed below, has delivered a deficit of \$0.4 million. For comparison, 2018 saw a deficit of

\$1.4 million. The College auditor, Deloitte, has issued an unqualified audit opinion for the year ended 31 December 2019.

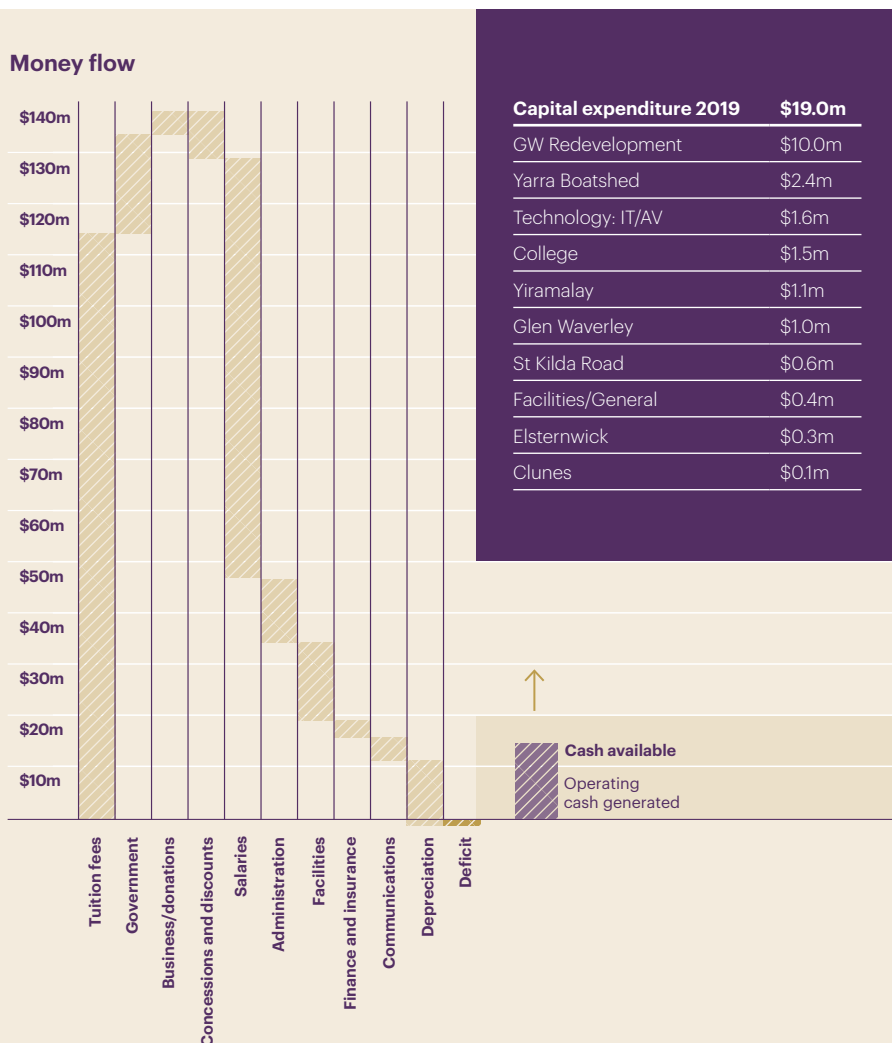
The attraction, development and retention of high-quality staff continues to be the cornerstone of delivering a Wesley education to our students and, as can be seen from the financial details, remains the largest single item of expenditure, with a key metric throughout the year being 'salary cost as a percentage of total net revenue.' For 2019, this percentage is 63.6 per cent compared to 64.8 per cent for 2018, reflecting continued focus on staffing profiles and expenditures.

The College generated \$15.5 million in net cash during 2019. For 2018, this was \$12.7 million. Receipts for 2019 include contributions from the Scholarship and Building Funds for both the Wesley College Foundation (\$1.6 million) and Yiramalay Foundation (\$0.2 million). This operating cash flow enabled the College to continue its philosophy regarding the provision of an appropriate range of educational opportunities and its future development priorities.

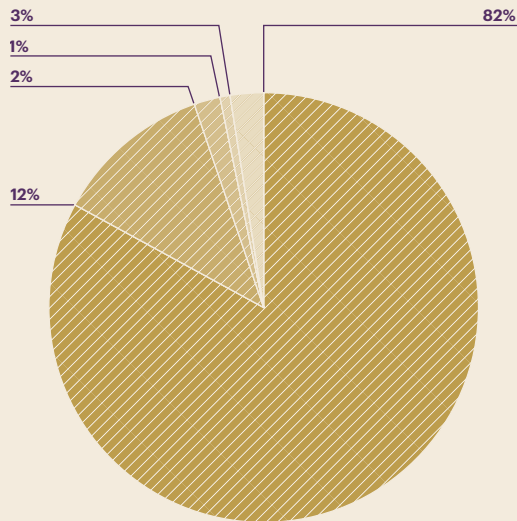
The major capital projects completed, or significantly advanced, during 2019 included the Glen Waverley Redevelopment (\$10 million), the Yarra Boatshed (\$2.4 million) and IT infrastructure (\$1.2 million) including website development, phase 1 of Wesley College network upgrades and intranet development. The strong cash flow generated throughout 2019 enabled the College to maintain its loan facility balance at \$11.0 million at year end. Loan balances in 2017 and 2018 were \$10 million for each year.

The 2020 year has commenced with a very strong student enrolment profile across the three Melbourne campuses and the Yiramalay/Wesley Studio School, and the 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.

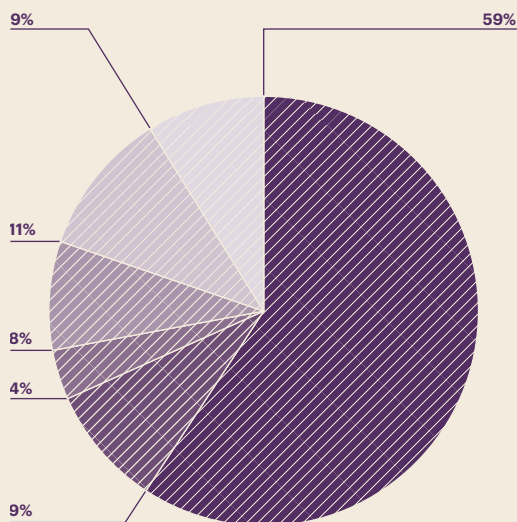


Revenue



| | 2019 | 2018 |
|--|--------------|--------------|
| | \$m | \$m |
| Fee income | 113.1 | 109.3 |
| Government grants - Commonwealth | 16.8 | 15.6 |
| Government grants - State | 3.0 | 2.6 |
| Profit / (Loss) on disposal of property, plant and equipment | (0.4) | - |
| Donations | 1.8 | 1.0 |
| Insurance Proceeds | - | - |
| Other income | 3.6 | 3.3 |
| | 137.9 | 131.8 |

Expenditure



| | 2019 | 2018 |
|---|--------------|--------------|
| | \$m | \$m |
| Salaries | 81.7 | 78.9 |
| Administration expenses | 12.9 | 12.1 |
| Communication expenses | 5.2 | 5.0 |
| Depreciation and amortisation | 11.8 | 10.9 |
| Facilities expenses | 14.6 | 14.5 |
| Finance expenses, discounts and concessions | 12.2 | 11.8 |
| | 138.4 | 133.2 |



WESLEY COLLEGE

MELBOURNE AUSTRALIA - SINCE 1866

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