
ANNUAL REPORT 2020



WESLEY COLLEGE

MELBOURNE AUSTRALIA - SINCE 1866

A True Education

WESLEY COLLEGE ANNUAL REPORT 2020 CONTENTS



TEACHERS WORKED HARD TO PROVIDE STUDENTS AND THEIR FAMILIES WITH A CALM PRESENCE IN THE STORM OF 2020 AND MINIMAL DISRUPTION TO LEARNING.

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PRESIDENT OF COUNCIL



It has been extraordinary to reflect on the warp and weft of the year as I compose this summary. The College theme for 2020, 'Sustainable futures,' seems supremely prescient given a summer of devastating bushfires followed by a global public health emergency. We began our first round of urgent briefings, meetings and decisions in late January to address the rapidly changing environment wrought by the as-yet undeclared pandemic – and to establish efficient and clear decision-making principles and structures for Council and College deliberations.

Those principles prioritised the health and wellbeing of our students, staff and community. Our immediate planning addressed the return of international students and preparation and testing for remote learning. Council responded early and decisively to put in place immediate operational and financial planning, prioritising security of staff employment through JobKeeper and ensuring that no student need leave Wesley during the academic year for financial reasons, and to reforecast the annual budget plan accordingly. The key budget decision points included a suite of rebates and refunds across the spectrum of tuition, consolidated charges, residential fees and other program fees to assist and support families, further enhanced for families in need through FeeHelp. The Council also prioritised an early announcement of the fee schedule for 2021 highlighted by a zero fee increase for tuition and other charges except for a modification to the ICT charge and voluntary building fund amalgamated into one Infrastructure Levy.

I congratulate all our staff, students and families who have responded to the unique challenge we faced during the year,

in particular, the enormous task of moving to a remote learning setting. The College refined and enhanced the remote learning platform and program through the periods of lockdown and now have full functionality to be able to engage again should the need arise.

Pandemics are, of course, not unprecedented. Wesley College has experienced and responded to several throughout its 154 history and the College archives of the 1919 Spanish Flu and 1949 Polio pandemics have delivered useful insights. Changes to term times, modified use of public transport, cancellation of sport fixtures, use of outside spaces for teaching and assemblies, and mask-wearing all featured throughout both those pandemics. All are very familiar to us today. There is great comfort in knowing that the College is not actually in uncharted waters. Our commitment to ensuring the College community moves through the pandemic response together ensures our strength and success.

Early in the year, I shared with our Principal a reflection from my alma mater in the United States, a 1918 Commencement speech by Col. Theodore Roosevelt, 26th

President of the United States. Referencing the First World War just finished, but also the emerging pandemic, Roosevelt quoted from the Book of Kings (20:11) in the Bible: 'the one putting on his armour should not boast like one taking it off.' For all of us in Victoria, we have experienced a year like few others in Australia and shared only with select overseas cities. The personal sacrifice and quiet dignity of all Melburnians getting on with living with lockdown has been an astonishing testament to putting the collective good above self-interest.

Remembering Roosevelt's words, we acknowledge the insight we have all gained from our efforts as we finally slough off our lockdown armour and emerge. Our newfound knowledge has come at a price so we should put our wisdom to good use. The temptation will be to return to some semblance of normalcy, but the 'old normal' wasn't good for everyone. We need to choose our path wisely; what do we keep, what do we choose to do, and what do we value differently? These questions will occupy Council's thinking in months to come.

During the initial response to the pandemic, Council paused all major capital works projects to enable a more complete financial analysis and response to the changed circumstances. By the end of the calendar year, our major projects are back on track. After a protracted tender and contractual delay, the project is now progressing satisfactorily with construction of the additional bays now underway. We are very grateful to the donors supporting this project and look forward to completion in April 2021.

Redevelopment at Clunes under the Clunes, The Next Chapter roadmap has commenced, and we are working through the Hepburn Shire planning process. Council is in the early stages of scoping work on the St Kilda Road Senior School, with remedial works commencing on the historic Punt Road building. In addition

I CONGRATULATE ALL OUR STAFF, STUDENTS AND FAMILIES WHO HAVE RESPONDED TO THE UNIQUE CHALLENGE WE FACED DURING THE YEAR, IN PARTICULAR, THE ENORMOUS TASK OF MOVING TO A REMOTE LEARNING SETTING.



2020 WAS A YEAR LIKE NO OTHER IN TERMS OF OUR PROVISION OF DIGITAL TECHNOLOGIES TO SUPPORT LEARNING, TEACHING AND COLLEGE OPERATIONS.

to our building works, the Council has approved a significant investment in the network and information technology capacity of the College. While some upgrades were already in planning for 2020 and beyond, the experience of remote and hybrid learning has expanded the project to deliver additional capability.

Anchoring the capital works projects and engagement with our alumni community, I 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 outgoing Co-Presidents Belinda Danks-Woodley (OW2004) and Dr Jack Ayerbe (OW1963), and incoming President Kate Evans (OW1998). I congratulate Belinda and Jack for their service to our exceptional alumni.

This year, the Wesley College Foundation received the largest donation in recent history, from an alumnus who wanted to give back to the school in recognition of all that Wesley had done for him. This transformational gift, reminiscent of the historic philanthropy of the Nicholas brothers during the 1930s, will assist the College with future developments. The Foundation concluded 2020 with a record result.

Both the Foundation and OWCA defied this pandemic year and delivered online engagement through a series of successful webinars, increased social media presence and e-newsletters. These featured alumni speakers addressing relevant topics, guest

speakers and presenters, both local and international; even our traditional Founders' Day Dinner went virtual. It was also timely for the OWCA to launch OWConnect, an online alumni and business directory enabling alumni to connect globally.

The Foundation gratefully acknowledges the support of parents, alumni, bequestors and sponsors who continued to support our philanthropic programs during this challenging time.

Alumni engagement and support, a record Foundation result, and a focused community and fiscal response to the pandemic sees the College well prepared for the challenges of 2021 with continued very strong enrolments and a sound financial platform. I am deeply grateful to the members of the College Council and its committees for their dedicated and caring work in responding to the COVID-19 challenge. The blend of talents, professional expertise, knowledge of Wesley and discretionary effort have served the College without fault during this time. I also acknowledge our Principal, Nick Evans (OW1985), and his College Executive team which has been indefatigable and has worked with insight and collegiality to constantly respond to the dynamic environment. I have never worked with a group of people so tireless, uncomplaining and focused on the collective good.

At our historic first fully virtual College Annual General Meeting in May, we welcomed new Council member Peter Mastos (OW1990). I also thank retiring Council member Paul Guerra for his service

to the College and valuable contribution during his tenure.

I would like to acknowledge and thank Deputy Principal and Head of Campus at Glen Waverley Richard Brenker for his outstanding dedication to Wesley over the past 40 years. Richard has been a wonderful contributor to the school and has been integral to the development of its values and ethos. He served as Acting Principal in 2019 and on behalf of the College Council, I specifically thank him for his service in this role.

At the conclusion of the academic year in 2020 we received the final results in the IBDP and VCE for our graduating class. Their results are outstanding, and we congratulate all our students on the conclusion of their education journey at Wesley College and acknowledge the very difficult year they experienced making their results all the more remarkable. I would also like to congratulate our Yiramalay graduates completing Year 12. I was able to remotely attend their Speech Night in Broome and it was a beautiful evening of reflection and achievement surrounded by their families and staff.

There will be challenges ahead as Australia recovers and rebuilds from the first phase of the pandemic. Wesley is well positioned to respond to this challenge. To all in our Wesley community, I thank you for your support and commitment to our school, our staff and our students.

Marianne Stillwell
President of 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.



OUTDOOR EDUCATION AT CHUM CREEK CONTINUED WHEN RESTRICTIONS PERMITTED. AT OTHER TIMES, IT CONTINUED TO BE LED VIRTUALLY, WITH A FOCUS ON EXPLORING ENVIRONS CLOSER TO HOME.

Member	College Council		Finance, Audit and Risk Management 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
Marianne Stillwell	9	9	9	9	1	1	4	4
Cameron Bacon	9	9	9	9				
Sunny Chen	9	9					4	4
Lynda Cheng	9	9					4	4
Sarah Conron	9	9				8		
Nick Evans	9	9	9	9	8	4	4	4
Melinda Geertz	9	9	9	9				
Paul Guerra	2	3				8		
Tim Jackson	9	9				8		
Peter Mastos	8	9						
Simon Rooke	8	9	8	9			4	4
Hugo Stephenson	9	9	6	9			4	4
Rachel Webster	9	9	7	7	7	8		
Timo Brouwer			8	9				
Nicki Isaacs			6	9				

The Strategy Committee did not convene in 2020 due to the COVID management undertaken by the College Council.



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.



PETER MASTOS
BEcComm

Peter Mastos (OW 1990) joined the Wesley College Council in 2020. He is a senior business leader with more than 25 years of experience in management, management consulting, mergers and acquisitions, and financial and operational due diligence. He is a Founding Partner at Sayers, a business, innovation and investment advisory and consultancy service backed by Australian and US private capital, founded in 2020.

He completed the INSEAD Executive Leadership Program in 2010, and has been a member of the Institute of Chartered Accountants in Australia since 1996. He is also a current member of the board of the Murdoch Children's Research Institute.



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.



ST KILDA ROAD
STUDENT LEADERS
COLLATED MOMENTS
OF GRATITUDE FROM
THEIR PEERS AND
STAFF AND DISPLAYED
THEM ON A GIGANTIC
BANNER TO WELCOME
EVERYONE BACK
ON CAMPUS POST
LOCKDOWN.

#WESISOINSPO



PRINCIPAL'S OVERVIEW



There were any number of tropes that emerged about 2020 but the most enduring has been 'a year like no other.'

As a result, this year's overview for the Annual Report is a difficult one to write. Normally, there is a litany of events and achievements, milestones and performances, to celebrate and to commemorate.

The COVID-19 pandemic has meant very few musicals, concerts or music festivals were performed live on any campus. There was no winter or spring season of sport. There was no Head of the River, no APS Swimming or Diving Finals, no APS Combined Sports. There was no Speech Night, in the traditional sense, and no Valedictory Services or Dinners. There has been a gaping hole in the life of the College.

This has particularly affected the Class of 2020. In their last year of school, the Year 12s have not experienced many of the traditional rites of passage that attach themselves to the last year of secondary schooling. There were no formals. There were very few of the sporting events or artistic events which figure so prominently in the year and to which Year 12s look forward. There was no walk across the stage at the Melbourne Town Hall, or gathering together as a class to sing the 'Leaver's Song'. These are events in a young person's life that cannot be replaced. It seems scant consolation to say that fresh memories of a life after school soon replace memories from such events. I can only say that because I experienced them. The Class of 2020 will not have that experience, and many may wonder at the lack. My heart has been filled with sorrow for them all year.

The Year 12s aren't the only group to have had a compromised year. The College's youngest students missed 19 weeks of schooling on campus, those in Years 7 to 9 missed more. The missed weeks will leave a mark. I also feel deeply for our international students who fall neatly into two camps: those who remained in Australia and who can't currently leave unless at the potential cost of their education, and those who left to be with their families for the Easter holidays and who subsequently can't return.

It has been a very difficult year in the life of Wesley College and of Melbourne. It has been a very difficult year in the life of the entire planet.

If there is little to commemorate, there are some things to celebrate. If anyone had told me at the beginning of the year that the entire College would have to pivot to remote learning – with a week's notice – I would have laughed hollowly and told them it was impossible. And yet, that is exactly what happened. The teachers of this great school showed extraordinary agility and dedication in the manner in which they adapted to a completely different way of teaching. I said in an email to them in Term 2 that I have never been prouder of this College. I stand by that statement today. It was a remarkable achievement and one of which every one of them can be rightfully proud.

Despite the success of remote learning, however, it is clear that dire predictions regarding the death of schools have been

greatly exaggerated. The loss of social connection, of learning as a shared endeavour, was profound during the periods of remote learning. There will be changes to the way in which we teach as a result of this pandemic, but the place of schools within society has been confirmed.

Our Year 12 academic results in 2020 gave us much to celebrate. College highlights for the year included:

An overall combined College IB/VCE median result for 374 students of 86.40

46% of VCE and IB DP students achieved an ATAR of 90.00 or above

33% of study scores for VCE and IB DP were 40+ (or equivalent)

IB DP median ATAR was 94.05

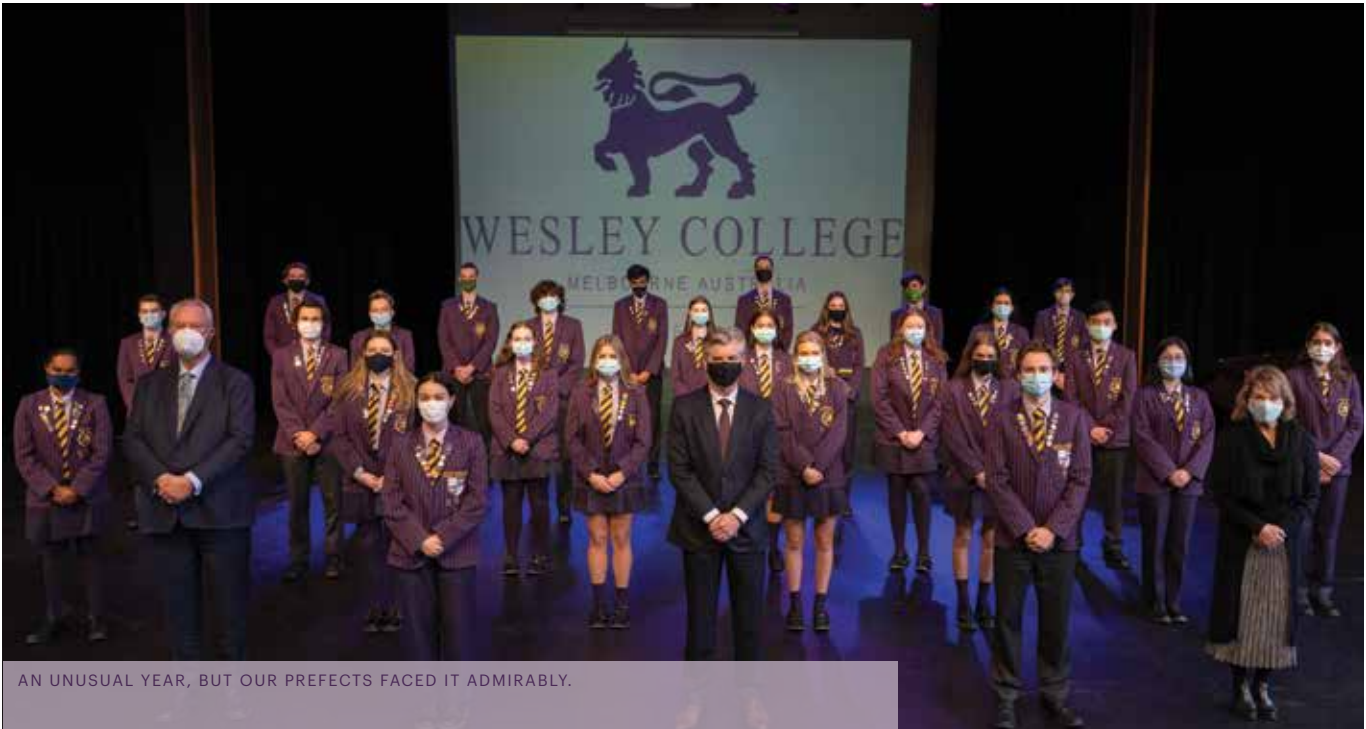
Four IB DP students achieved the highest possible ATAR of 99.95 and a perfect score of 45: Kean Tan (GW), Matthew Hobbs (GW), Mia Roux (SKR), Grace Danielson (SKR)

27 (7.4%) IB DP and VCE students scored in the top 1% of Australia, achieving an ATAR greater than 99.00

216 perfect study/subject scores were attained across the combined VCE and IB DP cohort

99% of VCE and IB DP students received a First Round Tertiary offer.





AN UNUSUAL YEAR, BUT OUR PREFECTS FACED IT ADMIRABLY.

THE TEACHERS OF THIS GREAT SCHOOL SHOWED EXTRAORDINARY AGILITY AND DEDICATION IN THE MANNER IN WHICH THEY ADAPTED TO A COMPLETELY DIFFERENT WAY OF TEACHING.

Through the generous support of parents, alumni, past parents, sponsors and friends, the Wesley College Foundation raised a record quantum in donations to improve facilities across every campus and to provide funds for our scholarships program. The Foundation was particularly honoured to receive the leadership gift from the late Peter Greenham (OW1953) in gratitude for all that Wesley had done for him and his extended family. Fundraising continued for The Drennen Centre and the redeveloped Hockey Pitch at the Glen Waverley Campus and the redevelopment of Clunes and the Wesley Boathouse. Our Sapere Aude Bequest Society, for those who have remembered Wesley in their Wills, hosted a number of interesting online events and continued to grow its membership as a result.

I would like to pay tribute to College Executive and to College Council. The College Executive team, consisting of Heads of Campus, Richard Brenker, Kim Bence and Jacinta Janssens, Business Director and Chief Financial Officer, Cameron Moroney, Director of Human Resources, Peter Rogers, Director of Marketing, Caitlin Anstee and Acting Director of Marketing Andrew Pelgrim, Director of the Wesley College Institute, Andrew Blair, Executive Director, Curriculum and International Strategy/ Deputy Director Wesley College Institute, Isaac Quist, Acting College Head of

Curriculum Delivery/Deputy Director Wesley College Institute, Anne-Louise Szudja, and Acting Executive Director of the Yiramalay/Wesley Studio School, Felicity Pearson, have provided wonderful leadership to their various sections of the College, and managed the College superbly through this pandemic. Their efforts were extraordinary, and I thank them, both on behalf of the College and on a personal level.

We are farewelling two members of College Executive this year. Richard Brenker has been with the College for the past 40 years. There is very little Richard has not done at Wesley. To have been a Head of Faculty, Head of Middle School, Head of Houses in the Senior School, Head of Senior School, Head of both St Kilda Rd and Glen Waverley Campuses, Deputy Principal and Acting Principal, the names with which he can be associated is surpassingly small. To list a series of jobs is to seriously underplay the extent of Richard's influence on the school. There is, first, his influence on students. Richard was, and is, a passionate geographer. There are many students he taught who moved into associated fields. A contemporary of mine became a cartographer. I mentioned this to Richard and, not only did he already know, he talked at length about the nature of my contemporary's work. Richard is

wonderfully proud of them all. This influence, as a teacher, stretched over decades. His influence on his colleagues was no less profound. Richard's clarity of thought and long years of experience give him an intellectual authority few can match. He is fond of pointing out that all that is new was once old. His metaphor of education as an endlessly turning wheel upon which old ideas are remarketed as new has been shown time and again to be true.

Richard has had an historic Wesley career. He has held almost every role the College offers and has performed superbly in each and every one of them. His career has spanned more than a quarter of Wesley's entire existence. He leaves us to retire.

Felicity Pearson has been with the College since 2000, having joined as a Drama and Dance teacher. In the subsequent 20 years of outstanding service, Felicity has choreographed and directed numerous musicals for the Adamson Theatre Company, taught Theatre and Dance and Humanities in both the Middle and Senior Schools, and been Head of Learning of Humanities, all on the St Kilda Road Campus. In the past 10 years, Felicity has been an integral part of the Yiramalay/Wesley Studio School, having been Program Coordinator, Induction Coordinator and Deputy Director (Teaching and Learning). This culminated in her appointment as Acting Director of the Yiramalay/Wesley Studio School last year. In the past 18 months, Felicity has been tireless in her efforts to improve all aspects of the Studio School. She has done an outstanding job. Felicity has been appointed to the position of Deputy Principal, Haileybury Rendall School in Darwin. She takes up this position at the beginning of 2021.

The Wesley College Council has been outstanding in managing the governance of the College during these complicated and challenging times. On behalf of all students, staff and families, I would like to thank the Council and members of Council committees for their commitment and their talent in the task of governance. The Council is ably chaired by President Marianne Stillwell, who is tireless in her efforts to support the work of the College. It has been a privilege to work with all involved during this extraordinary year.

Nick Evans
Principal



OUR TEACHERS RESPONDED TO A NEW WAY OF TEACHING, ONLINE, WITH AGILITY.



THE COLLABORATIVE STUDENT-TEACHER PARTNERSHIP REMAINED IMPORTANT, WHETHER LEARNING IN THE PHYSICAL OR REMOTE CLASSROOM.



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.

While the direction, intent and priorities remain unchanged, the immediacy of the need to ‘do and deliver’ through the rollercoaster ride that was 2020, prevailed. Good strategy must be responsive to changing need and delivered through well-executed action.

Wesley College has an established reputation as an ‘early adopter’ of technology within a school setting,

ever since the early introduction of broad-based use of notebook computers in the mid-1990s. Not surprisingly, a key element of *Framing the Future* was underpinned by a multi-year technology strategy recognising the increasing relevance of digital literacy within education and beyond, and the practical use of technology for learning and living. The technology foundations laid over several years enabled the College to

respond rapidly in its support of staff and students as they moved between remote and onsite learning in ways not imagined, not until the need was upon us.

From 2020 into 2021 and beyond, the strategic questions facing the College, while fundamentally unchanged, will be carefully and progressively revisited in the light of the past months. Our need to respond through 2020 has sharpened our appreciation of the depth and substance of the College and a new ‘lived experience’ of what may be possible from here for our students, our staff, our educational programs and opportunities and our community.

College Council and Executive, together with the broader leadership across the College will ensure we take advantage of the opportunity to frame the future of this wonderful school positively and proactively.



WESLEY COLLEGE WAS WELL-PREPARED FOR THE ONSET OF REMOTE LEARNING, AS TECHNOLOGY FOUNDATIONS HAD BEEN LAID OVER SEVERAL YEARS.

COLLEGE ACTIVITIES SUSTAINABILITY

This report presents environmental data at Wesley's four metropolitan sites for 2020 and summarises sustainability initiatives across the College.

Environmental data

Comparison of energy and water usage by campus 2019 and 2020

	Electricity (kWh)		Gas (MJ)		Water (kL)	
	2019	2020	2019	2020	2019	2020
Elsternwick	176,884	104,664	212,167	2,807	5,968	3,262
St Kilda Rd JS	201,839	139,665	285,460	258,474	1,206	842
St Kilda Rd MS & SS	1,466,651	967,344	7,440,647	4,805,938	21,656	8,427
Glen Waverley	1,888,749	1,261,729	7,583,866	6,780,502	30,872	18,684
Total	3,734,123	2,473,402	15,522,140	11,847,721	59,702	31,215

The levels of consumption are driven by the operations at the two largest campuses. Consumption in 2020 was down due to COVID-19 shutdowns of all of the sites, and is not expected to be the norm moving forward.

Comparison of energy consumption 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
2019	3,734,123	15,522	59,702
2020	2,473,402	11,847	31,215
Change from 2006	-32.07%	-41.95%	-51.25%

The table above is a comparison using 2006 baseline figures as well as measures from 2013, 2019 and 2020. While the College has grown substantially since 2006, our energy consumption has been reduced through sustainable practices.

To reduce our electricity consumption we have stepped up our PV (solar) roll-out. A further 100kW system was installed in the Senior School at Glen Waverley, bringing that campus up to 200kW. Our Elsternwick Campus has a 100kW system and there are two 30 kW systems at St Kilda Road Junior School and Clunes, and a 10Kw system at Chum Creek. A further 70kW system will be included in the Clunes build in 2021. In addition to the PV (solar) roll-out, the College has been gradually converting all lighting to LED across all campuses. 85% of the conversion is completed to date with an anticipated completion date of 2023. Our building management system controls thermal comfort levels and shuts off air conditioning and lighting in unoccupied rooms.

Gas initiatives include the replacement of nonefficient boilers and a move to more efficient reverse cycle heating/cooling.



TO REDUCE OUR ELECTRICITY CONSUMPTION WE HAVE STEPPED UP OUR PV (SOLAR) ROLL-OUT.

Water saving initiatives over the past 13 years include:

Roof rainwater capture and storage for irrigation and toilet flushing.

Installation of a bore and desalination plant at Glen Waverley, coupled with 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.

Many other smaller initiatives such as waterless urinals at all campuses.

Carpet tiles installed at Wesley all have a backing that is made up of PET recycled plastic bottles.

Colin Brennan
College Head of Facilities



COLLEGE ACTIVITIES

THE ARTS

2020 had well over 200 concerts, musicals, plays, soirees, camps, tours and competitions planned and ready to go before COVID-19 brought the arts community across Wesley College and Australia to a grinding halt.

In an ordinary year, on 24 March 2020, our students would have been still on a high from the closing night of the Senior School play and over 400 musicians would have been preparing for Music in the Round. Still ahead would have been overseas Music and Drama Tours, six Big Bands and five vocal groups competing at Generations in Jazz, plays performed over 17 nights to hundreds and musicals performed over 30 nights to thousands, 11 nights at music camp, concerts at Hamer Hall, Melbourne Recital Centre, Robert Blackwood Hall, Federation Square and much, much more. Sadly, in the pandemic-restricted climate, none of it would eventuate.

For the better part of 2020, the performing arts moved to family homes where almost 1,000 remote online individual music lessons were given each week via the Teams platform. Students

performed numerous live recitals and were able to share those online with friends and relatives. Many neighbours were lucky enough to hear free concerts drifting across the neighbourhood. As we moved in and out of restrictions, a handful of live music performances were able to be held. Finally, graduation performances moved online and performances were pre-recorded. Over 10 ensembles were recorded in various ways throughout the restriction periods, enabling students to still engage in the arts from home.

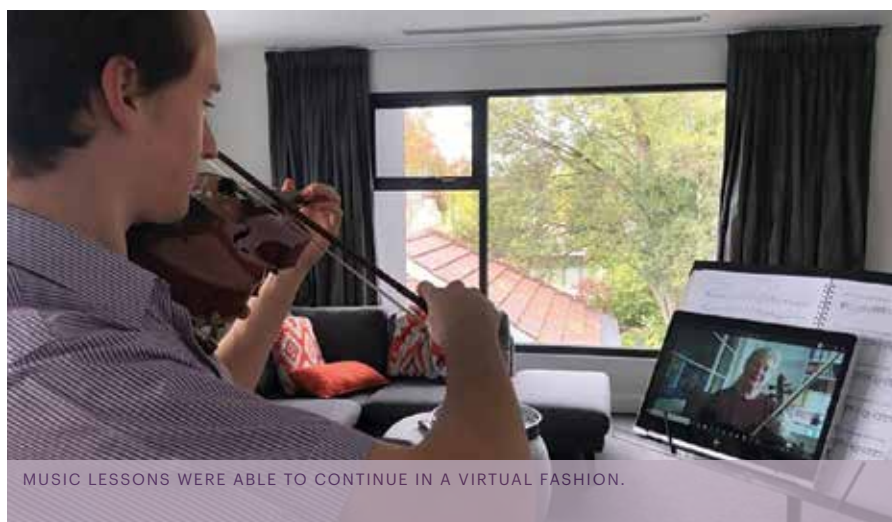
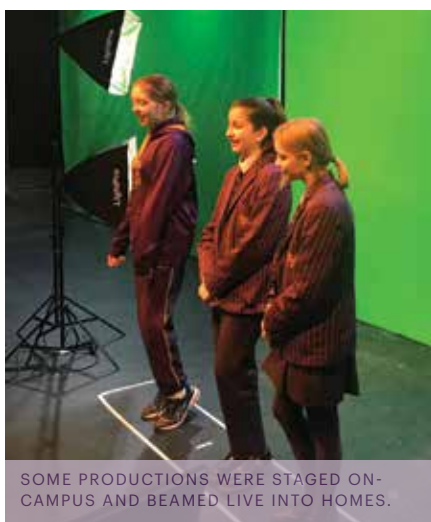
Staff and students alike had to think outside the box when it came to how to present plays and musicals to the school community throughout 2020. Plays and musical rehearsals took a very different path than usual, with students learning songs to backing tracks and rehearsing dialogue online, sometimes dealing with

the lag of online interaction. From transforming in-person plays into radio plays, having students record from home or editing individual recordings together, we were still able to present wonderful musicals. Many of these their productions had special launch events to recognise and show the hard work and dedication shown by the students and staff.

As the sun was about to rise on Anzac Day, many students and staff honoured and remembered those who served for our country by playing 'The last post' from their driveways, front yards or balconies to their neighbours. The haunting sound of 'The last post' echoing through the area will live with many for years to come.

The support amongst the performing arts students, staff and wider school community has been outstanding this year. I do not know what 2021 will bring for the students of Wesley College, though I hope it is still filled with wonderful music and theatre opportunities.

Robert Breen
Director, Wesley College
Society for the Arts



COLLEGE ACTIVITIES SPORT

Despite a disrupted year, the Wesley College Sports program continued to provide students with a range of opportunities to build skills, teamwork and resilience throughout pandemic-related restrictions.

On Friday 13 March 2020, the Summer sport season as we knew it and had planned for began to crumble. After the completion of the first day of racing at the Head of the School Girls Regatta, the event was cancelled. The COVID-19 pandemic, had caused the cancellation of the first of many school sporting events, resulting in the abrupt end of the Summer sport season.

Summer Colours were awarded, and the College thanked the students and coaches who had dedicated themselves for months, but there was a feeling of having been cheated of the chance to participate in the final competition.

With students in remote learning at the beginning of the Winter sport season, online training was offered to students and then the season progressed through several stages, dictated by restrictions:

online training including skill development, skill challenges, pilates, strength and conditioning

small training groups of 10, no contact, only outdoors, following strict hygiene protocols

groups of 20, no contact, only outdoors, following strict hygiene protocols

groups of 20, no contact, indoors or outdoors, following strict hygiene protocols

contact and preparation for practice games, with students from across the College training together, following strict hygiene protocols

then to lockdown, no competition and back to online training, and then the unfortunate abandonment of the Winter season for all schools

Unfortunately, the situation did not improve in the Spring season for athletics and water polo.

The College recognised the frustration and disappointment that had been felt by all students, coaches, and parents regarding the abrupt end to the sport seasons, and students were understanding of the changes caused by the pandemic..

The Sport Directorate wishes to acknowledge the many hours of hard work and effort by our students and coaching staff, either on the training track or online in our virtual world. Their understanding of the COVID-19 environment made a difficult year more purposeful.

Mark Hibbins
Acting Head of Sport



THE SPORT DIRECTORATE WISHES TO ACKNOWLEDGE THE MANY HOURS OF HARD WORK AND EFFORT BY OUR STUDENTS AND COACHING STAFF, EITHER ON THE TRAINING TRACK OR ONLINE IN OUR VIRTUAL WORLD. THEIR UNDERSTANDING OF THE COVID-19 ENVIRONMENT MADE A DIFFICULT YEAR MORE PURPOSEFUL.



COLLEGE ACTIVITIES

WESLEY COLLEGE INSTITUTE

Public Programs

The COVID-19 pandemic severely curtailed our public programs. The Samuel Alexander Lecture did not occur in 2020 and the Monday Series was shrunk to two presentations with one delivered online. They were:

“Managing meltdowns and building emotional regulation skills in children and adolescents: Effective and easy strategies” – Dr. Nellie Lucas

“Remote Learning Déjà Vu” – Jocelyn Brewer

Wesley College Institute Review

During the year a comprehensive review of the Institute was undertaken by Dr. Tim O’Leary and Dr. Anna Dabrowski. The review methodology included College-wide quantitative surveys, focus groups and individual interviews. As a consequence, the following changes to structures and College/Campus alignment will be implemented from the beginning of 2021:

Changes to Leadership Structure

Creation of sub-committees for College Executive

One of these sub-committees will be the College Curriculum Steering Committee, responsible for the strategic direction, oversight, vision and objectives of curriculum within the College.

Appointment of a Director of Learning.

Appointment of a Head of Teaching and Learning, Glen Waverley Campus and a Head of Teaching and Learning, St Kilda Rd and Elsternwick Campus combined.

Appointment of a College Head of Assessment and Reporting, who will have operational responsibility for the effective administration and running of reports.

The creation of a College Teaching and Learning Committee, responsible for planning and enacting strategy and ensuring oversight. This committee will interact in a two-way manner with the

College Teaching & Learning Committee – comprised of sub-groups Teaching and Learning Leadership Group (strategic focus) and Curriculum Operations Group (operational focus) – and the Campus Curriculum Operational Committee

The creation of Campus Curriculum Operations Committees, which will be chaired by the Head of Teaching and Learning on the campus, and will include the Head of Campus, Heads of School and the Curriculum Coordinators.

The reinvigoration of Campus Leadership Committees, which will include Heads of Faculty/Learning, Heads of Campus, the relevant Head(s) of School and relevant Curriculum Coordinators. These committees will be chaired by the Heads of Teaching and Learning on the campuses. Heads of Faculty, Heads of Learning and Curriculum Coordinators will report to the Heads of Teaching and Learning on the campuses and, through them, to the Head of Campus.

Wesley College Institute

The Wesley College Institute will return to its original remit, that of a research institute within the College. It will be available for scholars who wish to apply for grants to do so under the aegis of the College, and it will be available for staff who wish to apply to pursue research within the College. It will be managed by the Director of Learning.

Curriculum Delivery

Remote learning, arising as a result of COVID-19, resulted in incredible creativity displayed by teachers in the design of both their learning engagements and assessments. The Schoolbox Learning Management System (WiSE) has continued to improve curriculum delivery and teaching and learning at Wesley College, particularly during remote learning. WiSE has provided the Wesley College community with interactive curriculum information to supplement the curriculum guides. This has increased the transparency

of learning programs available within the Primary Years Programme, Middle Years Programme, Clunes, VCE, IB Diploma and Yiramalay/Wesley Studio School.

Assessment and reporting

Reporting and assessment adjustments were made during 2020 following extensive periods of remote learning. Online SACs were conducted remotely for VCE Units 3 and 4. Government restrictions to contain the spread of COVID-19 in Victoria has led to significant adjustments for both VCE Unit 3 and 4 and Year 12 IB Diploma assessments. VCE Unit 4, school-based assessment expectations were reduced, and all Year 12 IB Diploma internal assessments were submitted to the International Baccalaureate.

The Yiramalay/Wesley Studio School student report was redesigned to allow for greater visualisation of student achievements and a new foundational skills VET course was introduced.

Data Analytics

Wesley College adopted EdPotential, a web-based software platform which enabled the aggregation and analysis of student achievement data and reporting to improve student learning outcomes. The name given to this platform at Wesley is LiD – Learning Indicators and Diagnostics. This is a significant development and achievement for Wesley College which has been planned for over many years. By aggregating a variety of data sources for each student in one place, the platform makes available to teachers, and leadership via WiSE, vital student learning data and information, all with the goal of enabling student learning progress and maximising student achievement.

The sophisticated but easily understandable reports created in LiD were developed in conjunction with pastoral and curriculum leaders. Reports include visuals such as charts, tables and graphs to provide in-depth evidence on student outcomes in

THE COLLEGE SAW CLOSE TO 1.7 MILLION CHAT MESSAGES, OVER 500 THOUSAND TEAM COLLABORATIONS, 125,000 MEETINGS WITH OVER 35,000 PEOPLE PARTICIPATE OVER THE REMOTE LEARNING PERIOD.



different subjects, classes over time and against national, state and standardised tests. 2020 VCE, IB DP and combined Year 12 dashboards were developed to display and analyse results from external assessments. These reports provide an efficient, transparent snapshot of current and past Year 12 achievement data that are easily accessed for strategic planning by various leadership teams across the College.

Digital Learning and Practice

2020 was a year like no other in terms of our provision of digital technologies to support learning, teaching and College operations. The rapid move to online learning necessitated many new ways of thinking, learning, and teaching. Technology became a critical part to keeping our community connected while providing spaces for collaboration.

To enable the College teaching and learning to continue during remote provision, two new platforms were implemented. The use of Microsoft Teams allowed the provision of synchronous face-to-face teaching and learning to continue. It supported communication and collaboration across the College during this period. The College effectively modernised how we communicate and collaborate around our work. The College saw close to 1.7 million chat messages, over 500 thousand Team collaborations, 125,000 meetings with over 35,000 people participate over the remote learning period. A phenomenal effort to enable the learning, connections, and collaborations to continue. Seesaw was the second core platform implemented. This platform was key to enabling the learning of our youngest children.

The digital skills and mindset of our students and staff saw exponential growth during 2020. The development of these skills will support the creation of new ways of working, thinking, and learning for many years to come.

Wesley College Partnerships

The College's international strategy continues to find expression through its partnerships with schools, other educational institutions and industries/organisations that have an interest in education in Australia and other parts of the world. 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. While international activity in 2020 was severely affected by anxiety ridden restrictions and bans that halted physical travel, the College continued to explore and create opportunities for international engagement for our students. Notable among these:

Introduction of the Language Buddy initiative – this pilot program brought Year 11 students of Spanish *ab initio* into regular online engagement with their peers from the Gredos San Diego schools in Madrid to support their development of language and culture skills and competences in Spanish and English respectively. Initially planned as a term's activity, the positive experience of the students who opted to participate in this initiative has led to an extension for the remainder of 2021 school year

Activity to streamline the terms and agreements underpinning our engagements with our partner schools

Our partnerships with industry have been reinvigorated by the opportunities for learning online – of note, we were able to create and deliver a semester's worth of sustained entrepreneurship development for our students through our collaboration with Soars Studio. Our 2020 entrepreneurship program, delivered fully online, made it possible for our students to access and benefit from the expertise of OWs from diverse fields of endeavour, with some being able to provide mentoring and coaching from international locations such as Toronto, Canada.

Research

Despite the challenges faced as a result of the pandemic, we completed a significant research study with Latrobe University.

Latrobe University Research Study

All three metropolitan campuses were engaged in a research project with La Trobe University 'Investigating the impact of social media on body image and well-being. This research aimed to understand the impact that social media may have on how adolescents feel about themselves, specifically their body image and well-being. This research will be used to inform future advice and policies for social media use in young people. Students in Year 7–9 were invited to complete a confidential, online survey at three time-points (with six-month intervals). Subsequently the College has received a detailed report and teacher resources to support their teaching in addressing these issues.

Andrew Blair AM
Director of Learning



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.

2020 called for creativity and innovation in ways only dreamed of in the past. To emerge from lockdowns, shutdowns, border closures and remote learning with a keen eye on the vision, creating positive change through education, and with 15 Year 12 graduates from the program, was testament to the resilience, courage and determination that the Bunuba and Wesley College communities brought to the partnership during this unique year.

Highlights

New and innovative online learning platforms and approaches.

Nominated for Australian Boarding School Association's Most Innovative Program in Boarding for the Induction Program and winner of SYN Radio Melbourne's Learning Broadcast of the Year Award.

Impactful hands-on academic camps to Halls Creek and Purnululu for the Humanities unit Changing Habits for Habitats, and the Dampier Peninsula for Certificate II Skills for Work and Vocational Pathways tourism studies.

Extraordinary student success experienced through the ongoing partnership with Theatre Kimberley and the creation of *Te Kore: A world beyond in Broome*.

The inaugural International Women's Day Breakfast in the Kimberley with guest speaker Kankawa Nagarra (Olive Knight).

High levels of student engagement and achievement in the weekly industry

learning program, resulting in Years 10–12 students achieving their White Cards (Prepare to Work Safely in the Construction Industry) and Food Handling certificates.

Induction 43 – the only one held of the six anticipated Inductions – fulfilled its aims as an immersive educational program. It afforded students and staff a real-life experience and opportunity to learn from elders and mentors of the local community, and to enjoy culturally appropriate, hands-on, on-country activities shaped by the physical context of season and time.

Improvements made to the Milnggi Big Tent, including glass doors and air conditioning to create more functional learning spaces. Eco-tents and the Biliga Mayaru Learning Centre were also improved and a new bore was installed onsite to improve water quality and delivery.

Felicity Pearson

Acting Director, Yiramalay/Wesley Studio School



THE YIRAMALAY/WESLEY STUDIO SCHOOL BRINGS TOGETHER STUDENTS FROM NORTHERN AND CENTRAL AUSTRALIA, MELBOURNE AND THE WORLD. STUDENTS PARTICIPATED IN THEIR OWN 'YIRAMALYMPICS.'

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, under the leadership of Nicki Isaacs (OW1990) and its advisory committee, recognised the serious challenges faced by many members of our College community during COVID. We suspended all our fundraising programs and postponed all our events and activities except for our annual Grand Prix Breakfast which featured World Champion Allan Jones OBE, and our Sapere Aude Bequest Society tour and afternoon tea at Government House, which took place prior to lockdown.

Foundation fundraising and activities

In the most extraordinary act of philanthropy, in 2020 the Foundation

received the largest donation since the St Kilda Road Campus was rebuilt by the Nicholas brothers during the 1930s. This transformational gift was made by the late Peter Greenham (OW1953) in memory of his uncle, R A Greenham (OW1929) and will greatly assist our development plans on that campus.

In addition to this very significant gift, the Foundation raised an additional \$1m through the generosity of alumni, parents and bequestors who continued to support our philanthropic programs, including scholarships. The facilities and programs enjoyed by current students have been funded by previous

generations and so the ongoing support of our College community is greatly appreciated.

Our Sapere Aude Bequest Society introduced zoom webinars that allowed our members and the wider College community to stay engaged, and membership continued to grow. Webinars included 'Marvellous Melbourne with Wesley Highlights'; an illustrated lecture on Jane Austin; an historic reflection on Wesley's war monuments; and Nick Stone (OW1990) discussing the establishment of his Bluestone Cafes in the US.

OW engagement

The Old Wesley Collegians Association (OWCA), under the leadership of its President, Kate Evans (OW1998), College Head, Ian Thomas (OW1982), and its executive committee, continues to play a vital role in OW engagement.

In 2020, the OWCA changed the way we engage with our alumni community. Traditional events moved online successfully, such as Founders' Day Dinner and our Golden Lions Lunch, while the OWCA@home webinar series was introduced to connect OWs with professional specialists across the globe, including virologist Kirsty Short (OW2003) from the University of Queensland who was interviewed by science journalist, Wendy Zukerman (OW2003) with Wendy being in New York. The OWCA worked closely with Marketing to transition *Lion* magazine to an online version.

The social media strategy was reworked to help us keep our community informed and entertained, and we introduced the the Association's first online directory, OWConnect, to maximise networks and encourage custom of OW businesses.

Jack Moshakis (OW1973)

Executive Director, Wesley College Foundation and OWCA



COMMONWEALTH REPORTING REQUIREMENTS

In 2020, due to COVID-19 restrictions
The National Assessment Program – Literacy
and Numeracy (NAPLAN) was not conducted.

2020 senior secondary achievements

VCE and IBDP

A total of 374 students graduated from Year 12 at either the St Kilda Road or Glen Waverley campuses – 164 in the IB Diploma (IB DP) and 210 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 86.40.

Four Wesley students achieved the highest possible ATAR of 99.95.

25 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.

46 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 216 perfect study/subject scores of 50 for the VCE or 7 for the IB DP.

Student attendance and retention

In 2017, 388 students entered Year 9 at the College and 338 completed Year 12 in 2020. This represents a retention rate of 87.11 per cent. The overall attendance rate was 93.07 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. 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. Curriculum offerings in the International Baccalaureate and VCE and VET programs provide a wide range of opportunities for sustained, authentic engagement in learning. Government restrictions to contain the spread of COVID-19 in Victoria led to significant adjustments for both VCE Unit 3 and 4 and the Year 12 IB Diploma.

Wesley College teachers and leadership were successful in quickly pivoting to remote learning following imposed COVID-19 restrictions. The Class of 2020 were well-prepared for their external assessments and whilst remote learning and the closing of state borders posed challenges for Yiramalay/Wesley Studio School students, the resilience and creativity of all ensured student learning progressed.

Constrained by COVID-19 restrictions, Wesley College teachers within the Primary, Middle, and Senior Years were extraordinary in their adoption and use of technology to ensure learning continued within a remote digital environment. Students used digital learning skills to showcase their visual arts, music and performing arts skills. The increased integration of learning technologies and the digital literacies and skills gained by both students and staff during the 2020 academic year were extensive and will provide a solid foundation to further enhance the overall quality of teaching and learning at Wesley College.



THE VERY BROAD CURRICULUM AND COCURRICULAR CHOICES OFFERED BY WESLEY COLLEGE CONTINUE TO SUPPORT THE HOLISTIC DEVELOPMENT OF ALL ITS STUDENTS.



46%

**OF STUDENTS
ATTAINED
AN ATAR OF**

90+

**PLACING THEM
IN THE TOP**

10%

**OF THE EQUIVALENT
YEAR 12 COHORT
IN AUSTRALIA**

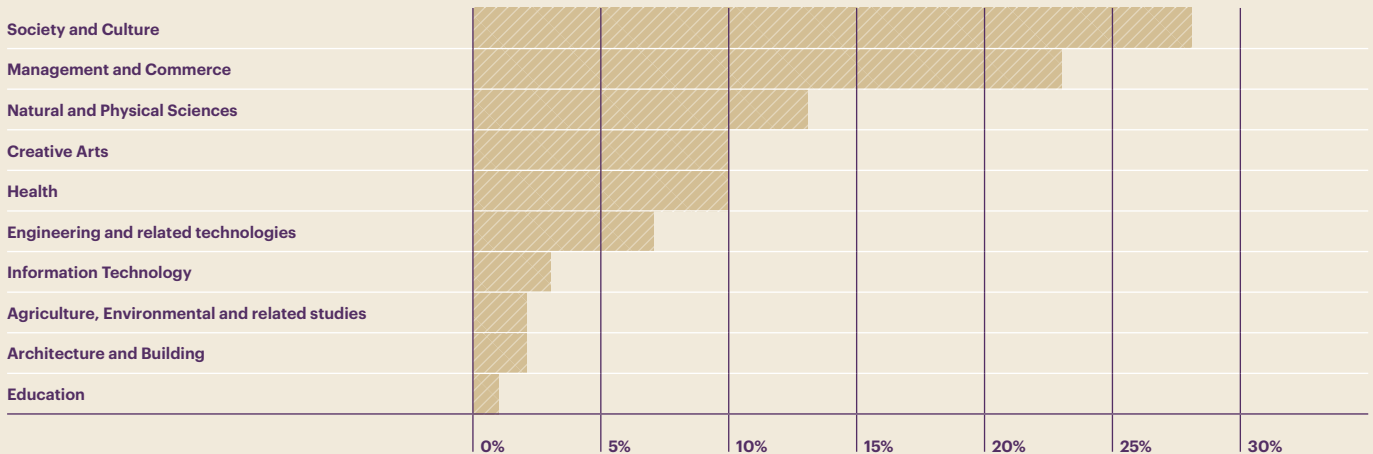
Graduate destinations by area of study

Of the 365 students applying for a place in tertiary study, 99 per cent received a first-round offer, with 55 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.

The Class of 2020 faced extraordinary challenges and we are proud not only of the academic results they achieved, but also of their significant personal development and growth. They have made successful pursuits throughout their time at Wesley in sport, music, the performing and visual arts, outdoor

education and community service. They embody our commitment to developing the whole person, by providing a true education through the principles of learning — to know, to do, to live with and to be. Their academic performance reaffirms our position as a leading coeducational, open-entry school.

Graduate destinations by area of study as a percentage of the Class of 2020



FINANCIAL STATEMENT

During 2020, in an environment severely impacted by the COVID-19 pandemic, Wesley College continued to apply conservative and sound financial management coupled to an active management of the College asset and investment portfolios.

The College established efficient and clear decision-making principles that prioritised the health and wellbeing of our students, staff and community. Our immediate planning addressed the return of international students and preparation for remote learning. The College responded in late January with decisive and early actions for immediate operational and financial planning, prioritising security of staff employment through JobKeeper (with claim eligibility validated through external independent advice), a commitment to ensuring that no student need leave Wesley during the academic year for financial reasons, and to reforecast the annual budget plan and cash flow accordingly.

Wesley College had a particular cash flow exposure in early April associated with the 1 April invoicing cycle for Semester 2 2020 – College cash-held and debt-drawn indicators are always at significantly reduced and increased levels respectively, ahead of the next semester invoicing and collection cycle. The College experienced a 72 per cent shortfall in cash receipts from May recovering to 27 per cent shortfall through to the end of August 2020, compared to the preceding year.

The key financial decision points during April / May included a suite of rebates and refunds across the spectrum of tuition (20 per cent reduction of Term 2 tuition fees), consolidated charges (100 per cent reduction for Terms 2 and 3), residential fees and other program fees to assist and support families. Family

assistance in addition to the above will continue to be provided through FeeHelp, on a case-by-case basis.

Through Terms 2 – 4 of 2020, the College tightly constrained and deferred where possible, operational and capital expenditure for non-teaching and learning purposes, which contributed to a cash surplus through the latter part of 2020. This enabled a transfer of \$5.0m from the College to the Wesley College Foundation Scholarship Fund to underpin future support to families through the pandemic economic recovery over the coming two to three years.

The Council also prioritised an early announcement of the fee schedule for 2021, highlighted by a zero fee increase for tuition and other charges except for a modification to the ICT charge and voluntary building fund. These were amalgamated into one Infrastructure Levy.

The result for 2020, as displayed below, has delivered a surplus of \$2.2 million. For comparison, 2019 saw a deficit of \$0.4 million. The College auditor, Deloitte, has issued an unqualified audit opinion for the year ended 31 December 2020.

The attraction, development and retention of high-quality staff continues to be the cornerstone to delivering a Wesley education to our students and, as can be seen from the financial details, remains the largest single item of expenditure, with a key metric throughout the year being 'gross salary cost as a percentage of total net revenue'. For 2020, this percentage is 74.8 per cent

compared to 63.6 per cent for 2019, reflecting continued focus on staffing profiles and expenditures. Gross salaries for 2020 includes additional salary payments associated with underlying JobKeeper eligibility, and are taken prior to accounting for JobKeeper subsidies.

The College generated \$22.3 million in net cash during 2020. For 2019, this was \$15.5 million. Reductions in operating and capital expenditure programs contributed significantly to this cash position. This operating cash flow enabled the College during 2020 to continue its philosophy regarding the provision of an appropriate range of educational opportunities (both remotely and on-campus) and its future development priorities.

As a result of pandemic restrictions, the Wesley College Capital Program was constrained, leading to delays in major projects such as the Yarra Boatshed, IT infrastructure, and the Clunes Redevelopment.

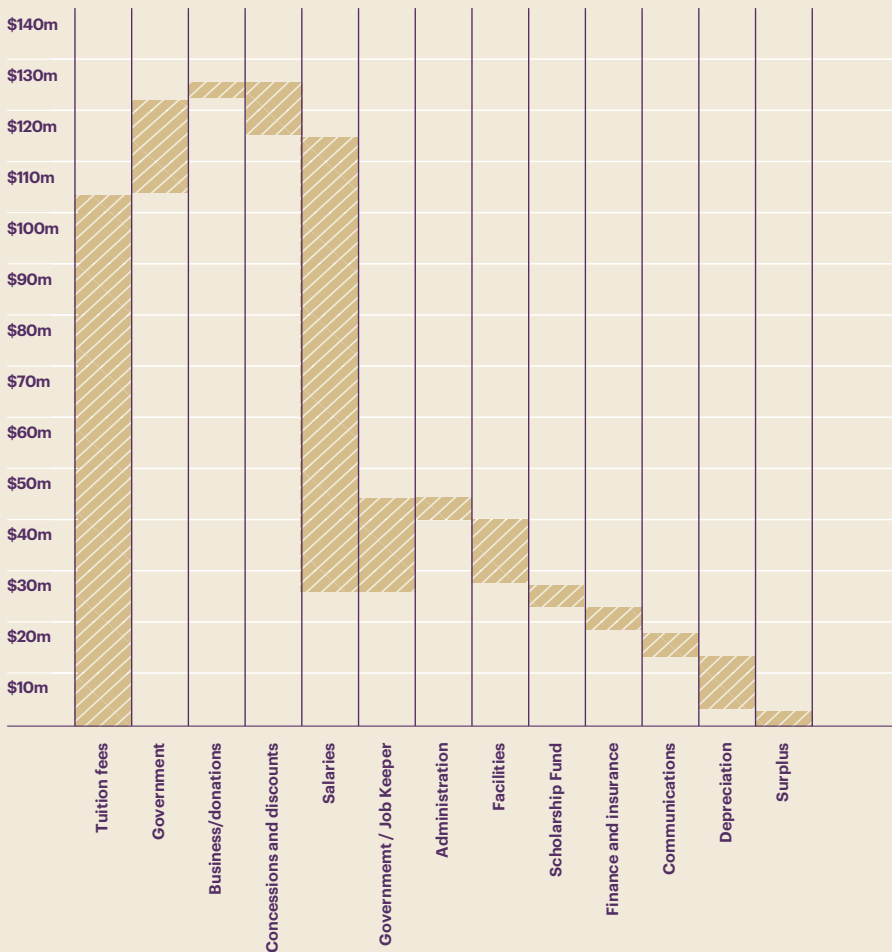
The strong cash flow generated throughout 2020 enabled the College to reduce its loan facility balance to \$100,000 at year end. Loan balances at 2019 and 2018 year-ends were \$11.0 million and \$10.0 million respectively.

The 2021 year has commenced with a strong student enrolment profile across the three Melbourne campuses (albeit still impacted by the inability of international students to return to Australia), with the Yiramalay/Wesley Studio School enrolment profile reduced due to the 2020 COVID-19 impacts. The College continues to pursue the continuation of a robust and efficient cost structure, and further major capital works programs are underway.


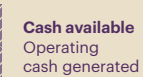
The generous support of Wesley families, the Old Wesley Collegians Association, the Wesley College Foundation and the Yiramalay Foundation continues to be of critical importance to the College.



Money flow

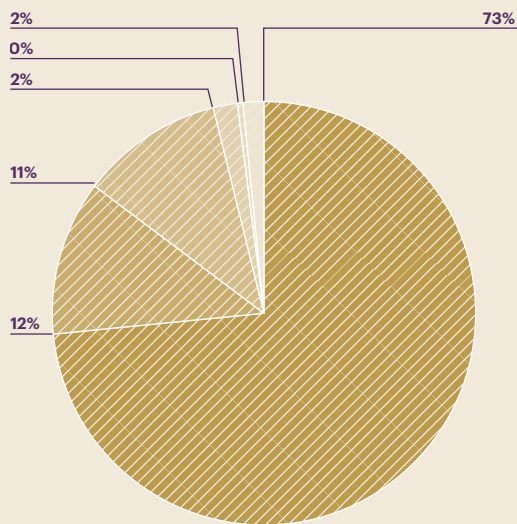


Capital expenditure 2020	\$6.8m
College	\$1.3m
Technology - IT / AV	\$1.2m
Yarra Boatshed	\$0.8m
Glen Waverley	\$0.8m
Outdoor Ed / Clunes	\$0.6m
Yiramalay	\$0.6m
Facilities / General	\$0.6m
St Kilda Road	\$0.4m
GW Redevelopment	\$0.3m
Elsternwick	\$0.2m

↑
 Cash available
 Operating cash generated

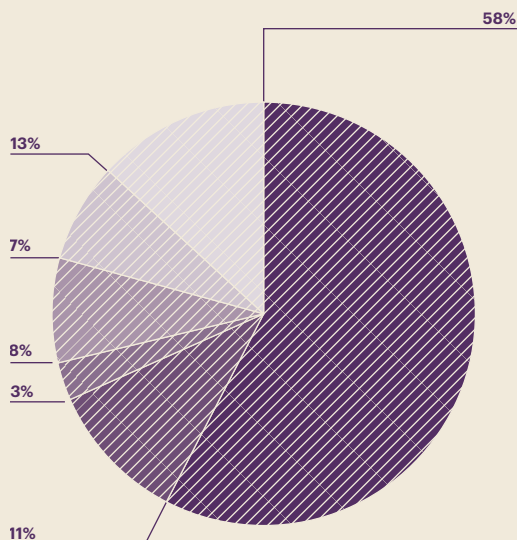


Revenue



	2020	2019
	\$m	\$m
Fee income	112.8	113.1
JobKeeper subsidies	18.2	-
Government grants - Commonwealth	16.7	16.8
Government grants - State	2.8	3.0
Profit / (Loss) on disposal of assets	0.0	(0.4)
Donations	0.6	1.8
Other income	2.5	3.6
	153.6	137.9

Expenditure



	2020	2019
	\$m	\$m
Salaries	87.2	81.7
Administration expenses	16.3	12.9
Communication expenses	4.4	5.2
Depreciation and amortisation	12.1	11.8
Facilities expenses	11.5	14.6
Finance expenses, discounts, and concessions	19.9	12.2
	151.4	138.4



WESLEY COLLEGE

MELBOURNE AUSTRALIA - SINCE 1866

A True Education

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