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# ANNUAL REPORT 2021

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**WESLEY COLLEGE**

MELBOURNE AUSTRALIA • SINCE 1859

*A True Education*





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## PRESIDENT OF COUNCIL

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### An earthquake struck the southern parts of Victoria on 22 September 2021. It seemed an additional insult from Mother Nature that we should experience such an event in the middle of a global pandemic and ongoing lockdown in Melbourne.

The earthquake was met with varying degrees of shock, interest, indifference and bewilderment. Seismic events trigger a range of responses, but they all expose fault lines. The global COVID-19 pandemic too, has exposed fault lines; socially, economically, culturally, politically and more. The College is not immune to the same impacts.

During 2021, the College continued to wrestle with an initial retreat of community transmission before the considerable ferocity of the Delta wave of COVID-19 from mid-year through to the inevitable transition to an endemic contagion during the latter part of 2021. The pandemic too, has exposed fault lines in knowledge, education, trust, access, equity and support. The College's responses and actions throughout the past two academic years have required us to address these gaps and while continuing to balance short term relief with the long-term sustainability of the school.

The College has also had to recognise and respond to seismic shifts in social and cultural reckonings. The experience of women and girls at the College was held in sharp focus at the commencement of the year as a result of a greater conflict at the national level. I acknowledge the work of our students and staff to engage in honest and transparent discussions to ensure true equality for all our students.

These are complex and sophisticated social changes. A distinguishing feature of the ethos of the College is to embrace and celebrate true diversity. Addressing controversial and complicated topics and developing student agency to participate in

intergenerational conversations are vital characteristics of a contemporary school. Meaningful change should be uncomfortable but lead to new understandings and practices.

Responding to the public health emergency has, of course, been a priority focus of Council. School environments have been uniquely impacted by the pandemic access to vaccination for students, the significant contribution to population movement linked to schools and the need to keep continuity of learning for children. Council considerations have been led firstly, by the priorities of the health and safety of all in our community. The College is pleased to have been able to host numerous staff and student vaccination clinics during the latter part of 2021. We are unequivocal about the necessity of high vaccination rates to protect our community and to be able to operate in-person learning. Daily, the College has had to respond to changing state health directions and the consequent changes to learning environments and programs. Principal Nick Evans, College Executive and all our staff across teaching and administration are to be congratulated for their tireless response to ensure continuity of learning.

Operationally, the school has endured lockdown settings for over 260 days across the six lockdowns during 2020-21. All lockdowns and operational restrictions come at a financial cost to the College and families.

From the start of the pandemic in early 2020, the Council has planned for a five-year economic response to the financial dislocation of the public health emergency. Resourcing operational responses, funding

ventilation mitigation, information technology upgrades, supporting families in financial distress and student continuity at the College have all been priorities. In addition, through College access to JobKeeper support through mid-2020, Wesley ensured uninterrupted staff employment and continuous delivery of College educational programs and has avoided any staff stand downs. As students return to on-campus learning, it is our priority that the teachers, coaches, mentors and support staff they know and trust are there when they return.

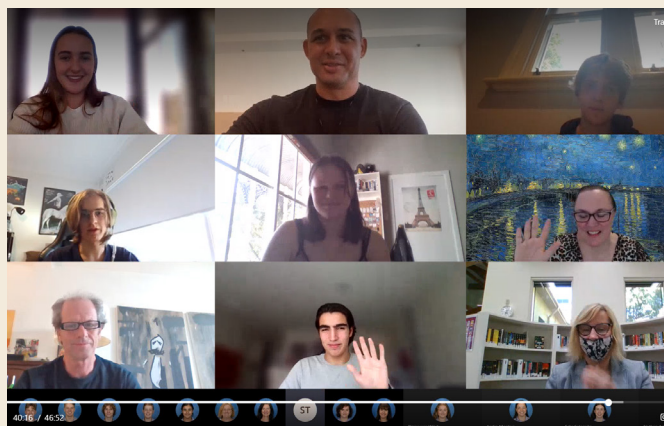
Across the two years, revenue falls have been a reality due to appropriate refunds of part Term 2, 2020 tuition fees, residential fees for boarding, Yiramalay and Clunes experiences, consolidated charge rebates over multiple terms, ECLC fees and co-curricular refunds, as many programs at the College have been curtailed or unable to operate. In an unprecedented response, the College held tuition fees unchanged for 18 months. We do expect revenue to normalise during 2022 with the increasing likelihood of fewer restrictions, routine on-campus learning and the anticipated return of some international students.

The College Council has taken a measured approach to capital works in 2021. The College Boathouse project concluded in April 2021. This has been a complex project with extensive delays and we are very pleased to have the site now handed over. The additional bay for the development has been sub-leased to Korowa Anglican Girls School. A follow-up project to complete the rowing precinct at Como will be the relocation of the boat ramp to the main river. Repeated heavy silting at the bend means the current location is no longer viable.

The second major project underway in 2021 is the Clunes Next Chapter development, providing two additional student houses and new teaching and learning spaces including four design studios and a teaching kitchen at the Clunes campus. This project has experienced some delays due to construction restrictions as part of



PRINCIPAL NICK EVANS,  
COLLEGE EXECUTIVE AND ALL  
OUR STAFF ACROSS TEACHING  
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CONTINUITY OF LEARNING.



the public health orders as well as problematic groundworks encountering large boulders. Practical completion is expected in the first half of 2022.

The Council Property Committee has started early scoping works on the St Kilda Rd Senior School including a masterplan for the campus. All of these projects, particularly the Boathouse and St Kilda Rd Senior School Stage 1 projects, are underpinned by significant private donations to the Building Fund. The importance of the Wesley College Foundation and the visionary donors who contribute, enable the development of modern learning spaces at the College during a time of uncertainty. The College continues to direct funds from the Infrastructure Levy to support ventilation strategies such as the purchase of medical grade HEPA filter air purifiers for prioritised deployment to select teaching and learning spaces, CO2 monitoring and the installation of openable windows in the historic Punt Rd building completed over 2020-21. We also continue to invest in the College network roll-out and additional software capabilities.

In addition to significant donations to the Building Fund, the Wesley College Foundation received the largest bequest in our history of \$4.9m from Rennie Coutts – a woman who had no connection with the College, but was passionate about science education for girls. We have now established the Rennie Coutts STEM Scholarship for Girls which will benefit young women for generations.

The Foundation also continued to grow the membership of the Sapere Aude Bequest Society and generated an additional \$500k for college projects. When combined with donations from our generous parents and alumni, who supported both the redevelopment of our Boathouse and Clunes Campus, a record \$6.2m was raised in 2021.

The Foundation supported the annual Business Breakfast in May with a great panel of guests and lively questions. This was one of the last widely attended in-person events in 2021 prior to the introduction of further restrictions. On behalf of the College Council, I express my sincere appreciation for the philanthropic support of our college community during this very challenging year and to the Chair of the Foundation, Nicki Lefkovits (OW1990) and Foundation and Alumni staff.

The OWCA was able to celebrate an exciting and exuberant in-person Founders Day Dinner in May, but the remainder of the year's events were conducted online. The OWCA looks forward to being able to conduct important reunions and engagement events in 2022. My thanks to the OWCA executive and President Kate Evans (OW1998) for a comprehensive calendar of activities and the support for alumni near and far.

Community, family and alumni support, another record Foundation result and a balanced response to the pandemic challenge sees the College well prepared for 2022, with continued strong enrolments and a sound financial platform. This will be my last Annual Report as my term as a Council member and as President conclude in line with constitutional limits at the April 2022 Annual General Meeting.

I would like to thank past presidents, Daryl Jackson AO, Prof Field Rickards, Warrick Mitchell and Peter Harrison for their wise counsel. I also acknowledge the service and support of the current Council who work tirelessly and give of their expertise. All are dedicated and committed to the school and the diversity of their talents and background has been invaluable to draw upon. The College has been well served by Council members over the generations and today's members are no exception. Thank you to past Principal Dr Helen Drennen (AM), past Acting-Principal Richard Brenker and to current Principal, Nick Evans

(OW1985). It is a privilege to work with leaders dedicated to the education of young people. Thank you also to the members of the College Executive, their staff and the support of the Principal's Office. It has been a privilege to serve Wesley College during an incredibly challenging and transformational period.

At the conclusion of the 2021 academic year, the College received the final results of the IBDP and VCE for our most recent graduating class. Their results are record breaking and outstanding. In particular, I note the nine 99.95 ATAR results; a College record and the highest in the state for a single school in the 2021 academic year. I congratulate all our students on the conclusion of their education at Wesley College and acknowledge the very difficult final years of their senior qualifications. I would also like to acknowledge the work of all of the College staff delivering the academic and co-curricular programs at the College. The acute phase of the pandemic during 2020-21 has been very challenging for staff and they have concluded the year with a return of sport, music, theatre and many co-curricular offerings and with exceptional academic outcomes.

At the local and global level, our world has shifted in so many ways over the past two years, but opportunities to make a difference and to bridge the gaps have never been so abundant. We remain hopeful that the acute phase of the pandemic has now peaked. The early months of 2022 have seen a return to routine on-campus operations with all of our College programs running in a routine manner. While I am sure that there will be periods of instability ahead, the College has deep experience in responding to times of challenge. Thank you again to all of the extended College community for your support and care for Wesley during the year.

**Marianne Stillwell**  
President of Council



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## COUNCIL ACTIVITIES

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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	8	8	4	4
Cameron Bacon	9	9	8	9				
Sunny Chen	9	9					3	4
Lynda Chen	9	9					4	4
Sarah Conron	9	9						
Nick Evans	9	9	9	9			4	4
Melinda Geertz	9	9	6	9	8	8		
Paul Guerra								
Tim Jackson	9	9			8	8		
Peter Mastos	7	9			3	4		
Simon Rooke	8	9	8	9			4	4
Hugo Stephenson	9	9	3	7			1	4
Rachel Webster	9	9	8	9	8	8		
Timo Brouwer			6	9				
Nicki Isaacs			2	9				
Tim Greenall							2	2
Joanna Johnson			9	9				



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## COLLEGE COUNCIL

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**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) PG CertEd MTheol  
(Hons) CertAppl Ling  
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



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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.





44%

OF STUDENTS  
ATTAINED  
AN ATAR OF

90+

PLACING THEM  
IN THE TOP

10%

OF THE EQUIVALENT  
YEAR 12 COHORT  
IN AUSTRALIA



2021 COLLEGE DUCES  
FRONT, CENTRE: THIEN PHAM (IB DP)

LEFT TO RIGHT: OLIVIA KHOUW (IB DP),  
YIGUO (CINDY) HUA (VCE), JASPER MECKEL (IB DP),  
HARPER ELLIOTT (IB DP), SARA PISACANE (IB DP),  
MIA MOSHINSKY (IB DP)

ABSENT: JUNBAO (STEPHEN) ZHANG (IB DP),  
ZIDIAN (JOHNSON) ZHENG (IB DP)



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## PRINCIPAL'S OVERVIEW

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We all consoled ourselves, throughout 2020, with the thought that it was a year like no other. If only I could say the same of last year!

All contemporary readers of this Annual Report will know, through experience, that this has not been the case.

The experience of the College in 2021 was again cruelly circumscribed by a global pandemic. Over the past two years, Melbourne has been the most locked down city on the planet as a result of COVID-19. It is not a record of which any other city is envious. Much of Term 3 in 2021 was spent in remote learning. 2020 is no longer a year like no other. 2021 has followed a not dissimilar, and rather depressing, pattern.

The pandemic was not, of course, the only experience to leave its mark on the College in 2021. In March, Wesley found itself in the eye of a media storm regarding respectful relationships. I said at the time, I have said it since and I will say it again, Wesley is simply a microcosm of Australian society and reflects the ills and wonders of its broader host. But we do have one substantial advantage. We can change faster.

With this in mind, the College introduced a number of initiatives during the course of 2021, including:

- The establishment of WesleySAFE, set up through our independent whistleblower provider, to enable students and families to report issues at arm's length to the College;
- The engagement of Bravehearts to provide student programs, delivered in small groups, that explore the topics of respectful relationships and personal safety for adolescents;
- A review of the leadership structures of the school, which has resulted in a renewing of the representative bodies for students on each campus;

- Creation of a new student Code of Conduct and Behaviour Management Plan; and
- A review of the curriculum and teaching of respectful relationships.

We are aiming for nothing short of best practice in this area.

Academically, the College has had an historically outstanding year. In 2021, nine students achieved the highest possible ATAR of 99.95, the most in College history and the most of any school in Victoria. This included one VCE student, the first in 13 years, and eight students in the International Baccalaureate. There were a further eight students who gained an IB score of 44, which equated to a nominal ATAR of 99.75.

Other significant measures of academic success include:

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11.2% of students attained an ATAR of over 99, so were in the top 1% of students

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43.5% of students attained an ATAR of over 90, so were in the top 10% of the nation

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The College's median ATAR was 86.85

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99% of students gained a first-round tertiary offer

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These results were gained after two years of disrupted learning. The College should be rightly proud of these excellent results, and the dedication and flexibility of both the staff and students they represent.

Despite the impact of the pandemic, there was a fuller year of activity within the College in 2021 than in 2020. We had a summer season of sport, in which we

memorably witnessed the first Head of the River win in 34 years. The moment the Girls First VIII crossed the line is etched into my memory, perhaps doubly so because I was there the last time a Wesley crew won a Head of the River in 1987. The Boys 10A VIII were also very successful, winning both the Head of the River and the National Championship, the first time Wesley has held a national championship title since 1982. The winter season of sport, while curtailed, saw four premierships won! There were Senior School plays, music concerts and both formals!

The Wesley College Foundation also had a wonderful year. Under the outstanding guidance of Foundation Chair Nikki Isaacs, and Director of the Wesley College Foundation Jack Moshakis, the Wesley College Foundation has continued to provide support to the College, helping to provide a Wesley College education for those who could not otherwise afford it and continuing to improve the facilities, fabric and offerings of the College. The College was particularly honoured by a bequest from the late Rennie Coutts of \$4.9m, which is the largest bequest in the history of the College. That it came from someone with no previous connection to the College makes it all the more significant.

Managing the College in a pandemic has provided many challenges and I am profoundly grateful to the College Executive for their hard work and wonderful leadership as we navigated these tricky waters. The College Executive team, consisting of Heads of Campus, Kim Bence, Sheriden Vella and Jacinta Janssens, Associate to the Principal Morag Howard, Business Director and Chief Financial Officer, Cameron





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**ACADEMICALLY, THE COLLEGE HAS HAD AN HISTORICALLY OUTSTANDING YEAR. IN 2021, NINE STUDENTS ACHIEVED THE HIGHEST POSSIBLE ATAR OF 99.95, THE MOST IN COLLEGE HISTORY AND THE MOST OF ANY SCHOOL IN VICTORIA. THIS INCLUDED ONE VCE STUDENT, THE FIRST IN 13 YEARS, AND EIGHT STUDENTS IN THE INTERNATIONAL BACCALAUREATE. THERE WERE A FURTHER EIGHT STUDENTS WHO GAINED AN IB SCORE OF 44, WHICH EQUATED TO A NOMINAL ATAR OF 99.75.**

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Moroney, Director of Human Resources, Peter Rogers, Director of Marketing, Caitlin Anstee, Chief Information Officer John McAlister, Directors of Learning, Andrew Blair (Terms 1 and 2) and Cameron Paterson (Terms 3 and 4) and Principal of the Yiramalay/Wesley Studio School, Matt Watson, 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 farewelled two members of College Executive in 2021. Andrew Blair AM, Director of Learning, retired from the College on Friday 16 July after 10 years of excellent service. I first met Andrew when he began as Director of the Wesley College Institute 10 years ago. He was given, amongst other things, the task of bringing the Institute into the mainstream of the College, a task he succeeded in very quickly. Since then, it is no exaggeration to say that every decision made regarding teaching and learning in that time has been made with Andrew's imprimatur. In particular, Andrew has been driven by the desire to use evidence to inform teaching practise and as a key part of improving the teaching and learning at Wesley. When one looks at his very significant achievements in this role, they have all been driven by this one imperative.

Isaac Quist is also leaving us at the conclusion of 2021. Isaac, in his role as International Strategy/Deputy Director Wesley College Institute, has also been at the very forefront of every major curriculum decision over the past 15 years at the College. He was the driving force behind the adoption of the IB Middle Years Program, and his passion for language learning drove Wesley College forward in this area. Isaac was passionate in his pursuit of an international focus on education, and many of the international relationships we have now are a direct result of his work in this area. Both of these gentlemen have been significant members of the College.

The Wesley College Council has been outstanding in managing the governance of the College in another complicated and challenging year. 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 thankless 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, again, been a privilege to work with them.

**Nick Evans**  
Principal







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## STRATEGIC PLAN 2017–2030

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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.

With the lived experience of 2020 and 2021, the strategic questions facing the College, while fundamentally unchanged, continue to be carefully and progressively revisited.

Through 2021, the College undertook a 'light touch' review of *Framing the Future* with subtle but informed refinements focused on:

- creating a deep sense of community

through respectful relationships, building on our shared appreciation of the rich values of diversity, culture and language, and

- given the medium-term economic impact of the pandemic, growing the Wesley College Foundation Scholarship Fund to support enhanced student diversity and opportunity.

In 2022, the College has commenced a

strategic planning process with creative learning company *NoTosh* (notosh.com). The process will guide the College through a design process which considers the breadth of the Wesley community and helps us refine our core values and mission.

*NoTosh* will work with a diverse Wesley Design Team to look at the College through different lenses and draw out our core values and the 'tone' of the College. From this we will craft a vision, an aspiration and we will build the capacity of middle leaders to help lead the process.

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



# COLLEGE ACTIVITIES SUSTAINABILITY

This report presents environmental data at the four metropolitan campuses and outlines the sustainability initiatives undertaken at all College campuses during 2021.

## Environmental data

Comparison of energy and water usage by campus 2020 and 2021

	Electricity (kWh)		Gas (Mj)		Water (kL)	
	2020	2021	2020	2021	2020	2021
<b>Elsternwick</b>	104,664	119.3	2,807	NA	3,262	2,631
<b>St Kilda Rd JS</b>	139,665	169,045	258,474	NA	842	742
<b>St Kilda Rd MS &amp; SS</b>	967,344	1195,744	4,805,938	5,961,702	8,427	7,300
<b>Glen Waverley</b>	1,261,729	1352,309	6,780,502	5,259,358	18,684	21,908
<b>Total</b>	<b>2,716,849</b>	<b>2836,398</b>	<b>11,847,721</b>	<b>11,221,060</b>	<b>31,215</b>	<b>32,581</b>

The levels of consumption are driven by the operations of the two largest campuses. Consumption was slightly up in 2021 due to fewer Covid-19 shutdowns. We can expect 2022 will see another uplift in usage. It should be noted that the Elsternwick and St Kilda Road Junior schools no longer run gas boilers which accounts for some uplift in electricity usage.

Comparison of energy consumption over time using 2006 baseline figures.

	Electricity (kWh)	Gas (Mj)	Water (kL)
<b>2006</b>	3,640,661	18,136	66,150
<b>2013</b>	3,663,889	15,236	49,501
<b>2019</b>	3,734,123	15,522	59,702
<b>2021</b>	2,836,398	11,221	32,581
<b>Change from 2006</b>	-22.09%	-38.12%	-50.74%

The table above provides a comparative analysis using 2006 baseline figures with 2013, 2019 and 2021 measures. While the College has grown substantially since 2006, our energy consumption has been curtailed by our sustainable practices.

To reduce our electricity consumption, we have stepped up our PV (solar) rollout. A further 40kw system is to be installed as part of the Clunes building project, bringing that campus up to 60Kw. We also have a 100 Kw system at the Elsternwick Campus, a 30 Kw system at St Kilda Rd Junior School, a 200 Kw system at Glen Waverley and a 10Kw system at Chum Creek.

In 2022, a further 100kw system will be installed as part of redevelopment works at the St Kilda Road campus. In addition to the PV (solar) rollout, the College has been gradually converting all lighting to LED across all Campuses. 90% of the conversion is done with a final completion date anticipated to occur in 2023. We also rely on our Building Management System to control thermal comfort levels and shut off air conditioning and lighting in unoccupied rooms.



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

### 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, linked to three sixty- thousand 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.

Other smaller initiatives include waterless urinals at all campuses.

**Colin Brennan**  
College Head of Facilities





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## COLLEGE ACTIVITIES

### THE ARTS

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The Arts, in all its forms, are an essential part of the Wesley experience driven by joy, passion and collective innovation to 'make it happen'. The 2020 year was somewhat devastating to our Arts program across the College as we were largely unable to navigate the unfolding restrictions associated with the pandemic.

2021 was a year to celebrate resilience – we ducked, we weaved, we rehearsed inside, outside and online to simply experience the joy of what we love doing together and completed as much of our planned program across the College that was possible.

The Arts encompass a broad collection of creative endeavours across the College, both curricular and co-curricular, from Music, Performing Arts and Visual Arts to Dance and Drama.

Our students experienced the high of closing nights at the Middle and Senior School musicals and plays, while hundreds of musicians in all age groups were involved in *Music in the Round* (SKR), the *Autumn* and *Summer* Concerts and *Not*

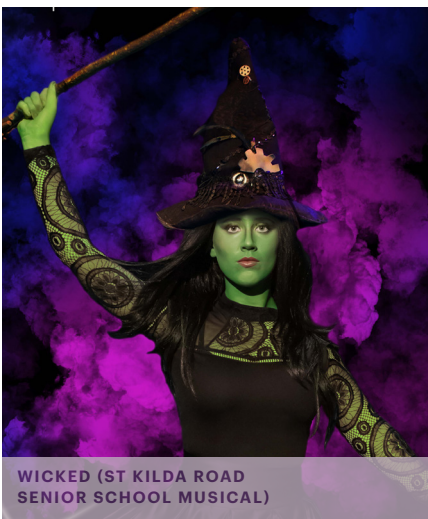
*Just Jazz* (GW). The Middle School Choir (ELS) also performed at the Founders' Day Dinner, which was held in the spectacular Myer Mural Hall. While overseas Music and Drama Tours were not able to proceed in 2021, Big Bands and vocal groups from across the College were able to compete at the inaugural All-States Jazz Championships. Unfortunately, *Generations in Jazz* was cancelled in 2021 as was the case in 2020.

Staff and students alike had to continue to *think outside the box* when it came to how to present plays and musicals to the school community throughout 2021. For most of the year, the performing arts moved inside, with practice conducted online from home the only safe way to come together.

As restrictions began to ease in the later part of the year, a number of live performances were able to be rescheduled and held. Major productions across the College included *Hellkatz* (GW Senior Play), *Something Wicked This Way Comes* (GW Years 5-7 Musical), *Matilda the Musical* (GW Campus Musical), *Joseph and the Amazing Technicolor Dreamcoat* (Elsternwick Middle School Musical), *Jason & the Argonauts* (SKR Middle School Musical), *Wicked* (SKR Senior School Musical) and *Hangmen* (SKR Senior School Play).

Visual Arts across the College continued to create magic through all mediums including printmaking, ceramics, photography and fibre art. During 2021, we were fortunate enough to be able to hold the College's *Acquisitive Art Prize* at Glen Waverley and contribute to *Top Arts*, held at the Ian Potter Centre at the National Gallery of Victoria.

The passion, commitment and resilience shown by our Arts students, staff and wider school community has been outstanding this year. We look forward with great hope and excitement to a more complete 2022.



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## COLLEGE ACTIVITIES SPORT

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After an unprecedented APS sporting year in 2020 with little or no competition, Wesley College has returned to sport with vigour and success. 2021 will go down as one of our most successful in recent memory, with numerous achievements across courts, fields and rivers.

In our collective return to training and competition, Wesley College students have participated with a renewed sense of gratitude, finding joy in simply being able to play. Joy is perhaps an understatement with the girls 1st VIII winning the 2021 Head of the River, the first time in the VIII and the first victory in girls rowing for Wesley since 1985.

The Boys Y10 XVIII also won the Year 10 division for the first time in the history of the event. They then went on to win the Australian title at the Rowing Australia National championships.

On the courts, the girls First Tennis won the APS title in comprehensive fashion, sweeping all before them in an outstanding performance across the season.

Girls 1st Softball won the APS premiership, rounding out the season at Assumption College in Kilmore.

Despite the looming presence of COVID-19 and the various levels of compliance for coaches, players and spectators, APS Winter Sport made its return after a year's hiatus. Football made a welcome return to the front turf and the Girls 1st XVII pioneered the first ever APS girls match under lights on the Harry Trott Oval.

The Winter season was unfortunately brought to a halt as the clouds of Covid rolled in once more. After just 5 rounds winter sport, it was deemed a premiership season by the APS and trophies were awarded to boys and girls cross-country and girls basketball.

The continuation of lockdown and subsequent suspension of the APS season

once again compromised the Spring sport season with both water polo and athletics cancelled for the second year in a row.

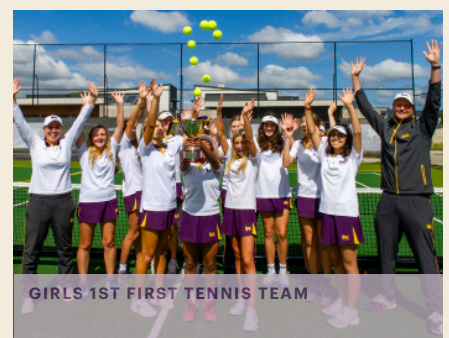
While the pandemic has impacted the core business of sport over the last two years, it has provided rare windows of opportunity. During the various stages of lockdown, the Sports Directorate has embarked on a reimagining and rebuilding of the Wesley College sports program in conjunction with the ROAR Framework for wellbeing.

The ROAR Sports Framework will approach sport from years 5 – 12 as an initial two-year project involving the Sports Executive, Head Coaches, coaches, staff, parents and most importantly our student athletes, to reshape the values, processes and experience within the Wesley College Sports program.

Congratulations and acknowledgement must also go to our junior teams, many of whom have donned the purple and gold to compete for Wesley for the first time, as well as our returning students who have no doubt relished the opportunity to compete and participate with their teammates and peers.

The Sports Directorate wishes to acknowledge and thank our coaches who are the core of Wesley College Sport. Their collective flexibility and adaptability have once again allowed students to experience Wesley and APS sport in these unprecedented times.

**Dan Church**  
Head of Sport



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# COLLEGE ACTIVITIES TEACHING AND LEARNING

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## Public Programs

The continuing Covid pandemic curtailed our public programs. The Samuel Alexander Lecture did not occur for the second year running.

The Monday Series continued to be delivered online, with the Cyber Safety Project Team presenting three parent sessions:

- Plan, Prevent, Protect - managing online child safety in the home
- Keeping Kids Safe on Social Media - practical tips to keep kids safe on trending platforms
- Keeping Kids Safe Who Game - suggestions for helping to manage screen time and the development of self-regulation skills in young gamers

## Curriculum

Remote learning again resulted in incredible creativity being displayed by teachers. Staff were able to adapt quickly to the remote learning setting, with at times very little notice. The effectiveness of our staff's ability to teach remotely was reinforced by the recent impressive Year 12 results.

MYP Mathematics and Language Acquisition virtual in-school workshops occurred during Term 4 to support new subject guides. Further attention to the outcomes of these sessions will occur in Term 1, 2022.

Assessment in the MYP was a focus during the year and a need to reduce the number of formal summative assessment tasks for students was identified. Working with Heads of Faculty, MYP coordinators streamlined assessment tasks.

Three curriculum working parties finalised new curriculum offerings at Clunes for 2022. Language Acquisition and Mathematics

curriculum will be taught from Term 1 and the Community Project will begin in Term 2 once the new buildings at Clunes are complete.

A working group examined how students are assessed for English proficiency, the support in place, and continuous assessment to determine progress and level of intervention required over time. This work will continue in 2022.

## Professional Learning

2021 saw a considerable focus on respectful relationships and child safety, with all staff participating in professional learning provided by BraveHearts. The presentation from Grace Tame at the Principal's Day on 12 July afforded staff the opportunity to reflect on the impact of trauma and their professional responsibility.

The majority of PL opportunities remain online and this will likely be a new normal for many courses. The decision was made to disengage from the Educator Impact platform as a way of enabling staff to capture feedback on their practice. Further opportunities for staff to engage in individual professional learning targeting their personal goals will be redeveloped in 2022.

## Emerging Leaders Program

The Emerging Leaders Program was a great success in 2021. Twenty-one staff from across the College participated in workshops and coaching to develop their leadership skills. Each participant worked on a focus area supported by campus leadership. The feedback on the program was very positive. Participants received micro-credentials and there was a celebration and final presentation in November, which provided an opportunity for the Emerging Leaders to present to their mentors and senior leadership on their journey and development as leaders. Many of the participants submitted a

written reflection of their leadership journey, which offered them another opportunity for a micro-credential. This promising leadership program will be further developed in 2022.

## Assessment and Reporting

The Teaching and Learning team worked with curriculum leaders and Heads of Faculty to examine how feedback will be shared to students and families in 2022. Protocols were developed and staff Professional Learning designed around what constitutes meaningful feedback. Continuous reporting will allow for more timely feedback on student learning. The changes to PYP student reports will provide greater clarity of demonstrated student capabilities and assessment of subject understandings, knowledge, and skills.

## Data Analytics

LiD (Learning Indicators and Diagnostics) Ed Potential dashboards that provide student achievement data by subject were developed and shared with curriculum subject leaders. A NAPLAN dashboard was developed and released in August. Student NAPLAN 2021 results were automatically populated in student dashboards and made accessible to teaching staff on the day results were released. Subject dashboards within LiD were shared with curriculum and pastoral leaders for review. These dashboards will be available to teachers in 2022.

Other developments in 2022 include the development of dashboards for the Primary years. Online professional learning resources were created to support teacher use of evidence to inform teaching and learning. These resources will be used during the 2022 professional learning schedule. PYP learning analytic dashboards within LiD will be developed during Semester 1, 2022.



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**REMOTE LEARNING AGAIN RESULTED IN INCREDIBLE CREATIVITY BEING DISPLAYED BY TEACHERS. STAFF WERE ABLE TO ADAPT QUICKLY TO THE REMOTE LEARNING SETTING, WITH AT TIMES VERY LITTLE NOTICE. THE EFFECTIVENESS OF OUR STAFF'S ABILITY TO TEACH REMOTELY WAS REINFORCED BY THE RECENT IMPRESSIVE YEAR 12 RESULTS.**

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### **Digital Learning and Practice**

2021 was another disrupted year presenting challenges for digital technologies and the support of teaching and learning. New ways of thinking, learning and teaching have become further embedded in practice. Technology has played a critical part in keeping our community connected and providing space for collaboration. The digital skills and mindset of our students and staff saw further exponential growth take place in 2021.

Microsoft Teams allowed the provision of teaching and learning to continue, supporting communication and collaboration across the college. Seesaw was another core platform utilised during the year. With the decision to move Years 5 and 6 students and teachers into Seesaw to create a cohesive portfolio experience, staff were skilled up in its use before the launch in 2022.

The College established the ability to award digital credentials to staff for selected professional learning opportunities. Our Emerging Leaders Program is our first program to be credentialed.

### **Information about Digital Credentials**

A digital credential is a portable, verified and secure representation of acquired knowledge, a specific skill, or an earned

achievement. Digital credentials at Wesley will help individuals gain recognition for their professional learning achievements gained through college-run professional development activities. These achievements will be portable, verifiable and discoverable. Wesley College digital credentials are designed to be portable and stackable, living with the earner. This means no matter when or where a Wesley College certified credential has been earned, the individual will always have access to the record of that achievement and control when and how it is put to use.

### **Entrepreneurship Development Program**

The Entrepreneurship Development Program continued for the fourth consecutive year in 2021. It began with an introductory 3-day Intensive Bootcamp in the Term 2 school holiday period, followed by an Extended Start-up Online Program delivered throughout Term 3 (Phase 1) and Term 4 (Phase 2).

Built on the experiences and lessons learnt, the 2021 EDP combined the best elements of on-site and online learning to offer students a tightly integrated and scaffolded program through which to develop the skills of entrepreneurship and innovation. It also provided participating students with the opportunity to work with the support of

industry experts, many of them from the Old Wesley Collegians' community, to design and launch a business venture of their own. Outstanding achievement awards were granted to 10 students for their Most Promising Business Idea, Best Teamwork and Best Pitch/Presentation.

The EDP attracted 55 Years 8 to 11 students across the College in 2021 and over 250 students since 2018. For the first time, Year 8 students were invited to join the program in 2021, making up almost half the program participants, as well as half the award winners.

### **Research**

A Wesley team is participating in the Melbourne University New Metrics for Success research partnership with more than thirty forward thinking schools across Australia. The partnership will explore and develop warranted metrics to assess, credential and measure student success in capabilities and attitudes not being acknowledged in the current grammar of schooling. Teachers across campuses wrote assessments to assess capabilities of collaboration and citizenship as part of the project. Learning progressions designed by Melbourne University and the 30+ schools are being trialled and expect to be validated in 2022.

**Cameron Paterson**  
Director of Learning



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# YIRAMALAY/WESLEY STUDIO SCHOOL

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The breadth of educational opportunities at Yiramalay/Wesley Studio School are many and include the Induction program, Senior Years Learning Framework, VCE and Learning in Residence. The impact of learning and personal growth is far reaching, affecting not only those students who attend the school, but their families, their communities, and those whose lives they touch.

## Highlights

In a year of challenges, the performance of our Year 12 graduates was impressive to say the least. Jason Baird, Hiki-Lee Kinley and Rohan Watts are to be commended and congratulated on their outstanding achievements over their three years of senior study.

This year, our School Captains were Rohan Watts and Hiki-Lee Kinley. Both studied the Year 12 Senior Years Learning Framework and graduated at the end of 2021. They are to be commended on a great year as Yiramalay/Wesley Studio School Captains.

The Kimberley Cup event in Broome was an opportunity for our students to do themselves and the school proud. There were many excellent individual and team efforts, as well as displays of fairness, teamwork, perseverance and determination. Congratulations to Year 10 student Devan Wunungmurra, who won Most Valuable Player for the mixed basketball competition and to the boys' football team and the mixed basketball team on their Grand Final wins.

Yiramalay students travelled to Broome in July to compete in the U19s Kimberley Colts Football Championship. Year 12 student, Rohan Watts, was recognised by Claremont representatives and the Central Kimberley coaching group as the best player from the Central Kimberley team. Three of our students, Rohan Watts, Elizah Dingo and Johann Oscar were selected to represent the Kimberley in the U17s team and will travel to Dampier in September to compete against the U17s Pilbara team. Rohan Watts was also

identified as a top five player at the carnival and was selected to travel to Perth to participate in the Kimberley Spirit Program.

For the first time, the Yiramalay/Wesley Studio School also participated in the annual Interscholar Athletics Carnival in the Kimberley. Our students performed admirably. We collected a total of 27 ribbons (1st, 2nd, or 3rd). Miranda Brooking won every single event that she participated in. Wayne Watts was runners-up for the Senior Secondary Boy's division and Elizah Dingo was the Champion in the Senior Secondary boys' division.

As part of the Academic and Industry Learning, students attended the Strong Women's Business Gathering in Derby. Workshops in bush medicine, screen printing and painting with ochre, were some of the offerings our students sampled.

Students travelled to Broome and visited ABC Kimberley, PAKAM (Pilbara and Kimberley Aboriginal Media) and Goolari Media radio stations to learn more about the media industry as part of the Academic and Industry Learning.

Broome Students also examined the impact of tourism on the Dinosaur Coast at Gantheaume Point and visited the aquaculture facility at Broome TAFE to observe the innovative and sustainable breeding and farming of wild fish species such as Barramundi.

Reconciliation Week in the Kimberley was celebrated with community involvement and the introduction of

our student leadership team, including 2021 School Captains. The theme, More than a Word, Reconciliation Takes Action, was celebrated with sharing stories, experiences, cultural practices and understandings with our Induction Group 46, with a "Sea of Hands" activity which gave participants an opportunity to reflect on their reconciliation actions.

At Wesley College, Glen Waverley, a Reconciliation Breakfast and themed assemblies across the campus celebrated Reconciliation Week. At these events, Yiramalay students at the Glen Waverley campus and Wesmob, the Wesley College student advocacy group for First Nations people, collaborated and shared their insights and perspectives on Reconciliation.

Students, staff and family from the Yakanarra Community School and Purnululu Aboriginal Independent Community School visited Yiramalay as part of our Community Development program. Our students and staff facilitated school tours, Welcome to Country, On Country Learning and much more for these VIPs.

Our Yiramalay students also made wonderful contributions to local Fitzroy Crossing radio station Wangki Yupurnanupurra and continue to participate in the Bunuba Rangers program, helping to clear invasive species and rubbish from local areas and contributing to important work assessing cane toad movement in the Kimberley region.

Our ongoing partnership with Theatre Kimberley continued in 2021, with a weeklong circus skills development workshop in Term 3 for students as part of their outreach program. They returned in Term 4 for our Community Open Day and ran sessions where students displayed their acrobatic circus skills for family and community members.

High levels of student engagement and achievement in the industry learning program resulted in Years 10 to 12 students achieving their White Cards (Prepare to Work Safely in the Construction Industry), with every student placed in a structured, supervised week-long Industry Learning Program.



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## WESLEY COLLEGE FOUNDATION AND OWCA

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### *Building a more connected and engaged College community.*

Through the generous support of parents and alumni, the Wesley College Foundation has been proudly raising vital funds for College building projects and scholarships since 1978.

The Foundation recognises the sacrifices many parents make to send their children to Wesley College. The daily operations of the school are funded through fees and Government grants but the building and upgrading of educational facilities, sporting and outdoor education and the rich cocurricular life of the College require the financial support of parents and alumni. Just as the facilities and programs enjoyed by current students have been funded by previous generations, the on-going support of our College community is needed to continue fund improvements for the generations to come.

Despite the enormous impact of COVID-19, 2021 was the Foundation's most successful year of fundraising to date with \$6.5mr raised. This was largely due to the extraordinarily generous bequest – the largest in Wesley's history – from the late Rennie Coutts. This was all the more remarkable as Rennie had no direct association with the College, but firmly believed in supporting girls in STEM in a co-educational environment. Parents who attended our Business Breakfast, or read the August edition of the Lion magazine, heard the astonishing story of this \$4.9m endowment which was used to establish the Rennie Coutts Science Scholarship for Girls and launched by Nicki Lefkovits (OW1990).

The Foundation was also most grateful to the many hundreds of members of our College community who so generously support its philanthropic programs each year, through donations to buildings, scholarships and sport. Membership of our

Sapere Aude Bequest Society continued to grow with members enjoying a variety of webinars on a diverse range of interesting and entertaining topics.

Particular thanks must also be extended to supporters of our Clunes Capital Fundraising campaign, which is helping to fund the first major development of this campus since its establishment 21 years ago, as well as donors to the Foundation's Annual Giving program.

After more than 16 years of planning, our redeveloped Boathouse was finally completed, and the Foundation acknowledges the many donors who contributed almost \$2.5m to assist with this historic project.

Despite the on-going lockdowns, the Old Wesley Collegians Association (OWCA) held its annual Founders Day Dinner on 8 May in the elegant surrounds of the Myer Mural Hall, attracting recent leavers through to alumni from the 1950's and 60's.

The Foundation also held a very successful 13th Annual Business Breakfast on 26 May at the Sofitel on Collins, with another impressive panel of speakers including: Alan Joyce (Qantas), Elana Ruben (Afterpay), Georgia Rekaris-Hinton (OW1989) (3Shape), Wesley parent, Paul Guerra (Victorian Chamber of Commerce and Industry) and James Kirby (The Australian).

The Old Wesley Collegians Association (OWCA), under the leadership of its President, Kate Evans (OW1998), College Head, Ian Thomas (OW1982) and its diverse,



cross generational executive committee, continues to drive engagement across the constituency, using the 5-year strategic plan as their guide.

In 2021, the OWCA continued to find new ways to engage with our alumni community via a mix of traditional, in-person events and reunions and successful online events where required. The popular OWCA@home webinar series continued to connect OWs featuring aspirational individuals such as fashion stylist Lisa Stockman (OW1992) and female Olympians Katya Crema (OW2006), Jodie Dobson (OW1987), Katie Mactier (OW1992) and Elle Steel (OW2001).

The OWCA social media channels continue to be an excellent way of communicating and informing our community with 'Women of Wesley' networking and social events and the Founders' Day Dinner 2021 all successful events. The Association's online directory service, OWConnect, a platform that aims to maximise the OW network and promote OW businesses, is also growing strongly.

We thank our College community for their support and look forward to that continuing in 2022 as we slowly emerge from COVID restrictions and enjoy greater engagement.

**Nicki Lefkovits (OW1990)**  
Chair  
Wesley College Foundation

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





# COMMONWEALTH REPORTING REQUIREMENTS

## 2021 National Assessment Program – Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) was conducted in May 2021 for all students in Years 3, 5, 7 and 9 across our three metropolitan campuses and Clunes. NAPLAN results measure achievement in each domain of reading, writing, spelling, grammar and punctuation and numeracy. Aggregated student growth at Wesley was better than aggregated student growth for Victorian schools. The performance of Wesley students was also in line with, or above, previous years.

During 2021, a NAPLAN data analytics dashboard was created in the LiD for analysis and allowed the Wesley College community to have access to student NAPLAN results on the day of release.

A detailed analysis of the data has been conducted at each campus. Areas for continuous improvement were identified and appropriate interventions planned. In 2021, Wesley College undertook preparations to transition to NAPLAN online during 2022.

The assessment area report for Years 3, 5, 7 and 9 shows the average number of correct answers in the assessment areas of Reading, Spelling, Grammar and Punctuation, Number and Algebra, Statistics and Probability, Measurement and Geometry.

### Year 3 achievement areas

Wesley College Year 3 students performed better, on average, than students in other Victorian schools in every one of the six assessment areas.

### Year 5 achievement areas

Wesley College Year 5 students performed better, on average, than students in all other Victorian schools in every one of the six assessment areas.

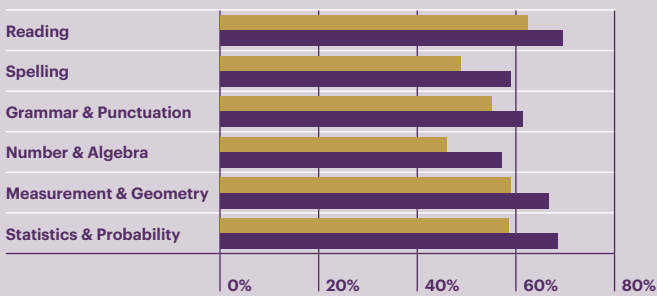
### Year 7 achievement areas

Wesley College Year 7 students performed better, on average, than students in all other Victorian schools in every one of the six assessment areas.

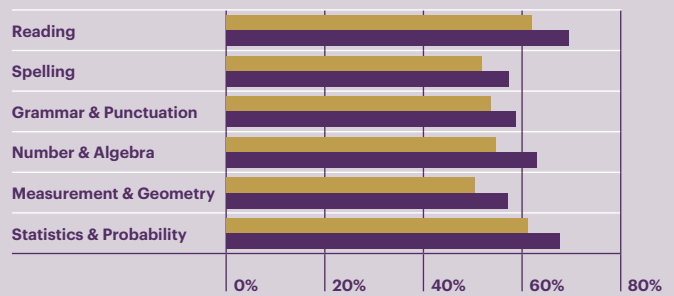
### Year 9 achievement areas

On average, Wesley College students performed significantly better than students in all other Victorian schools in every one of the six assessment areas.

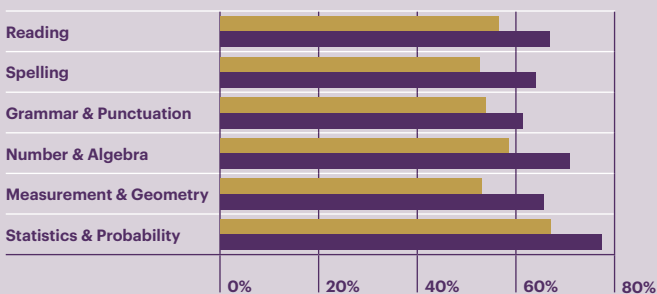
2021 NAPLAN Year 3 Achievement Area



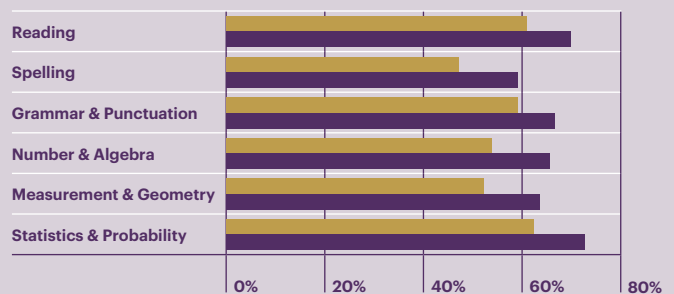
2021 NAPLAN Year 5 Achievement Area



2021 NAPLAN Year 7 Achievement Area



2021 NAPLAN Year 9 Achievement Area



All charts: % of items answered correctly in short answer

■ All Victorian Schools ■ Wesley

## 2021 Senior secondary achievements

### VCE and IBDP

A total of 350 students graduated from Year 12 at either the St Kilda Road or Glen Waverley campuses – 136 in the IB Diploma (IB DP) and 214 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 include

Median VCE/IB DP ATAR of 86.85

Nine Wesley College students achieved the highest possible ATAR of 99.95

29.1% 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

43.5% 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 296 perfect study/subject scores of 50 for the VCE or 7 for the IB Diploma



In 2018, 374 students entered Year 9 at the College and 308 completed Year 12 in 2021. This represents a retention rate of 82.35 per cent. The overall attendance rate was 94.62 per cent.

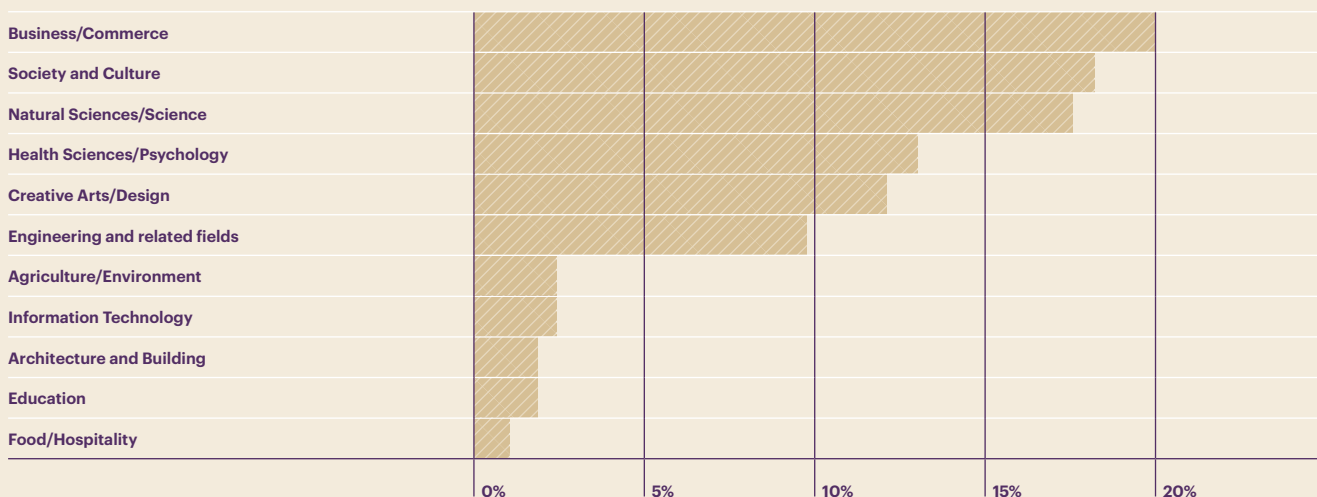
### Graduate destinations by area of study

Of the 333 students applying for a place in tertiary study, 99% per cent received a first-round offer. They plan to pursue a vast array of courses across several different areas of study as shown in the figure below.

Beyond the academic results of the Class of 2021, there have been many achievements and personal bests achieved in areas such as VET, Clunes, Education Outdoors, Yiramalay Service, The Arts, Sport, Debating, Music, Theatre, and others.

During the last two years, Wesley College students have adopted creative ways to engage and pursue passions, often remotely. The perseverance, hope and optimism for learning displayed by Wesley College students during the COVID-19 pandemic is inspirational and worthy of praise.

### Graduate destinations by area of study as a percentage of the Class of 2021





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## FINANCIAL STATEMENT

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During 2021, Wesley College continued to operate in an environment significantly impacted by the COVID-19 pandemic, while still applying our consistent and reliable financial management principles across the College operating environment, as well as our asset and investment portfolios.

At the start of the pandemic in 2020, the College established efficient and clear decision-making principles that prioritised the health and wellbeing of our students, staff and community, which we continued to apply throughout 2021. The College has continued to enjoy stable enrolments across all campuses.

Throughout the lockdown periods of 2021, the College tightly constrained and deferred, where possible, operational and capital expenditure for non-teaching and learning purposes, contributing to a cash surplus through the latter part of the year. This enabled a transfer of \$2.0m from the College to the Wesley College Foundation Scholarship Fund to underpin future support to families through the pandemic economic recovery over the next two to three years.

The result for 2021, as presented below, has delivered a deficit of \$1.5m (2020 saw a restated surplus of \$2.4m). The College auditors, Deloitte, have issued an unqualified audit opinion for the year ended 2021.

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 2021, this percentage is 65.1 per cent compared to 74.8 per cent for 2020 (which includes additional salary payments associated with underlying Jobkeeper eligibility),

reflecting continued focus on staffing profiles and expenditures.

The College generated \$8.6 million in net cash during 2021. For 2020, the restated cash flows was \$22.2 million. Reductions in operating receipts (2020 included Jobkeeper receipts), as well as increased expenditure for operating and capital programs, contributed significantly to this cash position. This operating cash flow enabled the College during 2021 to continue its philosophy regarding the provision of an appropriate range of educational opportunities (both remotely and on-campus) and its future development priorities.

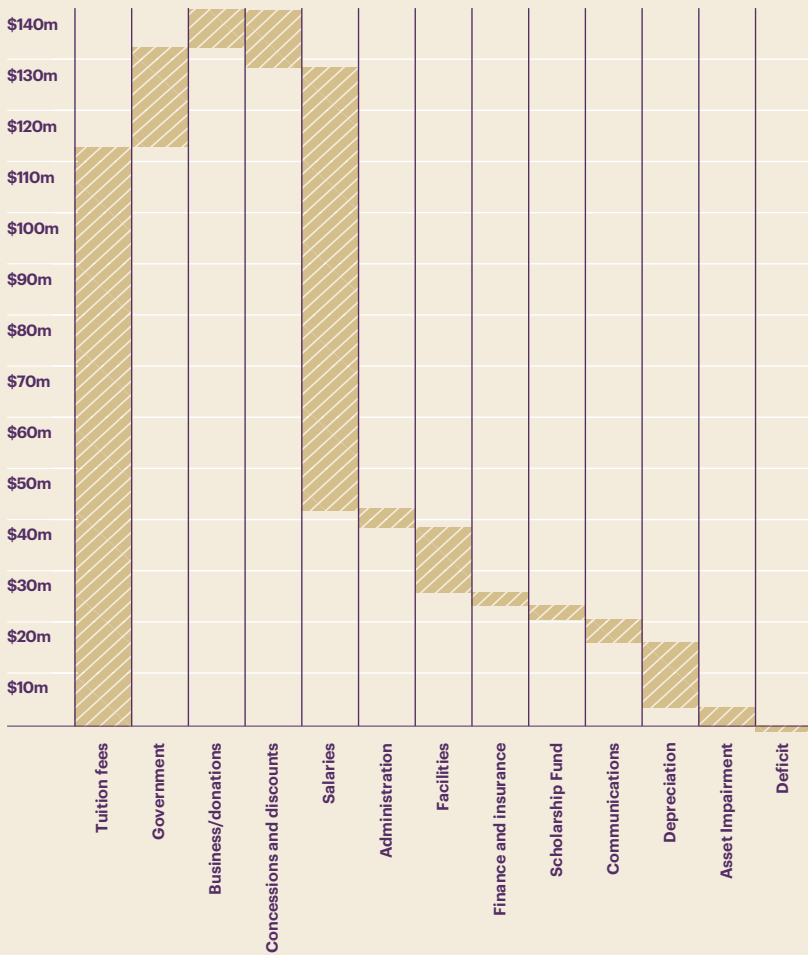
The strong cash flow generated throughout 2021 enabled the College to reduce its loan facility balance to \$100,000 at year end, which is consistent with 31 December 2020 year end.

The 2022 year has commenced with a consistently 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 2021 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.

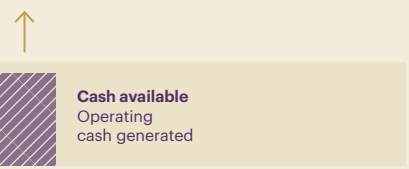
The generous support of Wesley families, the Old Wesley Collegians Association, the Wesley College Foundation and the Yiramalay Foundation continues to be of critical importance to the College.



### Money flow

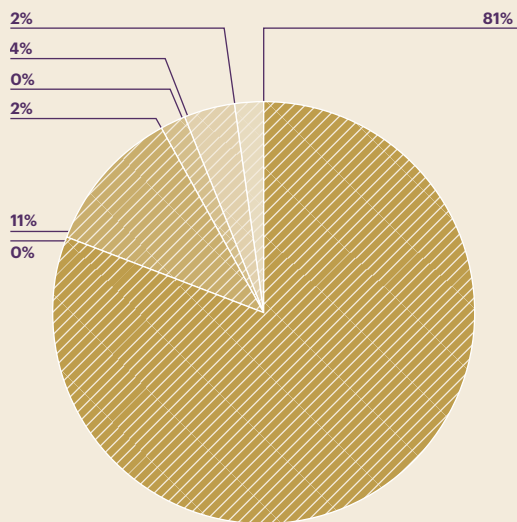


Capital expenditure 2021	\$15.2m
Outdoor Ed / Clunes	\$3.9m
Technology - IT / AV	\$3.8m
Yarra Boathouse	\$2.4m
St Kilda Road	\$2.1m
College	\$1.9m
Elsternwick	\$0.3m
Yiramalay	\$0.3m
Facilities / General	\$0.3m
Glen Waverley	\$0.2m



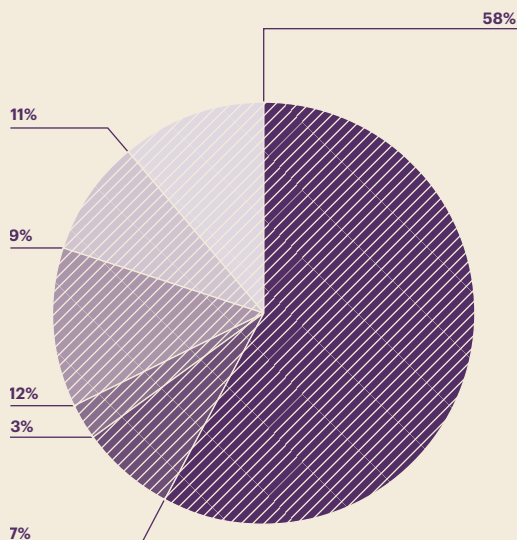


## Revenue



	2021	2020
	\$m	\$m
Fee income	113.6	112.8
JobKeeper subsidies	0.0	18.2
Government grants - Commonwealth	15.4	16.7
Government grants - State	3.3	2.8
Profit / (Loss) on disposal of assets	0.1	0.0
Donations	5.6	0.6
Other income	2.5	2.5
<b>Total</b>	<b>140.5</b>	<b>153.6</b>

## Expenditure



	2021	2019
	\$m	\$m
Salaries	83.2	87.2
Administration expenses	9.5	16.3
Communication expenses	4.7	4.6
Depreciation, amortisation & impairment	16.9	11.8
Facilities expenses	12.2	11.5
Finance expenses, discounts and concessions	15.5	19.9
<b>Total</b>	<b>142.0</b>	<b>151.3</b>







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