

# FRAMING THE FUTURE OF WESLEY

Wesley College Strategic Plan Framework 2017 – 2030  
*Update 2021*



WESLEY COLLEGE

MELBOURNE AUSTRALIA • SINCE 1866

*A True Education*





One hundred and fifty years ago, in January 1866, a very young boy named Freddie Binks walked into the newly built Wesley College on St Kilda Road and made history by becoming our first pupil. Binks spent several lonely nights in the boarding house until the other boys arrived a few days later.





Do all the good you can  
By all the means you can  
In all the ways you can  
In all the places you can  
At all the times you can  
To all the people you can  
As long as ever, you can

John Wesley  
(1703-1791)

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Wesley College acknowledges the traditional custodians of this land, and pays respect to the Elders for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.

# INTRODUCTION

Over one hundred and fifty years ago, in January 1866, a very young boy named Freddie Binks walked into the newly built Wesley College on St Kilda Road and made history by becoming our first pupil. Binks spent several lonely nights in the boarding house until the other boys arrived a few days later.

He could never have imagined the Wesley College we know today: a College comprising not just the original St Kilda Road school which he attended, but three metropolitan Melbourne campuses including St Kilda Road, Glen Waverley and Elsternwick, three sites of outdoor education in Victoria at Chum Creek, Mallana and Lochend, an experiential residential program for Year 9 at Clunes near Ballarat, and the Yiramalay/Wesley Studio School for Years 10, 11 and 12 on a remote outback cattle station in the Kimberley in Western Australia.

With over 3,400 pupils, and more than 20,000 alumni throughout all parts of the world, today, Wesley is recognised globally as an innovative, leading coeducational school responding dynamically to the educational needs of a very different century.

Since 2004, *The Wesley College Strategic Plan 2004 – 2016* has set the direction of a Wesley education for the current generation of Wesley students from early childhood through to Year 12. In each area of the plan, objectives and strategies were set annually, and achievement against those objectives, assessed.

In preparation for the next generational College wide plan for 2017 – 2030, a consultation paper titled *The Shape of Wesley to Come*, was published in 2015. Following community-wide feedback, this new Strategic Plan Framework titled *Framing the Future of Wesley 2017 – 2030* for the next generation of Wesley students has been written – now updated in 2021.

Similar to the last plan, *Framing the Future of Wesley 2017 – 2030* will be reviewed on a three year cycle to enable a flexible response to the changing environment of the College.

*The Strategic Plan Framework* will be accompanied by a 3 – 5 year implementation plan, and on an annual basis throughout 2017 – 2030, each area of the implementation plan will be assessed and reported upon to the Wesley College Council and the broader College community.

Nicholas Evans  
Principal  
July 2021

## STRATEGIC PLAN FRAMEWORK 2017 – 2030

Overarching strategy for the next generation of Wesley students



## 3 – 5 YEAR IMPLEMENTATION PLANS

Priorities and strategies translated into action



## ANNUAL PERFORMANCE

Implementation plan assessed annually



## A TRUE EDUCATION

Since 2004 Wesley has described its philosophy of a True Education through a set of values and beliefs in an outstanding academic, liberal education and a vision of learning captured in four timeless principles described by Jacques Delors: *learning to know, learning to do, learning to live with and learning to be.*

These timeless principles go to the heart and essence of what we aspire to achieve.

There is much in our current culture, vision and values that will remain relevant to the needs of learners over the coming decades and the lives they are likely to live: the fundamental importance of coeducation, of diversity, of our commitment to developing the whole child, boy and girl, and of accepting others and their different cultures and beliefs.

The sense of belonging and personal confidence fostered in every student at the College, is grounded in these four timeless principles and there is much to retain and continue to practise.

Uniquely, a Wesley education is not only holistic in its content but also in its implementation. At Wesley, the concept of classroom extends beyond the traditional school space to a varied range of settings, contexts and physical locations which routinely expose, immerse and connect students to real life learning and engagement.

Wesley's open, inclusive, safe and vibrant environment nurtures and stimulates each individual to develop as an active and responsible physical, emotional, intellectual, social and spiritual being. In valuing equally the full worth of each individual and the communal good, an education at Wesley is able to balance affirmation with growth and transformation.





## THE DESIRED ATTRIBUTES OF THE WESLEY GRADUATE

### A SENSE OF PERSONAL CONFIDENCE

place, and self-worth, engendered by supportive, trusting relationships, and a feeling of belonging

### KNOWLEDGE

of how to function effectively in different environments, and with a diversity of people, and to deal with challenges, knowing how to and where to seek solutions and to arrive at ethically sound judgements

### A DEVELOPING UNDERSTANDING

of community, of cultural diversity and human rights, and a commitment to social justice

### BALANCE

through understanding that a holistic life is equally dependent on intellectual, creative, and spiritual development as well as physical, emotional and social growth

### Learning to know

Learning how to learn as an individual, and how to build knowledge in a rapidly changing world across a wide range of knowledge domains as an individual and in groups.

### Learning to do

Learning through practical real life experience, action and engagement to generate knowledge and understanding and develop skills for productive use in familiar and unfamiliar situations.

### Learning to live with

Developing interpersonal, social and language skills to build trusting relationships and to collaborate across cultures and belief systems and in diverse teams, to support problem solving for living a harmonious life.

### Learning to be

Learning to live with openness, confidence, self-knowledge, self-management, resilience, balance and peace.

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## MAINTAINING CONTINUITY IN A WORLD MORE FLUID THAN FIXED

The reputation of Wesley College over a century and a half has been built on the precept that it has consistently been true to the values which have continually sustained it: a deep respect for the individual, the central importance of family and community, of openness to, and acceptance and inclusion of others, and of citizenship to serve the community in which we live. At the same time, it has always been open to transformational change and has sought change for the benefit of all.



The original educational objectives of the very first days of the College, as outlined in the Prospectus and Annual Report of 1866 still have great resonance:

The object of this Institution is to provide a Classical and General Education of the highest order, such as to fit a young gentleman for mercantile life, for public service, and for matriculation in the University

And later:

The College will be conducted upon the principles of the Wesleyan Church; the constant aim being to give a liberal and Christian education

Today, in 2016, the objects of the College, as outlined in our new constitution, whilst being more expansive, still reflect the same philosophy:

The College is established for the charitable object of providing for students a true education of the highest academic quality, based upon proven wisdom, openness to innovation and a vision of the timeless principles of learning: learning to know, learning to do, learning to live with and learning to be, within the faith and unity of the Church

Since its beginning, and always evident, has been a preparedness to envision the future and to translate that vision into practical reality. Of the many examples over the last 155 years, there is arguably none greater than that of coeducation.

## STRATEGIC PRIORITIES

01

Ensure the clarity of Wesley's vision and its translation into practical reality.

02

Celebrate the stories of Wesley's history and dynamic response to innovation and change.





## LEARNING IN AN EXPANDED WORLD

including:

**PREPARING FOR THE NEW WORLD OF WORK  
ACADEMIC ACHIEVEMENT AND RISING EXPECTATIONS**

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Today's digital, instantly connected globalised world offers access to learning and a richness of opportunity never seen before. The potential reach of learning for individuals, groups and communities is vast, with information flowing faster and more freely than ever before. As a consequence, many of the boundaries that previously existed for learning are being removed.

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## TODAY, HOW CHILDREN LEARN, AND FROM WHOM THEY LEARN, HAVE BEEN RADICALLY TRANSFORMED.

For many of us, accessibility and digital connection have become an integral part of day-to-day life.

In our *“expanded world”*, the *“new”* is always imminent, manifesting itself in ways that are continually and often rapidly redefining what we know.

In this *“expanded world”*, geographic distance is both defied and exacerbated. Similarly, cultures and their beliefs, languages, behaviours and ritual observances are also minimised and accentuated as individual, group and national identities are simultaneously reaffirmed and challenged.

Not surprisingly, inherent in this notion of an *“expanded world”*, complexity, contradiction and paradox, now emerge and play a critical role. The biggest challenge for schools will be how to respond to this transition whilst remaining relevant and fit for purpose for learning in our time.







## WHILST DIGITAL TECHNOLOGY CREATES EXCITING NEW OPPORTUNITIES, IT ALSO PRESENTS NEW RISKS AND CHALLENGES.

In the coming decades young people will require an understanding of how to maximise opportunities and how to minimise the harm that can result from an increasingly networked life.

They will be exposed to a wide range of online content that is not vetted to the same extent as conventional television, print and screen media. But as new risks emerge, so too will solutions in the form of software tools, training and raised awareness.

The growth and prosperity of our children is critically dependent on how they feel about themselves, their personal resilience and self-management, their relationships, and all aspects of their daily lives.

The central focus in a Wesley education on pastoral care, on respectful relationship building, on fostering a strong sense of belonging, is as important as it has ever been.



## Preparing for the new world of work

In the rapidly changing world of work, characterised by increasing automation, easy access to unlimited stores of information, easy communication and the search for competitive advantage in a global context, no longer is mastery of subject knowledge at school enough.

Of greater relevance for students is to know where and how to access information, and how to communicate and collaborate with others, across time, cultures, languages and space, to enable them to share, refine and build knowledge, so as to solve real life problems in a diversity of contexts.

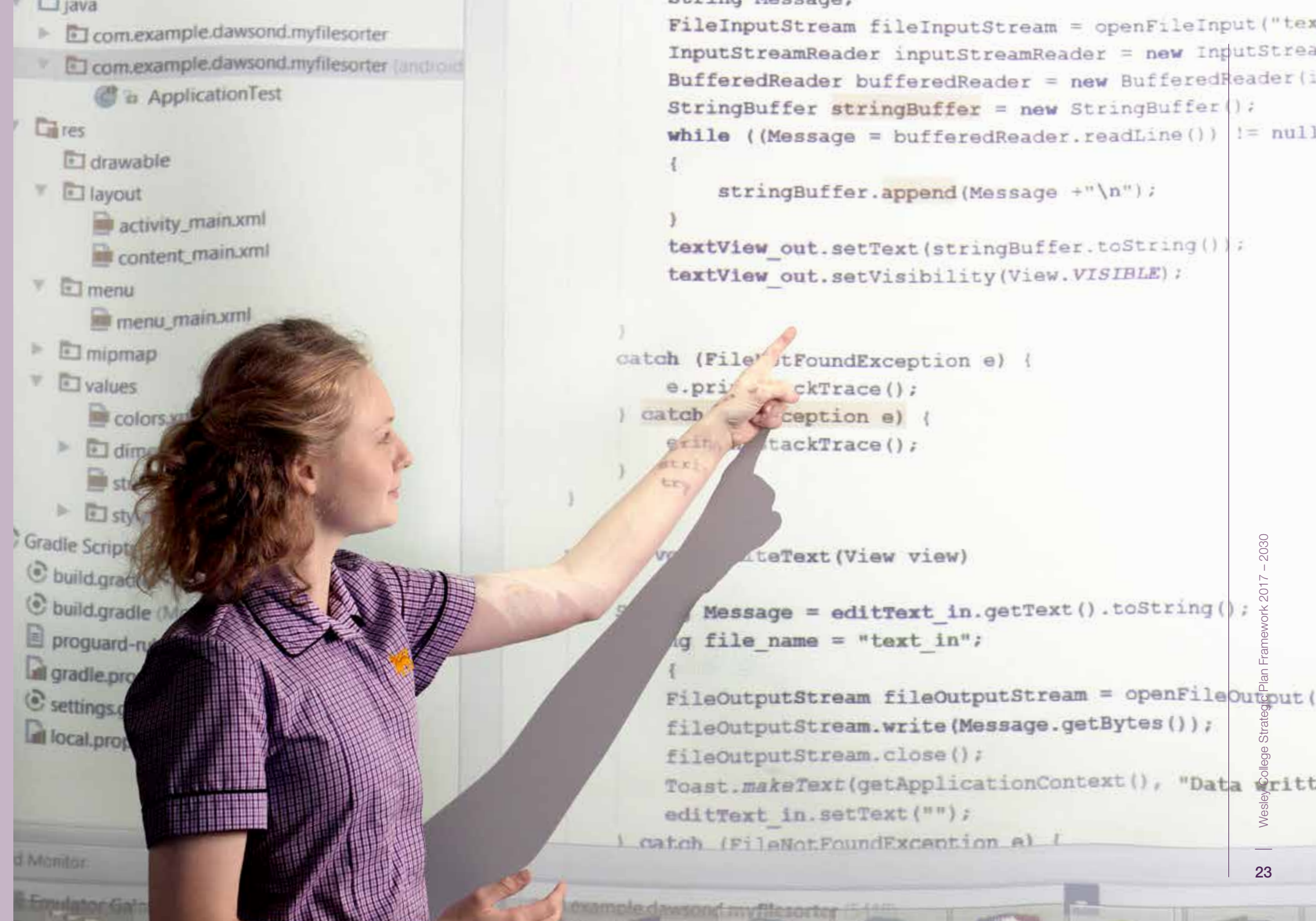
In addition to new skills, the new world of work requires a mastery of new knowledge – new technologies, new languages and modes of communication, and ever-increasing stores and sources of information. To engage productively at school with such new knowledge requires new approaches to thinking, particularly to thinking creatively and critically, to being able to ask the right questions in context, and to keep learning at both individual and team levels.

In this changing world, entrepreneurship is critical both as generator and outcome of the creative process that will assist individual and group relevance and prosperity in the face of otherwise unsettling change.

**“Jobs are increasingly being replaced by artificial intelligence and process automation.”**

**“Rising skills and education levels in emerging economies, plus the rise in computing power, device connectivity and artificial intelligence, are creating more competitive jobs market.”**

**“The period of transition between education and employment is becoming prolonged, with young people more likely to start fulltime work at a later stage.”**







## Academic achievement and rising expectations

“Three driving forces are creating a future where entry into tertiary education and the labour market, a ticket to broader participation in society, is more competitive and demanding of higher standards. Skill and educational levels are rising rapidly, information technology is creating increased connectedness of global and regional markets as skill sets in one location can increasingly compete with skills sets in another, and increased task automation are placing many low skilled routine and structured manual or cognitive jobs at risk.”

“Young people need a balanced set of cognitive, social and emotional skills to adapt to the economic, social and technological challenges of the 21st century” *(OECD 2015b)*

To prepare for this changing world and its shift towards a higher skills-based knowledge economy, academic growth and achievement for every student, at all year levels of school, is key. The competition for access to university places is set to increase as academic expectations and educational attainment levels are rapidly on the rise.

We need to prepare Wesley students to excel and succeed in whatever their chosen field, and to access international tertiary education and careers in an increasingly globalised world.

**IT IS PROJECTED THAT BY 2025, MORE PEOPLE WILL HAVE POST-SCHOOL QUALIFICATIONS AND NEARLY 40% OF THE WORKFORCE WILL BE PROFESSIONALS AND MANAGERS WITH A POSTGRADUATE UNIVERSITY EDUCATION.**

All of this reinforces the importance and centrality of high quality academic learning for every student in their Wesley education across a broad range of areas including STEAM (science, technology, engineering, arts and mathematics).



## CORE SKILLS FOR THE CHANGING WORLD

### COGNITIVE

Highly developed cognitive skills to think critically and creatively and to question, hypothesise, analyse and synthesise knowledge

### SELF-MANAGEMENT

Personal flexibility and adaptability, and ability to make ethical judgements with sound knowledge of human rights

### ENTREPRENEURIAL

Entrepreneurial skills to make creative ideas happen

### COMMUNITY

Citizenship and community service skills for personal, group and community action

### COMMUNICATION

Communication and language skills to converse with others and engage with a diversity of people

### SOCIAL

Interpersonal social skills to build respectful relationships and to collaborate within and across cultures and in diverse teams

### DIGITAL

Technology skills to navigate an ever increasing store of information online and to learn in the digital world

## STRATEGIC PRIORITIES

### 03

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

### 05

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

### 04

Create a deep sense of community through respectful relationships with an appreciation of the rich value of diversity, culture and language.

### 06

Place innovativeness, creativity and entrepreneurship at the centre of learning at Wesley.







## ENRICHING LEARNING THROUGH COLLABORATION WITH PARTNERS

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To facilitate true learning for an expanded world that adequately prepares students for the merging world of work, and to ensure that the priorities of schooling are grounded in the imperatives and aspirations of family and community, the traditional notion of the classroom in a school requires rethinking and reconfiguring.

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The best equipped four walls of the traditional classroom, the most extensive grounds and experiential learning facilities encompassing sports fields, education outdoors facilities, the speediest and most reliable internet networks are, by themselves, and collectively, not sufficient to meet the needs of the future if they are not used to connect meaningfully to the actual outside world.

The walls, boundaries and lines – philosophical, physical, geographic, cultural, linguistic, religious, political and economic – that traditionally insulate a school from the life and culture of other schools, of industry, of the work place, of community living and the outside world, must give way to partnership collaborations which support, extend and invest learning with authenticity, engagement and relevance.

# STRATEGIC PRIORITIES

**07** Position the College as a centre for excellence in learning where Wesley students, and others from around the world, have access to a broad variety of learning contexts – locally, nationally and internationally.

**08** Develop learning frameworks that enable the rigorous pursuit of learning within the context of industry, careers, vocations, languages and cultures.

**09** Explicitly connect existing partnership relationships and selectively develop new ones.





## CONNECTING SCHOOL, FAMILY AND COMMUNITY

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Schooling uniquely embodies and gives expression to the hopes and aspirations of both family and community. This role is especially heightened in a period of rapid change as both family and community are challenged to understand and to keep pace with change.

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The extent to which school remains true to its purpose is very closely dependent on its capacity to provide demonstrable and appropriate responses and engagement with family and community in the context of rapid change.

School must keep pace with, explain, challenge and help to shape the impact of change on family and community. A school cannot afford to remain static in a world of change.

At their best, schools across the world responding to change have evolved into communities of learning, where family and community are integral to the classroom and the school is teacher for both family and community.

## THEY HAVE BECOME PLACES OF SECURITY FOR FAMILY AND COMMUNITY, SPACES ‘TO BE’, ‘TO BELONG’ AND ‘TO BECOME’.

## STRATEGIC PRIORITIES

**10** Commit to rigorous understanding of the forces of change and continue to find ways to foster close collaboration with Wesley families.

**11** Explicitly make family and community integral to the Wesley College experience.





# ENSURING SUSTAINABILITY IN A WORLD OF ACCELERATING CHANGE

The continuing sustainability of the College encompasses a number of interdependent components that individually and collectively build resilience and capability in the institution. These areas of sustainability include the Organisation (corporate governance, people and culture, business management and finance), the Environment and Community Relationships.



# SUSTAINING THE ORGANISATION

## Corporate Governance

Central to the leadership of Wesley College as a school in the tradition of the Uniting Church is sound contemporary governance through the appointment, development and retention of high quality Council members (including co-opted members of Council sub committees), the Principal, Senior Executive and staff.

## Business Management

The identity of the College, as embodied in its reputation and brand, is articulated through a clearly stated and demonstrable vision, purpose and values statements. The leadership of the College, through Council, the Principal and Executive officers, is charged with ensuring that these are enacted through strategic long term goals, objectives and benchmarks and annual operational plans.

## Finance

As a ‘not for profit’ school, financial sustainability is focussed on ensuring that the financial and physical assets of the College develop and grow to support the educational priorities and future plans. Maintaining and selectively growing enrolment, providing a competitive and affordable fee structure, enable the College to refine staffing and resource planning, manage College cash flow, prioritise investment options and fully maintain and leverage our asset base. The College has set financial objectives, established by the Wesley College Council, to frame the College’s financial management and performance reporting each year.

## KEY TO WESLEY COLLEGE’S SUCCESS IS THE QUALITY AND PERFORMANCE OF OUR STAFF.



## Staff

The quality of staff is one of Wesley’s greatest strengths and investing in their development is key to building their confidence and skill to excel in their work. Staff development means building an organisational culture that values each staff member, fosters their collaboration and creates cohesion and teamwork which permeates to the broader Wesley community.

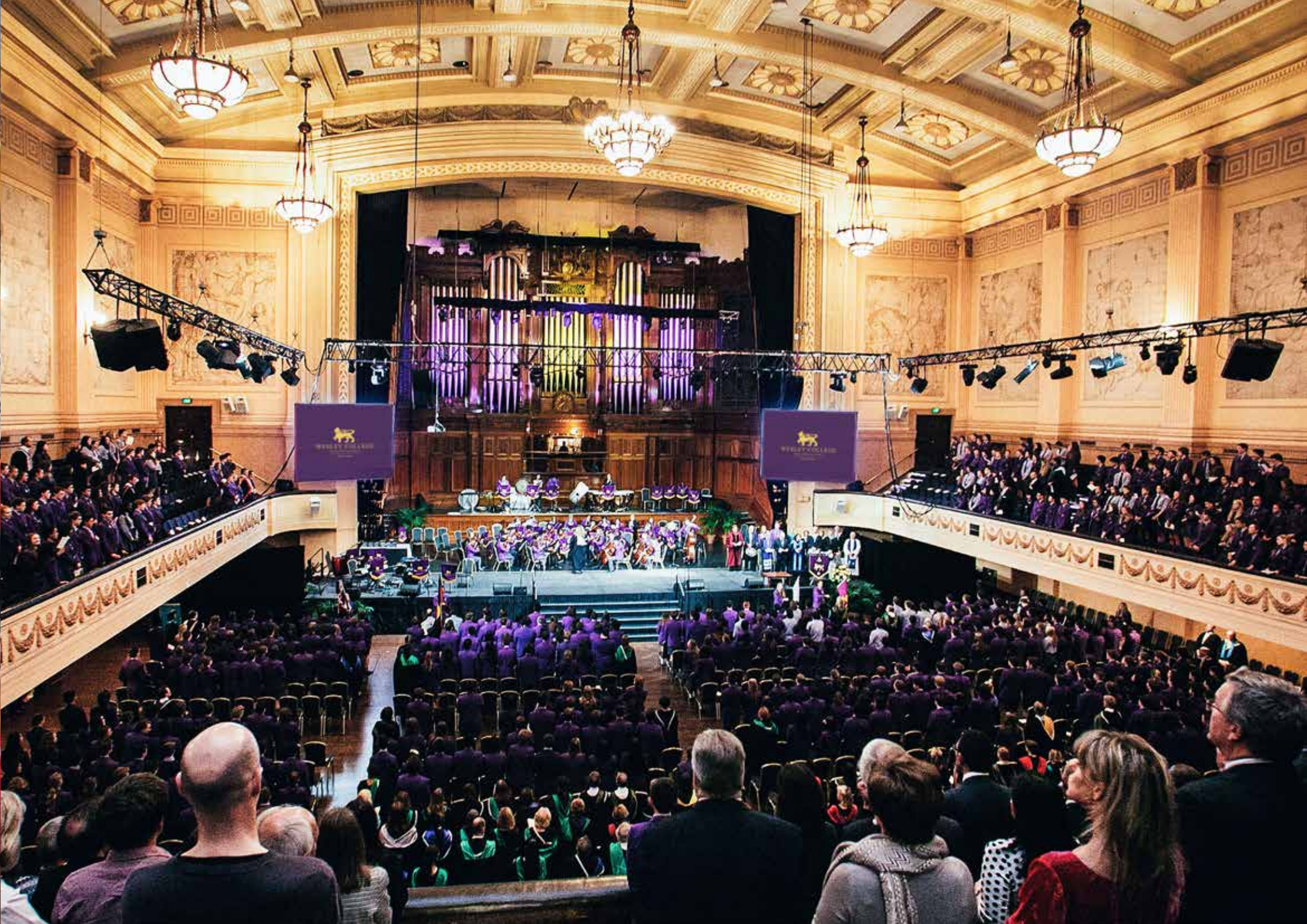
To this end Wesley invests significantly in staff. Components of staff development include needs assessments, annual employee evaluations and review, fit for purpose professional development, and staff training, mentoring, collaboration and team building.



# SUSTAINING COMMUNITY

**Activities in social sustainability focus on maintaining mutually beneficial relationships within all local communities of Wesley sites.**

As a school in the tradition of the Uniting Church in Australia, we are committed to the concept of social sustainability in this approach encompassing such elements as social opportunity and equity, liveability, health and wellness, contribution to local community, social and cultural capital, human rights and social justice and social support.





# SUSTAINING OUR ENVIRONMENT

Environmental sustainability across the College sites is a key priority and activities focus on the impact of resource usage, hazardous substances, waste and emissions on the physical environment. To this end the College drives environmental design in new projects to optimise our use of the built form, selectively harvesting rain water to complement grounds irrigation with stored water reserves.

The College maintains sophisticated building management systems to control site security and services and the transition to LED-based lighting systems and selective use of renewable power, particularly solar, across Wesley sites.



# STRATEGIC PRIORITIES

**12** Grow the College Foundation Scholarship Fund to support enhanced student diversity and opportunity.

**15** Commit to good design and practice to minimise our impact on resource use and the physical environment.

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

**16** Maintain equity and value in College tuition fees to ensure our ability to meet the expectations of a Wesley education.

**14** Develop community relationships which complement and challenge us to improve our contribution to the world in which we live.





# STRATEGIC PRIORITIES SUMMARY

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**01**  
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**02**  
Celebrate the stories of Wesley’s history and dynamic response to innovation and change.

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**03**  
Provide a range of learning contexts, programs and age-appropriate opportunities for students to develop the skills, knowledge and attitudes required for the changing world.

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

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Place innovativeness, creativity and entrepreneurship at the centre of learning at Wesley.

## ENRICHING LEARNING THROUGH COLLABORATION WITH PARTNERS

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# FRAMING THE FUTURE OF WESLEY

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