



WESLEY COLLEGE



WESLEY COLLEGE

MELBOURNE AUSTRALIA - SINCE 1866

A WESLEY EDUCATION DEVELOPS THE WHOLE PERSON

THROUGH A JOURNEY OF DISCOVERY



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WELCOME TO WESLEY



Since 1866, Wesley College has been recognised for its progressive values and standards of excellence, and as a pioneer in teaching and learning.

This is only part of the story. By far our greatest strength is our passionate commitment to the development of the whole child.

Our coeducational model reflects the real world. After all, it makes sense that girls and boys learn and grow together in an environment that prepares them for life beyond the school gates.

Wesley provides wonderful opportunities for students to discover their passions and nurture their talents. We support students to discover who they are – what makes them unique as well as what they have in common with others.

A Wesley education promotes empathy, a better understanding and acceptance of cultural and spiritual diversity, and a strong sense of community.

The Wesley experience fosters growth and transformation, blending innovation with tradition, freedom with self-discipline, formal learning with creativity, and balance and breadth with specialisation.

Above all, a Wesley education is one that instils in our students a lifelong desire to learn, to grow and to contribute fully to the world.



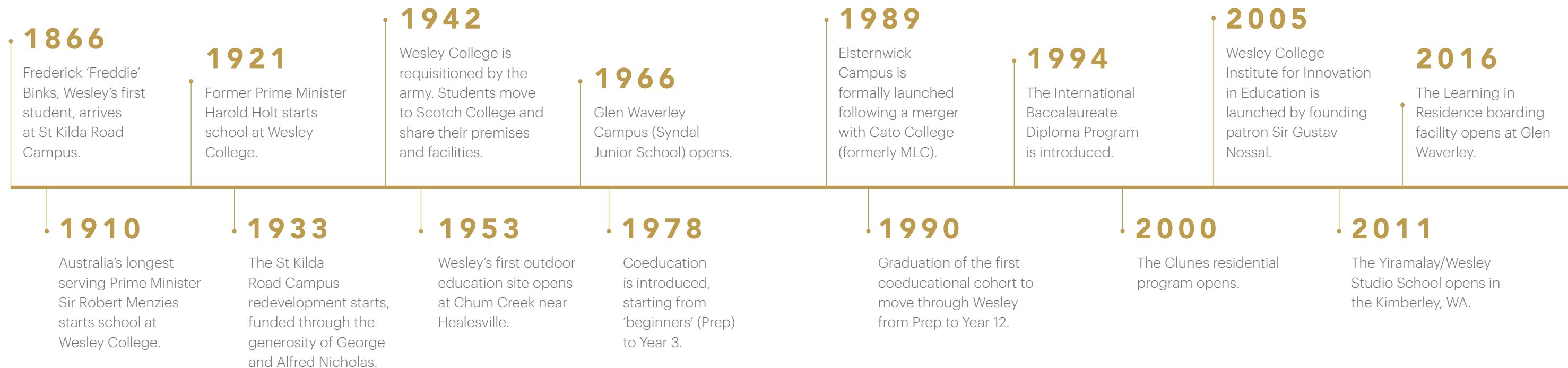
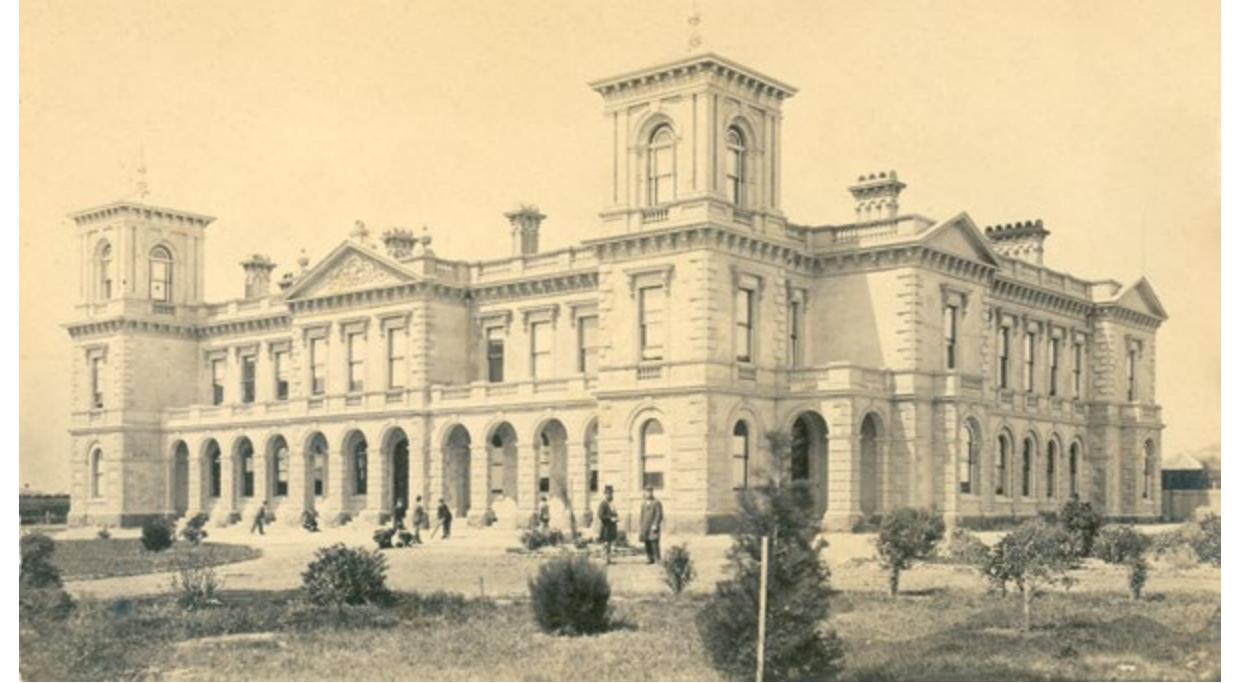
Nick Evans
Principal

OUR RICH HISTORY

Though much has changed over the centuries, Wesley's values and principles have stood the test of time.



186 SINCE



When Wesley's first student, Freddie Binks, stepped through the school gates on 11 January 1866, he could never have imagined the College as it is now – a leading, coeducational, multi-campus school with more than 3,400 students.

Today's students live and learn by the same core values Freddie Binks immersed himself in all those years ago – religious acceptance, diversity, academic excellence and outstanding educational opportunities for all.

Originally a Methodist boys' school, Wesley's most pioneering transformation took place more than four decades ago when the College embraced coeducation.

Wesley's ongoing commitment to a liberal and holistic education is embodied in all students as they uncover their potential, achieve their best and create their own page in our story – growing and shaping the future of Wesley.





DEVELOPING THE WHOLE CHILD

At Wesley, we understand the importance of a holistic education – one that recognises and develops the whole child.

Our holistic approach celebrates the abilities, cultures, beliefs, talents and passions that make each of our students unique.

What we teach, and more importantly, how we teach, gives students the worldly knowledge, skills and attitudes required to achieve in all aspects of life.



THE FOUR PRINCIPLES OF A WESLEY EDUCATION



LEARNING TO KNOW

Students are encouraged to pursue knowledge in all its forms, questioning, reflecting and problem-solving across a broad range of subject areas.

Wesley students are independent thinkers and passionate learners. Most importantly, they learn *how* to learn and are able to seek and acquire new skills and knowledge at every stage of life.



LEARNING TO DO

True learning is developed through experience, action and engagement. From international tours and local volunteering opportunities to cocurricular activities and residential programs such as Clunes and Yiramalay, our students apply their knowledge to a variety of meaningful contexts.

Students emerge from these experiences with the interpersonal skills and understanding needed to thrive in a broad range of social and workplace contexts, creating a positive impact wherever they are in the world.



LEARNING TO LIVE WITH

Much of what we learn about ourselves is in relation to our experiences with others. Our students learn and grow in a rich cultural environment, developing the skills required to negotiate and embrace the diversity and complexity of the world.

Experiences and interactions both on campus and within the broader global community equip students with interpersonal, social and language skills, which prepare them to live with and collaborate across cultures, belief systems and locations.



LEARNING TO BE

Our students develop enduring confidence and self-acceptance. They learn to be the best versions of themselves with openness, self-management, resilience, balance and peace.

Learning to be is reinforced at all stages of the student journey. With a fully developed sense of self-worth, students go out into the world with sound judgement and an understanding of personal responsibility.

WELLBEING AT WESLEY

At Wesley College, we encourage behaviours that positively influence the learning and wellbeing of self and others to promote a safe, inclusive, supportive and cohesive learning community.

Wesley's approach to learning and wellbeing is captured in the acronym **ROAR (Respect, Opportunity, Achievement and Resilience)**. These four character-based tenets are embedded at the heart of everything we do.



R espect

Nurturing a deep sense of belonging, connection and authenticity in relationships. Students explore key themes, including respectful relationships, emotional literacy, high-quality connections, empathy and forgiveness.

O ppportunity

Embracing the many opportunities at Wesley that support students to develop strengths, talents and passions. Themes are explored both inside and outside the classroom, including character strengths, self-determination, leadership, service-learning and spirituality.

A chievement

Encouraging students to define what is important to them, to set goals and develop healthy habits. They explore the importance of forging their own path, based on what matters most to them, through 'hope theory', storytelling and coaching.

R esilience

Helping students develop and harness their inner strengths and capabilities to successfully navigate stress and uncertainty and see challenges as opportunities to grow, learn and move forward.



EVIDENCE-BASED EMBEDDED PROGRAM

The ROAR approach to wellbeing complements the IB philosophy, recognising that learning and wellbeing work in unison to support confident, capable students. It is not simply what we teach, but how we teach, interact, and connect.

For students, this means:

- **Curriculum** designed to establish healthy and positive habits, support learning, personal growth and development and build self-confidence;
- **Dedicated** pastoral care classes to establish and monitor individual learning and wellbeing goals;
- **Specialist**, research-based programs to develop the skills of wellbeing such as compassion, gratitude, mindfulness and resilience;
- **Programs** that are age-appropriate to promote personal safety and developmental social growth;
- **Specialised** support provided by a dedicated Head of Student Wellbeing and a network of staff including psychologists, school counsellors, chaplains and cocurricular staff.

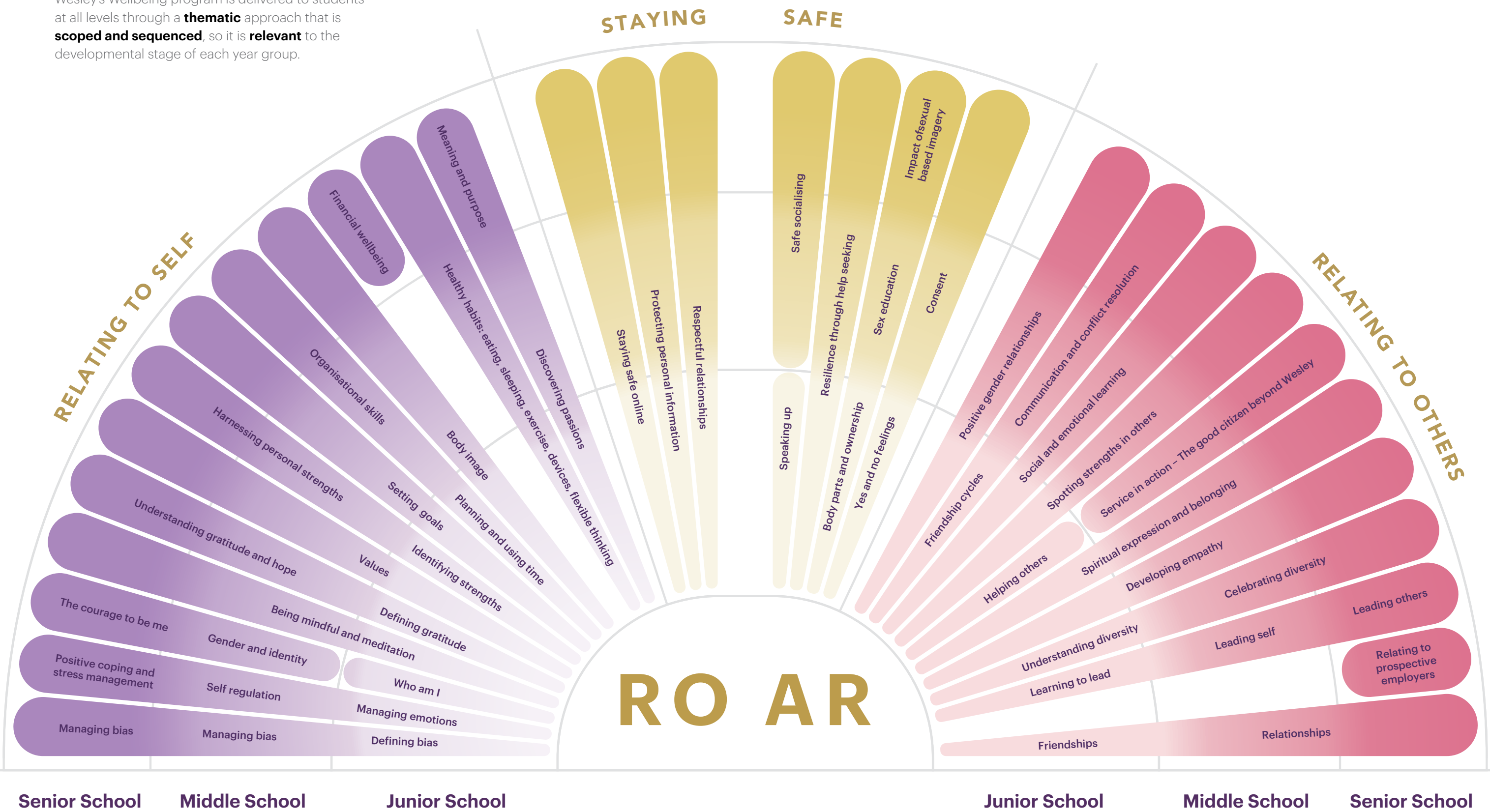
“When our students and staff feel safe, respected and connected, they feel valued, and we can better meet their needs for belonging, engagement and autonomy. They are enabling factors in developing self-determination, and that is highly predictive of wellbeing and achievement. Just like our Wesley lion, we aim to empower our students, and all those within our community, to truly roar!”

Nick Evans, Principal



A SEQUENTIAL WELLBEING PROGRAM

Wesley's Wellbeing program is delivered to students at all levels through a **thematic** approach that is **scoped and sequenced**, so it is **relevant** to the developmental stage of each year group.



DESIRED ATTRIBUTES OF THE WESLEY GRADUATE



A Wesley Education ensures graduating students are well prepared for their future, equipped with the knowledge and values to achieve personal and professional success, and ready to contribute to creating a better world.

1

A sense of personal confidence – a feeling of belonging and self-worth, strengthened by supportive and trusting relationships.

2

Knowledge – the ability to thrive and function in different environments with a diverse range of people; knowing how to deal with challenges and seek solutions in order to make ethically sound judgements.

3

A developing understanding – an appreciation of community, human rights and cultural diversity, and a commitment to social justice.

4

Balance – the understanding that a balanced life is equally dependent on intellectual, creative, spiritual, physical, emotional and social growth.



OUR LEARNING COMMUNITY



Students at Wesley learn within our Junior, Middle and Senior School environments. These 'mini-schools' provide learning and pastoral care suited to students' developmental stages.

SCHOOL STRUCTURE



JUNIOR SCHOOL

THREE-YEAR-OLD
ECLC TO YEAR 4

Our specialist primary year teachers provide learning tailored to students' interests, needs and abilities.



MIDDLE SCHOOL

YEARS 5 TO 9

In the Middle School, students are encouraged to expand their outlooks through exposure to new experiences that encourage reflection, critical thinking and independence.



SENIOR SCHOOL

YEARS 10 TO 12

Senior School students engage in diverse learning experiences. Students choose their own study paths to help them reach their full potential as knowledgeable, skilled and productive young adults.

A CONSIDERED JOURNEY

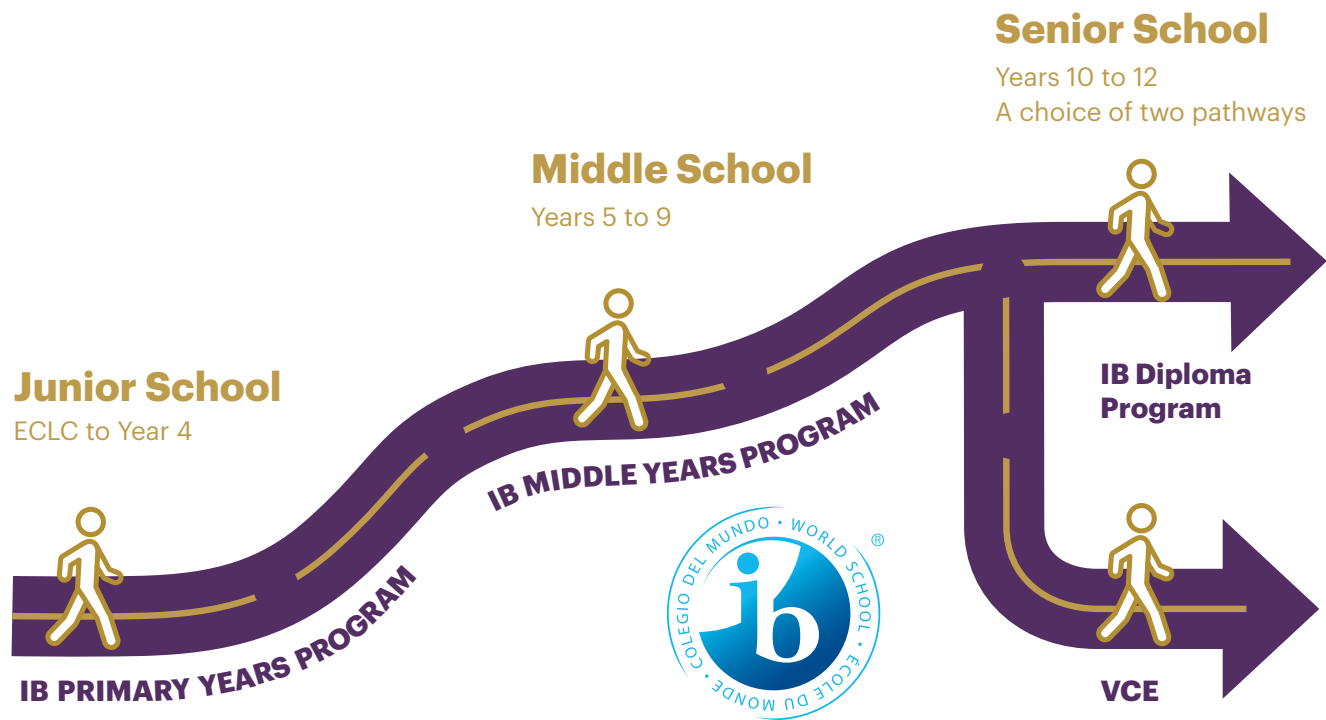
The transitions between our Junior, Middle and Senior Schools are carefully designed to overlap with curriculum programs. This helps students adapt to their new mini-school environment before beginning the next stage of their learning.

Students begin their journey in the Junior School, where learning is structured through the International Baccalaureate Primary Years Program (IB PYP).

When students transition into the Middle School in Year 5, they continue the familiar PYP framework for another two years before commencing the IB Middle Years Program (MYP) in Year 7.

This gradual transition also occurs in Year 10, when students progress into the Senior School and complete the final year of the MYP prior to studying their chosen Year 11 and 12 pathway.

Pastoral care and year level induction programs support and monitor students' transitions during these key periods of change.



THE PLACES YOU'LL GO

The Wesley journey offers a broad range of experiences across eight sites and beyond.

MELBOURNE METROPOLITAN CAMPUSES



Elsternwick



Glen Waverley



St Kilda Road

RESIDENTIAL EXPERIENCES



Yiramalay Studio School (Year 10)



Clunes (Year 9)

OUTDOOR EDUCATION SITES



Chum Creek (Years 3, 4, 5 and 7)



Mallana (Years 6 and 10)



Lochend (Year 8)



ELSTERNWICK

400+ STUDENTS **THREE-YEAR-OLD ECLC → YEAR 9**
JUNIOR AND MIDDLE SCHOOLS

Nearby public transport



Nestled in quiet suburban streets in Melbourne's bayside area, our Elsternwick Campus provides a nurturing learning environment where students thrive.

A beautiful, heritage-listed building situated at the heart of the grounds sets the tone for a warm and welcoming environment.

Elsternwick welcomes students from early childhood learning through to Year 9, and is an ideal campus for the younger members of our community. Elsternwick students continue into Year 10 at their choice of Wesley's St Kilda Road or Glen Waverley campuses.

An extensive orientation program supports students to confidently transition into Senior School.

FACILITIES

Elsternwick boasts a spacious library, as well as science, food technology, music, creative and performing arts, and physical education facilities.

THE ARTS

Elsternwick offers dedicated dance, drama and visual arts studios, while the McArthur Music Centre provides engaging programs for students interested in all facets of music. Whether your children are already adept at their chosen instrument or just starting out, group and individual lessons in the music centre will help them flourish.

SPORT

Students with a passion for sport enjoy access to tennis and netball courts, as well as a multipurpose outdoor recreation area. Indoors, an adaptable sports hall provides space for sports such as basketball, badminton, table tennis and gymnastics.

FITCHETT HALL

Fitchett Hall has played host to school assemblies and music performances for more than 50 years. Newly refurbished, the multi-purpose hall is equipped with the latest lighting and audio visual technology. Retractable seating transforms the hall into a versatile open space – ideal for rehearsals and hands-on learning.





GLEN WAVERLEY

1,400+ STUDENTS

THREE-YEAR-OLD ECLC → YEAR 12

JUNIOR, MIDDLE AND SENIOR SCHOOLS

LEARNING IN RESIDENCE (BOARDING)

Nearby public transport



Bus



Train

Complimentary Wesley transport



Private bus services operate across Melbourne's east and south east

With tree-lined ovals, world-class sporting facilities and state-of-the-art learning environments, our Glen Waverley Campus offers choice and opportunity for every student.

This expansive campus features dedicated Junior, Middle and Senior School communities, facilitating personalised care and support throughout every stage of learning.

Glen Waverley Campus is home to Wesley's *Learning in Residence* boarding facility. Purpose-built for senior students in Years 9 to 12, this unique experience draws students from metropolitan Melbourne, rural Australia and international locations.

FACILITIES

All interests, talents and passions are catered for at Glen Waverley, with high-quality science, arts and sports facilities.

CAMPUS DEVELOPMENT

The Glen Waverley Campus has recently undergone exciting developments to enhance teaching and learning for all students.

The Junior School boasts a new early childhood learning space and the Middle School's Wells Centre is a purpose-built hub where Year 5 and 6 students come together to socialise, study and collaborate. The Wells Centre supports students' transition to Middle School and features an atrium, custom-designed homerooms and an outdoor area.

A dedicated Year 9 precinct prepares our young adolescents for their transition into Senior School.

At the heart of the campus is The Drennen Centre, featuring a whole-campus library, high-tech collaborative learning hub, language classrooms and chapel. Adjacent is a dedicated centre for design and technology.

SPORT

Glen Waverley's extensive sporting facilities include five ovals, an indoor pool, gymnasium, basketball court, athletics training track, hockey pitches, tennis courts, netball courts and playing fields for cricket, football and soccer.

THE ARTS

From studio to stage, our students embrace art in all its forms.

In music, professional studios, rehearsal rooms and recital spaces inspire students to practice, compose and perform.

In performing arts, productions are polished in purpose-built rehearsal studios, then taken to the stage at Cato Hall, which is fitted with the latest sound and lighting equipment, and seats up to 300 audience members.

In visual arts, students explore their creativity with resources including 3D printers, photography studios, print presses and pottery kilns.



ST KILDA ROAD

1,500+ STUDENTS **THREE-YEAR-OLD ECLC → YEAR 12**

JUNIOR, MIDDLE AND SENIOR SCHOOLS

Nearby public transport



Bus



Tram



Train

Complimentary Wesley transport



Private bus services operate across Melbourne's north and west

St Kilda Road Campus is a progressive learning environment where innovation and tradition intertwine.

Just minutes from the heart of Melbourne's CBD, Wesley College St Kilda Road attracts a vibrant and diverse community of students from across Melbourne and around the globe.

The campus comprises two purpose-built sites, with the Early Childhood Learning Centre (ECLC) and Junior School a short walk from the Middle and Senior Schools. Each site provides students with age-appropriate resources and facilities.

FACILITIES

Students nurture their talents and pursue their passions in state-of-the-art classrooms, science labs, performance halls, rehearsal rooms, art studios and on sporting fields.

SCIENCE PRECINCT

St Kilda Road's science precinct features 11 biology, chemistry and physics laboratories, where students access the latest scientific equipment – closely mirroring a professional research environment.

MUSIC AND PERFORMING ARTS

Students with a love of music and performing arts express their creativity in our dedicated music school and performance hall.

With exceptional teaching and rehearsal facilities, our elegant four-storey music school includes individual spaces for band rehearsals and recitals, as well as tuition studios, multi-purpose classrooms and recording studios.

In Adamson Hall, students explore all aspects of theatre production. This historic performance venue seats more than 500 audience members and is equipped with professional-grade sound, lighting and backstage facilities, as well as dedicated rehearsal studios.

DESIGN AND VISUAL ARTS

Our Visual Arts and Design Precinct is set on the former site of the Royal Victorian Institute of the Blind. Vaulted ceilings and stained glass windows feature throughout this iconic bluestone building. This contemporary learning environment includes dedicated studio spaces for Senior School students, multipurpose classrooms and specialised facilities for photography, 3D printing and sculpting.

SPORT

Students realise their athletic ambitions with facilities catering to a wide range of sports, including fields for soccer, AFL and cricket, an indoor gymnasium and games hall, tennis and netball courts, hockey pitches, and an indoor swimming pool.



BOARDING

Wesley's Learning in Residence boarding facility, located at the Glen Waverley Campus, attracts students from across Australia and around the world.

Boarding at Wesley, for Years 7 to 12, offers a vibrant and culturally diverse environment where learning and living are inextricably linked.



LIVING AND LEARNING

Boarding at Wesley blends academic, cultural and social experiences, elevating student learning and growth in a welcoming and supportive environment.

Boarding students enjoy a rich and varied evening and weekend program. Evening activities focus on academic extension, short courses, life skills, employment preparation and wellbeing.

A structured program of study supervision and support is available, and residential staff tutor in a range of subject areas. Group study areas within the residences and across the campus enable day and boarding students to collaborate and motivate each other to reach their full potential.

Students participate in Saturday morning sport and enjoy weekend activities in and around Melbourne – from cultural excursions, festivals and events to school socials, shopping and movies. Students also have dedicated free time to relax, socialise, read or study.

A MODERN, SAFE AND SECURE ENVIRONMENT

Learning in Residence consists of eight separate residences for girls and boys, each housing up to 16 students of a similar age.

Every contemporary two-storey residence has a dedicated full-time staff member and comprises air-conditioned, twin-share rooms with ensuite for Years 7 to 11 students, and single rooms for Year 12 students.

Common areas include an open-plan lounge featuring a gas fireplace, kitchenette, and private and group study areas.

Students live close to the 240-seat dining space, where our chefs serve nutritious meals.

The environment is fully integrated into the campus and boarders make full use of the campus facilities, which include a sports centre, gymnasium, tennis courts, music and drama studios, sporting ovals and a swimming pool.

Residences are fully secure, and students use a personal electronic swipe card for access. The site also has a 24/7 security presence and video surveillance.

HOLISTIC HEALTH AND WELLBEING

Wesley's boarding program is based around a strong, culturally appropriate pastoral-care model.

High staff-to-student ratios enable us to assign each student a mentor who provides academic, emotional and social support to help them thrive in their new environment.

A health centre delivers medical assistance, while onsite campus counsellors offer guidance and support.

A photograph of four students in school uniforms, smiling and looking towards the camera. They are wearing purple pinstriped blazers over light-colored shirts and dark ties. The background is slightly blurred, showing an indoor setting with large windows.

ACADEMIC EXCELLENCE

Wesley celebrates outstanding student achievement across all areas of learning.

Students' determination, collaboration and hard work, coupled with our high standards of teaching and learning, prepares them to pursue life beyond our school gates with confidence, flair and success.



CHOOSE YOUR PATH

We offer flexible curriculum pathways to suit the interests, needs and talents of each student.

All students learn through the International Baccalaureate (IB) curriculum framework until Year 10. Students undertake the IB Primary Years Program from ECLC to Year 6 and the IB Middle Years Program from Years 7 to 10.

Throughout these programs students learn to balance academic and personal growth, developing the knowledge, skills and attitudes required to succeed in Senior School.

In Years 11 and 12, students select from two distinct pathways – the IB Diploma Program (IB DP) and the Victorian Certificate of Education (VCE).

Teachers, Heads of Faculty, Curriculum Coordinators and career counsellors guide students in their pathway choice and subject selection to ensure they make the best decision based on individual strengths and aspirations.

IB DP

The IB DP is a two-year program completed in Years 11 and 12. Students are required to study six compulsory subjects selected from each of the following subject areas: English, mathematics, science, humanities, languages and arts.

The internationally recognised IB DP prepares students for further education, encouraging them to become well-rounded, globally minded independent learners.

VCE

Wesley students complete the VCE in Years 11 and 12, choosing a minimum of six subjects in Year 11 and five subjects in Year 12, one of which must be English. The program's flexible structure allows some students to begin their VCE in Year 10.

The VCE is highly regarded by Australian and international universities and tertiary education institutions.

‘Year 12 was about learning to adapt, as different times of the year required different amounts of effort and focus. My peers were my greatest support, but my teachers were my greatest resource and asset.’

Emily Edwards (OW2022)



PASSIONATE TEACHERS



Great teaching is at the heart of what we do. Wesley’s teachers inspire, encourage and empower every girl and boy to achieve their best.

With a deep knowledge of students’ unique interests and abilities, our teachers support their students in all aspects of their education and wellbeing.

LEADING THE WAY

Our comprehensive professional development program ensures all our teachers understand and implement the latest teaching and learning practices.

Teachers participate in weekly collaborative workshops, undertake seven full days of formal professional learning per year, as well as pursuing additional external development opportunities.

This calendar of professional development inspires our teachers to enhance their program delivery, crafting lessons in new and exciting ways that actively challenge and engage students in learning.

EXPERTS IN THEIR FIELD

Our teachers bring a wealth of experience and expertise to their classrooms. More than 40 per cent have completed post graduate studies, and on average, they have taught at Wesley for over 10 years. These dedicated, passionate educators understand that great teaching sets both students and teachers on a lifelong journey of learning.



‘I don’t think teachers get enough credit for the passion they bring to teaching. The Science Department had a great impact on me. I never felt like I was in a classroom setting but rather, a place where learning was enjoyable.’

Wilson Macdonald (OW2022)



ACADEMIC ACHIEVEMENT

Wesley is one of Australia's top Victorian Certificate of Education (VCE) and International Baccalaureate (IB) schools. Our Year 12 students choose to study either the VCE or the IB Diploma Program.

Our students have a long tradition of making us proud, time and again achieving excellent results across both pathways.

We recognise there is more to an education than an ATAR score. Wesley provides students with a breadth and depth of learning experiences that prepare them to succeed no matter what path they take.

STUDENT REFLECTIONS



Zoe Shepherd
IB DP Dux, ATAR 99.75

I chose the IB DP for its holistic approach, learning a wide variety of subjects, in-depth.

I knew it would be a challenge, but that it would help me progress in my learning, self-management and resilience. I'm planning to study History at a university in the UK.

Participating in cocurricular activities, and continuing my piano lessons, was one of the best ways to keep me grounded and reduce stress. It helped me focus on what I wanted to achieve outside school and gave me a routine.

At Wesley, I learnt alongside a diverse range of people, which mirrored the real world.

It showed me that there are many different views, and I learnt the invaluable skill of understanding other people's perspectives.



Jade Chen
VCE, ATAR 99.60

My most memorable experiences have been in Music at Wesley – making friends from many year levels and doing something we love together. Performing a piano concerto at the Winter Concert in Year 12 was a dream come true.

Learning in a coeducational environment was very positive, because I naturally interacted with such a diverse group of people each day. I think it reflects the real world more closely, and I feel I developed stronger communication and collaboration skills as a result.

Year 12 was a rollercoaster but my friends, teachers and my Head of House were always there for me. Knowing there were people willing to help made the challenges of Year 12 feel more manageable.

I hope to study Medicine at Monash University, turning my research interests into a career where I can make real, human impact.



Kirwan Schoenborn
IB DP, 98.55

The IB Diploma Program aligned with my values and the broad nature of my academic and extracurricular interests.

The multidisciplinary approach of the IB encouraged me to pursue breadth, as well as depth, of excellence. I feel better prepared to face the world, particularly the workforce, as a result.

My teachers were incredible pillars of support, and I am extremely grateful for their work. They offered so much of their time and facilitated revision groups that enabled me to consolidate my knowledge.

Looking back, my trip to Yiramalay in Year 10 shaped me into the person I am today. I learnt many lessons about humility and the importance of open mindedness, and I now have a greater understanding of my place in the world.



Annabel Major
VCE, ATAR 91.65

I have been heavily involved in Wesley's cocurricular program since I started in Year 7, participating in musicals, plays, netball, rowing and swimming.

These programs provided me with opportunities to connect with so many amazing people across year levels and campuses. While it was a big commitment each week, it helped me learn to manage my time well, which was imperative during VCE.

I am grateful for how approachable and available teachers were at Wesley. Although Year 12 is a busy year for everyone, my teachers were willing to invest time outside of class to help me improve and reach my potential.

Without them, I wouldn't have been able to be involved in so many school activities or achieve as much as I did.



Magnus Cath-Fawcett
VCE, 97.90

Being able to consult with teachers and reflect on feedback was vital to trying to improve my performance.

I made a habit of meeting with my teachers before or after difficult assessments and their feedback was invaluable. I tried to maintain regular study habits and rely on my family and classmates for support and advice throughout Year 12.

One of my highlights at Wesley was performing in student theatre. I really appreciated the amazing opportunities and the community that student theatre provided.

To future Year 12 students, I would say keep doing what you love even if it adds to your workload as it will improve your wellbeing and time management. I want to study Arts at the University of Melbourne, majoring in Philosophy.



Joshua Triplett
IB DP, 98.35

The balanced nature of the IB DP appealed greatly to me, and I've developed critical thinking skills and habits that will last a lifetime.

I am interested in taking an interdisciplinary approach to future study, through a double degree in Biomedicine and Law.

My time at Wesley was very special and the Year 9 residential program at Clunes was a highlight. It taught me not only independence, but also the value of supporting others in different environments.

Swimming was one of my most rewarding cocurricular activities. I loved watching both the boys' and girls' teams come together for the first joint APS Finals competition, contesting strongly against the other schools.



UNPARALLELED OPPORTUNITIES

SPORT



20 SPORTS FOR EVERY INDIVIDUAL

SUMMER

Badminton
Cricket
Diving
Futsal
Rowing
Swimming
Table Tennis
Tennis
Touch Football
Volleyball

WINTER

Basketball
Cross Country
Football
Gymnastics
Hockey
Netball
Snow sports
Soccer

SPRING

Athletics
Water polo





SPORT

Wesley’s comprehensive sport and physical education program equips students with the skills, knowledge and mindset they need to enjoy a fit and healthy life.

Our broad program encompasses all skill levels across a variety of sporting disciplines, allowing students to pursue the sport that ignites their passion.

All students are encouraged to strive for their personal best, and for many this amounts to extraordinary accomplishments. From world champions and Olympic gold medallists to international cricketers and netballers, Wesley alumni have achieved sporting success on a global scale.

COCURRICULAR SPORT

Wesley’s cocurricular sports program provides unparalleled choice and opportunity. Across three seasons, more than 680 teams compete in 20 different sports.

Cocurricular sport is compulsory from Years 5 to 12. From Year 7, students participate in the Associated Public Schools (APS) sports competition, held on Saturday mornings as well as the Associated Grammar Schools of Victoria and APS girls sport competitions.

Students thrive under the guidance of Wesley’s passionate and knowledgeable coaches, many of whom have competed at a professional and semi-professional level.

We believe that sport is more than competition, tactics and strategy. Wesley’s cocurricular program instils teamwork, cooperation and respect for others, and helps students realise that success isn’t always measured by winning or losing.

PHYSICAL EDUCATION

Physical Education is compulsory from Prep to Year 10 and is offered as an elective for Senior School students.

Lessons focus on self-improvement and understanding how physical activity and nutrition are linked to physical and mental health and wellbeing. Students also learn fundamental movement skills, build confidence and develop a positive attitude to exercise.

Wesley's vibrant and eclectic music program encourages students of all ages and abilities to learn, perform and develop a love of music.

MUSIC



21

Chamber ensembles



23

Bands



10

Orchestras



20+

Instruments



16

Choirs





MUSIC

Students explore a wide range of music genres and develop their musical talents through choirs, ensembles, instrument tuition and in-depth classroom learning.

COCURRICULAR MUSIC

Swing choirs, a cappella, jazz bands, string ensembles, wind ensembles, orchestras, big bands, pop choirs, rock bands, soul bands... you name it, Wesley plays it!

The multitude of cocurricular music ensembles offers every student incredible opportunities to practise, improve and perform. From attending music camps and representing Wesley at community events to travelling interstate and overseas for competitions and public performances, our students understand music excellence and strive to achieve it.

The dedication, passion and energy of our students and teachers shape the culture and define the quality of Wesley's outstanding music program.

CLASSROOM MUSIC

Our students' musical journey begins in Prep and continues through the primary and middle years. From Prep to Year 8, we emphasise musical literacy and instrument practice and performance, developing well-rounded musicians with a solid understanding of the essential elements of music.

From Year 9, students choose to pursue music studies through a variety of electives, exploring all aspects of musical practice and composition including recording, audio design and music promotion.

Above all, we support students to enjoy and participate in music. We believe this is the best way for students to explore their musical creativity and skills.

PRIVATE TUITION

Students of all ages have the chance to master an instrument as part of Wesley's private tuition program. With experienced, specialist teachers across a choice of 20+ instruments – including woodwind, brass, strings, percussion and voice – this popular program helps develop students' talents, preparing them to play and perform to the best of their ability.



PERFORMING ARTS

From grand-scale musicals to plays, comedies and monologue performances, performing arts is a creative avenue that Wesley students adore.





PERFORMING ARTS

Engaging the talents and enthusiasm of hundreds of students each year, our performing arts program provides opportunities for every student to participate by performing, working backstage or taking on technical roles.

STUDENTS AND THE STAGE

The performing arts cocurricular program engages students from Years 5 to 12. Under the guidance of our specialist teaching staff – directors, choreographers and musicians – students stage ten productions per year across the College, including six musicals and four plays. These sell-out, high-quality productions never disappoint.

The production process at Wesley closely mirrors the real world of performing arts. This not only instils in students the skills, experience and work ethic required to perform at a professional level, but also teaches them about time management, independence, collaboration and design thinking.

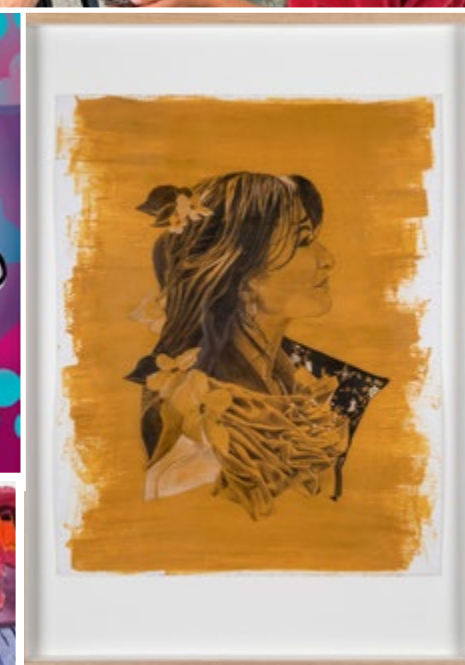
Wesley graduates have pursued further study at the National Institute of Dramatic Art, the Victorian College of the Arts or have gone directly into a stage or television career.

SKILLS FOR LIFE

Through drama classes and performing arts opportunities, Wesley students acquire skills for all areas of life. In the classroom, our youngest students learn how to confidently present in front of others, while middle years students gain a deeper understanding of character development and theatre as literary art. Senior years students who wish to further develop their skills may choose theatre studies subjects in their VCE or IB DP pathways.



VISUAL ARTS



VISUAL ARTS

Bold, expressive and challenging, Wesley's visual arts program encourages students to explore their creativity in dedicated multi-studio spaces.

Guided by specialist teachers, students learn techniques across a broad range of mediums and technologies, including painting, photography, film, laser cutting, 3D printing, drawing, ceramics, print making, sculpture, fibre arts and design software.

Integrated throughout the primary years and offered as a standalone subject in both the Middle and Senior Schools, the visual arts program develops creative thinking, visual communication and critical-appreciation skills in students of all ages.

Wesley immerses and connects students to real-world learning in local, national and international contexts.

Through experiences beyond the traditional classroom, our students learn how to work with a diverse group of people to effectively respond to new opportunities and challenges.

LIFE-CHANGING EXPERIENCES





CLUNES

An immersive and transformative experience, Clunes is often cited by our alumni as a highlight of their time at Wesley.

Clunes is an eight-week residential learning program for Year 9 students set in the heart of Victoria's Goldfields region, in and around the township of Clunes. Wesley students from all three Melbourne campuses experience shared living, community engagement and unparalleled social and emotional learning opportunities.

LEARNING BEYOND FOUR WALLS

Like all aspects of a Wesley education, the Clunes program focuses on the development of the whole person.

Our Clunes curriculum supports the International Baccalaureate Middle Years Program (IB MYP) and blends experiential, academic, social and emotional learning with community engagement, outdoor exploration, fitness, the arts, and sustainability. The curriculum pivots around three key concepts: Self, Place and Community.

Learning occurs in a variety of settings and contexts, including the local township and the diverse natural landscape of the surrounding district. The Clunes campus boasts state-of-the-art facilities with recently completed purpose-built design, technology and art studios, a demonstration kitchen and new student residences. These campus facilities enhance opportunities for students to develop skills in creativity, innovation and communication.

COMMUNITY ENGAGEMENT

The Year 9 experience at Clunes does not isolate students in a remote setting but rather, deliberately embeds them within the local community to help develop compassionate, caring young people with a strong sense of service to others.

Students contribute meaningfully to the fabric of everyday life at Clunes. They volunteer in local businesses and community organisations, put on public musical performances and work on local environmental projects. Students also complete their MYP Community Project during their time at Clunes, developing and implementing a project to benefit the community.

PERSONAL DEVELOPMENT

Year 9 students are at a formative period in their development. The Clunes curriculum is tailored to support students during this incredible time of change, growth and exploration. Students focus on personal growth, self-awareness and develop a sophisticated understanding of identity.

Independent living and the development of life skills are a vital part of the Clunes learning experience. Girls and boys live separately in houses of eight, supported by a team of 40 staff, including a dedicated pastoral care team. This supportive approach allows students to develop a sense of responsibility, as well as skills in collaboration and conflict management.

Parents are often amazed by their child's transformation, and students learn to appreciate and acquire the skills for self-sufficient living such as cooking, cleaning, budgeting and grocery shopping.

This complements the inherently integrative and cross disciplinary nature of the IB curriculum, which encourages students to draw connections and learn beyond the scope of individual subjects to solve real-world problems.



OUTDOOR

EDUCATION



Camp activities are thoughtfully planned to ensure topics and challenges are age- and stage-appropriate – from sea kayaking, surfing and caving to ecosystem exploration and revegetation projects. All students receive guidance and support from their homeroom teachers and our specialist outdoor education staff.

Our exciting and rewarding outdoor education program connects students to the natural world. From Years 3 to 10, students engage in hands-on experiential learning that builds confidence, resourcefulness and a deep understanding of and respect for the environment.

Wesley has three dedicated outdoor education sites across Victoria:

CHUM CREEK

Located 80 kilometres north-east of Melbourne in the forests and foothills of the Central Highlands (a short distance from Healesville), Chum Creek is attended separately by students in Years 3, 4, 5 and 7.

CAMP MALLANA

Located on the Banksia Peninsula south of Bairnsdale in East Gippsland, Camp Mallana is attended separately by students in Years 6 and 10.

LOCHEND

This coastal property at Cape Bridgewater near Portland is attended by Year 8 students.



YIR MALAY

WHEN WE LEARN TOGETHER,
WE GROW TOGETHER

The Yiramalay Studio School lies 400 kilometres east of Broome in the remote outback of Western Australia's Kimberley region. Here, on traditional Bunuba land, different cultures and communities come to live, work and learn together.

CREATING POSITIVE CHANGE

More than a decade ago, Wesley College joined with the Bunuba community of the Kimberley in Western Australia to conceive and establish a dual-site studio school. Our shared ambition was to deliver a learning experience that transcends culture and location and helps create a better Australia through respect, community-mindedness and reconciliation. Combining on-country learning and a continued connection to culture with academic and industry-based learning, more than 150 Aboriginal students have completed Year 12 at the Studio School.

AN EXCITING NEW CHAPTER

In 2022, the Yiramalay Studio School transitioned to Studio Schools of Australia (SSA), where it forms part of an extended program of studio schools across the north of Australia. Under the SSA foundation, three new studio schools are being established, supported by a dedicated Indigenous Education and Resource Centre on country. The expansion of the studio school model represents a significant step to closing the gap between Indigenous and non-Indigenous education.

OUR COMMITMENT TO RECONCILIATION

The Wesley College Reconciliation Action Plan, launched in 2022, provides a framework to embed authentic and sustainable practices in the everyday life of the school. It provides opportunities to develop and strengthen our connections to local contexts, to listen to voices of Indigenous people and to realise that all actions, large and small, contribute to nurturing the relationships that we have as a community.





YIRAMALAY INDUCTION PROGRAM

The three-week Induction program is a shared beginning for new Yiramalay students and visiting Year 10 students from Wesley.

Wesley College is the partner school for the Yiramalay Studio School, with Year 10 students given the unique opportunity to learn on-country through the three-week Yiramalay Induction Program.

Yiramalay students, mentors and elders lead their Melbourne peers through activities such as Aboriginal art workshops, traditional smoking ceremonies and making bush tucker.

Wesley students gain a deep respect for and understanding of Aboriginal cultures, languages and environments, and what it truly means to be Australian – lessons they share with their friends, families and communities on their return to Melbourne. For many students, it is a life-changing experience and one of the highlights of their time at Wesley.

Yiramalay students wishing to study the VCE or IB DP also have the opportunity to do so at Wesley's Glen Waverley Campus.





TRIPS AND TOURS

Wesley takes learning beyond the classroom, offering more than 20 specialist tours and a range of opportunities through partner schools each year.

Through local and global opportunities, students develop independence, open-mindedness, responsibility and a greater understanding of different cultures.

CAMPS, TOURS AND COMPETITIONS

From CERN's Large Hadron Collider to European music tours and sport tours in the US, our teacher-led experiences take Wesley students to the world. Building confidence across a range of disciplines, these tours provide students with hands-on opportunities to develop their knowledge and apply their skills.

INTERNATIONAL OPPORTUNITIES

As an IB World School, we are globally-minded in all that we do. From our education networks to our alumni and wider community, we are proud to support opportunities for our students to gain an understanding of local culture, develop language skills and foster life-long connections.





GRADUATING IS JUST THE BEGINNING

The Wesley journey continues well beyond Year 12.

Our graduates are supported and connected by an extended network of over 22,000 former collegians who live and work in more than 53 countries. This diverse and active network spans a broad spectrum of professions and industries, and is one of the largest of its kind.

Since 1882, the Old Wesley Collegians' Association (OWCA) has supported Wesley alumni with regular reunions as well as social, professional and special interest events.

All graduates gain a lifetime membership to the OWCA,

connecting them to a range of social, mentoring and career advancement opportunities.

Our alumni network is highly engaged – many alumni have forged major business enterprises, social ventures and creative initiatives.



Scan the QR code to meet some of the remarkable men and women who have been shaped by the same values and *Dare to be Wise* spirit of our Founders.

22,000+ ALUMNI

Wesley alumni include Australia's longest-serving Prime Minister Sir Robert Menzies, prominent scientists, elite athletes, high-profile writers, artists, actors and musicians, world-renowned academics and educators, politicians, media presenters, lawyers and judges, and business leaders.

2	13	1
Former Australian Prime Ministers	Rhode Scholars	Senior Australian of the Year
1	1	36
Kyoto Prize winner	Nobel Laureate	Olympic athletes
23	7	1
Politicians	Supreme Court judges	World champion athlete
1	2	1
High Court judge	Federal Court judges	Victoria Cross recipient

YOUR JOURNEY BEGINS



HOW TO APPLY

Wesley College accepts applications for enrolment for students entering from three-year-old Early Childhood Learning through to Year 11.

The College considers a range of criteria when making enrolment offers, including but not limited to:

- children with siblings already attending the College
- children or grandchildren of Old Collegians
- gender balance of each year level
- interests and activities of the student
- children of permanent staff members
- academic performance and school reports for students seeking entry to the Senior School (Years 10-12)
- applications for boarding
- date of application

APPLY ONLINE

To complete and submit your online enrolment application, in accordance with our terms and conditions, visit wesleycollege.edu.au/enrol

As part of the online application, please upload the following documents:

- the applicant's birth certificate or passport
- if applying as a temporary or permanent resident, a copy of the applicant's visa

You will also be required to pay a non-refundable nor transferable \$200 application fee. This fee is waived for children and grandchildren of Old Wesley Collegians.

Please note, an application is a prerequisite to admission for a place on the College waitlist, however it does not guarantee an enrolment.

PROGRESSING YOUR APPLICATION – YEAR 5 AND 7 ENTRY

For students entering Years 5 and 7, the enrolment process begins three years prior to the preferred year of entry.

Waitlisted families are emailed an Application Progression Questionnaire to register their continued interest in a possible place at Wesley College.

The **Application Progression Questionnaire** requests copies of your child's most recent school reports, NAPLAN (if undertaken) and any additional information that highlights your child's involvement in school, interests and hobbies, notable achievements and other extracurricular activities.

We recommend booking a tour at the campus of your choice. Campus tours are great opportunities for families to meet our staff and students and learn more about the Wesley College experience.

INTERVIEW

Families that proceed beyond the waitlist stage are invited to attend an interview with the Head of School (or delegate). Successful applicants may be made an offer of enrolment.

ACCEPT AN OFFER

Once an offer is made, families confirm their acceptance by completing the Acceptance of Offer form and paying the confirmation and tuition contribution fees. These fees are non-refundable or transferable.

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(03) 8814 8889
e.admissions@wesleycollege.edu.au

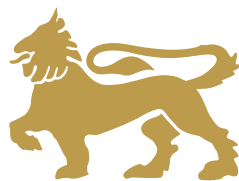
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