



Annual Report 2015



WESLEY COLLEGE

MELBOURNE AUSTRALIA

A True Education

Celebrating 150 years 1866 – 2016



Wesley College Annual Report 2015

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President of Council's Introduction



The College is continuing to navigate the pathway toward incorporation...The 19th century model will be updated with a 21st century one to enable the College to far better transact and respond to modern governance obligations

As the President of the Wesley College Council, it is a great privilege to for me to write this report for the 2015 edition of the *Annual Report*.

Two key themes that have been at the core of Council considerations during the year. Firstly, the fundamental obligation of the College to its students past and present, to provide a safe and caring environment and secondly, progress on several critical projects which look to the future in providing the facilities and footprint to deliver a *true education* to those students.

The status and reports from the ongoing Royal Commission into Institutional Responses to Child Sexual Abuse are very relevant to the College. It would be remiss of me not to acknowledge that this is an inquiry relevant to all schools in Australia. The College Council has, and will continue to, take note of the key learnings and recommendations from the ongoing Royal Commission. The Council response has included a new committee of Council, called the Ethics and Compliance Committee, chartered with monitoring and implementing new practices and policies that support a safe environment for all students. It is the highest order responsibility of all the adult members of our community to place the safety and care of our students as our priority. We believe this to be a profound value of our community and I would like to thank and acknowledge all members of our community who live out this responsibility, as professional educators, staff, volunteers, coaches, Old Collegians, carers, guardians and parents. The College Council is very aware that the first and best protection for children comes from a whole community committed everyday to a safe and caring environment. The reporting, policies and training that flow on from this whole of community commitment, facilitate the appropriate management of this critical obligation. Thank you to all those who now and in the future ensure that this obligation is met everyday at the College.

The College has also progressed on many key projects and priorities of deliberations at Council. This includes incorporation, strategic direction, building projects and College land acquisitions

The College is continuing to navigate the pathway toward incorporation. During 2015 Council concluded a community consultation process considering the new proposed constitution, which resulted in some amendments inclusive of the Objects, gender balance and terms of Council members. The Uniting Church in Australia's Standing Committee and Legal Reference Committee has now approved the final proposed Constitution. The next stage is to create the incorporated entity targeted with an effective date in 2016. Whilst legal and technical, this is a very significant change for the College, which has operated as an unincorporated association for 149 years. The 19th century model will be updated with a 21st century one to enable the College to far better transact and respond to modern governance obligations.

Many would be aware that 2016 is the sesquicentenary of the College. It will be a very exciting year and a wonderful milestone. We had a very successful launch to a number of Wesley representative groups in August of 2015 and many celebration events are planned for 2016. In particular though, the current strategic plan for the College is drawing to a close at the same time and the Council and, in particular the Principal, Dr Helen Drennen, are busy laying the groundwork for the next strategic plan. The discussion document, *The Shape of Wesley to Come*, has been launched to the staff and greater community and community feedback has been welcomed as we consider what our next generation of students will need know to operate in the world as we look toward 2030.

The Council is extremely excited about the recommencement of boarding at Wesley in August 2016 with the construction of the *Learning in Residence* facility at the Glen Waverley campus. The loss of boarding at the College since the 1980s has been felt deeply by the community, however, the absence of boarding for this time has meant that the College can build and create a new facility which is modern and adopts best practice for the benefit of students in the future. This 132-bed facility will provide weekly and full boarding for domestic students, including local, rural and remote students, as well as international students. The College looks





forward to the modern interpretation of students living and learning together in the Melbourne Wesley community.

The second most significant development in terms of facilities and footprint has been the acquisition of part of the Deaf Children Australia site on High Street adjacent to the St Kilda Road campus. Usually referred to as "The Cabbage Patch" this site will enable the future construction of built form to accommodate expansion of the Middle and Senior Schools at the site. Initial discussions around the purchase of some of this land commenced at Council in 1978 and I would like to acknowledge the considerable work of prior Council's led by Field Rickards, Warrick Mitchell and Peter Harrison in acquiring this site. We are delighted to be able to have closed on this purchase in August of 2015.

In terms of projects we carry in to 2016, the College Boat Shed on the Yarra continues to be stalled at the Stonnington Council approval stage and we are hopeful of resolution in 2016. We delighted to have commenced a significant refurbishment of the Glen Waverley Junior School. Also at Glen Waverley, the "ring road" project to assist with traffic flow at the campus has started.

The quality of deliberations and decision making of council would not be possible without the voluntary commitment and consideration of Council Members and I would like to pass on our appreciation to current Council members Doug Turnbull, the Rev Sue Withers, Janet McGaw, Lynda Cheng, Wendy Lasica, Phillip Powell, Cameron Bacon and the Rev Dr Sunny Chen and to co-opted members of Council and committees, Peter Harrison, Warrick Mitchell, Peter Sandow and the Rev Rufus Black. In particular I would like to acknowledge the extraordinary contribution of our two retiring Council members, Peter LeHuray and Andrew Nicholls. Peter chaired the Finance, Audit and Risk Management Committee for a number of years and has been invaluable as a source of finance and risk best practice advice. Andrew chaired the Major Projects Committee and has been instrumental in the acquisition of the additional property at St Kilda Road. I would like to thank them both very much for their good counsel and energy devoted to Wesley.

I would also like to acknowledge the tremendous work of the Wesley Foundation and the Foundation Advisory Committee. The Wesley College Foundation, most ably led by the Chair, Peter Harrison, has raised over \$2.7m for 2015 and I would like to acknowledge all of our donors through the Voluntary Building Fund, the Capital Campaign for *Learning in Residence* and the 150th Campaign for scholarship support. Your contributions enable these outstanding facility developments and extensive scholarships available for students who could not otherwise attend Wesley.

To finish, I want to thank all involved at Wesley for an outstanding 2015.

- To the College Council, I personally thank you for your wisdom and guidance as we build on the Wesley College history and traditions and set the College for the next 150 years
- To our all students and parents, we all thank you for your contributions and support of Wesley College throughout 2015
- To the OWCA and alumni community, it has been another exciting year full of engagement and support
- To our broader community I thank you for your commitment to the Wesley College vision
- Lastly, to Dr Helen Drennen, the College Executive team and the staff of dedicated professionals, I thank them for leading us through the academic year
- The College has made some wonderful progress throughout 2015, thank you all for your support and contribution.

Marianne Stillwell



Council Activities



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

The 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 and other Committees of the Wesley College Council.

The Finance and Risk Management (FARM) 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 of buildings and grounds.

The Strategy Committee has been established with the specific purpose of looking at the long term strategic options for the College and to position the College to maximise the opportunities of the 21st century. This includes ensuring that the College building and education facilities are appropriate and that supporting strategic plans are prepared to ensure their delivery.

The newly-established Ethics and Compliance Committee first meeting is scheduled for 2016.

Council Member	Council		Finance, Audit & Risk Management Committee		Property Committee		Council Strategy 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
Cameron Bacon	8	9	8	9	–	–	2	2
Sunny Chen	7	9	–	–	–	–	1	2
Lynda Cheng <i>Leave of absence July & August</i>	7	9	4	5	–	–	2	2
Helen Drennen <i>Sabbatical leave August</i>	8	9	7	9	8	9	2	2
Wendy Lasica	9	9	–	–	9	9	2	2
Peter Le Huray <i>Overseas relocation</i>	5	9	7	9	–	–	1	2
Janet McGaw	9	9	–	–	9	9	1	2
Andrew Nicholls <i>Retired May</i>	3	3	–	–	3	3	–	–
Philip Powell	9	9	8	9	–	–	1	2
Marianne Stillwell	9	9	9	9	–	–	2	2
Douglas Turnbull	7	9	–	–	8	9	1	2
Sue Withers	6	9	–	–	–	–	2	2
Peter Harrison <i>Co-opted Member</i>	9	9	–	–	–	–	1	2
Warrick Mitchell <i>Co-opted Member</i>	–	–	–	–	9	9	–	–
Peter Sandow <i>Co-opted Member</i>	–	–	–	–	5	9	–	–

Major Projects/Masterplan

Significant capital works have been undertaken at all sites over the past year to ensure that the College facilities support and enhance Wesley educational programs.

At St Kilda Road the renovation and upgrade of the art building was completed along with the establishment of a new Middle Years Programme (MYP) design classroom. As part of our multi-year science facilities upgrade (now nearing completion) Science Laboratory 2 was updated as well as the Science Prep Room to provide a modern, useful teaching space. The Memorial Forecourt and Rose Garden was upgraded, including bluestone paving, painting, the removal of a pergola and re-turfing of the lawns. The lighting in Senior School was completely upgraded to LED as part of the College's environmental sustainability program. At the Junior School the Hutch and vestibule were extended, including improved disability access. The air conditioning program continued to be implemented, as did the carpet and painting programs. A complete upgrade of campus security systems was also completed during 2015.

At Glen Waverley work commenced on the renovation of the Junior School at the end of Term 3. The upgrade to the Year 4 Homeroom was completed in time for the start of Term 1, 2016 and provides a much more modern and useable teaching and learning space. Work has commenced on the Year 3 Homeroom and over the next 12-18 months all spaces in the Junior School will benefit from these upgrades, not only to learning areas but also play and courtyard spaces. Other updates included the main campus reception area and the conversion of an unused science room to a modern hospitality/food technology learning space.

Work on the campus ring road commenced in December and will be completed by mid-2016. This will alleviate some of the

traffic congestion at pickup and drop off time and during Saturday sport. In art, work commenced on a new classroom as well as a display area on the first floor. The extra teaching and display spaces are a very welcome addition to the art program.

Site preparation for Learning in Residence work commenced during 2015 followed by early construction works with the delivery of student houses scheduled for early 2016. This project is due to be completed in the second half of 2016. Other works at Glen Waverley included ongoing air conditioning installation, painting in many areas, carpet upgrades and window replacements.

At Elsternwick work on the library upgrade was completed in early 2015 providing the campus with a modern functional space to meet needs well into the future. New seating was added in the sports hall and the girls change rooms/toilets received a modern upgrade. One of the two art rooms was converted to an MYP design room, bringing the campus into line with the MYP design rooms at Glen Waverley and St Kilda Road. New windows were added to the Cato building and the carpet and painting upgrading programs continued. At Clunes upgrades to staff and student housing continued as well as renovation/restoration work to the old Police House. Crumbling asphalt paths continue to be replaced by concrete.

Yiramalay building works commenced on a new kitchen/dining facility, completely funded by the Federal Government Indigenous Advancement Strategy. This facility will be a great asset in supporting the educational program and a much-needed upgrade to the current facility, which will be converted to additional teaching and learning space. This project is due to be completed in mid-2016.

College Council



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 both the College Council and Finance, Audit and Risk Management Committee.



Wendy Lasica
BA MUP

Wendy joined College Council in mid-2011. She is an award-winning theatre producer, has been a director and board member of Next Wave Festival, chaired funding panels for Arts Victoria, been general manager for Stonnington Symphony, written a how-to book for emerging artists and managed a playwrights' award at the State Library. Wendy has also worked extensively in New York. She holds a masters in Urban Planning and operates a niche practice working at the intersection of cities and culture. Wendy's son currently attends the College and her daughter is a graduate of Wesley.



Philip Powell
BComm (Hons)
CA F Fin MAICD

Philip joined the Wesley College Council in May 2008, and is the Vice President of the Wesley College Council, Chair of the Nominations Committee and a member of the Finance and Risk Management Committee. Philip, who attended Wesley in the early 1970s, has a commerce background being a Chartered Accountant and has held senior roles in insurance, finance and property. Philip has two daughters who both attended the Glen Waverley campus.



Sunny Chen
BA (Hons) PGCEd
MTheol (Hons) CertApplLing
AdvDipMin PhD

Sunny was appointed to the Wesley College Council in April 2014. He is the Chaplaincy Coordinator at The University of Melbourne. He is also a lecturer at The University of Divinity (formerly Melbourne College of Divinity). Sunny was originally a secondary school teacher in Hong Kong before completing his theological studies in USA. He came to Australia in 1998. As a Uniting Church Minister, he has worked in different Uniting Church congregations, mainly ministering to youths and university students. He was the chaplain at Queen's College, The University of Melbourne, before taking up his current position.



Peter Le Huray
BEc FCA FTIA

Peter was appointed to the College Council in 2010 and is Chair of the Finance and Risk Management Committee. Peter is a senior partner with PricewaterhouseCoopers and also a member of the Australian Board. Peter is a Fellow of the Institute of Chartered Accountants and a Fellow of the Tax Institute of Australia. Two of Peter's children attended the College.



Marianne Stillwell
BA (Hons) MBA
GradDipEd MAICD

Marianne has been a member of the College Council since 2006 and is the President of the Wesley College Council and Chair of the Strategy and Remuneration Committees. After 12 years in various management roles with Ford Credit Australia Ltd, and 10 years of secondary teaching experience in Catholic and Independent schools, Marianne is currently Executive Director of the Stillwell Family Council. Marianne is also an active director of the family company, the Stillwell Motor Group, which operates a series of motor vehicle dealerships and property investments across the Melbourne metropolitan area. Marianne has two sons and a daughter, two of whom are current students of the College.



Lynda Cheng
BComm LLB(Hons)
GAICD

Lynda joined the Wesley College Council in November 2012 and serves on the Finance and Risk Management 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.



Janet McGaw
BPD, BArch (Hons)
MArch PhD

Janet was appointed to the College Council in 2010 and serves on the Property Committee. She is a Senior Lecturer in Architectural Design at The University of Melbourne and has an award winning practice that works primarily on residential projects. Earlier in her career she worked for a range of architectural practices including MGS, Bochsler & Partners, Cocks Carmichael Whitford, and Bates Smart McCutcheon. She left full time practice in 1998 to develop her own firm, Janet McGaw Architects, and complete first a Masters and then a PhD by Creative Works at The University of Melbourne. Janet has a son and a daughter who are current students of the College.



Douglas Turnbull
BE MEngSc MEng
MIEAust

Douglas was appointed to the College Council in 2005 and is Chair of the Property Committee. He is a director of a locally based consulting structural engineering and building firm, TD & C Pty Ltd. Douglas brings his valuable consulting experience in the building and construction industry to the Council. Douglas, his father and his brother all attended the College and his twin daughters both attended the St Kilda Road campus.



Helen Drennen
BA BSc (Hons)
PhD DipEd AMP
FACE FACEL

Helen joined the Council on her appointment as Principal of Wesley College in 2003. Prior to this she was the Academic Director for the International Baccalaureate Organization, based in Wales, UK (1997-2002), and the Director for the Asia Pacific Region, based in Singapore (2002-2003). Before her overseas appointments, Helen held the position of Head of Campus, Glen Waverley at Wesley College (1994-1997). In October 2007, she completed the Advanced Management Program in The Harvard Business School at Harvard University, Cambridge, Massachusetts, USA. Helen is currently a member of the Governing Board of the International Baccalaureate, a Trustee of the Shrine of Remembrance and a member of the Monash University Council. In 2010 she was appointed a Fellow of the Australian College of Educators (FACE) and a Fellow of the Australian Council for Educational Leaders (FACEL) in 2011. Helen is a former Wesley teacher and parent and she brings extensive national and international experience to her role.



Andrew Nicholls
LLB BSc

Andrew joined the Wesley College Council in 2010 and is Chair of the Major Projects Committee and serves on the Property and Strategy Committees. Andrew is CEO Investments at Linfox Property Group where he has worked since 1998. Prior to that he was a lawyer at Blake Dawson Waldron from 1990 to 1998. Andrew has a daughter and three sons, three of whom are current students of the College.



Sue Withers
DipT BTheol

Sue originally trained as a teacher. She began her theological education at the Pacific Theological College in Suva, Fiji and completed it in Melbourne at the United Faculty of Theology. Sue has over 20 years experience in education, both with secular and Uniting Church schools including 15 years in the field of School Chaplaincy. Sue was ordained in 1997. Her School Chaplaincy work began at Geelong West Technical School and she later worked at Methodist Ladies' College for 10 years. From 2003-2006, Sue was Moderator of the Uniting Church in Australia, Synod of Victoria and Tasmania.

Principal's Overview



Throughout 2015, not only was there great pride in the outstanding, award-winning achievements, but there was also great pride in the less celebrated, quiet, unsung moments of struggle and growth through which the Wesley spirit expresses itself and endures, and through which the College makes a contribution to the wider community of Australia and the world

Our history as a school shows how our values and principles have remained steadfast, and yet have adapted over time to social and global change. Memory is crucial to our understanding of where we have come from, and where we are heading. Living memory, and how we use it, informs so much of what we plan and do.

This year, we reflected on our history, and our traditions, and commenced preparations for the next chapter. Wesley will celebrate its 150th birthday in 2016, and the 50th anniversary of the Glen Waverley campus which began in 1966.

With the publication of the Year 12 academic results for 2015, we again had much to celebrate.

Our overall academic results for Year 12 2015 were very pleasing. The improved Median ATAR – combined VCE/IB DP of 86.18 was a significant increase on 2014 (83.95) and the percentage 40+ equivalent scores was also very strong, particularly when compared with peer schools for 2015.

College combined VCE/IB DP Median ATAR	86.18	(83.95 – 2014)
Glen Waverley combined VCE/IB DP Median ATAR	84.85	(82.58 – 2014)
St Kilda Road combined VCE/IB DP Median ATAR	86.65	(85.95 – 2014)
% 40+ College equivalent IB DP only	66%	(64% – 2014)
% 40+ College equivalent combined VCE/IB DP	30%	(27% - 2014)
% 40+ GW equivalent combined VCE/IB DP	25%	(16% - 2014)
% 40+ SKR equivalent combined VCE/IB DP	34%	(24% - 2014)

College highlights for 2015 included:

- 18 students achieved ATAR > 99.00
- Top student Isabel Cocks, St Kilda Road, achieved the highest possible result with an ATAR of 99.95
- 33% IB DP students achieved ATAR > 98.00
- 59% IB DP students ATAR > 95.00
- 80% IB DP students ATAR > 90.00
- 98% of students received a first round university offer

Today at Wesley, we speak about a *True Education* encompassing the four timeless principles of learning: learning to know, learning to do, learning to live with, and learning to be.

Everywhere I go at Wesley, I see evidence of this and I am impressed by the creativity and passion, not just of our many talented and committed students, but of the staff who nurture, encourage and support their aspirations in everything they do. Our students' achievements are a great testament to the quality of Wesley teachers at every level and to the support of their parents.

Throughout 2015, not only was there great pride in the outstanding, award-winning achievements, but there was also great pride in the less celebrated, quiet, unsung moments of struggle and growth through which the Wesley spirit expresses itself and endures, and through which the College makes a contribution to the wider community of Australia and the world.

In 2015, the Wesley College Institute expanded its activities across its three domains: teaching and learning, research, and technology and digital practice. Academic performance and improvement are key focus areas for the Institute and data analysis across NAPLAN and VCE/IB DP in 2015 provided strong support for improvements in classroom practice. Engagement was deepened with our partner schools, Whampoa in China, with Chitralada in Thailand, and with Doshisha in Japan. These partnerships continue to provide rich, immersive, learning experiences for students, and opportunities for staff to develop personal, professional and collaborative relationships with their counterparts.





Sport continued to play a vital part in the life of all Wesley students. Across APS/AGSV Sport throughout 2015, our Girls' Firsts teams again enjoyed a very successful year with five APS Premierships.

Summer season highlights included the Girls' First Premierships in Swimming (fourth consecutive year), and Girls' First Diving. Winter season highlights included the Girls' First Cross Country (fourth consecutive year), and spring season highlights included the Girls' First Athletics (fourth consecutive year), and Girls' First Water Polo. The boys sports program again was a challenging one, but one which students and coaches alike embraced. Best performances were from the Boys' First Cross Country, Table Tennis and Basketball teams, who came second in each of the Premierships.

The Samuel Alexander Lecture on 21 April was delivered by Professor Germaine Greer on the topic, *Earth can survive without us; could we survive anywhere else?*. The lecture, was outstanding and though humorously delivered, was followed by a stimulating and thought-provoking question and answer session.

The College again enjoyed a number of notable occasions and embarked on significant building developments at each metropolitan campus and at Clunes and Yiramalay.

At the St Kilda Road campus, Science room upgrades were completed and Junior School classrooms were re-carpeted. Art areas located at the rear of the Gwillam Quad were significantly refurbished and Middle School Art Room was converted to MYP Design, both spaces were enjoyed by students and staff alike during the year. The main entrance and front rose garden were refreshed, significant painting works undertaken, and a light refurbishment of the offices at 574 St Kilda Road were completed.

The College was very fortunate to secure additional land, commonly known as "The Cabbage Patch", on the Deaf Children Australia site located adjacent to the St Kilda Road campus Senior School. This land further enhances our planning for the future expansion of both the Middle and Senior Schools at the St Kilda Road campus.

At Elsternwick, the installation of new joinery for Music instrument storage was completed, as well as a refurbishment of the central Music Room including new carpet and paint. The College is currently planning ablution facility upgrades, and is scoping an MYP Design teaching and learning space for development in 2016.

At Glen Waverley, works began in earnest on the new *Learning in Residence* site. The *Learning in Residence* facility is expected to be completed during August/September 2016, ahead of initial student occupancy in Term 4 2016. The College eagerly looks forward to the opening of the new *Learning in Residence* facility and to welcoming its first students into our community.

Other key development priorities such as the new ring road, refurbishment of the ECLC/Junior School precinct, classroom

and storage extension of the Art area, and a whole-of-campus security upgrade are underway. The Junior School refurbishment commenced in the Term 3 break, and works on the existing Middle School walkway and courtyard were completed. The ECLC/Junior School refurbishment will be staged over the coming 18 months with an anticipated completion before Term 1 2017.

At the Yarra Boatshed, onsite works are scheduled to commence after the 2015/2016 rowing season, pending Stonnington Council approval.

At Yiramalay, additional staff housing and a new containerised kitchen facility have been installed; the kitchen is part of the new kitchen/dining facility which has been fully funded by the Indigenous Advancement Strategy funding from the Federal Government. The College also installed a new commercial quality/capacity Optus satellite to increase satellite internet capacity fivefold, ahead of a feasibility evaluation of a "line of sight"/microwave tower option to lift existing internet capacity tenfold plus.

Throughout the year, there have been many highlights demonstrating how much the Yiramalay/Wesley Studio School is growing in impact and stature. From 31 July - 3 August 2015, Yiramalay students and some from Wesley in Melbourne were invited to attend the Garma Festival, one of the world's most prestigious Indigenous cultural events held in the Northern Territory. The title of the Festival was, *Building Our Future, Strengthening Our Lives*. The Festival brought together many outstanding Australians, gathering to share knowledge, build relationships for the future, forge alliances and make friends.

In 2015, six inductions were held onsite at Yiramalay and 39 students from the Kimberley travelled to study in Melbourne. Yiramalay also hosted a *Friends of Yiramalay* tour from 8 to 11 August, for parents, Old Wesley Collegians, supporters of Indigenous education and others who were interested in engaging with and learning more about the Yiramalay/Wesley Studio School, and the experiences and development of its students.

The Wesley College Foundation generated a record achievement of \$2.7m in donations in 2015. Almost \$1m of the amount raised was donated to the Wesley College Scholarships, Bursaries and Prizes Fund to support the education of Wesley students. Also this year, the Wesley College Foundation launched the capital campaign and fundraising strategy to support *Learning in Residence*, and seeks to raise \$3-4m over the next 4-5 years. A number of donations from former boarders and parents have already been received.

At the eighth Annual Wesley College Foundation Business Breakfast, Gillon McLachlan, CEO of the Australian Football League and Dave Smith, CEO of the National Rugby League were interviewed by prominent media presenter and broadcaster, Elaine Canty AM. The well-attended event was a resounding success and provoked a lively interactive session.





During 2015 many goals were achieved and actions completed in the current *Strategic Plan 2004 – 2016*. The development of the design for a new Wesley Uniform, academic and sport, was one of these. The new uniform reflects a modern, innovative, progressive school in contemporary 21st century Australia, and the phased introduction will commence from the beginning of 2016.

As part of the Strategic Plan process, a consultation paper *The shape of Wesley to come*, was widely distributed to the College community for feedback during 2015. This feedback was collated in preparation for the following Strategic Plan that will set the direction of the College for the next generation of Wesley students, from early childhood through to Year 12. This College-wide Strategic Plan will be in development for the period 2017 – 2030.

The College Executive Team in 2015, consisting of Heads of Campus, Richard Brenker, Peter Dickinson and Jacinta Janssens, Business Director and Chief Financial Office, Cameron Moroney, Director of Human Resources, Felicity Kaaks, Director of the Wesley College Institute, Andrew Blair, Deputy Director of the Wesley College Institute, Isaac Quist, and Executive Director of the Yiramalay/Wesley Studio School, Ned McCord, provided very strong leadership and support to all areas of the College's development last year and I extend my sincere appreciation and enormous gratitude to them.

Finally, it is with enormous gratitude that I thank all of the Wesley College Council, so ably led by President, Marianne Stillwell, for their excellent work, commitment, energy and vision throughout 2015.

Helen Drennen





Curriculum Developments

Curriculum highlights for the 2015 school year include:

- Successful completion of the Australian Children's Education and Care Quality Authority compliance audit at the St Kilda Road campus' Early Childhood Learning Centre
- Implementation of the new IB PYP reporting model across the College
- Development of a College Year 10 Curriculum model (final year of IB MYP)
- Preparations towards the IB Five-Year Reviews to be undertaken for both the PYP and DP in 2016
- Contribution to the successful re-registration of the Yiramalay/Wesley Studio School
- Victorian Registration and Qualifications Authority approval of our application to include the VET Foundation Skills course FSK20113
- Professor Dylan William's visit to Wesley College to work with teachers towards embedding Formative Assessment practice across the College
- Lance King's professional learning sessions with staff on explicit teaching of learning skills (Approaches to Learning); he also conducted information sessions for parents across the College
- Developing the Enhanced Language Learning Model for the teaching of Chinese (Mandarin) in the Wesley College Junior Schools and planning for its implementation at the Elsternwick campus from the 2016 school year
- Participation of key staff in the IB Asia Pacific Annual Regional Conference in Macao
- Hosting a range of IB Asia Pacific teacher development events throughout the year

International Baccalaureate Middle Years Programme

Implementation of the International Baccalaureate Middle Years Programme (IB MYP) reached Year 9 across all three Melbourne campuses in 2015. The experiences and lessons learnt from the previous two years of implementation in regard to the key principles and protocols governing the development of teaching and learning units, common assessment tasks, standardisation of marking both within and across campuses have proved to be invaluable guides as the IB MYP makes its way gradually and steadily up the Years 7 – 10 continuum. In 2015 significant attention was also given to building teacher capacity in the areas of formative assessment and explicit teaching of the knowledge, skills and attitudes that make for successful learning. As collaborative practice among teachers both within and across campuses is continually refined through IB MYP implementation the following are well on their way to becoming characteristic attributes of the teaching and learning culture at Wesley College:

- Development and use of shared curriculum language across the College

- Increasing creativity with teaching through a conceptual lens
- Improved quality in the strategies and tasks used as tools to gather evidence of student learning including formative assessment practice
- Shared interpretations and applications of IB MYP assessment criteria to student work

Music and Performing Arts

Participation in cocurricular music and theatre continues to thrive on each campus, with frequent music performances from a wide variety of ensembles in and out of school, and extensive programs of theatre performances.

Wesley College hosted the biennial Australian Combined Schools' Music Festival in June, with over 300 students from 13 schools around Australia participating in an orchestra, concert band and choir of an exceptionally high standard. The four rehearsal days culminated in a Gala Concert at Hamer Hall. Ninety-nine Wesley families hosted our interstate guests, and the event was a musical and social highlight for the College.

Wesley College hosted the biennial Australian Combined Schools' Music Festival in June, with over 300 students from 13 schools around Australia participating in an orchestra, concert band and choir of an exceptionally high standard

Assemblies, chapels, school tours and community events on each campus again featured musical performances from soloists, small and large ensembles. Campus concerts, soirees, music camps and music tours are enjoyed by students across the College. The Wesley College Society for the Arts again sponsored a Combined College Choir workshop at Deakin Edge. In 2015 it was led by choral expert Jenny Mathers. Each campus contributed items for a joint concert, and the combined choirs learned a choral work which was featured in the College Valedictory Service in St Paul's Cathedral in October.

Elsternwick's musicians enjoyed numerous music performances and events, including the local council's Party in the Park, Clunes Booktown, a Jazz Night, the Brighton Jazz Sunday, and the Celebration of the Arts concert at the Robert Blackwood Hall. They participated in many assemblies, learned lots at music camp, and by special invitation sang at a workshop with the great American choral arranger Kirby Shaw. They were also excited to experience a professional recording session with Molly Meldrum and Colleen Hewitt. The fabulous production of *Hot Mikado* at the National Theatre involved close to one hundred students.





Glen Waverley's Music calendar included two music camps, the Autumn Concert in the Prest Quad, Winter Concert at the Melbourne Recital Centre, and the annual contemporary music night – Not Just Jazz, with a total of eight Year 12 students earning the opportunity to perform concerto movements. All three jazz bands participated in Generations in Jazz at Mt Gambier, and with successful competition appearances in the Victorian Schools Band and String Festival, and South Street Championships at Ballarat, Glen Waverley music again made its mark.

At St Kilda Road, musicians the superb new Music School now feels like home. A busy program included Commencement Service at St Paul's Cathedral, a very successful Generations in Jazz, where our Division One Big Band was awarded second place in this national competition, and Ben Walter (Year 12) was awarded the *James Morrison Golden Mouthpiece*, a rarely awarded honour for an exceptional trumpeter. Music Festival at Hamer Hall, the Singers' Soiree at Melbourne City Conference Centre, Spring Symphony Concert, our series of recitals and soirees, and a December Pop Choir Tour to the United States kept students and staff busy.

Across the College, theatre life was abundant, with the Adamson Theatre Company host to *God, Medea, Oliver!* *Les Miserables*, and *Joseph and the Amazing Technicolour Dreamcoat*, while Elsternwick's *Hot Mikado* played at the National Theatre. At Glen Waverley, the many theatre performances included *Little Shop of Horrors*, *Return to the Forbidden Planet*, *The Roaring Girl*, and *Aesop and His Fables*, which also toured to Hong Kong.

Sport

The sporting calendar at Wesley is in "full force" from early in January to late in December.

The 2015 sporting year was a year of solid participation, further skill development and improvement across all sports and year levels and a number of Wesley students continued to shine within the APS and AGSV system of competition, as well as state and national streams.

Results were mixed, but effort and application were always very good.

Summer season highlights were the premierships in Girls' Swimming and Diving. Both squads had a great night in the pool, with the final result not confirmed until the very last events. There were also a number of records broken.

Other First team results for the summer season were Boys' Badminton 8th position, cricket 10th position and rowing 8th at the Head of River regatta. Swimming were 6th and diving 8th position, table tennis 2nd position, tennis 6th position and volleyball 7th position. The Girls' Rowing crew were 6th in the A final at Head of River, badminton 2nd, softball 3rd position and volleyball 5th position.

The winter season saw a standout performance by the Girls' Cross Country team in collecting their fourth Premiership.

The Girls' Hockey had a strong season in a close competition finishing 3rd, with netball and soccer finishing 4th and basketball 5th. In the boys' teams, basketball and cross country were our highest placed teams finishing 2nd. Football had an improved season in a very strong competition to finish 8th overall, soccer 6th and hockey 9th.

The spring season provided a wonderful finish with our Girls Athletics team winning the APS competition at Lakeside Stadium in October for the fourth year in succession. The team included students from all three campuses and an age range from Years 5-12. Our Girls' Water Polo squad joined in on the excitement winning their competition as well. Our boys' spring squads were also extremely competitive with the athletics squad improving their points score to finish 6th overall and water polo 3rd.

The Sports Directorate would like to acknowledge the grounds and maintenance staff for their tireless work in preparing quality venues at each of our campuses during the 2015 sport season.

Sustainability

This report presents environmental data from the four urban sites for 2014, and notes the environmental actions or outcomes across the College for 2015.

Environmental Data, 2014

The levels of consumption and cost are driven by the operations at the two large campuses. The levels essentially follow the facility size and population of each campus, but are also affected by the factors such as the reliance on electricity instead of gas for heating at Elsternwick, or the reduction in grassed surfaces at the smaller sites. The extra water required to maintain the extensive grounds and gardens at Glen Waverley is partially addressed by its water harvesting and storage capacity.

Comparison of consumption with the previous year and 2006

	Electricity (kWh)	Gas (Gj)	Water (kL)
2014	3,640,661	15,236	53,338
2013	3,663,889	16,859	49,501
Change from 2013	-0.7%	-9.6%	7.8%
2006	3,405,004	18,136	66,150
Change from 2006	6.9%	-16.0%	-19.4%

Table 1: Wesley College, energy and water usage, 2006, 2013 and 2014

Comparing 2014 and 2013

From Table 1, above, we can see

- An overall 0.7% decrease in electricity use, with substantial decreases at three sites, Elsternwick, 625 St Kilda Road and Glen Waverley, offset by the continued increase in demand at the St Kilda Road campus. This is the first decrease observed for some years





- Gas use decreased by 9.6%, again due to lower usage at the same three campuses, and again offset by an increased demand at the St Kilda Road campus
- For the third year in a row, there has been an increase in overall water use. The 2014 usage was 7.8% higher than in 2013, mostly due to increases at Glen Waverley

Comparing 2014 and 2006

The environmental data for the four urban sites has been fully collated since 2006. This enables the College to use 2006 as a benchmark year and track trends over time. The comparison of consumption in 2006 and 2014 is also shown in Table 1. This longer term comparison indicates that

- Electrical demand has increased by 6.9% in the nine years
- Gas is 16.0% below 2006 levels
- Water use is 19.4% below 2006 levels, but with a significant increase for three years running, this margin is getting much narrower

Comparison of costs with the previous year, and 2006

This data is shown in Table 2, below.

	Electricity (\$)	Gas (\$)	Water (\$)
2014	493,153	143,550	242,293
2013	568,285	164,478	174,077
Change from 2013	-13.2%	-12.7%	39.1%
2006	295,773	110,530	92,327
Change from 2006	66.7%	29.9%	162.4%

Table 2: Wesley College, energy and water costs, 2006, 2013 and 2014

Comparing 2014 with 2013

While costs for electricity and gas have fallen, reflecting in part, lower demand, costs for water have increased significantly. For the first time, water costs more than gas.

Comparing 2014 and 2006

Applying a nine year perspective.

- Where electrical use has increased by 6.9%, costs have increased by 66.7%
- Gas usage is 16% below the 2006 level. Costs, however, have increased by 29.9%
- Despite recent annual increases, water use is still 19.4% below current levels. In that time, however the annual costs have increased by 162.4%. Electricity and water costs are now almost equivalent

Environmental Actions and Outcomes 2015

A number of projects are ongoing.

Over the last year we have continued LED rollout. The whole Senior School at St Kilda Road, for example, is now lit with LEDs. Given that lighting would make up a significant

component of demand at each site, this roll-out may be contributing to the recent observed reductions in annual demand.

The mixes of native ground covers, shrubs and trees within the revegetation project at Lochend are continuing to grow. Weed control and the slashing of competing pasture grasses have continued. Some of the trees in the more sheltered areas have passed the two metre mark. Growth in the more exposed areas is still subdued, but we anticipate that the all-important root ball development is continuing, and growth rates will improve.

Plantings around the perimeters of the internal roadway on the Rose Avenue side of Glen Waverley have continued, with students assisting with planting and weeding during community time.

New actions include the following projects

The two main hot water boilers at St Kilda Road have now been replaced with much more efficient units. It is estimated that these will pay for themselves, through gas savings, within five years

An additional 22,000 litre water tank was installed at Mallana to assist with watering the grass that now covers a large area of the site. The grass reduces the fuel load around the building during the fire season, provides a wonderful playing surface, and reduces the ingress of sand and dust into the buildings.

A desktop audit of current electricity prices at a range of College sites, and a comparison with current solar costs, indicated that there could be a business case for installing significant-sized solar systems

A desktop audit of current electricity prices at a range of College sites... indicated that there could be a business case for installing significant-sized solar system

Three companies were approached to provide specific proposals and quotes for the four urban sites.

The proposals and quotes were based upon

1. A brief to provide
 - a. a cumulative 270kW, estimated to generate approximately 10% of the College demand
 - b. the optimum sized systems, at most "expensive" sites first
2. Site visits to roof spaces and metering at each site.
3. Two years of interval data, obtained from the energy supplier.

All 12 site-specific quotes were analysed, compared and evaluated. Recommendations have been prepared for consideration in early 2016.





Sustainability continues to form a key thread within the lived experience at Clunes. The separate houses record their consumption data over time, and results are compared house to house, and collated for the community as a whole.

Term	Student numbers	Average water consumption (litres/house/week)	Average water consumption (litres/person/day)	Average energy consumption (kWh/house/wk)	Average energy consumption (kWh/person/day)
1	84	4749.9	98.33	106.1	2.35
2	91	5426.85	101.46	404.77	7.61
3	82	5188.98	108.4	516.69	10.93
4	82	5936.17	124.1	181.19	3.29

Table 3: Consumption averages for the Clunes houses, 2015

This table shows a very consistent level of water consumption through the year, and a very seasonal difference for energy use. The reliance on electricity for heating explains the big jump in consumption during the colder terms. The average consumption per person is very low in Term 1.

In comparison, for most domestic households in Melbourne, electricity consumption would be 2-3 times this, especially if air-conditioning is frequently used. Term 4 results go to the opposite extreme.

Individual houses were highly variable in consumption levels. The data for the least "demanding" house each term is shown below. This data is used to set sustainability targets each term. Again, water use is relatively consistent. The best (lowest) houses used between 20-30% less than the average.

Year	Group (term)	Lowest average water consumption (litres/person/day)	Lowest average energy consumption (kWh/person/day)	Lowest average waste (litres/house/week)
2015	61 (1)	71.8 (H2)	1.0 (H2)	130 (H4)
2015	62 (2)	81.7 (H8)	6.2 (H8 + H10)	166 (H6)
2015	63 (3)	68.1 (H11)	7.2 (H11)	123 (H10)
2015	64 (4)	91 (H3)	1.8 (H2)	120 (H1)

Table 4: Houses with the lowest consumption, 2015

The best houses for electrical consumption used between 19% (Houses 8 + 10, Term 2) and 57% (House 2, Term 1) less than the average. In Terms 1 and 2, House 2 and House 8 appear to have been remarkably frugal all round!

Wesley College Institute

Public Programs

One again there was great interest from all sections of the Wesley community in the Institute public programs with over 2,500 members attending throughout the year. Events such as the Monday Series, Institute Dialogues and the Samuel Alexander Lecture delivered by Professor Germaine Greer, our continuing partnership with the Melbourne Writers Festival saw young scientist Jack Andraka, visit both the St Kilda Road and Glen Waverley campuses with over 1,400 students from the three metropolitan Wesley campuses attending.

Partnerships with MLC and Lauriston Girls School offered an insightful workshop with Maree Crabbe focused on Sexuality and Pornography. A valuable workshop with Valarie Hannon from the innovations unit in the UK challenged us to consider the future of schooling both nationally and internationally.

Research

In 2013, Matt Jones and Tim O'Leary undertook the Menzies Fellowship. Their research work was entitled From hindsight to foresight. This work was focussed on shifting our approach to data analysis from the post-mortem of looking at our Year 12 students who had completed their studies towards a biopsy of interrogating our impact along each student's journey at the school. Matt and Tim's work was successful in identifying a number of promising strategies and was well received at the ACER Excellence in Professional Practice Conference in 2015.

Following the completion and, as a consequence of their work, the College became involved with the University of Melbourne's inaugural Network of Schools (UMNOS). UMNOS, the brain child of Professors John Hattie, Patrick Griffin and, Stephen Dinham, had the intention of bringing together schools to collaboratively develop their capacities as evidence informed learning institutions, working with schools to evaluate and improve their impact. As a result of involvement with UMNOS, the College created a Success Coordinator (Educational Data Analyst) role within the Wesley College Institute. Tim O'Leary has welcomed this role and has the responsibility of working with school leaders and teachers to improve their collective capacity to interpret and act, based on evidence, with the intention of improving learning outcomes for all students.

Since the commencement of the school's involvement with UMNOS and building upon ideas from the Menzies' work much has happened. For example the analysis and interpretation of VCE and NAPLAN results have become more rigorous, encouraging a focus on impact on student learning. Furthermore, strategies have been developed, utilising a variety of external assessment data (including NAPLAN and the ACER Progressive Achievement Test) combined with internal assessment of student achievement and learning behaviours, to triage student's progress with a view to much more targeted and timely interventions. It is anticipated that ongoing staff development will build staff capacity to evaluate impact upon student learning and make adjustments to practice accordingly.

Developments in Teaching and Learning

International Baccalaureate Middle Years Programme

Implementation of the International Baccalaureate Middle Years Programme (IB MYP) reached Year 9 across all three Melbourne campuses in 2015. The experiences and lessons learnt from the previous two years of implementation in regard to the key principles and protocols governing the development of teaching and learning units, common assessment tasks, standardisation of marking both within and across campuses have proved to be invaluable guides as the IB MYP makes its way gradually and steadily up the Years 7 – 10 continuum. In 2015 significant attention





was also given to building teacher capacity in the areas of formative assessment and explicit teaching of the knowledge, skills and attitudes that make for successful learning. As collaborative practice among teachers both within and across campuses is continually refined through IB MYP implementation the following are well on their way to becoming characteristic attributes of the teaching and learning culture at Wesley College:

- Development and use of shared curriculum language across the College
- Increasing creativity with teaching through a conceptual lens
- Improved quality in the strategies and tasks used as tools to gather evidence of student learning including formative assessment practice
- Shared interpretations and applications of IB MYP assessment criteria to student work

Teacher Development

The teacher development focus for 2015 was to continue with our development of Assessment for Learning practices and to deepen understanding of Approaches to Learning (ATL), the role they play in the development of student success, and to embed these into unit planners and classroom practice. This focus was supported on College PD days with workshops by Lance King (ATL) and Dylan Williams (Formative Assessment), helping to create a common language and framework, as well as collaborative sharing of classroom strategies.

The Wednesday program supported the development of collaboration around these areas of focus through Program and Professional Learning Team meetings, and the smaller Teacher Learning Cycle (TLC) groups, where staff developed a specific area of focus linked to classroom practice. The TLCs continue to be a central pillar of professional learning at Wesley, enabling teacher learning choice, collaboration and the sharing of experiences, findings and strategies with peers.

The Cultures of Thinking program created further opportunities for staff to reflect on what it means to teach for deeper understanding, as well as providing classroom observation skills and the chance to engage in partnerships with peers outside of Wesley.

Leadership forums focused on the challenge of whether our current professional learning structures are enabling us to meet the growing complexity of teaching practice, requiring greater opportunities and time for staff collaboration in order to improve student learning.

Partnerships

Curriculum partnership activity with schools and educational institutions in other parts of the world continues to grow. In 2015 we sought to evaluate as well as explore the viability of a number of existing and potential curriculum partnership relationships mainly through our Pathway Partnership and

Program Partnership framework. This activity led to visits and discussions with schools in China, France, Spain and Thailand.

We also begun the preparatory work that would enable our staff and students to take advantage of learning opportunities with the European Organisation for Nuclear Research in Geneva and the Houston Association for Space and Science Education in the United States.

Activity with the Zhongshan Whampoa International Education group of schools expanded in 2015. Wesley College hosted a group of Middle School students from Guangzhou in August; in turn, they hosted a delegation of four teachers from Wesley College in November 2015 – the main objectives of the latter visit included observing the teaching of Chinese (Mandarin) to pupils in the early childhood and primary years and raising Wesley's profile in the Zhongshan Whampoa International Education community.

Yiramalay/Wesley Studio School

The Yiramalay school year began on 22 January with a quick stop over in Melbourne then off to Mallana for a six-day camp. The group enjoyed the cooler weather, fishing, swimming, painting and learning to sail. Once back in Melbourne, at the Glen Waverley campus, students continued to engage in all Wesley had to offer and took part in music lessons, hip hop music festivals, local sport competitions and the day-to-day classes.

For many, coming from the Kimberley to Melbourne is a whole new cultural experience. The Kimberley Aboriginal students and Mentors enjoyed meeting the other Aboriginal tribes from Victoria, having met people of Wurunderjeri, Kulin and Yorta Yorta tribes. Seeing them all come together as one, and how welcoming the Victorian tribes were, made the Yiramalay group feel safe and very special to be welcomed to their land.

In February at Yiramalay Induction 14 began, the first induction of six for 2015. The growth and interest in the Yiramalay program from both Aboriginal and Melbourne students has seen the Studio School operating in the Kimberley during Term 1 and now, in Term 4. A common thread among the groups this year has been the power of the story. As each induction has settled into life at Yiramalay the students have taken time to share their stories and this has enabled students from Melbourne and the Kimberley to be able to forge friendships. A story can take many different forms and is an important part of Aboriginal culture.

Students have risen to many challenges during the school year and it is always great to see the many individuals in the Yiramalay program all being given the chance to contribute and help make important decisions, as they provide empowering opportunities for students to learn and develop, not only in life skills, but also in what it takes to live with others in a way that everyone can grow and feel valued.

In July, a number of staff attended the Yapaneyepuk Symposium in Melbourne. The theme of the symposium was





Walking Together to Make a Difference. Participants were immersed in three days of program designed to deepen the knowledge and understanding of Australia's first people ways of doing, being and learning.

In August Yiramalay students and staff, as well as Dr Helen Drennen and two Glen Waverley students, attended the Garma Festival hosted by the Yothu Yindi Foundation. This is held *on country* near Nhulunbuy in the Northern Territory. There were over 2,500 people at the festival from all over the world. The theme of the festival was *Building Our Future, Strengthening Our Lives*. There were leaders from all walks of life discussing the Australian Constitution and recognition of Aboriginal people, domestic violence and violence against women and the dreadfulness of Australian Statistics, Education and Health issues in Aboriginal people.

On the way to Garma the group also visited Charles Darwin University. Yiramalay has a signed Memorandum of Understanding with Charles Darwin University Education Faculty, to look at ways of working together and providing opportunities for Aboriginal students and mentors, as well as providing a place for trainee teachers to come and learn at Yiramalay.

In late August Yiramalay had three staff members and two students attend the Fitzroy Crossing Maternal, Child and Youth Health Cultural Workshop - Mapiirri Kirrananupurru Wangkikarra (this means "together sitting down talking").

Yiramalay again this year participated in the Troy Bycroft Cup, a local football competition for Kimberley schools, held in Fitzroy Crossing, for students in Years 10, 11 and 12. Yiramalay played with the Fitzroy Crossing teams and local students were well supported by induction 18 boys. The Halls Creek team were the overall winners of the knockout competition.

We again hosted two second year medical students from Notre Dame University, Fremantle campus during August. The Notre Dame program has been running for over 10 years and it is all about providing experience for future doctors in Rural Australia. This is so that they can experience first-hand issues people face living in the outback and learn about the culture and lifestyle in the Kimberley region.

Other highlights:

- Students and Aboriginal mentors participated in the protest held in Melbourne CBD against the closure of Remote Communities in WA
- Student Jaylene Smith, Year 11 organised the *Yiramalay's Got Talent* show to raise money for survivors of the Nepal Earthquake. Many staff and students participated and performed music, dance and acting and they raised \$230 during the night
- National Reconciliation Week - Yiramalay students had a full week of commitments. Special assemblies were held at Glen Waverley and St Kilda Road. Monash Reconciliation Group, supported by Wesmob, held a gallery exhibition at the Highway Gallery, Glen Waverley. This exhibition featured superb photography of past Yiramalay induction student Tom

Molinaro as well as art work by Aboriginal mentor and Bunuba traditional owner, Kaylene Marr. The students were invited to form a guard of honour by the Western Bulldogs football team as the players ran onto the field at Etihad Stadium. To end the week, students and staff attended the Victorian Indigenous Remembrance service held at the Shrine of Remembrance in Melbourne

- Yiramalay attended and participated in the Kimberley Cup for the first time. This is an interschool sport carnival hosted by Broome Senior High School. Schools from across the Kimberley all participate with the main events being basketball, netball and football. Student participation was excellent and it was great to be representing Yiramalay at such a significant community event
- Wangi Yupurnanupurru Radio 936 AM set up a live broadcasts session from the Bilga Margo (Community Building) at Yiramalay.
- The *Friends of Yiramalay* arrived to join in the celebration for Induction 17 Graduation. The group was established and led by Georgie Raik-Allen and Romy Moshinsky. They were ably supported on the tour by Dr Helen Drennen, and Joe Ross, a Bunuba Elder and Chair of the Yiramalay Foundation

Yiramalay has had an exciting and busy year where much learning and individual growth and development have taken place and new challenges have been met. I have only highlighted some of the many activities and achievements for 2015. These and many others all form part of the Yiramalay story as we continue to support students with their learning and personal development so they too can take advantage of the opportunities that life presents.

For many, coming from the Kimberley to Melbourne is a whole new cultural experience

Walmajarri: Indigenous Studies

Exploring the concepts of connection, perspective and reflection as a focus for the Year 4 *how we express ourselves* unit of inquiry each year and help students to reach a rich understanding of the central idea, *We discover more when we reflect on ways of knowing*. The arrival of Walmajarri elder, Annette Kogolo, and her work with these students for a week at each of the three campuses adds a depth that only a primary resource person can. Students often comment on the stories of life in the Kimberley that Annette shares and they enjoy singing songs in Walmajarri. For many the highlight is watching Annette paint and then painting themselves. A new art medium was introduced this visit – the use of clay to shape animals of the Kimberley. This unit, as always, is a highlight for the Year 4 students.



Special Events



College Gala Night

The 2015 Gala Night, the twelfth held by the College, was a little different from previous years as it was the first time the gala had been held outside the centre of Melbourne and secondly, the venue was a beautiful old, heritage-listed building in Kensington, the Melbourne Pavilion, rather than a gallery or modern function space. However, this seemed to be the perfect place for a night of celebration for that wonderful, vibrant and colourful phenomenon of the Indian film industry known as Bollywood.

...also a very special, surprise performance by a group of Glen Waverley mums, who put together a terrific Bollywood dance routine, in matter of weeks

A Touch of Bollywood seemed to have all the ingredients required to ensure a great night of entertainment. As guests arrived they were welcomed by *The Bollydazzlers* who placed a traditional *bindi* on the forehead. After pre-dinner drinks and canapés it was straight into some wonderful dance presentations by *The Bollydazzlers* and *Shiamak Bollywood Dance Troupe* and also a very special, surprise performance by a group of Glen Waverley mums, who put together a terrific *Bollywood* dance routine, in matter of weeks! All the dancers looked wonderful, colourful and really “set the scene” for all the guests to be transported to another culture.

A real highlight of this year's gala was the way that everyone embraced the theme and there were lots of fabulous costumes. The *Bollywood* theme seemed to really “strike a chord” and allowed people to “dress up” in a way that we haven't seen at previous gala nights. In fact the three judges found the task so challenging that they ended up giving two prizes for the best dressed table, as well as the best dressed female and best dressed male.

The evening was hosted by young Indian comedian, Neel Kolhatkar, who did a great job of holding it all together. Another highlight was the fantastic band, the *Sam Ludeman Band*, which certainly lived up to its reputation of being one of the “hottest new bands” playing in Melbourne at the moment, with three great brackets of music.

These events rely on the support of sponsors and we were most grateful for the support of the following businesses – Abercrombie & Kent, A Best Value Self Storage, Allardice, Chartwells, Cox Architecture, Fuji Xerox, Total Facility Maintenance and Prime Group. In addition, there were many wonderful donations to support the Silent Auction.

The assistance of parents in planning these events is absolutely critical and the work of the parents and staff of the Gala Night Organising Committee was outstanding. Dennis Freeman, Abdullah Calisir, Melissa Frenchham, Robyn Martin, Carmela Nankervis, Jodie Tatterson, Andrew McAree, Narelle Humphrey, Amanda Webster and Jack Moshakis all worked tirelessly in preparing for the wonderful evening.

Samuel Alexander Lecture

The 2014 Samuel Alexander lecture was delivered on Tuesday 21 April by Professor Germaine Greer. A capacity audience of 660 listened to an engaging presentation titled *Earth can survive without us: could we survive anywhere else?*

The evening proved to be thought-provoking and a stimulating insight into one of Australia's most influential minds

Professor Germaine Greer, is a theorist, academic, and journalist. She holds an emeritus professorship in English Literature and Comparative Studies at the University of Warwick. Although she studies the literature of early modern English, she is best known for her work in twentieth century feminism. Her ideas about gender and sexuality have provoked controversy since the release of her 1970 book *The Female Eunuch*.

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The Wesley College Foundation generated a record \$2.7m in donations in 2015 - \$1.6m for Buildings and Facilities and \$1.1m for Scholarships, Bursaries and Prizes. These donations make a very important contribution in assisting the College with the ongoing redevelopment of each of its campuses and in funding more scholarships to assist worthy students obtain the benefits of a Wesley education.

Pledges towards our Moubray Street Capital Campaign continued with more than \$500,000 being received during the year. The Foundation launched its next significant appeal to help fund the exciting, state of the art boarding facility at the Glen Waverley campus – *Learning in Residence*. The most significant single gift to this campaign, \$600,000 from Tony Hartnell AM (OW1961), was very gratefully received. In recognition of his philanthropy, the College Council has named the stunning new dining facility (to seat more than 200 students) in his honour – *The Tony and Mary-Ed Hartnell Dining Hall*.

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The Foundation worked closely with former boarders to ensure they were adequately briefed about the re-introduction of boarding at Wesley after it ceased more than 30 years ago. A special *Back to Boarding* weekend was arranged on 14 and 15 March with a visit to the Glen Waverley campus to view the site and plans and a large dinner in Ormond Hall for a formal briefing by the Principal, Dr Helen Dinnen and other speakers. The Capital Campaign was then launched both nationally and internationally with a personal contact program to discuss the project and the need for financial support. Information sessions were held in South East Asia to engage with former boarders, current and future parents.

Our community was saddened by the passing of long-serving former staff member, Pat Belshaw. Pat's husband, Richard was also a former member of staff and both were members of our *Sapere Aude Bequest Society*. Pat left 30,000 BHP Billiton shares in her Will that were converted to almost \$800,000 for the Wesley College Scholarships Fund – one of the largest such donations to this Fund in our history.

Two other very significant endowments were received for two new named scholarships. The Carlo and Tine Tabalujan Family Scholarship was named by former boarders, the Tabalujan brothers, Hans (OW1970), James (OW1971) and current parent, Benny (OW1978). They named the scholarship in honour of their parents and to strengthen further Wesley's extensive links with Asia.

The scholarship recipient will be a deserving Australian student who is likely to make a significant contribution towards better understanding between Australia and Asia. Our family is delighted that the first recipient of the scholarship will commence in 2016 – Wesley's sesquicentenary year. Benny Tabalujan.

The other scholarship was endowed by Albert and Rebecca Cherk in memory of their son Nigel. Nigel commenced at the College in Year 5, 1980 and sadly died of leukaemia in 1986.

2016 marks the 30th anniversary of Nigel's passing and fortuitously the 150th anniversary of the founding of Wesley College. While Nigel did not benefit fully from a Wesley education as he got ill towards the end of Year 10 in 1985, we hope in a small way the scholarship will benefit an aspiring student who might not otherwise have that opportunity. Albert Cherk

The Foundation's Annual Business Breakfast featured the CEOs of both the Australian Football League and the National Rugby League being interviewed by prominent media presenter and broadcaster, Elaine Canty AM. Gillon McLachlan and Dave Smith discussed a broad range of topical issues relating to their codes. The speakers then took a number of questions from the floor which provided a lively interactive discussion especially on the topic of gambling and alcohol advertising.

We were also very pleased that we were joined by the Chairman of the NRL, John Grant, the Chairman of Melbourne Storm, Bart Campbell, the CEO of Rugby Union Victoria, Ross Oakley OAM (OW1961), legendary NRL coach, Roy Masters AM and AFL Commissioner, former Wesley parent and the future Governor of Victoria, Linda Dessau AM.

Corporate sponsorship was again a significant feature and the Foundation gratefully acknowledges Pacific Seaech Partners, Cockram Construction, R T Edgar Real Estate, Cox Architects, Barry Plant Real Estate Glen Waverley/Wheelers Hill and Total Facilities Maintenance. Wesley alumnus and parent, Graeme Samuel AC (OW1963), is responsible for securing our distinguished speakers each year and we are most grateful for his support.

A significant donation to Wesley's rowing program was received from Wesley parent, Lyn Rockman, in memory of her late husband, Irvin. When Irvin Rockman CBE (OW1955) passed away in 2010, Wesley lost one of its most significant and supportive sons. Irvin was a champion schoolboy athlete who also rowed in the 1955 First VIII Head of the River crew. Since commencing at Wesley, his son Zach has followed in his father's footsteps and joined the rowing program.

The Foundation's bequest group, *The Sapere Aude Bequest Society*, continues to go from strength to strength under the leadership of Frank Opray (OW1963) attracting new members and support for our bequest program. An exciting event program underpinned activity for members and their guests and the Society's newsletter was another highlight containing fascinating stories about members and their broader contribution to society. The Society's advisory committee provided valuable assistance throughout the year under the leadership of Malcolm Hastings (OW1958).

The Foundation is most grateful to the many hundreds of members of the College community who so generously support its philanthropic programs each year - whether through donations to buildings, scholarships or sport or through their Wills - and to the countless volunteers across the College. The Foundation also acknowledges the outstanding work of its Advisory Committee and its Chair, Peter Harrison (OW1969).



Commonwealth Reporting Requirements



Key Student Outcomes

2015 National Assessment Program – Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) was conducted for the eighth time in May 2015. The program assessed students in Years 3, 5, 7 and 9 across the nation in literacy and numeracy.

Overall, the results demonstrate that:

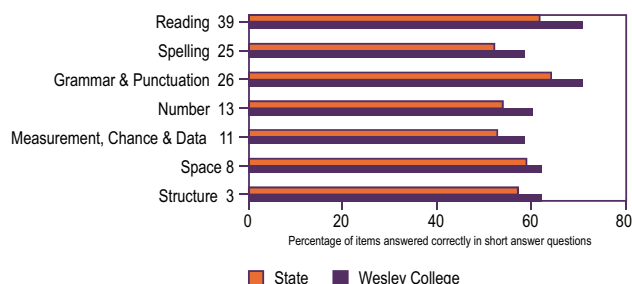
- On average, students at Wesley College have performed well relative to the state. We believe this to be an accurate reflection of both the strength of our students and our academic programs
- On average student growth has been superior to the state

An in-depth analysis of the data has been conducted at each campus. Areas of relative weakness have been identified and appropriate interventions commenced. These actions will be monitored over the coming 12 months and their effectiveness evaluated.

Year 3 Achievement Wesley College

Assessment Area Report Analysis

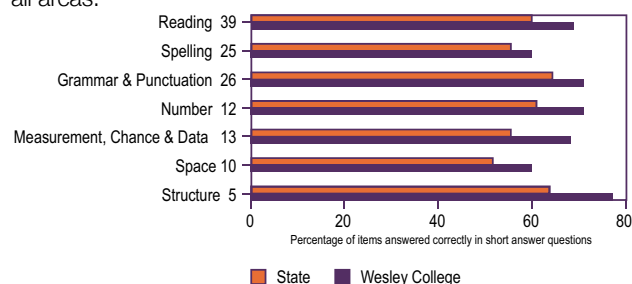
The Assessment Area report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number* and *Measurement, Chance and Data, Space* and *Structure*. Wesley College students performed better than the state in all areas and significantly so in *Reading*.



Year 5 Wesley College

Assessment Area Report Analysis

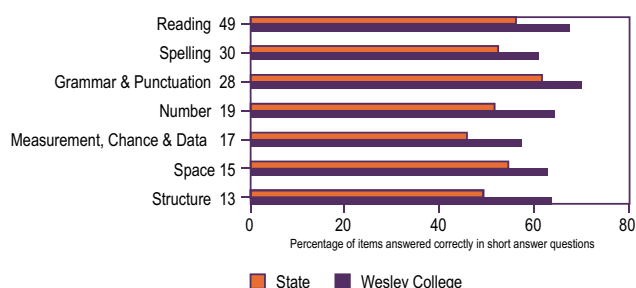
The Assessment Area report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number* and *Measurement, Chance and Data, Space* and *Structure*. Wesley College students performed better than the state in all areas.



Year 7 Achievement Wesley College

Assessment Area Report Analysis

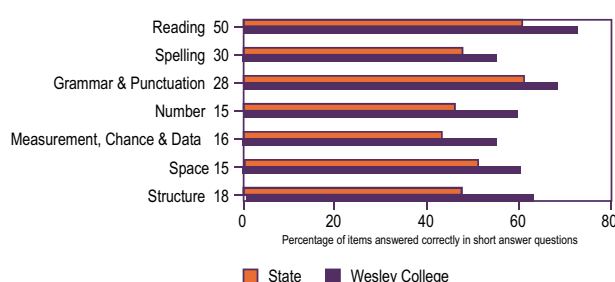
The Assessment Area report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number* and *Measurement, Chance and Data, Space* and *Structure*. Wesley College students performed appreciably better than the state in all areas.



Year 9 Achievement Wesley College

Assessment Area Report Analysis

The Assessment Area report shows the average number of correct answers in the assessment areas of *Reading, Spelling, Grammar and Punctuation, Number* and *Measurement, Chance and Data, Space* and *Structure*. Wesley College students performed appreciably better than the state in all areas.



Concluding remarks

The procedures and process of organising and running NAPLAN across the three city campuses and Clunes went smoothly. The systems and structures we have in place have ensured an effective and transparent delivery of the testing program. PYP Coordinators, MYP Coordinators and the Deputy Head of Clunes (Daily Organisation), the College Data Coach and College Teaching and Learning Leaders are to be thanked for their organisation and management of these tests and for the subsequent delivery of results to parents.

Thanks to the work of the College Data Coach we have been able to ensure a timely, comprehensive and informative analysis of NAPLAN data that has been used by PYP and MYP coordinators, as well as heads of learning in English and Mathematics, to generate action plans for future development. Their efforts are acknowledged.



Commonwealth Reporting Requirements



Senior Secondary Outcomes

VCE and IB Diploma

Senior students at Wesley College are able to choose from a range of curriculum programs and senior secondary qualifications. At year 12 the two key choices are the International Baccalaureate Diploma programme (IB DP) and the Victorian Certificate of Education (VCE), which for some also includes studies from the Vocational Education and Training sector (VET).

The 2015 school year saw a combined total of some 318 students graduate year 12 from the Senior School (Glen Waverley and St Kilda Road campuses) with generally commendable results in both programs – the combined median ATAR for both IB DP and VCE (including VET) was 86.18.

Year 12 Academic Results 2015

- Median VCE/IB DP ATAR – 86.18 (318 students)
- Median IB DP ATAR – 96.70 (100 students)
- 40.3% of all VCE/IB DP students achieved an ATAR greater than 90.00
- 58.6% of IB DP students achieved an ATAR greater than 95.00
- 146 perfect subject study scores were achieved across all VCE/IB DP (139 IB DP + 7 VCE) subjects

The distribution of ATAR scores for the 2015 Wesley College Year 12 graduating class is as follows

State Ranking	2011	2012	2013	2014	2015
> 99.00	4.37	3.66	3.91	5.8	5.7
> 95.00	22.37	23.04	21.23	19.9	23.6
% of students with ATAR > 90.00	39.59	40.84	37.99	31.1	40.3
% of students with ATAR > 80.00	63.50	63.61	62.01	59.9	61.0
% of students with ATAR > 75.00	75.84	70.16	68.99	70.0	66.0
% of students with ATAR > 70.00	83.29	78.01	75.42	75.8	77.8
% of students with ATAR > 50.00 or = 50.00	96.92	93.98	90.22	94.2	91.2
% of students with ATAR < 50.00	3.08	6.02	9.78	5.8	8.8

Post School Destinations

Wesley College offers very broad curriculum and cocurricular choices that support the holistic development of all its students. These include provisions such as the visual and performing arts, sport, International Baccalaureate programs, Clunes, Outdoor Education, tours – both national and international – and overseas exchanges.

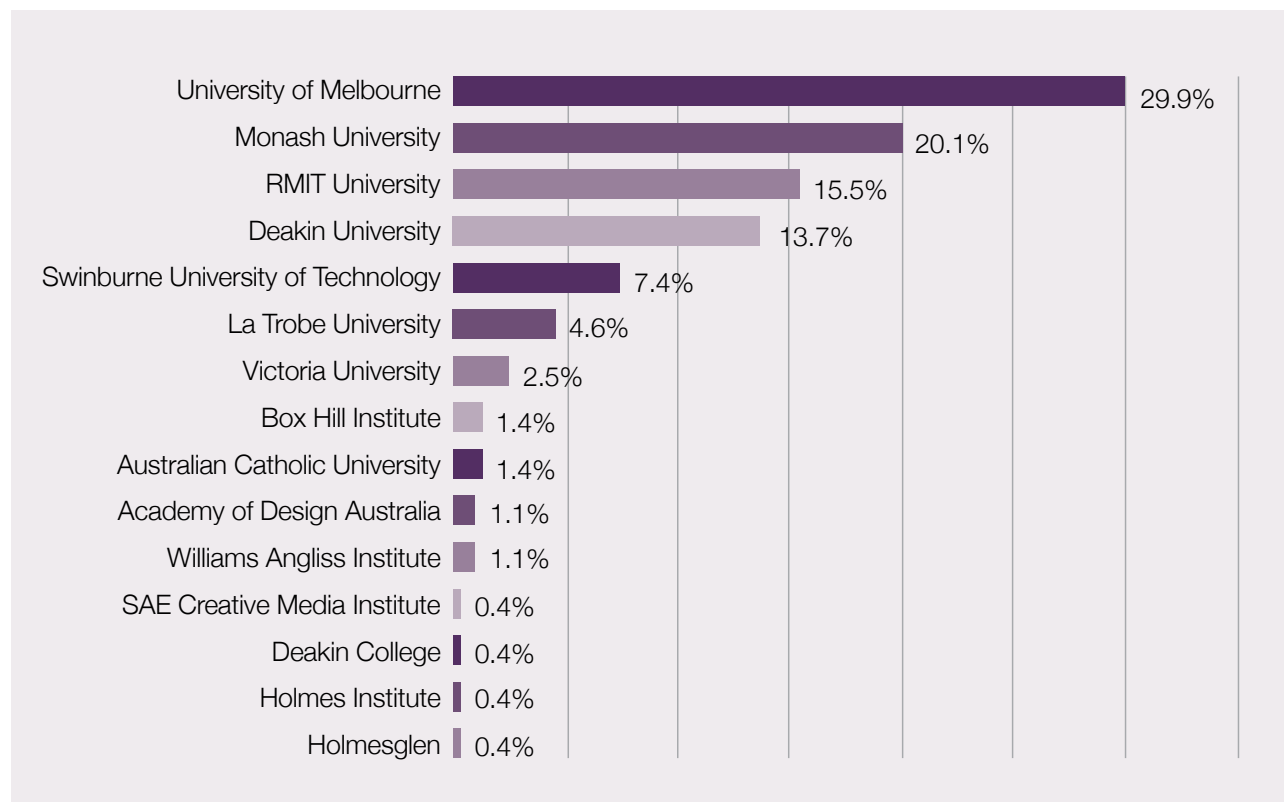
The College also continues to provide opportunities, via the Yiramalay/Wesley Studio School in the Kimberley region of North Western Australia, for sustained authentic engagement with Indigenous ways of knowing and perspectives on land, language and culture.

The central focus of the Wesley College Institute on research related initiatives, ongoing teacher development, curriculum review and development, and technology and digital learning practice continues to enhance the overall quality of education provided at Wesley College.





Tertiary Destinations



Student Attendance and Retention

In 2012, 302 students entered Year 9 at the College and 254 of them completed Year 12 in 2015. This represents a retention rate of 84.11%.

The overall attendance rate was 92.3%

Value Added

Wesley College continues to offer very broad curriculum and cocurricular choices that support the holistic development of all its students. These include provisions such as the visual and performing arts, sport, International Baccalaureate programs, Clunes, Outdoor Education, tours – both national and international – and overseas exchanges.

Opportunities for sustained authentic engagement with indigenous ways of knowing and perspectives on land, language and culture via the Yiramalay/Wesley Studio School in the Kimberley region of North Western Australia continue to expand as student interest/demand continues to increase both in Melbourne and the Kimberley.

The central focus of the Wesley College Institute on research-related initiatives, ongoing teacher development, curriculum review and development, program implementation and technology and digital learning practice continues to enhance the overall quality of teaching and learning at Wesley College.

Professional Engagement

Research identifies the vital role of teachers and the general staff in support of ensuring that all students achieve their best in an educational setting. Wesley College supports this and one of the five key areas of the *Wesley College Strategic Plan 2004-2016* is teaching, which has as its main objective being to recruit, support attract and retain high quality staff.

Staff Attendance and Retention

At the end of the 2015 school year, the College employed 399 full time equivalent (FTE) teachers and 221 (FTE) general staff.

The average number of personal leave days (sick and carers leave) taken per staff member in 2015 was 5.98, an increase on the previous two years, being 4.92 and 5.10 respectively. The staff turnover rate for the 2015 school year was 7.9%, compared to 9.5% in 2014 and 14.97% in 2013.

Teaching and General Staff Qualification

All of the teaching staff are registered members of the Victorian Institute of Teaching (VIT). They all have as a minimum, a tertiary qualification in Education and nearly half of them hold an additional postgraduate qualification such as a Doctorate or Masters. Many of the general staff also have tertiary and post graduate qualifications in their respective specialist fields and other related areas of expertise. All staff qualifications are published annually in the *Chronicle*.





In 2015, Wesley College once again retained the services of a number of Indigenous staff in support of the Yiramalay/Wesley Studio School program.

Overall parent satisfaction is slightly higher than the national benchmark and similar to other multi-campus, independent schools

Digital Learning and Practice

The continued implementation of Wesley College's Learning Management System, SEQTA, has been a strong focus area. Staff have been utilising the Attendance and Pastoral care module throughout the year. Training has been provided across all campuses to assist staff in their understanding of the use of the platform for assessment, reporting and delivery of day to day curriculum to students in Years 7 - 12. Term 2, 2016 will see full launch of the Learning Management System across all campuses for Years 7 - 12 with a view to launching with our parent body mid-year.

An investigation into new options for classroom display technology began in 2015 and trial classrooms are due to be fitted out in early 2016 with large LED display screens and new wireless collaboration systems allowing teachers and students to cast their screens to display screens in the rooms. This trial will provide feedback helping to form a plan for an upgrade to all classrooms across campuses over the next three years.

Community Feedback

Parent, staff and student surveys are conducted annually to assist in the measurement of performance and the development of College priorities. In 2015 the College used an external specialist, National School Surveys, to conduct our parent, student and staff surveys.

Parent Survey

In 2015 parents from across the College with children in Prep, Year 4, Year 7, Year 9 and Year 10 were invited to complete the survey online.

88% of respondents are satisfied with Wesley College and 87% would recommend Wesley College to family and friends.

Overall parent satisfaction is slightly higher than the national benchmark and similar to other multi-campus, independent schools.

Respondents expressed most satisfaction with the breadth of opportunities Wesley provides to its students and the access to teachers when needed. Lowest levels of satisfaction related to parent understanding of College policies relating to student bullying and management of such issues and consistency in the College's management of misbehaving students.

As in previous years the Clunes experience is rated as a key highlight...

Student Survey

In 2015 Year 12 students were satisfied with overall satisfaction being slightly higher than the independent schools benchmark. Respondents identified lowest satisfaction levels with student relationships and highest satisfaction with access to leadership opportunities and curriculum.

As in previous years the Clunes experience is rated as a key highlight of time at Wesley by many students. Other highlights include Yiramalay, International Exchanges and performing arts and sports opportunities.

Respondents expressed highest levels of satisfaction with morale and the school environment...

Staff Survey

In 2015 all staff were provided the opportunity to participate in the annual staff survey. The overall response rate of staff (excluding casuals) was 63%, which is higher than in previous years.

Staff satisfaction and engagement scores are above National Benchmarks and within the top quartile of national results. Respondents expressed highest levels of satisfaction with morale and the school environment and lowest levels of satisfaction with career advancement and involvement in decision making.



Financial Statement



During 2015, the College continued to apply conservative and sound financial management coupled to an active management of the College asset and investment portfolios. The College continued to enjoy relatively stable enrolments across all campuses.

The result for 2015, as displayed below, has delivered a surplus of \$4.5m. The College auditors, Deloitte, have issued an unqualified audit opinion for the year ended 31 December 2015.

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 "salary cost as a percentage of net revenue". For 2015, this percentage is 66% compared to 67% for 2013, reflecting an increased focus on staffing profiles and expenditures.

The operating activities of the College generated \$13.2m in net cash. This includes proceeds from the sale of an additional Rose Avenue lot (\$2.3m) and contributions from

the Scholarship and Building Funds for both the Wesley College Foundation (\$1.5m) and Yiramalay Foundation (\$0.35m).

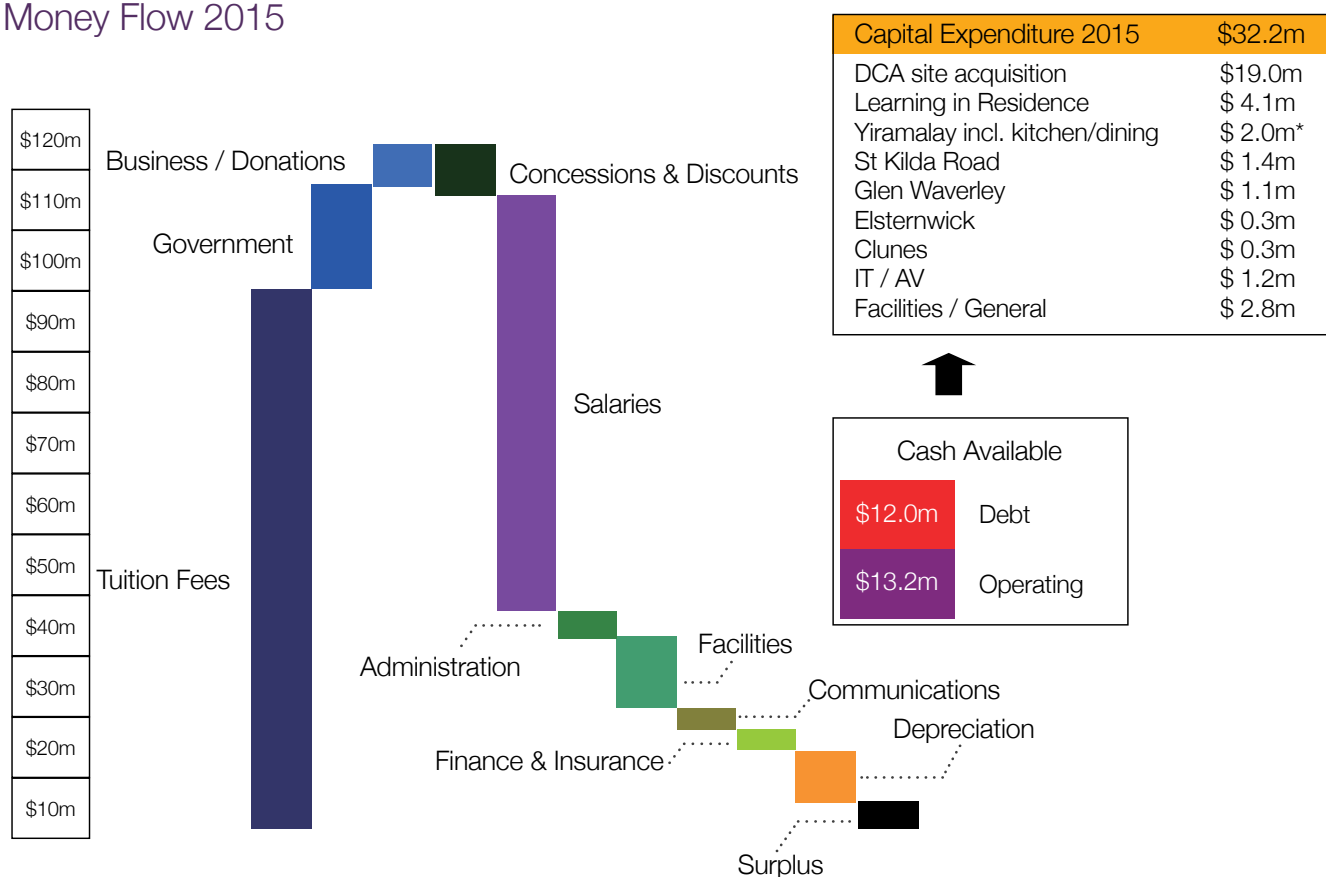
This operating cash flow enables the College to continue its philosophy regarding an appropriate range of educational opportunities and the future development priorities of the College.

The major capital project this year was the \$19.0m acquisition of land at the rear of the Deaf Children Australia property. This was funded by a \$12.0m bank loan facility and \$7.0m from College cash holdings.

The 2016 year has commenced with a very strong student enrolment profile across the three Melbourne campuses and Yiramalay, a 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, none more so than during recent years.

Money Flow 2015

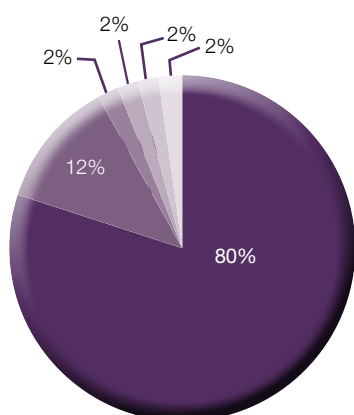


* Includes \$485k funded by IAS Federal Government grant in 2016



Revenue

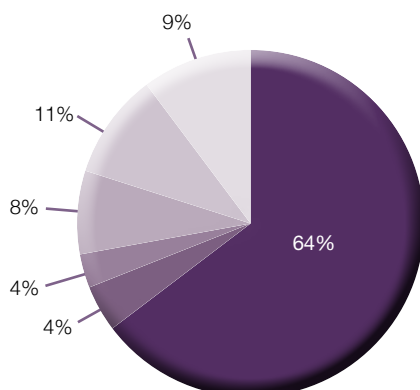
	2015	2014
	\$m	\$m
Fee income	89.7	84.0
Government grants – Commonwealth	13.3	11.8
Government grants – State	2.3	2.1
Profit / Loss on disposal of property, plant and equipment	2.0	-
Donations	2.4	2.6
Other income	2.9	3.6
	<u>112.6</u>	<u>104.1</u>



- Fee income
- Government grants – Commonwealth
- Government grants – State
- Profit / Loss on disposal of property, plant and equipment
- Donations
- Other income

Expenditure

	2015	2014
	\$m	\$m
Salaries	69.4	65.7
Administration expenses	4.7	4.4
Communication expenses	3.8	3.2
Depreciation and amortisation	8.9	7.9
Facilities expenses	11.4	10.0
Finance expenses, discounts and concessions	9.9	10.4
	<u>108.1</u>	<u>101.6</u>



- Salaries
- Administration expenses
- Communication expenses
- Depreciation and amortisation
- Facilities expenses
- Finance expenses, discounts and concessions

Strategic Plan 2004-2016



Summary of 2015 Action Outcomes

Learning

- Implementation of Middle Years Programme (MYP) in Year 9 across the College completed and Year 10 curriculum model aligned with MYP requirements for 2016
- Review and analysis of Individual Needs database completed
- Action plan designed to improve student outcomes developed and implemented across the College
- A staged implementation process for the introduction of the College Learning Management System (SEQTA) commenced
- Implementation plan for the introduction of the Enhanced Language Program (Chinese) in the Junior School at Elsternwick in 2016 completed
- A Principal's Honour Roll system has been designed and will be launched in 2016
- A model for Ethical Inquiry trialled at St Kilda Road (PYP Year 6 Exhibition)

Teaching

- College surveys (parent, staff and students) were reframed with a specific focus on well-being
- Assessment of student literacy and numeracy from Year 1 to Year 9 bench-marked using online testing and data analysis aligned across the College
- Professional Development model for curriculum leadership and teaching reviewed

Programs, Structures and Settings

- The Wesley College Institute restructured into three domains: Teaching & Learning, Research & Technologies and Digital Practice
- Building works commenced on the Learning in Residence at Glen Waverley
- A new organisational structure for libraries and AV across the College developed and implemented

Community

- Business plan designed to maximise fundraising support for Learning in Residence developed and implemented
- Planning for the sesquicentenary celebrations completed and a calendar of events for the sesquicentenary published
- New uniform design confirmed and a staged introduction to commence in 2016
- Partnership with a company to provide tutoring programs for VCE at Glen Waverley established and programs offered

- Survey of parents new to Wesley conducted and published
- OHSC and Holiday Programs outsourced to Extend and Team Holiday to operate these programs from Term 4 onwards

Corporate Governance and Business Management

- Redevelopment of the pool and change rooms at Glen Waverley completed
- Junior School renovation works at Glen Waverley commenced with the redevelopment of the Year 4 classrooms
- Development of new kitchen/dining facility at Yiramalay commenced
- Refurbishment of the library at Elsternwick completed
- All stakeholders consulted in the process of developing a proposed new College constitution





WESLEY COLLEGE
MELBOURNE AUSTRALIA

A True Education

Celebrating 150 years 1866 – 2016

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