

LEARNING IN RESIDENCE

BOARDING AT WESLEY



WESLEY COLLEGE

MELBOURNE AUSTRALIA • SINCE 1866

LIVE AND LEARN TOGETHER



Wesley's Learning in Residence boarding program provides a safe environment in metropolitan Melbourne where learning and living are inextricably linked.

Learning in Residence is an innovative, student-centred program open for students in Years 9 to 12 from Australia and abroad. From the courses on offer to the architecture and location of the facility, everything has been designed to further enhance student learning.

The boarding program at Wesley builds on more than a century of success in residential learning with a contemporary, holistic program designed for the students of today.

Wesley's holistic approach to learning is our passionate commitment to the development of the whole child in an inclusive, coeducational environment.

Our boarders live and learn together, accessing the unmatched teaching and learning experiences of an IB World School and a residential curriculum designed for Years 9 to 12 boarders.

Learning in Residence is a home away from home. Our dedicated wellbeing team, including live-in mentors and an extensive network of day school staff, provide constant care and a safe environment for all.

The multipurpose Learning in Residence facility, brings together students from culturally and linguistically diverse backgrounds, affording them the unique opportunity of living, learning and growing together.

A GREAT WESLEY TRADITION

'Having launched in 2016, Learning in Residence is not new to the College and, in many ways, can rightly be seen as an enduring element of our DNA. It builds on more than a century of boarding and several decades of outdoor education, as well as our highly-acclaimed residential learning programs – Clunes (2000) in country Victoria and the Yiramalay Studio School (2010) on Leopold Downs in the Kimberley Region of Western Australia.'



Nick Evans
Principal





An education at Wesley is one that develops the whole person, not just the mind.

INTEGRATED, STUDENT-CENTRED PHILOSOPHY

Wesley recognises that students are intellectual, emotional, physical, social, cultural and spiritual beings. The Learning in Residence experience is deliberately designed to enhance development across each of these dimensions.

INTELLECTUAL

Students choose from a range of internationally recognised academic programs. After the school day, life skills workshops and academic tutoring support students’ academic and personal development.

EMOTIONAL

Students are well supported by staff including live-in residential mentors, on-campus counsellors, psychologists, nurses and health consultants, and a network of pastoral care support staff.

SOCIAL

Boarding students form lifelong friendships with day students and other boarders. They support and lead younger boarders, and participate fully in campus life and cocurricular activities.

SPIRITUAL

Students can seek spiritual support through pastoral care and by working with a mentor.

CULTURAL

Students learn to relate across cultures; an important skill in an increasingly globalised world.

PHYSICAL

Students can access all campus recreational facilities and seek medical assistance from the health centre.

LEARNING AND WELLBEING

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

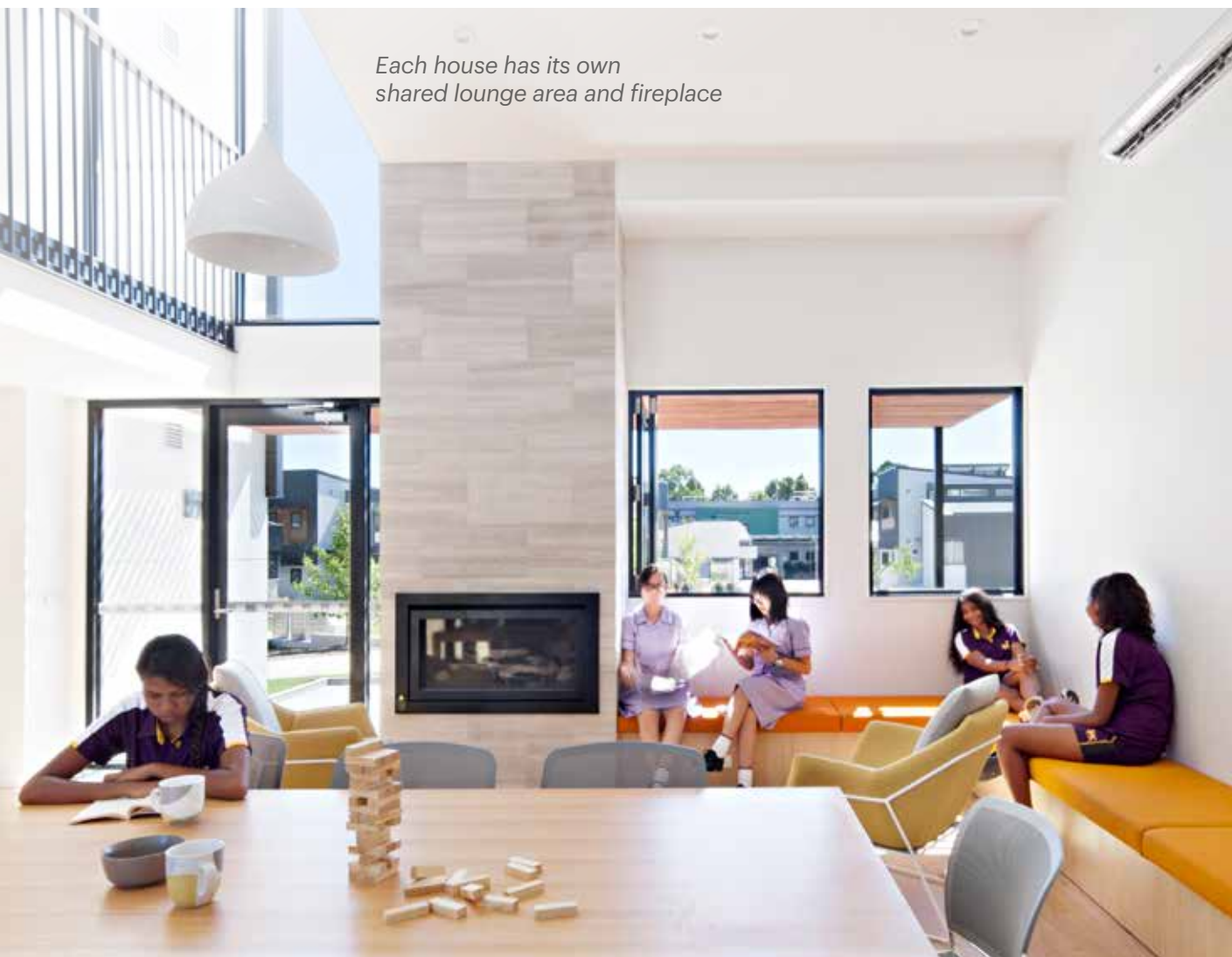
Wesley’s approach to learning and wellbeing is captured in the acronym: ROAR (Respect, Opportunity, Achievement and Resilience). ROAR isn’t merely an approach; it’s a way of life that equips our community to embrace lifelong learning and wellbeing.

As an IB World School, we uphold the principles of individual and collective responsibility as we nurture respectful, achievement focused, and resilient learners. We recognise that learning and wellbeing work in unison to support confident, capable students.

‘The final years of school are a time of considerable growth and development, and our goal is to ensure our boarders are fully supported across all domains. Through our Learning in Residence and wellbeing programs, the academic curriculum, and cocurricular experiences, Wesley helps to prepare students for success in their final years of school and life after graduation.’



Tom Giles
Head of Learning in Residence



Each house has its own shared lounge area and fireplace



OUTSTANDING CONTEMPORARY DESIGN

Learning in Residence is architecturally designed as a series of individual residences integrated within the Glen Waverley Campus.

On-campus living provides a safe and secure environment as well as convenient access to state-of-the-art study and recreational facilities and teacher support.

RESIDENTIAL STRUCTURE

RESIDENCES

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

TWIN-SHARE AND SINGLE ROOMS

Rooms for Years 9 to 11 are twin-share. Single rooms are available for Year 12 students, with generous space for private study. All rooms include an ensuite bathroom.

STUDY FACILITIES

Each student has study facilities in their room. They can also access the library for study periods, supervised by residential and campus staff.

COMMUNAL DINING

Students have access to a communal dining space for breakfast, lunch and dinner. It seats 240 and adjoins the recreational area. Fresh, tasty and nutritious meals are always on the menu.



Each room accommodates two students and includes an ensuite bathroom, with single rooms for Year 12 students





MAKING THE MOST OF EVERY DAY

Our boarders are active in all areas of school life, and make full use of the breadth and quality of the extensive cocurricular programs including sport, music, performing arts as well as student clubs, committees and leadership opportunities.

A DIVERSE CURRICULUM

Wesley is renowned for its strong academic outcomes and holistic experiences. Boarders choose from a range of educational pathways and are supported by a schedule of evening and weekend programs.

All students complete the International Baccalaureate Middle Years Program in Years 9 and 10, and choose from one of two academic pathways in their final years:

- International Baccalaureate Diploma Program (IB DP)
- Victorian Certificate of Education (VCE)

STUDY SUPERVISION AND SUPPORT

An evening program of structured academic extension helps students consolidate what they have learnt that day. Small group tutorials and individual learning assistance provided by expert mentors and experienced College teaching staff also supports students in completing homework and assignments.

Regular communication with and between the students, their teachers and the Learning in Residence staff means that academic, social and emotional wellbeing is supported inside and outside the classroom.

STAFF IN RESIDENCE

Wesley provides an exceptional level of care for each and every student. Residences have dedicated live-in staff mentors who provide 24/7 supervision and stay overnight in the residences.

With a diverse team of professional staff mentors, every student is able to receive individual care and the support to thrive in their new environment.

In addition, the Head and Deputy Heads of Learning in Residence live on campus adjacent to the student residences and are on-call 24/7.

SAFETY AND SECURITY

Your child's safety is our highest priority. Each student is issued with a personalised electronic swipe card, allowing access to their own residence, as well as common areas.

Onsite security personnel are supported by video surveillance of the grounds. Campus buildings and gates are locked each evening, and all residences are alarmed.

With prior parental approval, students can browse the local shopping precincts, or take day leave or stay overnight to visit family or friends. Approved host leave forms and a list of approved people students can visit are required from parents.

A WELCOMING COMMUNITY

When new students first arrive at Learning in Residence, extra attention is paid to ensuring they feel welcomed in what may be a new city or country for our boarders.

The variety of social programs help students settle in and make new friends both within their Residence and with the other boarders. Our boarders often form a tight-knit group within the wider student cohort on campus.

Students are encouraged to keep in regular contact with their friends and family outside the College via video calls and email, and helped to self-manage their technology use.

COCURRICULAR SPORT

Every Saturday morning the whole College gets involved in sport, with more than 680 teams competing in 22 different sports across the year.

Every interest and talent is catered to, with boarders accessing the extensive sporting facilities on-campus. These include five ovals, an indoor pool, gymnasium, basketball court, athletics track, hockey pitches, tennis courts, netball courts and playing fields for cricket, football and soccer.



The residential curriculum includes onsite workshops, excursions and activities and community service.



Nutritious meals are served in the dining hall

Boarders can consult Mentors for academic support



A TYPICAL DAY

6.30 – 8.00AM

Morning sport training and music practice and rehearsals take place around the campus. The Weights and Conditioning room is open, for anyone who prefers to exercise in the mornings.

7.00 – 8.15AM

A variety of healthy breakfast options are offered, including congee and other international foods to make students feel at home.

SCHOOL DAY

After breakfast, it's a short walk to the classrooms and study areas. Students will often meet friends in the quad before heading off to classes.

12.30PM

Lunch is served in the Learning in Residence dining room. Day and boarding students mix in the dining room at lunchtime.

3.30PM

Afternoon classes end, and students can either head off to sport training or other cocurricular activities, or back to Learning in Residence to do homework.

AFTER SCHOOL

Students can consult with class teachers, join a small group tutorial with the Learning in Residence Mentors for academic support or work on assignments independently.

EVENING

After dinner, boarders typically spend time socialising in their residences or go to the gym with a personal trainer or the sports centre. On other evenings, they may participate in the residential curriculum for classes such as learning how to write a CV, working towards a barista

certificate or listening to a motivational speaker in the dining hall. Guest speakers have included performance sport dieticians, a neuroscientist and a sleep physician. There are also mental health workshops for boys and for girls as part of our wellbeing program.

After supper, everyone returns to their own Residence. We have regular Residence meetings where we acknowledge the achievements of our peers and discuss relevant upcoming events. Each Residence is a supportive and inclusive micro-community.

SATURDAY MORNINGS

The campus is always buzzing on Saturday mornings with APS sport matches, including 22 different sports on offer throughout the year. Music rehearsals and more take place in the afternoon. Each student must choose one sport for each of the three seasons and we play against other schools on Saturday mornings.

WEEKENDS

At the end of a busy school week, boarders can unwind with games and activities on weekends. Living in Melbourne means access to the beach, festivals and events in the city, footy matches with the other boarders or shopping nearby.

RESIDENTIAL CURRICULUM

The residential curriculum, after school and on weekends, incorporates programs for employment preparation, life skills, leadership, community service, physical health and wellbeing and more. It is designed to aid in boarders' academic, social and physical development.

MEET OUR BOARDERS

We have a wonderfully diverse community at Learning in Residence of local, rural and international students.

Our community reflects the diversity upon which Wesley is built and provides an opportunity for boarders to learn how to relate across cultures, instilling a unique world-view that will serve them throughout life.



AMELIA, YEAR 12

Amelia did a lot of her own research before she and her family chose Wesley for her final years of schooling. 'Performing arts has always been a passion of mine,' says Amelia, who was impressed with the pathways available at Wesley. 'I was interested in pursuing Theatre Studies and other arts subjects, and there were a lot to choose from. Wesley also offers the choice of the VCE and International Baccalaureate (IB) pathways. While I selected the VCE, it is great to have a choice and incredible that I get to study with such a diverse range of students with equally as diverse life aspirations.'

Right from her first year at Wesley, in Year 10, there were opportunities to be involved in plays and musicals. Amelia has already performed in *Beauty and the Beast*, *Medea*, *Cosi* and *The Crucible* with Wesley. Joining the school musical cast and finding a group of peers with common interests helped her settle into life away from Nilma in Gippsland, as did the transition programs at Learning in Residence.

'Learning in Residence offered a transition program, which gave me the opportunity to attend classes and stay on campus overnight before the new school year began. I met some of my future classmates and house mates and once I started, I made sure I attended all the weekend activities like go karting and going to the footy, as it gave me a chance to meet and bond with even more people.'

'Attending Wesley and being part of all it has to offer in the performing arts has been a lot of fun and such a great learning experience.'



JACK, YEAR 11

Jack grew up on his family's farm near Wagga Wagga, and though he enjoyed living close to his family and community, he recognised that there were benefits to boarding. 'There are a lot of opportunities in education in Melbourne that wouldn't normally be accessible to me,' he says. 'I knew it would be a different life experience.'

Since joining Wesley, Jack has taken advantage of opportunities on the sportsground, classroom and in music, performing arts and community service. He is studying the International Baccalaureate Diploma Program (IB DP), a globally recognised school qualification offered at Wesley alongside the VCE. 'Living on campus allows us to get the full benefits of College life, with access to teachers who are always willing to give up their time to see us and help us achieve our academic goals.'

Jack was excited to visit remote Western Australia for the Year 10 program at the Yiramalay Studio School, living and learning alongside Aboriginal students. 'That was a highlight for me in Year 10. It was unique and allowed me to experience First Nations culture, meet new people and experience WA.'

'One of the best things about boarding is the friendships that I have made. Learning In Residence really allows you to forge great friendships especially in sharing a room and socialising with people in your residence.'



MIMI, YEAR 10

Mimi, who is from Vietnam, joined older sister Betty at Learning in Residence in 2023. As a new boarder, she felt a bit overwhelmed at first, but found comfort in the welcoming community. The mentors who work with the boarders from each Residence are a crucial support mechanism for new boarders, helping them fit into a new schooling environment and living arrangements. 'Some of the mentors have also been international students, or come from diverse backgrounds, so they understand the nerves that come with joining a school overseas. They go out of their way to make newcomers feel comfortable,' Mimi says.

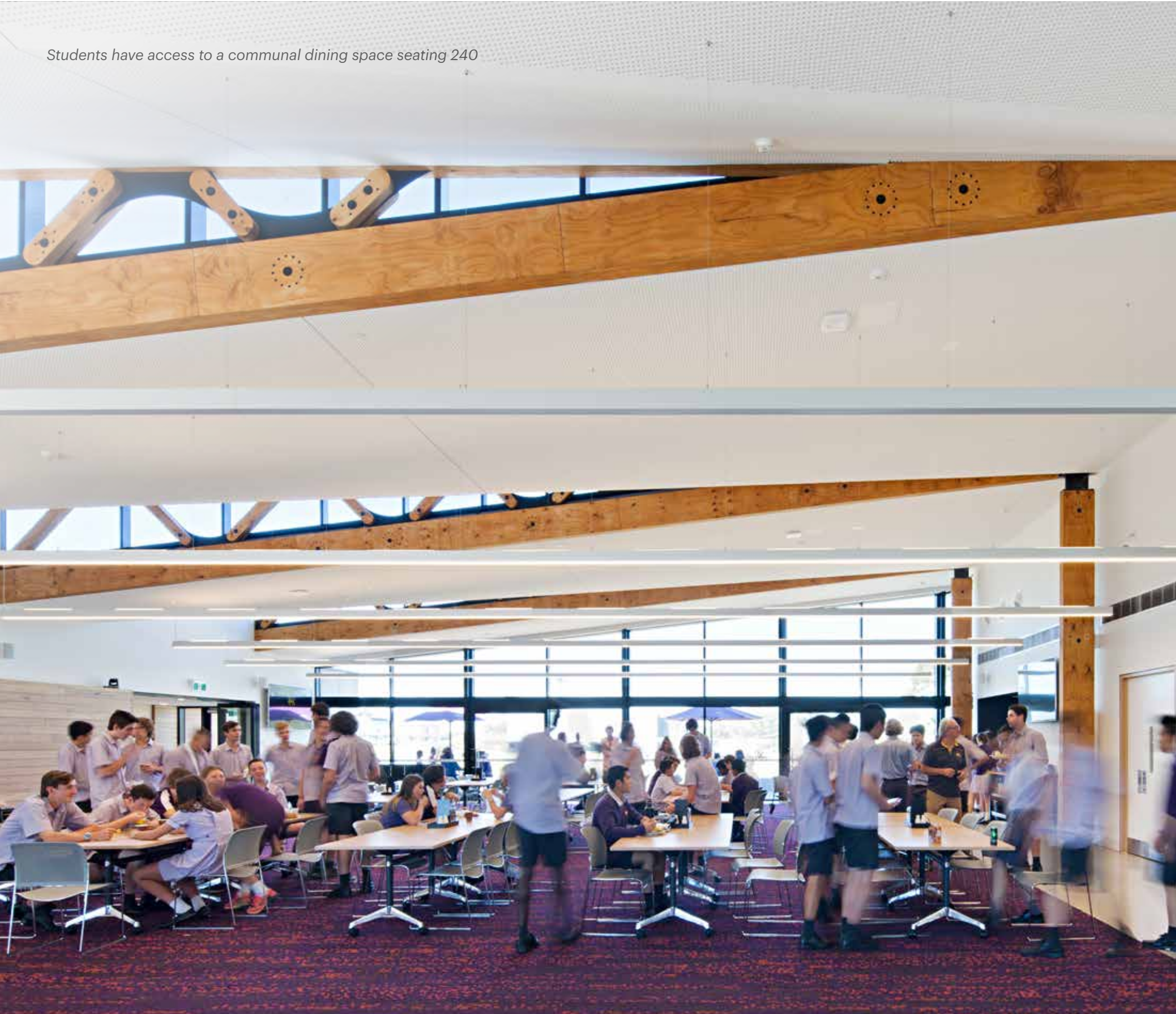
Participating in the activities organised by Learning in Residence was a great way to make friends, she advises. 'I have been at Learning in Residence for a year, and after a range of different events every week, I have developed deep bonds and connections with many other people. There are obviously some ups and downs, but that still can't replace the fact that Learning in Residence is slowly becoming my second home. I feel I have fostered friendships that will last a lifetime.'

Mimi enjoyed the experiential learning at Wesley, in particular the eight-week offsite learning program for Year 9 students at Clunes, in the goldfields of Victoria. 'It was a fantastic experience connecting with other people from the other campuses and making friends. It was heart-warming as I was welcomed back to Learning in Residence so warmly when I came back after a term away at Clunes.'

'The best thing about living on campus is being only five minutes away from teachers, facilities, the sport centre and IT,' Mimi says. 'I sometimes feel that I'm already ahead of my peers with that time I save.'



Students have access to a communal dining space seating 240



BOARDING OPTIONS AVAILABLE

FULL-TIME

Students are resident for seven days and nights a week during term time.

WEEKLY

Students are resident for five days and four nights a week, arriving 8.00am Monday and returning home 3.30pm Friday.

HOW TO APPLY

To enrol your child at Wesley College and secure a place in the Learning in Residence program, please complete the application for enrolment form online at: www.wesleycollege.edu.au/apply

Places are limited and will be allocated by date of application. If you would like to discuss your child's application, please contact:

Glen Waverley Admissions

Call: 03 8102 6508

Email: gw.admissions@wesleycollege.edu.au

Visit: www.wesleycollege.edu.au/boarding



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