

ANNUAL REPORT 2018



WESLEY COLLEGE

MELBOURNE AUSTRALIA - SINCE 1866

A True Education

WESLEY COLLEGE ANNUAL REPORT 2018 CONTENTS



COEDUCATION AT WESLEY CONTINUES TO SUPPORT ALL STUDENTS IN LEARNING TOGETHER

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PRESIDENT OF COUNCIL



As President of the Wesley College Council I am delighted to reflect on the College's significant achievements of 2018, and perhaps most importantly, the transformational impact of Dr Drennen's tenure at Wesley, concluding at the close of 2018.

Annual reports are important documents to highlight significant occasions in the life of a school and in the cycle of the yearly academic calendar. They serve to showcase the student experience in all its breadth and depth, reflect on meaningful highlights of the year, acknowledge distinguished service and contribution, mark the spot of transition for our students and community and focus on our parting moments.

The legacy of Helen Drennen

This year, all these are true for our Principal Dr Helen Drennen and on behalf of the College Council, I am honoured to reflect on Dr Drennen's contribution to the College.

Dr Drennen commenced as Principal at the College in the midst of a period of instability and uncertainty. Her drive and vision ensured that the College entered a long and sustained period of stable leadership and clear strategic focus with which we have been blessed for the past 15 years. She has served with exceptional distinction. Her tenure rivals that of Headmaster LA Adamson and Principal David Prest in both its length and its transformative impact on the College.

She is, of course, Wesley's first female Principal, a natural progression from the introduction of coeducation in 1978. Dr Drennen has led with extraordinary application and energy. Her focus has never been distracted from pursuing standards of excellence for students in every aspect of Wesley life: academic, recreational and communal. Her vision

has been comprehensively informed by the notion of Wesley as foremost a family, a tightly knit community of students, teachers, parents and alumni. Her educational planning, and its implementation, has never strayed from this conception.

Throughout her time in charge, Dr Drennen has displayed her own enjoyment of diverse aspects of the Wesley community, celebrating with students their accomplishments and achievements in the classroom, on the sporting arenas and in the performing arts. She has been both leader and mentor, and a great supporter of countless student activities. Principally, too, Dr Drennen has understood the human complexities that drive a school, and has sought to embed in the daily routines of school life, Wesley's conviction that a broader social awareness and community engagement is central to our ethos. New educational programs have always been undertaken with a view to Wesley sending out into the world thoughtful and well-rounded individuals.

Dr Drennen has always stayed true to the commitment that a Wesley education is to develop the whole person and to connect with family and community.

Her ultimate commitment to student wellbeing has likewise been reflected in her development of staff as leaders, to benefit Wesley in the long-term, and influence the broader educational community. Wesley's values under

Dr Drennen's stewardship have been promulgated, known widely and respected. It is hardly coincidence that in terms of enrolments and general community standing, Wesley's position is its strongest in years. Dr Drennen has helped build the school's present excellent operational base, establishing tight management structures essential for the fiscal security of a contemporary independent school.

DR DRENNEN HAS LED WITH EXTRAORDINARY APPLICATION AND ENERGY. HER FOCUS HAS NEVER BEEN DISTRACTED FROM PURSUING STANDARDS OF EXCELLENCE FOR STUDENTS IN EVERY ASPECT OF WESLEY LIFE: ACADEMIC, RECREATIONAL AND COMMUNAL

Those who have witnessed her exhausting work ethic appreciate how widely she has spread her professional expertise, acquired through a lifetime in schools, evident in her impact on the Associated Public Schools of Victoria, with the Uniting Church and, internationally, through the International Baccalaureate Organisation. She has furthered the passionate connection between Wesley's wonderful alumni and the school of today.



DR DRENNEN HAS HELPED BUILD THE SCHOOL'S PRESENT EXCELLENT OPERATIONAL BASE, **ESTABLISHING TIGHT MANAGEMENT STRUCTURES** ESSENTIAL FOR THE FISCAL SECURITY OF A CONTEMPORARY INDEPENDENT SCHOOL



It is important to note that in the midst of this transition, the College, led by Dr Drennen, has comprehensively executed our 2018 operating plan and actions due this year from the Strategic Plan, *Framing the Future of Wesley*.

The physical regeneration of all campuses is there for all to see. Renewal of facilities has been a priority, but only to keep abreast of expanding educational ideas and insights. Those places most obviously a part of her legacy – notably the Yiramalay/Wesley Studio School in the Kimberley, and *Learning in Residence* at the Glen Waverley Campus, enabling a philosophically sound return of boarding to the school – are much more than just the physical structures. They are the embodiment of Dr Drennen's deeply held belief in the role of Wesley in reaching out to the wider Australian community, and of cementing an important connection between school and society.

UNDER HER STEWARDSHIP, WESLEY HAS FLOURISHED, AND DR DRENNEN IS HANDING ON A THRIVING SCHOOL TO THE NEXT GENERATION OF LEADERSHIP

I reference the final verse of the College song, 'The best school of all', 'For though the dust that's part of us / To dusts again be gone, / Yet here shall beat the heart of us – / The School we handed on'. Under her stewardship, Wesley has flourished, and Dr Drennen is handing on a thriving school to the next generation of leadership.

During a year where the College has reflected on 'Learning through partnerships', the relationship between governance and management, President

and Principal, is a vital partnership. I speak on behalf of past presidents Prof Field Rickard, Warrick Mitchell and Peter Harrison as well as myself as the current president, when I say we have all immensely enjoyed and respected the value and importance of our partnership with Dr Drennen during her time at Wesley.

Capital works

Our capital works program through 2018 was again extremely busy. At the commencement of the year we opened a number of new educational spaces across the College. These include the renovated historic RVIB building at St Kilda Rd housing the new Visual Arts and Design Precinct; new ECLC room and the refurbished Wells Centre for Years 5 and 6 at Glen Waverley; Fitchett Hall at Elsternwick and new student accommodation units at Yiramalay. The new development at Glen Waverley is proceeding quickly. This development will be a wonderful new central heart of the Glen Waverley campus and we are excited to witness its rapid progress. To reflect Dr Drennen's legacy at the College, Council was pleased to approve the naming of the new facility as The Drennen Centre at the final Council meeting of 2018.

Continuing to prioritise the extensive refurbishment of historic spaces to suit contemporary learning and to add enrolment capacity where we can has meant the College can accommodate additional Year 7 students, an entry point experiencing exceptional demand, with the consequence that our total enrolments are now approaching 3400.

Community engagement

The Wesley College Foundation, Yiramalay Foundation and the Old Wesley Collegians Association work seamlessly to deliver a suite of functions and activities that engage our alumni and parents, and raise vital donations that benefit current and future students. The Foundation experienced another record year exceeding donated funds of \$3 million. I would like to thank all in our community who contribute to this result enabling the College to fund a generous scholarship program and anchor capital developments.

I would like to acknowledge the work of the Foundations, the advisory

committees, and to outgoing Chair of the Wesley Foundation Peter Harrison (OW1969) and the new Chair of the Foundation Nicki Isaacs (OW1990), and the outgoing Chair of the Yiramalay Foundation Joe Ross and the new Chair Kevin Oscar.

Thank you to the Co-Presidents of the OWCA Jack Ayerbe (OW1963) and Belinda Danks-Woodley (OW2004). The OWCA looks forward to engaging with our 2018 leavers as valued alumni and supporting them in their transition from secondary schooling.

Thank you to all those on the College Council who have given of their expertise and time. I would like to acknowledge the excellent contribution of Council member Wendy Lasica who retired from Council in December 2017. Wendy joined the Council in 2011 and served on the Property Committee with distinction. We are grateful that she will continue to serve as a member of the Yiramalay Steering Committee.

Looking forward to 2019, we are delighted that Mr Richard Brenker, Deputy Principal and Head of the Glen Waverley Campus, will serve as Acting Principal of the College through Term 2. At the start of Term 3, Mr Nicholas Evans (OW1985) commences as the 17th Principal of Wesley College. Mr Evans is well known to the Wesley community. A former student of the College, Mr Evans spent 20 years on staff as a history teacher and in several leadership positions prior to his appointment as Deputy Headmaster at Melbourne Grammar School. We look forward to welcoming Mr Evans back to Wesley in 2019.

Thank you to our dedicated staff who continue to deliver on the Wesley vision for our students. We congratulate the class of 2018 and all those who supported and contributed to their wonderful academic results. We celebrate all our student achievements and wish them well on the next step of their journey beyond Wesley.

A very warm thank you to all of you for your continued support of Wesley College during an exciting year of transition.

Marianne Stillwell
President of College Council



COUNCIL ACTIVITIES

After 150 years as an unincorporated institution of the Uniting Church of Australia, the incorporation of Wesley College as a new legal entity, Wesley College Melbourne, became effective on 1 September 2016.

The College worked closely and jointly with the Uniting Church in Australia (Victoria and Tasmania) to establish and implement contemporary governance arrangements to support the College as it moved towards legal independence from the Church. This reflects our shared vision and purpose and enduring relationship with the Uniting Church in Australia.

In addition to a revised constitution, approved at a Special General Meeting of Wesley College Melbourne on 19 November 2015, the transfer of land trusteeship from the Uniting Church in Australia Property Trust (Victoria and Tasmania) to Wesley College Melbourne was successfully completed. This transfer was a significant historical step for both the College and the Church.

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

**THE TRANSFER OF
LAND TRUSTEESHIP
FROM THE UNITING
CHURCH
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HISTORICAL STEP FOR
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AND THE CHURCH.**

College Council meets approximately nine times each year and has appointed four Committees with particular responsibilities.

The Nominations Committee considers and recommends to Council the names of people suitable for the office of Councillor. It also recommends the names of people suitable to sit on other Committees of the Wesley College Council.

The Finance and Risk Management Committee is responsible for the College's financial affairs and risk management strategies.

The Property Committee establishes the policy framework for all property dealings by the College and reviews the construction and maintenance 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.

The Ethics and Governance Committee commenced operations in 2016. It is tasked with ensuring a culture of law abiding and ethical conduct exists throughout the College, aligned with the College's core values and its duty of care to students and staff.



WESLEY'S LONGSTANDING AND ONGOING PARTNERSHIP WITH THE UNITING CHURCH OF AUSTRALIA GIVES STUDENTS MANY OPPORTUNITIES TO LEARN IN A VARIETY OF CONTEXTS

Member	College Council		Finance, Audit and Risk Management Committee		Strategy Committee		Property Committee		Ethics and Governance Committee	
	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend	Meetings attended	Meetings eligible to attend
Cameron Bacon	9	9	8	9	1	1				
Sunny Chen	9	9			1	1			3	4
Lynda Cheng	7	9			1	1			2	4
Helen Drennen	9	9	9	9	1	1	6	9	3	4
Melinda Geertz	8	9	8	9		1				
Paul Guerra	6	9			1	1	4	9		
Tim Jackson	9	9			1	1	7	9		
Simon Rooke	8	9	5	9	1	1			4	4
Hugo Stephenson	9	9	2	6	1	1			2	4
Marianne Stillwell	9	9	8	9	1	1			4	4
Rachel Webster	9	9					6	9		
David Cleland Co-opted member							7	9		
Peter Harrison Co opted member			3	4						
Peter Mastos Co-opted member			6	9						
Warrick Mitchell Co-opted member							8	9		
Philip Powell Co-opted member	1	3	2	2						
Peter Sandow Co Opted member							6	9		
Doug Turnbull Co-Opted member	2	3			1	1	7	7		



COLLEGE COUNCIL



MARIANNE STILLWELL
BA (Hons) MBA
GradDipEd MAICD

Marianne Stillwell is the President of the Wesley College Council, and has been a member since 2006. She is also Chair of the Strategy Ethics, Compliance and Governance, and Remuneration Committees.

In her professional career, Marianne spent 12 years in finance management roles with Ford Credit Australia Limited, and has 10 years of secondary teaching experience in Catholic and independent schools. Marianne is currently Executive Director of the Stillwell Family Council and a Director of Stillwell Motor Group, a family company specialising in prestige motor vehicle retail. She is also Deputy Chair of the Board of Management for Independent Schools Victoria. Marianne's daughter is a current student at Wesley College, with her two sons completing their education at Wesley in 2017 and 2014, respectively.



SUNNY CHEN
BA (Hons) PGCertEd MTheol
(Hons) CertApplLing
AdvDipMin PhD

Sunny Chen is the current Vice President of the Wesley College Council, and was appointed in April 2014. He is the Chaplaincy Coordinator at the University of Melbourne, and a lecturer and an honorary researcher at the University of Divinity. Passionate about education, he currently chairs the Uniting Church's Ministerial Education Board, which oversees the theological college of the Uniting Church, Synod of Victoria and Tasmania. Sunny was originally

a secondary school teacher in Hong Kong before completing his theological studies in the United States. As a Uniting Church Minister, he ministers to youth and tertiary students. Sunny is acquainted with a number of Old Wesley Collegians through his connection with Queen's College at the University of Melbourne, where he is currently a council member and a former college chaplain. Sunny serves on the Strategy Committee, the Remuneration Committee and the Ethics and Governance Committee.



HELEN DRENNEN AM
BA BSc (Hons) PhD DipEd
AMP FACE FACEL

Helen Drennen joined the Council on her appointment as Principal of Wesley College in 2003 and serves on all Committees. Prior to this she was the Academic Director for the International Baccalaureate Organisation, 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. She is currently a member of the Council of Monash University in Melbourne, and is a Trustee of the Shrine of Remembrance in Victoria. In 2010, Helen was made a Fellow of the Australian College of Educators (FACE) and a Fellow of the Australian College of Educational Leaders (FACEL) in 2011. In 2016 she was recognised in the Australia Day Honours list as a Member (AM) in the General Division of the Order of Australia.



LYNDA CHENG
BComm LLB
(Hons) GAICD

Lynda Cheng joined the Wesley College Council in November 2012; she is Chair of the Nominations Committee and serves on the Ethics and Governance Committee. She is Director of Corporate Development, Mergers & Acquisitions at Pratt Holdings/Visy Industries and has held other positions, including Chief Financial Officer, since joining in 2005. After commencing her career at Blake Dawson, she moved into investment banking and spent nine years working with JPMorgan in their Melbourne, Sydney, San Francisco and New York offices. Lynda is a Non-Executive Director of South East Water Limited. She has a son and a daughter who are current students at the College.



MELINDA GEERTZ
BA

Melinda Geertz joined the Wesley College Council in May 2016 and serves on the Strategy Committee and the Finance, Audit and Risk Management Committee. She has been the CEO of Leo Burnett Melbourne, a well-known creative communications agency, for the last 13 years. Prior to coming to Australia, Melinda worked with Leo Burnett in Chicago. She is a director of the Communications Council and Make-a-Wish Australia. She has three children, all of whom are completing or have completed their studies at the St Kilda Road Campus.



PAUL GUERRA

BEng (Electronic) Hons
GradDip Management

Paul Guerra joined the Wesley College Council in May 2016. He is an accomplished senior executive, with a wide range of business experience in both Australia and the Asia Pacific. Paul is CEO of the Royal Agricultural Society of Victoria and the Chairman of the Queen Victoria Market Pty Ltd. He has previously held senior roles at Vodafone and Motorola. Passionate about contributing to the community, Paul is also a Director of Red Dust Role Models and was selected as an Australia Day Ambassador in 2013.

Paul is a member of the Strategy Committee and the Property Committee, and the Wesley College Foundation. Paul has three children, all of whom are completing or have completed their studies at the Glen Waverley Campus.



TIM JACKSON

BArch (Hons)
BPlanDes

Tim Jackson (OW1981) is a founding director of Jackson Clements Burrows Architects (JCB), established in Melbourne in 1998. JCB have delivered a diverse range of projects throughout Australia and overseas, and their work has been widely recognised through the Australian Institute of Architects (AIA) and Industry Awards programs, with award-winning projects including the St Kilda Foreshore Promenade Redevelopment, Monash University Faculty of Science North-West Precinct Redevelopment, and the Architizer A+ Award Winner for Upper House (Multi Unit Housing – High Rise, 16+ Floors). Tim is an advocate for innovative design in the built environment and has established an impressive portfolio of award-winning commissions for JCB. He maintains a commitment to the research of multi-residential and domestic scale housing for the improvement of habitation and social

interaction. Tim has chaired various AIA and Industry Award juries, and participates in guest critiques at major tertiary institutions across Australia. Tim is a member of the Property Committee. His daughter completed her studies at Wesley in 2016 and his son completed his studies at Wesley in 2018.



CAMERON BACON

BEc CA F Fin

Cameron has been a Financial Advisory (Mergers and Acquisitions) Partner at Grant Thornton since late 2010. Prior to that Cameron worked at KPMG in the Corporate Finance and Audit divisions. While at KPMG he undertook a secondment to the KPMG Chicago office. Cameron is a former Wesley student and has one son currently at the College. Cameron serves on the Strategy Committee and the Finance, Audit and Risk Management Committee.



SIMON ROOKE

BComm LLB CA CTA
GradDipAppFin
GradDipLegal Prac

Simon Rooke joined the Wesley College Council in February 2016. He is a Lawyer and a Chartered Accountant. Simon joined the corporate tax group in PwC (then Price Waterhouse) in 1995 and has been with the firm since then. Simon's main practice areas are accounting, mergers and acquisitions, international tax and litigation. He spent time on secondment in the Mergers and Acquisitions Group of PwC London from 1999 to 2001. He has extensive experience with governance in listed companies, large private companies and government entities. Simon is a member of the Strategy Committee, the Finance, Audit and Risk Management Committee and the Ethics, Compliance and Governance Committee. He has two children at the Elsternwick Campus.



HUGO STEPHENSON

MBBS BSc

Hugo Stephenson (OW1991) is a medical doctor, technologist, biotech services entrepreneur and founder of many businesses in the clinical trials and health technology industries. Hugo worked in Princeton, New Jersey, for almost 10 years as Senior Vice President, Global Late Phase and Drug Safety for Quintiles, a Fortune 500 company. Hugo is currently the cofounder and Executive Chairman of DrugDev, a leading US-based developer of cloud-based clinical trial management systems. He is an adjunct Senior Research Fellow at Monash University, and is involved in a variety of initiatives relating to drug development, decision support and big data.

Hugo sits on the Ethics Committee and has two sons and a daughter who attend the St Kilda Road Campus.



RACHEL WEBSTER

BSc (Hons) MSc PhD

Rachel Webster is a professor at the University of Melbourne, and has taught Astrophysics, Astronomy and Physics for more than 20 years. Rachel is a well-respected member of her field, the author of more than 200 academic publications and a regular presenter at international conferences. Rachel currently leads an astrophysics research group at the University of Melbourne, consisting of more than 60 research students and staff. Professor Webster has also been awarded a place on the Victorian Women's Honour Roll, is a board member of Astronomy Australia Limited and an honorary fellow of the Astronomical Society of Australia.



AT ITS HEART, A
TRUE EDUCATION
IS A LIFE-LONG
PROCESS AND IS
ABOUT BECOMING
A WELL-ROUNDED,
HAPPY, FULFILLED
AND PRODUCTIVE
HUMAN BEING



LEARNING THROUGH PARTNERSHIPS FOR YEAR 9 STUDENTS AT CLUNES INVOLVES WORKING WITH LOCAL BUSINESSES AND COMMUNITY ORGANISATIONS

PRINCIPAL'S OVERVIEW



Throughout 2018 our College theme, 'Learning through partnerships,' explored the many areas where partnerships have the power to transform what and how we learn. In life, partnerships are vital in so many ways, and this year we examined just how important they are in providing a variety of learning contexts outside the school grounds, locally, nationally and internationally, offering rich exposure to languages, cultures, industries and careers.

Partnerships

The very best kind of learning and social understanding comes from openness to others, from respect for every individual, from acceptance of difference, and of valuing living in a community. Our diverse partnerships within Australia and the wider global community are a manifestation of the values and first principles that our Founders believed in. At the heart of what we live and breathe, which has resonated with every generation of Wesley, is a sense of the worth of every individual, fairness and equality, and acknowledgment of the power that understanding culture and diversity brings.

Our partnerships internationally, with the Clunes community, with the Bunuba people and the communities around the Fitzroy Valley, and with organisations across Australia, provide a wealth of opportunities for students to learn, through a vision for learning captured in the four timeless principles articulated by Jacques Delors – learning to know, learning to do, learning to live with and learning to be. While the College which we know today could not look more different from the original, these

important elements have endured.

Wesley's history shows how our values and principles have remained steadfast, while the College has developed significantly over times of global and social change.

In every school year, there are many defining moments, notable events and significant developments, and 2018 was rich in every way. It is clear that there has been much joy shared, genuine relationships developed and a vast amount of learning experienced by students and families across every part of the College.

Academics

Our Year 12 academic results in 2018 gave us much to celebrate. College highlights for 2018 included:

An overall combined College IB/VCE median result for **344 students of 86.70**

39.6 per cent of IB DP and VCE students achieving an **ATAR of 90.00 or above**

29 per cent of students achieving **40+ (or equivalent) study scores** for VCE and IB DP

An IB DP median ATAR of **93.45**

Three IB DP students – Amelia Goulding Holland, Dorothea Yannoulidis and Jordi Shahab – achieving the highest possible ATAR of **99.95** and a **perfect score of 45**

10 IB DP and VCE students scoring in the top one per cent of Australia, achieving an **ATAR greater than 99.00**

113 perfect study/subject scores being attained across the combined IB DP and VCE cohort

97 per cent of IB DP and VCE students receiving a **first round tertiary offer.**

Throughout 2018, not only was there great pride in the outstanding, award-winning achievements, but also in the less celebrated, quiet, unsung moments of struggle and growth in learning through which the Wesley spirit expresses itself and endures, and through which the College contributes to the wider community of Australia and the world.

At its heart, a true education is a life-long process and is about becoming a well-rounded, happy, fulfilled and productive human being. A true education helps us to appreciate that we are all part of one big human family, and that we have responsibility for each other and the living world, and that ultimately every individual can make a difference.

Everywhere I go at Wesley, I have seen evidence of this in 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 not only to the quality of Wesley teachers at every level but also to the support of their parents.





IN 2018 THE COLLEGE AGAIN EMBARKED ON SIGNIFICANT BUILDING DEVELOPMENTS AT EACH METROPOLITAN CAMPUS AND AT CLUNES AND YIRAMALAY

THE NEW VISUAL ARTS AND DESIGN PRECINCT AT THE ST KILDA ROAD CAMPUS HAS BEEN ENJOYED BY STUDENTS AND TEACHERS ALIKE OVER 2018

Sport

Sport continues to play a vital part in the life of all Wesley students. In APS Sport throughout 2018, our Girls First Cross-Country team and Boys First Cross Country team won their respective APS Premiership. This was the seventh consecutive win for the Girls team and the third consecutive win for the Boys team and a source of great pride for our budding athletes. Our Girls First Athletics team won the Premiership for an incredible seventh consecutive year. We saw best College First Team performances from the Girls and Boys Cross Country teams, as well as the Boys First Hockey and Table Tennis teams and the Girls First Netball, Swimming and Badminton teams, which all came second in their respective Premierships. In addition, the Girls First Rowing VIII came second at the Head of the River and the Boys First Diving team came third in the Premiership. All teams are to be congratulated on their outstanding achievements over 2018.

In addition to competitions here in Melbourne, students from the Yiramalay/Wesley Studio School and Wesley College competed in the Kimberley Cup. The Kimberley Cup is held annually and schools from around the Kimberley region compete in football, mixed AFL 9s, basketball, netball and soccer. Stand out performances were from the girls' netball team, which won the grand final and the boys' AFL team, which combined with St Mary's College to win the flag for the third year in a row. Congratulations to all students, coaches and families for their involvement across the College this year.

Public programs

The 11th Annual Wesley College Foundation Business Breakfast in June was again a resounding success. The panel consisted of Jennifer Westacott, Chief Executive, Business Council of Australia, Karen Chester, Deputy Chair of the Productivity Commission, Dr Ziggy Switkowski AO, Chancellor, Royal Melbourne Institute of Technology (RMIT), and Professor Hugh Bradlow, President of the Australian Academy of Technology and Engineering.

Throughout 2018, the Wesley College Institute expanded its activities across its three domains: curriculum and international strategy, curriculum delivery, and research and digital practice.

The Samuel Alexander Lecture delivered by Australia's Chief Scientist, Dr Alan Finkel AO, in Adamson Hall in August was absolutely outstanding. Addressing the topic, 'Prospering in the artificial world,' Dr Finkel reflected on manners and morals for our future companions who might not all be human. The topic generated a high level of interest and the fascinating content resulted in an engaging question-and-answer session.

The Institute initiated a partnership with the Plato Project to develop and implement an Entrepreneurship Development Program in 2018. The Plato Project is a 'new business school' that fosters the capabilities and mindset required to succeed in the digital economy, focusing on directly addressing the needs of the industry for now and the future. The Institute also conducted significant work examining alternative learning management systems (LMSs), selecting the Schoolbox LMS to roll out over 2019.

Major works

In 2018 the College again embarked on significant building developments at each metropolitan campus and at Clunes and Yiramalay.

At the St Kilda Road Campus, the RVIB Visual Arts and Design Precinct was opened in February and the facilities have been enjoyed by students and teachers alike over 2018. The relocation of Visual Arts enabled further development of the St Kilda Road Middle School with expanded learning spaces including additional science rooms to support our growing STEM programs.

At Glen Waverley, works for the rebuilding of the Middle School, following the fire in 2016, progressed significantly over the year. The space will include a much-anticipated Chapel, which is sure to be a special space where the campus and community will congregate in the years to come. The development will also include a purpose-designed Language Centre, a whole-campus Library, state-of-the-art lecture theatre, Year 9 classrooms, new Administration and Reception and a new staff Common Room. Other developments at the campus included the Wells Years 5 and 6 Centre and an additional ECLC classroom.

At Elsternwick, planning for the refurbishment of the Grove Block commenced and the continued development of Fitchett Hall including new decking progressed.

The official opening of new student accommodation at Yiramalay in May was well attended by several hundred Bunuba Elders and traditional owners, Members



ARTIST'S IMPRESSION OF THE CHAPEL AT THE GLEN WAVERLEY CAMPUS, PART OF THE SIGNIFICANT REDEVELOPMENT AT THE CAMPUS

of Parliament, members of the Wesley College Council and Yiramalay Steering Committee, local Councillors, current and former families, staff and students. The opening function was enjoyed by all and demonstrated the ongoing growth and development of Yiramalay, and the strength of the enduring partnership between the communities of the Fitzroy Valley and Melbourne. The facilities will be much appreciated by many students over the coming years. The new student accommodation project was jointly funded by the Australian Government under the through the Capital Grants Program of the Association of Independent Schools of Western Australia, the Yiramalay Foundation and Wesley College Melbourne.

THROUGHOUT 2018, THE WESLEY COLLEGE INSTITUTE EXPANDED ITS ACTIVITIES ACROSS ITS THREE DOMAINS: CURRICULUM AND INTERNATIONAL STRATEGY, CURRICULUM DELIVERY, AND RESEARCH AND DIGITAL PRACTICE

Work by our Foundations

Through the generous support of parents, alumni, past parents, sponsors and friends, the Wesley College Foundation raised more than \$3 million in funds to improve facilities across every campus and to provide funds for our scholarships and bursaries program. The Foundation continued the capital fundraising campaign for the Middle School development at the Glen Waverley Campus, which has now raised more than \$2 million. The fundraising campaign for the redevelopment of the Wesley Boathouse raised more than \$2 million and the redevelopment campaign for Fitchett Hall at the Elsternwick Campus was a great success with more than \$300,000 raised.

On behalf of the College, I would like to express my sincere appreciation to Peter Harrison (OW1969), who handed over the reins as Chair of the Wesley College Foundation to Nicki Isaacs (OW1990), who commenced in Term 3. We thank Peter for his exceptional leadership and support of the College over many years and we thank Nicki Isaacs, for her significant work in Terms 3 and 4. We also thank staff from the Wesley College Foundation and the Old Wesley Collegians Association, and the many other staff and volunteers from our community who were involved in more than 45 events locally, nationally and internationally in 2018.

The Yiramalay Foundation also enjoyed a very successful year, raising more than \$470,000 for scholarship support and building development for the Yiramalay/Wesley Studio School.

Our leadership team

The College executive team in 2018, consisting of Heads of Campus Richard Brenker, David Edwards and Jacinta Janssens, Business Director and Chief Financial Officer Cameron Moroney, Director of Human Resources Peter Rogers, Director of Marketing Caitlin Anstee, Director of the Wesley College Institute Andrew Blair, Executive Director, Curriculum and International Strategy, and Deputy Director Wesley College Institute Isaac Quist, College Head of Curriculum Delivery and Deputy Director Wesley College Institute Lisa Saffin, and Executive Director of the Yiramalay/Wesley Studio School Ned McCord, has provided very strong leadership and support to all areas of the College's development and I express my sincere appreciation and heartfelt thanks to them.

It is with enormous gratitude that I also recognise the contributions of two outstanding and long-serving senior colleagues who left Wesley in 2018. Peter Hawkins, Head of Sport, and Hayne Meredith, Head of Outdoor Education, have made exceptional contributions over many years and are sadly missed. I also extend my thanks to all of our remarkable staff across Wesley for their hard work and dedication. Whether in teaching or non-teaching support, Wesley staff are an outstanding group of highly talented people who are deservedly widely acclaimed.

Likewise, it is with enormous gratitude that I thank all members of the Wesley College Council, so ably led by President, Marianne Stillwell, for their exceptional work, commitment, energy and vision throughout another remarkable year.

As my time as Principal of Wesley College comes to an end, I would like to express my deep appreciation and thanks to everyone in our community for your wisdom and support. Wesley has been the spiritual home of my professional life and for this, I thank you all.

Helen Drennen
Principal



STRATEGIC PLAN 2017–2030

The generational College-wide plan, *Framing the Future of Wesley 2017–2030 and Strategic Plan Framework*, informs our a three-to-five-year implementation plans, which are assessed and reported upon to the Wesley College Council and the broader College community on an annual basis.

Summary of 2018 action outcomes **Learning in an expanded world**

Priority: 3 Provide a range of learning contexts, programs and age-appropriate opportunities for students to develop the skills, knowledge and attitudes required for the changing world;
4 Build Wesley as a leading languages school; **5** Build the capacity and capability of Wesley staff to thrive and lead learning in an expanded world; and **6** Place innovativeness, creativity and entrepreneurship at the centre of learning at Wesley.

Sport Improvement Program priorities and approach approved and progressing through the four key elements of People, Program, Process, Practice; implementation continuing through 2018–2019 with a pilot of enhanced app-based sport/team communication, the launch of an enhanced Wesley Tennis summer sport program and September launch of High Performance Program – Tennis, and review and development of key sport leadership roles across campuses and individual sports in terms of Head Coach engagement, support and professional development.

Chief Executive Strategy Retreat completed with primary focus on Shape of the Day to enhance teaching and learning within the context of Framing the Future for implementation in 2019; Shape of the Day priorities approved with associated formal staff consultation completed pending finalisation of timetabling for 2019.

Reviewed and confirmed 2018 professional development program ahead of and informing the development of a new professional development model for teaching staff for 2019 within the context of the new Shape of the Day.

Continued development and consultation in building out the attributes of Wesley graduates and staff – giving form to the Wesley educational experience.

RG Menzies Fellowship recipients completed research on female participation and retention science, technology, engineering, and mathematics (STEM).

Further development of the STEM and Design curriculum of the International Baccalaureate Primary Years Programme and Middle Years Programme (MYP), including existing learning opportunities

such as international tours to NASA and CERN, and recruitment of MYP Design staff across all campuses for 2019.

Continued development of the Leading Languages School strategy through the English Language Preparation Program and Enhanced Language Program, including preparation for the introduction at the Glen Waverley Campus of the new Languages Centre in late 2019 for 2020.

Major educational briefs completed for Clunes and Yiramalay 'next chapter' opportunities, the Elsternwick Campus Grove Building refurbishment due for completion in readiness for Term 1 2019 and the Glen Waverley Campus Redevelopment Stage 3 encompassing existing campus Administration Building conversion to MYP Design Centre, Senior School Medical Centre and Study Centre servicing Senior School students generally and *Learning in Residence* students in particular.

Connecting school, family and community

Priority: 10 Commit to rigorous understanding of the forces of change and continue to find ways to foster close collaboration with Wesley families; and **11** Explicitly make family and community integral to the Wesley College classroom.

Council approved transition of the College learning management system from SEQTA to Schoolbox (WiSE) for 2019 following the SEQTA User Experience review completed during 2018.

Staged implementation of the transition to WiSE progressed through 2018 for implementation in 2019.

Enriching learning through collaboration with partners

Priority: 7 Position the College as a centre for excellence in learning where Wesley students, and others from around the world, have access to a broad variety of learning contexts – locally, nationally and internationally; **8** Develop learning frameworks that enable the rigorous pursuit of learning within the context of industry, careers, vocations, languages and cultures; and **9** Explicitly connect existing partnership relationships and selectively develop new ones.

Continued development of select relationships to support enhanced STEM learning opportunities such as through NASA and CERN, and with industry partners such as ABB.

Review and evaluate College vocational educational programs, including potential vocational education and training in schools and registered training organisation pathways for students through the International Baccalaureate Career-related Programme.

Successful entrepreneurship boot camp pilots completed through the Term 1 and 2 breaks 2018 ahead of a further curriculum initiative development through 2019.

Continued development of select peer-school partnerships domestically and internationally.

Ensuring sustainability in a world of accelerating change

Priority: 12 Ensure that the College attracts and develops highly skilled and capable staff and supports them with the educational, financial and infrastructure resources needed to deliver Wesley educational programs; **13** Develop community relationships which complement and challenge us to improve our contribution to the world in which we live; **14** Commit to good design and practice to minimise our impact on resource use and the physical environment; and **15** Maintain equity and value in College tuition fees to ensure our ability to meet the expectations of a Wesley education.

Continued development and refinement of branding and marketing collateral to support enrolment growth and underpin website and intranet redevelopment over 2018 and 2019 – with final website development recommendation to Council in 2018.



DEVELOPMENT OF THE LEADING LANGUAGES SCHOOL STRATEGY CONTINUES



THE APPROVED SPORT IMPROVEMENT PROGRAM IS NOW IN PROGRESS



CURRICULUM DEVELOPMENT IN STEM AND DESIGN CONTINUES

COLLEGE ACTIVITIES

THE ARTS

Performing arts students across Wesley College in 2018 have continued to wow the thousands who attended the many musicals, plays, and ensemble and solo concerts presented or viewed the hundreds of beautiful artworks at one of our exhibitions.

The imaginative, beautiful, thought-provoking and even confronting paintings, sculptures, drawings, films, installations and so much more produced by students of all ages across Wesley have been breath taking. The end products by our visual arts students have been impressive, but it's worth remembering the many drafts and ideas that our students reworked, threw out or changed completely in the process, which shows the engagement, resolve and determination of our student artists in the process of making and showing their work.

Whether treading the boards for the first time in one of the Middle School plays or musicals to performing to sellout audiences night after night in the Senior School productions, the wonderful story telling and musicianship shown throughout the production and multiple performances of an ambitious season of plays and musicals is a reflection of the hours upon hours of hard work shown by the students, staff and others involved. Some of the highlights include musicals

Oliver!, *Miss Saigon*, *Bugsy Malone* and *Seussical*, and plays *One Man, Two Guvnors*, *The Witches*, *The Wizard of Oz*, *A Midsummer's Night's Dream* and *The Electra Legacy*.

With international music tours to Europe, music camps, tours within Australia and more than 350 concerts and solo soirees, the collective students of our three Music Schools almost need their own roadies and tour managers to get through the school year. More than 200 students participated in Generations in Jazz in Mt Gambier, the Royal South Street Eisteddfod in Ballarat and the Boroondara Eisteddfod, while substantially more than 500 participated in the Victorian Schools Music Festival. Such events and competitions give our students opportunities to set some incredible goals – and of course the trophy cabinets across Wesley have received some new additions along the way too.

Students have enjoyed performing at great venues throughout 2018, including Hamer Hall, the Melbourne Recital Hall,

Robert Blackwood Hall, the National Theatre, The Edge at Federation Square as well as many jazz clubs function centres, churches and various other venues, including venues as far afield as Mount Gambier and even further afield across Europe.

The Wesley College Society for the Arts continued to support the wider artistic community at Wesley throughout 2018 by supporting various grant programs across the College as well as two major events. The College Choral Day brings together choirs from the three Melbourne campuses to work with a guest conductor – in 2018 Johnathon Grieves Smith – and perform at the wonderful Edge at Federation Square first as individual choirs and then as a massed College choir. The Society for the Arts also continued its long-running support of the Acquisitive Art Prize, in 2018 announced at the annual Acquisitive Art Exhibition at the newly opened St Kilda Road Visual Arts and Design Precinct.

The 2018 school year for our visual and performing arts students has been filled with enjoyment, education and entertainment.

Robert Breen
Director of the Society for the Arts and Head of Music at the St Kilda Road Campus



THE 2018 SCHOOL YEAR FOR OUR VISUAL AND PERFORMING ARTS STUDENTS HAS BEEN FILLED WITH ENJOYMENT, EDUCATION AND ENTERTAINMENT

THE WORK OF OUR MUSIC AND PERFORMING ARTS STUDENTS REFLECTS THEIR TALENT...



...COMMITMENT AND COUNTLESS HOURS OF HARD WORK

COLLEGE ACTIVITIES SPORT

The sports program at Wesley College provides students with a range of opportunities to pursue their interests in sport but also to embrace challenges and learn from experience. Among the many curricular and cocurricular programs at Wesley, our sports program is a clear example of a true education that enables our students to know, to do, to live with and to be.

The compulsory sports program prepares our students for the realities of life. It involves competition and the inevitability, at some point, that our students are going to be on the losing side. Our students learn to cope with the emotion of losing as well as winning, and how to use these emotions to motivate their efforts to improve. These lessons from sport are crucial to learning and should be embraced.



THE FOCUS OF OUR SPORTS PROGRAM IS TO GIVE ALL STUDENTS OPPORTUNITIES TO BE THEIR BEST



OUR GIRLS FIRST ATHLETICS TEAM WON THE APS PREMIERSHIP FOR A RECORD SEVENTH CONSECUTIVE YEAR

WE AND OUR STUDENTS HAVE SEEN MANY SUCCESSES, SOMETIMES A WINNING RESULT BUT SOMETIMES AMAZING PROGRESS THAT MIGHT NOT HAVE BEEN REFLECTED ON THE SCOREBOARD. WE HAVE SEEN PERSONAL AND TEAM IMPROVEMENT, SKILL DEVELOPMENT, EFFORT, ENTHUSIASM AND TEAM WORK: IN A WORD, LEARNING

Sporting success, but also failure, in 2018 has helped our students to set achievable goals and identify appropriate next steps. When students understand how to set and achieve goals, and the link between the discipline and hard work of training and performance, they can also transfer this to their studies.

On every Saturday morning of competition during 2018, staff, coaches, students and their parents saw how the week's work at training sessions played out in competition on sporting fields, rowing courses, sports halls and courts, pools, tracks and mud-spattering cross-country trails across Melbourne and beyond as part of the APS/AGSV sporting seasons.

We and our students have seen many successes, sometimes a winning result but sometimes amazing progress that might not have been reflected on the scoreboard. We have seen personal and team improvement, skill development, effort, enthusiasm and team work: in a word, learning.

Our sports program in 2018 has given our students opportunities to think strategically, and adapt tactically, practising strategies and tactics in an environment of 'safe failure'. Best of all,

the sports program has enabled our students to learn by doing, and to adapt and apply their sporting experiences to other aspects of their learning and their lives.

The focus of our sports program is to give all students opportunities to be their best. Passionate, persistent, open to challenge, keen to improve, enthusiastic, generous, loyal and sporting are key characteristics repeated in coaches' reports throughout 2018.

Our Head Coaches have continued their excellent work across the College, promoting their sport and the value of sports generally, identifying and developing talent, and encouraging dedicated participation by students in every team across the College from Years 5 to 12.

Our Girls First Cross Country team and Boys First Cross Country team won their respective APS Premiership – the seventh consecutive win for the Girls team and the third consecutive win for the Boys team. Our Girls First Athletics team won the APS Premiership for a record seventh consecutive year. The Wesley Boys Gymnastics team claimed the Victorian Men's Artistic Gymnastics Champion School trophy for the fifth

year in a row. We saw best College First Team performances from the Girls and Boys Cross Country teams, as well as the Boys First Hockey and Table Tennis teams and the Girls First Netball, Swimming and Badminton teams, which all came second in their respective Premierships. In addition, the Girls First Rowing VIII came second at the Head of the River and the Boys First Diving team came third in the Premiership. All teams are to be congratulated on their outstanding achievements over 2018.

These successes have been deservedly celebrated and every Premiership student is to be congratulated, but so too is every student, and the staff and coaches who have committed their time, energy and talent to the sports program. So, too, we must thank all the parents who ensure every student is ready, willing and able to play, whether home or away and sometimes very far away, during our three seasons in 2018.

On behalf of all in the Sports Directorate, my thanks go especially to the grounds and maintenance staff who assiduously prepare some of the best sporting venues in Melbourne every week.

Jesse McInnes
Head of Sports



COLLEGE ACTIVITIES SUSTAINABILITY

This report presents environmental data from the four metropolitan sites for 2018 and compares to 2016 and baseline data from 2006.

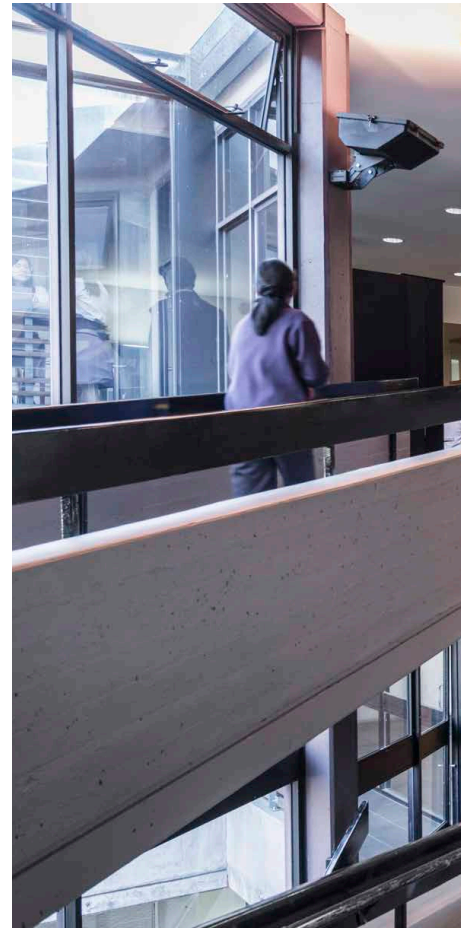
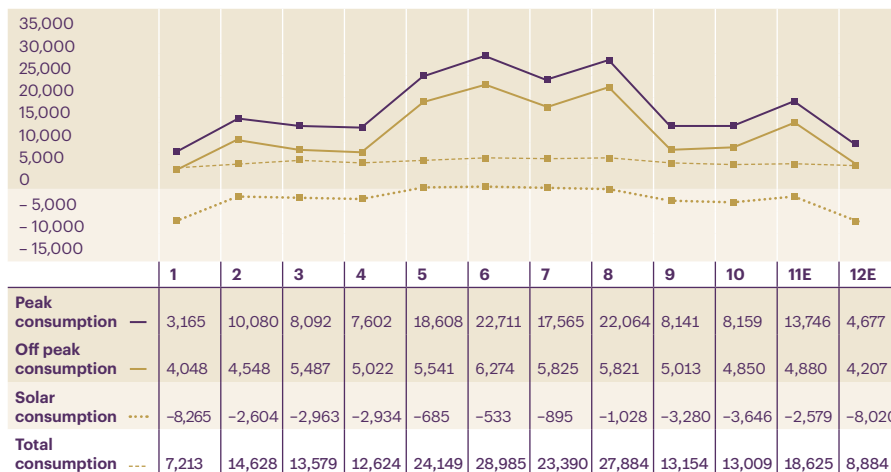
Environmental data

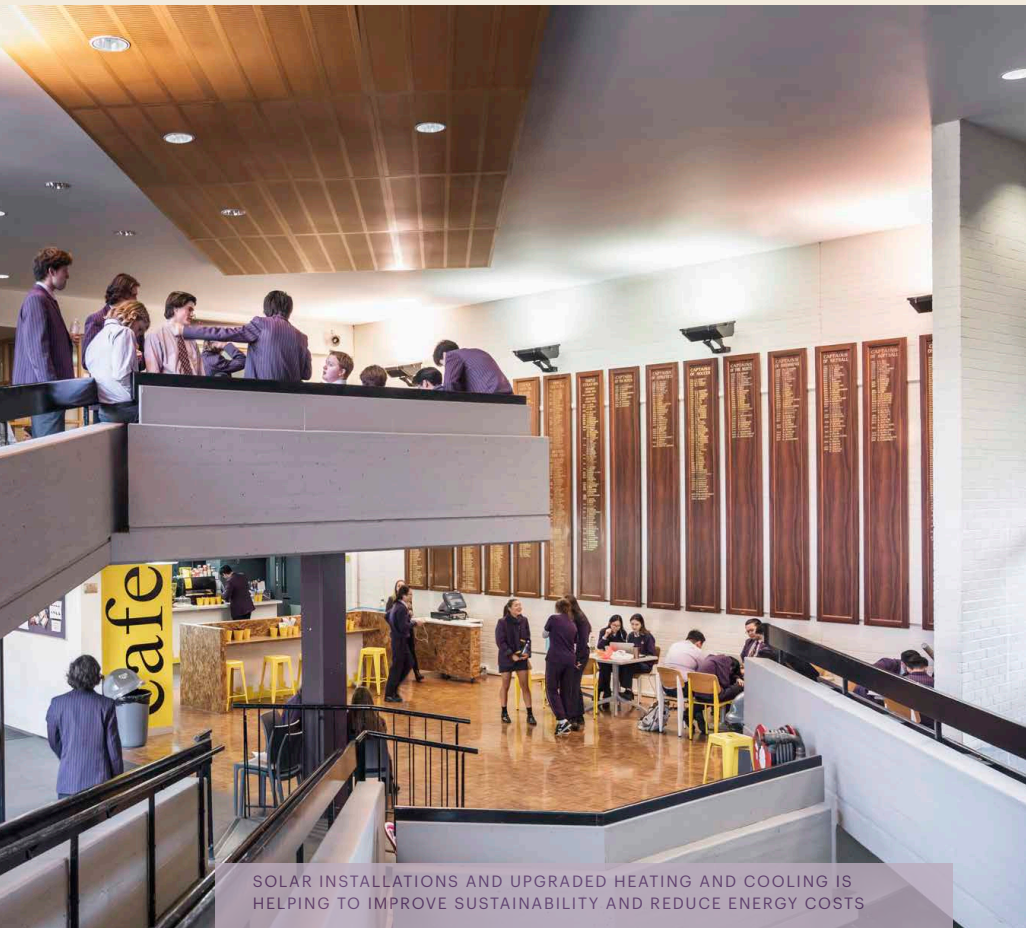
Energy and water usage and cost by campus, 2018

	Electricity		Gas		Water	
	kWh	Total \$	Mj	Total \$	KL	Total \$
Elsternwick	206,124	41,992	225,584	4,426	5,708	24,329
St Kilda Rd JNR	238,920	37,068	287,513	5,429	1,106	5,708
St Kilda Rd	1,520,180	262,568	7,438,448	92,157	22,952	95,642
Glen Waverley	1,726,858	274,345	7,653,399	100,214	62,083	168,253
Total	3,692,082	615,973	15,604,944	202,226	91,849	293,932

The levels of consumption and cost are driven essentially by the size and population of the St Kilda Road Campus and Glen Waverley Campus. The reliance on electricity rather than gas at Elsternwick was offset in late 2017 by the installation of solar. The table below reflects these beneficial changes.

Elsternwick electricity consumption in kWh, 2018





SOLAR INSTALLATIONS AND UPGRADED HEATING AND COOLING IS HELPING TO IMPROVE SUSTAINABILITY AND REDUCE ENERGY COSTS

Comparisons for energy and water consumption and costs over time

Comparing energy and water usage for 2006, 2016 and 2018

	Electricity (kWh)	Gas (Gj)	Water (kL)
2018	3,692,082	15,604	91,849
% change	- 0.2	- 7.5	65.5%
2016	3,770,206	16,880	55,511
% change	10.72%	- 6.9	- 16.08
2006	3,405,004	18,136	66,150

The table above is a comparison of data from a 2006 baseline with 2016 and 2018. It reflects a reduction in electricity from 2016 to 2018 due to the commissioning of our 100kw solar PV system at Elsternwick late in 2017. The campus used 297,077 kWh of power in 2016 and 206,124 kWh in 2018.

The College has recently commissioned a smaller 35kw system at the Junior School of the St Kilda Road Campus and this year we will be installing a 100kw system with the new build at the Glen Waverley Campus.

The table above also shows that gas consumption has decreased since 2016, which can be partly explained by our solar installations taking effect as well as upgrading of heating and cooling systems across the College.

Water consumption is up across all campuses partly due to the dry summer of 2017. Our desalination plant at Glen Waverley also malfunctioned at the most inopportune time and was a contributor to cost.

Cost comparison

	Electricity (kWh)	Gas (Gj)	Water (kL)
2018	\$615,973	\$202,226	\$293,932
% change	13.3%	Negligible	15.6%
2016	\$543,575	\$201,093	\$254,152
% change	83.9%	81.9%	175%
2006	\$295,773	\$110,530	\$92,327

It is clear that while consumption of gas and electricity has decreased since 2016 costs have not; costs for gas and electricity have more than doubled since 2006 and water almost tripled.

Colin Brennan
College Facilities Manager



INFRASTRUCTURE CHANGES ARE HELPING TO REDUCE WATER USAGE





AUSTRALIA'S CHIEF SCIENTIST, DR ALAN FINKEL, PRESENTED THE 2018 SAMUEL ALEXANDER LECTURE ON THE IMPACT OF ARTIFICIAL INTELLIGENCE

A CAPACITY AUDIENCE
IN ADAMSON HALL
LISTENED TO DR FINKEL'S
**CHALLENGING AND
THOUGHT-PROVOKING**
PRESENTATION TITLED
'PROSPERING IN THE
ARTIFICIAL WORLD'



STAFF EXPLORED INNOVATION AND CREATIVITY AT THE 2018 WHOLE-STAFF CONFERENCE DAYS

COLLEGE ACTIVITIES

WESLEY COLLEGE INSTITUTE

Public programs

As in previous years, in 2018 there has been great interest from all sections of the Wesley community in the Institute's Public Programs with more than 2,500 members attending events throughout the year. Our Public Programs events, such as the Monday Series and the Samuel Alexander Lecture delivered by Dr Alan Finkel AO, as well as our continuing partnership with the Melbourne Writers Festival, have engaged parents and students across all campuses.

The Monday Series has been heavily supported again throughout 2018 with presenters providing some great insights for audience members.

Alan November addressed 'How every home supports their child's learning: A parent's guide to the digital world'; Andrew Kinch addressed 'Video games: The blurry line between passion and addiction'; and Dr Simon Crisp addressed 'Stress, coping and sleep in children and adolescents'.

Our partnership with the Melbourne Writers Festival continues to flourish. The artists, writers and commentators, Ben Quilty, George Megalogenis, Alice Pung, Ben Jenkins, Upulie Divisekera and Nevo Zisin gave Melbourne Writers Festival presentations across the College.

The Samuel Alexander Lecture

The 2018 Samuel Alexander Lecture was delivered on Monday 13 August by Dr Alan Finkel AO, Australia's Chief Scientist. A capacity audience in Adamson Hall listened to Dr Finkel's challenging and thought-provoking presentation titled 'Prospering in the Artificial World'. Dr Finkel's timely and refreshing lecture investigated the shift in the balance in the nature of work as new technologies continue to emerge which replace human functions, and addressed questions as to how government and industry should intervene to ensure the ethical and thoughtful adoption of artificial intelligence. The evening proved to be both informative, insightful and warmly received by all who attended.

Developments in teaching and learning

Highlights for the 2018 school year include:

Implementation of the College's new curriculum leadership structure

Review and revision of the Wesley College Shape of the Day

Consolidation of the Enhanced Language Program for the teaching of Chinese (Mandarin) at Wesley's three Melbourne campuses

Refinement of the selection criteria for the Principal's Academic Honour Roll Awards

Introduction of the ACARA Digital Technologies Curriculum in all Junior Schools across the College

Introduction of the College's Entrepreneurship Development Program in collaboration with the Plato Project

Successful re-registration of the Yiramalay Wesley Studio School

Participation of key staff in the International Baccalaureate (IB) Global Conference for the Asia Pacific Region held in Singapore

Hosting a range of IB Asia Pacific Regional teacher training workshops

Introduction of the Wesley College Institute's Wisdom in Education Summit.



Teacher professional learning

The Institute has delivered a varied and extensive program of teacher professional learning throughout the 2018 school year.

The Wednesday professional learning program has supported learning areas and programs with time for unit planning and program reviews; time for staff teaching specific programs to meet across the College; and opportunities for heads of schools to enhance the pastoral focus.

Teachers have been able to explore areas of particular interest linked to classroom practice over a series of interconnected sessions in the teacher learning cycle program. In 2018, staff have been able to access a range of choices to promote the sharing of expertise and collaboration across the College. This included an expanded Cultures of Thinking Program, facilitated reading groups and action learning groups. The expanded Cultures of Thinking Program in partnership with Lauriston Girls' School and Mac. Robertson Girls' High School has enabled collaborating teachers to act and reflect on teaching for deeper understanding, as well as to develop and refine classroom observation skills and engage in dialogue with peers outside of Wesley. The development of online collaborative platforms has also played a part in supporting professional learning, sharing and feedback. Staff collaboration was also supported with the inclusion of two consecutive professional learning days in May.

Our Wesley College whole-staff conference days in 2018 focused on entrepreneurship, innovation and creativity. Current students and OWs presented to about their endeavours beyond Wesley.

College seminars and leadership forums provided opportunities for Wesley leaders and staff to connect with each other and international presenters and academics. Julie Stern presented on concept-based learning, Jeff Robin on project-based learning and Alan November on the effective use of the internet for rigorous research.

Research and digital practice

In 2018, we welcomed Lorinda Ferry to the Digital Learning and Practice Team as a Digital Literacy Coach supporting the capacity of teachers to lead learning with the digital tools the College utilises. Lorinda has also worked actively with our student cohorts across campuses, building their skills base and complementing the work being performed by Jenny Luca, Julian Visser and Maree McFarlane.

To assist IB Primary Years Programme teachers with the implementation of the Digital Technologies Curriculum, the Digital Learning and Practice team ran workshops during staff professional development days, introducing teachers to tools that can be used in classrooms to support the learning program. Teachers rotated through workstations learning how to use Drones, BBC Microbits, Sphero balls, Little Bits kits and Makedo kits to enhance curriculum delivery and expose our students to new ways of working with technology concepts.

The GSuite platform (formerly Google Apps for Education) has continued to see significant uptake across campuses and is used by teachers and students to create documents and presentations for collaborative purposes. Statistics from the Wesley College domain indicate that on a weekly basis, more than 2,500 users consistently create documents using the platform. In 2019, the College will begin using Hapara Teacher Dashboard to assist teaching staff in the distribution and management of Google Drive documents used with individual students and collaborative groups.

Following a review in 2017, the College embarked on an investigation into learning management systems (LMSs) to determine a new LMS to replace SEQTA during the 2019 school year. After an extensive review, informed by focus group interviews with staff and students, a recommendation was put forward to College Executive and College Council to utilise the Schoolbox LMS. Significant work has been conducted by members of the Institute, Information Technology Services and campus representative staff to build the policy, architecture and data migration in readiness for the 2019 school year. A significant contribution was made by our Year 9 Student Leaders, who were tasked with finding a name for the new system. They settled on WiSE, the Wesley Information System for Education. WiSE also links closely with our school motto, *Sapere Aude*, which translates from the Latin as 'Dare to be Wise'. It is hoped WiSE will make a significant impact on our teaching and learning programs across campuses.

RG Menzies Fellowships

Our two RG Menzies Fellows completed their investigative report of an analysis of Wesley's engagement with science, technology, engineering, the arts and maths, focussing on the participation and engagement of female students in these disciplines. The conclusions and recommendations of the report by Dr Anita Gamvrellis at the Glen Waverley Campus and Gayathri Wijesekera's at the St Kilda Road Campus will inform the College's response to these curriculum areas immediately and into the future.

Andrew Blair
Executive Director,
Wesley College Institute

THE EXPANDED CULTURES OF THINKING PROGRAM IN PARTNERSHIP WITH LAURISTON GIRLS' SCHOOL AND MAC.ROBERTSON GIRLS' HIGH SCHOOL HAS ENABLED COLLABORATING TEACHERS TO ACT AND REFLECT ON TEACHING FOR DEEPER UNDERSTANDING, AS WELL AS TO DEVELOP AND REFINE CLASSROOM OBSERVATION SKILLS AND ENGAGE IN DIALOGUE WITH PEERS OUTSIDE OF WESLEY



TEACHERS ARE USING DRONES, BBC MICROBITS, SPHERO BALLS, LITTLE BITS KITS AND MAKEDO KITS AND OTHER DIGITAL TECHNOLOGIES TO ASSIST STUDENTS IN WORKING WITH TECHNOLOGY IN NEW WAYS

TO ASSIST IB PRIMARY YEARS PROGRAMME TEACHERS WITH THE IMPLEMENTATION OF THE DIGITAL TECHNOLOGIES CURRICULUM, **THE DIGITAL LEARNING AND PRACTICE TEAM** RAN WORKSHOPS DURING STAFF PROFESSIONAL DEVELOPMENT DAYS, INTRODUCING TEACHERS TO TOOLS THAT CAN BE USED IN CLASSROOMS TO SUPPORT THE LEARNING PROGRAM

COLLEGE ACTIVITIES PARTNERSHIPS

The College's international strategy continues to find expression through its partnerships with schools and other educational institutions, and industries and organisations that have an interest in education in Australia and other parts of the world.

Activity in 2018 revolved around the consolidation and further development of existing partnerships as well as exploration of new partnerships. The ultimate focus of each partnership is to enrich the learning experience for Wesley students through direct immersion in different cultural, linguistic and educational contexts.

The focus of our student exchanges has evolved significantly from cultural tourism to authentic immersive learning. In 2018, we also commenced a modest pilot exploration of activity that would immerse our teachers in professional learning across cultures.

New partnerships in China

Of significance, 2018 marked the beginning of activity with our new partners, the Shanghai East Experimental School (SEES) and the Shanghai World Foreign Language Academy (SWFLA), both of which are highly regarded schools, not only in Shanghai but also China as a whole. A delegation of three teachers and 21 students from the SEES participated in their inaugural visit to Wesley in May 2018. The delegation experienced the full Wesley Middle Years curriculum, including dedicated English language and culture classes. As well, and in a unique development, their musicians, playing traditional Chinese instruments, collaborated with their Wesley peers, the Corelli String Band, to delight the Wesley community with a magnificent performance of Xanadu by Stephen Chin.

Also in May 2018, the College hosted two teachers from the SWFLA to participate in the first leg of a teacher exchange program that is designed to support the cross-cultural professional learning of teachers at SWFLA and Wesley. It is anticipated that two teachers from Wesley will undertake professional learning through a similar teacher exchange to Shanghai in 2019.

Immersion programs

Our partnerships with the Lycée Assomption Bellevue and the Lycée Immaculée Conception, both in Lyon, France, now provide a broader range of learning opportunities for students interested in French language and culture learning across the College. On offer now are a six-week immersion program supported by the Lycée Assomption Bellevue and a three-week immersion program with the Lycée Immaculée Conception. Students are able to choose to participate in either program through making the trip to Lyon or hosting a student from Lyon, or both.

Similarly, our partnership with the Gredos San Diego schools in Madrid, Spain, now offers our students the opportunity to participate in either a three-week immersion experience in September or a 10-week experience from December. Again, Wesley students are able to choose to participate in either program, through making the trip to Madrid or hosting a student from Madrid or both.

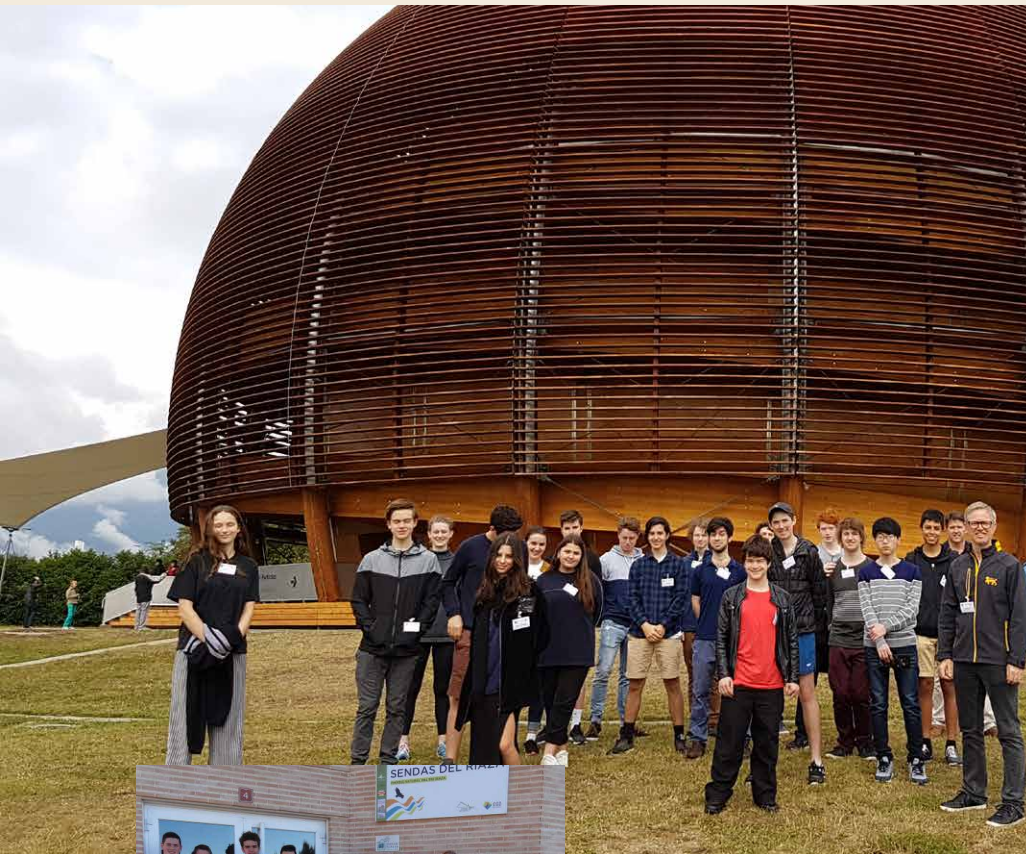
Exchange programs

Wesley students of Japanese and German have continued to benefit from learning exchanges with, respectively, the Doshisha High School in Kyoto, Japan, and with the Gymnasium Philippinum in Marburg, Germany. In 2018, the College commenced work to further strengthen our longstanding partnerships with each of these important schools. The College also continued its efforts to resume activity with the Chitralada School in Bangkok, Thailand, which now finds itself in a new phase of development following the demise of its patron, the former king of Thailand.

Year 11 students of Chinese from across the College undertook a Chinese Language and Culture immersion visit to the Alcanta International College in Guangzhou, China, and the Lian Nan Ethnic High School, also in Guandong. In addition to their participation in dedicated Chinese language classes and in study of relevant academic subjects, our students also worked with their Alcanta and Lian Nan peers to undertake significant Service Learning activities in community – these activities being a highlight of the experience for our students.

The College's relationship with the Keystone Academy in Beijing continues to evolve. In 2018 we began exploring the viability of a Theory of Knowledge and Service Learning 'retreat' to be undertaken by staff and students from Wesley and the Keystone Academy at the Yiramalay/Wesley Studio School in the Kimberley. Planning for this novel experience will continue throughout 2019 towards first implementation in 2020. It is anticipated that staff and students from the Gredos San Diego schools will also participate in this experience.

THE FOCUS OF OUR STUDENT EXCHANGES HAS EVOLVED SIGNIFICANTLY FROM CULTURAL TOURISM TO **AUTHENTIC IMMERSIVE LEARNING**



PHYSICS STUDENTS VISITED CERN FOR HANDS-ON LEARNING ABOUT PARTICLE PHYSICS



THE ONGOING GREDOS SAN DIEGO PARTNERSHIP PROVIDED STUDENTS WITH AN IMMERSIVE LEARNING EXPERIENCE

Our relationship with the European Organisation for Nuclear Research (CERN) continues to grow and is now an established presence on the College's calendar to which our Year 11 Physics students and their teachers look forward with enthusiasm. In 2018, 20 students and three teachers were privileged to participate in the CERN program. As well, 72 Middle School students from across the College and four Wesley teachers undertook a trip to the United States with the Houston Association for Space and Science Education to participate in STEM and aerospace-related studies.

work placements opportunities for Wesley students.

The College's continued membership of the Global Connections network of school leaders led to our participation in the 2018 Global Connections Seminar XIX in Muscat, Oman. This has also resulted in an invitation to the College to host the 2019 Seminar – an invitation which we have been honoured to accept.

Ongoing exploration of new partnership relationships will continue with the objectives of supporting:

Our students to engage in a diverse range of collaborations with peers in selected locations across the globe to identify and respond appropriately to global issues

The re-establishment of a substantial teacher exchange program that will immerse our staff in the life and culture of like schools

Diversification of the College's enrolment profile.

Isaac Quist
Executive Director of Curriculum and International Strategy



STUDENTS FROM THE SHANGHAI EAST EXPERIMENTAL SCHOOL PERFORMED...

Our partnership with The Plato Project grew even stronger as we collaborated on piloting two Entrepreneurship Development Bootcamps for about 30 Years 10 and 11 students from across the College. The bootcamps were well received by the participating students, their parents and the broader Wesley community. Similarly, our engagement with Anatomics Diversity, a world leader in the use of 3D printing technology for interventions in biomedicine, has continued to deepen through ongoing collaboration between our respective staff with activities such as curriculum development, class excursions and



...AND COLLABORATED WITH THEIR WESLEY MIDDLE SCHOOL PEERS



COLLEGE ACTIVITIES

YIRAMALAY/WESLEY STUDIO SCHOOL

The Yiramalay/Wesley Studio School has, in 2018, grown and strengthened as a leading independent school in Western Australia providing education and learning opportunities to both Aboriginal and non-Aboriginal students in the Kimberley.

A year of strong growth

Growth has been facilitated by the successful completion of five Induction programs at Yiramalay in the Kimberley where 166 students – 39 Aboriginal students from across Northern and Central Australia and 127 students from Melbourne – have learnt together side by side during their participation in the three-week program.



TWO-WAY LEARNING AT THE YIRAMALAY/WESLEY STUDIO SCHOOL HAS ENABLED STUDENTS TO TAKE SIGNIFICANT STEPS ON THEIR LEARNING JOURNEY

The strength of the school is reflected by our re-registration by the Western Australia Department of Education following the mandatory process for school re-registration in 2018. The WA Department of Education granted the Yiramalay/Wesley Studio School registration for the maximum term of five years.

The most tangible endorsement in 2018 has been the excitement and applause at the Glen Waverley Speech Night when our 10 graduating Yiramalay Year 12 students took to the stage to be congratulated by the Principal, Dr Helen Drennen, and Wesley College Council President, Marianne Stillwell.

Transport and accommodation

At the beginning of the year in the Kimberley, with all the rain just prior to pick-up, we were met with some

challenges in getting all the students studying at Glen Waverley to Melbourne in February and again just as challenging getting the Yiramalay community onsite. Broome had nearly two metres of rain after Christmas and places to the east received closer to three metres for the same period.

New student accommodation was officially opened on Friday 18 May. The student accommodation was jointly funded through the Commonwealth Capital Grant Program (managed by the Association of Independent Schools of Western Australia), Wesley College and the Yiramalay Foundation (Building Fund) at a total cost of \$1.7 million. Over the January 2018 school holiday period, builders were busy onsite at Yiramalay not only completing the new student accommodation, but also refurbishing the existing student accommodation and the old kitchen/dining room. The

old kitchen has now become the new Community Teaching and Learning Centre. Over time it will be fitted out with the latest technology and furniture, to enhance learning, and provide comfort and choice to meet the individual learning styles of each student.

We held five very successful Inductions during 2018. All Inductions are joined by Aboriginal students, who come from many different places across the North. We have Aboriginal students from Broome, One Arm Point, Roebourne, Fitzroy Crossing, Halls Creek and Kununurra in Western Australia and Gapuwiyak, Emu Point, Borroloola and Uluru in the Northern Territory. Applications from students at Wesley's Melbourne campuses and students at Yiramalay continue to be oversubscribed and we always seem to have many on the waiting list.



**YIRAMALAY/
WESLEY STUDIO
SCHOOL IS ABOUT
LIVING TOGETHER
AND LEARNING
BY LOOKING,
LISTENING AND
FEELING. YIRAMALAY
SUPPORTS ALL
STUDENTS TO
PURSUE THEIR
CHOSEN PATHWAY
AND PROVIDES
OPPORTUNITIES FOR
STUDENTS TO GROW
ALONGSIDE OTHERS
OF DIFFERENT
LANGUAGES
AND CULTURES**

OUR NATIONAL RECONCILIATION WEEK CELEBRATIONS HIGHLIGHTED HOW EXCEPTIONAL PARTNERSHIPS BETWEEN INDIGENOUS AND NON-INDIGENOUS AUSTRALIANS, SUCH AS OUR YIRAMALAY/WESLEY STUDIO SCHOOL PARTNERSHIP, CAN PLAY A LEADING ROLE IN RECONCILIATION

During 2018 there have been many highlights that have contributed to student learning, health and wellbeing. Students have been challenged, have grown within themselves and have set a pathway to reach their individual aspirations.

Highlights

Aaron Wunungmurra from Gapuwiyak in the NT won the under-18 Boys event at the Woorangalook Victorian Koori Surf Titles, with only one surfing lesson under his belt.

A group of Yiramalay girls attended the 'Wiyi Yani U Thangani' – Securing our rights, Securing our Future' forum hosted by Aboriginal and Torres Strait Islander Social Justice Commissioner, June Oscar AO. The girls represented the school superbly and had a great experience.

Yiramalay students Alison Lockyer and Maxie Coppin demonstrated their acting talent in their stage performances in the Glen Waverley Campus production of *The Electra Legacy*. Big congratulations to both.

The Year 12 Formal was a great success, with the students looking smart with support from the Friends of Yiramalay and supervised by Mojdeh Pleasants. They arrived at the venue in style in a Hummer, thanks to Dean Wilson Transport in Broome.



MEMBERS OF THE YIRAMALAY/WESLEY STUDIO SCHOOL STEERING COMMITTEE AT THE OFFICIAL OPENING IN MAY



KAYLENE MARR AND MARY AIKEN OFFICIALLY OPENED THE YIRAMALAY/WESLEY STUDIO SCHOOL NEW STUDENT ACCOMMODATION IN MAY

Our students once again showed the Kimberley their fortitude and dedication to a good cause by riding 600 kilometres along the Gibb River Road from Derby on the west coast to Kununurra the eastern border in the Gibb Challenge. The Gibb Challenge is a larger-than-life week for students and staff that focuses on team work, resilience and challenging oneself. Through the Gibb Challenge, our students also raise money for the Royal Flying Doctor Service (RFDS), an important service in remote Australia. Many Yiramalay supporters contributed to fundraising.

In mid-2018, Yiramalay students participated in the Kimberley Cup in Broome. Students began serious preparations in the weeks leading up to the Cup, honing their skills and building team spirit at our Kimberley site. Induction 34 students were very

fortunate to be a part of this lead up and to participate in the range of sports on offer across the week. Yiramalay/Wesley Studio School participated in football, mixed AFL 9s, boys' basketball in two teams, girls' basketball, girls' and mixed netball, and girls' soccer — eight teams altogether. Students were very respectful and represented our school brilliantly across the week of events. The competition was fierce and there were some hotly contested games. Stand-outs were the girls' netball team, winning their grand final and the boys' AFL team, which combined with St Marys to win the flag for a third year in a row. The soccer competition provided the stage for some scintillating skills from the Yiramalay girls. Another highlight was our boys' basketball team playing in the grand final against La Grange/Bidyadanga team. It was a very close and competitive game



ATTENDEES AT THE OFFICIAL OPENING OF NEW STUDENT ACCOMMODATION AT THE YIRAMALAY/WESLEY STUDIO SCHOOL IN MAY



NEW STUDENT ACCOMMODATION AT THE YIRAMALAY/WESLEY STUDIO SCHOOL, OFFICIALLY OPENED IN MAY



OUR 10 GRADUATING YIRAMALAY YEAR 12 STUDENTS ENJOYED THE APPLAUSE AND CONGRATULATIONS OF THE WESLEY COMMUNITY ON SPEECH NIGHT

with La Grange/Bidyadanga coming out on top by a couple of points. More notable than the team victories and outstanding individual performances were the displays of sportsmanship, teamwork and genuine enjoyment.

There have been many great Yiramalay stories of achievement as a school and many individual successes for the year. One of the most significant has been the celebration of National Reconciliation Week and the stories told by the students and staff as part of that celebration. Our National Reconciliation Week celebrations highlighted how exceptional partnerships between Indigenous and non-Indigenous Australians, such as our Yiramalay/Wesley Studio School partnership, can play a leading role in reconciliation. The success of our unique partnership between the Bunuba people of the Fitzroy Valley in WA and Wesley College Melbourne goes much deeper than just an educational partnership, and although it uses education as a pathway to acceptance, it brings together Australia's first citizens, its Indigenous people, with the multi-cultural citizens of Australia today. The most significant lesson learned is the importance of listening to each other's stories and respecting and appreciating each other's cultures as a first of many small steps.

Yiramalay/Wesley Studio School is about living together and learning by looking, listening and feeling. Yiramalay supports all students to pursue their chosen pathway and provides opportunities for students to grow alongside others of different languages and cultures. We look forward to hearing the stories of our 2018, Year 12 leavers as they commence their life journey post school.

Ned McCord
Executive Director



WESLEY COLLEGE FOUNDATION

Through the generous support of our parents, alumni, past parents, sponsors and friends, the Foundation has raised more than \$3.2 million to improve facilities across every campus and site. This record quantum has enabled the College to continue its building and refurbishment program to ensure the best possible learning and teaching environment for students.

Foundation fundraising and activities

The Foundation was also able to provide more funds for our scholarships and bursaries program through cash donations and bequests by generous alumni.

The Foundation recognises the sacrifices parents make to send their children to Wesley College. The daily operations of the school are funded through fees and government grants but the building and upgrading of educational facilities, and sporting and outdoor education and cocurricular programs of the College depend on the financial support of parents and alumni. The facilities



PANELLISTS PROFESSOR HUGH BRADLOW, PRESIDENT, ACADEMY OF TECHNOLOGY AND ENGINEERING, KAREN CHESTER, DEPUTY CHAIR, PRODUCTIVITY COMMISSION, DR ZIGGY SWITKOWSKI AO, RMIT CHANCELLOR, AND JENNIFER WESTACOTT AO, CHIEF EXECUTIVE, BUSINESS COUNCIL OF AUSTRALIA, EXPLORED THE FUTURE OF WORK AT THE FOUNDATION'S 11TH ANNUAL BUSINESS BREAKFAST AT THE SOFTEL MELBOURNE ON COLLINS IN JUNE

and programs enjoyed by current students have been funded by previous generations and so the ongoing support of our College community is greatly appreciated in assisting to fund improved educational facilities.

We have continued our capital fundraising campaign for the development of the Drennen Centre at the Glen Waverley campus that includes a new Languages Centre, Campus Library, Charlaftis Family Teaching and Learning Centre, Years 5 and 6 Homerooms, Year 9 precinct, dedicated MYP and STEM classrooms and Chapel. To date more than \$2 million has been raised. The capital campaign will continue through 2019.

Our fundraising campaign for the redevelopment of the Wesley Boathouse has raised more than \$2 million largely through the support of alumni. The redevelopment campaign for Fitchett Hall at the Elsternwick Campus was a great success with more than \$300,000 raised. The Your Seat in History program was also launched and has proven to be popular with both parents and Cato alumni.

The Sapere Aude Bequest Society, which has almost 260 members, enjoyed another year of growth and engagement with the broader College community. Two significant bequests were received: one from Irvin Rockman CBE (OW1955) and one from former boarder, Kevin Hamer (OW1963), to endow a boarding scholarship for a rural student. Indeed, 2018 was a record year with almost \$1.5 million raised through bequests. Several interesting events and activities were again organised attracting new members and support for our bequest program.

OWCA activities

Our Nicholas Circle, which acknowledges and celebrates individuals and families who donate or bequeath \$1 million or more, welcomed three new members. Membership of this significant philanthropic group stands at nine to date.

The Foundation's 11th Annual Business Breakfast was held in June at the Sofitel Melbourne on Collins. The panel included Professor Hugh Bradlow FTSE, President, Academy of Technology and Engineering; Karen Chester, Deputy Chair, Productivity Commission, Dr Ziggy Switkowski AO, RMIT Chancellor and Jennifer Westacott AO, Chief Executive, Business Council of Australia.

The Old Wesley Collegians Association (OWCA), under the leadership of its Co-Presidents, Belinda Danks (OW2004) and Jack Ayerbe (OW1963), College Head, Ian Thomas (OW1982), and its Executive Committee, continues to play a vital role in enhancing alumni relations and networks. The OWCA is an active and dynamic organisation that is focussed on providing opportunities for alumni to network with one another and engage with the College through social media, reunion events and a variety of affiliate groups. The concept of 'the old school tie' and traditional reunions have morphed into the contemporary digital world in which alumni are highly mobile, and connect nationally and internationally, and engagement takes many forms.

The OWCA organised more than 45 events locally, interstate and internationally, including reunions in Sydney, Canberra, the Mornington Peninsula, Jakarta, Singapore and Hong Kong that attracted more than 2,000 alumni. In addition to the three Business Networking events, the OWCA introduced The Leaders Series Keynote Address delivered by Andrew Westacott (OW1982)

THE FACILITIES AND PROGRAMS ENJOYED BY CURRENT STUDENTS HAVE BEEN FUNDED BY PREVIOUS GENERATIONS AND SO THE ONGOING SUPPORT OF OUR COLLEGE COMMUNITY IS GREATLY APPRECIATED IN ASSISTING TO FUND IMPROVED EDUCATIONAL FACILITIES

CEO of the Grand Prix Corporation. The OW Auto Club was also launched and the OWCA became the Premium Sponsor of Collegians Football Club.

Another highlight this year was the Founders Day Dinner in a memorable and contemporary reincarnation at the Myer Mural Hall in May. The 2018 Founders Day Dinner featured the talented Master of Ceremonies, Pete Lazer (OW1995), the Elsternwick Choir and the full-throated rendition of some classic Wesley songs by generations of proud alumni! The OWCA presented a Wesley flag to Helen Drennen in her final year as Principal, a tradition that goes back to LA Adamson's days.

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, Nicki Isaacs (née Lefkovits OW1990), Past President, Peter Harrison (OW1969), Fundraising and Donor Relations Manager, Debra Stiebel, Bequest Manager, Frank Opray (OW1963), our Events Manager, Natalie Krug (OW1991) and our administrator, Prue Lowther.

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

THE OWCA IS AN ACTIVE AND DYNAMIC ORGANISATION THAT IS FOCUSED ON PROVIDING OPPORTUNITIES FOR ALUMNI TO NETWORK WITH ONE ANOTHER AND ENGAGE WITH THE COLLEGE THROUGH SOCIAL MEDIA, REUNION EVENTS AND A VARIETY OF AFFILIATE GROUPS



COMMONWEALTH REPORTING REQUIREMENTS

Key student outcomes

2018 National Assessment Program – Literacy and Numeracy

The National Assessment Program – Literacy and Numeracy (NAPLAN) was conducted in May 2018 for all students in Years 3, 5, 7 and 9 across the three city campuses and Clunes for Year 9 students. NAPLAN results provide us with a data point in each domain of

reading, writing, spelling, grammar and punctuation, and numeracy.

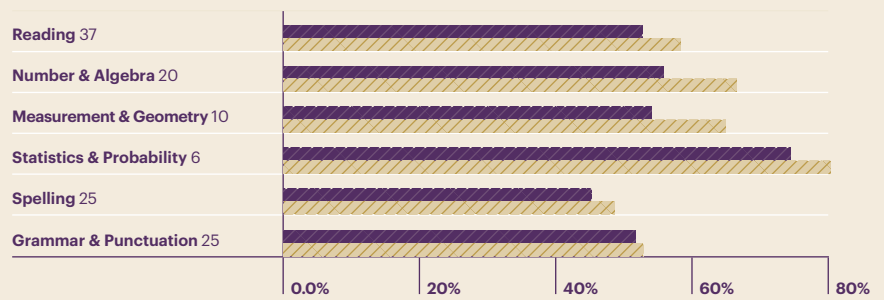
Curriculum leaders developed action plans based on an extensive analysis of the results. Combined with all other data sources to which we have access at Wesley, a holistic picture of each individual student's progress over time assists teachers in developing appropriate learning contexts for all students.



A HOLISTIC PICTURE OF EACH INDIVIDUAL STUDENT'S PROGRESS OVER TIME IS ASSISTING
TEACHERS IN DEVELOPING APPROPRIATE LEARNING CONTEXTS FOR ALL STUDENTS

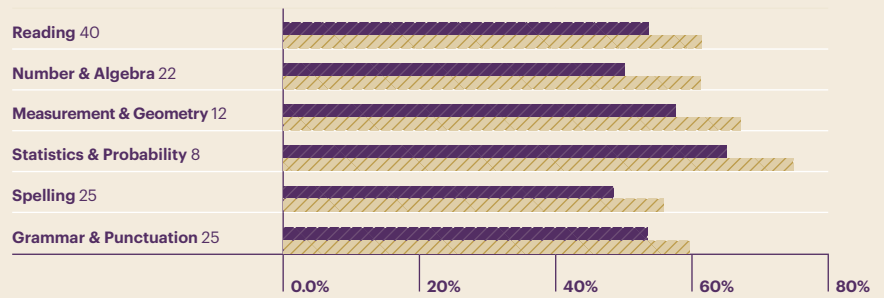
Year 3 achievement

The Year 3 Assessment Area report shows the average number of correct responses to short-answer questions in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed better than the state in all areas.



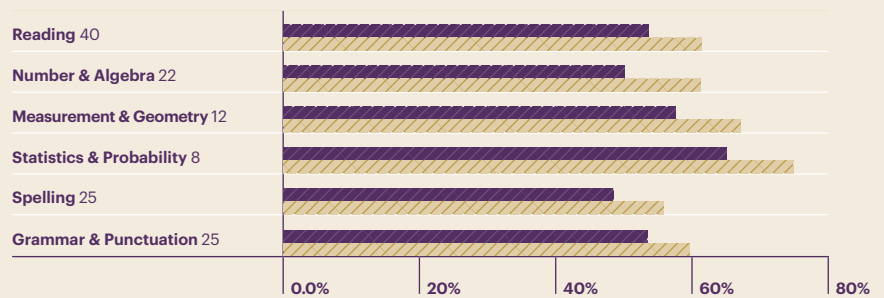
Year 5 achievement

The Year 5 Assessment Area report shows the average number of correct responses to short-answer questions in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed appreciably better than the state in all areas.



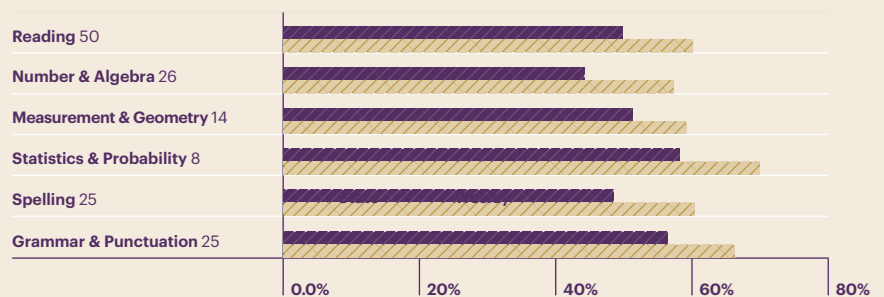
Year 7 achievement



The Year 7 Assessment Area report shows the average number of correct responses to short-answer questions in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed appreciably better than the state in all areas.



Year 9 Achievement

The Year 9 Assessment Area report shows the average number of correct responses to short-answer questions in the assessment areas of Reading, Number and Algebra, Measurement and Geometry, Statistics and Probability, Spelling, and Grammar and Punctuation. Wesley College students performed appreciably better than the state in all areas.



 State
  Wesley
 % of items answered correctly in short answer questions



2018 Senior secondary achievements VCE and IB DP

A total of 392 students graduated from Year 12 at either the St Kilda Road or Glen Waverley campuses – 178 in the IB Diploma (IB DP) and 214 in the Victorian Certificate of Education (VCE), including some students who studied Vocational Education and Training courses (VET) as part of their VCE.

Results highlights

Median VCE/IB DP ATAR of 87.10.

22 per cent of students attained an ATAR of 95.00 and above, placing them in the top five per cent of the equivalent Year 12 cohort in Australia.

44 per cent of students attained an ATAR of 90.00 and above, placing them in the top 10 per cent of the equivalent Year 12 cohort in Australia.

Students attained 185 perfect study/subject scores of 50 for the VCE or 7 for the IB DP.

Student attendance and retention

In 2015, 399 students entered Year 9 at the College and 346 completed Year 12 in 2018. This represents a retention rate of 86.72 per cent. The overall attendance rate was 92.74 per cent.

Value added

The very broad curriculum and cocurricular choices offered by Wesley College continue to support the holistic development of all its students. Curriculum offerings in the International

Baccalaureate programmes as well as cocurricular offerings in the visual and performing arts, sport, Clunes, outdoor education, national and international tours and overseas exchanges provide opportunities for sustained authentic engagement in learning. Likewise, the induction program offered at the Yiramalay/Wesley Studio School in the Kimberley region of North Western Australia provides students with opportunities for sustained authentic engagement in learning about Indigenous ways of knowing and perspectives on land, language and culture. The central focus of the Wesley College Institute on research-related initiatives, the ongoing professional development of teachers, 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.

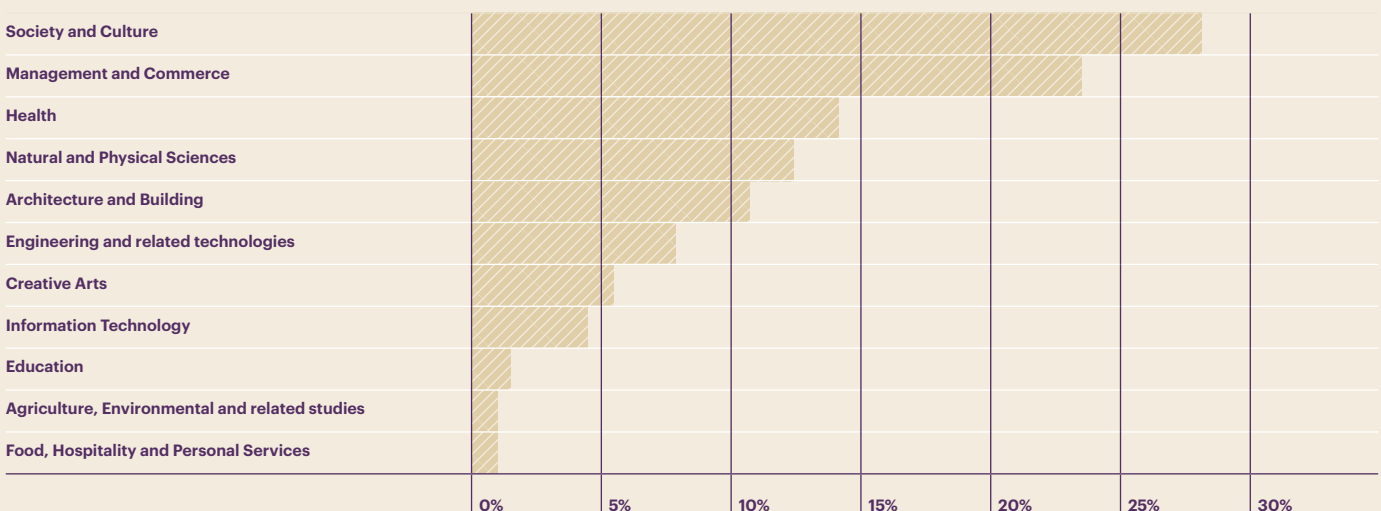
Graduate destinations by area of study

Of the 385 students applying for a place in tertiary study, 98 per cent received a first-round offer, with 58 per cent receiving an offer for their first preference of study. They plan to pursue a vast array of courses across several different areas of study as shown in the figure below.

Beyond the academic results of the Class of 2018, we are proud of the many

achievements of our students in other areas, including Service, Creative Arts, Sport, Debating, Music and many others. Our students engaged in opportunities to develop an understanding of working within communities and the outdoors at campsites across Victoria and in a residential setting in the town of Clunes. Many of them developed a deep understanding of a wide variety of cultures and traditions,

including Indigenous perspectives and ways of knowing, through learning opportunities at the Yiramalay/Wesley Studio School and in Learning in Residence at the Glen Waverley Campus. They have set forth from Wesley with a true education founded on our four guiding principles of learning – to know, to do, to live with, and to be, with innovation and wisdom.



OF THE 385
STUDENTS APPLYING
FOR A PLACE IN
TERTIARY STUDY

98%

RECEIVED A FIRST-
ROUND OFFER

58%

RECEIVED AN
OFFER FOR THEIR
FIRST PREFERENCE
OF STUDY

Professional engagement

Research identifies the vital role that teachers, and general staff, play in ensuring that all students achieve their best in an educational setting.

Wesley College's *Framing the Future of Wesley 2017-2030* strategic framework recognises the importance of attracting and developing highly skilled and capable staff as one of its key strategic priorities.

Staff attendance and retention

At the end of the 2018 school year, the College employed 423 full-time equivalent (FTE) teachers, and 254 FTE general staff, representing an overall staffing increase of approximately eight per cent.

The average number of personal leave days (sick and carers leave) taken

per staff member in 2018 was 6.13 days, an increase over the previous year (an average 5.42 days for 2017). The staff turnover rate for the 2018 school year was 7.90 per cent, compared to 8.77 per cent in 2017, 7.76 per cent in 2016, 7.9 per cent in 2015, and 9.5 per cent in 2014.

Teaching and general staff qualifications

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





ACCORDING TO THE 2018 STUDENT SURVEY, OVERALL STUDENT SATISFACTION IS 78.3 PER CENT, 4.7 PER CENT ABOVE THE OVERALL NATIONAL BENCHMARK FOR ALL SCHOOLS

Community feedback

Parent, student and staff surveys are conducted annually to assist in the measurement of performance, and the development of College priorities. In 2018, the College continued to use an external specialist, National School Surveys, to conduct our parent, student and staff surveys.

Parent survey

The 2018 Parent Opinion Survey invited parents from across the College with children in Prep, and Years 5, 7, 10 and 12 to complete the online parent satisfaction survey.

Survey results indicate that 93 per cent of respondents are satisfied with Wesley College (92 per cent in 2017). In terms of recommending Wesley College to family and friends, 83 per cent of parents ranked Wesley as a 7 or above on a numeric scale of 0 (not likely at all) to 10 (extremely likely), a marginal increase on 2017 (82.3 per cent).

The 2018 results showed an overall minor increase in satisfaction levels to 78 per cent (77.9 per cent in 2017). Levels of satisfaction in the key survey areas showed a mixture of results, with increased satisfaction in four areas, decreased satisfaction in four areas, and one result the same as 2017.

Overall, parent satisfaction is approximately seven per cent higher than the national benchmark for all schools across Australia, and six per cent higher compared to other multi-campus,

independent schools nationally. Wesley's results are higher both in the overall satisfaction result and in all key survey areas.

Respondents expressed most satisfaction with the Wesley school environment, and the learning opportunities afforded to students, mirroring the 2017 result. Lowest levels of satisfaction related to parent communication, and the personal development (parent communication and school curriculum being the lowest in 2017). It is worth noting that the areas with the lowest satisfaction levels still retained satisfaction levels in excess of 75 per cent.

Student survey

The 2018 results have improved in relation to 2017 in all nine key survey areas, with results improving by between 3.5 and 6.2 per cent. Overall satisfaction levels improved by five per cent. The overall student satisfaction of 78.3 per cent is an excellent result and is 4.7 per cent above the overall national benchmark for all schools, and 3.4 per cent above the benchmark for other multi-campus, independent schools nationally.

As per 2017, respondents identified lowest satisfaction levels with personal development and school curriculum, and highest satisfaction with access to learning opportunities and guidance and support.

The key highlights of the Wesley experience for students continues to be the development of relationships and friendships, particularly through the

range of informal and formal activities offered by the College. The Sport, Music and Drama programs rate very highly in this regard. Similarly, activities beyond the traditional campus such as Clunes, Yiramalay, Outdoor Education camps and other tours are highly valued.

Staff survey

In 2018, all staff were once again provided the opportunity to participate in the annual staff survey. There was a 17 per cent increase in respondent participation in 2018 over the previous year. In 2018, the full survey instrument was utilised for the first time since 2015. In 2016 and 2017, shorter pulse surveys were utilised. Comparative comments will therefore be related to the 2015 results.

Overall levels of staff engagement have increased marginally by 0.6 per cent since 2015, and this overall result is also in excess of all external benchmarks. In terms of overall staff satisfaction, the 2018 result is 0.4 per cent lower than the 2015 result but remains superior to all external benchmarks. Nonetheless, Wesley lags external benchmarks in a number of key survey areas. Of particular note is that results are lower than all external benchmarks in the key survey areas of *School Communications and Leadership and Management*.

Respondents expressed highest levels of satisfaction with *attitudes* (measuring personal attitudes and commitment), and goal congruence. Lowest ratings of satisfaction were in the areas of *school communication and leadership and management*.

FINANCIAL STATEMENT

During 2018, Wesley 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 stable enrolments across all campuses.

During 2018, Wesley 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 stable enrolments across all campuses.

The result for 2018, as displayed below, has delivered a deficit of \$1.4 million. The result for 2017 delivered a surplus of \$4.9 million. The deficit result for 2018 compared to 2017 reflects receipt of insurance proceeds during 2017 and minimal funds transferred from Foundations in the 2018 year to build Scholarship Fund corpus. The College auditors, Deloitte, has issued an unqualified audit opinion for the year ended 31 December 2018.

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 total net revenue'. For 2018, this percentage is 64.8 per cent compared to 61.8 per cent for 2017, reflecting continued focus on staffing profiles and expenditures.

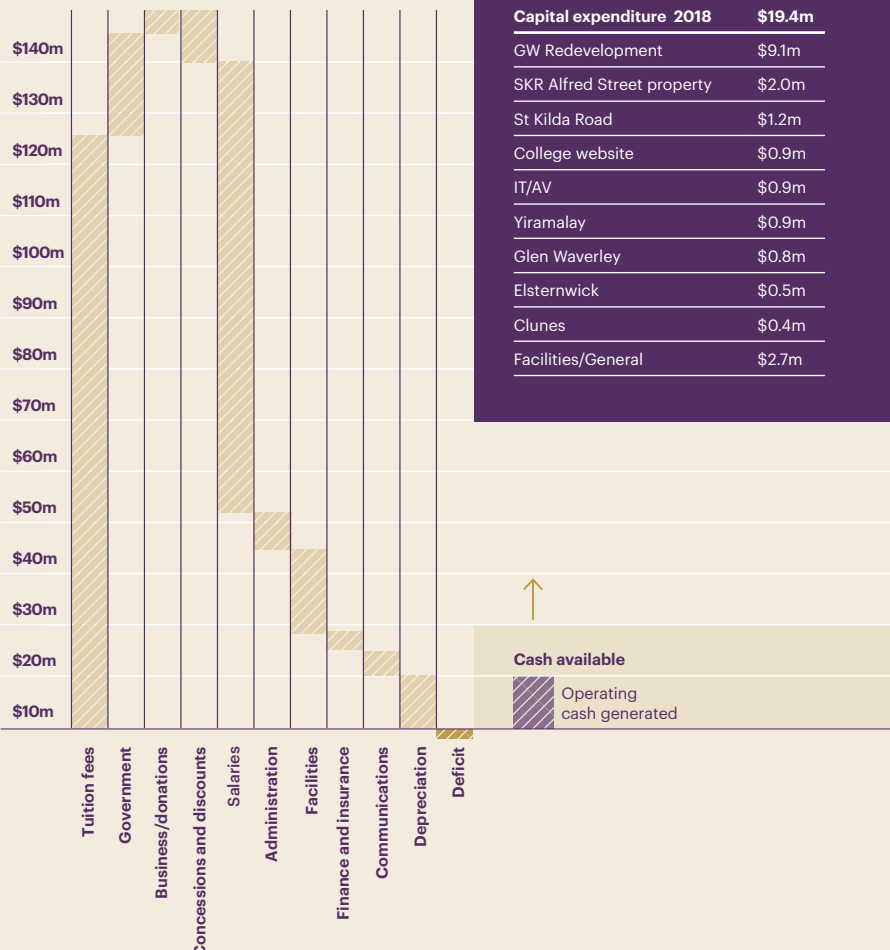
The College generated \$12.7 million in net cash during 2018. In 2017 the College generated \$22.8 million, which included Glen Waverley Middle School fire insurance receipt of \$4.4 million. Receipts for 2018 include contributions from the Scholarship and Building Funds for both the Wesley College Foundation (\$0.6 million) and Yiramalay Foundation (\$0.3 million). 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 projects completed or significantly advanced during 2018 included the Glen Waverley Redevelopment (\$9.1 million), St Kilda Road Alfred Street property acquisition (\$2 million) and completion of the St Kilda Road Visual Arts and Design Precinct and Middle School expansion (\$0.4 million). The strong cash flow generated throughout 2018 allowed the College to maintain the loan facility balance at \$10 million at year end. The respective loan balances were \$10 million in 2017 and \$15 million in 2016.

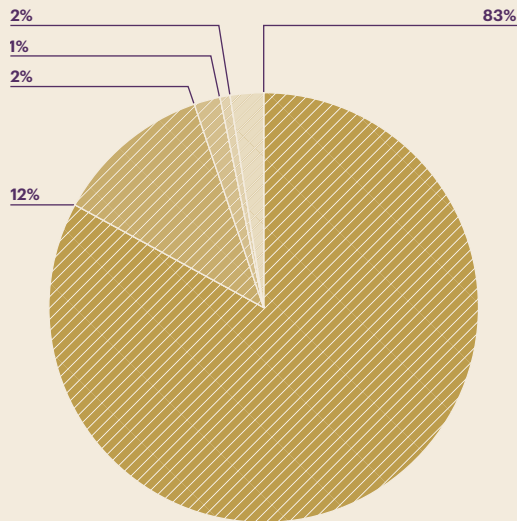
The 2019 year has commenced with a very strong student enrolment profile across the three Melbourne campuses and Yiramalay, and the continuation of a robust and efficient cost structure, and further major capital works programs are underway.

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

Money flow

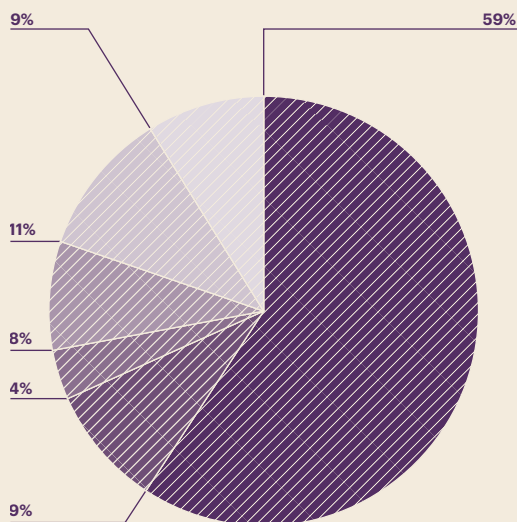


Revenue



	2018	2017
	\$m	\$m
Fee income	109.3	101.3
Government grants - Commonwealth	15.6	15.0
Government grants - State	2.6	2.3
Profit / (Loss) on disposal of property, plant and equipment	-	(0.5)
Donations	1.0	1.4
Insurance Proceeds	-	4.4
Other income	3.3	3.6
	131.8	127.5

Expenditure



	2018	2017
	\$m	\$m
Salaries	78.9	73.8
Administration expenses	12.1	10.4
Communication expenses	5.0	4.3
Depreciation and amortisation	10.9	10.0
Facilities expenses	14.5	13.2
Finance expenses, discounts and concessions	11.8	10.9
	133.2	122.6



WESLEY COLLEGE

MELBOURNE AUSTRALIA - SINCE 1866

A True Education

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