ABOUT

Wesley College, South Perth, was founded by the Methodist Church in 1923 as a boarding school for boys. It was named after John Wesley, the founder of the Methodist Church. Today the College has 1,475 students from a broad range of metropolitan, rural and international backgrounds, including 158 boarding students who call the College campus home.

Wesley is an innovative and caring learning community in which students are empowered to lead purposeful lives. The College’s core values of respect, courage, integrity and compassion are at the heart of its teaching and learning programs.

A Pre-kindergarten to Year 12 Uniting Church school, the College’s enrolment procedure is non-selective and egalitarian. It has a co-educational Junior School (Pre-kindergarten to Year 4), boys only Middle (Years 5 to 8) and Senior Schools (Years 9 to 12). The College offers a wide range of academic, arts, sport and community service programs including Katitjin in Year 8, a Stocktake program in Year 10 and a Community Service program that spans the middle and senior schools.

The College’s motto ‘By Daring & By Doing’, is embraced by the community as a whole, which nurtures creative and innovative students and staff who enjoy testing their intellectual, physical and spiritual limits.
MEMBERSHIP OF THE COLLEGE COUNCIL
Mr Trevor O’Sullivan
Chair
Mr Dean Nalder
Deputy Chair of Council
Mr David Gee
Headmaster
Rev Ron Larkin
Moderator
Dr Ross Goodheart
Dr Sue Gordon
Assoc Professor Kate Offer
Mr David Parker
Mr Phillip Thick
Mr Richard Hayes
Professor Andrew Taggart
Mr Jim Walker

In attendance:
Mr Geoff Searle
Director of Finance
Mr Mark Sampson
Head of Senior School

WESLEY COLLEGE EXECUTIVE
David Gee
Headmaster
Geoff Searle
Director of Finance
Mark Sampson
Head of Senior School
Peter Dunning
Head of Middle School
Cate Begbie
Head of Junior School
Janelle McGann
Director of Teaching & Learning
Raffaeella Fecondi
Director of Student Wellbeing
Jo Mulligan
Director of Community Relations
Peter Klemm
Director of Information & Learning Technologies
Lil Watt
Human Resources Manager

STAFF

Staff Qualifications
All teaching staff in the College are registered as members of the TRBWA (formally WACOT) and are qualified to teach in Western Australian Schools. A full list of staff qualifications is available on the Wesley College website www.wesley.wa.edu.au/management.

WORKFORCE COMPOSITION

Male
112 (42%)

Female
155 (58%)

Part-time
106 (40%)

Full-time
161 (60%)

Teaching
143 (54%)

Non-teaching
124 (46%)

TOTAL WORKFORCE - 267*
*Excludes coaches and peripatetics
COLLEGE OPERATIONS & FINANCIAL STATEMENTS

**Income**
- Tuition and boarding fees: 69%
- Other Income: 8%
- Government grants: 19%
- Donations - Endowment fund: 3%
- Donations - Fundraising: 1%

**Expenses**
- Salaries & Wages: 61%
- Tuition expenses: 11%
- Property expenses: 7%
- Administration expenses: 6%
- Depreciation & Amortisation: 11%
- Other expenses: 4%
STUDENT INFORMATION

STUDENT ATTENDANCE

<table>
<thead>
<tr>
<th>Sub-school</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior School (Pre-Kindergarten – Year 4)</td>
<td>95.1%</td>
</tr>
<tr>
<td>Middle School (Year 5 to Year 8)</td>
<td>94.64%</td>
</tr>
<tr>
<td>Senior School (Year 9 to Year 12)</td>
<td>94.57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten</td>
<td>95.36%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>92.48%</td>
</tr>
<tr>
<td>Pre-primary</td>
<td>95.20%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.38%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.23%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.23%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>95.71%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.56%</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.93%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.69%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior School</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>94.50%</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.17%</td>
</tr>
<tr>
<td>Year 11</td>
<td>94.29%</td>
</tr>
<tr>
<td>Year 12</td>
<td>95.26%</td>
</tr>
</tbody>
</table>

MANAGEMENT OF NON-ATTENDANCE

Student absentees are handled in a similar fashion across all sub-schools. School practices require parents to notify absences by telephone. Absentees are recorded by class teachers, either electronically or by hand, each day by 9.45am, then cross-checked with parent notifications. If there is no notification, a phone call is made to parent or parents. Each sub-school reception area has a late book to record late arrivals and early departures.
SENIOR SECONDARY OUTCOMES

Year 12 Cohort
- 163 students
- ATAR students 143 students 87%
- Vocational Education and Training 21 students 13%
- Achieved Secondary Graduation 161 students 99%

Curriculum Council Awards
- Certificates of Distinctions 1
- Certificates of Commendation 7
- Westscheme Awards for Excellence in VET 1

ATAR (Australian Tertiary Admissions Rank)
The Median ATAR was 84.1. Wesley College was listed in the top 18 schools in the state.
- 87% of students gained an ATAR
- 37.1% of our ATAR students scored over 90
- 58.7% of our ATAR students scored over 80
- 75.5% of our ATAR students scored over 70

Vocational Education Training (VET) Results
- 13% of 2013 Year 12 students participated in Vocational Education and Training (VET) and Workplace Learning.
- 11% of 2013 Year 12 students achieved an Australian Qualification Framework (AQF) Certificate in industries including: Automotive Servicing, Building and Construction, Sport Coaching, Information Technology and Business.

Subject Performance
Wesley College was amongst the highest preforming schools in Western Australia for the following Stage 3 Courses:
- Accounting and Finance
- Business Management and Enterprise
- Chemistry
- Computer Science
- Geography
- Literature
- Maths Specialist
- Media Production and Analysis
- Politics and Law

Student Destinations
2013 Year 12 Cohort, Area of Study or Work Status

- Studying at University 88.7%
- Studying at State Training Provider (Tafe) 2.9%
- Studying at School/College 0.7%
- Apprenticeship/Traineeship 0.7%
- Full-time Employment 2.1%
- Part-time Employment 3.5%
- Deferred study or training 1.4%
NAPLAN RESULTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students from Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Reading

The College’s mean performance compared to the State and National average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Wesley College</th>
<th>State</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>473</td>
<td>406</td>
<td>419</td>
</tr>
<tr>
<td>Year 5</td>
<td>521</td>
<td>496</td>
<td>502</td>
</tr>
<tr>
<td>Year 7</td>
<td>547</td>
<td>539</td>
<td>540</td>
</tr>
<tr>
<td>Year 9</td>
<td>601</td>
<td>580</td>
<td>580</td>
</tr>
</tbody>
</table>

Comparison of Wesley College to the National distribution.

<table>
<thead>
<tr>
<th>Year</th>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>38%</td>
<td>53%</td>
<td>9%</td>
</tr>
<tr>
<td>Year 5</td>
<td>20%</td>
<td>67%</td>
<td>13%</td>
</tr>
<tr>
<td>Year 7</td>
<td>38%</td>
<td>54%</td>
<td>8%</td>
</tr>
<tr>
<td>Year 9</td>
<td>28%</td>
<td>59%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Numeracy

The College’s mean performance compared to the State and National average.

<table>
<thead>
<tr>
<th>Year</th>
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<th>State</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>453</td>
<td>338</td>
<td>397</td>
</tr>
<tr>
<td>Year 5</td>
<td>514</td>
<td>478</td>
<td>486</td>
</tr>
<tr>
<td>Year 7</td>
<td>596</td>
<td>542</td>
<td>542</td>
</tr>
<tr>
<td>Year 9</td>
<td>633</td>
<td>584</td>
<td>584</td>
</tr>
</tbody>
</table>

Comparison of Wesley College to the National distribution.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>32%</td>
<td>59%</td>
<td>9%</td>
</tr>
<tr>
<td>Year 5</td>
<td>30%</td>
<td>61%</td>
<td>9%</td>
</tr>
<tr>
<td>Year 7</td>
<td>48%</td>
<td>44%</td>
<td>8%</td>
</tr>
<tr>
<td>Year 9</td>
<td>18%</td>
<td>71%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Writing

The College’s mean performance compared to the State and National average.

<table>
<thead>
<tr>
<th>Year</th>
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<th>State</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>434</td>
<td>405</td>
<td>416</td>
</tr>
<tr>
<td>Year 5</td>
<td>484</td>
<td>484</td>
<td>478</td>
</tr>
<tr>
<td>Year 7</td>
<td>551</td>
<td>517</td>
<td>517</td>
</tr>
<tr>
<td>Year 9</td>
<td>574</td>
<td>554</td>
<td>554</td>
</tr>
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Comparison of Wesley College to the National distribution.

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<tr>
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<td>24%</td>
<td>65%</td>
<td>11%</td>
</tr>
<tr>
<td>Year 7</td>
<td>26%</td>
<td>66%</td>
<td>8%</td>
</tr>
<tr>
<td>Year 9</td>
<td>19%</td>
<td>66%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grammar and Punctuation

The College’s mean performance compared to the State and National average.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>459</td>
<td>415</td>
<td>428</td>
</tr>
<tr>
<td>Year 5</td>
<td>521</td>
<td>495</td>
<td>501</td>
</tr>
<tr>
<td>Year 7</td>
<td>585</td>
<td>533</td>
<td>535</td>
</tr>
<tr>
<td>Year 9</td>
<td>581</td>
<td>570</td>
<td>573</td>
</tr>
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Comparison of Wesley College to the National distribution.

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<td>71%</td>
<td>11%</td>
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</table>
A perceptions survey was undertaken in 2013 to gauge satisfaction levels of the College’s primary stakeholders. Parents, students and staff had the opportunity to offer feedback about their Wesley experience.

A summary of findings from the 2013 survey follows.

### Core Purpose of a Wesley College Education

Parents, staff and students were asked to rank the five most important aspects of a Wesley College education. Parent and staff priorities are consistent in their alignment with the College’s philosophies. Student priorities reflect an expected shift in focus to being equipped with the necessary skills to achieve their aspirations.

<table>
<thead>
<tr>
<th>Parents</th>
<th>Staff</th>
<th>Students Years 8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>For their child to:</td>
<td>Be well-rounded individuals with the capacity to refer to a wide field of general knowledge and rich life experiences.</td>
<td>To provide me with the academic requirements and skills I need to enter TAFE/ university/ workforce after school.</td>
</tr>
<tr>
<td>1. Develop positive self-esteem and be confident with a positive attitude.</td>
<td>Become lifelong and independent learners.</td>
<td></td>
</tr>
<tr>
<td>2. Be a well-rounded individual with the capacity to refer to a wide field of general knowledge and rich life experiences.</td>
<td>To provide me with skills both academically and in areas such as sport, music and drama.</td>
<td></td>
</tr>
<tr>
<td>3. Take responsibility for their learning, thinking and behaviour.</td>
<td>Develop strong foundations in Literacy and Numeracy.</td>
<td>To develop my self-esteem, give me confidence and a positive attitude.</td>
</tr>
<tr>
<td>4. Achieve their academic potential.</td>
<td>Establish genuine and enduring positive self-esteem and demonstrate confidence, resilience and a positive attitude.</td>
<td>To prepare me for adult life.</td>
</tr>
<tr>
<td>5. Develop strong foundations in Literacy and Numeracy.</td>
<td>Take responsibility for their learning, thinking and actions.</td>
<td>To develop in me a love of lifelong learning.</td>
</tr>
</tbody>
</table>

### Wesley’s Program and Life

#### Parents

Survey results overall were positive, with responses consistently at a high or very high level of satisfaction across the board. Ninety-three percent of parents would recommend a Wesley education to friends and relatives. Notable areas of satisfaction included the provision of a broad and balanced education focussing on the “whole child”; the quality of grounds and facilities; and the approachability of and positive relationships with teachers.

Stakeholders were given the opportunity to offer open-ended insights on the College’s operations. The most recurrent positive insights from parents included the following aspects of Wesley:

- The focus on a holistic and well-rounded approach to student development;
- A strong sense of community;
- The development of students’ confidence, self-esteem and leadership skills;
- High standards of academic achievement and student behaviour;
- The broad range of learning opportunities;
- The focus on social justice and service learning;
- Teacher-parent communications;
- Pastoral care and support network for students.

‘The breadth of opportunity afforded across a broad range of academic and other areas enables every boy to find something that they can excel in. This is so important to their personal development and self-confidence.’

‘There is a great focus on school community… the environment is very welcoming and warm.’

Although the aspects of College life consistently rated well above thresholds of acceptance, those areas in need of attention from a parental perspective were:

- The College Portal’s effectiveness as an avenue for communication;
- Provision of benchmarks and information for parents to monitor their child’s learning;
- Early communication if teachers identify concerns about a student’s learning.

Parents also made a wide range of comments about learning support structures, with some requesting more extension opportunities (especially in younger years) and others more support for low and mid-level needs.
Staff

Once again survey results indicated a high level of satisfaction overall. Notable areas included the provision of a broad and balanced education focussing on the ‘whole child’; the extensive opportunities for students to engage in a range of co-curricular activities; and effective leadership from Heads of Learning Areas. Ninety-three percent of staff said they would recommend Wesley to friends and relatives.

Staff commented most often on the following positive aspects of life at Wesley:

- A strong sense of community;
- Holistic learning and a focus on the ‘whole student’;
- Students are seen as individuals with their own gifts, talents and achievements;
- Excellent pastoral care;
- Professionalism and high quality of staff;
- Outstanding professional learning opportunities;
- Encouragement of staff to be innovative and collaborative.

‘Wesley recognises and values the uniqueness of each child. It values its staff by providing professional development opportunities and facilitating social interaction.’

‘The conditions of working here are excellent.’

Grounds and facilities were again rated very highly, although staff indicated the technology infrastructure could be improved (e.g., internet speed).

Other areas for improvement from a staff perspective included:

- Efficacy of student behaviour policies in facilitating positive student behaviour;
- Communication between management and staff, particularly around decision-making;
- Communication between sub-schools.

Learning Support staff commented that the number of students with special needs appears to have increased and wanted greater clarity around support structures and procedures.

Students

Students in Years 8 to 12 were invited to participate and survey results suggest that on the whole, they perceived their educational journey to be enjoyable and satisfying. In particular, students rated the following areas very highly:

- General enjoyment of life at Wesley;
- Challenging academic standards;
- The satisfaction of their parents with Wesley College;
- Enjoyment of co-curricular activities;
- Availability of additional support, educationally and emotionally;
- Quality of teachers;
- Respectful relationships between students and with teachers.

Students also commented on the strong sense of community, the positive environment and ‘unlimited’ opportunities for students to be involved.

‘Wesley is a very happy school and teaches the students a wide range of things.’

‘Wesley provides high-level classes that challenge you to do the best you can and be the best person you can be.’

The main areas for improvement identified by students were:

- The effectiveness of Wesley’s anti-bullying strategies; and
- The ability to use the Portal to support personal organisation.

CONCLUDING REMARKS

Wesley College is committed to identifying ways it can continually improve.

As a result of the survey, the College Council and Executive have begun to implement some identified initiatives, including a review of the College Portal and its usability (across the board); identifying improvements to policies facilitating positive student behaviour; planning for a consultation process with primary stakeholders to feed into a strategic review; and reviewing learning support structures with the Director of Student Services.

In the meantime, Council and Executive are pleased by the frequent positive feedback received and continue to be proud of the unique community spirit which endures at Wesley College.