WELCOME

AN INTRODUCTION TO LIFE AT WESLEY COLLEGE
‘Choosing a school is one of the most important decisions you will make.’

DAVID GEE | HEADMASTER
I have long held the view that parents are the primary educator of their children and that much of the real work is done before a child reaches the age of 10. Thus, character and values formation largely occur in the home. The environment at Wesley complements, shapes and develops this, adding layers of richness and taking it beyond the environment of the family into the ‘real and social’ worlds of our young people.

At Wesley we focus on a holistic education that emphasises the development of the well-balanced man or woman who is empowered, and wants to go out into the world and make a difference. There are many points of difference at Wesley that contribute to making this a reality for our students, such as:

- The co-educational nature of the primary years, up to Year 6;
- Our Middle School structure (Years 5 to 8) supporting students during adolescent years;
- Our Katitjin Program for Year 8 students;
- Our focus on Service, both in the curriculum, as well as outside the classroom;
- Our Indigenous program;
- Our positive, rather than punitive, orientation to behaviour development;
- Our breadth of course offerings in the Senior School years;
- Our focus on the pursuit of excellence, a subtle difference to the focus on ‘winning’;
- Our proactive Social and Emotional life skills curriculum, developed right through from Pre-kindergarten to Year 12.

Research indicates that today’s youth will have as many as 30 jobs in their lifetime, including five different career pathways, many of which have yet to be identified. It is with this understanding that we take a future-focussed approach to learning, balanced alongside tried and true explicit methods of teaching. Students are actively encouraged and held accountable for developing important transferable life skills such as teamwork, collaboration, leadership, creativity and self-directed thinking and learning.

Visitors to our campus frequently make the comment that Wesley College has a wonderful and relaxed feel. I encourage you to make a visit, to tour the College and see our students and staff as they are on a normal school day.

I look forward to welcoming you to Wesley College.

David Gee
HEADMASTER
OUR BACKGROUND

"Do all the good you can, By all the means you can,
In all the ways you can, In all the places you can,
At all the times you can, To all the people you can,
As long as ever you can."

JOHN WESLEY

Wesley College was founded in 1923 as a day and boarding school for boys. It was named after John Wesley, co-founder of the Methodist Church (now under the banner of the Uniting Church) and passionate crusader for social justice. To this day the College is affiliated with the Uniting Church and upholds its values.

The College planning committee showed great foresight in choosing the inner-city site bounded by Angelo Street, Coode Street and the sand ridge above Swan Street, now incorporated within the present site.

The foundation stone was laid by Sir James Mitchell, Premier of Western Australia, on 11 November 1922. Classes for the 38 foundation students, many of them boarders and sons of settlers from the agricultural districts east of Perth, began in February 1923.

Over the years, the campus has grown and developed with the student population. The College is made up of three sub-schools: Junior (co-educational Pre-kindergarten to Year 4), Middle (co-educational Years 5 to 6 plus boys only Years 7 to 8) and Senior School (boys only Years 9 to 12). Our three sub-schools are connected by a ‘Green Spine’ of grassed area that runs through the centre of the campus, connecting students and staff, and contributing to our unique village feel.

The campus also boasts state-of-the-art theatre and sporting facilities, a 50m pool (heated) and sports centre, enviable design and technology facilities and a strong focus on sustainability. Classrooms at Wesley are designed for 21st century learning. The Ward and Kefford refurbishment (2012) is a great example of Wesley’s commitment to preserving its heritage, yet catering for more sophisticated technology and flexibility of space including breakout spaces and multi-media booths.

Today we have approximately 1,500 students from a broad range of metropolitan, rural and international backgrounds, including 155 boarding students.

Although an elite school, Wesley College remains true to its John Wesley roots, as a non-selective and egalitarian institution.
ABOUT WESLEY COLLEGE

A Wesley education is focused on the whole child—head, heart and hands. Our overarching aim is to support the development of balanced and well-adjusted young men and women equipped to contribute and thrive, both locally and globally.

We believe that every student has powerful capabilities, skills and talents. Our goal is to support them in activating this potential in order to create their own future.

OUR VISION
Be an innovative learning community in which students are empowered to lead purposeful lives.

OUR MISSION
Be intellectually, physically and artistically engaging.
Be vibrant, caring and connected to strive for personal best and pursue excellence.
To honour our heritage and Christian foundation.

OUR MOTTO
By daring & by doing.

OUR STRATEGIC IMPACT STATEMENTS
Wesley commits to supporting students as they become:

Strong Thinkers both academically and equipped with thinking skills that span learning areas.

Purposeful Doers who apply and transfer their learning and act on their growing understanding with conviction and the courage to take risks as learners.

Powerful Self-Activators by developing a strong sense of self, amplifying their unique traits and becoming self-directed learners.

Positive Connectors engaging in local and global communities and acting on their values.

OUR CORE VALUES
Respect, Integrity, Compassion and Courage
SOCIAL & EMOTIONAL LEARNING

‘People who are well will always perform better in life.’

MR BRIAN POXON | HEAD OF SOCIAL & EMOTIONAL LEARNING AND PHILOSOPHICAL, RELIGIOUS & ETHICAL PERSPECTIVES

Wesley College’s Social and Emotional Learning Program works slightly differently in each of the three sub-schools, and addresses many real and hypothetical issues students face in the 21st century. It is the aim of the College to equip students to make wise and ethically informed decisions in the rush of life in crucial areas such as relationships and moral integrity, especially when under pressure.

MAKING POSITIVE CHOICES

At Wesley, we aim to teach students to think well and be mentally aware in order to break the gap between negative thought and action, and make positive choices. We challenge students to look at the process of thought, reflection and action, equipping them for when they bump up against tough people, disappointments and challenging situations. In many practical ways therefore, the SEL program underpins the development of integrity, courage, compassion and respect—Wesley’s core values.

Research from leading experts in the field of mental wellbeing, such as Professor Richard Davidson and Dr Mary Immordino-Yang, points to clear evidence that mental, social and emotional health are key to people performing to their maximum capacity in other areas of life, notably in the academic arena. Although many students are able to function as high achievers in the classroom, it is often not sustainable if things aren’t in order in all areas of their lives, as evidenced by the 20% drop-out rate in first year undergraduates across Australia. The SEL program attempts to address this through its robust treatment of adolescent wellbeing.

PREPARING FOR REAL LIFE CHALLENGES

During the Year 10 SEL program, boys are introduced to evidence-based research concerning how to maximise their mental resilience through exercises which enable them to develop greater self-awareness and self-control. As Year 11 students begin to turn toward careers and life post-Wesley, opportunity is given for them to discover and develop their character strengths through online research and problem-solving activities and a study of leadership attributes. Year 11 and 12 students are asked to think about concepts such as luck versus taking opportunities and whether or not genetic inheritance controls life’s outcomes. Practical programs concerning drug and alcohol awareness, driving responsibly (Keys to Life), the respectful treatment of women and service learning across Years 9 to 12 mean that the whole child remains the focus. These programs serve to give students a set of tools by which they not only just ‘cope’ with life, but develop strategies for success. The underlying motif is for students to be given opportunities to develop self-awareness, resilience and moral courage in the face of real challenges.

Key within this entire program is the relationship of the mentor, tutor or teacher with the student and this role-modelling and nurturing is aimed at enabling the student to flourish across all areas of school life. At Wesley, we believe that positive and constructive relationships lie at the heart of effective learning. Guest speakers who bring valued experience in their specialist areas, including cyber safety, drug and alcohol research and career guidance, supplement the mentoring program which remains at the heart of the Wesley College and Uniting Church ethos.
Wesley College has an inclusive philosophy whether it be supporting those with learning difficulties or extending those demonstrating an exceptional talent for academia, music, art, drama or otherwise.

Student Services is Wesley’s support, advice and consultancy service for staff, students and parents in relation to inclusive education, students with disabilities, gifted education and mental health across all sub-schools (Pre-kindergarten to Year 12). Student Services staff liaise closely with Social-Emotional Learning, Career Development, Health Centre and Boarding House teams as well as a large number of professionals and agencies outside the College.

Wesley caters for a wide range of abilities within each class. Teachers are skilled at differentiating the curriculum and embedding best practice within their teaching and learning programs for the educational needs of all students. The College also recognises that some students require additional supports, modifications and adjustments to access and engage in the curriculum. The implementation of documented plans (Education Strategy Plans and Individual Education Plans) are important for ensuring that students’ progress is planned for, monitored and evaluated.

If you are considering Wesley for a child with special needs or disability, we encourage you to meet with our Director of Student Services and/or the Head of School for an individual consultation on how Wesley can support the needs of your child.

GIFTED & TALENTED PROGRAMS

Extension for gifted children in the Junior School is primarily incorporated into the classroom environment where students may be extended in ability-level groups by the classroom teacher. Students may also be involved in withdrawal extension classes taught by a specialist teacher.

Subject and/or full year acceleration is also an option for gifted students across the College, however, this decision would be considered carefully in consultation with the sub-school and parents to ensure students receive the appropriate support and pastoral care.

The Middle and Senior Schools offer diverse programs for extension and enrichment within the classroom environment, complemented by the vast array of co-curricular opportunities. Students are regularly clustered by using a variety of pre-assessments to provide for extension. Many students represent Wesley in external programs and competitions such as the da Vinci Decathlon, an annual competition designed to challenge young minds in a variety of ways (including chess, code-breaking, art, poetry, engineering and cartography).

Enrichment programs are offered based on ability testing and teacher recommendation across Middle and Senior School, predominately for English and Mathematics, however, to a lesser extent this also occurs in other core subjects.
This generation of children has the potential to be one of the most powerful generations of positive change the world has ever seen. When you look at what they are capable of as young children, you cannot help but feel positive about the future of our world and those who will live in it.

CATE BEGBIE | HEAD OF JUNIOR SCHOOL
A strong sense of belonging permeates from the moment you step into Wesley’s Junior School. Students here thrive in a busy, enthusiastic learning environment, full of energy and a desire to learn and experience all that Wesley can offer.

The Junior School embraces the philosophy that co-education is important in the foundational years. Boys and girls learn from each other and establish important social and emotional building blocks when in a co-educational setting.

Our purpose built Pre-kindergarten, Kindergarten and Pre-primary rooms are wonderful environments in which children learn in their earliest years of schooling. Inspired by elements of the philosophy of Reggio Emilia, students are immersed in a play-based curriculum which nurtures a love of learning and positive self-esteem. Emerging literacy and numeracy is fostered and children are encouraged to create meaning, practice social skills, learn how to solve problems, gain confidence and develop positive attitudes toward school and learning.

Throughout their Junior School journey students receive a balanced curriculum through which they are explicitly taught the foundation skills to be successful in literacy and numeracy. Simultaneously, they are exposed to an Inquiry program that provides them with opportunities to apply this knowledge, question, problem solve and think for themselves.

The Junior School Sustainability Garden has become one of the best-loved features of the Wesley campus since its construction in 2012, as a result of the ongoing care and commitment of students and staff (including a dedicated Sustainability Teacher). Chickens, worm farms, vegetable gardens, a passionfruit vine ‘tent’ and various trails featuring natural and recycled features abound. Junior School students are encouraged to care for their natural environment, but also to engage and connect with it.

At Wesley, children are encouraged to be kind and responsible people. The partnership between teachers and parents is highly valued and makes our community special. Parents are welcomed in the learning process through rostered help in the classroom and events during the year. We know it delivers wonderful benefits for the children.
PRE-KINDERGARTEN TO PRE-PRIMARY

The teaching and learning program in early years is designed to help children develop the skills, knowledge and conceptual understanding that form the foundation of future learning at various developmental stages. Educational experiences are carefully planned with real life relevance and purpose and address a range of learning styles.

Fundamental to early childhood is the establishment of early and pre-literacy and numeracy skills. Programs are linked to the Early Years Learning Framework, the West Australian Kindergarten Guidelines and the Australian Curriculum (Pre-primary) and value the explorative nature of young children and the wonder and awe of discovery. Attaining core literacy and numeracy skills is essential and so, too, is the application of these skills in experiential-based learning scenarios where the students learn by doing. Students in Early Learning are exposed to a synthetic phonic program, as well as being explicitly taught numeracy, writing and reading skills.

Teaching programs cater for different learning styles and teaching expertise to ensure children have broad opportunities to develop a holistic education. Pastoral care recognises the developing emotional needs of children in early childhood with a focus on the specific needs of boys' and girls' styles of learning. Strong emphasis is placed on the notion of ‘Belonging, Being and Becoming’.

We believe that young children learn best through their interactions with their environment, by exploring, experimenting, touching, building, and doing things by and for themselves. Our classrooms are purposefully prepared environments with stimulating materials where learning is hands-on and experiential. We encourage students to explore, make discoveries and use their imaginations.

In our Early Childhood program, children begin to develop the social and organisational skills necessary for lifelong learning. Creativity and curiosity are fostered every day through the outdoor exploration of the natural world and intentionally planned learning experiences within the classroom where children learn through purposeful play.

YEARS 1 TO 4

Fundamental to learning in Years 1 to 4 is the establishment of highly proficient literacy and numeracy skills. These skills are reinforced by specific programs in the areas of spelling, grammar, writing and Mathematics. These support the development of critical thinking, deep learning and higher order conceptual understanding. Learning programs value the explorative nature of young children and the wonder and awe of discovery, and this learning is encouraged and nurtured.

Students also work with experienced specialist teachers in various areas of the Arts, Physical Education, Library, Philosophical, Religious and Ethical Perspectives, Indonesian and Sustainability.

Teaching programs continue to cater for different learning styles and teaching expertise. Pastoral Care recognises the developing emotional needs of children in this age range. Teachers strive to provide a learning environment in which all students are valued and accepted and which encourages children, as they are, to enjoy their learning while developing personal, achievable and measureable goals that are age appropriate.

Wesley College follows the guidelines set by ACARA in the Australian Curriculum. The development of curriculum at Wesley is a major focus for staff and a collaborative process, ensuring that high quality educational programs are available and based on specific needs across the Junior School or the particular needs of students.
When looking at the many accomplishments that our students have made, it is important to look at not only the wonderful academic achievements, but also the successes of spirit, character, leadership and endeavour.

PETER DUNNING | HEAD OF MIDDLE SCHOOL
MIDDLE SCHOOL: EXPLORING OPPORTUNITIES TO GROW

Supported by the expertise of a large team of staff dedicated to working with Years 5 to 8, Middle School is an exciting time for our young people. Full of spirit and energy, students at this age are learning about who they are and what they can do.

The Middle School is a welcoming and secure environment that promotes self-confidence, independence, personal organisation, self-management, responsibility and self-expression. Our vision: ‘We value ourselves and others and take responsibility for exploring opportunities to grow.’

Key learning principles include:

- An emphasis on numeracy, literacy and information and communication technology skills for use in a range of learning situations;
- A student-directed approach to learning;
- Ensuring learning is engaging and connected to real-life experiences;
- Supporting the growth of independence and peer group orientation through collaboration;
- Intellectual challenge through use of disciplined thinking and conceptual frameworks;
- Providing a balanced curriculum that encourages depth and links between learning areas with interconnectedness between the various fields of human endeavour;
- Enabling teachers to plan collaboratively, provide academic care and monitor student learning.

To ensure students are engaged with their schooling at this critical time, Wesley offers a stimulating and rigorous academic program, including some flexibility of choice and intensive learning through project-based electives.

All students study Mathematics, English, Science, Humanities and Social Sciences, Health and Physical Education, the Arts (Performing and Visual), Languages (French, Indonesian and Mandarin from Year 5), Technology and Enterprise, Philosophy, Religious and Ethical Perspectives, Service Learning and a specific Social and Emotional Learning Program designed for Middle School students.
YEARS 5 AND 6

Year 5 is a major entry point at Wesley, meaning there are many new students and opportunities to make new friends. Middle School is co-educational up to Year 6.

In Year 5, classes have one teacher, or tutor, responsible for all four core learning areas of Mathematics, Science, English and Humanities and Social Science, as well as being responsible for the Pastoral Care and Social and Emotional Learning of each student in their class.

In Year 6, classes are designed to begin the learning pathway to the Year 7 structure with tutors working in pairs. A student’s tutor provides the pastoral and social and emotional support as well as providing an academic framework to enhance organisational skills.

A gradual increase in exposure to specialist teachers occurs in these years, with some grouping of students. Students have the opportunity to make choices within subjects, as supported by their teachers. Project-based learning occurs each term and incorporates all four core subjects, including the popular Billy Carts program where students design, build and race their own Billy Cart. In Year 5, students participate in a compulsory band program, incorporating instrumental and performing arts lessons and band rehearsals, to ensure all students experience the many educational benefits of a music-based performing arts program.

The early Middle School years see a gradual progression away from a primary school style of learning. Moving from a primary school model to mirror the Year 7/8 tutor style marks the transition into the upper Middle School learning environment.

YEARS 7 AND 8

In Year 7, the Middle School becomes boys-only and is the next major entry level at Wesley. At this stage, the boys transition toward secondary schooling by becoming accustomed to being taught by a greater number of teachers and exposed to a greater level of expertise through specialist teachers. Students select a language in Year 7 for a minimum two-year period.

Classes are taught by a variety of specialist teachers with a core teacher, or tutor, in two learning areas. The tutor provides both pastoral and academic support. Tutors work in pairs comprising a Maths/Science specialist and an English/Humanities and Social Sciences specialist.

Year 8 students participate in a range of term-long elective subjects in the Arts and Technology and Enterprise. They are also involved in project work, solving problems collaboratively. All Year 8 students are required to complete the term-long Katitjin program.

There is a greater sense of personal responsibility and accountability for learning in these years.

KATITJIN

TO LISTEN AND TO LEARN

Katitjin is a term-long experiential education program, unique to Wesley. ‘Katitjin’ is a Nyoongar term meaning ‘to listen and to learn’. For one term in Year 8, students are taken away from the traditional classroom into a range of challenging and inspirational environments, to explore self-awareness, team dynamics and community.

The program is conducted primarily in the Perth CBD, based at the West Australian Rowing Club. Students are encouraged to:

- Develop and nurture an understanding of self and leadership skills;
- Develop team dynamics through a variety of challenges;
- Engender greater engagement and commitment to the pursuit of learning;
- Develop an outward looking focus through experiences linked to community service;
- Apply knowledge and skills to a real life context.

Katitjin incorporates a series of project-based learning initiatives, incorporating themes such as social justice and outdoor education experiences, which continue to integrate all key learning areas of the curriculum.

This innovative program aims to challenge and extend students and take them outside their comfort zones within a supportive environment. Katitjin is staffed by two specialist teachers, with added expertise contributed from the Middle School tutor teachers. Ongoing research indicates there are a range of significant benefits to students after completing a term of Katitjin.
The cornerstone of a Wesley Senior School education is that all boys are safe to be themselves. This is built on strong relationships where a diversity of talents is allowed to be nurtured and showcased. This is the foundation for a happy and fulfilling adult life.

MARK SAMPSON | HEAD OF SENIOR SCHOOL
SENIOR SCHOOL: EMPOWERING YOUNG MEN

The culture of Senior School is designed to empower young men to take greater ownership of their choices, particularly with respect to their learning (with appropriate guidance and mentoring). Students are taught by experienced specialist teachers in all subjects.

Our Year 12 results consistently demonstrate a strong academic culture and a drive for every boy to reach his own personal level of excellence. In recent years, Wesley graduates have been awarded the Beazley Medal (dux of the State) and a Rhodes Scholarship, entry to WAAPA, AFL drafts, along with countless other achievements.

Over 85% of students tend to follow a tertiary pathway, though, there are also a variety of vocational education and training opportunities for those who choose a more ‘hands on’ experience.

The Pastoral Care structure during the senior years is designed to ensure every boy is able to develop a close bond with a consistent adult presence at Wesley, known as their ‘mentor’. There are usually 12 students in each mentor group, the aim being to ensure a 1/12 teacher-student ratio. A student is allocated their mentor group in Year 9 and remains with that same mentor right through to Year 12.

Mentors have responsibility for the overall wellbeing of students in their mentor group. The Social and Emotional curriculum is taught as part of the mentor program and includes courses such as Keys for Life (safe driving skills).

From Year 9 onward the boys are expected to become more independent and accept greater responsibility for their studies, sporting commitments and co-curricular activities.
YEAR 10: A YEAR OF EXPLORATION

Year 10 is known as the Stocktake Year. With the broad range of post-school opportunities now available, both in terms of further study and employment, students can begin to pursue their interests and talents.

Some boys will already be clear about their chosen pathway, whereas others will want to explore a range of options. Students are encouraged to consider individual interests and abilities. Year 10 is an opportunity to explore subjects of interest in greater depth.

In the Stocktake Year, subjects are available on a semester basis, allowing students to design their own academic program from a greater range of choices. At the end of the year, the aim is for students to make better decisions with regard to the direction they wish to take for Years 11 and 12.

YEARS 11 AND 12: THE ROLE MODELS

Students in Years 11 and 12 are role models for the rest of the College and they contribute significantly to the culture of the school. Pursuing and achieving excellence in academia, sport, the arts and community service, Wesley's senior students represent the College with passion, pride and spirit, with the full support of a vibrant College community.

The College has an impressive range of courses (27 ATAR and 11 non-ATAR and VET) available, providing maximum opportunities for Years 11 and 12 and ensuring these students have every opportunity to achieve their personal best. Support and guidance around course selection is available from mentors, specialist teachers and the Academic Dean.

The extensive range of subjects are taught by specialist teachers, many of whom have attained a high level of award and attainment in their own right. Wesley invests significantly in recruiting the best teachers, and in their teachers’ ongoing professional learning and development.

Along with a student’s core academic pathway is an array of co-curricular opportunities, and many boys excel in both. Indeed, the most commonly quoted benefit of a Wesley education is the myriad of opportunities and the long term positive impact of a student making the most of these during their Wesley career.

VOCATIONAL EDUCATION AND TRAINING

Wesley College also offers a variety of VET programs and provides support to students who wish to pursue a school-based traineeship/apprenticeship during Years 11 and 12, enabling them to achieve basic certifications.
Boarding is a safe, welcoming community based on trust and respect. We offer opportunities to our boys for enrichment and personal development as they transition through school and into the wider community.

DAVID BOURNE | HEAD OF BOARDING

YEARS 7 TO 12 | BOYS ONLY

OUR BOARDERS
A HOME AWAY FROM HOME

‘Being a boarder at Wesley College is about so much more than the sporting or educational opportunities that the school provides. These are amazing benefits of Wesley, however, being a boarder is like being part of a tightly-woven spiritual group who make up the heart and soul of the Wesley community.’

HUGH SANDO | CAPTAIN OF BOARDING 2014

Choosing to send your son to boarding school is a major decision.

At Wesley, we offer our boarders (Years 7 to 12) a vibrant, nurturing, family-style environment that strives to cater for each boy’s wellbeing, encourages his growth and uniqueness, and supports him to become a happy, responsible individual.

The Wesley Boarding House is situated within the College grounds in our idyllic location in South Perth with ready access to the Swan River, the Angelo Street village and within walking distance of the ferry to Perth city.

The local parklands, cycle paths and skate park, combined with facilities of the Wesley Sports Club, ensure boarders have superb recreational opportunities that provide the necessary balance to the academic rigour of school and evening study.

Boarders are integral to the Wesley community and are encouraged to take advantage of the extensive facilities and support services the College offers (including a 24 hour Health Centre). Boys are cared for in a pastoral system based on year groups, with a year coordinator allocated to each group. Our emphasis is to ‘know the boy.’ We develop positive relationships with each student, working in partnership with parents. Each boy has their own space, either a cubicle or bedroom.

The Boarding staff also fosters opportunities for mentoring and leadership development as part of life in the Boarding House. In Years 11 and 12, students have opportunities to assist in running dorm operations for a term, including monitoring and assisting with study habits and dorm routines. These opportunities build and strengthen friendships across year groups.

The academic experience for boys is supported by access to staff, tutors and state-of-the-art facilities including computers, classrooms and music practice rooms. Boarding staff focus on providing a student-focussed culture which promotes active citizenship and leadership development.
The Moorditj Mob is Wesley College’s Indigenous Program. In the Nyoongar language, Moorditj means ‘great’, ‘strong’ or ‘excellent’ and fits well with what the College strives to achieve. The program is an important part of the College’s culture and fosters great pride within the Wesley community.

Due to the success of the program, Wesley receives support from a number of philanthropic bodies and government agencies and is now able to offer approximately 30-40 needs-based Indigenous scholarships. Students are expected to celebrate their aboriginal culture and to share it with others. One of the most well-known and public aspects of the program is the Moorditj Mob Dancers and didgeridoo players. The Moorditj Mob has been known to perform up to 60 dances annually both at the College and at outside community events.

In 2014 the Moorditj Mob was invited to represent Australia’s Indigenous people at the International Indigenous People’s Conference in Education in Hawaii, and was the only group to be asked to perform at both the opening and closing ceremonies.

The Moorditj Mob program provides Indigenous students who would not normally have access to a top quality Western education, integrated with a deliberate and explicit focus on their own culture and developing pride in their Aboriginality. It is not an easy challenge, however, families make enormous sacrifices to support the College and the community in succeeding to close the gap between Indigenous and non-Aboriginal peoples.
Many activities and team play participation will give you a training that will prove invaluable later on in life.

WALTER ANNENBERG
CO-CURRICULAR OPPORTUNITIES

A quality education demands a balance between every aspect of school life. The co-curricular programs at Wesley College not only complement the day-to-day curriculum but also offer further opportunity for skills development, creative expression, teamwork and cooperation.

The broad reaching opportunities offered at Wesley facilitate the development of qualities such as leadership, honour and integrity in addition to acquiring technical skills that will be of lifelong benefit. The sporting, recreational and cultural pursuits offered through the co-curricular programs also provide students with the medium by which they can develop meaningful relationships with staff, beyond the classroom and away from traditional learning areas.

The programs offered across the three sub-schools provide a range of learning experiences and opportunities for students to become active and engaged learners who strive to achieve their best.

JUNIOR SCHOOL

Co-curricular activities offered include opportunities such as art, chess, swimming, cross-country, athletics training, music tuition and music ensembles. A major production performed by students in Years 1 to 4 takes place biennially.

THE GREAT OUTDOORS

Students participate in outdoor education from Years 5 to 10 in a comprehensive program managed by a specialist outdoor education teacher.

Middle School students in Years 5, 6 and 7 are introduced to outdoor/environmental education camps at three different activity-centered, community-based campsites. These camps involve a series of group challenges within the context of a general theme, linking to the curriculum for each year group.

The Year 8 and 9 camps are designed to challenge boys both physically and emotionally.

The more experienced Year 10 students choose an expedition at an appropriately challenging level, developing competence in dealing with and travelling through the natural environment. These expedition opportunities have an emphasis on safety and organisation while enabling the boys to experience some of WA’s more remote, diverse and stunning geographic locations.
THE ARTS

Wesley offers a diverse and exciting range of arts and co-curricular offerings across the Junior, Middle and Senior Schools. Wesley College has a team of highly skilled music teachers, many of whom perform with professional orchestras and bands. From chess through to debating and mock trials, with outstanding drama productions and an eclectic range of music ensembles and dance, there is something for everyone.

These activities are open to all students within the College and students are encouraged to seek out arts activities.

SPORT

Sport is compulsory at Wesley. Participation in sport provides life skills beyond the enjoyment of the sport itself, including teamwork and developing healthy and active lifestyle habits which we hope will endure.

Wesley students participate in before and after school sports training and competition against other PSA schools. Inter-school fixtures are typically held on Thursday afternoons for Years 5 and 6, Friday afternoons for Years 7 to 9, and Saturday mornings for Years 10 to 12.

Summer sports include cricket, rowing, tennis, basketball, volleyball, water polo and swimming. Winter sports include Australian Rules football, soccer, hockey, rugby, badminton and cross-country. Athletics, golf and surfing are additional stand-alone sports.

We have a strong tradition at Wesley and our sportspeople have excelled nationally and internationally. The OWCA Hall of Fame recognises former students who have represented the State or Country at a senior level. Recent inductees include the Marsh brothers and Chris Rogers (cricket) and Lance ‘Buddy’ Franklin (AFL football).

OUR CO-CURRICULAR ACTIVITIES INCLUDE:

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Wesley offers a diverse and exciting range of arts and co-curricular offerings across the Junior, Middle and Senior Schools. Wesley College has a team of highly skilled music teachers, many of whom perform with professional orchestras and bands. From chess through to debating and mock trials, with outstanding drama productions and an eclectic range of music ensembles and dance, there is something for everyone.

These activities are open to all students within the College and students are encouraged to seek out arts activities.

SPORT

Sport is compulsory at Wesley. Participation in sport provides life skills beyond the enjoyment of the sport itself, including teamwork and developing healthy and active lifestyle habits which we hope will endure.

Wesley students participate in before and after school sports training and competition against other PSA schools. Inter-school fixtures are typically held on Thursday afternoons for Years 5 and 6, Friday afternoons for Years 7 to 9, and Saturday mornings for Years 10 to 12.

Summer sports include cricket, rowing, tennis, basketball, volleyball, water polo and swimming. Winter sports include Australian Rules football, soccer, hockey, rugby, badminton and cross-country. Athletics, golf and surfing are additional stand-alone sports.

We have a strong tradition at Wesley and our sportspeople have excelled nationally and internationally. The OWCA Hall of Fame recognises former students who have represented the State or Country at a senior level. Recent inductees include the Marsh brothers and Chris Rogers (cricket) and Lance ‘Buddy’ Franklin (AFL football).
SERVICE LEARNING & COMMUNITY SERVICE

'Go into the world and do well. But more importantly, go into the world and do good.'
MINISTER MYERS JR

The notion of service has been central to Wesley's ethos since the College's formation. But service is about much more than a privileged few helping the disadvantaged, the sick and the elderly. Service at its best goes beyond putting your hand in your pocket or doing a job for someone with little thought or post-event follow up. It is a journey of discovery and awareness, learning about what a community really is and what it means to embrace diversity. It provides students with the opportunity to discover and reflect upon what kind of man or woman they want to be.

Service Learning at Wesley focuses on activities where both the recipient and the provider are the primary intended beneficiaries of the activity. This differs to Community Service where the recipient benefits, but without any intentional learning for the provider.

Wesley is committed to Service Learning as a deliberate, explicit attempt to embed experiences into our formal curriculum.

- In Middle School, curriculum time is set aside for students to undertake a Service Learning project. While there may be a theme from which students work (e.g. poverty, sustainability), the project is left to the class to decide, based on what they see as the needs of their community. Encouraging students to recognise a need, then planning to address it and acting on it are important skills at any age.

- Service Learning is also visible in some of our Senior School subjects where it may be incorporated into an authentic assessment task - such as a Mathematics class undertaking survey design and data analysis for a community partner such as UnitingCare West and in our immersion tours to Tanzania and Indonesia.

In addition to Service Learning, there is a strong tradition of Community Service at Wesley College, from Pre-kindergarten right through to Year 12. Notably, Wesley College was the largest single donor to Relay for Life in 2014 and has raised over $300k for the Cancer Council to date as a result of student participation in the event. Students also participate annually in Shave for a Cure and have nominated House charities to support, including RSPCA, Disabled Surfers Association, Red Cross Soup Patrol, UnitingCare West and many others.

We hope that these experiences will broaden each student's education by increasing empathy and awareness, and that they will provide leadership to future generations in this regard.
‘Without a sense of caring, there can be no sense of community.’

ANTHONY J. D’ANGELO
Wesley’s unique community spirit is inherent in our vast network of committed parent volunteers. There is an array of opportunities for parents to be involved in College life, through the Wesley Parents’ and Friends’ Association (P&F) as well as numerous parent support groups established to assist with specific areas of endeavour such as individual sports, music or drama productions.

The Wesley P&F has supported the Wesley community for more than 60 years. Its purpose is to promote fellowship, foster community spirit, support students, families, staff and College programs. The P&F welcomes all new parents to be involved, either through volunteering or attending the many community events taking place each year.

The Wesley Sports Club welcomes the broader community of South Perth to use its facilities outside of school hours. The Sports Club offers a wide range of sporting activities, classes and facilities for hire, including:

- 50m eight lane heated swimming pool
- Weights room equipped with free weights, pin select machinery and cardio equipment
- Aerobics classes
- Fitness classes
- Badminton courts
- Flood-lit tennis courts
- Volleyball courts
- Basketball courts
- Yoga and Pilates
- Gym for Juniors—children’s program
- A number of different groups also run fee-based programs from the Wesley Sports Club
The Old Wesley Collegians’ Association (OWCA) is our network of ‘old girls’ and ‘old boys’, who share lifelong connections through their experience at Wesley College.

More than 14,000 members (and growing!) share this bond, and are a cherished part of the Wesley community. Their mission is to promote unity and friendship among past scholars, and to support the welfare of Wesley College and its students.

The OWCA collaborates closely with members of the College, hosting many reunions, OWCA vs current student sporting events, an annual golf day, a mentoring program for current students and a series of special events.

The OWCA Pioneers’ Club was founded for those Old Wesleyans who left school more than 50 years ago. The Club provides opportunities for these old school mates to easily stay in touch and to visit the College and witness its development over time.

A highlight of the Wesley school year is Pioneers’ Day, where our 160 Pioneers gather for a day-long celebration on campus, sharing stories with the Senior School students at a Pioneers’ Assembly, followed by a long lunch in the Joseph Green Centre with the current Prefects.
ENROLLING AT WESLEY COLLEGE

If you have any questions or would like to know more about Wesley College, please contact the Enrolments Office.

Tour mornings are conducted regularly throughout the year, or alternatively we would be happy to arrange an individual tour of the College at a time that suits you.

CLASS SIZES

The policy of the Wesley College Council is to limit the growth of the school. Parents are urged to make applications well in advance of the anticipated entry year.

- Classes in Pre-kindergarten and Kindergarten are held at 20 children
- From Pre-primary to Year 9, class numbers increase to the nominal maximum of 26
- In Years 10 to 12, average class sizes remain at approximately 18

With the approval of the Headmaster, the Enrolments Office may vary these numbers slightly. Sometimes demographics and enrolment circumstances will affect class numbers. The College, for example, does not like to split families and will usually agree to accept all the children from one family seeking entry.

ENROLLING YOUR CHILD

Our Enrolments Managers are responsible for all new students from the first enquiry until the first day of school. In this way, we have the very latest information about your child which will enable us to welcome them into the full life of the school.

Wesley’s inclusive enrolments policy means it is not essential for children to be interviewed prior to accepting a place at Wesley. However, we will happily arrange private meetings with the appropriate Head of School at your request.

For further information contact:

Wesley College Enrolments Office
Telephone: +61 8 9368 8032
Email: enrol@wesley.wa.edu.au

Wesley College
Corner Angelo and Coode Streets (entry via Angelo Street)
South Perth WA 6151
wesley.wa.edu.au
‘Man is made or unmade by himself. 
By the right choice he ascends. 
As a being of power, intelligence, and love, 
and the lord of his own thoughts, 
he holds the key to every situation.’

JAMES ALLEN