

# ANNUAL REPORT 2018



**WESLEY COLLEGE**

By daring & by doing

## WESLEY AT A GLANCE IN 2018

Wesley College, South Perth, was founded under the auspices of the Methodist Church in 1923 as a boarding school for boys. It was named after John Wesley, a founder of the Methodist Church. Today, the College has 1,235 students from a broad range of metropolitan, rural and international backgrounds, including 152 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 and achieve personal excellence. 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), Middle School (co-educational Year 5 and Year 6 and boys only Year 7 and Year 8) and Senior School (boys only Years 9-12). 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 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.

## FROM THE HEADMASTER

The College's Annual Report allows us to look back at the past year, reflect on the collective achievements and milestones of the Wesley College community, and look forward to what we set out to achieve in the coming months of our 96th year. I am delighted to be the eighth Headmaster and after a successful year for the College, it is with great appreciation that I share with you the 2018 Annual Report.

2018 was an excellent year at Wesley with a strong performance in academic achievement, co-curricular activities and a positive presence within our esteemed community. We hope to continue to build on these areas as we move throughout 2019.

### Changing of the Guard

It is worth noting and acknowledging the 15 years of passionate and dedicated service that Mr David Gee has given to the community. One thing that really stood out when he phoned to congratulate me on the announcement of my appointment was his supreme loyalty to Wesley: 'Ross I will help you in any way I can to get you settled and have a successful time at the College. I love the place and want it to be successful moving forward.' Authentic words from a man who has the best interests of the College at heart.

### 2018 Academic Performance

I am pleased to advise that during the course of their senior year the Class of 2018 has achieved the best ATAR results in 15 years, with a median score of 88.7.

19% of the ATAR cohort scored 95 or greater (placing them in the top 5% of the state). Christopher Buchanan (12G) received an ATAR of 99.85, Aryan Puri (12H) received an ATAR of 99.80, Rupert Kang (12H) received an ATAR of 99.70, Noah Tarrant (12W) received an ATAR of 99.35, Tyler Clement (12G) received an ATAR of 99.30, Jack Anderson (12G) received an ATAR of 99.25, Jevon Houden (12H) received an ATAR of 99.25 and Jack Jordon (12D) received an ATAR of 99.20.

#### Below is a further breakdown of our WACE results:

- 45% scored over 90
- 73% scored over 80
- 84% scored over 70 (which is the score required for standard entry into Curtin, Murdoch, ECU and other universities. It is also the highest since 2009.)

In terms of VET qualifications, 130 VET certificates were achieved across Years 10 – 12. Eight students also completed Workplace Learning Units (INSTEP) and three of those students have been offered apprenticeships at their respective workplace.

This year, we challenged the students to give themselves an edge by doing the little things well. The teachers laid out the framework, but the students took the responsibility to nudge and nurture each other in every lesson, every day. The whole cohort has been dedicated to their learning and willing to put in the time required to achieve their goals.

The habits of diligence and persistence are important for success, in all pursuits. Excellence does not come easily; it is an attitude, a habit or a skill, the result of striving to do better, the refusal to accept mediocrity, and its price is discipline, time, commitment, effort, and persistence.

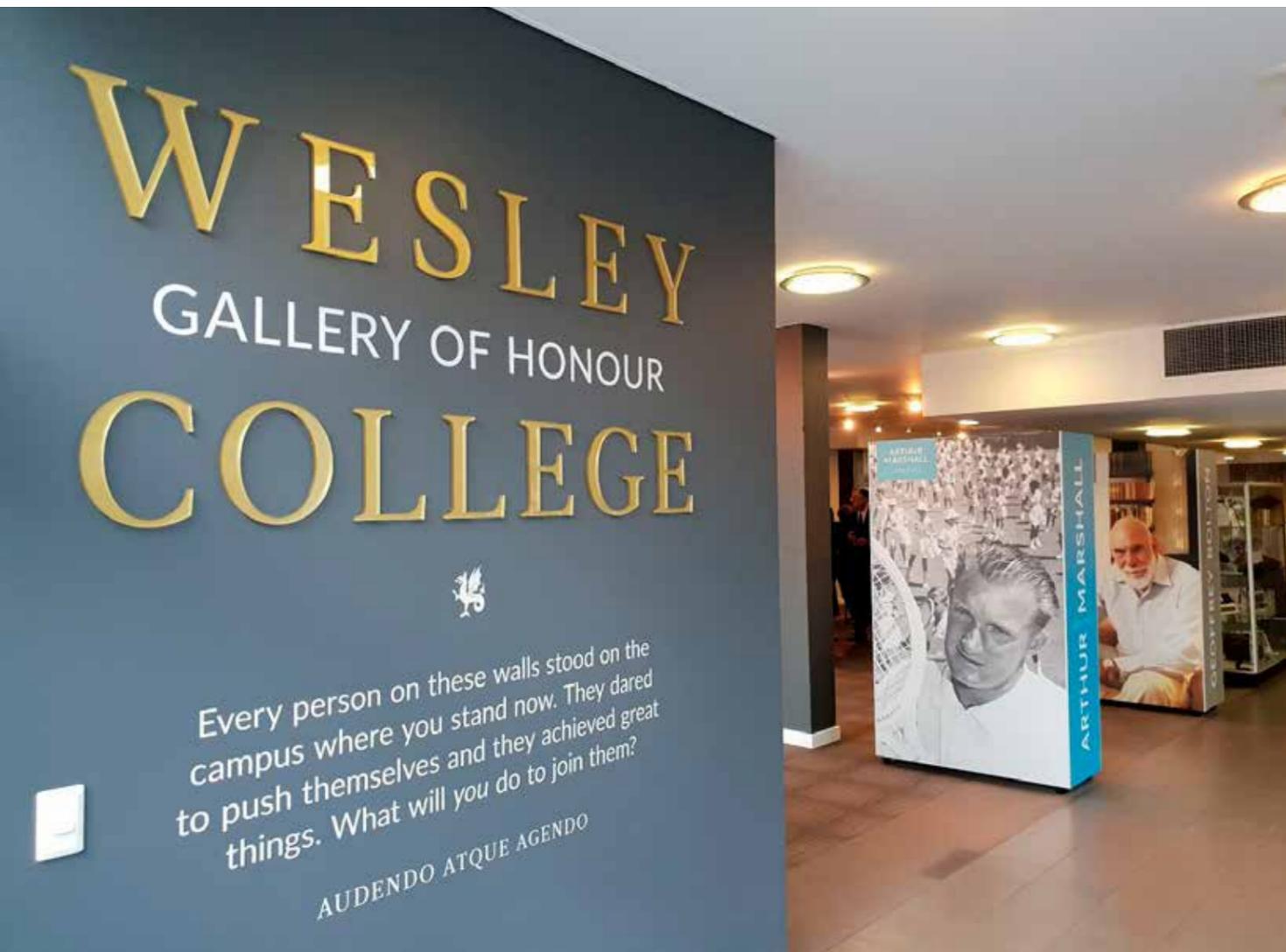
We know that academic and broader success looks different for everyone, and our job is to help each student (at every schooling level) reach for his or her own personal best.

Behind many of the statistics is the story of a student who has overcome adversity, strived for continuous improvement and embodied the College motto of By daring and by doing. Their education is much more than a single four-digit number.

Building upon a message from a previous Captain of College, the students were challenged to 'dare to be your best self' this year. An aspect of that was having kindness and courage. Many of the students have clearly taken those words to heart.

The College does not mandate courses. Children are allowed to make their own choices about study pathways. They may try and fail, but they will be supported (and held accountable for their effort and application). Some schools are so worried about how their results will look in the league tables rankings that they don't allow kids the freedom to stretch themselves and possibly fail, yet it is an important part of a child's growing accountability and resilience.





### Pulse Check Survey

In 2017, we commissioned an independent perceptions survey by MMG Education of the 2017 students, parents and staff as part of our commitment to continually monitor and improve the quality of education we provide.

In 2018, we conducted a Pulse Check Survey to measure early impact of the Actions Plans instigated by the 2017 Whole School Perceptions Survey.

The survey targeted a representative sample of the community with the following response rates:

- Parents (Year 4, Year 8 and Year 12):  
184 responses (52%)
- Students (Year 8 and Year 12):  
230 responses (75%)
- Staff (Teaching & Non-Teaching):  
165 responses (62%)

Parents noted 'very high' scores for five of the 13 key areas and 'high' scores for the remaining eight areas. These scores suggest the College is in 'very good' overall health, and equal to the 80%+ overall hurdle level set by MMG Education.

Overall, the Pulse Check Survey reflected Wesley as a strong and cohesive, welcoming and friendly community. Our areas for improvement remain the same but the results indicate that Actions Plans are gaining traction. MMG Education would expect to see significant shifts in data after two to three years.

College management will continue to implement, monitor and each quarter review the School Improvement Plan and associated Action Plans. College Management remains committed to continuing focusing on the academic program, academic emphasis, student wellbeing, student behaviour and staff wellbeing, recognising that these are significant drivers for improving College reputation and stakeholder satisfaction and loyalty.

### Hamer Wing

Uniting Church Moderator, Rev Steve Francis, officially opened the Hamer Wing on 12 June.

The newly-refurbished space is a magnet for innovation, where Wesley students can move their ideas forward and learn the skills that will be needed for the jobs of tomorrow. The integration of technology is outstanding—from our virtual reality gear, to our laser cutting machine, to the 3D printer. Students can broadcast their work, or make prototype games, or build

robots. All these things bring together the traditional notions of technology and computer science, but start pushing them forwards.

Prior to its refurbishment, the Hamer Building—as it was known then—was originally designed as the College gym. The refurbishment has been a major undertaking that took seven months and cost in excess of \$3m.

Going forward, the Hamer Wing will be home to Computer Sciences, Engineering, Coding, Business Ventures and Makerspace programs—consistent with Wesley's Science, Technology, Engineering, Arts, Mathematics and inquiry-based models.

The Hamer Wing is dedicated in honour of Mr Clive Hamer AM who was the fourth Headmaster of Wesley College and served from May 1965 to December 1983.

### Gallery of Honour

An often spoken about concept at reunions and events over the years, the Gallery of Honour was brought to life in 2018. In the foyer of the Joseph Green Centre it sits fittingly at the heart of the College, where current students can pass daily and absorb the incredible stories and feats of men who once were students.

A place of great pride for the entire Wesley community, the Gallery of Honour seeks to recognise Old Wesleyans whose endeavours, commitments and feats exemplify Wesley's 'By daring & by doing' motto.

The unique achievements of around 200 Wesley College alumni were researched for the project and 63 nominees selected across six categories. Finally, 31 inductees were selected via a committee voting process that involved staff and representatives from the Old Wesleyan Collegians Association, chaired by College Council chairman Mr Jim Walker.

In the years to come, more inductees will be included and members of the community can make nominations for consideration.

### Wesley on Tour

Over the duration of 2018, there was a total of ten opportunities for students to travel provided by the College with a range of co-curricular, academic and sporting tours on offer.

These tours are an opportunity for the students to learn to become independent, organised men and to represent the College in another state or country.



### Wesley in the Community

2018 saw Wesley continue to build upon the strong commitment to Relay for Life and the Cancer Council. The event solidified Wesley as the world's number one fundraising school for the Relay for Life cause and since 2001, the College has raised just shy of \$500,000 for the Cancer Council.

This year the 'speed' team managed to run a very respectable 1003 laps, which also broke an event-record for most laps.

Our For Others Fund, tracks all money raised by students for not for profit charities that they deem important. It is a result of student initiated projects and events. In 2018, the For Others Fund contained \$101,000.

Total hours in 2018 volunteered by students in community organizations outside of school time was 6,598 hours.

### LTAD Program

In September 2015, the College embarked on a project to review and investigate opportunities for developing a Long Term Athletic Development (LTAD) and High Performance program.

By exploring LTAD and High Performance areas, the College could develop appropriate programs to foster the improved physical capacity of students at the College, further broaden the depth of sporting talent across the College, increase services to support elite athletes and promote the College as a destination of choice for prospective parents. Above all else, the overwhelming goal for this project was the promotion of an embedded 'sport for life' culture.

The program design was completed and launched in November 2016 and a Strength and Conditioning/High Performance Manager was appointed. Mentors for Tier 1 athletes (State and National level) were appointed for the commencement of January 2017. 20 Tier 1 athletes began the program in 2017 and in the second half of 2017, Tier 2 athletes (1st team athletes) began the program with the support of strength and conditioning practicum students from a number of universities.

At the beginning of 2018, the Tier 3 component of the LTAD program commenced with functional movement testing completed in PE classes from Pre-kindergarten to Year 9. A prescribed intervention program is now being followed in Physical Education classes, which is aimed at improving core strength, flexibility and posture in all students from Pre-kindergarten to Year 9.

### Moorditj Mob

This year we also experienced the Moorditj Mob performing by moonlight—our first encounter under the stars. More than 300 members of our community attended what was truly a night to remember.

In addition to celebrating the importance of Indigenous culture to our College and our community we also dedicated our new Ngala Maya room with thanks to the generous support of the Bass Family.

### Parents' & Friends' Association

In 2018, the Association underwent a review to ensure that the processes for communication and fundraising partnered with the College's values and future direction(s).

The P&F has a very clear mission: to support the College to create quality partnerships with families, staff and all groups within Wesley. This included a thorough process of identifying P&F official duties, community events, fundraising events and aligning outcomes with our mission.

The P&F Executive committee were committed to

- Ensuring that support was provided to families by listening and working with the College to create solutions
- Ensuring events are purposeful, promote community spirit and scheduled to support our students and families.

The P&F only survives on parents giving up their time to support the College with the hope of making an important difference, and it is our dedicated Wesley families and Association members who make these events such a success. I applaud all of our volunteers for their dedication.

The College has been a very busy place that has seen great change and improvements in regards to infrastructure as well as student culture in 2018. With our best academic results since 2011, the College's academic focus has a strong base to build upon for further development and improvements, and the P&F look forward to collaborating with the College to achieve this target.

**Ross Barron**  
Headmaster

## FROM THE CHAIR OF COLLEGE COUNCIL

*Looking back, 2018 was a watershed year for Wesley.*

In June 2018 we opened the refurbished Hamer Wing. The design of the building includes spaces that allow for flexible teaching options with different styles of loose furniture (standing/seating/mobile/modular), easily reconfigured, provide quiet nooks to allow students to undertake personal work in an alternative relaxed space. The refurbishments have a 'tech lab' aesthetic that allows the students to have a feel for the future and use this to be ready for the changes and advances that are coming in technology.

Another major project in 2018 was the Pulse Check Survey that built on the 2017. Whole College Perceptions Survey. As a Council, we are extremely happy that the results indicate that Actions Plans are gaining traction and overall parents are very happy with the College.

This year, our community celebrated the launch of our Gallery of Honour to recognise those Old Collegians who have exemplified our by daring and by doing motto.

The names included in our 31 inaugural inductees reflect our College's ability to equip young men to make contributions in a diverse range of endeavours.

Our inaugural inductees include AFL player Lance (Buddy) Franklin (03-04), ballet dancer Steven Heathcote (77-81), tennis legend Arthur Marshall (47-51) OAM, Olympic rower Glen Loftus (89-93), writer Peter Cowan (24-32), musician Matthew Jodrell (90-97), former CEO of Anglicare WA, Ian Carter (69-72) and the first West Australian to summit Everest, Mark Sheen (89-93).

Their individual contributions to the local, national and international community speak to the richness and diversity of our College community.

In September, there was yet another landmark achievement when the College was named as an Innovative School by The Educator—the leading Australian resource for senior educational professionals.

This status reflects our commitment to cutting-edge facilities and ideas and on behalf of the Council, I want to once again pay tribute to our outstanding academic staff and College leadership team who continue to push the boundaries of learning.

My other important reflection on the last 12 months is about our Headmaster, Mr David Gee. As you are aware, at the end of 2018 we farewelled Mr Gee after 15 years at the helm of our College.

Mr Gee is the third-longest serving Headmaster in our history. He has overseen great change and a very important chapter in the life of Wesley.

Our task as a Council was to ensure we found a successor who shares the passion, integrity and energy which have been the hallmarks of Mr Gee's leadership. We believe we have done that with the appointment of Mr Ross Barron, who assumed the role as Headmaster in January 2019.

We are delighted to have such a respected and accomplished leader joining us as we move forward into our 96th year. Ross sets very high expectations in relation to discipline, accountability and achievement.

**Jim Walker**  
*Chair of College Council*





## MANAGEMENT OF THE COLLEGE COUNCIL

### Membership of the College Council

Mr Jim Walker **CHAIR**  
 Mr David Gee **HEADMASTER**  
 Rev Steve Francis **MODERATOR**  
 Mr Warren Baillie  
 Mr Matthew Braysher  
 Ms Cheryl Haak  
 Dr Ross Goodheart  
 Mr Richard Hayes  
 Mr Greg Ruthven  
 Ms Rabia Siddique  
 Mr Grant Vernon  
 Ms Kristie Young

### IN ATTENDANCE

Mr Geoff Searle **DIRECTOR OF FINANCE**  
 Mr Nathan Jessup **DEPUTY HEAD**

### Wesley College Executive

Mr David Gee **HEADMASTER**  
 Mr Nathan Jessup **DEPUTY HEAD**  
 Mr Geoff Searle **DIRECTOR OF FINANCE**  
 Mrs Maria Hodges **HEAD OF JUNIOR SCHOOL**  
 Mr Brad Hilliard **HEAD OF MIDDLE SCHOOL**  
 Mr Mathew Irving **DIRECTOR OF STRATEGY**  
 Ms Mary Henry **DIRECTOR OF COMMUNITY RELATIONS**  
 Mrs Dee Bignall **MANAGER HUMAN RESOURCES**

## STAFF

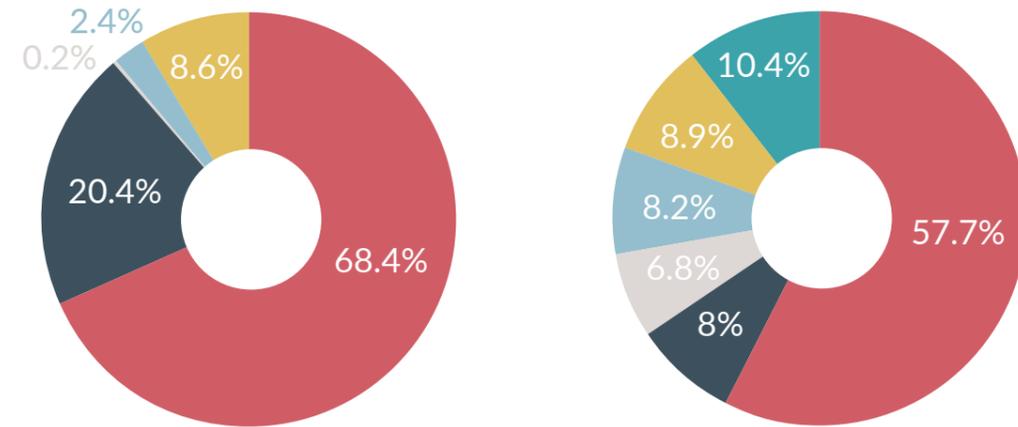
### Staff qualifications

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 [wesley.wa.edu.au/about-us/college-management/](http://wesley.wa.edu.au/about-us/college-management/)

### Workforce composition at Wesley College



## COLLEGE OPERATIONS AND FINANCIALS



### Income

<span style="color: #c00000;">■</span> Tuition and boarding fees
<span style="color: #1a3d4d;">■</span> Government grants
<span style="color: #a6a6a6;">■</span> Donations—Fundraising
<span style="color: #4682b4;">■</span> Donations—Endowment Fund
<span style="color: #d4af37;">■</span> Other income

### Expenses

<span style="color: #c00000;">■</span> Salaries and wages
<span style="color: #1a3d4d;">■</span> Tuition expenses
<span style="color: #a6a6a6;">■</span> Property expenses
<span style="color: #4682b4;">■</span> Administration expenses
<span style="color: #d4af37;">■</span> Depreciation and amortisation
<span style="color: #008080;">■</span> Other expenses
<span style="color: #ff8c00;">■</span> Loan servicing cost

## STUDENT INFORMATION

### STUDENT ATTENDANCE



The average daily student attendance rate in 2018 was:

Junior School	%	Middle School	%
<b>Pre-kindergarten to Year 4</b>	<b>93.79</b>	<b>Year 5 to Year 8</b>	<b>95.03</b>
Pre-kindergarten	95.21	Year 5	95.08
Kindergarten	87.95	Year 6	94.42
Pre-primary	92.94	Year 7	94.36
Year 1	94.27	Year 8	95.81
Year 2	95.73		
Year 3	94.40	<b>Senior School</b>	<b>%</b>
Year 4	95.46	<b>Year 9 to Year 12</b>	<b>93.61</b>
		Year 9	93.44
		Year 10	93.79
		Year 11	93.57
		Year 12	93.61

### Management of student non-attendance

Student absentees are handled in a similar fashion across all sub-schools. College 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 a parent or parents. Each sub-school reception area has a 'late book' to record late arrivals and early departures.

## SECONDARY OUTCOMES

Year 12 cohort	No. of students	%	ATAR (Australian Tertiary Admissions Rank)
Total students	169	-	The median ATAR was 88.8. Wesley College was listed in the top 10 schools in the State.
ATAR students	128	75.7	<ul style="list-style-type: none"> <li>• 75.7% of students gained an ATAR</li> </ul>
Completed Vocational Education & Training Certificate II or higher	78	46.2	<ul style="list-style-type: none"> <li>• 45% of our ATAR students scored over 90</li> <li>• 73% of our ATAR students scored over 80</li> </ul>
Achieved WACE	163	96.5	<ul style="list-style-type: none"> <li>• 84% of our ATAR students scored over 70</li> </ul>



### Curriculum Council Awards

Certificates of Distinction  
20.3%

Certificates of Merit  
18%

### Subject performance

Wesley College was amongst the highest performing schools in Western Australia for the following ATAR Courses:

- Applied Information Technology
- Business Management and Enterprise
- Geography
- Human Biology
- Indonesian
- Maths Applications
- Maths Specialist
- Politics and Law

### Vocational Education Training (VET) results

11% (19 students) of 2018 Year 12 students participated in Vocational Education and Training (VET) and Workplace Learning.

46% of 2018 Year 12 students (78 students) achieved an Australian Qualification Framework (AQF) Certificate in industries including: Certificate III Sport and Recreation, Certificate II Information Digital Media Technology, Certificate II, III and IV in Business, Certificate II in Retail, Certificate II and III in Design and Drafting and Certificate II Visual Arts (Art and Photography).



## 2018 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.

One of the pieces of academic data that tells an important story about a school is that of NAPLAN growth over time. At Wesley, the growth, or 'value adding' data is crucial. When compared to the national and state averages, and also to a group of similar schools\*, our growth over time in Numeracy, Reading, Writing, Grammar and Punctuation exceeds all three groups.

\*Please note that 'similar schools' are calculated based on the school ISCEA value, which is a scale allowing for reasonable comparison. ICSEA stands for the Index of Socio-Educational Advantage and provides an indication of the socio educational backgrounds of students. It has nothing to do with the staff, the school facilities or teaching programs. It is calculated by parent occupation, parents' education, geographical location and proportion of indigenous students. Last year, similar schools to Wesley College were listed as: Darlinghurst Public School, Lance Holt School, Geelong Grammar School, Carmel School, Kambala, Rose Bay Public School and Anglican Church Grammar School.



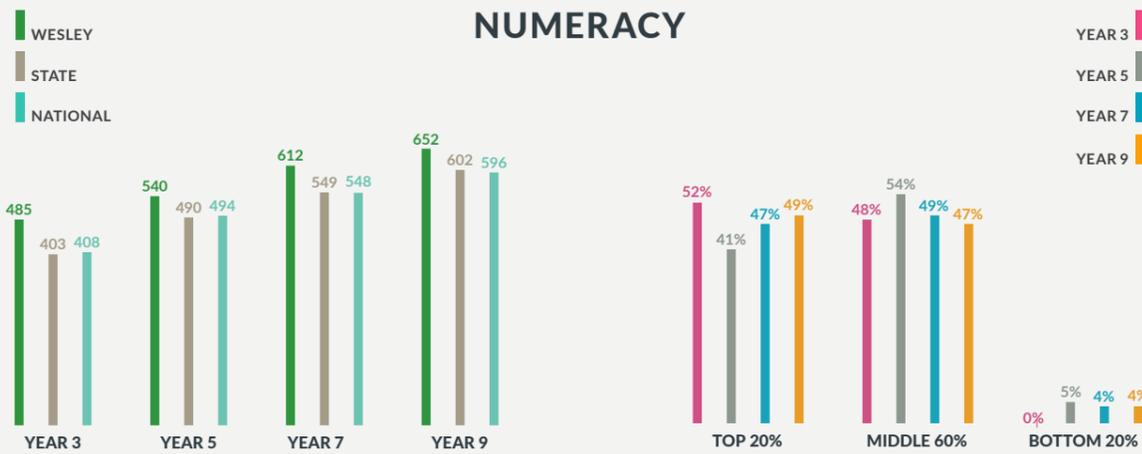
The College's mean performance compared to the State and National average.

Comparison of Wesley College to the National distribution.



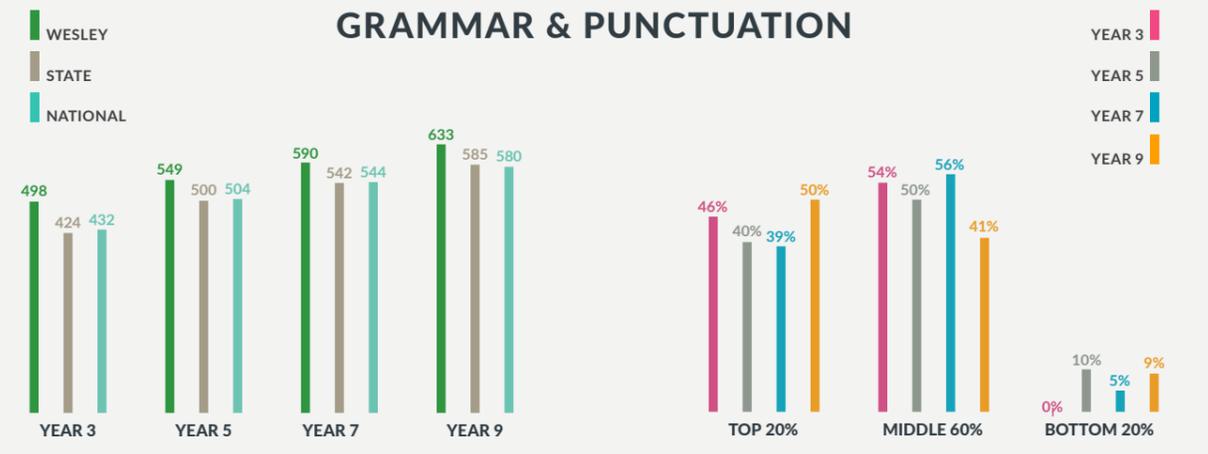
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