
Wesley College

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Recommended by Wesley College Council to Synod
for membership of Wesley College Council

I. VIEW OF GOALS, VISIONS AND ASPIRATIONS

Following the Strategic Refresh in 2014, work has continued to implement the Impacts identified and use data to reliably inform us of a student's performance so we can take appropriate action when and where needed, acting to ensure we deliver on our Mission and Vision. Wesley's Vision is to be an innovative learning community in which students are empowered to lead purposeful lives; and our Mission, as a community, is to be intellectually, physically and artistically engaging; vibrant, caring and connected; striving for personal best and the pursuit of excellence; and honour the school's heritage and Christian foundation.

Wesley's Core Values of respect, integrity, compassion and courage, honour the College's motto: *Audendo Atque Agendo – By Daring and By Doing* - and achieved through our Organisational Values of creativity, diversity, continual improvement and teamwork.

In essence, the Strategic Refresh took the emphasis away from school-based longer term goals and instead focussed on what 'transformations' we wanted to see in student outcomes over the longer term.

The four quadrants settled on are:

- Strong Thinkers – both academically and equipped with thinking skills that span learning areas
- Purposeful Doers – apply and transfer their learning and act on their growing understanding with conviction and the courage to take risks as learners

- Powerful Self-Activators – develop a strong sense of self, amplifying their unique traits and becoming self-directed learners
- Positive Connectors – engage in local and global communities and acting on their values

The challenge, of course, lies in the effective and holistic measurement of these quadrants. No longer are NAPLAN scores and Year 12 results sufficient. In parallel with this, the College developed 12 Learning Habits viewed as important for longer term growth and development as learners. These are as follows:

- Planning and organisation
- Completion of tasks
- Engagement and motivation
- Attention to detail
- Resilience
- Reflection
- Resourcefulness
- Applying past knowledge to new situations
- Collaboration
- Communication
- Critical thinking
- Creative thinking

Currently students and teachers assess these on a time-related basis (with on-balance judgements). Students use this data to set more specific learning goals in conjunction with their Mentor. A lot of work is currently being undertaken to graft these skills and dispositions onto unit-based assessments. For example, in a collaborative group project task, traditionally only the output is assessed but now the process itself would also be assessed.



It also means assessment and feedback (beyond a grade/number) will occur in time and thus be more dynamic and active. An additional challenge lies within the effective assessment and measurement of these traits beyond the classroom – in sport, arts, boarding, service, in the social/emotional program and more.

An exciting advancement that will flow from this is the development of a Learning Board which is a continually updated and dynamic 'one stop shop' for students, parents and teachers, providing a rich tapestry, multi-layered narrative of student achievement, evidence, growth and development that can be interrogated throughout the entire learning journey of a year, not just at key milestones and transition points. Students maximise their individual progress by reflecting, taking responsibility and setting goals, they are motivated to inquire into their progress, teachers will gain insights into individual student performance, parents appropriately support their children and engage in richer conversation about student learning and performance. House assessment results, self-reflection, portfolio evidence and artefacts

related to learning goals and learning habits, along with the non-academic environment, will also be captured in the learning board over time.

Managed by College Executive, work will continue to be undertaken to further develop the various elements – design teams, prototyping, implementation, evaluation, communication strategy; ensuring our students become strong thinkers, purposeful 'doers', powerful self-activators and positive connectors so they will be able to independently use their learning to make full use of the total educational offering. These elements cover many areas from mandated curriculum, habits of mind and continuous feedback, cross-curricular priorities and links, learning principles, being able to transfer goals and establishing cornerstone tasks.

Phased over three years, from 2015 to 2017, the College is committed to seeking real evidence of a student's performance and what assistance he or she may need through their time at Wesley, assisting them to achieve their utmost throughout their educational journey.

2. TOWARDS HEALING AND WHOLENESS THROUGH FAITH, HOPE AND LOVE

The strength of love lies in its capacity to connect people and facilitate greater awareness, enable understanding and acceptance of difference and to ignite the desire to put the principles of love into action through service to others locally, nationally, and globally. Since the very early days of the school's history 'for others' has been a central tenet.

Dr Rossiter's concept of 'citizenship' encompassed, from his time as the College's first Headmaster, community service and honourable inter-personal relations with a high premium on the core values of integrity, compassion and courtesy. Today, those ideals are even more entrenched in Wesley's day-to-day life.

The College is, in every way, a microcosm of the wider and wonderfully diverse Australian society. 15 faith traditions are represented within our student and staff population, in addition to those who choose to embrace none. At our core is the founding vision of our Methodist forebears,

now embraced within the diversity of the Uniting Church in Australia, building on its distinctive tradition and socially-engaged emphases, established over nearly 40 years since Union.

Within the life and service of the College, and especially emphasised within the Chapel setting, Wesley College does not seek to shy away from that which gave it life, indeed in every aspect it is a faith community on a journey of discovery, through the wide diversity of the school's curricula, in sport and the arts, along with community service.

Wesley College is proud to be a Uniting Church school and seeks to fulfil its mission through not only curricular and co-curricular activities, but also through prayer, sacramental engagement and disciplined liturgical practice. A strong pastoral care approach aimed at supporting the spiritual and emotional wellbeing of students, staff and their wider families and the extended community, is increasingly recognised as pivotal in building the bonds of life shared together.



Through the Moorditj Mob (currently 43 students) Indigenous Program, Wesley College is committed to providing educational opportunities for Indigenous students and at the end of 2015 embarked on the Pathways Strategy Project to develop a plan for successfully transitioning Indigenous boys to a life of educational and career opportunity beyond the formal years of education. Foundational to this goal is the belief that every Indigenous boy at Wesley has the capacity to imagine a pathway of success and pursue their life-long ambitions with purpose. Furthermore, it is believed that if Indigenous boys can make a successful transition to life beyond the College, they greatly increase their chances of realising their potential, positively influencing their communities, build strong narratives of what it means to be a successful young Indigenous man and contribute to eliminating the 'opportunity' gap that exists between Indigenous and non-Indigenous Australians. At the core of this program lies a desire to engender an understanding of and pride in one's Aboriginality, in addition to access to a high quality education.

In the context of the College's strategic impacts, the project intends to develop a deliberate framework and suite of resources to support successful pathways to further education, career readiness, transitions to work, professional sport and the like. The project has highlighted the need to investigate social services, short and long term accommodation, cadetships and traineeships at the College, tutoring, career advice and professional networking services as potential areas for resource development.

In addition to these outcomes, the project intends to address concerns related to Indigenous cultural understanding and the need for Reconciliation in the local community and beyond. As such, in conjunction with the Pathways Strategy Project, the College has embarked on developing a Reconciliation Action Plan (RAP).

Each of Wesley's three sub-schools – Junior, Middle and Senior – conduct age-appropriate programs to engage students with the central tenet of love for their family, friends and those whose lives can be made better by their assistance.

In the Junior School this year, as part of Science Inquiry, Year 3 students created heat bags which they sold and gave the funds to a charity. At Grandparents and Special Friends Day this year \$1,300 was collected at the morning tea for breast cancer research. At the end of each term a Free Dress and Sausage Sizzle Day is held and the funds given to charity, often to UnitingCare West.

The theme of kindness and love runs through the Junior School and all children are regularly reminded of the importance of showing care for others. At the end of each term, Core Value awards are given to students who have displayed compassion, courage, respect and integrity.

To promote and model leadership, there are House Leaders, Garden Monitors, Library Leaders and Arts Leaders. When a staff member's family was impacted by the earthquake in Nepal, Junior School children eagerly fundraised for his family to rebuild their homes and lives.

In Junior School Chapel each week, the Chaplain focuses his lessons around the College values, tolerance and being a good person. Children can also strive to be awarded 'Aussie of the Month' each term for displaying the College's values and exemplifying the behaviour we would want to see in our students.

Wesley College Middle School has embraced 'towards healing and hope' through its engagement with the core College values of compassion and respect and this is brought to life through a number of programs.

Our Year 8 experiential learning program, Katitjin, has, as its foundation, a focus on social justice issues in society and the development of personal leadership skills and confidence in challenging situations. The students engage in experiences whereby they have opportunities to hear directly from people most affected by homelessness, drug dependency, poverty, alcoholism and a wide range of community issues and situations. A Photographic Exhibition is held to raise awareness of the social justice issues the students identify and also to raise money for the UnitingCare West support network with which they work closely.



The culmination of the 10 week program sees the boys participating in an outback camp on Morapoi Station which is run by an Indigenous community and the boys use the skill and understanding they have developed on the program alongside the Indigenous community members. Katitjin students and staff also participate in Food Carts, collecting food from various coffee shops and restaurants around Perth CBD each day and delivering the food to the UnitingCare West kitchens for the homeless.

The internationally known Rock and Water Program, implemented through all Years 5, 6 and 7 classes, is a program founded in respect for others and developing strategies for our students, recognising and using empathy in social situations and also using specific social strategies when dealing with human relationships. Students learn the confidence to handle uncomfortable situations through respect for one's self and other people. Through these learning experiences the boys and girls are able to show greater compassion, love and understanding in social situations. Tutor teachers carry the language of respect, empathy, compassion and understanding through their lessons and into the wider school community using 'restorative justice and positive language skills' when dealing with behavioural and social interactions.

Year 8 students nominate to travel as part of the Cocos Island Cultural Tour held each year in August and they travel to Cocos Island and not only participate in community service work but also develop a deeper cultural understanding with the local Cocos-Malay people and children at the local school, with students on the recent tour billeted out to community houses to share a meal with Muslim families. This helps break down social barriers and assists the students to develop a shared understanding of different cultures.

Each Middle School House identifies a charity or community need which the students would like to support that particular year. Fundraising develops awareness of a need and also raises money which is donated to the charity with recent donations made to Swags for the Homeless, items for Christmas hampers for UnitingCare West, the Clontarf Indigenous Sports Program and the MS Society.

The social and emotional growth of students is at the heart of the College and 'Love' is at the

core of the SEL program. In Year 9 in Senior School, for instance, students participate in four core units:

- Awareness – to develop a greater sense of themselves and how they connect to other people
- Wellbeing – to understand good mental health and first aid, so they are equipped to help others who are suffering physically, emotionally or psychologically
- Respect – to develop a stronger awareness of how they see others – primarily females – to develop the strength to stand up to injustice and to be allies to women
- Community – to develop a positivity project which has a constructive impact locally, nationally or globally

Each student and member of teaching and non-teaching staff in the Senior School is attached to one of eight school Houses. The House system is designed to enhance student belonging and interaction across Years 9 to 12 through sporting, cultural and academic activities held regularly throughout the year. Furthermore, each of the eight Houses is committed to the ongoing service of others through fundraising for and engagement with a charity or theme, namely:

- Cygnet House and Tranby House – Beyond Blue
- Dickson House – RSPCA/animal shelters
- Hardey House – UNICEF
- Jenkins House – Leukaemia
- Grove House – Cerebral Palsy
- Mofflin House – Cyril Jackson Senior High School Student Education Scholarships
- Walton House – Parkerville Children's Home

This work is co-ordinated through the office of the Director of Service Learning, Leadership and Community Engagement and additional groups undertake work with Ruah Homeless Centre, Kids Camps Incorporated, revegetation through the Jackson Henley Action Group, beach clean-ups for Tangaroa Blue and working with the Disabled Surfing Association.

Wesley College has consistently been the highest fundraising school in Relay for Life for many years, and this year was the second highest educational fundraiser in World's Greatest Shave.



Fundraising for research into a cure for cancer is also carried out by our P&F through the Biggest Morning Tea and our Maintenance staff will shortly, again, undertake building and maintenance work at an orphanage in West Timor, raising funds to buy equipment and volunteering their time during their annual leave.

Committed to the health and wellbeing of staff, the College's flat management structure enables close and careful management of each staff member as an individual. Programs and support mechanisms which assist with overall health and wellbeing of our staff include:

- an employee assistance program which provides free counselling to staff through an external provider.
- College Chaplain, Rev Nalin Perera, provides spiritual and pastoral support to staff, students and their families.
- a variety of health programs are offered over two and three year cycles, including healthy heart checks, skin screening, supermarket safaris, along with free seated and subsidised table massages each term; fitness programs which include a staff swimming club, tennis, yoga classes and personal training group sessions; along with discounted membership to the College gym (full time staff receive a 100% discount for the gym).
- other healthy living programs include the Global Corporate Challenge (to increase exercise); and Get Your Body Buzzing (2016) an eight week diet and exercise program presented by a WA nutritionist and peak performance coach.
- influenza injections are provided free of charge to staff through the College's Health Centre each year.
- once a week during Terms 2 and 3, the College provides a soup and bread roll lunch for staff; and on one day a week during term time, there is an 'all staff' morning tea with a range of special food choices (on the other days, staff are provided with biscuits and fruit) and the opportunity to socialise with staff from all sub-schools and departments in the school.
- recognising our staff on 'special' birthdays, the College provides a birthday cake for them to share with their colleagues at morning tea on their birthday.
- other benefits include salary packaging and health insurance fee discounts.

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