



Wycliffe Christian School
Annual Report
2016

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Message from the Board Chairman

2016 was a busy year at the School with our teachers and staff working well together to educate, lead and nurture our students. We are so fortunate to have staff who genuinely care for our students and want to show them what it means to live as God's people in God's world. In financial terms, 2016 was another year of consolidation. The School was able to end the year with a healthy cash position. Fees for 2017 were able to be frozen at 2016 levels. In 2016 we also completed the refurbishment of the sports field. While there was some disruption for students in Term 2, the oval now has a lush coverage of grass and we have a much better and safer hardcourt area.

At the end of 2016 we farewelled our Principal, Peter Jamieson. The Board acknowledges his hard work for the School over the previous two and a half years. He arrived at the School at a critical time and has greatly improved the financial position of the School. In 2017 we welcomed George Glanville as our Interim Principal. George is well-known to many in the community, with his children having attended the School and now his grandchildren are here. George has been doing a great job in encouraging staff and ensuring they are adequately supported so they can do their job well. There is a positive vibe around the School this year which is wonderful to see.

In the second half of 2016 the School conducted a leadership review, in response to which the Board engaged Yvonne Bradley as Board consultant for twelve months to assist the Board in a number of ways. Yvonne is a very experienced Christian School principal and Board Chair who has worked with many Schools like ours in recent years. An interim Strategic Plan was developed and then presented to staff and Association in March 2017. The five main priorities of the Plan are:

- Improve Board governance through engaging a Board consultant, further Board training and improved communication with the Association and the community
- Empower staff through effective operational leadership including the appointment of a new Principal and clear role descriptions
- Enriching Christ-centred teaching and learning through educational support and enrichment, staff professional development and stronger links with other Christian schools
- Improve business strategy and school affordability through a review of the fee structure, budget focus on educational priorities, and more effective marketing
- Foster community health and better communication with the community and review all aspects of the School's communications

All of these initiatives are underway. The Board has a deep desire to grow community at the School through better communication and a team is forming to facilitate some of these initiatives. A new fee structure will be presented to the community in June. Most importantly, we thank God for all our staff who work tirelessly to educate our children in a way that honours the Lord.

Ian Fryer

Board President

On behalf of the Board of The John Wycliffe Christian Education Association

Message from the Principal

Three salient features have stood the test of time over the 43 years of Wycliffe Christian School's service to the community of the Lower Blue Mountains:

- Teachers' commitment to their students' learning and well-being
- The involvement of parents in the life of the School
- The School's conviction that the Lord Jesus Christ is the ultimate source of all wisdom and knowledge.

Education is never neutral. Every school teacher presents a view of the meaning and purpose of life in this world. The purpose of education at Wycliffe is that students might be nurtured and encouraged to develop their gifts and talents; to do really well at school; to excel. Why? In order that they might honour the Lord in all that they do and be a blessing to others.

During 2016, some significant highlights included:

- Digital Parenting Seminar
- Technological and Applied Studies & Creative and Performing Arts Display Evening
- Book Week Parade and activities Kindergarten – Year 6
- Participation in Penrith and Hawkesbury Eisteddfods
- Primary Grandparents Day
- Year 11 Hong Kong & China Cultural Exchange
- Visit to Wycliffe by group of students and staff from Living Spirit and China Holiness College (Hong Kong and China)
- ANZAC Day March – represented by students Kindergarten – Year 12 and staff
- Completion of expansion and refurbishment of oval project under BGA Grant
- State of Origin Father & Son Evening.

The real highlight, as always, has been teachers partnering with parents and carers in the education of their children. Through the vehicle of the NSW Government's mandated curriculum, our aim has been to fulfil the School's vision: ***Encouraging learning founded on God's Word - nurturing faith, unwrapping truth, encouraging discernment, enabling thoughtful action.***

The year 2016 however, was not without its challenges, including the resignation of the Principal toward year's end. It is my privilege to have been appointed as Interim Principal of Wycliffe for 2017. My three children attended the School from Kindergarten to Year 12. My grandchildren attend Wycliffe now. I have worked in the field of education for over 50 years including 22 years as a Principal and more recently 7 years with the Anglican Education Commission as Director of Leadership. Both personally and professionally, I cannot speak too highly of my colleagues and the families that make up this exceptional Christian School community.

At the time of writing, the rigorous search for a new Principal is well underway. Wycliffe is looking forward to exciting days in the years ahead.

George Glanville
Interim Principal

Contextual information about the School and characteristics of the student body

Wycliffe Christian School enjoys a fine heritage in Christian education. Nestled amidst natural bush land in the Lower Blue Mountains the School provides a wonderful setting for Preschool to Year 12 education. In 2016 the School had 466 students enrolled from Kindergarten to Yr 12, with 264 in the secondary school and 202 in the primary.

Independent and non-denominational, the School provides quality and engaging education delivered through a distinctly biblical worldview. The School is non selective and accepts students of varying abilities and socio economic backgrounds.

Wycliffe seeks to empower parents in their God-given responsibility for the upbringing and education of their children. Thus the School recognises the vital role of parents to the educative process, and emphasises the strength of its partnership with home.

Students are prepared as agents of hope and change in a fragmented world. Grounded on a biblical worldview, the school seeks to *Nurture Faith, Unwrap Truth, Encourage Discernment* and *Enable Thoughtful Action*. Teaching inspires intellectual curiosity, develops critical thinking skills and promotes creativity, through a collaborative learning environment.

From early childhood, through the turbulence of adolescence, and into young adulthood faith in Christ is nurtured. Unwrapping truth faces the complexities of working out a Christian worldview, giving students firm bases in a relativistic world that struggles to accept absolute values. This requires integrity, clarity and approachability as God's truth is explored together.

Discernment is encouraged in the exploration of ideas and the evaluation of human endeavour. The School does not shy away from confronting tough questions, celebrating the mystery of God's grace, recognising his justice and love. Students learn to assess their relationships, their values, their choices and their behavior against a biblical worldview. They also discover that their faith gives direction, purpose and significance to both life and learning.

Wycliffe encourages students to take seriously the claims of Christ, celebrating His lordship over all life. The School's desire is to empower young people in becoming all that God has created them to be.

Characteristics of the student body

Students of Wycliffe are primarily drawn from the wider Blue Mountains Region, from Lapstone in the East to Katoomba in the West.

There are slightly more boys enrolled than girls, 56% as compared to 44%. Less than 2% of the student population identifies themselves as of Indigenous or Torres Strait Islander descent. 3% identify themselves as having a language background other than English

Student outcomes in standardized national literacy and numeracy testing

NAPLAN (Years 3,5,7,9)

Wycliffe Christian School 2016 NAPLAN Results

2016 NAPLAN performances saw significant improvement in results from the previous year for Years 3, 7 & 9. Wycliffe is a non-selective school with a reputation for the care and support it provides for students. The fine reputation of the School's Learning Support Department attracts enrolment of students who experience difficulties at school. The School values these children as precious in the sight of God, even if their enrolment impacts overall NAPLAN results.

		Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Yr 3	Wycliffe	452		428		445		466		421	
	State	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
		450	426	440	421	440	420	461	436	419	402
Year 5	Wycliffe	498		475		478		498		482	
	State	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
		524	502	494	476	513	493	528	505	513	493
Year 7	Wycliffe	581		540		556		578		575	
	State	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
		560	541	533	515	559	543	561	540	570	550
Year 9	Wycliffe	586		554		565		566		583	
	State	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
		559	581	570	549	597	580	588	569	608	589

SIM = Schools serving students from statistically similar backgrounds

ALL = Australian schools' average

How to interpret this chart

The bold number centre top for each year group provides Wycliffe's average student performance in NAPLAN testing for the 4 strands of literacy, and general numeracy testing. The scores directly below represent average performance in similar (SIM) and all (ALL) schools. The larger the number the higher the performance of the cohort.

Senior secondary outcomes (student achievement)

Higher School Certificate

Wycliffe Christian School achieved sound HSC performances in 2016.

Five students achieved strong high band performances (i.e., Band 5 or 6 only) in all of their individual subjects, with the school's top ATAR being 92.7.

Overall there were four top Band 6 results spread across Ancient History, Mathematics General, and Society and Culture. Subjects which featured strongly in terms of consistency of high results in the course (i.e., Band 3 or higher) were Drama, Music and Visual Arts.

In 2016, 35 students sat for the NSW Higher School Certificate in 24 courses. Courses completed by students at Wycliffe Christian school included: 3 extension courses; 1 studied through distance education; and, 3 through TVET of which one was delivered at Wycliffe Christian School. Five students completed Sport, Lifestyle and Recreation which did not have an HSC examination.

In total, 94.29% (33 students) of candidates across all courses achieved marks of 60 or more (Band 3 or higher). The following tables provide data in relation to Wycliffe's students' performance as per performance bands, with comparison to state-wide data, and comparison to the previous academic year. (Note: Care must be taken in making comparisons from year to year as small cohorts may skew results)

Subjects with 6 performance bands : 6 being the highest

Subject	Year	No. of Students	Bands 4-6		Bands 1-3	
			School %	State-wide %	School %	State-wide %
Ancient History	2016	8	75	58	25	41
	2015	16	38	62	62	38
Biology	2016	7	43	65	57	35
	2015	8	100	60	0	40
Business Studies	2016	5	60	63	40	35
	2015	4	100	66	0	34
Chemistry	2016	6	33	73	67	26
	2015	7	86	73	14	27
Community & Family Stud.	2016	10	60	65	40	34
	2015	16	81	65	19	35
Drama	2016	4	100	83	0	16.62
	2015	10	100	82	0	18
English (Standard)	2016	14	21	49	79	50
	2015	11	45	42	55	58
English (Advanced)	2016	19	74	90	26	9
	2015	32	69	91	31	9
Industrial Technology - Timber	2016	6	33	53	67	46
	2015	7	86	55	14	45
Mathematics (General)	2016	21	48	52	52	47
	2015	24	79	50	21	50
Mathematics	2016	6	33	76	67	23
	2015	8	100	81	0	19
Modern History	2016	17	53	73	47	27
	2015	8	88	72	12	28
Music 1	2016	4	100	89	0	11
	2015	4	75	88	25	12

PD/H/PE	2016	12	50	62	50	37
	2015	13	46	62	54	38
Physics	2016	8	13	66	87	34
	2015	8	38	66	62	46
Society & Culture	2016	6	67	79	33	21
Visual Arts	2016	4	100	87	0	12
	2015	7	86	88	14	12
Construction (VET)	2016	7 ¹	71	47	29	22
	2015	6	100	46	0	54

Extension subjects (4 performance bands E4 - E1 : E4 being the highest)

Subject	Academic Year	No. of Students	Bands E3-E4		Bands E1-E2	
			School %	State-wide %	School %	State-wide %
English Extension 1	2016	6	50	95	50	5
	2015	5	80	94	20	6
English Extension 2	2016	5	0	79	100	20
	2015	4	75	82	25	18
Mathematics Extension1	2016	2	50	79	50	20
	2015	5	80	84	20	16

Note: Care must be taken in interpreting these results given the small number of candidates in the total cohort, and particularly the small number in particular subjects.

Of the 35 students who sat the HSC in 2016, 94% (33 students) attained the Higher School Certificate. 6% (2 students) were Pathways students who were expecting to complete their HSC in 2017. Six students representing 17.1% of the 2016 cohort, undertook a TVET course through a recognised provider. An additional three students from other Key Alliance schools undertook TVET courses at Wycliffe Christian School (these students have not been included in the data).

Teacher qualifications and professional learning

Teacher Standards

In 2016 there were 43 (33.62 full time equivalent) all of which had teaching qualifications from a higher institution within Australia.

Workforce composition

In 2016 the School had 44 (33.62 full time equivalent) teaching staff (including the Principal and Deputy Principal), and 20 (14.3 full time equivalent) non-teaching staff (not including preschool). No staff identified as being from Aboriginal or Torres Strait Islander descent.

Professional learning

The following table summarises the Professional Learning undertaken by staff at the School throughout 2016.

Description of professional learning activity	No. of staff participating
Christian World View God's Story – Teaching the Bible	26
K-6 Whole School Approach to Diversity Education Diversity Education in the Classroom Introducing Diversity Education Maximising Student Engagement K-6 Physical Activity & Health Conference Teaching and Motivating Students	1 1 1 1 1 1
Mathematics Maths Assoc of NSW - HSC Lectures	3
Science Physics Teachers Conference BoSTES Science Stage 6 Draft Syllabus Meeting Secondary Science Teacher Professional Development Day Biology, Earth and Environmental Science Teachers Conference	1 1 1 1
Creative and Performing Arts Devising Theatre Complicite Workshop (Drama)	1
STEM AIS STEM Symposium	2
VET Certificate I Construction Training Certificate II Construction Training Initiating Certificate IV update for VET training & assessment Work Initiative and Structured Workplace Learning Structured Workplace Learning Conference	1 1 1 1 1
Student and Staff Welfare Child Protection Investigation Reading the Signs (Headspace) Wellbeing Issues for Young People Managing Anxiety Disorders	1 1 1 1
General First Aid Recertification First Aid Certificate National Conference for PAs to Principal	1 1 1
Learning Support Tales of a Reading Brain: Reading development and intervention, dyslexia and the digital culture	1

The average expenditure per teacher on professional learning in 2016 was \$262. This approximates the expenditure in the previous year.

Student attendance, and retention rates and post school destinations in secondary schools

Student Attendance

Year	K	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Attendance Rate	92 %	90 %	88 %	91 %	91 %	92 %	92 %	86 %	87 %	82 %	79 %	82 %	82 %

On average, approximately 89% of students attended school each day in 2016. This was slightly below attendance rates in the previous academic year.

Non-attendance at school is managed by an electronic attendance roll, from which activates letters to parents seeking explanation of non-explained absences. If after two requests for a satisfactory explanation, none is received, the roll is marked with a code for unexplained absence. Senior staff members are alerted to determine the appropriate follow-up, including consideration of potential student welfare issues. Where attendance patterns may affect the ability of a student to achieve educational outcomes for an external credential, formal warning letters are provided to student and parent. Applications for extended student leave are submitted on a formal application form, with approval or otherwise granted by the Principal.

Student Retention Rates

Of the number of students completing Year 10 at the school in 2015, 78% continued into Year 11 for 2016. Of the number of students completing Year 10 at the school in 2014, 72% completed their HSC in 2016, which is significantly less than in previous years

Post school destinations

Based on information provided when students left the School, 23% entered University, 14% of students took a GAP year, 26% of students entered apprenticeships/TAFE courses and 20% entered directly into the workforce.

Enrolment policy

Rationale

Wycliffe Christian School was founded by local Christian parents to empower them to bring up their children in the training and instruction of the Lord (Ephesians 6:4). They were committed to creating a school that provided a comprehensive education of a high standard, taught by Christian teachers, through the 'lens' of a distinctly Christian worldview.

This Christian worldview presupposes that:

- God is the source of all truth (*John 14:6*) from which knowledge and understanding flow (*Proverbs 2:6*).
- The Bible:
 - Is God's inspired and inerrant word to humankind,
 - Is the point of reference from which we can evaluate all other areas and sources of knowledge.
 - Provides the lens through which human history and endeavour can be evaluated and judged.
 - Stretches beyond mere ethics or morality, laying the blueprint for relationships; with God, with fellow humans; and the world in which we live.

This approach fosters within learners a worldview, a perspective enabling them to understand and appreciate God's purposes, empowering them for Christian life in God's world.

This philosophy of schooling was the foundation of Wycliffe Christian School, and continues as the emphasis that parents accept and support in enrolling their child/ren.

Policy

Wycliffe Christian School enrolls students from families desiring for their child/ren Christian Worldview education, the intentional embedded development of students' learning around a Christian understanding of life and knowledge. It is a process that reaches into every aspect of school life: classroom practice, curriculum content and interpretation, policies and protocols, pastoral care, school culture.

Whilst this focus in education will be most appealing to Christian families of the Protestant Evangelical persuasion, enrolment is open to other families who desire this Christian Educational emphasis for their child/ren. The School, invites parents to make enquiries of the School concerning any matters which they may want clarified relating to the beliefs, policies, practices and teaching of the School.

In enrolling their child/ren parents commit to an ongoing partnership the School, demonstrated through support of the School's philosophy of learning, and an ongoing effective working relationship.

Parents will cooperate with the prescribed enrolment process, including the completion of all application forms and related paperwork, payment of associated fees, and full disclosure of information the school deems relevant to meeting the specific educational needs of their child/ren.

In their financial partnership with the School parents will ensure all fee accounts are paid by due dates. Failure to do so may jeopardise a student's enrolment at the School.

Expanded Policy Statement

Partnership with parents

Families engage with the enrolment process on the following understanding. Parents will:

- Disclose fully to the School all information requested in enrolment forms.

- Disclose to the School detailed information related to specific needs of their child/ren.
- Provide the necessary documentation to support the application. In particular, but not limited to:
 - Birth certificate
 - Immunisation record (Kindergarten applications)
 - School reports – copies of the last two school reports (Years 1-12 applications)
 - NAPLAN reports (Years 3-12 applications)
 - Reports from medical and/or educational professionals in relation to specific learning needs.
 - If born overseas – details of residency status (visa/passport)
- Assess in detail the School's ability to serve the learning needs of their child.

In completing the Application to Enrol form the School requires parents to declare that to the best of their knowledge they have:

- Disclosed any special needs of their child
- Provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s) and
- Completed fully the Application to Enrol form.

A working partnership between parents and the School is essential to the schooling process, and is necessary throughout the duration of students' enrolment at the School.

If a parent withholds information relevant to the registration and enrolment process then the School will reserve the right to refuse, or terminate the enrolment on these grounds.

Selection criteria and ethos

Our selection criteria are established to reflect the ethos of our School. Consequently, the School seeks to enrol those children considered best able to benefit from the academic and co-curricula program offered by the School, who demonstrate a willingness to participate in the full range of activities on offer, and whose families are willing to work in partnership understanding and supporting the Christian aims and objectives of the School.

The School assesses all applications to enrol against these criteria and the enrolment priorities detailed below.

When considering applications for enrolment, or placement on waiting lists, priority will be given according to the following criteria:

1. A child of a Member of the John Wycliffe Christian Education Association where that Member has children already enrolled at Wycliffe Christian School.
2. Children of Members of the John Wycliffe Christian Education Association.
3. A child from a family with children already enrolled at Wycliffe Christian School.
4. A child of a member of staff.
5. Transfer from another Christian school.

6. Children from a Christian family with an active involvement in a Christian church or community.
7. All other children.

The Principal will make the final decision to offer, or not to offer, a child a place in the School.

Enrolment Fees

An Enrolment Bond to be paid by the parents when they accept an offer of a place. This Bond is refundable at the point of withdrawal or completion (whichever comes first) provided that parents give the required notice of withdrawal. If a student does take up the accepted position, the enrolment bond is forfeited.

School Fees

School Fees must be paid according to the schedule published each year by the School. All fees and charges are reviewed annually. If fee accounts are not kept up to date then a student's ongoing enrolment at the School may be jeopardised.

Termination of enrolment

The School requires one term's (10 school weeks) written notice of termination of enrolment. Failure to provide required notice will incur a penalty charge of one term's fees for each child on a pro rata basis according to the notice given. This notice of termination is also applicable for students graduating from Year 6 and Year 10. All outstanding items of the school (eg. texts, library books) must be returned or the cost of replacement will be added to the parents' final account/deducted from the enrolment bond.

Confirmation of enrolment termination from the School will be accompanied by a statement of fees owed to the School, due in thirty days or by arrangement with the Business Manager.

Parents will provide the School with, in writing, details of the student's forwarding school. This information will be recorded on the student's data file. If details of the student's forwarding school are not provided, the Principal must notify the Board of Studies Teaching and Educational Standards (BOSTES) Home School Liaison Officer.

When guardians or carers are enrolling children

In this Policy we have referred to 'parents' to indicate those people responsible for enrolling students. Most enrolments involve the natural parents of children so this term has been chosen to simplify documents. However, the school readily accommodates applications to enrol in which guardians or carers have responsibility for a child's application.

The School's Enrolment Policy may change. The School reserves the right to alter its Enrolment Policy. Any such changes are included in the School's Annual Report.

Other school policies

Policy Summary	Access to text
<p>Welfare Policy (Incorporating Discipline)</p> <p>The Welfare Policy of Wycliffe Christian School is grounded in the broad aim of bringing all things, including our relationships, under the Lordship of Christ. Given that our relationships with and behaviour towards God are inevitably flawed, we acknowledge this to be a challenging task.</p> <p>The School is founded on the philosophy that under God primary responsibility for the upbringing and education of children lies with their parents. Therefore teachers work in partnership with parents to guide and direct students to develop self-control and ultimately self-discipline, empowering appropriate relationships.</p> <p>Two questions fundamental to students thinking are:</p> <ul style="list-style-type: none"> • 'Am I loved? And • Where are the acceptable boundaries of behaviour?' <p>So when considering management of student behavior, whether in the classroom, the playground, during sporting and extra curricular programs, teachers need to ask themselves:</p> <ul style="list-style-type: none"> • 'How will the student know they are loved?' and • 'How do the school's structures, policies, programs etc. reflect Christ's love for students.' <p>The classroom is the focal point of student welfare. Structures should exist to support the creative relationships of the learning situation, but the student-teacher relationship remains at the heart of the matter: ministering the redeeming love of Christ to students by encouragement, punishment, guidance and direction and a multitude of other expressions. Experiencing that redemptive love from other students and staff is the best way we can encourage a positive, faithful response from the students.</p>	<p>Available online to staff</p> <p>Available to parents through Administration.</p>

Dealing with Bullying & Harassment Policy

Wycliffe Christian School seeks to foster a positive, safe environment for students, staff and parents. The School will not tolerate bullying behavior.

Privileges and Responsibilities

Within the school community all students and staff should enjoy certain privileges. However, along with those privileges come certain responsibilities.

Available online to staff

Available to parents through Administration

	Privileges to be enjoyed:	Responsibilities:
Students and Staff	<ul style="list-style-type: none"> • to feel safe, cared for and respected at school • to an enjoyable day at school in a pleasant, comfortable environment. • to be free of bullying. • to access and receive help and support if they experience bullying. 	<ul style="list-style-type: none"> • to personally abstain from bullying others in any way. • to actively discourage bullying when it occurs. • to give support to victims of bullying. • to use the appropriate channels to report incidents of bullying. • to consider the impact of their actions on others. • to respect the property and rights of staff and students (including their own). • not to accept bullying, but to report it.

Grievance and Conflict Resolution Policy

The school seeks to resolve conflict through the biblical process set out in Matthew 18. This process brings openness and truth to the table, tempered by Christ's call to love and preserve unity as much as you on your part can do (Ephesians 4:2-3). Rather than resorting to mediation as the first port of call, aggrieved parties are expected to:

1. Talk first with the person with whom you have a problem (Matthew 18:15).
2. If you can't resolve the problem take a wiser person with you (Matthew 18:16). It is appropriate if this matter involves a teacher that their direct supervisor be involved at this point.
3. Only refer the matter to Board (Principal) when the prior steps have been tried (Matthew 18:17).

Available online to staff

Available to parents through Administration

School determined priority areas for improvement

Achievement of the priorities for 2016 (identified in the School's 2015 Annual Report)

Area	Achievements
Christian Worldview	<ul style="list-style-type: none"> • A one day program, 'God's Story – Teaching the Bible' for all teaching staff with an emphasis on teaching the Bible as 'story'. • National Institute for Christian Education – 'Teaching Christianly' course. • One senior staff member enrolled in Masters of Education – National Institute for Christian Education • Staff professional development emphasizing the core ideology upon which the school was founded
Teaching & Learning	<ul style="list-style-type: none"> • New Stage 5 Semester electives in operation • Ongoing promotion of the importance of numeracy across the school • Ongoing review of approach to teaching Literacy in the Junior School
Staff Development	<ul style="list-style-type: none"> • Encourage staff to undertake Masters Level Postgraduate study through the National Institute for Christian Education • Ongoing empowerment of staff in the incorporation of IT in general lesson delivery (internal) • Using data to track student progress and guide and empower learning (ongoing)
Pastoral Care	<ul style="list-style-type: none"> • Ongoing addressing issues of cyber bullying between students – Years 7-12 Pastoral Care Program • Strengthening of Growth Group Programs • Revision of Growth Group teacher role by Stage Co-ordinators
Community	<ul style="list-style-type: none"> • Community events included <i>Cinema under the Stars, Father/Son State of Origin night, Primary afternoon at the movies with the Principal.</i> • Working bees held regularly with 40 in attendance

	<ul style="list-style-type: none"> • Instigated afternoon communication time with parents/staff • All communication from the School distributed electronically • Website further development
Facilities & Resources	<ul style="list-style-type: none"> • School oval and courts completed and in immaculate condition • Painting of roof – Library, B Block and A Block • Antiquated technology removal in process

2017 priority areas for improvement

Area	Priorities
Communication of School vision	Communication of School vision at parent gatherings, other communications and advertising
Parent Involvement	Removal of penalties attached to Parent Involvement Program Encouragement of voluntary parental involvement Establishment of Parent Help Team
Staff Professional Development	Participation in both AIS and CEN Professional Development opportunities, including NSW CEN Bi-annual Conference
Differentiated Instruction	Provision of Professional Development focusing on this aspect of pedagogy
Facilities	Employment of a Property Manager and reinvigoration of school site
Finance Systems	Employment of a Finance Manager and rationalization of financial processes

Initiatives promoting respect and responsibility

At the School all students should enjoy the privilege of feeling valued and being treated as unique persons made in the image of God. Further God created humans as relational beings to share relationship with Him, and each other, as is expressed through community.

The School has the responsibility to ensure while at school all students are given opportunities to develop positive attitudes and appropriate values. All students need to develop tolerance and understanding of others and their needs.

Throughout 2016 the following programs and activities of the School fostered respect and responsibility within and between students:

- Contribution of the student leadership team to the life of the school.
- Participation by students in local community ANZAC March and Ceremony
- Flying of the Aboriginal, Torres Strait Islander, and varying other national flags daily at the school.
- Support of Destiny Rescue, Samaritan's Purse and Voice of the Martyrs charities through fundraising by School House program
- Guest speakers from a range of organisations that support the needy both locally and abroad.
- Chaplain proactive in conducting groups that promote respect and responsibility in relationships.
- Cultural and Faith exchanges with Living Spirit and China Holiness Colleges, Hong Kong.

Parent, teacher, student satisfaction

The level of satisfaction amongst a significant number of staff was low evidenced by a number of resignations. Also, a significant number of families left the School. Furthermore, the Principal resigned at year's end.

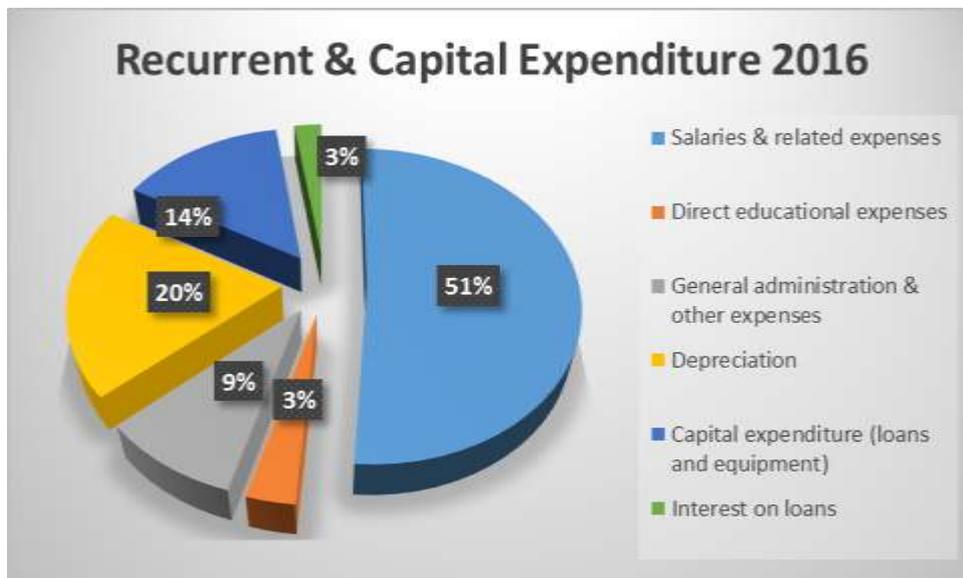
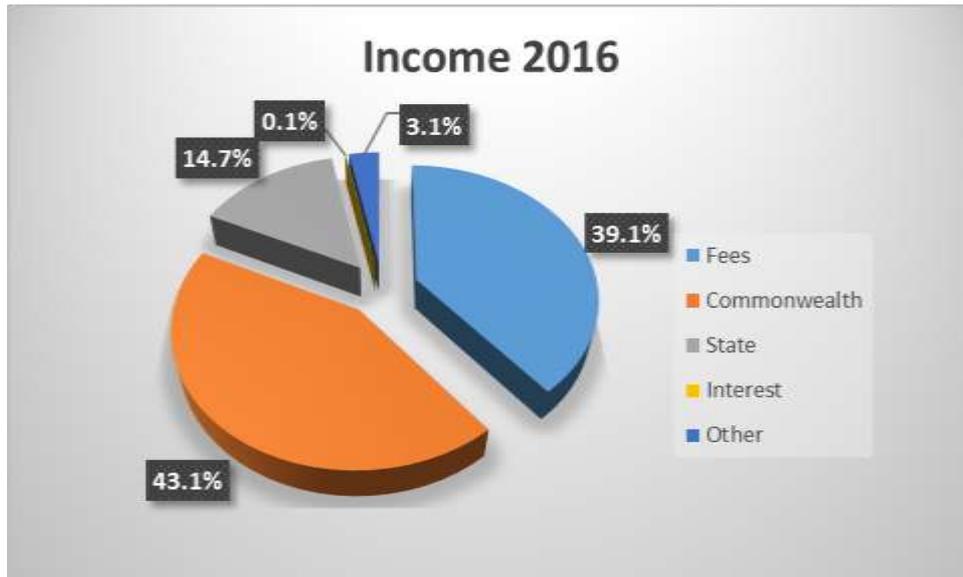
Having acknowledged that, it needs to be said that due to the diligence and commitment of a wonderful staff and resilient school families, anecdotal evidence suggests that student morale and educational achievement did not suffer.

As Interim Principal for 2017, I am able to endorse this perspective following conversations with numerous parents. My own grandchildren thrived at Wycliffe during 2016.

The first half of 2017 has seen a significant turn around in the numerous indicators of parent involvement, very high staff morale and a very positive school ambience. New enrolments and parental feedback reflect this trend, e.g. *"Just a note to thank staff for the Digital Parenting evening earlier this week. It's great to have the school supporting us as parents in this digital age. Please pass on my thanks and commendation to the Principal and Board for encouraging and providing these events."*

"I just wanted to write a quick email to say thank you so much for all the work that went into the Year 7 Information Evening tonight. How fabulous to see so many families there keen to hear about their next steps at Wycliffe (or what might be ahead if they choose to join our lovely school!) I know that lots of time, effort and thought went into the information presented and it was very much appreciated. It was great to see photos of the Year 7/8 camp and of the Years 7/8 students in Food Tech! It was so good to hear from the students and parent too. They spoke so well and honestly about their experience in high school. It was so nice to hear them speak so positively about their experiences and to be so reassuring towards the Year 6 students that they 'would be ok' and that 'people will help you!' I had to nod my head in agreement with the parent who commented about how well teachers get to know the students, even in the first few weeks of the year - that has certainly been my experience too!"

Summary financial information



Concluding comment

We give God thanks for the work He is doing in the lives of the families that make up the community of Wycliffe Christian School.

*"It is the LORD who gives wisdom; from him comes knowledge and understanding."
(Proverbs 2:6)*