



**Wycliffe Christian School**  
**Annual Report**  
**2017**



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## Our Story

### Overview and Context

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 2017 the School had 404 students enrolled from Kindergarten to Year 12, with 226 in the secondary school and 178 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 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.



*Bush Classroom in Action*

### Message from the Board Chairman

2017 was a year of transition for the Wycliffe community. In an interim year between permanent principals, we were greatly blessed by those who came to help lead us.

We are so grateful for George Glanville, an experienced Christian school principal, who came out of retirement to lead us as interim principal in 2017. It was not part of George and June's retirement plans for him to become a principal again but he generously offered to lead us because he believes in the school. George did a great job in drawing the community together and in encouraging staff.

Kathy Pereira agreed to lead us as Principal from August. Kathy led the School very well, employing her pastoral skills to walk through hard decisions with staff and her strategic skills to set a firm foundation for the School for 2018. We greatly appreciated Kathy's tireless efforts for the school community and her true servant leadership.

And then of course there was the Principal search. We had hoped to announce a new Principal early in Term 3 but that was not to be. The Board interviewed over a dozen candidates and finally met David Johnston late in Term 3. After a couple of meetings, a visit to his school and numerous referee checks, it was clear David was the one to lead our School. We are greatly blessed to welcome David as our Principal from the start of 2018. He has been doing a wonderful job of building community, driving quality education and empowering teachers. There has been a renewed positivity and community focus at the School this year which better reflects our identity as a community-based Christian school that encourages each student to do their best, which will look different for every student.

During 2017 the Board made a strategic decision to reduce tuition fees, resulting in savings of about 10% for families. This was after holding school fees relatively stable over the last couple of years. The Board felt that we needed to do everything we could to make the School affordable for Christian families of the Blue Mountains. We are confident that our Lord will continue to bless our school as we are faithful to Him, although the Board and executive realise we need to do all we can to ensure high quality Christian education is delivered at Wycliffe. We have encouraged parents to spread the good news of what is happening at Wycliffe to others within your community, especially as we introduce initiatives in throughout 2018 to do Christian education even better at Wycliffe.

And finally, we are thankful to God for our staff who are committed to educating our children in a way that honours the Lord, who genuinely care for our students and want to show them what it means to live as God's people in God's world.

Ian Fryer

*Board President*

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



*Stage 6 - Visual Art Experience*

## Message from the Principal

Wycliffe Christian School is a place where each day we seek to see Jesus clearly and live life in light of who He is. As we do this, our community becomes a place where all of our members can flourish and thrive. During 2017 there has been a lot of change for our school and some of it has been challenging, however through all of it are the clear threads of God's kingdom being worked out because He is always good and always in control.

As I arrived at Wycliffe, at the beginning of 2018, it has then been a privilege to reflect on the array of beautiful and significant dynamics across the school that we have to give thanks for. Some of the highlights that I have heard about are:

- Coffee and Dessert Evenings
- Hong Kong School Visit
- Digital Parenting Seminars'
- ANZAC day participation
- School Camps from Grade 4 to 11
- CAPA Show Case Evening
- Host of curriculum enrichment days
- Sport, Sport and more Sport
- ViTAS Show Case
- Junior School Grandparent Days
- Junior School CAPA Evening.

Alongside this have been strong NAPLAN results and great HSC results that reflect great learning progress across our student body. We also have a deep gift of gratitude for George Glanville and Kathy Pereira for their leadership and service during a transitions year for our school.

As we move into this year I am eagerly looking forward to see what He does in the midst of our school community in 2018.

David Johnston  
**Principal**



*End of Year Assembly –Announcement of new Principal*

## Messages from Parents – Sarah Goldsmith

2017 was another year of sharing in rich Christian community at Wycliffe.

Our school year began with a Coffee and Dessert Evening where our Interim Principal and Board Chairman shared with us about the exciting vision and mission of staff partnering with parents in Christian Education at our School. This night paved the way for a year of working together, teachers, parents and the wider school community, to bring up our child in the way of the Lord.

Many of us enjoyed a family Cinema Night early in Term 1, organised by a team of keen parents, supportive staff and enthusiastic student helpers. It was a great night of fellowship together - dinner, games, craft, conversation - and in there somewhere, we managed to fit in a movie!

It wasn't long before the Wycliffe school year was in full swing with students busily involving themselves in a whole range of opportunities such as sports carnivals and Representative Sport, choirs, bands, fundraisers, bible studies, Leadership Team, excursions (from Art Galleries to Wildlife Parks), ANZAC parades, and outdoor hiking adventures.

Inside the classroom, deep and exciting learning took place. Our Junior School teachers worked tirelessly to help grow our students' skills, knowledge and understanding, through a broad range of learning experiences - from writing persuasive texts and increasingly sophisticated narratives, to composing pieces of music or learning to count in Spanish.

If you joined in a weekly lesson as a parent-helper, or went along to one of the weekly assemblies, you could see this exciting learning taking place: children being challenged and encouraged to work hard and to the best of their abilities; children learning about God's world and their place and purpose in it; children enjoying exploring, learning and growing together.

Perhaps the most unforgettable events for many of us was the amazing K-6 Pet Day. Imagine a Junior School courtyard full of animals (dogs, goldfish, snakes, and plenty more!) with their delighted young owners. Mrs Kruiik (Head of Junior School) and her staff worked hard to give our children a day full of activities, joy and wonder. It was controlled chaos, and it was wonderful.



*K-6 Pet Day*

Mrs Kruiik's care for our Primary school students was and is often described by parents as being 'above and beyond'. Another example is "D3", a classroom that is open every lunchtime for any K-6 students, particularly for those who may struggle socially during break times. Mrs Kruiik provides a nurturing space, along with a vast array of creative activities, and personally supervises it all during her lunch 'break'.

Another highlight of 2017 was the amazing Junior School "CAPA Night" (Creative and Performing Arts) where teachers and students used their God-given gifts and talents to create a fantastic and memorable night of performances and displays.



*Kindergarten students loving learning*

Mornings at Wycliffe are a special time as our children begin their school day with "Morning Moves"- in which older students lead the younger ones in sports and games on our beautiful green oval. As Morning Moves begins, different parents will meet together to our School Cafe for a morning coffee and catch up. Staff will often stop by for a brief hello and chat, a lovely example of the tangible partnership between staff and parents at Wycliffe.

For the even younger members of our community, 2017 was another fantastic year for Wycliffe Preschool. Our bush setting, creative indoor spaces, quality preschool program, and gifted teachers, make our Preschool a wonderful place for our young children to play, explore,

share and learn in God's world together. As parents, we know our children will be well-cared for in this nurturing space.

Our parent-driven monthly "Cafe & Play" times together continue to be a valuable time for getting to know each other better and for helping families deepen their sense of belonging at Wycliffe. Our Preschoolers have a ball together, running around the oval or Sports Courts, exploring different places in our school, such as our fantastic bush classrooms or the school library in which we are always warmly welcomed.

One of last year's Cafe & Play adventures was a visit to our newly established Community Garden Project. We were blessed with a Community Garden that allows rich learning experiences for our students. Our Kindergarten and Primary students, in particular, love being involved in planting and harvesting and eating the produce from the garden.

I'm very thankful as a parent for the way my own children were taught, loved and cared for by the staff at Wycliffe. As a school community, we thank God for his provisions and blessings in 2017.

Sarah Goldsmith



*Community Garden - Under Construction*

### **Messages from Parents – Lindy Johnson**

As a parent of current year 12, 9 and 4 students at Wycliffe Christian School, I would like to share with you in particular my experience of the senior school.

Wycliffe boasts approachable teaching and administration staff who always make the time to speak with me in the most appropriate setting. The staff put time aside to build genuine relationships with the students and connect with them on an interpersonal level. The teachers take the time to get to know their interests and talents and then empower them to take responsibility for certain tasks and initiatives.

The teachers have supported my children's wellbeing, creating an environment where my children feel safe, valued and respected. The staff take on a restorative approach when dealing with issues and relationships. It is evident that the staff act in a professional yet empathetic manner.

At Wycliffe, the staff are committed to supporting the students regardless of their academic abilities and achievements, praising them for their contributions and involvement. They promote a growth mind set and are committed to motivating the students to persist in moving forwards in achieving their goals.

Wycliffe has proven to be a setting where my children are encouraged to try new experiences under the skilled guidance of teaching staff who are willing to source outside expertise if necessary.

The school also demonstrates organised communication through various platforms such as Google Classroom, informative parent teacher interviews and the provision of detailed written reports. It is reassuring that the teachers provide rapid email responses to both students and parents.

It is pleasing to note that many teachers offer a creative approach to teaching subjects where a variety of experiences are presented to enhance the teaching and learning cycle. The teachers encourage collaboration, resourcefulness and flexibility in the learning process.

Generally, Wycliffe is a cohesive community which encourages members to acknowledge and respect other people. It is committed to inspiring the students to be the best people they can be so that they can make a valuable contribution to society.

Lindy Johnson



*Cafe Night*

## Wycliffe Staff

Our staff team is dynamic and diverse. Each staff member is dedicated to Christian education and brings a unique set of skills and expertise that enhance the educational experience of the students. They apply themselves to present engaging and challenging learning experiences and frequently involve themselves in a range of extra curricula activities that support the broader school community.

Wycliffe Christian School staff see their role as going beyond teaching the curriculum. They seek to work in partnership with families to teach and nurture each individual student and develop their unique gifts and abilities.

All the staff at Wycliffe Christian School have a deep understanding of the privilege it is to serve our students and families. They work hard to create a nurturing community where all members feel a strong sense of belonging.



*Swimming Carnival*



*Hong Kong School Visit*

## Qualifications and Cultural Background

In 2017 the School had 44 (32.4 full time equivalent) teaching staff (including the Principal and Deputy Principal), and 18 (13.3 full time equivalent) non-teaching staff. No staff identified as being from Aboriginal or Torres Strait Islander descent.

All of the teaching staff at Wycliffe hold appropriate tertiary level qualifications.

## Professional Learning

During 2017 our staff were able to access a diverse range of professional learning experiences. All staff are required to participate in annual mandatory training on child protection related legislation. Other courses were made available to staff to reflect their particular areas of teaching and desired professional learning goals. The following list provides a summary of titles for courses accessed by staff across the year.

- Safe & Supportive Environment – Child Protection
- Teachers New to Christian Education
- Strength & Solution Focussed Approaches for Classroom Management
- School of Mathematics & Statistics
- New Resources for Stage 6 Modern History
- Award Leader Training – Duke of Edinburgh
- Working Memory Conference
- Working with Acrylic Mediums
- NESAs Registration
- Sydney Symphony Development Day
- K-8 Conference
- RoSA & HSC Accreditation Workshop
- Empowering Children to Protect themselves
- K-10 Workshop
- Sexuality & Gender Diversity Introduction
- Biology Science Teachers Conference
- Healthy Eating & Active Play Conference
- Making Year 11 Modules Meaningful – History
- Differentiation Workshop
- MSL Associate Training Course
- Stage 6: Change and Continuity



*Outdoor Learning Spaces*

## Wycliffe Students

### Characteristics

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 43%. Less than 1% 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.

### 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 2017 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.



### Satisfaction

Our students enjoy a range of extra curricula activities and engaging learning experiences. The classrooms and playground are places of positive interaction between students and teachers.

At all times Wycliffe Christian School aims to promote respect and dignity amongst all members of the school community. Through daily devotions and interactions, our students are reminded of their individuality and uniqueness and are encouraged to demonstrate an attitude of understanding and respect towards others.

## Attendance

The following table provides a summary of student attendance in 2017.

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	88%	91%	89%	89%	93%	93%	92%	92%	88%	88%	86%	82%	81%

On average, approximately 88% of students attended school each day in 2017. 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.

## NAPLAN

We are very pleased with our students NAPLAN results in 2017. The most significant dynamic is the individual growth that is consistently visible for our students and reflects their positive learning journeys. This is also important as we are a non-selective school with a reputation for care and support of students. The fine reputation of the School's Learning Support Department attracts enrolment of students with diverse learning needs. As a community we value all children as precious in the sight of God and all of our students are encouraged to complete NAPLAN.

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	<b>Wycliffe</b>	<b>466.5</b>	<b>430.8</b>	<b>403.2</b>	<b>471.2</b>	<b>441.2</b>
	State	436.5	421.2	426.6	444.3	416.1
Year 5	<b>Wycliffe</b>	<b>534.0</b>	<b>496.5</b>	<b>500.3</b>	<b>539.7</b>	<b>525.9</b>
	State	508.5	477.9	507.9	506.3	499.6
Year 7	<b>Wycliffe</b>	<b>572.8</b>	<b>531.7</b>	<b>542.5</b>	<b>566.9</b>	<b>574.7</b>
	State	548.6	516.8	558.3	546.6	560.2
Year 9	<b>Wycliffe</b>	<b>606.6</b>	<b>583.3</b>	<b>578.9</b>	<b>608.0</b>	<b>611.0</b>
	State	588.8	559.1	591.8	582.7	602.9

*How to interpret this chart*

The bold number 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 schools across the state. The larger the number the higher the performance of the cohort.

### Record of School Achievement

During 2017 all year 10 and year 11 students at Wycliffe met the requirements for grades to be entered as part of their RoSA.

### Retention

Of the number of students completing Year 10 at the school in 2016, 75% continued into Year 11 for 2017. Of the number of students completing Year 10 at the school in 2015, 76% completed their HSC in 2017.

### HSC Data

Wycliffe Christian School achieved pleasing HSC performances in 2017.

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.

Subject	Year	No. of Students	Bands 4-6		Bands 1-3	
			School %	State-wide %	School %	State-wide %
Ancient History	2017	14	79	61	21	39
	2016	8	75	58	25	41
Biology	2017	9	67	68	33	32
	2016	7	43	65	57	35
Business Studies	2017	19	74	65	26	35
	2016	5	60	63	40	35
Chemistry	2017	10	60	71	40	29
	2016	6	33	73	67	26
Community & Family Stud.	2017	7	100	67	0	33
	2016	10	60	65	40	34
Dance	2017	2	100	82	0	18
Drama	2017	10	100	84	0	16
	2016	4	100	83	0	17
English (Standard)	2017	14	57	55	43	45
	2016	14	21	49	79	50
English (Advanced)	2017	31	71	92	29	8
	2016	19	74	90	26	9
Industrial Technology - Timber	2017	10	20	47	80	53
	2016	6	33	53	67	46

Subject	Year	No. of Students	Bands 4-6		Bands 1-3	
			School %	State-wide %	School %	State-wide %
Legal Studies	2017	6	50	74	50	26
Mathematics (General)	2017	29	76	50	24	50
	2016	21	48	52	52	47
Mathematics	2017	9	67	75	33	25
	2016	6	33	76	67	23
Modern History	2017	3	100	71	0	29
	2016	17	53	73	47	27
Music 1	2017	9	100	89	0	11
	2016	4	100	89	0	11
PD/H/PE	2017	6	83	60	17	40
	2016	12	50	62	50	37
Physics	2017	7	29	67	71	33
	2016	8	13	66	87	34
Society & Culture	2017	7	43	79	57	21
	2016	6	67	79	33	21
Software Design & Development	2017	5	100	64	0	34
Visual Arts	2017	5	100	90	0	10
	2016	4	100	87	0	12
Spanish Beginners	2017	3	67	79	33	21
Construction (VET)	2017	8	100	45	0	55
	2016	7	71	47	29	22

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

Subject	Year	No. of Students	Bands E3-E4		Bands E1-E2	
			School %	State-wide %	School %	State-wide %
English Extension 1	2017	8	100	93	0	7
	2016	6	50	95	50	5
English Extension 2	2017	4	0	77	100	23
	2016	5	0	79	100	21
History Extension	2017	3	100	80	0	20
Mathematics Extension 1	2017	2	50	82	50	18
	2016	2	50	79	50	20

**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.

**Post School Destinations**

Based on information provided when students left the School, 40% entered University, 20% of students took a GAP year, 20% of students entered apprenticeships/TAFE courses and 20% entered directly into the workforce.

**Wycliffe Families****Satisfaction**

At Wycliffe Christian School, we value the relationship that parents and the School play in the student's education process. The School supports open consultation with parents and carers and provides a range of opportunities for parents to speak with staff regarding their child's education. We hold a range of information evenings throughout our year for different age groups.

We value parent volunteers as an important part of our School which enhances the educational experience for our students. Our parents see the sense of community within the school as an integral and important part of Wycliffe Christian School. They see the School as a nurturing environment, where students feel a strong sense of belonging. Many parents value that the curriculum is taught through a Christian worldview and feel the school provides a sound educational foundation for their children.

## **Wycliffe Highlights**

### **Year 12 Achievements**

We are delighted to be able to congratulate our Year 12 HSC class of 2017 on their excellent results. Our students have performed very well with 60% of the students achieving in Band 5 and Band 6. In total, there are 13 Band 6s and 54 Band 5s, which is an excellent result for a small cohort. We are proud of their success and their hard work in achieving those results!

Congratulations especially to the students listed below who are Distinguished Achievers, receiving 90% or above in specific subjects. Exceptional accomplishment by Siobhan Toft with an On Stage nomination for Drama is also acknowledged.

- Cameron Svensson – Distinguished Achiever in the Hospitality Examination
- Dominic Tupper – Distinguished Achiever in Drama and Mathematics General 2
- Emma Nassif – Distinguished Achiever in Biology, Mathematics and Mathematics Extension 1
- Georgina Wynn-Hatton – Distinguished Achiever in Music 1
- Moriah Taylor – Distinguished Achiever in Ancient History
- Rachel Lee – Distinguished Achiever in the Hospitality Examination
- Samuel Badry – Distinguished Achiever in Drama
- Samuel Powell – Distinguished Achiever in Mathematics General 2
- Siobhan Toft – Distinguished Achiever in Drama

We are so pleased to have been a part of the foundation for the future of all our 2017 Year 12 students Thank you also to the passionate, experienced teaching staff who have supported them in achieving these results.



*Art in Action*

### Creative Arts

Studies and extra-curricular activities in Dance, Drama, Music, Visual Arts and Photography continued to flourish at Wycliffe during 2017. Our Dance and Drama students showcased their skills in our self-devised Easter Production, performed at 3 local public schools and also in the Western Region Theatre Festival at the Joan Sutherland Performing Arts Centre.

Our Music Ensemble groups were very successful in both the Hawkesbury and

Penrith Eisteddfods, with places awarded to our Junior Choir, Senior Choir, Concert Band, Guitar Ensemble and Jazz Ensemble groups. The school community enjoyed both the Semester 1 *CAPA Showcase* evening and the Semester 2 *Café Under The Stars* evening, highlighting both the breadth and the talent of the creative and performing arts students at Wycliffe.

The new Stage 5 Elective programme enabled studies across a range of student interest areas, from the overlaps of Astronomy and Music in our *Cosmic Symphony* course to the exciting approaches, freedoms and challenges of the Modern Art movement in our *Modern or Just Plain Weird* course. HSC results across Dance, Drama, Music and Visual Arts were once again exemplary, obtaining a total of 5 Band 6 results from across all CAPA subjects and an On-Stage Nomination in Drama for Individual Performance.



Visual Art Display



Flannofest Performance

## Technology

2017 has seen a host of innovative teaching and learning happening across our technology learning area. We have been particularly excited about the strengthening of STEM across the school and our Year 8 team of students completed a sensational greenhouse project that was displayed as part of an AIS STEM initiative.

To facilitate this there has been an ongoing upgrading of equipment and incorporation of new technology into our teaching and learning programs. The school has acquired new equipment to support virtual reality experiences for our students including the possibility of designing products with the VR world that are then printed on the school's 3D printers.



*STEM - Greenhouse Project*



*TAS in Action*

Our amazing facilities have continued to support fantastic design projects across wood, metal and mixed materials. The new Stage 5 electives have also been a great success with students gaining a much more diverse taste for possible study options in Stage 6 and beyond.

2017 also saw the launch of our inaugural Voyage into TAS (ViTAS) exhibition which allowed students from Grade 5 through to Grade 12 to showcase the learning that they had completed in areas of STEM and Design and Technology.

## Sport

Across the school we continue to be blessed with students who are both passionate and talented in a diverse range of both individual and team based sporting activities. We have a very high participation rate in both weekly sporting competitions with local schools as well as gala days and zone and state level competitions.

We had more than 20 students selected to represent CSSA at a state level in a wide range of sports. Our teams also had a great year with our Open Primary School Girls Basketball team coming runner up and our Open Boys Secondary volleyball team also coming runner up at their respective CSSA gala events. Another highlight for our whole school community was winning the Secondary Zone Athletics carnival for the second year in a row.

We are very thankful for the sporting talents and abilities that God has blessed students across Wycliffe with and for the opportunities that they have to regularly represent the school.



*Open Boys Volleyball*



*X-Country Carnival*



*Stage 5 Camp*

## Wycliffe Planning

### Evaluating 2017

Area	Priorities	Completion
Communication of School vision	Communication of School vision at parent gatherings, other communications and advertising	There has been good progress made on elevating the school vision across the community. Further initiatives in 2018 will also be implemented.
Parent Involvement	Removal of penalties attached to Parent Involvement Program Encouragement of voluntary parental involvement Establishment of Parent Help Team	All of the objectives within the area of parent involvement were achieved during 2017. The establishment of the parent help team also facilitated some excellent community events across the year.
Staff Professional Development	Participation in both AIS and CEN Professional Development opportunities, including NSW CEN Bi-annual Conference	There was great uptake by staff across the year and professional learning activities were successfully undertaken with both the AIS and CEN.
Differentiated Instruction	Provision of Professional Development focusing on this aspect of pedagogy	There were three separate professional learning sessions across the year that enabled staff to further explore the implementation of differentiated instruction within their learning spaces. Time for implementation was also allocated during regular staff meetings.
Facilities	Employment of a Property Manager and reinvigoration of school site	A new property manager was employed half way through 2017 and has made an amazing impact on improve the look and feel of the school grounds.
Finance Systems	Employment of a Finance Manager and rationalization of financial processes	A new role of finance manager was created during the year. This role has enabled some very helpful rationalization of financial processes and strengthen financial reporting for the school community.

**Priorities for 2018**

Area	Priorities
Teaching & Learning	<p>Develop a staff development plan to improve learning through PD, appraisals, training in language, with continuity from K-12.</p> <p>Continue to develop how teaching is differentiated in the classroom.</p> <p>Encourage more varied teaching and a fresh approach.</p> <p>Develop a coordinated K-12 Biblical studies plan through collaboration.</p>
Pastoral Care	<p>Develop a stronger process for staff induction and mentoring for staff.</p> <p>Strengthen our processes for welcoming new families and students into our community.</p>
Staffing & Professional Development	<p>Continue to reshape our work culture to more effectively recognise our trust and valuing of staff.</p> <p>Strengthen communication processes for staff with students and families</p>
Community & Service	<p>Reinvigorate mission and service trip options for our student body.</p> <p>Explore how the school's facilities might better serve the local area and potential become a community hub.</p>
Facilities & Finance	<p>Develop a three year financial plan</p> <p>Strengthen financial management practices within the school.</p>
Strategic Management Plan	<p>Develop a three year strategic management plan for 2018 – 2020 encompassing teaching &amp; learning, pastoral care, staffing &amp; professional development, community &amp; service and facilities and finance.</p>
Annual Action Plan	<p>Select the highest priorities arising out of the SMP and create an annual action plan.</p> <p>Report on the annual action plan each term to the board and staff and broader community.</p>
School vision	<p>Create greater ownership of the school vision statement.</p> <p>Create clear documentation that gives people across the community a stronger understanding of what the four pillars look like, sound like and feel like.</p>

## **Wycliffe Policies**

### **Enrolment Policy (complete)**

#### **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 children.

#### **Policy**

Wycliffe Christian School enrolls students from families desiring for their children 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 children. 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 children 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 children.

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.

### ***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:

- A child of a Member of the John Wycliffe Christian Education Association where that Member has children already enrolled at Wycliffe Christian School.
- Children of Members of the John Wycliffe Christian Education Association.
- A child from a family with children already enrolled at Wycliffe Christian School.
- A child of a member of staff.
- Transfer from another Christian school.
- Children from a Christian family with an active involvement in a Christian church or community.
- 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 NSW Education Standards Suthority (NESA) 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.

### **Welfare Policy (summary)**

*The complete welfare policy is available to staff online and parents are able to collect a copy from administration.*

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.

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.

Two questions fundamental to students thinking are:

- 'Am I loved? And
- Where are the acceptable boundaries of behaviour?'

So when considering management of student behaviour, whether in the classroom, the playground, during sporting and extra-curricular programs, teachers need to ask themselves:

- 'How will the student know they are loved?' and
- 'How do the school's structures, policies, programs etc. reflect Christ's love for students.'

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.

### **Bullying & Harassment Policy (summary)**

*The complete bullying and harassment policy is available to staff online and parents are able to collect a copy from administration.*

Wycliffe Christian School seeks to foster a positive, safe environment for students, staff and parents. The School will not tolerate bullying behaviour. Within the school community all students and staff should enjoy certain privileges. Along with those privileges come certain responsibilities.

#### **Privileges to be enjoyed: (students and staff)**

- 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.

#### **Responsibilities: (students and staff)**

- 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 Policy (summary)**

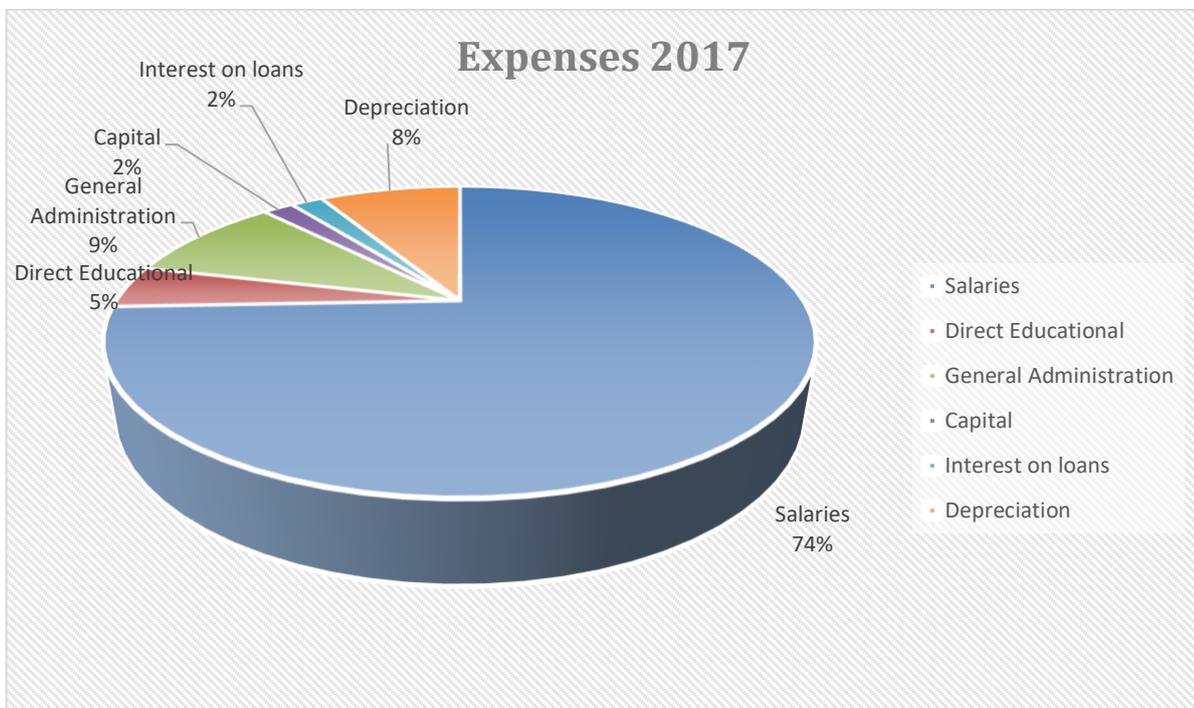
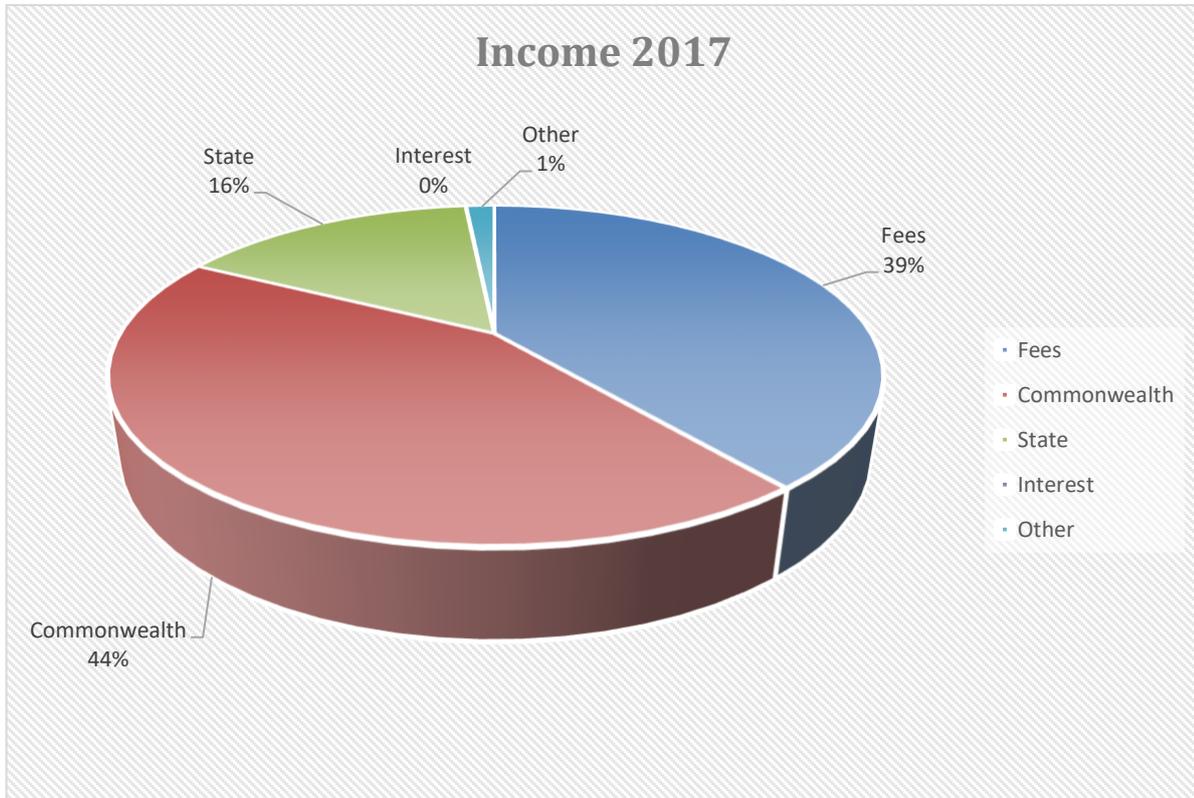
*The complete grievance policy is available to staff online and parents are able to collect a copy from administration.*

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.

Only refer the matter to Board (Principal) when the prior steps have been tried (Matthew 18:17)

## Wycliffe Financial Summary



*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)*