



# **Wycliffe Christian School**

## **Annual Report**

### **2018**



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## Our Story

### Overview and Context

Wycliffe Christian School enjoys a fine heritage in Christian education. Nestled amidst natural bushland in the Lower Blue Mountains the School provides a wonderful setting for Preschool to Year 12 education. In 2018 the School had 329 students enrolled from Kindergarten to Year 12, with 174 in the secondary school and 156 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 behaviour 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, finding their place and purpose in His world.



*Kindergarten and Year 6 Buddies*

## Message from the Board Chairman

2018 was a year of great blessing at Wycliffe. We welcomed our new Principal, David Johnston, and witnessed a wonderful renewal of community across the School. Our new Principal has led us with great passion, humility and commitment and has facilitated significant cultural change in a relatively short period of time. We are thankful to God for providing us with David who has effectively led the staff and empowered them to teach with commitment and genuine care for their students.

In Term 1 of 2018, we conducted a Community Health Audit to determine what the School was doing well and what areas needed improvement. The contributions from all areas of the School were invaluable and a number of key initiatives were introduced in response. The most important was a greater focus on communication with families, both from classroom teachers and also more broadly from the School. The publication of *Our Place*, in particular, has been an encouragement to many and a celebration of who we are as the Wycliffe community. It has greatly added to our school life. The Community Health Audit fed into our strategic planning process, which began with both the Board and senior staff mid last year and has now yielded our Strategic Plan.

We have also been greatly blessed with substantially higher Commonwealth funding for 2019 and beyond after the funding review conducted by the Department of Education in 2018, which required 95% of our families provide details of income to the Department. The fact that our school was able to achieve this goal is a testimony to the commitment of our school families. The higher funding meant we could reduce fees for 2019 and add an extra class for both Years 3/4 and 5/6.

We continue to work more closely with other local Christian schools to express a wider sense of community. The Board Chairs regularly meet together and each year the Boards meet together to share our experiences. And in 2019 we have established the Greater Blue network amongst the four local Christian schools which has commenced with an Education IT Hub across the four schools, led by Rhys Andrews.

We have also been able to celebrate strong academic results from our Year 12s, with many Band 5 and 6 results but even more importantly we were able to celebrate the achievements of all our Year 12s who bonded into a supportive and positive year group and worked hard to achieve great results. Wycliffe has also been recognised as one of only 60 schools across NSW to achieve 'substantially above average gain in literacy and numeracy' across different age groups in NAPLAN. It is a testament to our faithful and skilful teaching staff, and to our students who have been engaged with their learning.

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. And we are also thankful to all our families for the privilege of sharing the education of your children with us.

In Christ

Ian Fryer

*Board President*

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



*End of Year Celebration Evening*

## Message from the Principal

I am deeply thankful to our school community for the journey that we have travelled together during 2018. I have been overwhelmed by the generosity of the welcome that my family and I have been given and so thankful for the enormous privilege of joining with the beautiful students, staff and families that together are Wycliffe Christian School.

As I reflect back over the year and as I look at the narratives that have permeated our school there is so much to celebrate and be thankful for. The desire to know the wonder of our creator God active in our midst provides a rich central thread that weaves together our stories and gives voice to the heartbeat of our community. Throughout the year we have intentionally focused on giving thanks to God knowing that the rhythms and routines of life shape and orientate us. Being thankful is essential for keeping our foundation, and hope for the future secure in Jesus, who will not let us go.

As a learning community it is always exciting, and a privilege, to celebrate the growth and development that is occurring for our students. One of the ways that I have seen this outworked is through the number and variety of adjectives that have been connected with learning for our students in 2018. From words such as engaged, challenging, stretching, switched on, real, and deep, through to active, vibrant, connected, fun and fascinating. It is learning that is enabling our students to flourish, make the most of the talents they have been gifted with, and to become who they are called to be as the future of our society.

I have also been deeply encouraged by the reality of seeing our community in action. It has been beautiful to witness the way families have been mixing together and enjoying friendship and belonging at our student showcases, working bees, information evenings, movie night and end of year celebration events. Likewise seeing people drawn together to offer real and precious support for each other during times of challenge.

Another constant during 2018 has been the heartbeat of service that I have seen in action in our students. Our Year 6 students have done an excellent job of looking after their Kindergarten buddies forming important points of connection and belonging. Similarly our Senior School student leadership team and House captains have given time and time again in supporting fundraising events and quietly looking out for the needs of other students. I am looking forward to this being extended as we reach out into our local community, then nationally and internationally through renewed mission and service opportunities and trips in 2019.

A final dynamic that I am thankful for is the way that God has provided for us in so many significant ways. We have been blessed with a host of volunteers across the school this year who have given generously of their time and energy to enrich our culture and our students' learning environment. This has been greatly appreciated by me and the staff. We have also been immensely blessed by the favourable outcome of our SES review and this will provide benefit for our existing families while also making our school more accessible for new families to partner with us.

As you read through the rest of this report that reflects and celebrates the year that we have been blessed with, it is my hope that you will also join with me in anticipation of looking forward to see what God does in our midst in 2019.

David Johnston  
**Principal**





### Messages from Parents – Erica Rawlinson

I have lived in the Blue Mountains all my life and have known of Wycliffe Christian School for as long as I can remember. I was constantly asking my parents to let me attend.

So, when my daughter turned 2, I eagerly booked an appointment to ensure her enrolment in Wycliffe Preschool, so that she could then continue onto the Primary school.

I now have a daughter in Year 1 at Wycliffe and a son who attends the Preschool.

I did not, personally, know anyone at Wycliffe when my daughter started. However, this quickly changed as the teachers, admin. staff and fellow parents made our family feel so welcome right from the beginning.

Walking into the preschool at 'drop-off' time, you can see the exceptional love and care that goes into each and every day. The smiles on the teachers' faces, the warm and caring gestures to ensure the children are feeling comfortable that morning. It is a special time. Wycliffe Preschool is special place and we feel truly blessed to be part of this community.

Once my daughter began Primary School, I got to see first-hand the integrity and commitment the teachers have. Our teachers are always approachable and really do go above and beyond for the children in their care, in countless ways.

Personally, I have had to draw on both the preschool and Primary School teachers for help and guidance with my children, on occasions. Each time, our children's teachers have shown such care and determination to help. There is always the feeling that we are all working together, to achieve the same goals.



*Celebrating 10 Years of Preschool at Wycliffe*



*Grandparents Day*

The Community Events that Wycliffe puts on for families, e.g. Cinema Night, Mother's and Father's Day Breakfasts, Celebration Evenings, Information evenings, etc., not only strengthen the bonds between parents, teachers and staff, but they also highlight to all the sense of love and care that we feel so tangibly at Wycliffe. These are wonderful events for our community.

Notably, also, is the dedication and time that both staff and parent helpers put into these events.



*Junior School Forensic Science Incursion*

One of my husband's favourite events on the school calendar each term is the Community Working Bee. As a father who works long hours, these Saturdays help him stay connected to the community, while also giving back at the same time.

The school facilities are another amazing feature of Wycliffe. There are many local businesses that utilise our Hall for various concerts and activities. Our facilities are quite impressive!

I am very thankful, as a parent, that my children are lucky enough to attend Wycliffe and all it has to offer both educationally and spiritually. I can't imagine them growing and learning anywhere else.

### Messages from Parents – Tam Nicholls

As a parent of current Year 10, 8, 4 and 1 students, I would like to share some of the highlights of 2018.

The Year 9 Encounter program had the most significant impact on our family this year. I remember sitting in an information Evening for Year 9, thinking there is going to be a big change in our son's maturity between now and the end of Year 9. I am blown away with just how much influence this program has had not just on my son but on the whole year group. The program had several day trips and weekly sessions focussing on goal setting, personal reflection and life skills. The first one was a lengthy bushwalk to Pulpit Rock, giving the students time to reflect on who they were and what they wanted to achieve for the year. By the end of the year these personal goals had been transferred to acts of service, looking outwardly to others at school and the wider community. The way the students spoke with respect to peers and school staff had changed significantly. This program and the staff who delivered it are to be commended, when often Year 9 is thought as a troubled year in schooling.



*Year 9 & 10 Camp*



*RFS Cadet Program*

Another relatively new initiative Wycliffe has undertaken is a partnership with the NSW Rural Fire Service. Year 9 students undertake a series of training sessions, giving them a taste of volunteering in the community. The remainder of the students were involved in other community initiatives, ensuring all students could experience serving in the wider community.

Our daughter began her high schooling with a casual get together at a local picnic ground, encouraging new students and parents to meet prior to the school year starting in a less stressful and more relaxed atmosphere.

Thanks to the transition sessions held by the teachers during Year 6 our daughter started confident and familiar with her surrounds. The camp to Chowder Bay was a particular highlight for our daughter, strengthening old friendships and starting new ones in amongst the camp activities.



There were many examples of nurturing student's gifts and interests throughout the year. One of these was the ANZAC ceremony. Students that had a special interest in war history were given the task of leading the school's ANZAC service. The service gave honour to our service men and women, all students were given an individual commemorative plaque to place near the flag poles. The service was well planned and lead by these students.

The students in Year 12 were very inspiring to those in younger years. This was a year group who supported each other well and seemed to have clear goals for their lives beyond HSC. The teaching staff had worked on their skillset and gifts and nurtured these, enabling a diverse group of students to shine as they headed to apprenticeships, TAFE, university, or full-time employment. The school community were genuinely proud of each student.



*Remembrance crosses*

The school year came to an end with a community celebration evening. Set on the small oval surrounded by bushland we saw Dave Johnston's school goal of bringing the school community together building the relationships between families and staff amplified and beating with life.

Students across the year groups and their families played games, shared a meal together and celebrated with outstanding performances. The event concluded a great year and resonated in our minds well into to the summer break.



*End of Year celebration*

## 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 enhances 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.



*Kindergarten in the Bush Classroom*



### Qualifications and Cultural Background

In 2018 the School had 36 (29.2 full time equivalent) teaching staff (including the Principal and Deputy Principal), and 18 (11.1 full time equivalent) support 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.

14% of teaching staff are working towards

Accreditation and 86% of staff are maintaining their accreditation status.

## Professional Learning

During 2018 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
- Award Leader Training – Duke of Edinburgh
- First Aid Training
- CEN Conference
- English Teachers Association Conference
- Society and Culture Day
- Navigating and using NAPLAN and RAP
- New HSC Syllabus Content Standard and Advanced Mathematics
- Pedagogy in Practice: Maintenance of Accreditation
- Pedagogy in Practice: Work Hoarse Voice Care
- PIP: Behaviour Management - Upholding the right
- Science Teachers' Workshop - Chemistry
- UNSW Mathematics Teachers Professional Development Day
- VADEA Inspire Metro - Photographic and Digital Media
- VADEA Indulge Metro - Photographic and Digital Media
- HSC Marker Training
- National Art School Art Matters Workshop
- NESA Creative Arts K-6 Draft Directions for Syllabus Development
- CONASTA
- STANSW - Young Scientist Awards judging training & judging
- Early Year Literacy Project Modules 1-8
- Biblical norms for Educational Purpose
- Making Data your Professional Friend
- The Bible in the Belly of the School Conference
- School Chaplaincy - What they Do and Don't do
- Using the Mandatory Reporting Guide
- Engineering Studies Teacher Development Session - Breaking Systems
- Engineering Studies Teacher Development Session - Biomedical Engineering





## 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, 57% 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 2018 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.
- Light it REaD for Dyslexia awareness day.



*Light it read for Dyslexia Awareness Day*



*ANZAC March in Springwood*



### **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	93%	88%	91%	91%	89%	93%	92%	91%	91%	90%	88%	93%	91%

On average, approximately 91% of students attended school each day in 2018. This was slightly above attendance rates in the previous academic year.

Non-attendance at school is managed by an electronic attendance roll, 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 2018. 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 Enhancement Team 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>439.6</b>	<b>376.5</b>	<b>421.8</b>	<b>448.9</b>	<b>429.7</b>
	State	437.7	414.3	426.5	437.7	413.6
Year 5	<b>Wycliffe</b>	<b>527.2</b>	<b>479.3</b>	<b>516.2</b>	<b>508.1</b>	<b>511.9</b>
	State	511.4	470.3	508.5	509.2	499.8
Year 7	<b>Wycliffe</b>	<b>556.6</b>	<b>515.2</b>	<b>532.2</b>	<b>551.8</b>	<b>554.3</b>
	State	544.9	511.8	551.9	549.5	554.5
Year 9	<b>Wycliffe</b>	<b>620.9</b>	<b>577.6</b>	<b>591.3</b>	<b>600.0</b>	<b>626.3</b>
	State	589.4	550.7	590.1	585.6	603.5

*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 2018 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 2017, 70% continued into Year 11 for 2018. Of the number of students completing Year 10 at the school in 2016, 65% completed their HSC in 2018.

### HSC Data

Wycliffe Christian School achieved pleasing HSC performances in 2018.

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	2018	4	100	63	0	36
	2017	14	79	61	21	39
Biology	2018	8	50	70	50	30
	2017	9	67	68	33	32
Business Studies	2018	10	50	64	50	34
	2017	19	74	65	26	35
Chemistry	2018	7	57	70	43	30
	2017	10	60	71	40	29
Community & Family Stud.	2018	7	43	62	57	37
	2017	7	100	67	0	33
Design & Technology	2018	9	100	83	0	16
Drama	2018	5	80	82	20	18
	2017	10	100	84	0	16
Engineering Studies	2018	4	100	71	0	28
English (Standard)	2018	11	0	50	100	49
	2017	14	57	55	43	45
English (Advanced)	2018	24	58	90	42	9
	2017	31	71	92	29	8
	2018	19	53	53	47	46

Subject	Year	No. of Students	Bands 4-6		Bands 1-3	
			School %	State-wide %	School %	State-wide %
Mathematics (General)	2017	29	76	50	24	50
Mathematics	2018	9	100	78	0	22
	2017	9	67	75	33	25
Modern History	2018	5	80	71	20	28
	2017	3	100	71	0	29
Music 1	2018	3	100	90	0	10
	2017	9	100	89	0	11
Music 2	2018	2	100	100	0	0
PD/H/PE	2018	15	20	61	80	38
	2017	6	83	60	17	40
Physics	2018	6	67	65	33	35
	2017	7	29	67	71	33
Society & Culture	2018	6	50	78	50	22
	2017	7	43	79	57	21
Visual Arts	2018	9	56	92	44	8
	2017	5	100	90	0	10
Spanish Beginners	2018	4	100	76	0	24
	2017	3	67	79	33	21
Construction (VET)	2018	5	100	49	0	21
	2017	8	100	45	0	55

*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	2018	4	100	95	0	4
	2017	8	100	93	0	7
English Extension 2	2018	3	100	7	0	28
	2017	4	0	77	100	23
Mathematics Extension 1	2018	4	100	80	0	20
	2017	2	50	82	50	18
Mathematics Extension 2	2018	2	50	85	50	14

**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.



## **Year 12 2018**

100% of students in Year 12 in 2018 gained their Higher School Certificate. 9% of students in Year 12 in 2018 were undertaking VET courses of study.

## **Post School Destinations**

Based on information provided when students left the School, 50% entered University, 35% of students took a GAP year, 10% entered directly into the workforce and 1 student entered an apprenticeship/TAFE course.



*Year 12 - Class of 2018*

## **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 the 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 2018 on their excellent results. Our students have performed very well with 40% of the students achieving in Band 5 and Band 6. In total, there are 12 Band 6s and 31 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!

Significantly each of our students have been able to successfully step into the pathways that they are wanting pursue as they conclude schooling journey with us.

Congratulations especially to the students listed below who are Distinguished Achievers, receiving 90% or above in specific subjects.

- Curtis Badman, Distinguished Achiever in Design & Technology
- Eli Bamber, Distinguished Achiever in Mathematics
- Josiah Hill, Distinguished Achiever in Ancient History
- Josiah Hill, Distinguished Achiever in Ext 2 English
- Erin Johnson, Distinguished Achiever in Ancient History
- Erin Johnson, Distinguished Achiever in Design & Technology
- Nicholas Kuipers, Distinguished Achiever in Mathematics
- Charlotte McLellnd, Distinguished Achiever in Mathematics General 2
- David Padgett, Distinguished Achiever in Ancient History
- Joshua Pilt, Distinguished Achiever in Mathematics General 2
- Joshua Pilt, Distinguished Achiever in Entertainment Industry
- Samuel Porrit, Distinguished Achiever in Mathematics Extension 2

We are so pleased to have been a part of the foundation for the future of all our 2018 Year 12 students Thank you also to the passionate, experienced teaching staff who have supported them in achieving these results.



*Year 12 Graduation*



### Creative Arts

2018 was a year full of opportunities for students to explore and develop their gifts and talents in Creative and Performing Arts at Wycliffe.

Our Year 9, 10 and 11 Drama students enjoyed the experience of being a part of the Annual Youth Theatre Festival. The 2018 Festival was entitled 'Flannofest' and gave students an opportunity to perform at the Q Theatre at the Joan Sutherland Performing Arts Centre. In the second half

of 2018 our Year 9 and 10 Elective Drama students prepared and presented a drama production of the Australian Play 'Forget me not' by Tom Holloway. The play explored the experience of a child being brought to Australia as part of the 1950s Child Migrant Scheme. Students gave a stunning performance which at times moved audiences to tears.

Our Stage 5 (Years 9 & 10) Elective classes in Music and Visual Arts gave students the chance to enjoy a number of units of study in Creative Arts. Our Semester 2 Music elective 'Studio 1' gave students the opportunity to explore the growing trend of electronic music. Students were able to create and perform live electronic music on the latest technology, the Launchpad, a touchpad digital instrument.



The Visual Art electives in 2018 covered Printmaking- looking at various printmaking techniques, Public Art - exploring many types of art in the public arena, murals, mosaics, chalk and spray art, permanent and temporary, and From Mountains to the Sea - looking at Australian Landscapes.



*Choir Christmas Tour*

Our music ensembles and choirs had many opportunities to perform throughout the year both at school based events and events in the wider community. Our Concert Band participated in the Hawkesbury Eisteddfod and received a Highly Commended for their performance. Our Junior School KidSing Choir and Senior Choir participated in the Penrith and Hawkesbury Eisteddfods. The Senior Choir were awarded second place in both Eisteddfods. KidSing received Highly Commended for Penrith and second place for Hawkesbury Eisteddfods. The Choirs also undertook their annual Christmas Tour, travelling to Myer in Penrith and a number of local nursing homes to sing carols.



Our Annual CAPA Night was again a wonderful opportunity for Music, Drama and Visual Arts students to showcase their talents, display artworks and perform pieces they have been working on, for our School Community.

We are thankful for the gifts and talents our students have been given in Creative and Performing Arts and are always excited to see the works and performances they produce.





## STEM

STEM education is a term used to refer collectively to the teaching of the disciplines within its umbrella – Science, Technology, Engineering and Mathematics – and also to a cross-disciplinary approach to teaching that increases student interest in STEM-related fields and improves students' problem solving and critical analysis skills.

At Wycliffe Christian School we have identified that we want our students to acquire core subject knowledge as well as the skills of collaboration, critical thinking, creativity and problem solving. STEM education can play a pivotal role in achieving this.

In 2017, the STEM Coordinator, Mr Neil Marshall, and ICT Manager, Mr Rhys Andrews set up extension programs on two lunchtimes each week. These students developed and presented their work at the DigiSTEM Conference. Additionally, an extension program in Virtual Reality (VR) was undertaken each Friday lunchtime.



In 2018, the Year 8 STEM course program was expanded to include Year 7 in 7/8 class groups. The STEM units were taught by Mr Marshall. These followed the cross-disciplinary approach and investigated real-world issues or problems and addressed learning outcomes from Science, Technology and Mathematics.

Students in the Junior school were introduced to the world of robotics by Mr Cayzer. The students used LEGO MINDSTORMS EV3 kits to explore and create working models of solutions to real-world scenarios.



## Sport

We are very thankful for the sporting talents and abilities that God has blessed our students with. 2018 again saw many opportunities for our students to develop these gifts and to use them to represent our school.

Each week throughout 2018 a number of extra-curricular sports training opportunities were available to students including:

- High intensity Interval Training
- Sprint training
- Volleyball training and Social Volleyball Tournament
- Specialised team sport training for Primary and Secondary Sports team



*Sprint Training Group*

Our school swimming and athletics carnivals and K-2 sports day were again a wonderful opportunity for students of all abilities to participate in races and activities earning points for their house teams. These days are always enjoyable and a joy to see how students encourage and support each other throughout the day. From these carnivals our Zone teams were formed with each team representing Wycliffe and showing great sportsmanship. Following on from the Zone events, a number of students went on to represent the Nepean Zone at State Carnivals.

Students also had many opportunities to represent the school in Gala Days in a number of different sports across the year as well as in zone and state level competitions and trails for CSSA and CIS team sports.

Some sporting highlights for 2018 include:

Primary:

- Winning the Winmalee Plate - the first time Wycliffe has won this event. This included winning the 3/4 and 5/6 divisions of the Netball Competition on the day.
- A notable performance at the Summer Games amongst the State Schools from the local area.
- One of our students chosen as a NSW CIS Competitor for Softball
- Students representing CSSA at the NSW CIS carnivals in Cross Country and Athletics



Secondary:

- Winning a NSW All schools mixed team event in Mountain Bike Riding
- A student being a NSW All Schools Competitor representing CIS in Athletics
- Students representing CSSA at the NSW CIS carnivals in Football (soccer), Cross Country and Athletics
- Winning the Zone Christian School Basketball and Netball competitions.
- Winning the NSW Volleyball championship and coming runner up at the CSSA Mixed Volleyball Gala Day.







*CSSA Triathlon - Bike Leg*

We continue to be thankful for the many members of our School Community who give their time helping students develop their skills and have opportunities to take part in sporting activities - including parents, grandparents, teachers and other community members. We are also thankful for the high level of participation from our students and their willingness to give their best and encourage others to do the same.

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.



*U16 Boys Rugby League 7's  
praying before their first rep game*



*Year 2 - Tennis Coaching*



*Open Boys Volleyball*

## Wycliffe Planning

### Evaluating 2018

Area	Priorities	Completion
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>	<p>Some progress was made in each of the priorities for teaching and learning.</p> <p>Staff completed several PD development options that addressed both differentiation and keeping the learning spaces fresh.</p> <p>The review of biblical studies across K-12 has been moved into the priorities for 2019.</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>	<p>The process of welcoming new staff into the school worked well in 2018 for the two new staff members who commenced at Wycliffe. There is still a need to further formalise these dynamics.</p> <p>The enrolment officer has made great progress with supporting the arrival and settling in of new students and families.</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>	<p>During 2018 we made significant steps in revitalising staff feeling trusted and valued.</p> <p>A communication survey of the whole community was conducted in Term 1. This was followed by a proactive response that has seen communication significantly strengthened.</p>



Area	Priorities	Completion
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>	<p>Substantial steps for both priorities were taken in 2018.</p> <p>Our Year 11 Camp has continued to provide rich service opportunities and we are actively seeking additional mission and service options for future years.</p> <p>There has been an increased interest in finding additional community partners. We are looking forward to this bearing fruit into 2019.</p>
Facilities & Finance	<p>Develop a three year financial plan</p> <p>Strengthen financial management practices within the school.</p>	<p>We successfully established a rolling 10 year financial master plan spreadsheet.</p> <p>A thorough review of financial management practices took place in the second half of the year.</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>	<p>By the end of 2018 we have created a draft 3 year Strategic Management Plan that will be completed during 2019.</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>	<p>Reporting to the Board on the draft SMP and associated priorities has been a successful component of 2018.</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>	<p>There has been a renewed interest in the mission and vision statement of the school which was consistently presented at an increased number of information evenings and at both community wide consultation events.</p> <p>New communication strategies were also successfully implemented during the year that have also invited partnership with families around the four pillars.</p>

## Priorities for 2019

The following priorities have been established within the new Strategic Management Plan. While this is still in an editing phase the associated directions and strategies will inform school priorities during 2019.

<b>Priority One: To be a Christ-centred learning community that is intentionally committed to effective and innovative teaching and learning</b>	
<b>Strategic Direction</b>	<b>Major Strategies</b>
Intentionally seek to stay “mission true” across teaching and learning.	<p>Continue to tell God’s story in our community and celebrate His goodness towards us.</p> <p>Evaluate current practice in Biblical studies across K-12. Source and customise a program for use at Wycliffe</p> <p>Continue to implement strategies that ensure technology is used as a blessing for individuals and the community.</p>
Strengthen and support learning success for all students.	<p>Use current research to strengthen approaches to pedagogy and identify learning improvement strategies for individual students and whole cohorts.</p> <p>Develop a Graduate Profile</p> <p>Promote and build multiple learning options in senior school with vocational and academic focus.</p> <p>Develop practices and stories that celebrate the uniqueness of each student in a genuine way.</p>
Invest in the encouragement and professional development of staff.	<p>Develop a systematic approach to professional development and staff appraisal.</p> <p>Create and review role descriptions for staff leadership roles.</p> <p>Encourage and support staff to complete Post Graduate studies with CEN and engagement with Biennial CEN State Conference.</p>
Develop a Teaching and Learning Plan consistent with the vision and mission of the school providing continuity from K-12.	<p>Develop a Plan that encourages and equips teachers to provide a varied and fresh teaching approach including:</p> <ul style="list-style-type: none"> <li>• Emphasis on teaching from a Christian perspective</li> <li>• Emphasis on implementation of differentiated learning opportunities for all students.</li> <li>• Effective use of technology to support approaches to learning</li> <li>• Improving the student learning culture.</li> </ul>

<b>Priority Two: To be a community of redemptive and restorative relationships which promote learning and the flourishing of families, students and staff</b>	
<b>Strategic Direction</b>	<b>Major Strategies</b>
Actively seek to develop practices that more intentionally support the mission and vision.	<p>Review current knowledge of and commitment to the school mission and vision amongst staff, students and families.</p> <p>Identify responses that can strengthen engagement with mission and vision.</p>
Build understanding of purpose and identity found in Jesus.	<p>Develop programs and practice that nurture a sense of purpose and identity for the students of the school.</p> <p>Develop a document for the school community that articulates how the school's identity, vision and mission are expressed in the everyday activities of the school.</p>
Intentionally encourage all members of the school to live out a culture that is Christ honouring.	<p>Intentionally live and express the culture of our school in a coordinated way through growth groups, devotions, assemblies etc.</p> <p>Prepare structured material for growth groups on culture, identity, community.</p> <p>Research possible programs for implementation including 'PeaceWiseKids'</p> <p>Develop and implement a new Behaviour and Discipline policy that reflects the culture of our school.</p>
Create distinct connection and support options for families and staff.	<p>Develop a program of ongoing training for staff to be able to identify and support members of the school community with spiritual, mental, social or physical needs.</p> <p>Formalise an induction process for new staff, families and students to ensure successful integration into school life.</p> <p>Establish structures to build opportunities for connections between families.</p>

<b>Priority Three: To provide opportunities for all members of our school community to generously serve each other, our neighbours, and the wider world</b>	
<b>Strategic Direction</b>	<b>Major Strategies</b>
Develop a 'mission and service focused' culture based on an understanding of 'life-long discipleship'.	<p>Create programs for the community to serve within the school, local area, nationally and internationally.</p> <p>Develop a plan for a K-12 Service learning/discipleship program.</p> <p>Renew and strengthen sister school relationships</p> <p>Actively link with local churches and visiting mission groups</p>
Encourage student growth through participation in service opportunities.	<p>Review and document current service opportunities within the school</p> <p>Increase genuine leadership options.</p> <p>Reinstate the Duke of Edinburgh Scheme</p>
Strengthen the involvement of families in school activities.	<p>Encourage and provide greater support for family members to volunteer and contribute to enriching learning across the school.</p> <p>Actively seek renewal of Association membership and activities.</p> <p>Invite family participation in mission and service trips.</p>
Support staff to be involved in mission and service activities.	<p>Create dynamics that will support and enable staff participation in, and leading of, mission and service activities and trips.</p> <p>Facilitate staff serving through preferred activities in both teaching and extra-curricular domains.</p>

<b>Priority Four: To engage in effective stewardship of our God-given resources to support the building of community-enriching partnerships and ongoing school development</b>	
<b>Strategic Direction</b>	<b>Major Strategies</b>
Implement sustainable resource management.	<p>Further develop and maintain a rolling 5-year financial plan.</p> <p>Develop a site and facilities master plan.</p> <p>Develop a plan to maintain and meet future technology infrastructure requirements.</p> <p>Strengthen additional income streams.</p>
Position the school to be affordable for all families.	<p>Carry out an annual review of school fee levels.</p> <p>Ongoing transparency and management of fee relief options.</p>
Identify, and implement, initiatives for school development and growth.	<p>Strengthen &amp; reframe approaches to communication throughout the school community including Our Place, School Talk, Sentral, Class Dojo, Parent Teacher Interviews.</p> <p>Develop strategies to grow enrolments.</p> <p>Explore establishment of Wycliffe Hope School.</p> <p>Create an Alumni group.</p> <p>Develop marketing and promotion strategies.</p>
Create partnerships that bless our school and the local community.	<p>Strengthen relationship with Nepean Christian School, Kuyper Christian School and Mountains Christian College including Greater Blue, shared professional learning and shared board training.</p> <p>Explore options for local community use of facilities: Local Churches; Community Garden / Kitchen; Men's Shed; Allied Health Services; University Research Links; Local businesses.</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 with 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
  - 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 is 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 (e.g. 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 Authority (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 the School Office.*

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 the School Office.*

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 experience 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)**

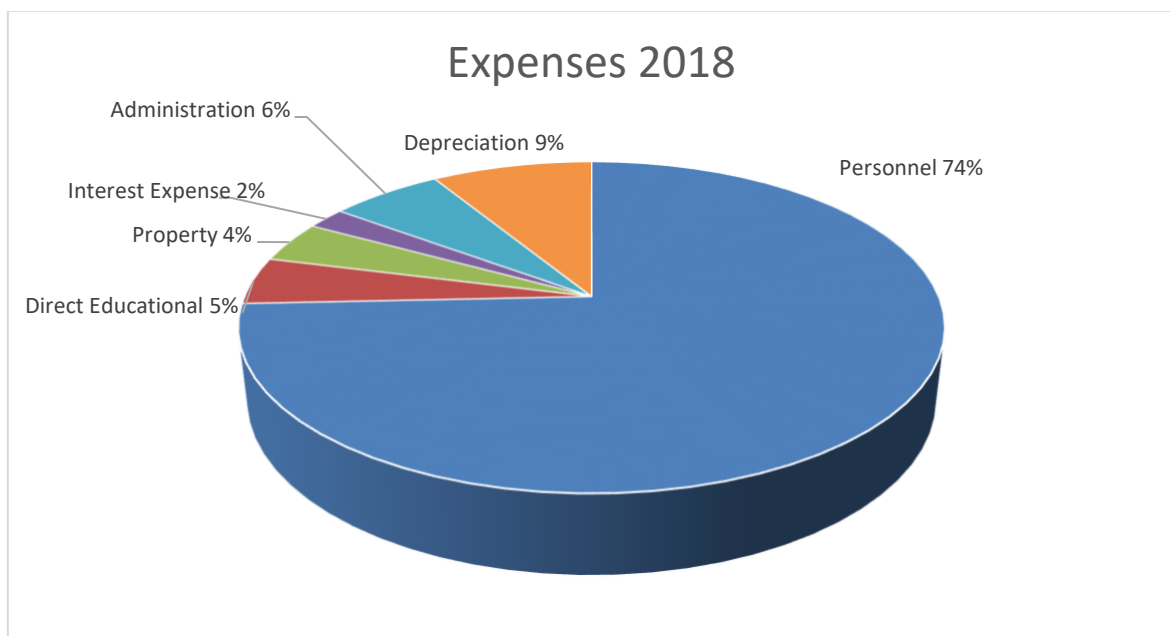
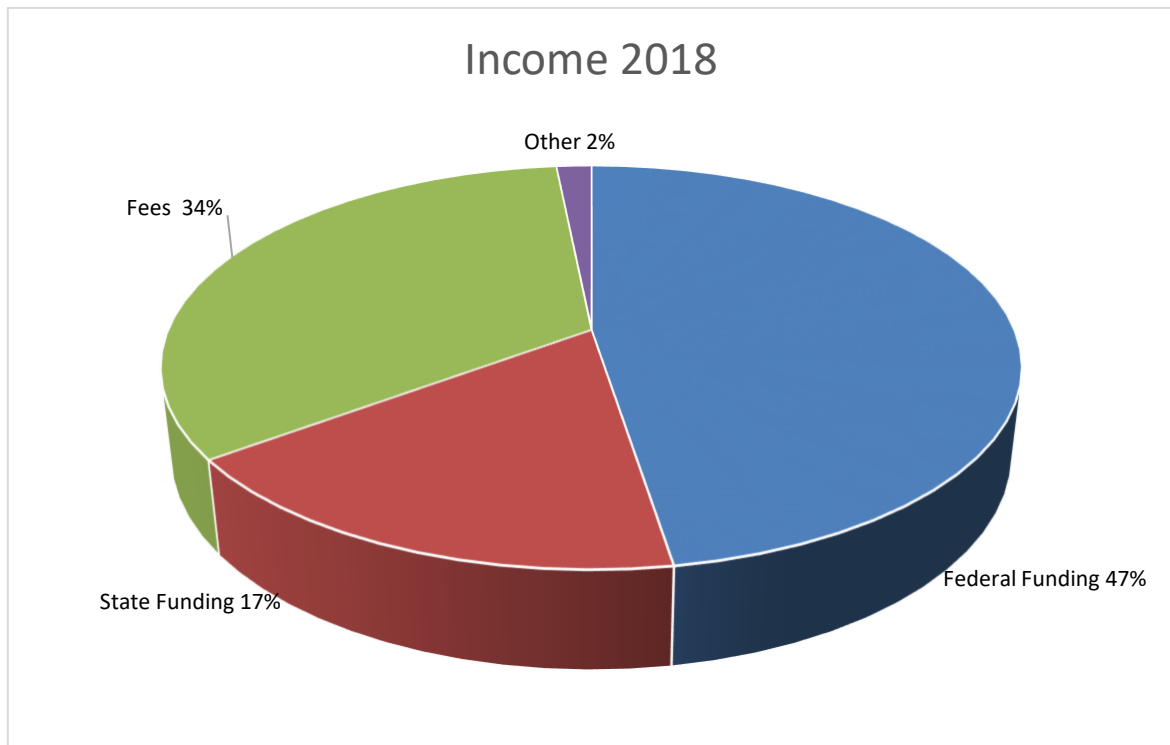
*The complete grievance policy is available to staff online and parents are able to collect a copy from the School Office.*

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)*