



Wycliffe Christian School
Annual Report
2019



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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 2019 the School had 328 students enrolled from Kindergarten to Year 12, with 160 in the secondary school and 168 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.



End of Year Celebration Evening

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.

Message from the Board Chairman



2019 was a year of consolidating renewed culture and practice at Wycliffe. It was our second year with Principal, David Johnston, who has led our teaching and support staff so effectively. Mr Johnston's partnership with Vicki Williams, our Assistant Principal, and the leadership team has been an important part of the development of positive practices all throughout the school. We are thankful to God for providing us with passionate staff who are willing to give so much of themselves for our students. We continue to celebrate our school community through the publication of *Our Place*, our quarterly

magazine, to showcase some of what it means to be part of the Wycliffe community. It is wonderful to see the many rich stories that reflect a community full of life and full of learning.

We are thankful to God for the commencement of substantially higher Commonwealth funding in 2019 after the Department of Education review in 2018. The higher funding better reflects the capacity of our community to pay school fees and it enabled us to significantly reduce fees for 2019 and beyond. It also enabled us to add an extra class for both Years 3/4 and 5/6. This turned out to be an important initiative as we were able to welcome additional students into these year groups during the year. We are committed to being a Christian school that is affordable for our local community.

In 2019 we had the privilege of watching our Preschool grow with more children join it across the year. We have thoroughly enjoyed welcoming new families into our school community through the preschool. We greatly appreciate Julie Taylor and her team for the wonderful work they have been doing in this all-important phase of learning. Due to the increasing demand, we will be investigating having a new purpose designed facility for Preschool during the coming year.

A wonderful addition to school life in 2019 was the construction of our Agriculture learning space which is used to teach Stage 6 Agriculture and a range of classes for other stages. It includes a high-class shed with chickens, aquaponics to produce a range of vegetables and beehives for honey production. It is a great privilege to be able to present an 'on farm' experience at Wycliffe.



In 2019 we reintroduced our Open Day. This was a wonderful time for the school community to celebrate who we are and to invite other families to join us. It was a wonderfully natural way for us to share what happens at Wycliffe across the full range of education, sport and community activities that happen at the school. It seemed that all those who attended from the Wycliffe community left the day very glad to part of our community and many visitors left thinking this could be a great place for their children to learn.

In September 2019, our school Association made the important decision to apply to the NSW Education Standards Authority (NESA) to commence the Wycliffe Hope School in 2021. The Wycliffe Hope School will provide education for students with mild to moderate intellectual delay or who have an Autism Spectrum Disorder. It will be strongly integrated into the life of the Wycliffe community under the narrative of ‘two schools – one learning community’



In 2019 we recommenced our relationship with Taufā’ahau Pilolevu College in Tonga. A group of 15 students and 3 teaching staff travelled to the Ha’apai island group in Tonga and shared life with the Tongan school community for a week. The hospitality of the local community in Tonga was truly humbling. This was not just a surface level experience of another culture but rather an immersion into a rich culture that has much to teach us. Based on the reflections of the students, it was a profound experience that has challenged how they understand themselves and how they understand their place in community. In December we welcomed the Taufā’ahau Pilolevu College band to our school which was a similarly rich time. Band members stayed in the homes of our school families and there were times of rich fellowship. A highlight was the band’s involvement in our 2019 Celebration Evening which involved much music and dancing.

We continue to work more closely with other local Christian schools to express a wider sense of community. In 2019 we 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 are looking at further ways we can partner together to do high quality Christian education even better.

And once again we are thankful to God for our wonderful 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

abilities. We started to collect some of our Alumni stories and time and time again they have reflected the truth of God calling His people to be His faithful presence in all realms of daily life. I have then loved speaking with our students, both those graduating in 2019 and those still in the midst of the journey, and seeing them seek to orientate their futures in line with God’s plans. It is truly a joy to honour and celebrate each of our students as they successfully step into the future with hope and confidence.

As you read through the rest of this report that reflects 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 2020.

David Johnston

Principal



Principals Tevita Nau from Taufa’ahau Pilolevu College and Dave Johnston

Messages from Parents – Robert & Christine Coleman

Our family:

Our two daughters were in Stage 2 and Stage 3 in 2019. Both girls have issues with social functioning and some learning challenges. They are both bright and capable of doing well.

Our Experience:

The Younger

She entered 2019 doing well in her school work but very reticent to contribute in class. This was especially seen in her inability to speak in front of the class. Her class teacher enacted a plan over the year with graduated exposure to have her not only reading a speech but ad-libbing in front of the class by the end of the year. The approach consisted of her first speaking very quietly to him during quiet work times instead of presenting to the class. She was then able to present very short items gradually increasing to significant pieces of work. She was able to work from notes, and then finally she was able to ad-lib when her notes ran out before time. This is an example of the careful approach to education we have found at the school. While accommodations were made for her, it was not at the expense of her learning. Her placement in class amongst her peers has also been done with great care.



The school approach to dealing with disorders and disabilities is to train all the staff in various techniques that allow the children to flourish. Although there is an excellent Learning Enrichment team who provide support, all teachers are equipped, enabled and encouraged to deal with individual difference in a way that enhances learning outcomes for every child.

The culture of students taking responsibility for their own learning has had a significant impact on their education. The culture of being responsible to do your best, and care for others in the class and school



has increased her sense of citizenship and place within the school and her world.

The extra-curricular activities also build confidence. Our shy child sang with the choir at various venues including nursing homes and a shopping centre by the end of the year.

The Elder

We saw significant growth in the Elder's literacy and mathematical ability. An example of adaptation for her was when low working memory had caused issues in grasping new concepts in mathematics. The response of the teachers was a great deal of repetition of basic concepts and problems so that she could handle these automatically. Once this was done she was able to move on to more difficult concepts because she was not having to use her working memory to do the basic tasks involved in



the more complicated concept. Where she struggled to organise herself scaffolding was provided so she could do the tasks.

On camp a Learning Support Officer was sent to support her and a few others which allowed her to withdraw when the situations became too stressful. They also adapted activities such as finding a tricycle she felt more confident on so that she could participate more fully. This is vital for her development as the more time she can spend socially with people the more she learns to communicate with them.



In difficult playground situations we were impressed with the school's multi-disciplinary approach involving our psychologist, chaplaincy, and Learning Enrichment as well as the classroom teachers and executive. All students, not just our daughter, were supported. It wasn't easy at times but the school tried to bring about a long term solutions to help healthier and more respectful interactions across the whole cohort.

The buddy system with Kindergarten Children mentored by a Year 6 allowed her to learn responsibility and care for others. It culminated in her advocating for her buddy in the playground and calling a teacher when her buddy was hurt. (It was a minor injury.) We saw her grow in her leadership and problem solving through this program. Both parties are still excited to see each other a year later.

Our experience of 2019 at Wycliffe Christian School was positive for our girls educationally, socially, and adaptively. Their Christian focus is not simply a focus on teaching Bible but loving and accepting children while seeking to help them find their place and purpose and be their best. Our girls flourished.

Warm regards,

Robert and Christine Coleman



Messages from Parents – Michelle & David Gardner



Stage 5 Camp

We as a family are truly thankful for the year of 2019 at Wycliffe Christian School. We have twin boys in year 10 who attend Wycliffe Christian School Warrimoo whom have vastly different interests and needs. Wycliffe has been able to cater for both those areas of interest and in fact was one of the reasons we choose the school in the first place. It gave them the best opportunity to grow in their individual areas of interest and have the best educational experience.

As we assessed their choices for year 11 various different avenues were considered so they both could follow their individual vocations. The school was willing to try different and various ideas so the best cater for their individual education needs.

The school as a whole are very supportive and all their educational needs along with their spiritual and emotional needs.

The school communicates with us on various forms, whether it be written, electronic or telephone and very approachable when the need arises, and has been effective. The use of the google classroom giving a summary of what they have been learning along with assessments and homework that are due has been helpful in both knowing what is happening at school and opens up conversation around school at home.



Stage 5 PARTY Program at Liverpool Hospital

An absolute highlight of 2019 was the opportunity for the boys to visit Tonga and then in return host some students from Tonga. I cannot even begin to express the impact that it had on them both individually and on us as a family. It challenged them and gave them an appreciation for the many blessings we experience

here in Australia. As well as learning a new language, culture and overcoming obstacles and challenges. The staff that accompanied them on their journey were absolutely amazing, supporting them emotionally.

I would like to thank the staff for their ongoing support of my boys in their educational journey.

Yours faithfully

Michelle & David Gardner



Tonga Team



Year 10 - Aspire Program - Visit to Liverpool Hospital



Tonga Culture and Faith Exchange

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.



Qualifications and Cultural Background

In 2019 the School had 36 (29.1 full time equivalent) teaching staff (including the Principal and Assistant Principal), and 17 (10 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 2019 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
- First Aid Training
- CEN Conference
- English Teachers Association Conference
- Navigating and using NAPLAN and RAP
- HSC Marker Training
- Pedagogy in Practice: Maintenance of Accreditation
- Pedagogy in Practice: Work Hoarse Voice Care
- Using the Mandatory Reporting Guide
- Engineering Studies Teacher Development Sessions - Breaking Systems
- Engineering Studies Teacher Development Sessions - Biomedical Engineering
- NESAs Spanish Syllabus Development
- Change Strategies and Management
- School Improvement Strategies
- ACSET Conference 2019
- Community Coaching General Principles
- CPR (Cardiopulmonary Resuscitation)
- Difference Differently: Introducing Diversity Education
- Difference Differently: Whole School Approaches to Diversity Education
- Difference Differently: Diversity Education in the Classroom
- Introduction to 3D printing - 2 hours online
- STEAM Made Simple
- 'At Full Strength' Strengths training
- Sydney Symphony Jazz Workshop
- Disability Provisions Program: The Why and How
- Using The York Assessment of Reading Comprehension
- Let's Talk Adjustments
- Hapara Training
- Fundamentals of Coaching Practice



- The Business of Schooling
- Employment Relations 101
- Principals as Leaders in Learning
- Provide an Emergency First Aid Response in an education and care setting.
- Jacaranda Digital Citizenship Professional Development for Teachers
- Engineering Studies Teacher Development Session - Civil Structures
- Engineering Studies Teacher Development Session – Personal & Public Transport
- Engineering Studies Teacher Development Session – Telecommunications Engineering
- Engineering Studies Teacher Development Session – Aeronautical Engineering
- Engineering Studies Teacher Development Session – Engineering Fundamentals
- School Database Training
- Provide an Emergency First Aid Response in an education and care setting
- Understanding Proficient Teacher Accreditation Maintenance
- Equipped to Lead
- BEEINS, Meet the markers, Judging young scientists award - through STANSWA
- Teacher Registration Reflection
- Sentral Training
- Teaching Christianly
- Child Protection Policy Training
- Parent-Teacher Meetings
- Cricket - More Than A Bat and Ball Sport
- MathsCraft and the Everyday Maths Classroom
- HSC Lectures UTS
- Sexuality and gender diversity
- Discipline Policy development
- Disability Provisions Program: The Why and How
- Using The York Assessment of Reading Comprehension
- Let's Talk Adjustments
- Fundamentals of Coaching Practice
- The Business of Schooling
- Employment Relations 101
- Principals as Leaders in Learning



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. Less than 1% 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 2019 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
- 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.
- Cultural and Faith Exchange with Taufa'ahau Pilolevu College, Tonga
- Light it REaD for Dyslexia awareness day.



Dyslexia Awareness Day - Light it REaD



Culture and Faith Exchange with Hong Kong



Springwood ANZAC Day March



Culture and Faith Exchange with Taufa'ahau Pilolevu College - Tonga

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.

Report from Outgoing 2019 School Captain - David Mitchell

Throughout my 6 years of schooling at Wycliffe Christian School, I have benefited from 4 constant things:

- Companionship and mateship
- A faith led, Christian education
- Selfless service from the school.



Through my entire time at Wycliffe I have benefited from the companionship and mateship of my peers, staff and the wider school community. Through the highs and the lows, from Year 7 to the last day of the HSC I was blessed with good mates, outstanding role models, and supporting staff and teachers. This has greatly benefited me and placed me in good stead for times to come.

Secondly, the faith based education at Wycliffe has ensured that my faith has been organically grown, and is no longer that of my parents but one of my own.

Wycliffe ensured no stone was left unturned amongst the doubts or troubles I had, instead it challenged and strengthened my faith and laid the foundations on which I now stand. Education at Wycliffe has been of high quality and provided me with opportunities I would not have had anywhere else.

This has ensured my faith is strong and uncompromising, and my brain nurtured and invested in.

Thirdly, Wycliffe has placed in me the qualities of selfless service. Since day one, the idea that we as Christians are to serve, whether student or teacher, leader or follower has been placed in me. These are the Christ like qualities that my peers and I take away from our schooling.

The above constant things have been an enormous blessing to me and instrumental in my development as a young man of God.

Finally the thing that I have benefited most from is the people of Wycliffe and its wider community. So to all the teachers and students I've known, to Dan Catchpoole the Volleyball coach, to Principals past and present, and to the countless friends and role models I've been blessed to know, I thank you.

Therefore, it is my privilege and pride to thank you as your school captain for 2019. I hope I have served you well, and pray that 2020 is a year of blessing at Wycliffe.

Cheers,

David Mitchell - School Captain

2 Timothy 4:7 "I have run the race, I have fought the fight, I have kept the faith."



Year 11 Student Leaders



Attendance

The following table provides a summary of student attendance in 2019.

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%	93%	91%	95%	91%	94%	93%	92%	91%	93%	91%	94%	93%

On average, approximately 93% of students attended school each day in 2019. 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 2019. 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	Wycliffe	535.5	444.0	455.0	532.3	467.4
	State	437.0	429.6	428.6	448.1	414.8
Year 5	Wycliffe	534.4	470.2	512.6	519.4	516.8
	State	509.1	479.2	508.3	505.8	501.4
Year 7	Wycliffe	565.3	555.6	547.8	565.5	574.0
	State	549.6	516.9	553.3	546.0	560.8
Year 9	Wycliffe	585.3	543.1	567.0	580.8	619.3
	State	586.6	552.3	590.5	579.0	599.7

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 2019 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 2018, 81% continued into Year 11 for 2019. Of the number of students completing Year 10 at the school in 2017, 65% completed their HSC in 2019.

HSC Data

Wycliffe Christian School achieved pleasing HSC performances in 2019.

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	2019	4	50	66	50	34
	2018	4	100	63	0	36
Biology	2019	6	0	60	100	40
	2018	8	50	70	50	30
Business Studies	2019	8	50	62	50	38
	2018	10	50	64	50	34
Community & Family Stud.	2019	6	50	70	50	30
	2018	7	43	62	57	37
Design & Technology	2019	10	80	82	20	18
	2018	9	100	83	0	16
Drama	2019	3	67	84	33	16
	2018	5	80	82	20	18
Engineering Studies	2019	4	50	70	50	30
	2018	4	100	71	0	28
English (Standard)	2019	10	10	52	90	48
	2018	11	0	50	100	49
English (Advanced)	2019	17	53	92	47	8
	2018	24	58	90	42	9
Mathematics (Standard 2)	2019	19	68	57	32	43
	2018	19	53	53	47	46

Subject	Year	No. of Students	Bands 4-6		Bands 1-3	
			School %	State-wide %	School %	State-wide %
Mathematics	2019	3	67	79	33	21
	2018	9	100	78	0	22
Modern History	2019	8	75	67	25	33
	2018	5	80	71	20	28
Music 1	2019	4	100	91	0	9
	2018	3	100	90	0	10
PD/H/PE	2019	11	45	62	55	38
	2018	15	20	61	80	38
Physics	2019	2	100	64	0	36
	2018	6	67	65	33	35
Society & Culture	2019	4	100	79	0	21
	2018	6	50	78	50	22
Visual Arts	2019	1	100	90	0	10
	2018	9	56	92	44	8
Construction (VET)	2019	9	89	67	11	33
	2018	5	100	49	0	21

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 %
Mathematics Extension 1	2019	1	100	80	0	20
	2018	4	100	80	0	20
History Extension	2019	1	100	77	0	23

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 2019

100% of students in Year 12 in 2019 gained their Higher School Certificate. 27% of students in Year 12 in 2019 were undertaking VET courses of study.

Post School Destinations

Based on information provided when students left the School, 32% entered University, 36% of students entered an apprenticeship / TAFE course, 25% entered directly into the workforce and 7% of students took a Gap year.



Year 12 - Class of 2019

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.



Father's Day Breakfast



Grandparent's Day

Wycliffe Highlights

Celebrating Year 12

We are delighted to be able to congratulate our Year 12 HSC class of 2019. It has been wonderful to see them experience learning success with some choosing to complete school based traineeships and apprenticeships while others pursued learning directed towards entry to university.

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



Year 12 Graduation Assembly



Year 12 Students helping our Stage 1 students at their Construction Day



Renewed Connection with the Taufa'ahau Pilolevu College in Tonga



Throughout 2019, we had the privilege of renewing our School Community's connection with the Taufa'ahau Pilolevu College in Tonga. Wycliffe has a beautiful history of connecting with the college which unfortunately had been unable to occur for the last several years. However, during 2019 great steps were taken towards restoring the relationship which included a team of 18 - 3 staff and 15 students - travelling to Tonga for a 12 day Culture and Faith exchange in

September 2019 and a return visit of 48 staff, students and parents from the College for a week-long visit to Wycliffe in December 2019. Both of these were times of immense blessing and a wonderful expression of living out community together.

The warmth of welcome that the team received as we arrived in Ha'apai can most accurately be expressed through the reality that our team wept with our new brothers and sisters as we departed to return home. How do you form connections so strong in just seven days? While it can't be easily explained, it was obvious that this is what occurred for each member of the team. From the moment we arrived we were immersed among people whose daily life reflects a way of living together as an expression of 'us' and 'ours'. There is a profound absence of 'I' or 'mine'!



The outworking of this was an outpouring of hospitality that was deeply humbling. The whole community of Taufa'ahau Pilolevu College was fully involved as every evening they wanted to celebrate, honour and enjoy time with our team through feasts of amazing food and the sharing of highlights from their local culture. At every meal they would insist on us eating first and would not often not eat themselves until they were convinced that we had gone back for seconds or even thirds. Every event also included their amazing band, exquisite singing and of course extravagant and often hilarious times of dancing.

The good news of Jesus also permeates their rhythms in beautiful, rich and tangible ways. Across a host of these experiences one that registered most strongly was a reality of prayer that always encompassed thanks and praise for the meeting of daily needs. It was profound because they would genuinely acknowledge God, daily, for meeting needs that many take for granted or live as if it is their automatic right to experience. For the whole team, living in the midst of this was a beautiful way for our hearts to be calibrated to the Father who holds the universe in His hands.



Taufa'ahau Pilolevu College visit to Wycliffe



The return visit by the team of 46 students, staff and parents from Taufa'ahau was an amazing experience of community and faith in action.

The students who came across for the visit were the members of their full school brass band. Families from Wycliffe Christian School billeted the students, their teachers and some parents for the week. We turned the normal rhythms of learning and weekday events upside down to make the most of having our two learning communities joined together.

The joy of doing everyday life, even with multiple language barriers, was a gift that we treasured. Infectious laughter, extravagant music performances and impromptu dancing were a constant thread of each event.

We so appreciated the privilege and opportunity of glorifying God together and sharing hospitality with our brothers and sisters from Ha'apai. We were blessed to get glimpses of what heaven will be like as people from all nations come together before his throne.

We now wait with expectation as to what future visits will hold.



Creative Arts

The arts continued to be a hub of creativity at Wycliffe during 2019.

The music students at Wycliffe enjoyed another fulfilling year. New courses "Band Basics" and "Music of Our Country – From the Garage to the Stadium" were introduced to the Stage 5 elective stream by Mr Cameron Crew. Open Day 2019 saw the return of the much loved Launchpad stall which is a student run, interactive, electronic music experience for the community to partake in.



KidSing



Senior Choir

Performance opportunities for students were expanded with the introduction of whole school assemblies twice a term. The school performance ensembles enjoyed success at the Hawkesbury Eisteddfod, with KidSing and the Jazz Band gaining first places in their respective sections and the String Ensemble gaining a second place in their section. Unfortunately, the Concert Band was unable to participate due to the illness of key players. However, the Concert Band had the privilege of performing at a number of school functions with the Brass Band from Taufa'ahau Pilolevu College in Ha'aapi, Tonga in the final weeks of the school year. The Senior Choir and KidSing choirs, both directed by Mrs Jenni Mills, ran throughout 2019 and both went to Hawkesbury Eisteddfod.



Wycliffe Concert Band and Brass Band from Taufa'ahau Pilolevu College in Ha'aapi



We continued to have students learning music through our Music Tutor program across the following areas: Piano, Guitar, Flute, Brass, Violin, Voice and Drums. 2019 saw the proud launch of our Kindergarten Strings program, taught by Mrs Ruth Duncan (Music Tutor). Every student in Kindergarten was given a violin for a Term and had weekly lessons. Numerous smaller concerts



were experienced for school audiences throughout the year, and the Kindergarten teachers received enormous positive feedback from the parents. Some students continued private lessons with Ruth after their experience in the program.

Kindergarten Strings Program

A number of our Visual Arts students took up the opportunity to participate in a number of local exhibitions and competitions including the Hawkesbury Agricultural Show and the Blue Mountains Gazette's "Design and Ad" challenge. Stage 4 Visual Arts students learned a broad range of art making skills in their exploration of units titled "Humans in Action", "Amazing Landscapes", "Ordinary?Extraordinary (Still Life)" and "Animals in Art". Stage 5 Visual Arts Electives studied "Portraiture" and explored approaches ranging from abstraction to Realism. The "Bookmaking" Unit incorporated book binding, through to writing and illustration.



Year 9, 10 and 11 Drama Students - Annual Youth Theatre Festival

In Drama, the year began with Years 9, 10 and 11 in rehearsals for the Annual Youth Theatre Festival at The Joan, with their original piece, Snow White and the Seven Dwarf Companies, exploring the impact of climate change on our future world. Chloe Woolfenden continued her studies of Dance from Preliminary into the HSC course through Distance Ed. Chloe performed alongside the Year 9 and 10 Drama class in a self-devised school production titled Seasons of Love, which brought together the entire school community in a night that celebrated the food and stories of those we love. The Senior Choir also sang at

the Seasons of Love production night. It was both inspiring and humbling to see how the students explored the themes of love and loss from an authentically Christian perspective, sharing their values and ideas in truthful ways from within the lives of the characters that they created.

The Year 12 TAS CAPA Showcase night exhibited works from our HSC Visual Arts, PVDI and Drama students, including both Music and Drama HSC performances.



STEAM

In 2019, the STEM program was further developed, with the addition of the Creative Arts to create what is now referred to as the STEAM program. STEAM education is about utilising the skill set that we often find in the arts: expression, communication, imagination, creativity, perception and emotion to find innovative and creative solutions to assigned problems.

By introducing the opportunity for individual expression the students are more easily able to connect personally to the task and thinking outside traditional practice is encouraged. The use of the Arts provides a way for students to become personally invested and passionate about a topic or an investigation. It mirrors the experience of the adult world, where creativity is valued alongside engineering and technology in developing solutions for real world problems.

In 2019 students in Years 7/8 completed three courses, which combined elements of design, engineering, measurement and testing, technology and human physiology. These were:

- 1) Electronic Etching taught by Mr Wright
- 2) Game Changers (STEAM and Sport) taught by Mrs Van Leerdam
- 3) CO2 Dragsters taught by Mr Cayzer and Mr Johnston

Students in the junior school participated in science lessons, based on the Australian Curriculum, taught by Dr Persis and Coding taught by Mr Duncan.

Philip Cooney



Sport

We are very thankful for the sporting talents and abilities that God has blessed our students with. 2019 again saw many opportunities for our students to develop these gifts and to use them to represent our school.

Each week throughout 2019 a number of extra-curricular sports training opportunities were available to students including:



School Cross Country Carnival



High Jump Training

- High Intensity Interval Training
- Sprint training
- Athletic field event training
- Volleyball training and Social Volleyball Tournament
- Specialised team sport training for Primary and Secondary Sports teams

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 2019 include:

Primary:

- Winning the Winmalee Plate amongst the State Schools from the local area - soccer and netball were the sports.
- Winning the Summer Games amongst the State Schools from the local area - T-Ball and Kanga Cricket were the sports.
- One of our students chosen as a NSW CIS Competitor for Softball.
- Students representing CSSA at the NSW CIS carnivals in Basketball, Cross Country and Athletics.
- Runner-up at the Zone Athletics Championship.

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 Cross Country and Athletics
- Winning the Zone Christian School Competitions in Cricket, Basketball and Netball.
- Winning the Zone Athletics Championship.
- Winning the NSW CSSA Boys Volleyball championship.

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.



Primary Athletics Carnival



Secondary Athletics Carnival



State Cross Country Carnival



Junior Boys Soccer Team



Junior Girls Netball Team



Senior Volleyball Teams

Wycliffe Planning

Evaluating 2019

Priority One: To be a Christ-centred learning community that is intentionally committed to effective and innovative teaching and learning		
Strategic Direction	Major Strategies	Progress
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>	<p>Telling God’s story has continued to be strengthened through whole school events and the quarterly production of Our Place.</p> <p>A formal biblical studies review was moved into 2020 to fit within available time.</p> <p>Continued investment into our digital citizenship program has occurred.</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>	<p>Further engagement with data analysis occurred during the year. Staff also spent significant time working through David Smith’s book ‘On Christian Teaching’</p> <p>Graduate profile moved into 2020.</p> <p>Support of school based apprenticeships and traineeships successfully occurred along with an personalised subject grid for Year 11</p> <p>Celebration assemblies further refined at the end of the year.</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>	<p>Moved into 2020.</p> <p>Engaged with an external consultant to identify strengths which will then feed into role descriptions</p> <p>Support of conferences occurred, further study still to be more successfully promoted.</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"> •Emphasis on teaching from a Christian perspective •Emphasis on implementation of differentiated learning opportunities for all students. •Effective use of technology to support approaches to learning •Improving the student learning culture. 	<p>Good initial steps have been taken on this through staff engagement with the David Smith book. Specific time was also devoted during staff meetings to support this ongoing journey.</p>

Priority Two: To be a community of redemptive and restorative relationships which promote learning and the flourishing of families, students and staff		
Strategic Direction	Major Strategies	Progress
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>	Many steps were successfully taken in both of these areas this year. The mission and vision was highlighted in professional learning and regular communication with families.
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>	The main area that this has been addressed through is the ongoing publication of Our Place which captures the heartbeat and identity of our community as we seek to stay gospel true.
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>	<p>Each of the strategies in this section were commenced in 2019. The documents for Stage 6 growth groups are well articulated the other sections of the school will need further review.</p> <p>Implementation of Peacewise kids and a new behaviour and discipline policy were initiated in 2019 with completion being moved into 2020.</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>	<p>Whole school activities have provided a rich platform for connections between families.</p> <p>Induction processes have been initially reviewed with more clarification to come next year.</p>

Priority Three: To provide opportunities for all members of our school community to generously serve each other, our neighbours, and the wider world		
Strategic Direction	Major Strategies	Progress
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>	Major steps were successfully undertaken during 2019 in this area. We have reconnected with communities in Tonga and our students seeking to serve within the school have well established rhythms and routines.
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>	The Duke of Edinburgh Scheme successful restarted in 2019. An ongoing review of leadership opportunities is needed.
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>	Some specific areas of family involvement were strengthened during 2019 including Working Bees and whole community events.
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>	The Tonga trip and reciprocated visit supported this objective being successfully achieved. Further diversification in 2020 will be pursued.

Priority Four: To engage in effective stewardship of our God-given resources to support the building of community-enriching partnerships and ongoing school development		
Strategic Direction	Major Strategies	Progress
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>	The five year plan has been carefully reviewed and updated and allows for all of the other aspects of this direction to be achieved through the coming years.
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>	Fee levels were successfully reviewed and set for the coming years.
Identify, and implement, initiatives for school development and growth.	<p>Strengthen & 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>	<p>Significant steps were taken in each of these areas with the highlight being the ongoing strengthening of communication for the whole community.</p> <p>The Hope School initiative is well under way.</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>	<p>We successfully launched Greater Blue in 2019 which strongly connects the four schools through IT support. Other areas of connection will continue to be pursued.</p> <p>There has been good contact with many of the local churches. Ongoing strengthening of partnership will be prioritised.</p>

Priorities for 2020

The following priorities have been established from within the frame work of our Strategic Management Plan. The majority of them also flow on from 2019 when the plan was initially drafted. However, we have identified a much smaller number of targets with the desire for them to be more fully achieved during 2020.

Priority One: To be a Christ-centred learning community that is intentionally committed to effective and innovative teaching and learning	
Strategic Direction	Major Strategies
Intentionally seek to stay “mission true” across teaching and learning.	Continue to tell God’s story in our community and celebrate His goodness towards us. Undertake a review of the current Christian Studies curriculum across the school.
Strengthen and support learning success for all students.	Use current research to strengthen approaches to pedagogy and identify learning improvement strategies for individual students and whole cohorts. Develop a Graduate Profile
Invest in the encouragement and professional development of staff.	Develop a systematic approach to professional development and staff appraisal. Create and review role descriptions for staff leadership roles.

Priority Two: To be a community of redemptive and restorative relationships which promote learning and the flourishing of families, students and staff	
Strategic Direction	Major Strategies
Intentionally encourage all members of the school to live out a culture that is Christ honouring.	Research possible programs for implementation including ‘PeaceWiseKids’ Develop and implement a new Behaviour and Discipline policy that reflects the culture of our school.
Create distinct connection and support options for families and staff.	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.

Priority Three: To provide opportunities for all members of our school community to generously serve each other, our neighbours, and the wider world	
Strategic Direction	Major Strategies
Develop a 'mission and service focused' culture based on an understanding of 'life-long discipleship'.	Create programs for the community to serve within the school, local area, nationally and internationally. Actively link with local churches and visiting mission groups
Strengthen the involvement of families in school activities.	Actively seek renewal of Association membership and activities. Invite family participation in mission and service trips.
Support staff to be involved in mission and service activities.	Facilitate staff serving through preferred activities in both teaching and extra-curricular domains.

Priority Four: To engage in effective stewardship of our God-given resources to support the building of community-enriching partnerships and ongoing school development	
Strategic Direction	Major Strategies
Implement sustainable resource management.	Develop a site and facilities master plan. Develop a plan to maintain and meet future technology infrastructure requirements. Strengthen additional income streams.
Identify, and implement, initiatives for school development and growth.	Apply to NESA for commencement of Wycliffe Hope School. Create an Alumni group. Expand preschool spaces and investigate new building options
Create partnerships that bless our school and the local community.	Explore options for local community use of facilities: Local Churches; Community Garden / Kitchen; Men's Shed; Allied Health Services; University Research Links; Local businesses.

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)

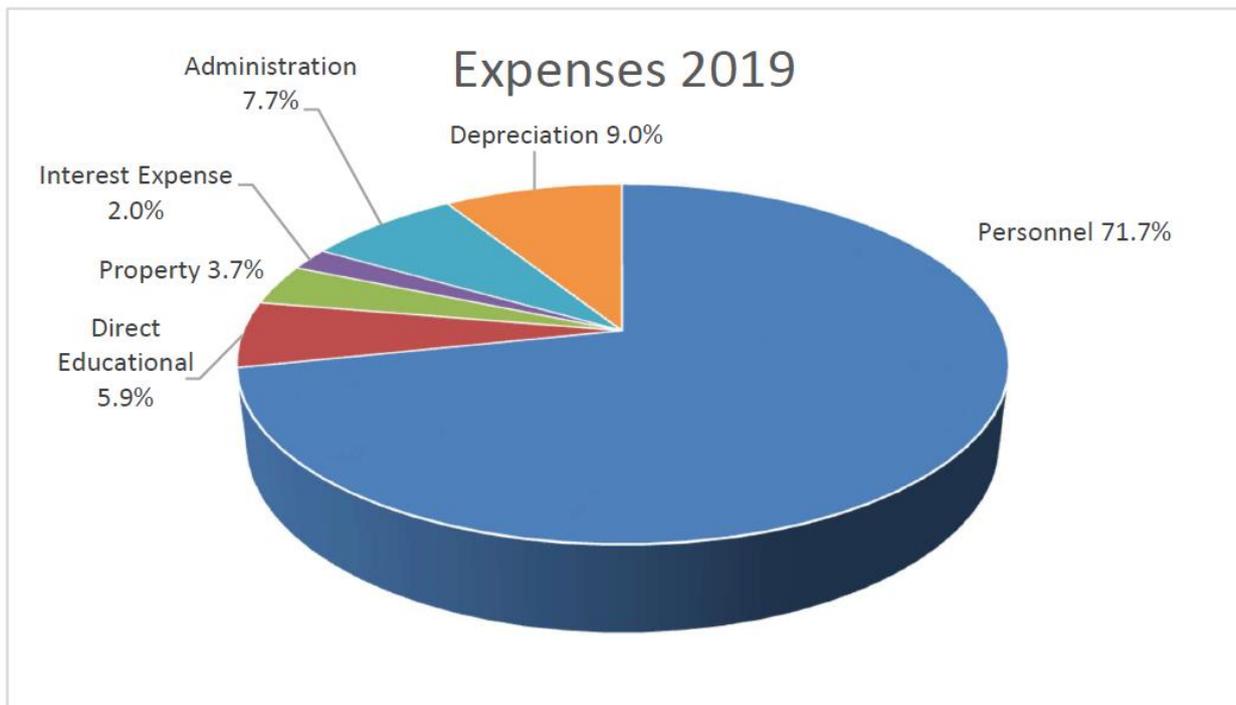
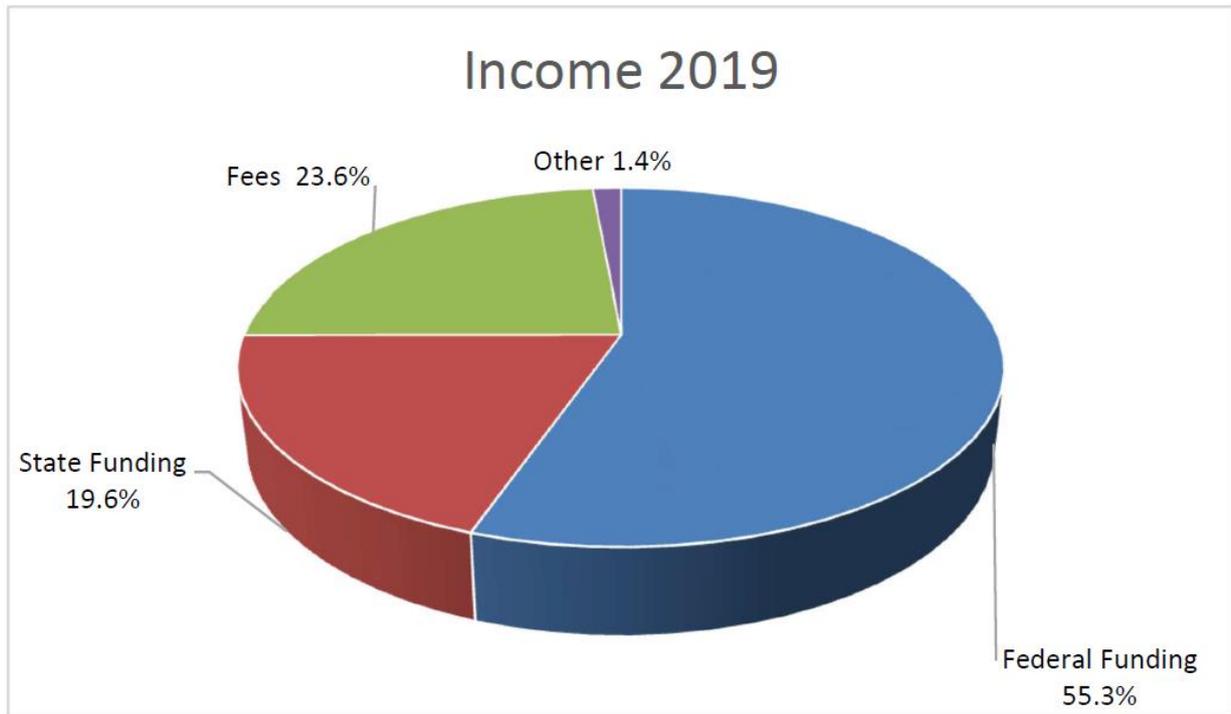
The complete grievance policy is available to staff online and parents are able to collect a copy from the School Office.

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)