



Wycliffe Christian School

Annual Report

2020



ABN 36 001 227 854
PO Box 78, Blaxland, NSW 2774
Ph: (02) 4753 6422
email: office@wycliffe.nsw.edu.au
web: www.wycliffe.nsw.edu.au

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Our Story

Overview and Context

Wycliffe Christian School has been engaged in partnering with families in the Christian education of their children for 46 years. The school grounds are nestled amidst natural bushland in the Lower Blue Mountains and provide a wonderful setting for Preschool to Year 12 education. In 2020 the School had 325 students enrolled from Kindergarten to Year 12, with 157 in the secondary school and 168 in the primary.

Wycliffe is an independent and non-denominational school providing quality and engaging education which is delivered through a distinctly biblical worldview. The School is non selective and accepts enrolments of students with 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.

As a learning community we intentionally seek to see our students make the most of their God-given talents and abilities and to prepare them to be agents of hope and change in a fragmented world. As we engage with our world through the lens of our creator God and who Jesus is we are committed to helping our students *'Nurture Faith, Unwrap Truth, be Encouraged in Discernment and Enabled in 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.



Stage 5 Canyoning Experience - Term 4

Message from the Board Chairman

Well, 2020 was a year like no other, wasn't it? The spread of COVID-19 throughout the community meant that school had to shift from face-to-face to remote learning in a very short period of time. Indeed, for the last part of Term 1 and much of Term 2, it was remote learning for almost all students. But ironically, as we look back at 2020, the theme for the reflections on the year is one of thankfulness – great thankfulness to God.



Junior School Students Taking Advantage of the Science Lab

We are especially thankful for our staff for their huge amount of work to make this happen in a way that enabled effective learning to continue. Teachers were required to make major adjustments to a whole new way of teaching remotely, both in the delivery of material and in keeping up with student progress. Many teachers had to quickly learn new technology and some teachers had to provide face-to-face input for children of essential workers, as well as running remote learning. It was a huge change and we are very proud of how our staff responded.

We are also very thankful for our school families for partnering with us in this time of great change. We understand that this was not easy for many parents, many of whom were trying to supervise learning at home at the same time as working from home. We often speak of the school 'partnering' with parents in the education of their children –this was never truer than in 2020. We are also thankful for our resilient students who were able to adapt to new ways of learning in a truly tumultuous time, and to generally do it with a great attitude.

For our students, there was some disappointment that school camps were not really possible, other than the high school camps early in 2020. And excursions were problematic for much of the year. It was wonderful to see teachers looking for memorable school-based experiences for students to make the best of what was possible in 2020. We hope that the greater freedom of early 2021 continues throughout the year so the school camps and excursions can be held, with all the 'making memories together' and learning in other environments that make these experiences so special.



Creative Camp Experiences

We were so thankful in 2020 for the excellent leadership of our Principal, David Johnston, and Vicki Williams, our Assistant Principal. It is at times like in 2020 where clear and focussed leadership is so important. The constant change in what was allowed often meant that plans needed to be changed at short notice. And the communication to school families showed a genuine care and concern for what all families were experiencing and the general uncertainty that was 2020.

We were also thankful for federal government COVID-19 assistance in the form of PAYG rebates that allowed the school to be generous to families who had lost income due to COVID-19. This was an important time for us to stand with our families who were significantly impacted by the COVID-19 restrictions. The financial

performance of the school over 2020 was quite strong in terms of our cash position – this was not something we expected back in March 2020.

Indeed, moving towards 2021 and anticipating an increase in enrolments of 45-50 students, we were able to hire a large number of new staff for 2021. We are encouraged by the gifts and passion these new staff members will bring to supplement our incredibly gifted existing staff. We are so thankful to God for providing the new staff that we needed at the right time. Several of those new staff are teaching in the three new Kindergarten classes where we are excited to welcome a large number of Kindergarten students, both from Preschool and from the wider community.

Our Preschool enrolments continued to be very strong throughout 2020. We are thankful that due to government funding of Preschool fees, no families had to withdraw their children from Preschool due to loss of income because of COVID-19. In 2021, the Preschool will be open 5 days per week and at the start of 2021 was already close to capacity almost every day, with some students on waitlists. The planning for the new Preschool building is close to complete and building should commence in a few months' time. This new building will allow us to have a much greater capacity for Preschool enrolments and should mean no waitlists for quite some time. Preschool will continue to be a very important pathway into the school community and we expect higher Preschool enrolments will lead to larger Kindergarten enrolments each year. We are immensely grateful for Julie Taylor and her team for their faithful leading of the Preschool and for their profound impact on these young lives.

And in 2020, our school Association was granted approval to commence the Wycliffe Hope School in 2021. Wycliffe Hope provides 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'. We are very thankful for a wonderful team of staff who will be responsible for this new learning environment in Wycliffe, led by Sarah Allison. It is truly a privilege to welcome the initial group of twelve precious young girls and boys into our community in the two Wycliffe Hope classes.

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



Stage 5 Agriculture in Action

Message from the Principal

As I reflect and sit to write for this Annual Report I am reminded again and again of God's faithfulness. We have lived a year that has encompassed challenges and celebration, tears and laughter, complexity and joy. One of the great gifts of 2020 has been seeing our community intentionally replace a narrative of loss with a rich narrative of vibrant life. The following pages give a brief snapshot into the wonderful diversity of our learning community and give voice to all that we have to celebrate and be thankful for in 2020. It is my hope as you continue to read that you may be caught up into a similar response to mine.

Our God is so very, very good ... our students have done amazing learning ... our staff are a gift to students and families alike ... our learning community is one in which God is profoundly present as we do life together.

Looking back one of the key realities that have grounded us is that God's word is living and active and speaks directly into our lives. There have been some key passages that have provided a sure foundation for us as we have navigated bushfires, floods and then coronavirus. Indeed, when heard through the knowledge of Jesus and his death and resurrection, Psalm 46 spoke profoundly to our year. The truth that God is our refuge and strength and an ever-present help in trouble meant that we did not have to fear even as the whole world seemed to be crumbling around our ears. Instead, in peace, we were able to be still and know God as our rock and certain hope as he ordered our steps.



A love of Learning

I am incredibly thankful to our community for how we did life together. There was amazing dedication from staff as we navigated a rapid move to online learning while remaining focused and intentional about high quality learning outcomes for all our students. There was also ongoing generous and gracious partnership from families as they faced multiple weeks of working from home while supporting their children. Finally, there was the beautiful resilience and growth in our students, particularly our Year 12's, as they successfully navigated new dynamics in their learning journeys. In the midst of all of this we also successfully prepared for the launch of Wycliffe Hope School in 2021. An abundance of things to be thankful for!

The images and words that follow seek to give insight into the deep and multi-faceted learning, within a gospel centred heartbeat, that occur in the day-to-day rhythms of Wycliffe. From our precious Preschool students through to our graduating Year 12 class of 2020. I continue to be thankful for the energy and exuberance of our pre-schoolers, the captivating smiles that invite you into kindergarten and the life of Junior School students as they discover how uniquely and precious they have been made by God. Equally it is exciting to see our students making connections across Science, Technology, Engineering, Art and Mathematics. I am also very thankful for our continually expanding agriculture space, the inspiring visual art produced by our students, the CAFS learning projects making a difference for our community and our graduates achieving some outstanding results in the HSC. As you reflect on the blessings of 2020 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 2021.

David Johnston
Principal

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.



Junior School Staff - Book Week

Qualifications and Cultural Background

In 2020 the School had 35 (28.9 full time equivalent) teaching staff (including the Principal and Assistant Principal), and 19 (9.3 full time equivalent) support staff. No staff identified as being from Aboriginal or Torres Strait Islander descent. All the teaching staff at Wycliffe hold appropriate tertiary level qualifications. 6% of teaching staff are working towards Accreditation and 94% of staff are maintaining their accreditation status.

Professional Learning

Despite the interruptions to the regular rhythms of life during 2020 our staff continued to invest themselves into professional learning across 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 some of the courses accessed by staff across the year.

- Software Design & Development Curriculum
- Child Protection Investigator Training
- First Aid Training
- Management of Epilepsy Training
- Enhancing Extension English
- Teaching Aboriginal and Torres Strait Islander Perspectives
- English Teachers Association Conference
- Health & Wellbeing for Communities
- Utilising Strengths within Leadership Teams
- HSC Marker Training
- Project Based Learning in the classroom
- Strategic Approaches to the IRP
- Use of Zoom and G-Suite within the Classroom
- Equipped to Lead – CEN Leadership Training
- HSC Chemistry Curriculum
- Integration - Special Needs
- Walk throughs and Culture

Wycliffe Students

Characteristics

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

There are slightly more boys enrolled than girls, 56% as compared to 44%. 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.



Junior School Team Colours Day

Initiatives promoting respect and responsibility



CAFS Students Supporting Community

Throughout 2020 the following programs and activities contributed to a culture that fosters respect and responsibility within and between students:

- Contribution of the student leadership team to the life of the school
- You Are Special Day – (Junior School)
- End of Year Celebration Events that honour each student.
- Intentionally celebrating the futures of all of our Graduates
- 'Our Place' – highlighting rich, deep, connected and diverse learning.
- Support of Destiny Rescue and the Royal Flying Doctor Service
- Chaplain proactive in conducting groups that promote respect and responsibility in relationships
- Flying of the Aboriginal, Torres Strait Islander, and varying other national flags daily at the school.
- Engaging in student wellbeing that seeks to restore and renew right relationships

As a learning community we seek for all students to enjoy the privilege of feeling valued and being treated as unique persons made in the image of God. We know that as relational beings we are created to share relationship with Him, and each other, as is expressed through community.

Together we have a 'lived narrative' that ensures all students are given opportunities to develop positive attitudes and appropriate values. We seek to celebrate the journey into maturity of our students as they develop in their tolerance and understanding of others and their needs.

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.



Satisfaction

We have the privilege of a student body who are deeply engaged in rhythms of life that give meaning, connection and purpose. We are thankful that this is then reflected in the retention of our students from the Preschool into Kindergarten, Year 6 into Year 7 and then from Year 10 into Year 11. The highlights later in this report also give some rich snapshots into the satisfaction of students across our learning community.

We are thankful that we can provide our students with a wide range of extra curricula activities and engaging learning experiences to enjoy. We love to celebrate that our classrooms and playground are places of positive interaction between students and teachers.



Excerpts from School Captains Speech 2020

Grace Cowles

"I started here in year seven, and since then, so much has changed. I don't mean just things like the removal of middle school, a brand-new year 9 elective system, four different principals, NAPLAN and minimum standards tests, changes to courtyards and the study centre, and of course our good friend COVID-19. No, I think it's safe to say that we've all changed and grown spiritually, academically, personally, and ... for all this I am eternally grateful. "

"A huge thank you to our friends and family who can't be here right now for all the amazing support you give us."



Year 12 Camp

"Now for all of us in year 12, we have had so many memories that we can take away. From playing endless games of mafia on year seven camp, to breaking down over the stress of trying to get through school during this crazy year. Some memories are happy, and some are awful, but we have all made it to the end, and it's our greatest hope that we'll all be able to look back and overall be glad of our time here at Wycliffe, and know that we learned some really important life lessons here."

"The only thing left now is the HSC; and then the big wide world. So, study hard, try not to stress too much, and trust that God will carry you safely through the pain and joy of becoming an adult and finding your place in the world."

Jacob Powell

"Yr 12, it's been interesting. Things certainly haven't turned out exactly as we were expecting them to, or how we really would've liked them too, thanks to Covid 19. In fact, I know a few of us, including myself, have looked forward to this day since we were just little kids running around in junior school at Wycliffe, where we would get to walk out in front of our school, friends and family to conclude our schooling career."

Unfortunately, we haven't been able to exactly have the fairy tale finish to our schooling that we've dreamed of for so long. However, in saying this, I would like to thank all the staff here at Wycliffe for doing everything they could over the past weeks to make this time as special for us as possible. I would also like to especially thank the primary school teachers who have left those of us who have been here before high school with such great childhood memories, that I'm certain will stay with us for the rest of our lives."

"To my classmates, I just want to say this. Don't stop searching out God. What I think I've really been learning this year is that I don't know it all, and that I really don't have it all completely together. It hasn't been an easy year for faith this year, and I've definitely found myself questioning some things that I always thought I knew so well over the past years. But I'm trying to wrestle with these things, and I'm not giving up. And I think that's something really important for all of us. Don't give up. Keep searching out God. Keep working hard, and keep on loving what you're passionate about. "



Juniors eagerly watching Year 12 fun!

Attendance

The following table provides a summary of student attendance in 2020.

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%	95%	94%	95%	94%	95%	93%	92%	92%	93%	95%	96%

On average, approximately 93% of students attended school each day in 2020. This was slightly above attendance rates in the previous academic year.

Non-attendance at school is managed by an electronic attendance roll, which activates notifications to parents seeking explanation of non-explained absences. 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

Due to the interruptions caused by the Coronavirus in 2020 NAPLAN was not undertaken by students across Australia. *The data in the following table is from 2019.* We are thankful that learning metrics which we continue to collect demonstrate ongoing individual growth that is consistently visible for our students and reflects their positive learning journeys. As a community we value all children as precious in the sight of God and all of our students are encouraged to complete NAPLAN.

NAPLAN Data **2019**

		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 2020 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 2019, 85% continued into Year 11 for 2020. Of the number of students completing Year 10 at the school in 2018, 70% completed their HSC in 2020.



Stage 5 Agriculture

HSC Data

Wycliffe Christian School achieved pleasing HSC performances in 2020. 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 %
Agriculture	2020	4	50	60	50	40
Ancient History	2020	2	100	62	0	38
	2019	4	50	66	50	34
Biology	2020	3	100	62	0	38
	2019	6	0	60	100	40
Chemistry	2020	2	100	69	0	31
Construction	2020	4	50	57	50	43
	2019	9	89	67	11	33
Design & Technology	2020	2	0	83	100	17
	2019	10	80	82	20	18
Drama	2020	3	100	90	0	10
	2019	3	67	84	33	16
Engineering Studies	2020	3	100	68	0	32
	2019	4	50	70	50	30
English (Standard)	2020	6	67	57	33	43
	2019	10	10	52	90	48
English (Advanced)	2020	6	83	95	17	5
	2019	17	53	92	47	8
Mathematics (Standard 2)	2020	6	50	50	50	50
	2019	19	68	57	32	43
Mathematics	2020	6	50	81	50	19
	2019	3	67	79	33	21
Music 1	2020	2	100	91	0	9
	2019	4	100	91	0	9
PD/H/PE	2020	6	83	62	17	38
	2019	11	45	62	55	38
Physics	2020	5	40	67	60	33
	2019	2	100	64	0	36
Society & Culture	2020	2	100	80	0	20
	2019	4	100	79	0	21

Subject	Year	No. of Students	Bands 4-6		Bands 1-3	
			School %	State-wide %	School %	State-wide %
Visual Arts	2020	2	100	90	0	10
	2019	1	100	90	0	10

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	2020	1	100	74	0	26
	2019	1	100	80	0	20

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

Year 12 2020

100% of students in Year 12 in 2020 gained their Higher School Certificate. 29% of students in Year 12 in 2020 were undertaking VET courses of study.

Post School Destinations

Based on information provided when students left the School, 64% entered University, 22% entered directly into the workforce and 14% of students took a Gap year.



Experimenting with Slime

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.



Stage 2 Camp Experience

Messages from Parents – David & Melissa Smitherman

The Year 2020 without a doubt presented many challenges in every area for families. One of the greatest challenges our family faced was around schooling and the uncertainty that COVID brought to our happy Wycliffe School life. One day the kids were all at school enjoying their friends and teachers and the next day they were all at home being 'home schooled'. Our family struggled initially with online school. Not unlike most parents, as a Mum I was trying to juggle the different schooling needs of 5 children; sharing devices and learning spaces; and quickly mastering Zoom and Google Classroom; I was definitely living by God's grace

one day at a time. Our sons Year 7 transition was particularly difficult with the obvious disruption once home schooling started. The children's Teachers, all of whom were under incredible pressure were great at checking in regularly. The leadership and teaching team care deeply for their students (and their parents) emotional wellbeing. I loved hearing my children engaging in prayer time and devotions; and hearing Mr and Mrs Sheerman singing beautiful worship songs over Zoom. What a blessing to be part of community that teaches our kids that God is sovereign and faithful no matter how bad and scary things may seem. The teaching team also lightened the mood with lots of fun and silly humour. Mr Powell's "Backyard Bloke" and Mr Stewart's exercise regime gave us all some comic relief from the tensions of home schooling!



Stage 5 Camp

We all pulled through as a family and managed to have some fun along the way on our home schooling journey. We were so very excited to be back at school, the kids love school and missed their friends. I personally continued to grieve not being able to enter the school grounds and connect with teachers and other parents. Our connectedness as a school community has always been one of the beautiful parts of my day. So grateful that our Principal took time out of his busy day to be part of the new 'COVID safe' drop off and pick up routine; greeting us; being so kind and encouraging during a season of great uncertainty.

As parents we decided to prioritise doing the season well, keeping our focus on God as our strength and refuge. Academic performance and schooling whilst still important in 2020 was secondary to rich learning we received through the season of change, challenge and uncertainty. Our family was particularly grateful to be living in Australia, in the Blue Mountains and being part of Wycliffe School Community during the year 2020, a year that we will all remember.

David & Melissa Smitherman

Messages from Parents – George & Amira Nassif

2020 was no doubt a year that was challenging for most of us - and I would have to say that it was especially challenging and confronting most of all for young people.

During the school lock down period in March 2020 and through the whole of 2020; Wycliffe was very strategic, tactful and very thoughtful in the way it navigated the students and teachers, without compromising its core values as a school community that is compassionate, gentle, nurturing and always intentional to carry out all its strategies and processes with their continued allegiance to whom they serve first and foremost- Our Lord.

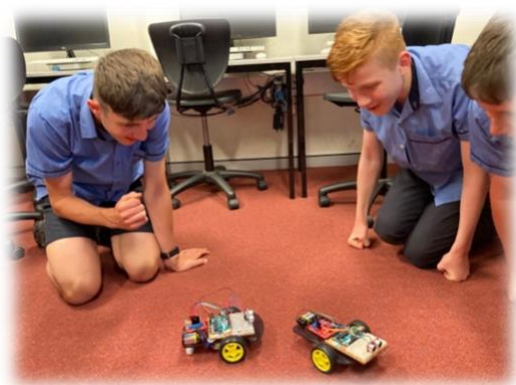
I'd like to commend the principal and all those in positions of authority the committee and the wonderful teachers for continuing to love and support our students through a very tumultuous and unsettling 2020. God bless the work of your hands

Wycliffe did a tremendous job in 2020 to keep the community together and connected from becoming fractured because of COVID. Join with me in praising God for that as this will be an amazing testimony to his goodness to our school for generations to come.

George & Amira Nassif



Senior Chemistry In Action



Robotic Technology Elective

Messages from Parents – Kate & Paul Dowse

Having our first child start Kindergarten presented a number of challenges - mobilising four small children on the daily trek to school, giving kisses and encouragement to still a nervous heart, navigating new friendships for both daughter and parents and then the ultimate challenge.....home schooling. We can say it was both rewarding and eye opening at the same time, deer in the headlights stuff. What was very obvious to us though throughout this time was the absolute dedication and commitment of the teachers to provide a creative, engaging learning experience for kids that had barely dipped their toes in their educational adventure. We can only imagine how many precious hours were dedicated to preparing those lessons, for this we are very grateful.

Most parents will agree that you want the best education for your kids but don't really have the understanding of what this really involves until you're in it. Last year taught us a lot about our daughter, her strengths, gifts and needs and really gave us a greater understanding of how we can be a big part of her education and track this better with her teachers. You cannot beat the support and insight given by her teachers and how important that basis of communication and openness is.

Although Covid meant we couldn't step foot on campus for a while we still felt connected, and a big part of that was the simple act of Mr Johnston choosing to eat his breakfast daily by the front bridge! Being available and accessible spoke volumes to us about his heart for the school. Another part we loved were the stories and songs about gratitude, praying for classmates and Jesus that came home to be shared at the dinner table every night - wonderful examples of how much impact being a part of community that embeds Jesus into the daily narrative is having on our family. We can't think of a better place than Wycliffe for our kids to be nurtured as they grow and learn.

Kate & Paul Dowse



Hair Shave Fundraiser for Cancer Research

Wycliffe Highlights

Celebrating Year 12

We are delighted to be able to congratulate our Year 12 HSC class of 2020. It has been wonderful to see them experience learning success with some choosing to complete vocational education courses while others pursued learning directed towards entry to university.

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

- Ella Greenaway, Distinguished Achiever in Construction
- Timothy Kruik, Distinguished Achiever in Engineering Studies
- Phillip Morgans, Distinguished Achiever in Mathematics Advanced and Physics
- Chloe Woolfenden, Distinguished Achiever in Dance



Year 12 Gift to the School

Seb Mackie took a number of photos around the Blue Mountains and framed them. Each of the 14 students wrote a farewell comment on the back of a frame. We plan to hang them in the Front Office.

Thank you Year 12 for this lovely gift to the school community.

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.

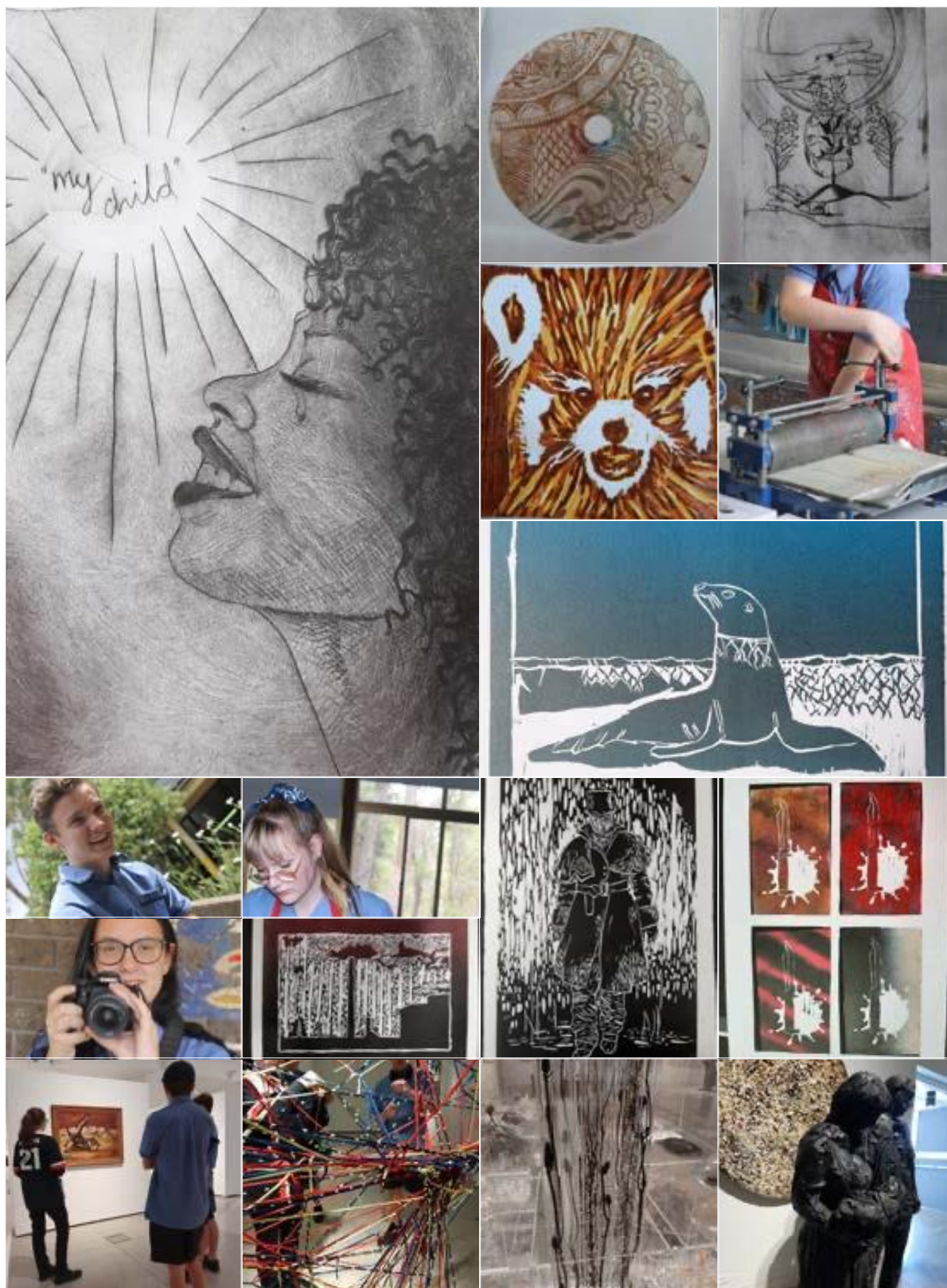
Amazing students - generous hearts

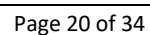


Images from Preschool



Creative Arts





Sport

We are very thankful for the sporting talents and abilities that God has blessed our students with. While many sporting events were disrupted through 2020, we again saw many opportunities for our students to develop their gifts and to use them to represent our school.

Throughout the year a number of extra-curricular sports training opportunities were available to students including:

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



Swimming Carnival Fun



Early Morning Sprint Training

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.

As requirements around managing Coronavirus allowed, we had students be given the opportunity to represent the school in Gala Days in different sports as well as in zone level competitions and trials for CSSA and CIS team sports.

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.



Junior School Swim Program

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 represent the school.



Junior School Girls Basketball

Book Week 2020



Primary Celebrates Book Week 2020



Property Update



Terry McCullough



Dale Killeen

2020 Property Update

GOD HAS RICHLY BLESSED US WITH OUR BEAUTIFUL GROUNDS AND SOME FRESH UPDATES

There have been quite a few updates around the grounds over the past few months as we continue to refresh areas of our school.



Along with our Property Team, our Year 11 VET students spent many hours helping to build a new long jump pit at the Eastern end of the oval.



Our outdoor Basketball Court has been completely resurfaced using slip resistant Acrylic Polyurethane. It looks amazing!



6 new solar bollard lights have been installed along the entrance path beside the driveway.



A project with Vision Australia saw an upgrade the visual aspects of our grounds to make them safer for all of our students. Contrasting Golden Yellow colour and an epoxy solvent based paint with granite, will provide a long lasting and slip-resistant product.

Wycliffe Planning

Evaluating 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	Evaluation
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>Undertake a review of the current Christian Studies curriculum across the school.</p>	<p>Communication was well received across the year and families provided ongoing feedback about this during the challenges that covid-19 created.</p> <p>The review of the Christian studies curriculum has been put back.</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>Engagement with the School Improvement Service from the Association of Independent Schools has resulted in significant progress in 2020. Our Forming Responsible Learners policy has been completed and has begun the process of implementation.</p> <p>A draft graduate profile was looked at by the leadership team.</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>Responding to the Coronavirus and the impact that it had on capacity for new initiatives has meant that both of these areas of development have been moved into 2021.</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	Evaluation
Intentionally encourage all members of the school to live out a culture that is Christ honouring.	<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>Initial research into PeaceWiseKids was undertaken. However, it was decided that focusing on completion of a new behaviour management policy was more important.</p> <p>Forming Responsible Learners has reached publication and implementation stage for the school community.</p>
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.	Informal support structures for staff, students and families proved to be highly effective during 2020. However additional training, particularly around Mental Health First Aid would still be beneficial for staff in 2021.

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	Evaluation
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>Actively link with local churches and visiting mission groups.</p>	<p>During 2020 we successfully maintained strong links with organisations already connected with the school.</p> <p>Coronavirus meant that new initiatives and connections along with any face-to-face links were not able to go ahead.</p>
Strengthen the involvement of families in school activities.	<p>Actively seek renewal of Association membership and activities.</p> <p>Invite family participation in mission and service trips.</p>	<p>The membership of the association was grown during 2020. There was good participation in zoom hosted discussions and planning meetings.</p> <p>No mission and service trips were able to occur in 2020.</p>
Support staff to be involved in mission and service activities.	Facilitate staff serving through preferred activities in both teaching and extra-curricular domains.	This area was not able to be strengthened in 2020 as the majority of extra-curricular areas were limited due to coronavirus.

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	Evaluation
Implement sustainable resource management.	<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>	<p>A master plan for the school site has been developed.</p> <p>Technology review occurred through 2020 with the strengthening of some areas of infrastructure.</p> <p>An additional link with CEN has enabled the leasing of space which has provided a small additional income stream.</p>
Identify, and implement, initiatives for school development and growth.	<p>Apply to NESA for commencement of Wycliffe Hope School.</p> <p>Create an Alumni group.</p> <p>Expand Preschool spaces and investigate new building options.</p>	<p>Capacity for Hope School was successfully demonstrated during 2020.</p> <p>The creation of an Alumni group has been moved to 2021.</p> <p>A new building design has been finalised for the Preschool and a DA submitted to council.</p>
Create partnerships that bless our school and the local community.	<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>All of these initiatives were unable to be pursued in 2020 due to coronavirus restrictions.</p>

Priorities for 2021

The following priorities have been established from within the framework of our Strategic Management Plan. Several of them are carried over from 2020 as they were delayed because of the Coronavirus. We have identified targets that we believe we have capacity to successfully implement during 2021.

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.	<p>Continue to tell God’s story in our community and celebrate His goodness towards us. Finding new ways of doing this in 2021 in addition to what we are already doing.</p> <p>Re-establish the Teaching Christianly modules on the staff portal. Encourage all new staff to work through the modules at a self-directed pace.</p> <p>Collect data across the year including using the AIS Perspectives survey to analyse the link between loving Jesus and outstanding learning.</p>
Strengthen and support learning success for all students.	<p>Strengthen the engagement between Forming Responsible Learners and learning culture.</p> <p>Introduce walk through practices.</p> <p>Establish peer to peer rhythms of being in each other’s classrooms.</p> <p>Add capacity to the Learning Enhancement Team.</p> <p>Develop a Graduate Profile. (carried over from 2020)</p> <p>Utilise data from the AIS Perspectives survey to direct next focus areas to strengthen.</p>
Invest in the encouragement and professional development of staff.	<p>Develop a systematic approach to professional development and staff appraisal. (carried over from 2020)</p> <p>Create and review role descriptions for staff leadership roles. (carried over from 2020)</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
Intentionally encourage all members of the school to live out a culture that is Christ honouring.	Review and strengthen procedures within the Forming Responsible Learners Policy. Create programs to proactively respond to current societal challenges around hypersexualised youth culture and pornography.
Create distinct connection and support options for families and staff.	Have staff trained in Mental Health First Aid and Grief and Trauma Support.

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 and nationally. (carried over from 2020) Actively link with local churches to provide genuine service options for students. (carried over from 2020)
Support staff to be involved in mission and service activities.	Facilitate staff serving through preferred activities in both teaching and extra-curricular domains. (carried over from 2020)

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
Identify, and implement, initiatives for school development and growth.	Support the successful commencement of Wycliffe Hope School. Commence the building project for Preschool. Create an Alumni group. (carried over from 2020) Design, and submit BGA application for Stage 1 of new and additional learning spaces. Install new junior school playground equipment
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. (carried over from 2020)

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 and 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 doesn't 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)

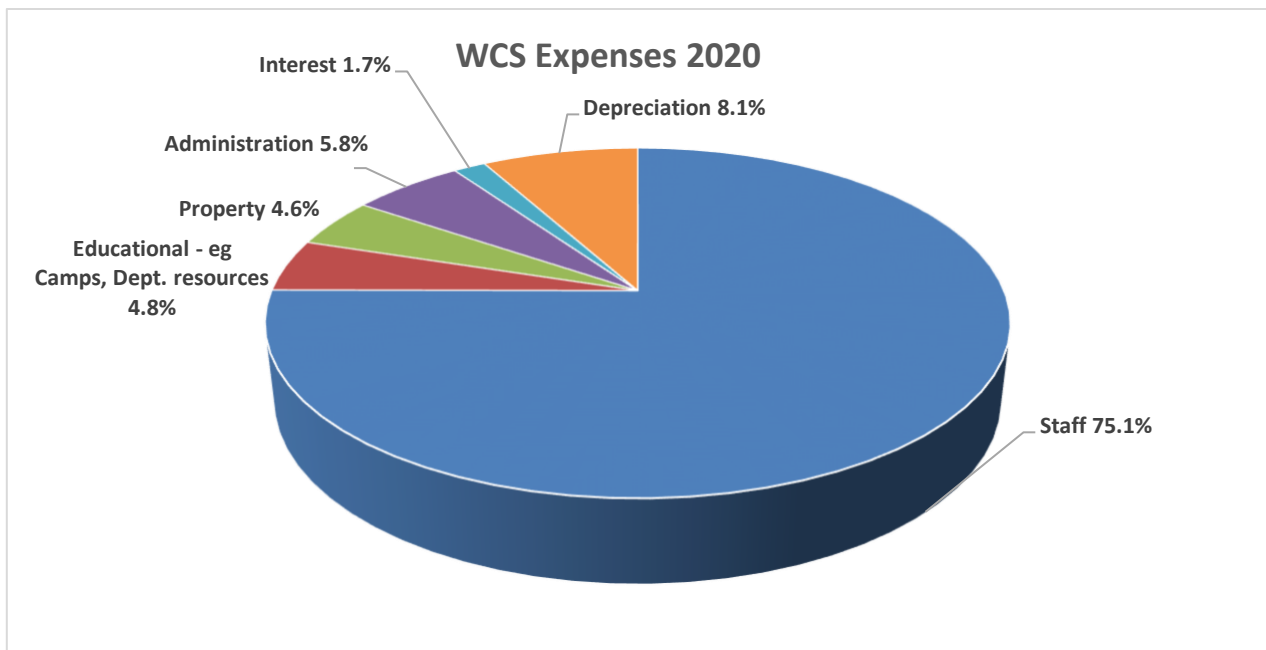
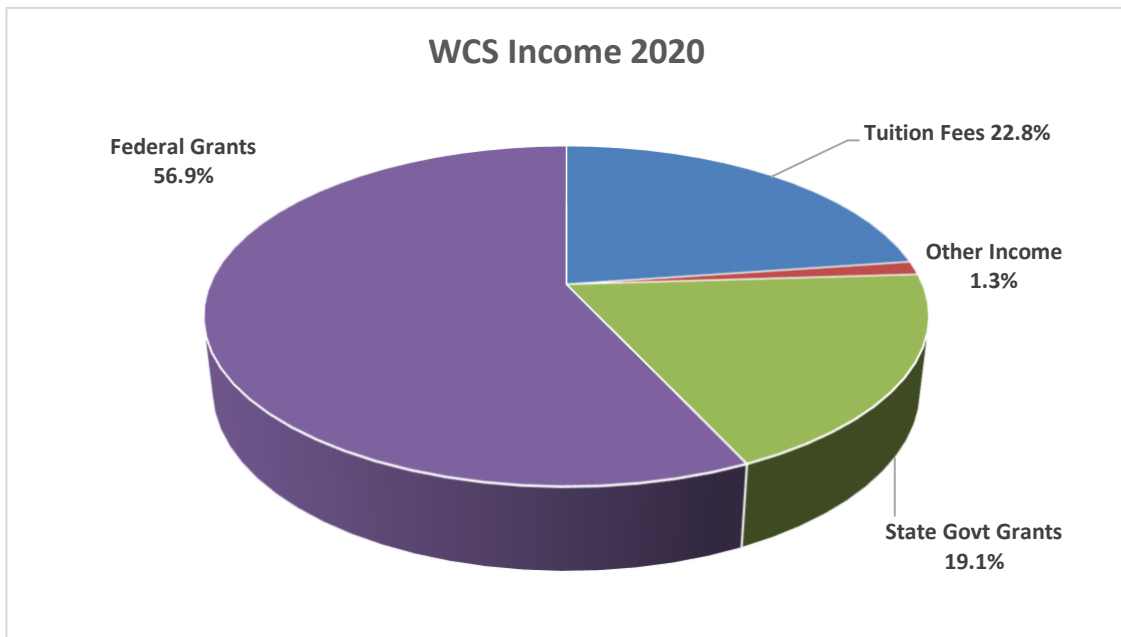
The complete grievance policy is available to staff online and parents are able to collect a copy from the School Office.

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)*