



# Wycliffe Christian School Annual Report 2021

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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 2021 the school had 388 students enrolled from Kindergarten to Year 12, with 196 in the primary school and 192 in the secondary.

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 educational 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.

## Message from the Board Chairman

Well, we all thought that it was great to get the Covid-19 year, 2020, behind us. But Covid-19 continued to dominate 2021, especially with a long period of remote learning – about a term and a half. We thought for a while we wouldn't return to school before year end, but we did so, and thankfully with little Covid-19 disruption (unlike in 2022). Coming back together at the end of Term 4 was a great blessing. Despite all the challenges of 2021, we continue to be thankful to God for being with us and leading us through such a complicated year.

Once again, staff worked really hard during the year. Being a teacher these days is tough but in 2021 the mix of face-to-face and remote, and all the uncertainty in the midst of that, made it even more challenging. Teachers are teachers because they love to teach, and teaching means connection with students – not being able to meet in-person made teaching difficult. We are so grateful for the passion of our teachers to lead and educate our students, and that this passion helped keep them stay committed to our students through it all. We saw numerous examples of how our teachers cared for our students as they went out of their way to connect and encourage them in creative ways.

It was a tough road for our students in 2021 too. Long periods away from friends with remote learning was not easy. And engaging with learning is not easy when it is all through a screen. For our Kindy and infants classes, where face-to-face and the social aspect are so critical, it was particularly challenging, for students and teachers alike. We recognise that 2021 has had a big toll on many students and their learning, and we seek to continue to support them. It has been great to see them back together in 2022.

We greatly appreciated the leadership of our Principal, David Johnston, and our Assistant Principal, Vicki Williams. So many difficult decisions needed to be made on a weekly and often daily basis. We are blessed to have clear and calm leadership who can make good decisions that support our school community, for both students and staff alike. It has also been encouraging to see the Leadership Team take on increasing responsibilities to lead the school, spreading the load and increasing capacity so we can do more things well.

In 2021 we were blessed with a large cohort of Kindergarten students, as well as new students across many year groups, especially those starting High School in Year 7. We are so thankful to God that more families have confidence in what is happening that they entrust the formal education of their children to our school community. The higher enrolments have contributed to a strong financial result for 2021 that has produced a surplus after depreciation, which has not happened for quite some time at Wycliffe. We project that enrolments will continue to grow strongly for several more years as each Kindergarten year group feeds into two Year 1 streams.

And then there is our Preschool. Thanks so much to Julie Taylor and her team for all they do with these precious boys and girls as they help fan the flame of fascination and wonder in these young lives, and care for each student in their individual ways. Our Preschool enrolments continued to be very strong throughout 2021 and we reached our capacity which resulted in waiting lists. While it is great that interest is high, we want to be able to accept more students into Preschool as it is the main pathway into Kindergarten at Wycliffe. The Preschool is central to both our long-term strategy and to our school community. We continue to work through the plans for a new Preschool building with Blue Mountains Council, which will double the current capacity, but there have been significant challenges and delays over the past 12 months.

Also in 2021 we opened Wycliffe Hope School. In 2021, we ran two classes (each with 6-8 students). It was wonderful to see how the idea of 'two schools – one learning community' came to life at Wycliffe. We are so thankful for an amazing Wycliffe Hope team, led by Sarah Allison. And for David Johnston who played a very active role in supporting the team. In 2022, Wycliffe Hope has expanded to four 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 Chair

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

## Message from the Principal

2021 has once again been a journey of complexity and beauty, challenge and joy, uncertainty and celebration, and in all of this we have had the privilege of seeing God richly present with us. As the year commenced the school community enjoyed gathering together, appreciating the stability of physical classrooms and learning face to face with teachers, while later in the year students had to grapple with learning from home. It was amazing to see the resilience and strength that was displayed by our students, staff and families.

One of the significant dynamics for us was the way that staff were able to draw on previous experiences as they moved to remote and online learning. I was so thankful for the way that they served the community in the creation of strategies and systems that helped ease the transition from physical classrooms to online learning in the latter half of the year. Throughout these seasons we have been deeply encouraged by the genuine engagement and learning progress of our students. We intentionally collected a wide range of data across the year which enabled us to review the ongoing learning of our students. I can't thank our staff enough for the way they invested in creating resources which successfully invited student participation.

Even in the midst of lockdowns it was beautiful to be able to hold our Open Day in Term 2 with so many families joining us on the school site. We were also able to celebrate significant milestone celebrations with students and families from Year 10, Year 11 and Year 12. It was a privilege to support our Year 12 students and see their strength of character and determination as they successfully completed their HSC after experiencing disruptions and an incredibly elongated school year. Their graduation assembly, held in December, was an exquisite celebration, recognising their successful journey.

Another great accomplishment for Wycliffe during 2021 was the commencement of Hope School. The school opened with 15 students and two classrooms. They are deliberately located at the heart of the school to ensure the students feel a deep sense of belonging and connectedness. It has been wonderful to witness how the community has gathered around Hope School, welcoming them warmly into the learning environment.

Finally I would like to express again my deep thankfulness to our families who have partnered so generously with us. 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 seeing what God does in our midst in 2022.

Yours in Christ,

**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 extracurricular 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 2021 the School had 43 (33.6 full time equivalent) teaching staff (including the Principal and Assistant Principal), and 26 (13.4 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. 10% of teaching staff are working towards Accreditation and 90% of staff are maintaining their Accreditation status.

## Professional Learning

Despite the interruptions to the regular rhythms of life during 2021 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.

<p>Child Protection</p> <p>Anaphylaxis Training</p> <p>Epilepsy Training</p> <p>Autism Training</p> <p>First Aid Course</p> <p>Equipped to Lead – CEN Leadership Training</p> <p>Utilising Strengths within Leadership Teams</p>	<p>HSC Marker training</p> <p>Use of Zoom and G-Suite within the Classroom</p> <p>Walk throughs and Culture</p> <p>English Teachers Association Conference</p> <p>Chemistry Training updates</p> <p>The Rite Journey Training</p> <p>Software Design &amp; Development Curriculum</p>
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## **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 more boys enrolled than girls, 55% as compared to 45%. 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**

Throughout 2021 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
- Crazy Sock Day Fundraiser in support of our Hope School Students
- Stand Tall event for Year 10, focusing on life skills and perspective
- 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.



The Camp offered a mix of service opportunities and the chance to visit local attractions such as the RFDS Visitor Experience Centre.

## 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 extracurricular 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.

## Attendance

The following table provides a summary of student attendance in 2021.

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
<b>Attendance</b>	95%	93%	95%	96%	94%	95%	94%	95%	93%	92%	93%	97%	98%

On average, approximately 95% of students attended school each day in 2021. 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

NAPLAN was able to proceed in 2021 across Australia, despite lockdown disruptions. 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.

Our NAPLAN data for 2021 can be found on the following page.

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	Wycliffe	490.6	453.1	443.4	460.1	448.6
	State	444.0	434.4	432.8	443.1	412.9
Year 5	Wycliffe	560.8	512.6	521.8	559.4	539.3
	State	515.2	488.4	514.1	510.2	503.7
Year 7	Wycliffe	572.3	529.7	555.7	568.3	567.3
	State	545.9	529.4	555.9	541.6	558.8
Year 9	Wycliffe	579.7	565.4	581.5	581.8	593.2
	State	581.9	556.7	586.7	578.9	596.7

*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 2021 all but 1 student in Year 10 and Year 11 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 2020, 75% continued into Year 11 for 2020. Of the number of students completing Year 10 at the school in 2019, 75% completed their HSC in 2020.

## HSC Data

Wycliffe Christian School achieved pleasing HSC performances in 2021. 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	2021	6	84	54	16	46
	2020	4	50	60	50	40
Ancient History	2021	7	57	61	43	39
	2020	2	100	62	0	38
Modern History	2021	9	67	65	33	35
	2020	N/A				
Spanish Beginners	2021	4	100	77	0	23
	2020	N/A				
German Continuers	2021	1	100	85	0	15
	2020	N/A				
French Beginners	2021	1	100	76	0	24
	2020	N/A				
Biology	2021	6	67	66	33	34
	2020	3	100	62	0	38
Chemistry	2021	6	83	66	17	33
	2020	2	100	69	0	31
Construction	2021	3	66	51	33	49
	2020	4	50	57	50	43
Design & Technology	2021	6	100	83	0	17
	2020	2	0	83	100	17
Drama	2021	11	73	83	27	17

	2020	3	100	90	0	10
English - Standard	2021	12	42	58	58	42
	2020	6	67	57	33	43
English - Advanced	2021	15	93	94	7	6
	2020	6	83	95	17	5
Mathematics - Standard 2	2021	13	62	51	32	49
	2020	6	50	50	50	50
Mathematics - Advanced	2021	6	67	79	33	21
	2020	6	50	81	50	19
Music 1	2021	6	100	89	0	11
	2020	2	100	91	0	9
PD/H/PE	2021	8	63	60	37	40
	2020	6	83	62	17	38
Physics	2021	5	60	71	40	29
	2020	5	40	67	60	33
Community and Family Studies	2021	7	43	71	57	29
	2020	N/A				
Software Design and Development	2021	2	100	67	0	32
	2020	N/A				
Business Studies	2021	4	75	66	25	34
	2020	N/A				
Visual Arts	2021	3	66	91	33	9
	2020	2	100	90	0	10

Entertainment Industry	2021	2	50	75	50	25
	2020	N/A				

*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 Ext 2	2021	5	100	87	0	13
	2020	N/A				
Mathematics Ext 1	2021	4	75	74	25	26
	2020	1	100	74	0	26
History Extension	2021	4	50	77	50	23
	2020	N/A				
English Ext 2	2021	4	75	84	25	16
	2020	N/A				
English Ext 1	2021	4	75	94	35	6
	2020	N/A				

*Note: Care must be taken in interpreting these results given the small number of candidates in a number in particular subjects.*



The 2021 HSC Drama class created two original Group Performances for their HSC exams. "Senator Scrooge" explored the ongoing corruption in politics in Australia, addressing issues such as climate change, sexual misconduct, misuse of funding and responses to immigration. "The Play That Shall Not Be Named" explored the popular notion that the name of Shakespeare's 'Scottish Play' should not be named when being rehearsed and performed, otherwise a plague of bad luck might result - and this is exactly what humorously occurred!

Three students chose to write an original script for their major work. The remaining students performed a monologue from the following plays:

- Lola Bennett** - "The Shape of Things"
- Maria Drummond** - "Parramatta Girls"
- Jessica Howes** - "Rosencrantz and Guildenstern Are Dead"
- Eleanor Maddock** - "Prima Facie"
- Grace Nassif** - "Jasper Jones"
- Harris Penrose** - "Long Day's Journey into the Night"
- Isaac Selwood** - "Angry Oscar"
- Trent Wallace** - "First Light"

## Year 12 2021

100% of students in Year 12 in 2021 gained their Higher School Certificate. 14% of students in Year 12 in 2021 were undertaking VET courses of study.

## Post School Destinations

Based on information provided when students left the School, 63% continued on to higher education, 20% entered directly into the workforce and 17% of students took a Gap year.



Our Senior Drama students had the amazing opportunity once again this year of taking part in the Annual Youth Theatre Festival held at The Joan in Penrith. The festival this year was titled 'Split'.

# 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.



## Messages from Parents – Dave & Melissa Smitherman

The Year 2021 initially presented itself as a hopeful year, a chance to leave behind Covid-19 and the many challenges of 2020. Our family started the year with a level of optimism, albeit somewhat cautious optimism. The start of the school year saw all five of our children excited to be back to face to face learning with their friends and teachers. Our family celebrated two schooling milestones, the first being our second eldest daughter starting year 7 and secondly our youngest daughter commencing kindy. New Covid-19 pickup and drop of protocol meant parents had very limited access to the school premises and classrooms. Although understandably necessary, this did cause my mothers heart a great level of grief. Not being able to be part of these significant days in a meaningful way, especially for my little one was particularly tough.



The news of lockdowns came during our winter term break and it soon became apparent that we would be homeschooling for an extended length of time. Second time round as parents we were a little more emotionally and practically prepared for the task of homeschooling. Our kids seemed to be very at peace with the situation and even enjoyed certain 'perks' of homeschooling, such as sleeping in later and bacon and eggs for breakfast! We had also adapted and become very familiar with the technology associated with online learning and had extra desks and devices. Whilst at times my kids struggled to stay on task - no thanks to Minecraft - I felt in many ways they thrived with the self paced model and worked hard to complete and 'turn in' the assigned work.

It was also clear that the teachers had also become more confident and effective too and I particularly appreciated the additional streamlining of certain aspects of homeschooling. The teachers provided great support via Zoom, feedback and printed workbooks. The prerecorded MultiLit lessons provided by the Kindy teachers were amazing and made the task of keeping my energetic 5 year old focused so much easier.

The flexible structure worked beautifully for our family. I particularly loved that my primary aged children started the school day covered in prayer and full of God's word, as each teacher took turns via Zoom to share from the bible. What a blessing to be part of a community aligned with our values that reminds our children that God is faithful no matter what is happening in life.

The greatest challenge for our large family was the need to juggle the different schooling needs of 5 children plus adding a new born baby to the mix, proved to be beyond exhausting. I was once again living by God's grace one day at a time.

Finally, after more than 12 weeks stuck at home we embarked on a staggered return to school. We were all beyond excited to be starting back at school and enjoy this simple freedom that we had taken for granted. We packed our masks, added the 'RAT' to our morning routine (as needed) and prayed earnestly for God to protect our family and school community from Covid-19 each day around the breakfast table.

Our expectations of a hope-filled 2021 certainly didn't eventuate and perhaps in many ways proved to be emotionally more taxing than the previous year. However as a family we continued to know God's peace that passes all understanding and remain grateful for the small everyday blessings. We also decided to intentionally cultivate joy within our family; not a natural reaction when life is challenging. As parents we are so grateful for Wycliffe Christian School and the amazing leadership team and dedicated teachers who care and give beyond what is simply the requirements of the job.

**Dave & Melissa Smitherman**

## Messages from Parents – Dave & Allison King

Our Son started at Wycliffe mid-2021 in Year 8. Which ended up being a tough time to change school. After only a short time into the term, the school was locked down due to Covid-19. He hadn't formed close connections with friends or teachers at that stage. We were really concerned about how it was all going to work out.

We had moved him from a public school, and the experience we had with online learning wasn't great. We were pleasantly surprised at the difference. Wycliffe went above and beyond to ensure our son was supported on all levels. They reached out to check on how he was doing with the workload and mentally. We felt blessed that our son was in such a nurturing environment.

After the lockdown he seemed to easily adjust back into the school routine. With great support from all the teachers. We were so impressed with the school, that we decided to move both our daughters the following year.

Anyone considering sending their child/children to Wycliffe, we would highly recommend. Our experience has been nothing short of exceptional.

**Dave & Allison King**

## Wycliffe Highlights

### Preschool

Our Preschool continues to flourish and we are glad that our parents appreciate the time their children spend there. The vast majority of students in Preschool progress into Wycliffe Kindergarten classes.



## Junior School English

This year has seen some exciting developments in our approach to literacy and writing, with the goal of providing explicit, meaningful, and intentional learning practice. Stages 1 to 3 have been implementing the Spelling Mastery program, which uses highly interactive, structured lessons and a focus on strategies and observable patterns. Teachers have combined phonemic, morphemic, and whole-word instruction to pave the way for effective writing and spelling.

Our primary staff have been using the innovative Talk for Writing program to shape reading and writing skills. Based on the principle of “talking through the text” to internalise language structures, Talk for Writing has helped students to improve their expression in writing and their ability to read critically. Following this, Stages 2 and 3 have focused on writing suspenseful stories and using sensory information like smells and sounds to enhance a setting.



## Year 11/12 Design & Technology Projects

Our Year 11 and 12 cohort created some very impressive projects for their end of year assessments and major works.



Jesse Nicholls



Rosalie Windus



Gabrielle (Belle) Johnston



Dom Challinor



Emilee Schatzman



Sam Johnson

## Celebrating Year 12

We are delighted to be able to congratulate our Year 12 HSC class of 2021. 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.

Samuel Johnson	Distinguished Achiever in Maths Standard 2, Music 1, PDHPE and Business Studies
Thomas Miller	Distinguished Achiever in Maths Extension 1
Grace Nassif	Distinguished Achiever in Music 1
Micah Webster	Distinguished Achiever in Music 1
Molly Gee	Distinguished Achiever in Spanish Beginners and Ancient History
Keira Lee	Distinguished Achiever in Spanish Beginners
Jordan Killeen	Distinguished Achiever in Drama
Eleanor Maddock	Distinguished Achiever in Drama
Harris Penrose	Distinguished Achiever in Drama

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

## 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 2021, 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:

- Gymnastics training
- Sprint training
- Volleyball training
- Specialised team sport training for Primary and Secondary Sports teams

The morning group for sprint training has had incredible engagement from the students, averaging 20 people each morning. They work to improve their skills in sprint training, jumping and plyometrics, but also to have fun together.

Our school swimming and athletics carnivals were also 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 Covid-19 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. Our students won the mixed cssa state Volleyball gala

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 represent the school.



## Our Property and Grounds

*We have been blessed with a wonderful campus setting. As we steward the property and grounds of Wycliffe Christian School we note the following improvements during 2021.*

Our handball courts have been freshly painted, along with safety markings on entry stairs. Our long jump pit has also been completed and is a great resource for students to practise their athletics skills. Renovation of C3 and C4 into our current Hope School created a wonderful place for Hope School to launch. This also includes a 60m fenced area around the play equipment.

We have renovated D14 for Kindergarten. With new furniture, cupboards and a deep sink. The new families that started in these rooms this year have appreciated the modern facilities and open environment for their children.

Render stabilizing the sandstone rock and repositioning the bike hooks to the opposite wall of bicycle storage area under D Block, resulted in students and teachers more comfortably retrieving their bikes for outdoor activities.

The Library and staff common room air conditioning has now been installed, finalising the insurance work which began in January.

We have performed major work on our Asset Protection Zone around the school. This involved the removal of 6 dangerous trees near our front entrance driveway. Many staff and students were delighted to see the enhanced natural beauty of the surrounding bushland. It looks amazing.

The Library and Staff common room air conditioning units have been installed and completed. The suspended ceilings are neatly finished, giving a professional feel and great maintenance access for years to come.

All the road markings around the bus bay, carparks and main road into the school were repainted and lines and markings added where there weren't any.

B1, B2 and B3 classrooms were renovated. All timber trims have been repaired and sanded, brick walls patched and all painted. It's been a remarkable improvement.





## Wycliffe Planning

### Evaluating 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	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. 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 Association of Independent Schools (AIS) Perspectives survey to analyse the link between loving Jesus and outstanding learning.</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>Teaching Christianly modules were reviewed by the end of 2021, ready for use by 2022.</p> <p>The AIS survey was conducted and will be conducted again in 2022.</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 and 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>	<p>Engagement with the School Improvement Service from the AIS has resulted in further progress in 2021. Our Forming Responsible Learners policy has been implemented.</p> <p>This was hindered by Covid-19 descriptions but feedback from parents and students about our sporting programs in particular has been very encouraging.</p> <p>Additional staffing was added to our Learning Enhancement team.</p> <p>Draft Graduate Profile document created.</p> <p>AIS Perspectives survey usage to be carried over to 2022.</p>

Priority One: To be a Christ-centred learning community that is intentionally committed to effective and innovative teaching and learning		
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>	<p>Small steps have been taken during a Covid interrupted 2021. The professional learning week at the commencement of the year and the middle of the year created strong engagement for staff's professional learning.</p> <p>Drafts of role descriptions were reviewed across the year.</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>Review and strengthen procedures within the Forming Responsible Learners Policy.</p> <p>Create programs to proactively respond to current societal challenges around hypersexualised youth culture and pornography.</p>	<p>Training for staff and ongoing review of the Responsible Learners Policy was very successful during 2021.</p> <p>Planning and training to support the successful launch of the Rite Journey program occurred during 2021.</p>
Create distinct connection and support options for families and staff.	Have staff trained in Mental Health First Aid and Grief and Trauma Support.	During 2021, formal training did not occur, however informal support structures for students and families provided effective points of engagement for our community.

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 and nationally. (carried over from 2020)</p> <p>Actively link with local churches to provide genuine service options for students. (carried over from 2020)</p>	<p>During 2021 we successfully maintained strong links with organisations already connected with the school.</p> <p>Covid-19 meant that new initiatives and connections along with any face-to-face links were not able to go ahead.</p>
Support staff to be involved in mission and service activities.	Facilitate staff serving through preferred activities in both teaching and extra-curricular domains.	<p>During 2021 the majority of extra-curricular areas were limited due to Covid-19.</p> <p>Efforts were made to assist teachers through the complexities of remote learning. Staff across the whole school went over and above to equip students accordingly despite the added layer of difficulty.</p>

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
Identify, and implement, initiatives for school development and growth.	<p>Support the successful commencement of Wycliffe Hope School.</p> <p>Commence the building project for Preschool.</p> <p>Create an Alumni group. (carried over from 2020)</p> <p>Design, and submit BGA application for Stage 1 of new and additional learning spaces.</p> <p>Install new junior school playground equipment</p>	<p>Wycliffe Hope School was successfully commenced during 2021.</p> <p>Covid-19 and the associated interruptions resulted in the building projects and alumni activities being paused during the year.</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. (carried over from 2020)</p>	<p>During 2021 the impact of the pandemic resulted in very limited options for engagement with the local community to occur.</p>

## Priorities for 2022

The following priorities have been established from within the framework of our Strategic Management Plan. Several of them are carried over from 2021 as they were delayed because of the Covid-19. We have identified targets that we believe we have capacity to successfully implement during 2022.

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. Find new ways of doing this in 2022 in addition to what we are already doing.</p> <p>Equip teachers with Christ-focused books and resources. Encourage all new staff to work through the content at a self-directed pace.</p> <p>Hire communications focused staff to ensure school messaging is consistent, timely and carries the Christ-centred tone of the school.</p>
Strengthen and support learning success for all students.	<p>Introduce walk through practices and establish peer to peer rhythms of being in each other’s classrooms.</p> <p>Continue to strengthen a school culture that establishes high expectations for learning progress for all students.</p> <p>Add further capacity to the Learning Enhancement Team.</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>Facilitate staff to engage in professional learning in areas of interest.</p> <p>Implement intentional whole school focused learning trajectories through staff meetings and the two PD weeks.</p> <p>Host events that facilitate staff connection and growth together.</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.	<p>Maintain regular devotional times for staff and intentionally seek to encourage a community that embodies God's faithful presence to each other and the local area.</p> <p>Implement programs (The Rite Journey) to proactively respond to current societal challenges around youth culture and its intersection with technology.</p> <p>Assess and encourage staff engagement with their own church communities.</p> <p>Engage in environmental awareness and sustainability programs to foster better care of school grounds and the wider world.</p>
Create distinct connection and support options for families and staff.	As covid restrictions ease, utilise the time together to host more events for students and their families, providing opportunities to know them better and understand their 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'.	<p>Create programs for the community to serve within the school, local area and nationally. (carried over from 2021)</p> <p>Actively link with local churches to provide genuine service options for students. (carried over from 2021)</p>
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 2021)

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.	<p>Intentionally engage in supporting a culture of inclusion for all students alongside the continued growth of Hope School</p> <p>Commence the building project for Preschool. (carried over from 2021)</p> <p>Design, and submit BGA application for Stage 2 of new and additional learning spaces.</p> <p>Install new junior school playground equipment (carried over from 2021)</p>
Create partnerships that bless our school and the local community.	<p>Continue and extend options for local community use of facilities and cafe for: Local Churches; Community Garden / Kitchen; Men's Shed; Allied Health Services; Sporting Teams; University Research Links; Local businesses. (carried over from 2021)</p>

# Wycliffe Policies

## Enrolment Policy

### Rationale

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

This Christian worldview presupposes that:

- God is the source of all truth (John 14:6) from which knowledge and understanding flow (Proverbs 2:6).

The Bible:

- Is God's inspired and inerrant word to humankind,
- Is the point of reference from which we can evaluate all other areas and sources of knowledge.
- Provides the lens through which human history and endeavour can be evaluated and judged.
- Stretches beyond mere ethics or morality, laying the blueprint for relationships; with God; with fellow humans; and the world in which we live.

This approach fosters within learners a worldview, a perspective enabling them to understand and appreciate God's purposes, empowering them for Christian life in God's world. This philosophy of schooling was the foundation of Wycliffe Christian School, and continues as the emphasis that parents accept and support in enrolling their 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. Wycliffe 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 Wycliffe, 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 or children.

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 Wycliffe. 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 enrollment 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.

## Forming Responsible Learners (Welfare) Policy

*The complete Welfare Policy is available to staff and parents online, and copies can be collected from the school Office.*

Wycliffe Christian School is a covenant community of students, teachers and parents. "It is a relational community where trust and mutual service are able to flourish. It is a learning community which deliberately nurtures and designs an intentional learning environment [and] ... it is a respectful community that understands the expectations and authority limits (boundaries) of each office (student, teacher and parent)" (Hanscamp, M., 2019, *Crafting formational learning*, p. 43).

The relationships that are formed in the school community should be mutually beneficial as opportunities for growth and training in character and spirit, as well as in knowledge and skill; teaching what it means to be a respectful community member, a responsible learner and a

faithful steward. Students and their families should also experience the grace and shalom of God's kingdom community.

Our students are loved by God and made in His image but, through rebellion against His Lordship, each individual is born with the need for salvation. We must help students to see that reconciliation to God is a free gift and has nothing to do with learning to behave well. The aim of the discipline process is to demonstrate the living gospel of grace and the transformation of the heart, not to focus solely on outward behaviours through rewards and punishment.

The words 'training' and 'discipline' may be considered synonymous in the process of teaching the boundaries or expectations set by the school community and training students in relational behaviour, with the goals of nurturing community and fostering learning. The ongoing maturation of a child's life requires the proactive teaching of living principles and their application through example, encouragement and correction. Teachers will provide systematic training and correction with the intention of guiding students to attain a mature level of self-discipline.

Where a consequence is needed, it must be seen not judicially (i.e. as an automatic penalty for designated misbehaviour) but as part of the necessary training/discipleship process. It must, therefore, be administered with the aim of producing an acknowledgement of responsibility and an awareness of the effect of the behaviour on self or others in the community, together with remorse for wrong actions or attitudes that will lead to repentance and restoration in the student's life.

The response needs to be always related to both God's and the teacher's love and concern for the student. Discipline is most effective when it is undertaken within a trusting relationship and supported by the community. There is no fixed consequence for a particular action by a student. In determining a strategy for correction, the teacher will consider what will work to change this particular student's behaviour and, more importantly, their attitude. Any disciplinary action that leads to guilt, crushing of identity, or loss of approval and acceptance is destructive not corrective.

*A link to the full document can be found here:*

<http://www.wycliffe.nsw.edu.au/wp-content/uploads/2021/03/Wycliffe-Christian-School-Forming-Responsible-Learners-Policy-March-2021.pdf>

## Anti-Bullying & Harassment Policy

*The complete Anti-Bullying and Harassment Policy is available to staff and parents online, and copies can be collected from the school Office.*

The occurrence of bullying behaviour relates to a breakdown in human relationships and the failure to love one another as Christ loves each person. God intends for us to live together in a community that acknowledges differences, and accepts others, because every person is made in His image. The Wycliffe Christian School community represents the Body of Christ, where every person is valued and has a unique part to play. The school seeks to build a supportive, caring community which aims to protect all people from behaviour by others which may cause distress of any kind; and to foster the restoration of relationships of mutual regard and honour. This policy aims to facilitate processes that will deter and prevent bullying; support and strengthen the victim; and address the cause, and suitable restitution, with the offender. The careful resolution of each incident will be for the benefit of each person involved, as they grow in discipleship; and of the whole school.

*A link to the full document can be found here:*

<http://www.wycliffe.nsw.edu.au/wp-content/uploads/2021/03/Wycliffe-Christian-School-Anti-Bullying-Policy-March-2021-1.pdf>

## Complaints Policy (Grievance)

*The complete Complaints Policy is available to staff and parents online, and copies can be collected from the school Office.*

The heart of the complaint handling process is the protection and nurturing of relationships between people in the school community. Godly complaint management seeks the redemption of what was harmful and the restoration of fractured relationships. Even where original decisions of the school are not reversed, the process is designed to honour each person, and extend mercy, compassion and justice (Micah 6:8).

The foundation of the process is to seek resolution with the first person concerned, according to Matthew 18:15-16. "If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses.'"

This approach models to students, and the school community as a whole, about dealing with conflict as people of godly character, in line with the vision of the school. It stops destructive gossip or slander, which undermines community; and builds a culture that is respectful, can value differences and which is open, transparent and trustworthy.

We live in a fallen world where mistakes and conflicts occur; but God can use even these occasions for good (Rom. 8:28-29). As the Apostle Paul wrote in 1 Corinthians 10:31-11:1, conflict actually provides three significant opportunities. By God's grace, you can use conflict to:

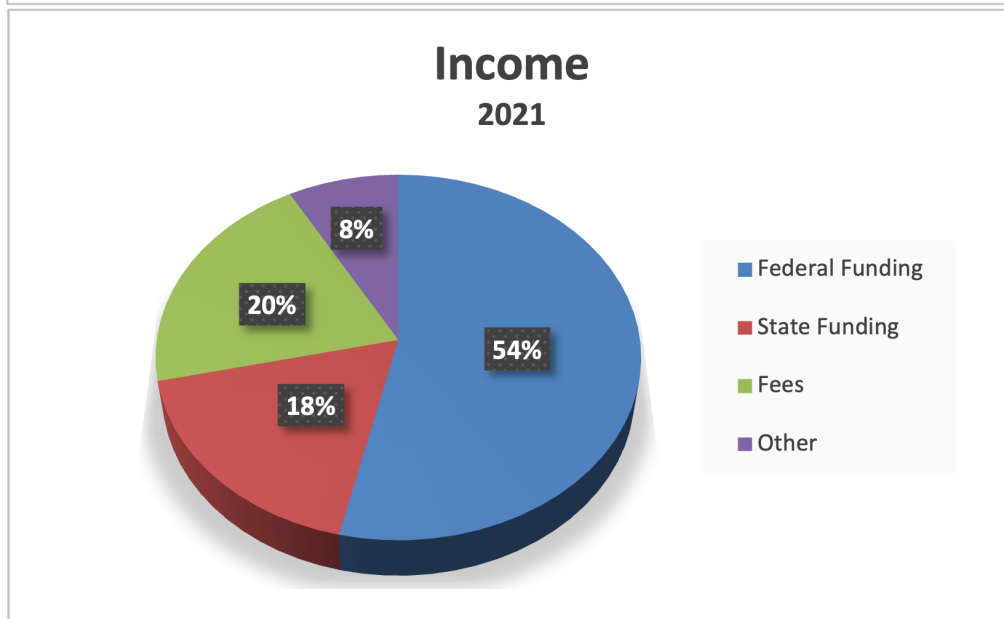
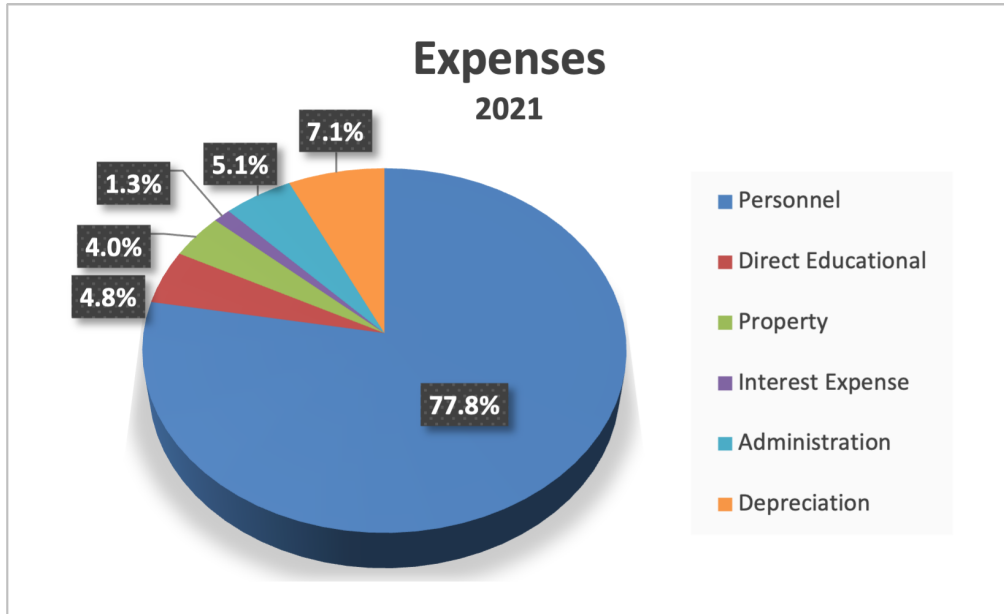
- Glorify God (by trusting, obeying, and imitating him) (Philippians 2:5-13)
- Serve other people (by helping to bear their burdens or by confronting them in love) (Ephesians 2:4-5)
- Grow to be like Christ (by confessing sin and turning from attitudes that promote conflict). (Philippians 2:3-4)

We aim to advance the kingdom of God through working together to make the school a place of integrity and hope within the community. (Source: CEN HUB Complaints Framework 2021)

*A link to the full document can be found here:*

<http://www.wycliffe.nsw.edu.au/wp-content/uploads/2021/03/Wycliffe-Christian-School-Complaints-Policy-March-2021.pdf>

# Wycliffe Christian School 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