

Wycliffe Hope School Annual Report 2021

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Our Story

Overview and Context

This year Wycliffe Hope School has begun partnering with families in the Christian education of their children with mild to moderate ASD or moderate intellectual learning needs. The school grounds are nestled amidst natural bushland in the Lower Blue Mountains and provide a wonderful setting for education, surrounded by the long-standing learning community of Wycliffe Christian School. In 2021 the school had 15 students enrolled from Kindergarten to Year 6.

Wycliffe Hope 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

After all the Covid-19 complications in 2020, we were glad we hadn't started Wycliffe Hope in that year. But Covid-19 continued to impact school life in 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 – the first for Wycliffe Hope.

In 2021, Wycliffe Hope School commenced with two classes (each with 6-8 students). There was a class for Years K-2 and another for Years 3-6. It was wonderful to see how the idea of 'two schools – one learning community' came to life at Wycliffe. We saw Wycliffe Hope students making good friends with students from the rest of the school in the playground and, in their very similar uniforms, they were often indistinguishable. Wycliffe Hope students joined with the rest of the school for some classes like sport and PE and some represented the school in sporting teams.

We are so thankful for an amazing Wycliffe Hope team, led by Sarah Allison. Sarah has done a wonderful job in leading and supporting staff, working with families to understand how to get the best from each student and doing all the NESA reporting that is so important. Sarah was also the lead teacher for our younger class. And we are also thankful to David Johnston who played a very active role in supporting the team throughout the year and for making difficult decisions on a regular basis as school life kept changing over the year due to Covid-19 restrictions.

Our teachers and aides worked really hard during the year, showing a deep commitment to the students through all that 2021 threw at the team. We were greatly encouraged by the way the teachers and aides worked together to help each student in very individualised ways, based on each of their capabilities and personalities. This is what these students need and we are so glad we can offer that at Wycliffe Hope. We saw how the team helped our students in key areas like making friends, gaining independence and other social and emotional skills. The progress in each student over the year was wonderful to observe. For the first half of the year, all this was done in person, but during lockdowns, our team was diligent in providing online tasks for students and keeping up with them remotely.

We are so thankful to God that many families have had confidence in what is happening at Wycliffe Hope to entrust the education of their children to our school community. Despite some uncertainty throughout the year on the amount of government funding, the funding we received was within our expectations and indeed allowed us to increase services for students in 2022. In 2022, Wycliffe Hope has expanded to four classes – there is clearly great demand for this type of education in our area. But we will ensure we grow in a sustainable way that maximises student progress ahead of maximising student numbers.

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

What an amazing year 2021 has been for Wycliffe Hope School. As a learning community we are deeply thankful to our Heavenly Father for all the ways that he has provided for us in our first year of operation. It has been both exciting and encouraging to see the vision of two schools, one learning community, come to life in such a rich way. It was delightful to welcome staff and students into freshly renovated and specifically designed learning spaces located at the centre of the grounds of Wycliffe Christian School. We are aware that so many different elements powerfully contribute to culture and purpose as we create an inclusive learning community in celebration of diversity.

Together we recognise the inherent dignity and value that is true for each of our precious students. Made in God's image, we celebrate their gifts and talents as they experience learning success, grow in maturity and step into the future, confident of who God has made them to be. We have been deeply appreciative of the partnership that has been extended to us by our families. As they entrust us with the learning journey of their children, they also give us a precious gift.

Commencing a new School in the midst of a Global Pandemic created many dynamics in which the strengths, talents, and generous servant hearts of Wycliffe Hope School Staff were displayed again and again. I am deeply thankful for Sarah Allison and her team who throughout 2021 invested so fully in the successful journeys of each of their students. There was great joy at many points as we celebrated students' growth and development, achieving milestones well in advance of anticipated timeframes. Successful learning in action is always exciting.

As the year progressed it was a privilege to have ongoing enrolment interest in Wycliffe Hope School. In light of this we are looking forward to welcoming a host of new staff as we add an additional two classes in the coming year.

As you read through the rest of this report that reflects the year that we have been blessed with, it is my hope that you will also join with me in anticipation of looking forward to see what God does in our midst in 2022.

Yours in Christ,

David Johnston

Principal

Message from the Head of Hope School



Wycliffe Hope School is a Kindergarten to Year 12 Christian learning community with the specific focus of catering for students with mild to moderate ASD or moderate intellectual learning needs. God tells us that every child is formed in His image and is wonderfully made. Wycliffe Hope School provides an inclusive learning experience for students with diagnosed additional needs which celebrates the truth that they are treasured and essential members of our school community.

Some of the Hope School students journeyed to many exciting places over the course of Term 1, learning about the different features of landscapes as well as what 'things' make a place special. We explored together how it isn't in fact 'things' that make places special, it's more the people in a place that deem it special to us. Hope School is a brand new place, nestled in amongst a well established home of learning that is Wycliffe. We worked hard to establish what our Hope School community should look like: the ways we speak to each other, the ways we approach our learning, and how we keep Jesus at the centre.

In Term 2, students were able to deepen their relationships with one another as our learning focus changed to personal histories. Students thoroughly enjoyed guessing who was who whilst looking at our display of baby photos. With the inclusion of staff members photos it made for quite an entertaining guessing game.

After a mammoth first semester, our classes entered the mid-year break knowing that our return to school in Term 3 was projected to be unlike anything we'd experienced as Greater Sydney entered lockdown. Hope School students had been using an online learning platform called SeeSaw prior to the start of remote/online learning and this allowed us to transition into the term with some elements of familiarity. Our students were able to engage in their English and Mathematics lessons via SeeSaw and as the term went on, the team found ways to deliver content in different ways to support our students' progression of learning.

As a new school, it was important to recognise that this term brought about another layer of grief as we recognised that our first year together would include a significant chunk of time where we couldn't operate as intended. The team really missed the interactions with our students and being present for their learning in the same capacity that we had before. We remain thankful that our families partnered with us during this time and that despite some significant adjustments to our teaching delivery and content.

Sarah Allison

Head of Wycliffe Hope School

Wycliffe Hope 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 Hope 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 Hope 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 4 (2.8 full time equivalent) teaching staff (including the Head of the school), and 6 (3.8 full time equivalent) support staff. No staff identified as being from Aboriginal or Torres Strait Islander descent. All the teaching staff at Wycliffe Hope hold appropriate tertiary level qualifications. All 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 Anaphylaxis Training Epilepsy Training Autism Training First Aid Course</p>	<p>Use of Zoom and G-Suite within the Classroom Walk throughs and Culture Utilising Strengths within Leadership Teams</p>
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Wycliffe Hope Students

Characteristics

Students of Wycliffe Hope are primarily drawn from the Blue Mountains Region and Nepean area.

There are far more boys enrolled than girls, 80% as compared to 20%. None of the student population identifies themselves as of Indigenous or Torres Strait Islander descent. None 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:

- Learning unit on living things - pet visit (a student brought their dog)
- End of Year Celebration Events that honour each student.
- 'Our Place' – highlighting rich, deep, connected and diverse learning
- Dress like a farmer day maybe RFD service - Support of Destiny Rescue and the Royal Flying Doctor Service
- 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 Hope 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 value 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. As a new school, we do not yet have metrics on retention, but we anticipate many of our students will continue through to next year and already have many new students enrolling for 2022. The highlights later in this report also give some rich snapshots into the satisfaction of families across our learning community.

We are thankful that we can provide our students with support 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
Attendance	92%	94%	95%	N/A	93%	99%	90%

On average, approximately 94% of students attended school each day in 2021. As the school is new, there are no comparable attendance rates for the previous academic year. There were no Year 3 students at the school in 2021.

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 parents. Applications for extended student leave are submitted on a formal application form, with approval or otherwise granted by the Principal.

Wycliffe Hope Families

Satisfaction

At Wycliffe Hope 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 Hope 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 - Sam and Sarah Tree

We had always known that 2021 was always going to be a challenging year for our family as our first born child started school. Like any nervous parents, in the lead up to 2021, our thoughts were focused on things like "Will he make friends?", "Can he open his lunch box by himself?", "What happens if he can't open the lock on the bathroom stall?" As the journey towards school started, we began to worry about finding a school that would be able to meet some (let alone all) of the additional needs of our sweet, kind, funny, beautiful boy who'd been diagnosed with autism at the age of two.

Our search for a school was much like that of Goldilocks and the three bears - nothing was quite right! Some of our local independent schools had the right Christian values that were so very important to us, but they didn't have the right or enough supports. Our local public school had a wonderful support unit but there was no God in everyday learning and more than 200 kids in Kindergarten alone. Finally, through a Facebook post shared by a friend, we found Wycliffe Hope and from the second we sat down for that first meeting with Principal Johnston, it felt like home.

As I walked my son to class on that very first day, handing him to Mrs Allison as she handed me a packet of tissues (and some chocolate!) I knew we were both going to be ok. As the term progressed, there were so many tears - tears of joy and thankfulness as I watched milestones I'd worried we might never meet, come to pass. But even more so as I saw the joy, delight and pride in his teachers and aides as they helped him meet them.

When lockdown was announced in June 2021, a part of me truly believed it was only going to last the two weeks announced, but then as it was extended a third and then a fourth week - I began to worry. Neither of our occupations afforded us the chance to home school, and the 2020 lockdowns had taught us that any type of sport/therapy/activity through an iPad was not going to be successful. Whilst I relished in the slower pace (there's something to be said for doing church in your pyjamas and not going out to Saturday sports) I preemptively mourned the progress we had made - how well he'd settled into school, all the friends he'd made, the routines he'd learned - it would all have to be rebuilt once lockdown was over.

However I was unprepared for the gifts that lockdown would bring us - the beautiful friendships forged between the few kids who still attended school a few days a week, the moments of spontaneous learning that came from being at home, and some fondly treasured memories like our son attending a class zoom in his ninja turtle costume!

Likewise, I had underestimated the incredible partnership that would come from our Hope School staff to make sure the kids still had an inclusive learning journey that met them where they were at in this difficult season. (I am sure that so many late nights and long weekends went into the incredible lessons that appeared on SeeSaw each day.) But with each day and week that passed, the out-workings of these faithful servant leaders, who continually trusted that God had a plan for this new school and its special students, were continually and increasingly evident.

As life began to return to normal in mid-Term 4, and we began planning for 2022, it was a great reflection for our family to realise that the year had challenged us not in the ways we had expected, but rather in challenging us to strengthen our faith in the God who provides exceedingly, abundantly above what we can ask or think. (Ephesians 3:20)

Sam and Sarah Tree

Messages from Parents - Jane Renneberg-Bles and Justin Bles

Hope School has earned its reputation!

Our son Rocky joined Hope School in Term 2 2021. He came to Hope after his first 5 years in a Support Unit at our local public school. Rocky was a very dysregulated, confused and I would say a sad little boy. Prior to Rocky commencing Hope School I remember Sarah Alison saying “we have to get this right for him, we have to have a very clear understanding of what it will take to set Rocky up for success, so he feels safe, secure and understood.” Sarah, Fiona and Dave listened - really listened to us as parents, studied all documentation supporting Rocky’s needs and spoke to his therapists even before he stepped foot on Hope School grounds.

The level of planning Rocky’s IEP was detailed, thoughtful and precise - tailored for all of Rocky’s personal, social, academic, physical, cognitive and emotional needs.

Nothing was too daunting for the team at Hope School. Sarah and her team took their time to gather all the information to make Rocky’s transition as smooth as possible. Ensuring us as nervous parents that they would do everything to assist and guide Rocky (and us) every step of the way.

It’s that level of detail that has set a precedent for Rocky’s time at Hope. Yes there have been challenges but the response has always been - how can we best support Rocky? What resources can we put in place to help him? How can we best support him and his family?

The Hope School team has a level of experience and understanding that is vital when it comes to working with children with additional needs. However it’s the kindness, patience and love that resonates with him. It’s the chicken coop visits and dance breaks, it’s the warm greetings he receives every day from the whole Wycliffe community.

Rocky is seen

Rocky is accepted

Rocky is equal

Rocky is celebrated

Rocky is loved

This is the fundamental reasoning behind our little man thriving under the guidance of the team at Wycliffe Hope School. Rocky has been hitting his IEP goals like a champion! He is no longer a sad little boy - he walks with his chest held high. He loves his “Hope School Teachers and kids”.

We look forward to seeing where our Rocky continues to thrive at Hope School.

Hope School's reputation is warranted - and will only continue to grow stronger and brighter as our kids shine under their guidance. Congratulations Sarah and Team!

Jane Renneberg-Bles and Justin Bles

Messages from Parents - Jenny and Brendan Jones

It would not be an understatement to say that Wycliffe Hope School has been a lifesaver for our family! The provision of such a professional, dedicated, compassionate team of specialised staff under the extraordinary guidance and leadership of Sarah Allison and Dave Johnston has exceeded all our expectations and hopes for our daughter's school experience.

To be honest, we approached 2021 with a fair amount of anxiety about how our daughter and her complex needs would transition into a new school. Not only was it a new school for our daughter, but it was also a brand-new school and staff. For everyone. I remember feeling slightly sceptical and uncertain during our initial interview with Sarah, trying to picture my daughter, with all I knew of her challenges, in a class with 6 or 7 other new children with their own unique set of challenges and needs. I remember asking Sarah "But how will it possibly work?!", recalling my own struggles home educating my 4 children with additional academic and behavioural needs over the last 14 years – and I understood each of them all so well, had an education background, loved them unconditionally, and they were already in their familiar home environment with people who they knew.

I need not have worried! Very quickly my worries and anxieties changed to overwhelming gratitude, thankfulness and awe. Wycliffe Hope School truly is a very special place! My daughter was genuinely accepted and cared for. She has been understood and valued. Her weaknesses have been clearly identified and supported; her strengths have been recognised and celebrated.

Every day she has been set up to succeed.

When she has unravelled and displayed challenging behaviours Sarah Allison and our daughter's teachers Fiona Toulmin, Sharon Fryer and Iain Martyn consistently demonstrated patience, compassion, grace and wisdom. They have the skill and insight required to see beyond behaviour to understand what is really going on for my daughter- behaviour is communication. They have sought out advice and insight from me in order to better understand our daughter and thus provide her with the support she needed to be the best she could be every day.

Fiona worked with my daughter's various therapists and took on their feedback and suggestions. Fiona enthusiastically read material and engaged in training to better understand our daughter's challenges. Our daughter enjoyed going to school and was able to make friends in both the Hope classes and the mainstream Wycliffe classes. The warm smiles each morning from staff and students ensured she felt welcome and wanted. A huge effort was made to help make the transition to Hope School as smooth as possible. My daughter was assigned a lovely, kind group of mainstream girls to be her "buddy" in the playground. This thoughtful plan had a huge impact on my daughter's success in settling into a new school. She looked forward to seeing her new friends who often waited for her at the entrance each morning. Again, huge effort and thought went into the design of the classrooms. The many seating options, the soothing wall colours and low stimulus environment provided my daughter with an environment she could learn and engage in.

Our daughter loves and excels in sport, and she was able to participate in mainstream sports events at zone and state level which were highlights of her year. Covid lockdown proved to be very stressful and challenging for our family. After some time at home working through the very reasonable and family-friendly home learning program, it became clear that Bella needed the extra structure and support provided by the school environment. Once again, the

leadership team and Hope staff showed an extraordinary amount of grace and compassion towards our daughter and family, and she was able to return to school part-time which provided a much-needed circuit-breaker for our family. Sarah Allison even suggested that we might like to bring our dog along to provide some much-needed support for the transition to and from school.

Despite inevitable challenges and bumps along the way, 2021 was an overwhelmingly positive and hope-filled year for our daughter and our family because of the amazing staff at Wycliffe Hope School. We feel so very blessed and are so thankful for Wycliffe Hope School.

Jenny and Brendan Jones

Wycliffe Hope Highlights

Space Unit

Junior school students finished our Term 1 adventure by exploring the Solar System. Our young astronauts completed daily tasks to demonstrate their understanding of the planets and in doing so, fell in love with just how vast and beautiful our world is. We had an integrated learning model, allowing us to saturate the experiences the students had across the day, rather than in a single subject. In the mornings we learned new facts about the planet of the day in literacy, sang songs about the planet's features in music, created beautiful representations of the Solar System in art and completed planet observation checklists in Science. This was incredibly rich and rewarding as we saw how beneficial it was for our students to learn content in multiple modalities with as many hands-on experiences as possible.

Pet Unit

In Term 2 we investigated living things with a focus on pets. Every member of the class adopted a mystery 'paper pet' that they would then spend the following weeks earning money to purchase items to keep their pet alive. This was a beautiful connection between Science and Mathematics content. Students had meaningful 'hooks' to place their experiences on across learning areas. Our paper pets became very special to us as each week on 'Shop Day', our shopping list items got crossed off and our pets had more items to keep them alive.

Lockdown/Remote Learning

We are exceptionally fortunate to live in a time where technology enables us to connect across distances and continue classroom engagement and routines even when students are home. Technology was vital for 2021 as we experienced the most prolonged lockdown Sydney had seen. Though our students definitely struggled without the immediate presence of their peers and teachers, we used the classroom resources Seesaw, Math Seeds and Reading Eggs to create familiar lessons for our students and ensure we could stay updated with their learning. Seesaw allows students to draw, write or record their responses in a variety of methods, which gives our students the tools to express their thinking in diverse ways. Staff would also film lessons for the students so they could see their faces but interact at their own pace.

End of Year Picnic Celebration with Families

We celebrated the end of year with a picnic for our families. It was a beautiful occasion and parents got the opportunity to see the learning spaces and share a meal with their children. Given the important milestone of one year in operation, and the learning and growth we had seen in our students, it was vital that we take a moment to recognise the hard work of staff, students and families in the monumental year that was 2021.



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.

Our school swimming and athletics carnivals were a wonderful opportunity for students of all abilities to participate in races and activities earning points for their house teams. These days are always great fun and it is 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.

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 Hope School 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.

As of today the Library and Staff Common Room air conditioning units have begun the installation process and will be completed this week. The ceiling in these areas will be installed this Saturday. Thus finalizing this insurance work from January of this year.

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 Hope 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.	Continue to tell God's story in our community and celebrate His goodness towards us.	Communication was well received across the year and families provided ongoing feedback about this during the challenges that Covid-19 created.
Strengthen and support learning success for all students.	Create a school and classroom environment that equips our students for success across diverse learning needs.	Feedback from parents and families about the support for their child has been very encouraging.
Invest in the encouragement and professional development of staff.	Utilise Wycliffe's approach to professional development and staff appraisal. Have staff undertake leadership training together to better understand their abilities and learn more leadership skills.	Staff across Wycliffe Christian School and Wycliffe Hope School were trained together in some areas to ensure cohesion and a common culture. Our staff were also trained separately for Hope School specific skill sets. Leadership training was completed by staff and they shared their strengths and weaknesses as a group.

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>Continue the morning staff devotional and encourage staff to join the roster so they can share personally about Christ.</p> <p>Incorporate foundational Christian beliefs of redemption and faith into our teaching.</p>	<p>Morning devotions were a core part of our expression of community with a large number of staff having the opportunity to share.</p> <p>Staff were each given copies of "On Christian Teaching" by David Smith and encouraged to engage with its approach to pedagogy through the lens of Christianity.</p>
Create distinct connection and support options for families and staff.	<p>Develop a program of ongoing training for staff to be able to identify and support members of the school community with spiritual, mental, social or physical needs.</p> <p>Facilitate occasions to honour families and connect with them and students in the same space.</p>	<p>Informal support structures for staff, students and families proved to be highly effective during 2021 and staff undertook additional training around students with diverse learning needs.</p> <p>Our end of year picnic event brought families together on-site to celebrate. Feedback was very positive.</p>

Priority Three: To provide opportunities for all members of our school community to generously serve each other, our neighbours, and the wider world		
Strategic Direction	Major Strategies	Evaluation
Develop a 'mission and service focused' culture based on an understanding of 'life-long discipleship'.	Actively build service links within the school community.	The key narrative of "Two schools, one learning community" was successfully enhanced through student connections and service options.
Strengthen the involvement of families in school activities.	Invite family participation in the day-to-day learning rhythms of the school.	Intentional engagement with families through online platforms along with some in person events during Term 4 helped to support genuine engagement.
Support staff to be involved in mission and service activities.	Facilitate staff serving through preferred activities in both teaching and extra-curricular domains.	Efforts were made to assist teachers during the complexities of remote learning. Support staff went over and above to equip students accordingly despite added layers of difficulty.

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.	Encourage responsible engagement with the school's facilities and natural resources.	Hope School students participated in wider community resource management and sustainability practices like White Knights and Working Bees. Individual education plans and internal staff communication helped to manage resource usage.
Identify, and implement, initiatives for school development and growth.	Maintain NESAs registration for Hope School. Increase capacity for Hope classes and designate two central buildings as Hope School spaces.	Inspections were completed and registration renewed for five years. Capacity and interest were demonstrated for increased enrollment in 2022. New job positions for Hope staff members have been posted.

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>Establish peer to peer rhythms of being in each other’s classrooms.</p> <p>Hire more teaching and support staff to match student growth.</p> <p>Utilise data from the AIS Perspectives survey to direct next focus areas to strengthen.</p> <p>Strengthen the integration and relationship between the wider Wycliffe school community and the Hope School community.</p>
Invest in the encouragement and professional development of staff.	<p>Poll staff interest in learning areas and ensure staff have access to classes or workshops in those desired skills during PD week.</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.	Assess and encourage staff engagement with their own church communities. Engage in environmental awareness and sustainability programs to foster better care of school grounds and the wider world.
Create distinct connection and support options for families and staff.	Have staff trained in Mental Health First Aid and Grief and Trauma Support. As Covid-19 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'.	Create programs for the community to serve within the school, local area and nationally. (carried over from 2021) Actively link with local churches to provide genuine service options for students. (carried over from 2021)
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.	Support the continued growth of Hope School. Complete Registration with NESAs for Year 7 to Year 10. Design, and submit BGA application for Stage 2 of new and additional learning spaces.

Wycliffe Hope Policies

Enrolment Policy

The complete Enrolment Policy is available to staff and parents online, and copies can be collected from the School Office.

God gives the care and raising of children to parents, within the support of the community. Parents' choice of Christian education for their children honours the State and Federal Government education authorities for standards in education, and provides a Christian worldview that recognises the sovereignty of Christ. The development of Christian worldview in education is Wycliffe Hope School's mandate to partner with parents in the formation of young men and women of Christian character who will be effective leaders in their community. The decision of parents to enrol their children in Wycliffe Hope School is to assist them to fulfil their duty in raising children who will love God and love their neighbours through applying themselves to make the most of their schooling experience.

Policy documents were created for the commencement of Wycliffe Hope School in 2021, and as such there have been no changes in the past year. A link to the full document can be found here:

www.wycliffe.nsw.edu.au/wp-content/uploads/2021/05/Wycliffe-Hope-School-Enrolment-Policy-V2.2.pdf

Forming Responsible Learners Policy (Welfare Policy)

The complete Forming Responsible Learners Policy is available to staff and parents online, and copies can be collected from the School Office.

Wycliffe Hope 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.

Policy documents were created for the commencement of Wycliffe Hope School in 2021, and as such there have been no changes in the past year. A link to the full document can be found here:

www.wycliffe.nsw.edu.au/wp-content/uploads/2021/03/Wycliffe-Hope-School-Forming-Responsible-Learners-Policy-March-2021.pdf

Anti-Bullying Policy

The complete Anti-Bullying 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 Hope 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.

Policy documents were created for the commencement of Wycliffe Hope School in 2021, and as such there have been no changes in the past year. A link to the full document can be found here:

www.wycliffe.nsw.edu.au/wp-content/uploads/2021/03/Wycliffe-Hope-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)

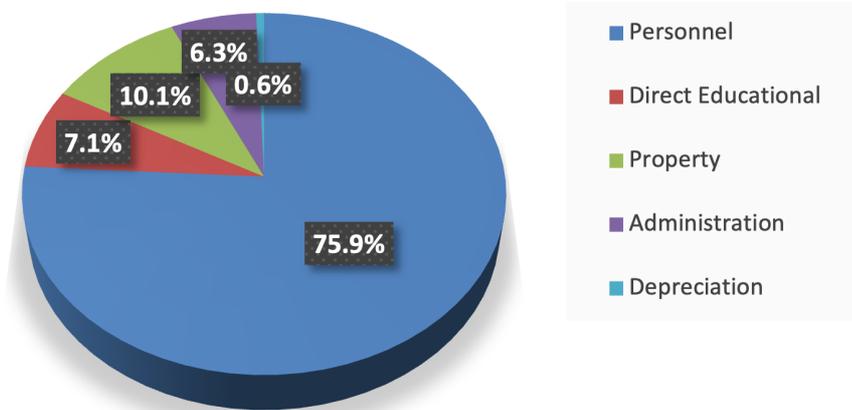
We aim to advance the kingdom of God through working together to make the school a place of integrity and hope within the community. (Source: CEN HUB Complaints Framework 2021)

Policy documents were created for the commencement of Wycliffe Hope School in 2021, and as such there have been no changes in the past year. A link to the full document can be found here:

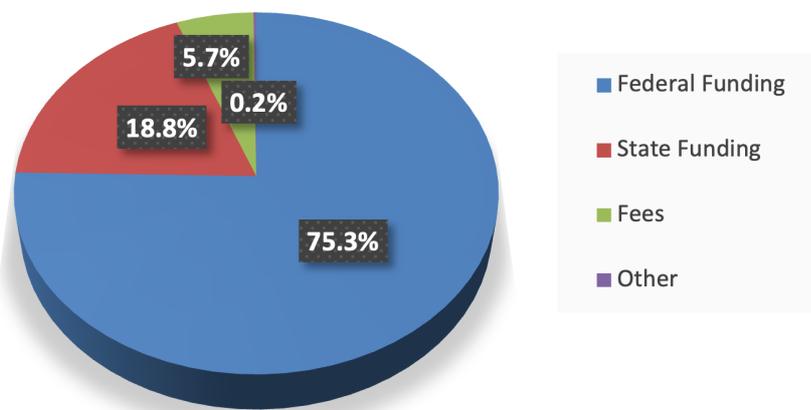
www.wycliffe.nsw.edu.au/wp-content/uploads/2021/03/Wycliffe-Hope-School-Complaints-Policy-March-2021.pdf

Wycliffe Hope School Financial Summary

Expenses 2021



Income 2021



We give God thanks for the work He is doing in the lives of the families that make up the community of Wycliffe Hope School.

"It is the Lord who gives wisdom; from him comes knowledge and understanding."

Proverbs 2:6