

Wycliffe Christian School

Annual Report

2022

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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.

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

2022 was our first post-COVID year – sort of. While there weren't any periods of school closure, there were periods early in 2022 when significant numbers of both staff and students were away from school due to COVID. This was a somewhat disruptive time but once again we are so thankful to our staff who worked well together as a team to fill gaps when necessary to teach and lead our children well. And thanks to our families for their patience during this time.

In 2022 we were blessed again with a large cohort of Kindergarten students, as well as new students across most year groups. We are so thankful to God that many families have confidence in our school to entrust the formal education of their children to our school community. We recognise that we have been greatly blessed by God in recent years as He has grown our community with more families and their children joining us. In almost all year groups we now have 30 to 45 students and from 2021 to 2022 our student numbers rose from about 400 students to 465 students (including Wycliffe Hope). We project enrolments will continue to grow strongly as we move towards two full streams in each year group.

At the start of 2022, we welcomed many new staff to Wycliffe. This was due to the greater number of students as well as some existing staff moving on. In this era of teacher shortages, it was not easy to fill all the positions we needed but we are thankful to God that we were eventually able to cover all our classes, either with new staff joining the team or some existing staff taking on greater loads than they had intended. And thanks to David Johnston and the leadership team for coming up with some creative staffing solutions. We have been so pleased to see how new staff and existing staff worked together so well and that there was great cohesion in the team from early on. It is very clear that our staff are deeply committed to the vision and mission of the school as being a community that provides authentic Christian education to our children. Our staff demonstrate this in so many different ways, every day, through how they teach, how they treat each other and students, and how they model Christ and the gospel to our students. We believe that this creates the ideal environment for our students to learn.

Greater student numbers also meant there was a need for more teaching spaces. We are so grateful to our Property team, led by Dale Killeen, who transformed several rooms, previously used for other purposes, into great classrooms for our students. We also appreciated the flexibility of staff who had their common rooms moved and had to teach in a number of different rooms during the day. These are some of the complexities of fitting more classes into our existing buildings.

Which brings us to the need to build more classrooms. For some time, Development Applications have been with Blue Mountains Council for both a new preschool building (which will offer two preschool classrooms) and a new building with several classrooms in the place of existing café and demountables. We have partnered with some great external parties who have helped us navigate this process with Council and we hope and pray that soon we will be able to move forward with these new buildings which are so needed.

Demand for preschool enrolments continued to be very strong throughout 2022 and, with the delay of the new preschool building, we have had to initiate waiting lists. And regrettably,

some families haven't been able to secure places for their children. This is very disappointing as we want to be able to welcome all families who share our School's vision into our community from the very start of their children's education. Our preschool is central to both our long-term strategy and to our school community and we hope that soon, many more preschoolers can join us when our new building is complete. Our preschool staff are wonderful. Thanks so much to Julie Taylor and her preschool team for making such a safe and fun environment for our precious preschool children to learn, explore God's world and make new friends. Each student is loved, nurtured and guided in beautiful and individual ways. It is a full and busy classroom every day.

Over a disrupted couple of years, we have greatly appreciated the leadership of our Principal, David Johnston, and our leadership team. There have been times when tricky decisions have had to be made almost on a daily basis – we are thankful that we have wise leadership to make good decisions for the benefit of our community. In 2022, the leadership team continued to take on more responsibilities. As part of this, a new role of Head of Teaching and Learning was formalised and we returned to a single Head of Junior School role. This building of greater capacity in leadership is critical for our school as we continue to grow.

And in 2022, we saw significant growth in Wycliffe Hope School as we went from two classes to four classes, each with 6-8 students. Once again, we saw the 'two schools – one learning community' model lived out in our school community, acknowledging that this brings complexity for our community at times. The Wycliffe Hope team has been amazing in leading these precious children through their very personalised programs and modelling what it looks like to be in a community that is built upon God's grace. Thanks so much to the Wycliffe Hope teachers and aides, and for Sarah Allison who has led this group so well, often through some pretty complex situations.

A key focus of our school is on helping each student make the most of their God-given talents and abilities. This means that there is no one measure of success, but success will look very different for each student. We are proud of our staff who lead and encourage our students to do their very best every day, and who celebrate with students when they achieve what 'success' means for them. We also want to see this attitude reflected in how students treat each other. To achieve this, there is an ongoing need to explicitly teach and model to our students what it is to celebrate and honour difference in our whole community – difference which makes our community richer.

Finally, we are thankful to God for our wonderful staff who are committed to educating our children in a way that honours the Lord, who genuinely care for our students and want to show them what it means to live as God's people in God's world. And we are also thankful to all our families for the privilege of sharing the education of your children with us.

In Christ,

Ian Fryer

Board President

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

Message from the Principal

As I sit to write my reflection for the 2022 Annual Report I am powerfully reminded of God's abundant provision and faithful presence in the midst of our learning community. Our year started in a space of uncertainty and change as we responded to the new realities of Covid across Australia and our ongoing commitment to health for students, staff and families. During Term 1 and the early part of Term 2 we navigated the complex realities of staffing availability and the impact of health on student attendance. I was thankful for generous and persevering staff and resilient engagement with learning from students.

One of the key priorities for us through 2022 has been to faithfully pursue outstanding learning for all of our students. As this has unfolded we have had the privilege of welcoming new staff into our team as we have responded to the gift of an increase in enrolments across all areas of our learning community. Our new staff ensured that we could continue to provide a wide range of subject choice in our Year 9 and 10 elective grid and provide academically rich courses in Years 11 and 12. They also ensured that we could successfully add two extra classrooms for Hope School including the commencement of a secondary class. It was wonderful to know that each of our Year 12 students successfully completed the HSC and were able to choose their preferred pathways.

I am very aware of how significantly our parent body lived out the Gospel in action with us in 2022. They graciously partnered with us in moments of challenge and celebration. From coping with last minute changes and the continued need to prioritize health for our community, through to the pleasure of re-enriched learning opportunities and coming together as a community for milestone events. It was amazing to see the growth of our community on display in all of its richness at our end of year celebration.

Indeed, there are a wide range of cultural and learning highlights from our year. From the pleasure of welcoming new staff, to the introduction a new student leadership; from Hope School students revelling in the act of sculpture; to the boundless moments of creativity in preschool; from the experiences of moments of transition into Kindy and Year 7, to the celebration of the milestone of 100 days of school; from the milestone of the Rite Journey and honouring the path into young adulthood, to the celebration of Grandparents; from the setting of life long goals that express trust in who our King has made us to be, to the celebration of our graduating Year 12 as they step into new seasons; from the challenge of new technology and robotics in action, to the shared creation project of a life size sculpture that will ground, connect and enrich our learning space. Truly there is much to be thankful for.

As you reflect on the blessings of 2022 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 2023.

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 2022 the School had 51 (39.2 full time equivalent) teaching staff (including the Principal and Assistant Principal), and 30 (15.8 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. 13% of teaching staff are working towards accreditation and 87% of staff are maintaining their accreditation status.

Professional Learning

Despite the interruptions to the regular rhythms of life during 2022 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.

<ul style="list-style-type: none">• First Aid Course• Authentic Christian Education – CEN Leadership Training• Child Protection• Wycliffe Policy Document Training• Programming & Curriculum Development• EI Pulse Training• Sentral Training	<ul style="list-style-type: none">• English Teachers Association Conference• Technology and Life with Chris Parker• Data Analysis for Learning – Sandra Duggan AIS• Critical Incident Training• The Rite Journey Training• Self Reflective/Healthy Narrative with David Watkins
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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; many students also come from Glenmore Park and Jordan Springs.

There are more boys enrolled than girls, 53% as compared to 47%. Less than 2% of the student population identifies themselves as of Indigenous or Torres Strait Islander descent. Less than 2% identify themselves as having a language background other than English.

Initiatives promoting respect and responsibility

Throughout 2022 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)
- The Rite Journey Program - (Year 10)
- End of Year Celebration Events that honour each student.
- Intentionally celebrating the futures of all of our Graduates
- Whole School Assemblies with presentation around our “One Learning Community”
- ‘Our Place’ – highlighting rich, deep, connected and diverse learning.
- 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.

With the introduction of Wycliffe Hope School onsite, there is an intentional and ongoing effort to integrate the new school into the learning environment and ensure students feel connected and valued. This is expressed through the “Two Schools, One Learning Community” concept that we have developed over the course of 2021 and 2022. Our efforts to foster a culture of respect in this area are ongoing.

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.

Student 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 2022.

Year	K	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
Attendance	88%	88%	88%	91%	92%	87%	91%	91%	90%	88%	85%	92%	94%

On average, approximately 90% of students attended school each day in 2022. This was slightly below 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 2022 across Australia. We are thankful that learning metrics which we continue to collect demonstrate ongoing individual growth that is consistently visible for our students and reflects their positive learning journeys. As a community we value all children as precious in the sight of God and all of our students are encouraged to complete NAPLAN.

NAPLAN Data 2022

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	Wycliffe	449.7	422.4	398.8	442.4	401.8
	State	446.8	433.6	430.0	446.2	410.5
Year 5	Wycliffe	494.9	435.9	491.8	493.4	480.2
	State	519.4	493.0	513.6	508.8	499.0
Year 7	Wycliffe	586.8	544.8	582.6	572.6	580.8
	State	549.7	540.0	558.5	544.2	559.6
Year 9	Wycliffe	585.4	570.6	579.6	580.5	597.8
	State	586.2	569.4	586.2	585.0	595.5

How to interpret this chart: the bold number provides Wycliffe's average student performance in NAPLAN testing for the 4 strands of literacy, and general numeracy testing. The scores directly below represent average performance in schools across the state. The larger the number the higher the performance of the cohort.

Record of School Achievement

During 2022 97% Year 10 and Year 11 students at Wycliffe met the requirements for grades to be entered as part of their RoSA.

Retention

Of the number of students completing Year 10 at the school in 2021, 66% continued into Year 11 for 2022. Of the number of students completing Year 10 at the school in 2020, 70% completed their HSC in 2022.

HSC Data

Wycliffe Christian School achieved pleasing HSC performances in 2022. 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 0-3	
			School %	State-wide %	School %	State-wide %
Agriculture	2022	4	25	52	75	48
	2021	6	84	54	16	46
Modern History	2022	2	100	67	0	33
	2021	9	67	65	33	35
Biology	2022	4	25	53	75	47
	2021	6	67	66	33	34
Chemistry	2022	3	33	64	67	36
	2021	6	83	66	17	33

Construction	2022	5	80	57	20	43
	2021	3	66	51	33	49
Design & Technology	2022	3	67	82	33	18
	2021	6	100	83	0	17
Drama	2022	4	100	88	0	12
	2021	11	73	83	27	17
English (Standard)	2022	7	57	55	43	45
	2021	12	42	58	58	42
English (Advanced)	2022	5	100	93	0	7
	2021	15	93	94	7	6
Mathematics (Standard 2)	2022	6	50	54	50	46
	2021	13	62	51	32	49
Music 1	2022	3	100	89	0	11
	2021	6	100	89	0	11
PD/H/PE	2022	3	0	50	100	50
	2021	8	63	60	37	40
Physics	2022	2	0	68	100	32

	2021	5	60	71	40	29
Community and Family Studies	2022	5	100	73	0	27
	2021	7	43	71	57	29
Business Studies	2022	5	100	64	0	36
	2021	4	75	66	25	34
Visual Arts	2022	4	100	92	0	8
	2021	3	66	91	33	9

Extension subjects (4 performance bands E4 – E1 : E4 being the highest)

Subject	Year	No. of Students	Bands E3-E4		Bands E1-E2	
			School %	State-wide %	School %	State-wide %
Mathematics Extension 2	2022	2	0	85	100	15
	2021	5	100	87	0	13
Mathematics Extension 1	2022	2	0	73	100	27
	2021	4	75	74	25	26
English Extension 1	2022	2	100	92	0	8
	2021	4	75	94	35	6

Note: Subjects with only one student are not reported to preserve student privacy. Care must be taken in interpreting these results given the small number of candidates in a number in particular subjects.



Year 12 2022

100% of students in Year 12 in 2022 gained their Higher School Certificate. None of the students in Year 12 in 2022 were undertaking VET courses of study.

Post School Destinations

Based on information provided when students left the school, 60% continued on to higher education, 26.6% entered directly into the workforce and 13.3% of students took a Gap year.

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 – Emily and Rowan Coull

The year 2022 was our family's second at Wycliffe. Our oldest had survived kindergarten with a long lockdown and home education, and our youngest was entering his last year of pre-school. We looked forward with hope for a normal year.

As 2022 began there was uncertainty as to whether we would experience another lockdown. Despite this doubt, the staff of Wycliffe forged ahead with plans to rekindle the strong feeling of community. Assemblies were planned and attended, open day and celebration night held with success, Mothers and Fathers were honoured with breakfasts, sports carnivals participated in, and everyday conversation on campus resumed. It was easy to notice the shift from disconnection to togetherness as like-minded parents and staff made extra effort to reignite the community spirit. In particular, I appreciated the physical presence of staff during drop-off and pick up times. It wasn't unusual to see Mr. Johnston walking around school with his breakfast or a cup of coffee, and Mrs. Williams conversing with parents in the corridors before the bell.

Our experience in Wycliffe Preschool was filled with joy. The positive atmosphere was palpable when entering the door as eager children raced to their favourite toys. The teachers provided the support our son needed to transition well to preschool. They kept us in the loop about weekly activities and milestones reached. In particular, we enjoyed how the Preschool staff created connection between the Bible and everyday life through stories, craft and make

believe. As the end of preschool approached, the staff provided support and communication regarding smooth transition to school.

Meanwhile our eldest was finding her feet in year 1. This shift from kindergarten provided expanded opportunities for learning as her knowledge base increased. Learning was individualised and supported through ongoing learning support programs. Our daughter made positive connections with a variety of staff and was able to experience different teaching styles. It was with great joy she would come home excitedly telling us about what she learned in 'Gods Glue' – a program of celebrating how faith integrates with every part of our lives. We looked forward to hearing about new songs learned, prayers shared and Bible stories understood.

We are so grateful that God led us to Wycliffe Christian School and has helped us integrate into fellowship with other parents and staff. We can't think of a better place for our children to grow and learn.

Messages from Parents – Tyrell and Sarah Fynn

It has been a wonderful year that our children have spent at Wycliffe Christian School.

As time passes so quickly, we find ourselves preparing for the journey of high school with our son and toward the end of primary for our two other children.

This year has been especially wonderful seeing our children build authentic, loving friendships and watching them develop intellect and character that we are so proud of.

We are grateful that Wycliffe Christian school has delivered an enriched education that nurtures each individual and provides encouragement and inspiration to prepare them for a successful future.

Wycliffe Highlights

Celebrating Year 12

We are delighted to be able to congratulate our Year 12 HSC class of 2022. 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.

- Amelia Bemrose, Distinguished Achiever in Drama, Visual Arts and Spanish Beginners
- Allie Jackson, 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.



Annual Youth Theatre Festival

Our talented Year 9 to 11 students performed alongside other schools in the region at the Joan Sutherland Performing Arts Centre in Term 2. The theme was "The Butterfly Effect".

Images from 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. Preschool creativity has been flourishing and our littlest learners have had the opportunity to engage with many different interactive mediums.



Winter Fun Day in Kindergarten, Year 1 and Year 2



Medieval Day



Medieval Day

Our hall was transported back in time in Week 3 of Term 2 as the Lords and Ladies of Stage 4 joined together to learn about medieval history. After much hard work on their medieval projects throughout the term, students got an opportunity to showcase their passion and creativity. All together in costume, the students formed an impressive crowd of plague doctors, jesters, peasants, knights and princesses. The day included interactive weaponry demonstrations from James Adams and a castle-building competition.

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 2022, with an increased amount of rain and ovals in the area closed, 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:

- 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 15 people each morning. They work to improve their skills in sprint training, jumping and plyometrics, but also to have fun together.

Our school swimming, cross country 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.

Students were 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 did exceptionally well at the CSSA Cross Country and representing the school in Netball at the Winmalee Cup.

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.

Sports at Wycliffe

With morning Sprint Training, Athletics Carnivals, and a whole host of inter-school sporting events, we've had a jam-packed semester for sport.

Morning Sprint Training has continued to help students develop their skills under the direction of Mr Stewart. Students meet in the morning on Mondays and Wednesdays to work on their health and fitness. Not only does this help them to become more confident across various skill levels, and provide a lot of fun and laughs, it also helps students to make friends and interact with others across the years.

Term 2 has seen a number of inter-school competitions, including the Winmalee Cup, CSSA Cross Country, and various netball, basketball, and soccer gala days. We've been really impressed with the attitudes and hard work of our competitors!



Our netball teams gave a fantastic performance at the Winmalee Cup



The CSSA Cross Country team had a great day and a number of top 3 results



Property Update

We have been blessed with a wonderful campus setting. As we seek to steward the property and grounds of Wycliffe, we note the following improvements during 2022.

There have been some major upgrades to sports facilities, including a refurbishment of the gymnasium, cleaning and clearing of the volleyball and basketball courts, and two new storage containers on the oval for sports equipment. The re-marking of the oval is currently in progress.

The new Primary School play equipment was completed in Term 3, concluding a project that had spanned 16 months due to Covid-related delays and heavy rain. The previous playground was demolished due to safety concerns.

A number of existing rooms were converted for use as classrooms, or vice versa. For example, B9, which previously housed Christian Education National activities, is now in use for Secondary classes, and D14 has become a dedicated music room for the Primary School. A new senior learning support area was made in the library foyer, and a new Primary School learning support area at the end of D Block. A new Primary School staff room was also created, with a common

room currently being fitted, and a new workspace has been developed in the central area of the school office. New carpet was laid and painting done in several classrooms, including C7 and D7. B4 and B5 were completely renovated, and the breezeway change rooms have been completely redone with new painting, ceiling, lights, and air conditioning. Many other general repairs and upgrades have been undertaken across the school.

Arborours have been on-site to help with tree management and institute asset protection zones. School sewer tanks have been professionally cleaned, and a full report on fire safety measures undertaken. Members of our community have very generously given their time in Working Bees to help with repairs, planting, and general maintenance of the school gardens.

Dale Killeen
Property Manager



Wycliffe Planning

Evaluating 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	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. 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>	<p>We have continued to tell God’s story throughout our publications: the Our Place magazine, our School Talks Newsletter introductions. We have also been able to do this through the reestablishment of school assemblies.</p> <p>During our Professional Development weeks, we were able to work through Rob Thompson’s “Jeremiah - Lament and Hope for Dark Days”, staff were equipped with the book “Soul Keeping” by John Ortberg.</p> <p>Two communications officers were hired to help carry out these goals.</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>Challenges around staffing and sustainability mean this is now a target for 2023.</p> <p>The introduction of learning snapshots in our newsletter during Term 4 values learning across the school. We hope to strengthen this in 2023. Our assemblies have also intentionally highlighted learning in the school.</p>

	<p>Utilise data from the AIS Perspectives survey to direct next focus areas to strengthen.</p>	<p>Learning Enhancement staffing was increased.</p> <p>Our Board, in particular, engaged with AIS Perspectives data to direct strategic planning for the coming years.</p>
<p>Invest in the encouragement and professional development of staff.</p>	<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>	<p>Staff were successfully supported to complete PD training of choice.</p> <p>Whole school professional learning was successfully supported through the PD weeks.</p> <p>Across the year, as society was able to engage more broadly, we hosted whole-school events that encouraged staff connection.</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
<p>Intentionally encourage all members of the school to live out a culture that is Christ honouring.</p>	<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 (Rite Journey) to proactively respond to current societal challenges</p>	<p>We have been able to maintain regular devotions each morning and allowed absent staff to connect via zoom.</p> <p>The Rite Journey Program went ahead and was met with a very positive response from staff, parents and students alike.</p>

	<p>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>	<p>Staff engagement with their church communities was assessed through an intentions survey, and staff are regularly encouraged in our gatherings to be engaged with churches.</p> <p>Limited progress was made on this goal and we would like to continue strengthening it in 2023. Some initiatives took place including the continued White Knights recycling program.</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.	We're thankful that restrictions did ease and we were successfully able to go back to face-to-face meetings, which built connections in our community. These included our parent/teacher interviews, Celebration Night and end-of-year events.

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 2021)</p> <p>Actively link with local churches to provide genuine service options for students. (carried over from 2021)</p>	Year 11 and 12 camp was able to run and continue emphasising and modelling service. Our student leadership team had active service roles within the school, particularly at school events. We were pleased to see these items reinvigorated though this is an area we would like to see more opportunities for.

		We hosted the Blue Mountains for Christ gathering at our school and promoted several events hosted by local churches in our newsletter.
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)	Staff were involved in some activities mentioned above, including White Knights, the Year 11 and 12 camp, and mufti fundraising days for charity. It was pleasing to see elements of this successfully brought back to life in our learning community.

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>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>	<p>Through 2022 we saw Hope School successfully expanded to 4 classrooms, and the expansion of the Learning Enhancement team. We would like to strengthen the integration of the learning communities in 2023.</p> <p>There continues to be a drawn out process to have the DA for Preschool finalised, and continues to be on our future projects.</p> <p>The Stage 2 application was submitted.</p> <p>New playground equipment was installed.</p>

Create partnerships that bless our school and the local community.	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)	Limited expansion on utilising the full extent of our facilities, but we were able to host the Blue Mountains Quilt Show and continue our partnership with CEN. In addition, across the year the hall saw significant use by local community sport groups, including: Springwood Girls Soccer, Blue Mountains Netball Association, Lower Mountains Junior Rugby League, and Lawson & Springwood Physical Culture.
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Priorities for 2023

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. Strengthen our existing ways of doing this in 2023.</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>Gather feedback on communication processes and refine our methods and practices for informing families.</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. (carried over from 2022)</p> <p>Continue to strengthen a school culture that establishes high expectations for learning progress for all students.</p> <p>Further embed cultural practices that honour differences and provide a foundation for constructive community health and engagement with learning.</p>
Invest in the encouragement and professional development of staff.	<p>Facilitate staff to engage in professional learning in areas of interest.</p> <p>Develop appraisal and feedback processes for staff growth.</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> <p>Strengthen connection for non-teaching staff and deliberately create spaces where support staff can regularly discuss issues and points of celebration.</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>Review and embed the Forming Responsible Learners policy to proactively respond to current societal challenges around youth culture and its intersection with technology.</p> <p>Engage in environmental awareness and sustainability programs to foster better care of</p>

	<p>school grounds and the wider world. (carried over from 2022)</p>
<p>Create distinct connection and support options for families and staff.</p>	<p>Host more events for students and their families, providing opportunities to know them better and understand their needs. Aim to also bring onsite new families as they join the school to help them be connected with the learning community.</p> <p>Invite more families to join the Wycliffe Association and encourage involvement in school centred discussions.</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
<p>Develop a 'mission and service focused' culture based on an understanding of 'life-long discipleship'.</p>	<p>Create programs for the community to serve within the school, local area and nationally. (carried over from 2022)</p> <p>Actively link with local churches to provide genuine service options for students. (carried over from 2022)</p> <p>Provide service opportunities at school and foster serving at community-wide events and on school camps.</p>
<p>Support staff to be involved in mission and service activities.</p>	<p>Create a culture of staff-wide involvement in large scale events such as Open Day and the Community Celebration night.</p> <p>Facilitate staff serving through preferred activities in both teaching and extra-curricular domains.</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
<p>Identify, and implement, initiatives for school development and growth.</p>	<p>Intentionally engage in supporting a culture of inclusion for all students alongside the continued growth of Hope School (carried over from 2022)</p> <p>Commence the building project for Preschool. (carried over from 2022)</p> <p>Commence the building project for Hope.</p> <p>Hire a full time business manager.</p> <p>Bring a counsellor and chaplain on staff to expand the options available for student and family support.</p>
<p>Create partnerships that bless our school and the local community.</p>	<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 2022)</p>

Wycliffe Policies

Enrolment Policy (complete)

Rationale

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

This Christian worldview presupposes that:

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

The Bible:

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

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

Policy

Wycliffe Christian School enrolls students from families desiring for their children Christian Worldview education, the intentional embedded development of students' learning around a Christian understanding of life and knowledge. It is a process that reaches into every aspect of school life: classroom practice, curriculum content and interpretation, policies and protocols, pastoral care 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>

Bullying & Harassment Policy

The complete 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>

Grievance/Complaints Policy

The complete grievance 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:

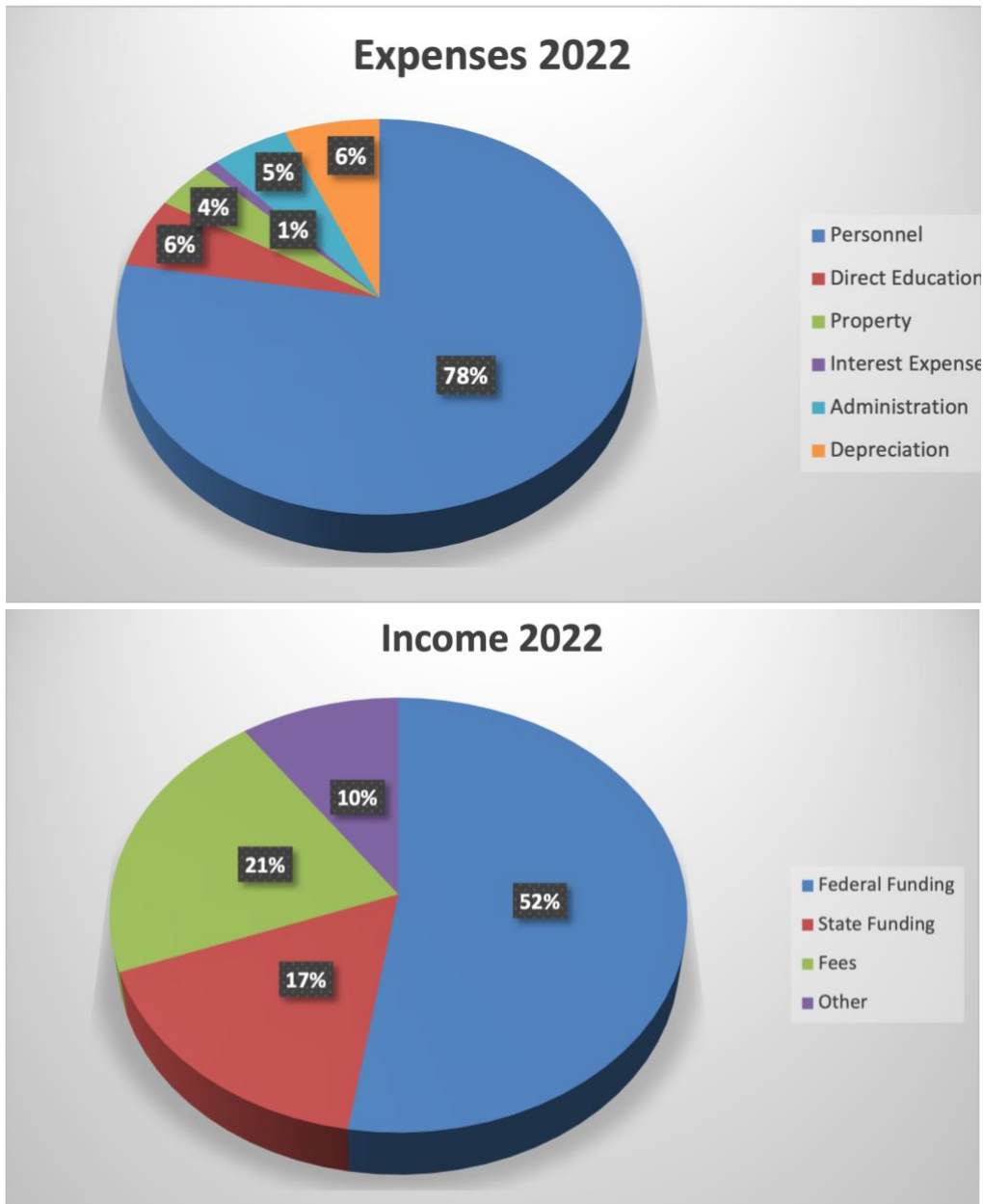
- Glorify God (by trusting, obeying, and imitating him) (Philippians 2:5-13)
- Serve other people (by helping to bear their burdens or by confronting them in love) (Ephesians 2:4-5)
- Grow to be like Christ (by confessing sin and turning from attitudes that promote conflict). (Philippians 2:3-4)

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