

Wycliffe Hope School

Annual Report

2022

ABN 70 640 051 912

PO Box 78, Blaxland, NSW 2774

Ph: (02) 4753 6422

email: office@wycliffe.nsw.edu.au

web: www.wycliffe.nsw.edu.au

Table of Contents

Table of Contents	2
Our Story	3
Overview and Context	3
Message from the Board Chairman	4
Message from the Principal	6
Message from the Head of Hope School	7
Wycliffe Staff	8
Qualifications and Cultural Background	8
Professional Learning	8
Wycliffe Students	9
Characteristics	9
Initiatives promoting respect and responsibility	9
Student Satisfaction	9
Attendance	10
Wycliffe Families	11
Satisfaction	11
Message from Parents - Emma and Melissa Madison	11
Wycliffe Highlights	13
Communication Masterclass	13
Sculpting in Primary	14
Trip to the Sydney Zoo	14
Sport	15
Wycliffe Planning	17
Evaluating 2022	17
Priorities for 2023	21
Wycliffe Hope Policies	25
Enrolment Policy	25
Forming Responsible Learners Policy (Welfare Policy)	25
Anti-Bullying Policy	26
Complaints Policy	27
Wycliffe Hope School Financial Summary	29

Our Story

Overview and Context

Wycliffe Hope School is 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.

Wycliffe Hope seeks to partner with 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 Hope School 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 pre-school 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

Message from the Head of Hope School

Spending time reflecting on the year that has been, pausing to capture memories, stories and meaning from so many experiences, is something that we often capitalise on at the end of the year. A built-in bookend to consider what growth has happened during the year, holding the anticipation of things to come and enjoying a different pace of life over the break.

Within Hope School, we are reflecting on God's goodness, His provision for us, our students and their families. As we finish our second year of operation, I'm reminded that our need for Jesus remains immeasurable, His grace and love for us infinite. Our students have had the opportunity to engage with a number of incredible experiences outside the classroom this year. Hearing stories from camp, excursions, incursions, swim schools and class learning projects has reflected how many of the skills and strategies that are purposefully nurtured in our classrooms have then been adopted in other settings. I have seen students adopt a posture of resilience and determination as they've navigated unexpected situations and tapped into their toolkit of strategies to overcome obstacles. Alongside this, our community has wrestled with various complexities in which an obvious answer or solution has not been found.

When the opportunity arises, I treasure moments in the playground together with students from across our school as they play during recess and lunch. Observing the joy, playfulness and consideration our young people have for one another again provokes me to reflect on growth. This growth has often been won from determination to overcome various challenges or as I have reflected, building an appreciation and respect for our unique differences, but the result is a beautiful connectedness between peers. As a community, we have the privilege to learn from our students in clear ways, that God has woven different interests and curiosities into each of us. When we take the opportunity to engage with these, to value these, a shared enjoyment evolves into connection. I am thankful that our school houses these moments on a daily basis, that our staff and students strive to cultivate an environment where authentic care is the centre.

Yours faithfully,

Sarah Allison
Head of Hope School

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 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 2022 the school had 11 (6.1 full time equivalent) teaching staff (including the Head of the School), and 15 (6.4 full time equivalent) support staff. No staff identified as being from Aboriginal or Torres Strait Islander descent. All the teaching staff at Wycliffe hold appropriate tertiary level qualifications. 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
---	--

Wycliffe Students

Characteristics

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

There are more boys enrolled than girls, 65% as compared to 35%. 3% of the student population identifies themselves as of Indigenous or Torres Strait Islander descent. No students 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:

- End of Year Celebration Events that honour each student.
- 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.

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 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 have had excellent retention in the last year and, through a combination of new classroom spaces and new staff, were able to add two new classes to the Hope School. 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 2022.

Year	K	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
Attendance	89%	83%	85%	85%	84%	81%	88%	92%	93%

On average, approximately 87% 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 unexplained 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.

Wycliffe 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 information evenings throughout the year for our families and a special information night for students transitioning to Year 7 the following year.

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.



Message from Parents - Emma and Melissa Madison

In 2022 our son Julian started his second year with Hope School. We were incredibly fortunate in 2021 to have discovered Hope School. As parents of a child with learning challenges one of the most important things we can do is to find a great school that is a good fit for him. We found that in Hope School and will be forever grateful.

The school had provided a social story book at the end of 2021 to help with the transition back to school at the start of 2022. This was a lovely resource across the summer and helpful to gently transition Julian back to school. It introduced his classmates with photos and their interests, had photos of his teachers and teaching assistants and photos of the

school. To our surprise and delight, Julian was really excited to be starting school for the new year.

Julian started year 1 in Hope Ruby with his teachers Mrs Fryer and Mrs Nicholls, both of whom had been his teachers the year before. This provided a great deal of comfort and predictability for Julian. He had a new classroom and a new hook for his bag, but was surrounded by familiar people and friends that he had made the year before.

At the beginning of 2022 the school was still navigating covid logistics and parents were not able to drop children off at their classroom or pick them up at the classroom at the end of the day. Each morning Julian was welcomed by teachers in the turning circle, and every afternoon the teachers watched the cars trickle in and guided the appropriate child to the appropriate vehicle. We're sure this was a huge logistical nightmare made to look easy! It also turned out to be a blessing in disguise for Julian who developed more confidence and independence at drop-off across the year.

This was incredibly important to us as across most of 2022 Julian experienced significant anxiety and worries. We are beyond grateful to every teacher whom he clung to at recess and lunch, and for the patience of his class teachers and teaching assistants who provided continual reassurances to his frequent worries. It is through their support that Julian's confidence at school has continued to grow.

By the end of the year we were astounded and proud to see Julian line up 'on stage' at the Community Celebration Night to sing alongside children in the primary school. It was a big deal and his teachers knew it. They were just as proud as we were.

Of course, Julian learnt a lot in 2022 too! He bought bags upon bags of artwork and interesting creations home, and his teachers posted loads of photos and videos of his learning to SeeSaw. The class even participated in the Swim School program – a major highlight for Julian.

In sum, Hope School opened up Julian's world. This means more to us than you can possibly imagine. We're thankful for the continuing partnership we have with Mrs Fryer, Mrs Nicholls, Mrs Allison, the teaching assistants and the wider team at Hope School and Wycliffe. We're grateful for their patience and persistence, as well as their ability to - little-by-little - break down or overcome barriers to learning. The difference the school is making in Julian's life is very real and tangible.

Wycliffe Highlights

Communication Masterclass

Across our Junior classes this semester there has been an excited buzz!

Our learning journey began when we talked about communication and how we send messages to one another. Students quickly noted that we do this most often with our words. After experimenting with some different verbal instructions, including multi-step obstacle courses, we noted the importance of our words if we wanted our message to be understood.

Next, we experimented with gesture and how we could communicate a message by using our body movement or facial expression. This component took a more thoughtful path as we realised that everyone interprets gestures differently.

The final component to our initial exploration of communication was visual. Through the use of arrows, students made their messages of paths and directions clear. As part of this process, students worked on identifying a start and end point by considering the path through the maze that they would need to take in between.

After our masterclass in communication, students added the word 'coding' into their vocabulary. Now that we had a more tangible place to hook the word onto, it was exciting to consider how we could send a message, or code, with some technology.

The classroom became a hive as all our Bee-Bot coding robots were in action! The Bee-Bot is a programmable floor robot, designed specifically for children. Immediately, the students explored how to send the bee on a path, by considering the language that the bee spoke. In this case, the Bee-Bot language was that of arrows. We set up various obstacle courses and attempted to divert our bees around things. There were lessons dedicated to making predictions about where a bee might end up if given a specific message.

Further opportunities to incorporate coding in our STEAM lessons will include making robots from everyday items. Learning through experimentation and at a pace that is meaningful for individuals has been an incredible privilege!

Sarah Allison
Head of Hope School



Sculpting in Primary



Hope Ruby has been learning about sculpture in their art lessons. The 4 types of sculpture they have been looking at are carving, modelling, casting and construction. This began with an exploration of sculpture in the bush classroom, gathering resources from the area, including sticks, leaves and rocks. This was a very open-ended task to get the class thinking about what can be used in the construction of a sculpture.



Trip to the Sydney Zoo

Sydney Zoo

Hope Sapphire had a chance to meet some animals up close!



On Wednesday 16th November Hope Sapphire went on an excursion to Sydney Zoo. It was beautiful weather which meant that the day began with seeing lots of sleepy animals resting in the sunshine. As the day went on we had many fun experiences including petting a kangaroo and an emu and watching the dingoes howl. The meerkats were certainly one of the class favourites, they were very actively playing with one another, digging burrows and running along the front of the glass. We were able to use our map reading skills to make our way around the zoo. We even had time to go and revisit some of our favourite animals at the end. There were many team-building opportunities as we enjoyed shared experiences and learnt about each other's favourite animals. We had a wonderful day and look forward to using the knowledge we gained to continue our learning back in the classroom over the next few weeks.

Fiona Toulmin
Hope Sapphire Teacher



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.

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>

	Utilise data from the AIS Perspectives survey to direct next focus areas to strengthen.	Learning Enhancement staffing was increased. Our Board, in particular, engaged with AIS Perspectives data to direct strategic planning for the coming years.
Invest in the encouragement and professional development of staff.	Facilitate staff to engage in professional learning in areas of interest. Implement intentional whole school focused learning trajectories through staff meetings and the two PD weeks. Host events that facilitate staff connection and growth together.	Staff were successfully supported to complete PD training of choice. Whole school professional learning was successfully supported through the PD weeks. Across the year, as society was able to engage more broadly, we hosted whole-school events that encouraged staff connection.

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.	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. Implement programs (Rite Journey) to proactively respond to current societal challenges	We have been able to maintain regular devotions each morning and allowed absent staff to connect via zoom. The Rite Journey Program went ahead and was met with a very positive response from staff, parents and students alike.

	<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)	<p>Staff were involved in some activities mentioned above, including White Knights, the Year 11 and 12 camp, and mufti fundraising days for charity.</p> <p>It was pleasing to see elements of this successfully brought back to life in our learning community.</p>

Priority Four: To engage in effective stewardship of our God-given resources to support the building of community-enriching partnerships and ongoing school development

Strategic Direction	Major Strategies	Evaluation
Identify, and implement, initiatives for school development and growth.	<p>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.
--	---	---

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 school grounds and the wider world. (carried over from 2022)</p>

Create distinct connection and support options for families and staff.	<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
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 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>
Support staff to be involved in mission and service activities.	<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 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

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:

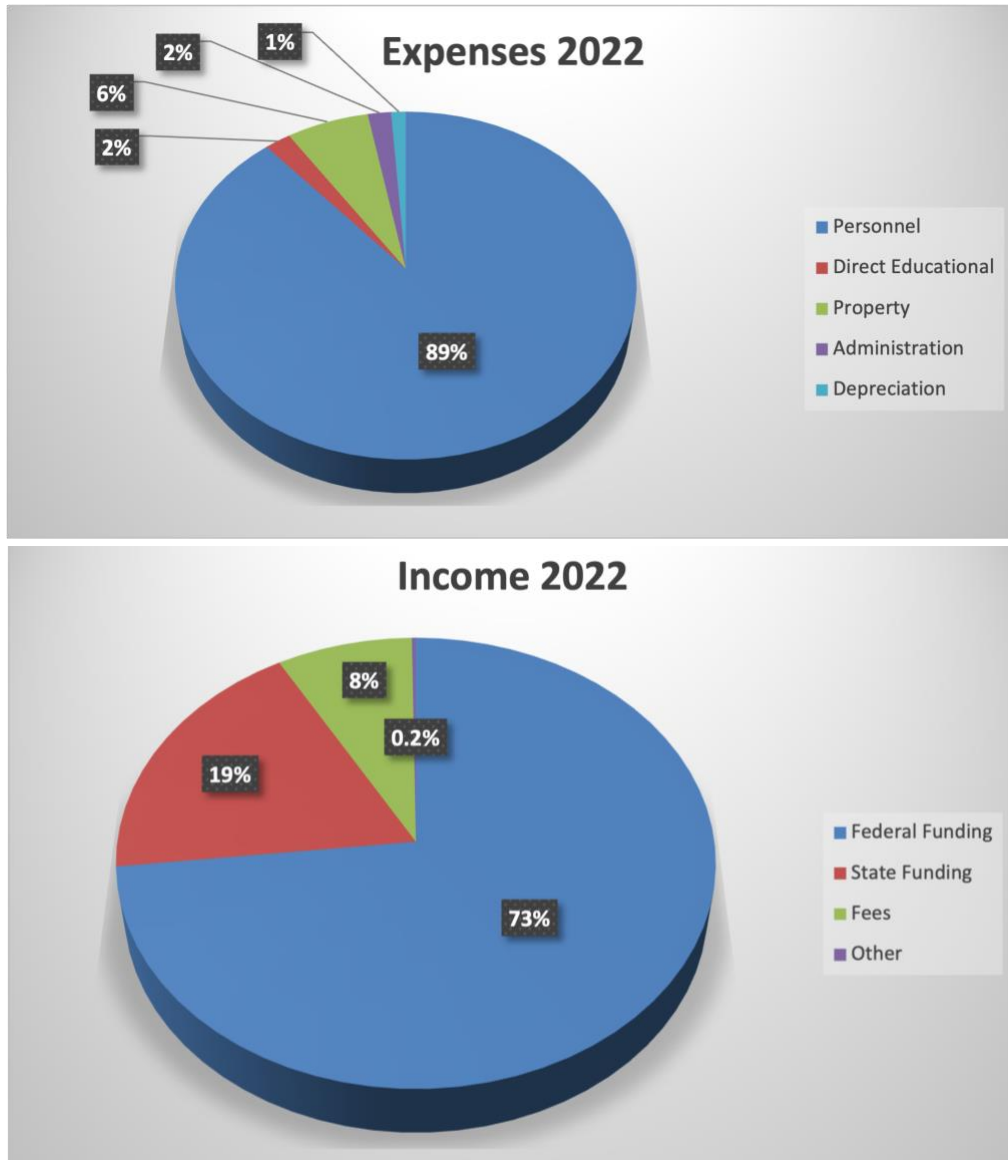
- Glorify God (by trusting, obeying, and imitating him) (Philippians 2:5-13)
- Serve other people (by helping to bear their burdens or by confronting them in love) (Ephesians 2:4-5)
- Grow to be like Christ (by confessing sin and turning from attitudes that promote conflict). (Philippians 2:3-4)

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



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