

ISSUE 3 – Term 1, 2019

# ourplace

WYCLIFFE CHRISTIAN SCHOOL

PROPERTY REPORT

Work commences on our  
new Agriculture farm

*EASTER*  
Reflections

WHAT IS  
PBL?

COMMUNITY  
SPOTLIGHT

Get to know a member  
of our community

SENIOR  
Camps



SHARING THE STORIES OF OUR SCHOOL COMMUNITY



## CONTENTS

- 3 From the Principal
- 4 From The Assistant Principal
- 5 From the Board
- 6 An Easter Message
- 8 Preschool Update
- 10 Starting Kindergarten
- 12 K-6 Wrap-Up
- 14 Property Report
- 15 Tech Bootcamp
- 16 Getting to Know...
- 17 STEAM & Project Based Learning
- 18 Stage 4 Camp
- 20 Stage 5 Camp
- 22 Year 11 Camp
- 23 Volleyball at Wycliffe
- 24 Making Learning Intentional
- 26 Year 12 Study Camp

### TERM 2, 2019 *Dates for your diary:*

#### WEEK 1

- 29th April First Day of Term 2
- 30th April ANZAC Assembly
- 2nd May School Photo Day
- 3rd May Cross Country Carnival

#### WEEK 2

- 6th May Café and Play
- Digital Parenting Seminar (Yrs 5-12)
- 8th May Digital Parenting Seminar (Primary)
- 9th May CSSA Primary Girls Football Gala Day
- Preschool Photo Day
- 10th May Mother's Day Breakfast

#### WEEK 3

- 14th May NAPLAN
- 15th May NAPLAN
- Year 11 Course Market
- 16th May NAPLAN
- Year 10 Theatre Excursion

#### WEEK 4

- 21st May Year 12 Parent Teacher Interviews

#### WEEK 5

- 27th May Association AGM
- 28th May Year 9 (2020) Information Evening
- 29th May Year 7 Orientation Day
- Preschool Mum's Afternoon Tea
- 31st May CSSA State Gala Day
- Preschool Mum's Afternoon Tea
- 1st June OPEN DAY

#### WEEK 6

- Year 11 VET Work Experience this week
- 3rd June Café and Play
- Secondary Athletics Carnival
- 7th June Primary Athletics Carnival

#### WEEK 7

- 11th June Year 7-10 Music Excursion
- 12th June Year 10 Aspire Day
- Year 9 Half-yearly Exams
- 13th June CIS Cross Country
- Year 9/10 Half-yearly Exams
- 14th June Year 9/10 Half-yearly Exams
- 15th June Community Working Bee

#### WEEK 8

- 17th June CSSA Secondary Netball Gala Day
- Year 9/10 Half-yearly Exams
- 18th June Year 9/10 Half-yearly Exams
- 19th June Year 9/10 Half-yearly Exams
- 22nd June Western Sydney MUNA Competition

#### WEEK 9

- 24th June Primary Zone Athletics
- 28th June Annual Youth Theatre Festival

#### WEEK 10

- 1st July Café & Play
- 3rd July Year 5/6 Camp
- 4th July Year 5/6 Camp
- 5th July Year 5/6 Camp
- Last day of Term 2

### 2019 Term Dates

#### TERM 1

- Tuesday 29th January*
- First Day of Preschool
- Wednesday 30th January*
- First Day Term 1
- Friday 12th April*
- Last Day Term 1

#### TERM 2

- Monday 29th April*
- First Day Term 2
- Friday 5th July*
- Last Day Term 2

#### TERM 3

- Monday 22nd July*
- First Day of Preschool
- Monday 29th July*
- First Day Term 3
- Friday 27th Sept*
- Last Day Term 3

#### TERM 4

- Monday 14th October*
- First Day Term 4
- Thursday 12th December*
- Last Day Term 4

“THERE ARE STORIES THAT HIGHLIGHT OUR  
*gospel shaped heartbeat*  
AND THE DEEP ENGAGED *learning* THAT IS  
INTENTIONALLY OCCURRING ACROSS THE SCHOOL.”



## From the Principal

### UNPACKING OUR COMMUNITIES, RHYTHMS & PATTERNS

*Dear Wycliffe Community,*

*I am excited to welcome you to the first edition of 'OurPlace' for 2019. The stories on the following pages are an important voice for our community. They create a space where we can celebrate God's goodness to us and the learning that is unfolding across our school.*

One of the realities that I find striking about Jesus, is how often he chose to be in relationship, with both individuals and crowds, through telling stories. Often he took the time to tell multiple stories to the same people with each narrative painting an image that explored and emphasised different threads of the same truth. Woven together they gave a complete image of what it looks like, sounds like and feels like to be a child of God. It is then not surprising that we also love to speak and

hear words that give voice and meaning to life.

In each edition of 'OurPlace' we are also deliberately practising God's encouragement to His people to repeatedly tell each other the truths of the 'good life'. That our community may be a place where we love God with our whole heart, with all that's in us, with all we've got. To be a space in which His word is written on our hearts, taken deep inside our very being and talked about wherever we are; in the playground, sitting at home or walking in the street. Where his truth is purposefully kept front and centre from the time we get up in the morning to when we fall into bed at night (Deut 6:5-9).

As you read on, you will find three distinct, and yet at the same time integrally linked, narratives that unpack our communities

rhythms and patterns. There are stories that highlight our Gospel shaped heart beat and the deep and engaged learning that is intentionally occurring across the school. There are also stories that celebrate the learning progress and success that our students are experiencing from preschool to Year 12. Again and again we have so many reasons to be thankful to God.

I am very aware of the privilege of being part of Wycliffe and so very thankful for being part of somewhere that is enabling young people to confidently discover and find their place and purpose. So it is my hope that across our community we will find some time on our favourite couch with a rich dark coffee or a deliciously warm cup of tea to read, be encouraged and caught up in the telling of our stories.

God Bless, **Dave Johnston**





# A place of multidimensional flourishing...

HIS DESIRE IS FOR US TO FLOURISH IN OUR OWN UNIQUE WAY

*I recently heard the phrase 'multidimensional flourishing'. I love hearing new words and phrases and I was fascinated by the possibilities this phrase opened up. However, it also scared me because of all those possibilities. The word 'chaos' sprang to mind.*

As I think more deeply about it, I have concluded it is really what Christian Schools are all about.

God has uniquely created each one of us. We are amazingly and miraculously made (Ps 139). His desire is for us to grow more and more into the people He intends us to be. His desire is for us to flourish in our own unique way.

At Wycliffe we long to see each student grow and flourish in all different ways – multidimensional ways. As teachers we aim to give them many skills that will help them in life and, yet, at the same time, we aim to help them discover their own uniqueness and use the particular talents God has given them. We long to help them flourish in multidimensional ways.



However, Wycliffe is also about staff and we also aim to encourage and help each other on staff to be continuing to grow and flourish in the many different tasks God gives us to do.

This year has seen many of the staff take on new roles and responsibilities. At the beginning of the year with new classes, new teachers, new students, new structures of leadership – at times it did feel like chaos.

However, I have watched as God has worked and I have seen our community of students, teachers and parents flourish in new ways as God has blessed and we have listened and followed Him.

Let us continue to pray for each other and encourage each other to see God at work shaping us to be the unique people He has created us to be.

**Vicki Williams - Assistant Principal**

“LET US CONTINUE TO PRAY FOR EACH OTHER AND *encourage* EACH OTHER TO SEE GOD AT WORK *shaping us* TO BE THE UNIQUE PEOPLE HE HAS CREATED US TO BE”.



It's been an encouraging start to 2019 at Wycliffe. There is a tangible positive mood in the school which is wonderful. And rightly so, as there is great learning, friendships and community happening all around the school.

# From the Board

## A PLACE WHERE STUDENTS SENSE A TRUE BELONGING

*The best environment for learning is in community and that is what we intentionally nurture at Wycliffe, a place where students sense a true belonging and we as parents can be part of that community as well.*

At the start of the year it is good to remember what our school stands for. We are a Christian school devoted to high quality and engaging education that is delivered through a distinctly Christian worldview. We believe this worldview provides the context to truly understand our world and who we are in that world. This impacts all we do, how we relate to each other and how we do our teaching and learning. But since we are a Christian school, are we just for Christian families? No, we welcome all families who recognise the value of what we are doing for the education of their children and want to be part of it.

Since we are focussed on being a Christian school, does that mean we are uninterested in academic results? No it does not. While our goal is not simply to get a certain level of results in NAPLAN or the HSC, we aim to empower each student to do their best and to celebrate that with them, whatever 'their best' looks like for each student. As our staff seek to do this with a passion, we have seen it translate to strong results for our students, especially over the last couple of years. By providing

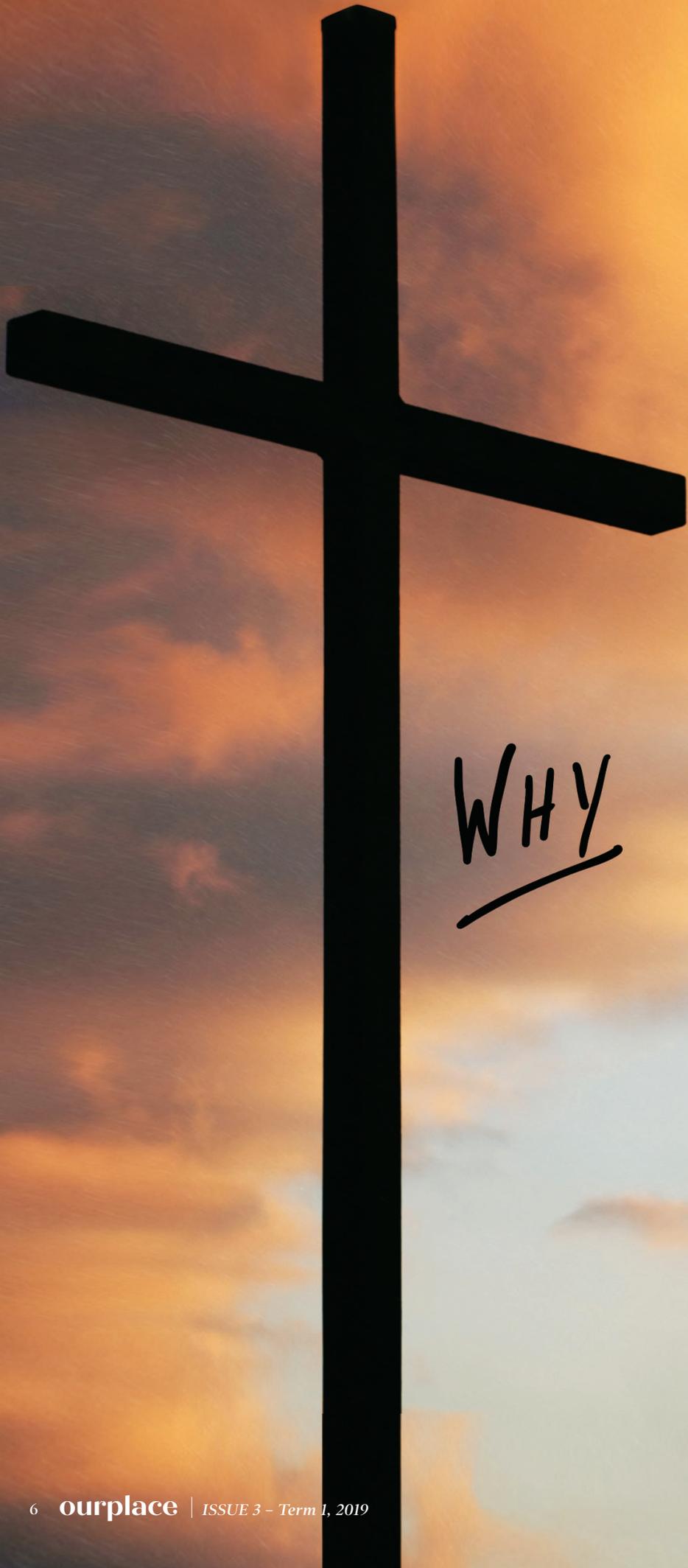
a supportive and focussed educational environment, we see students flourish and express their unique skills and abilities.

We are deeply thankful for your patience with the announcement of our 2019 school fees, which weren't finalised until early January. Even at Christmas we were still in discussions with the government's funding department on what we would receive in 2019. The final 2019 funding for our school was a great outcome. It enabled us to reduce fees and also add two new classes for Years 3/4 and 5/6 to ensure we could accept new students in all grades while keeping classes to a reasonable size. That decision has been validated by new enrolments in a number of grades since the year began. We are also thankful to God for the government staff who ensured we got a fair outcome for our school. There will be a further review of fees later this year which we hope will lead to further fee reductions for 2020.

Thanks again to every family for the privilege of sharing the education of your children with us. It is wonderful to see our children being transformed into young men and women who will be equipped to play important roles in a wide range of communities and occupations in the future.

**Ian Fryer – Board Chair**





# WHY Easter?

because as this event happened

the **WHOLE** universe shifted!

Justice  $\longleftrightarrow$  Mercy  
↓  
are both made possible  
AND  
are absolutely true in  
the cross of Christ

# God Speaks

↳ Am I listening?

As we approach Easter this year I have been encouraged to reflect on the significance of what Jesus did for us and why we (you and I) need it so much.

Is it just a repeated narrative that I take for granted or am I captivated by the clarion call of my Father to know Him and be known by Him?

Purchased at such incredible cost!

Pilate then called together the chief priests and the rulers and the people, and said to them, "You brought me this man as one who was misleading the people. And after examining him before you, behold, I did not find this man guilty of any of your charges against him. Neither did Herod, for he sent him back to us. Look, nothing deserving death has been done by him. I will therefore punish and release him." But they all cried out together, "Away with this man, and release to us Barabbas" - a man who had been thrown into prison for an insurrection started in the city and for murder. Pilate addressed them once more, desiring to release Jesus, but they kept shouting, "Crucify, crucify him!" A third time he said to them, "Why? What evil has he done? I have found in him no guilt deserving death. I will therefore punish and release him." But they were urgent, demanding with loud cries that he should be crucified. And their voices prevailed. So Pilate decided that their demand should be granted. He released the man who had been thrown into prison for insurrection and murder, for whom they asked, but he delivered Jesus over to their will. - Luke 23:13-25

When I read this afresh again I want to ask why? How can a whole crowd cry out so unjustly for an innocent man to be crucified?

Perfect in all things yet asked to pay my account

Yet perhaps most confronting is the knowledge that if I had been there that would have been me too!

Left to my own devices and thoughts I would choose to free a murderer rather than surrender to my TRUE Lord and King!

Come Lord Jesus  
Please give us ears that hear,  
eyes that see and hearts that  
are completely surrendered.



# Wycliffe Preschool

## BELONGING AT PRESCHOOL

**Our Preschool journey so far this year has been one full of exciting first experiences.**

For many children this is their first big step out into the wider world and we feel honoured to be part of that step. For other children it is their second exciting year and they already feel safe and secure and know that they belong at Wycliffe Preschool.

To help with the connection to our Preschool one of the first activities we do at the beginning of the year is work together to make our “Belonging Tree.” The leaves for this tree were made using each child’s handprints with a photo of their smiling face.

It really is a wonderful tree! The tree helps foster a sense of connectedness amongst all the children who may attend on different days during the week. The tree also helps to foster and encourage each child’s social and emotional wellbeing, a sense of identity, and a sense of belonging within the Preschool.

At Preschool we often talk about where and with whom we belong. We belong to our family. We belong to the Wycliffe Preschool family, and, most importantly, we belong to God’s family.

As the children develop a sense of belonging they are able to “be” who they are in the present, and then “become” as they learn and grow in our safe and nurturing Preschool into the wonderful, unique person God has made them to be. Each day at Preschool the children learn more about God and how much He loves us.

There have also been many other experiences the children have enjoyed as part of our Preschool program this term. Following are just a few of them.

“THE TREE HELPS FOSTER A  
*sense of connectedness*

AMONGST ALL THE CHILDREN WHO  
MAY ATTEND DIFFERENT DAYS.”

We found some caterpillars on our citrus trees at Preschool and over the last few weeks the children have been watching them closely as they continued to eat and grow. They have now changed into the chrysalis stage and we are waiting patiently to see what happens.



Our weekly visits to the Library started in Week 5. Our Preschoolers are able to borrow books and share in a literacy time. We started this year reading a different book each week about Mr McGee's adventures (written by Pamela Allen).

Finger painting with shaving foam is so much fun and also provides valuable learning outcomes.

Free play with our construction activity is a chance for the children to express their creativity while working together on a common task.



The painting easels are a favourite activity for many of our Preschoolers.

Slinky Apple week focused on eating more fruit and vegetables. This is one of six key messages of the Munch and Move program. Each child was helped to make their apple into a slinky apple and these were eaten heartily at morning tea.

Also in Week 5 Mr Zanardo began visiting Preschool to share a Spanish time with the children. The children have learnt four different greetings in Spanish and how to answer the question about how they might be feeling.

As part of exploring how each child has grown and changed since they were a baby, the children were able to watch and help with the bathing of a real baby. Many thanks to Sarah Beck who shared this experience with the Thursday group, bathing five month old baby Hannah.



*There's so much more to do and so much more to learn as the Preschool journey continues over the next three terms. Julie Taylor - Preschool Teacher/Director*



# Discovering the Adventure STARTING KINDERGARTEN



The first couple of weeks of Kindy at Wycliffe have been about, making friends and getting to know our classroom, playground and how we 'do' school.

- We've focussed on settling in each day, connecting with friends and exploring a variety of open ended enquiry based centres, linked to the Kindergarten Adventures Unit: beach/sea, mountains/snow, deserts/caves, rivers/wetlands, sky/space.

*We've been exploring beyond the classroom....*

- Our Beautiful bush surroundings and bush classroom
- Spending time in our library
- We've been creating an art work each week based on our Kindergarten Adventures Unit. Using different mediums each week has been a fun way to explore colours and textures!
- Starting the day with singing and hearing part of the Jesus Storybook Bible (we've been learning how God made the world and us and how much he loves us), then stretching (some OT based exercises) to get our bodies ready for concentrating.



“ONE AFTERNOON I TOLD THE STUDENTS THAT WE’VE HAD SUCH A *lovely day* I COULD GIVE THEM ALL A HUG. WITHIN TWO SECONDS THEY ALL RUSHED FORWARD FOR A MASSIVE *group hug*”



- The first few weeks we did many activities to grow our phonological (an awareness of words and syllables as well as individual sounds) and phonemic awareness (being able to identify and manipulate individual sounds in speech). This was in preparation for learning sounds, the building blocks of reading.
- How to hold a pencil and building strong finger muscles for writing
- In music, we have been learning about beat, rhythm and tempo. Violin lessons have been very exciting!! This term a violin tutor, Mrs Duncan, has been spending time with our Kindergarten students each week and teaching them violin.

- In Maths we are working on our Number Sense through a range of hands-on activities, at varying levels. 2D shapes and storing information in simple graphs have also been part of our Maths lessons.
- Mr Casey has been teaching us tennis on Friday!
- Our buddies have been joining our class each week to help us with our learning, extra helping hands! We’ve been exploring different areas in our school like on our ‘agua hunt’ & reading different stories together exploring rhyming words.

Mrs Catherine Glanville and Mrs Sarah Allison



*Trustworthy? Kind? Fair? Friendly? These are some of the qualities we have explored together each week as we meet before lunch on Monday.*

# K-6 Wrap-up

## WHAT HAVE WE BEEN UP TO THIS TERM?

An extra class in both Stage 2 and 3 has been an exciting addition to the Junior School, providing students the opportunity to work in smaller class groups and explore new friendships.

Throughout the term, students in all classes have been challenged to work collaboratively and investigate a range of STEAM (Science, Technology, Engineering, Art and Mathematics) activities. Years 1 and 2 have looked at construction with a purpose whilst Year 5 and 6 thought about the challenge of surviving Sydney Cove back in 1788. As students worked together to find solutions, they were encouraged to ask thoughtful questions, find unique ways to solve problems and enjoy hands-on learning experiences.

As part of 'National Clean Up Australia Day', K-6 students worked together to collect rubbish from the playground and the beautiful bush in which our school is located. We were very surprised by the amount of litter that had accumulated in these areas. It was a timely opportunity to talk about stewardship and taking better care of the lovely grounds God has provided for us.

Trustworthy? Kind? Fair? Friendly? These are some of the qualities we have explored together each week as we meet before lunch on Monday. It has been incredibly encouraging to witness students thoughtfully applying what they've heard as they interact with each other throughout the day.

Term one has been an enriching time in the K-6 section of the school as students have eagerly settled into their new classes.

Cubbies? Bases? Forts? The construction of these dwellings has occupied students during lunchtime in the new 'breakout space', D13. Blankets, sheets, satin bedspreads and the like have been used to build unique places to 'hang-out' with friends during lunch times. We've also learnt about 'supply and demand' as a peg currency soon emerged and students traded for various building supplies. The 'peg currency' enabled some high end wheeling and dealing as students procured supplies. It made for some very interesting conversations about inflation and storing up treasures in heaven.

## TACO TRUCK PROJECT

### UPDATE

On Saturday 23rd March, the 'Wycliffe Taco Trailer' (WTT) catered for its first 'official' function – the Christian Football Association Blue Mountains 2019 Gala Day. The WTT team prepared and served over one hundred tasty nachos to the gastronomic delight of the 100 or so very hungry soccer players! The boys worked tirelessly throughout the day and approached the job with professionalism and dedication.

This event was followed by the community movie night. Here the team dished up another 50 helpings of mouth-watering Mexican meals.

The committed crew continues to learn valuable lessons

of team work, the importance of acknowledging the different strengths brought by various individuals and how this enhances the effectiveness of the group as a whole, food preparation, customer service and profit and loss, just to name a few!

The team is well supported by many students in the school community who contribute to the running of the WTT in a variety of ways. We continue to enjoy the adventure initiated by a project based mathematics activity that inspired the imagination of a few eager and devoted students.



# Around the grounds PROPERTY REPORT

We are privileged to have a school located in a beautiful setting that allows us to marvel at God's creation everyday. We can look around and enjoy the beautiful Blue Mountains bushland setting which surrounds our campus.



We have a team of staff, students and volunteer helpers who work hard across many areas of our campus to ensure a safe and engaging learning environment. The team have been hard at work in 2019.

A program has been undertaken to ensure all classrooms at Wycliffe have air conditioners installed, most of this work had been completed with the remaining units being installed over the coming weeks. This will allow for heating and cooling in all classrooms and make a huge difference to comfort levels in those rooms. In addition, volunteers at our Term 1 Working Bee helped remove carpet from three of our classrooms to allow new carpet to be laid in these spaces.

In 2019 Wycliffe commenced an Agriculture program in the Senior School, in response to our commitment to meeting the subject preferences of our Year 11 cohort. There are a number of infrastructure projects underway to support the program including:

- work on the Agriculture Farm - starting with a poultry shed and run and incorporating a covered learning space
- garden beds which students have prepared and planted as part of their course requirements
- the construction of an Aquaponics plot which is due for completion by Term 3

The work around campus this year has seen input from so many of our staff, students and other volunteers. We are particularly thankful for the input of the TAS department in construction work for our Agriculture projects and also the volunteers at our regular Community Working Bees. The support of the Wycliffe community is so greatly appreciated in maintaining and developing our campus and grounds.

Terry McCullough

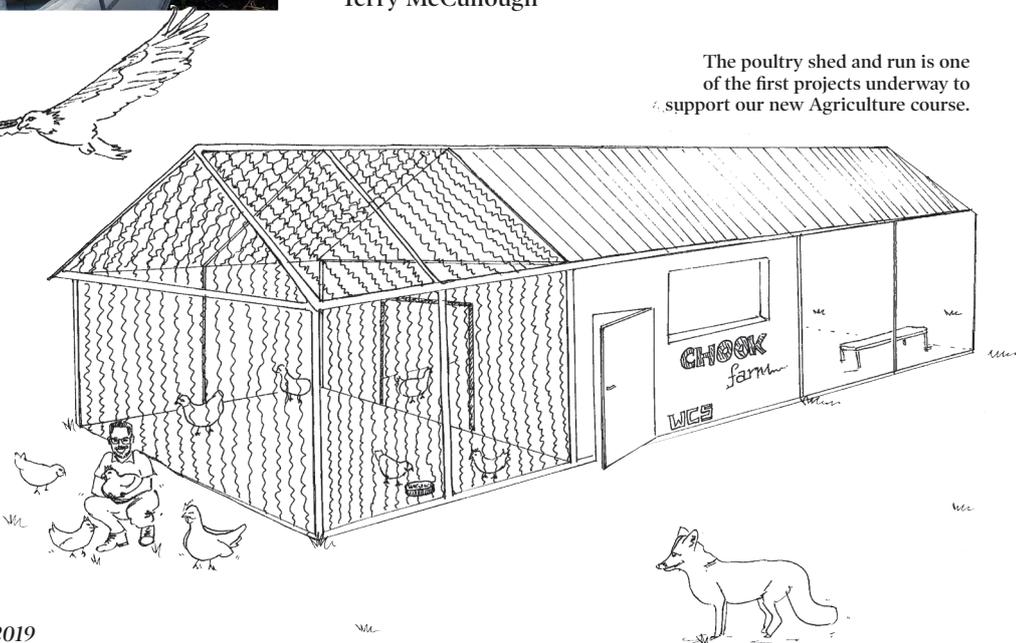
The poultry shed and run is one of the first projects underway to support our new Agriculture course.



2019 Working Bees  
Dates for your diary

- Term 2 – 16th June
- Term 3 – 17th August
- Term 4 – 2nd November

We'd love to see you there.



# Year 7 Tech Bootcamp

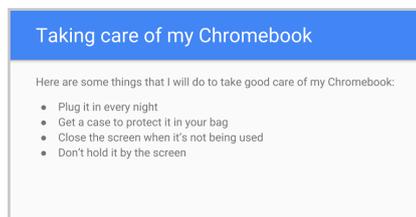
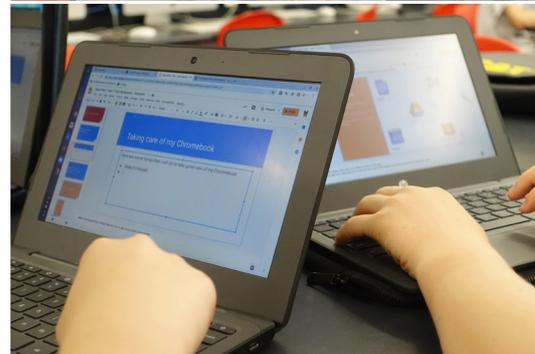
RHYS ANDREWS - I.T. MANAGER

*It seems that nowadays, as soon as a child is old enough to control their own fingers, they're navigating the family iPad better than we ever could, snapping & reviewing photos, surfing YouTube and even solving our connectivity issues. One could reasonably consider it completely unnecessary that we provide a Chromebook training day when the emerging generation were still wearing nappies when they first discovered how to use our credit card to make in-app purchases...*

The Year 7 Tech Bootcamp is in part an opportunity for students to learn about and explore their new Chromebooks, be shown how to take care of them and what to do when something goes wrong, access their Google account and navigate the various apps. And it's true that even I learn a few new things from the students every year. Seeing them discovering things that I had missed is a humbling delight.

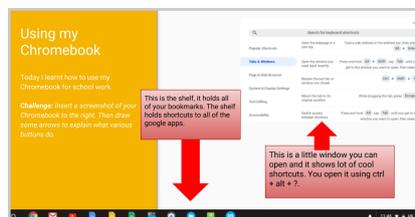
But something that is not quite so intuitive and intrinsic about technology is how we are to behave online. How do we learn and grow while protecting our worldview? How do we respect one another? How do we protect ourselves? These behaviours & skills are part of something we call Digital Citizenship - an important strand of what we do here at Wycliffe.

For students who are being given the responsibility of taking care of their own portable computer, and who are fast approaching the age where they could legally take the plunge into social media, not to mention the physical, emotional and mental development going on, there are many challenges on the horizon. As a Christian school community, our desire is not just to ensure that these challenges do not impede on a child's learning or a teacher's ability to run a class, but that technology is engaged with in a way that draws the child closer to Jesus as they grow in their understanding of His creation.



LILLIAN ROBINSON

*Identifying how to take care of a Chromebook*



OSCAR TOULMIN

*Learning how to effectively use a Chromebook for school work*

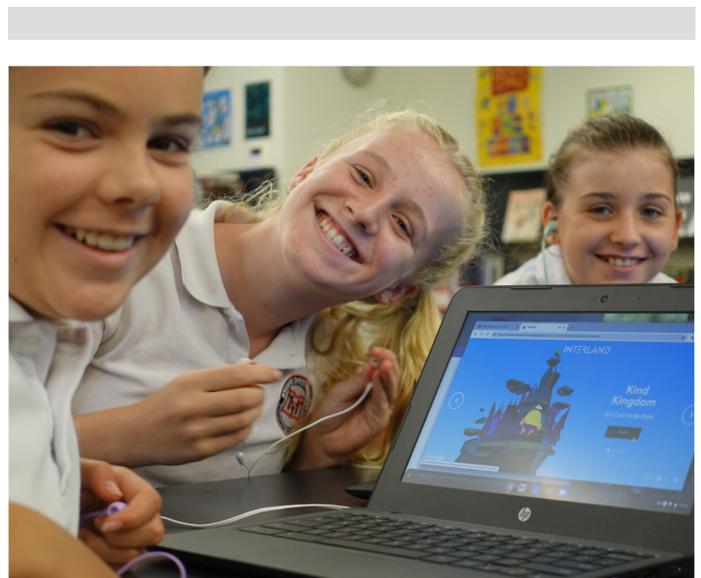


ELOISE SARGENT

*Identifying the appropriate method of communication*

Year 7 enjoyed a number of activities at our Tech Bootcamp to encourage reflection and discussion on these matters. We ran a mini collaborative Bible Study using google docs, completed a 'digital communication' survey and used the resulting graphs to facilitate a class discussion, and had a look at some interesting photos and articles which taught us that the Internet gives us a very one dimensional, and often biased, view of things.

At the end of the day, students developed a presentation to demonstrate what they had learnt. However, the Bootcamp is not the end of their Digital Citizenship learning journey Wycliffe is continuing to develop programs and initiatives all the way through a child's K-12 journey. I look forward to sharing with the school community about these initiatives in the future.



In each issue of OurPlace, we'd like to spend some time getting to know a Wycliffe community member. This issue, we're hearing from Mr Terry McCullough, Property Manager.



# Getting to know our Community

“MR TERRY” McCULLOUGH – Property Manager

Terry is our hard working, innovative, problem solving Property Manager.

In the short time he has been at Wycliffe, he has had a tremendous impact on the physical environment of our school. When you visit Wycliffe you'll likely have seen Terry manning the pedestrian crossing, mowing the lawns or tending to maintenance tasks across the campus - maybe you've worked alongside him at one of our Community Working Bees. In this issue, we learn a bit more about 'Mr Terry'.....

***So Terry, anyone who has spoken to you would probably pick up a bit of an accent.... Where were you born and when did you come to Australia?***

Actually, I didn't know that I had an accent, but I was born in New Zealand at a very young age and came to Australia in 1982. My home town is still called Whangarei and it is where Keith Urban was born. I don't remember him though.

***How long have you been a part of the Wycliffe Community?***

Coming up 2 years this July.

***What have you enjoyed most about being involved with our school?***

I actually enjoy the varied work and talking to the students in a natural and relaxed way. They always help me heaps around the school too. I have made some great friends here in the school community. I am continually encouraged by their words and actions.

***Can you tell us a bit about your family?***

I have one wife and one daughter and they are both my favourites. Ruth works as a library technician and Claire is in Year 11 at school.

We have a cat called Bear, 7 chooks, and approximately 120,000 bees. We love the beach when we have time to get there.

***What do you enjoy doing in your down time? How do you relax?***

I guess if I had some relaxation time I would like to be at the beach and do all the boating and diving things. Hunter gatherer stuff occupies my thought patterns and actions it seems. I don't really relax too much now that I think about it. Thanks for bringing this to my attention.

***Can you share a favourite bible verse and why it is special to you?***

I always like the book of John as it talks about who Jesus is. He was with the Father from before the creation of the world. Maybe John 14:6. Jesus answered, "I am the way, the truth and the life. No one comes to the Father except through me....."



“...IF I HAD SOME RELAXATION TIME I WOULD LIKE TO BE AT THE BEACH...”



# STEAM and Project Based Learning

## DRIVING STUDENTS TO MEANINGFUL SOLUTIONS

“So, just what is PBL?” It was the question asked by both students and parents at the start of this year.



*While Project Based Learning or PBL is a new, stand-alone program at Wycliffe, it is a hands-on approach to learning that has been used here in a variety of subjects for many years. Instead of sequential, teacher-directed lessons, students learn by undertaking inquiry-based, self-directed learning in the form of long-term challenges or projects.*

In the PBL approach, the projects are framed with open-ended questions that drive students to investigate, do research, or construct their own meaningful solutions. These solutions are presented in the same form as those used by professionals: including models, digital media, artistic or musical creations. Critical thinking is promoted through relevance, choice, evaluation and justification activities.

The projects are interdisciplinary, collaborative, motivating and designed to address the full range of student needs and learning styles. Project Based Learning helps students develop teamwork and problem-solving skills, along with the ability to communicate effectively with others. The collaborative nature of the projects also reinforces the students' social-emotional learning, encouraging a growth mindset and failure positive attitude.

A significant feature of the projects chosen by the students in first term is a focus on helping others. Each of the tasks undertaken endeavours to find a solution to a problem experienced by those with

some form of disability or diminished facility due to age. They encompass digital applications, virtual reality, design skills, film-making, robotics and 3-D printing.

The STEM program at Wycliffe has also undergone change this year, as we transition to the broader STEAM



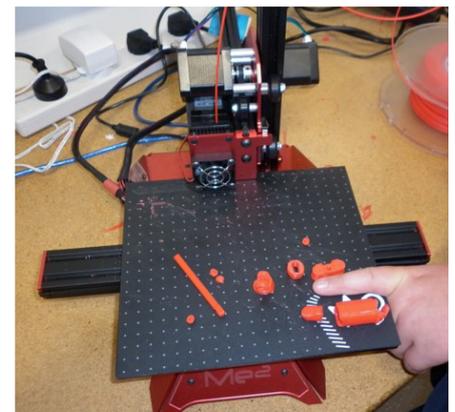
approach. For our Primary students, there is the opportunity to investigate topics from their Science curriculum under the expert guidance of Dr Persis and Mr Marks, and to learn Technology skills under the expert leadership of Mr Duncan.

The Year 7/8 STEAM program combines

Science, Technology, Engineering, Maths and the Arts in three exciting topics, including the new course of Laser Cut Art. In this course, devised by Mr Wright, the students are combining their artistic and technological skills to design and digitalise images, which are then created using a laser cut printer.

The other courses for this year are Carbon Dioxide Powered Cars – in which the students design, build and test their own cars – and constructing a Digital Weather Station, requiring the students to design and produce a durable, environmentally friendly digital weather station, which can measure a range of local weather. The quality of the car design will be determined in terms of distance travelled, streamline of the car, friction of the axle and wheels and the overall aesthetics of the car. The weather station will enable students to collect, display, analyse and make conclusions from the data.

Mr Cooney



# Bushwalking, bonding and bible talks by the fire

## STAGE 4 CAMP AT CRUSADERS CROSSLANDS

**In Stage 4 this year we have chosen to focus on being thankful, caring, loving, serving and hardworking.**

The Stage 4 camp was a great way to start the year and gave the opportunity to work in each of these areas as well as the chance for students to get to know each other and have some fun in a different setting to their everyday school experiences.

It was a fun filled three days with students being challenged and excited by the activities they experienced.

After travelling by train, Stage 4 hiked to Crosslands Reserve at Hornsby Heights where we pitched tents for our two night camp. Everyone could choose their tent partner.

Some of our students have shared their reflections on their time at camp:

*“Mornings began with early breakfast, then group time to read and talk about Jesus and after this we rotated around*

*a variety of activities with “food stops” throughout the days. At night after tea, we all sat together around a campfire. We listened to leaders who told us more about Jesus and read the Bible to us. This was great because we would go into smaller groups the next day to talk about what was said.”*

*“It was funny when a train carriage door didn’t open and then Caleb had to press a button to get to the next carriage for all of my group to get off in a hurry.”*

*“When we were making spaghetti, my group was trying to cook it but we didn’t know that our water was still cold because our Trangia had gone out so no heat!”*

*“At the camp my group got to do rock climbing, nearly everyone got to reach the buzzer at the top of the wall but me. I didn’t get the buzzer once!!”*

*“Camp was so good! When we were setting up the tents they kept on flying away! It was funny and challenging.”*

*“We had a campfire at night. We listened to the stories the leaders told us. They challenged us to think more about Jesus.”*

*“Each morning and night we spent time hearing and learning about Jesus. I felt I grew in my faith.”*

*“On camp in my group, when we did rafting and had limited materials to make the rafts, only 2 out of the 4 rafts made were still floating the whole time in the water.”*

*“At camp I did rock-climbing and it was so much fun. I did it with a blind fold on and was able to get to the top unexpectedly. This was a real achievement.”*

*“Camp was so much fun! I really enjoyed the exploring and doing the bush walk. It felt like we were walking for ages though.”*

*“ I really enjoyed the exploring and doing the bushwalk ”*







# Stage 5 Camp at Lutanda Campsite

## A TOUKLEY ADVENTURE

Our Stage 5 Students spent their camp on the Central Coast at the Lutanda Campsite in Toukley. Students engaged in a wide range of organised activities including quad biking, stand up paddle boarding, surfing, high ropes and snorkelling. Time was also set aside for students to enjoy free choice of activities in groups or on their own. Night times brought fun together as well as a time to worship God (lead by the student worship band) and reflect on how God is working in their own lives and the lives of others. The time together was fruitful in relationship building and bonding across the two year groups with friendships strengthened and memories made.

### Amelia Bemrose (Year 9)

*I ran face first into a hedge trying to catch a frisbee. I also enjoyed the seaweed war - Year 9 vs Mr Marks*

### Hamish Wright (Year 9)

*At camp, there were many fun activities. My favourite activity was probably the quads bikes, as I haven't done anything quite like it before. Stand up paddle boarding and surfing were also a ton of fun though.*

*Being in groups with people who wouldn't usually hang around each other at lunch was a good way to build relationships. In Bush Initiative, there was a little bit of competition, but it was in a friendly way, and nobody kept any grudges afterwards.*

### Allie Jackson (Year 9)

*Devotions were a good time for me as it was interesting to see people open up during their devotion, to know how to do things and what to do in different situations, and to see how God works within people's lives. Worship (singing) was a part I enjoyed and looked forward to both nights. Camp was a fun experience full of things I wouldn't usually do, like water activities. I enjoyed camp however my favourite part would have been the nights, the testimonies/worship.*

### Jasmine Stufkens (Year 9)

*I built stronger relationships with people in my year.*

### Grace Nassif (Year 10)

*I have a few favourite memories from camp including singing and playing the piano in worship and being part of the band. It was a lot of fun and great to have all the girls together, as I have felt we have drifted apart a bit. Camp was a good experience for the growth of my friendship with some of the girls. Some of the activities were undoubtedly hard and much of a struggle to say the least but I am proud that I did it!*

### Annabelle Passau (Year 10)

*A good memory from camp was when all the year 10 girls threw me a surprise party in our cabin for my birthday. Also, other good memories were in the free time when I made new friendships with people I wasn't close to beforehand and the activities we did.*

### Mekdes Ward (Year 10)

*This year's camp was a fun-filled time with lots of excitement and I personally had a great time. I thought that the whole year 9/10 really got close and we had fun getting to know each other. Some of my favourite things in camp would have to be surfing and the quad bikes. Overall this camp was a blast and I would definitely go again!*

"I BUILT *stronger relationships*  
WITH PEOPLE IN MY YEAR"

# Year 11 Camp

## SERVING OTHERS DOWN THE BUMBLEGUMBIE ROAD

If you turn down the Bumblegumbie Road about 11 kilometres northwest of Dubbo you'll find the Cornerstone Community of Burrabadine, which also includes Burrabadine Christian School.



*After a long, albeit, an enjoyable train journey and a hot ride from Dubbo in a bus, Year 11 were pleased to see the welcome sign and very pleased to see the small pool. The Year 11 camp had begun.*

It is a camp where students are encouraged to think more closely about their faith; broaden their understanding and appreciation of Christians living in different settings; and serve the local community.

Year 11 took that challenge seriously, while also enjoying getting to know each other better as a Year 11 group, and having lots of fun.

The Dubbo heat didn't stop their enthusiasm to weed gardens, use sledge hammers, plant flowers, pull out burrs, and clean and

tidy at the little Christian school. All this mixed with frequent games in the pool to cool off.

Paul Roe encouraged us each morning to be people walking with Jesus, dreaming His dreams and serving others.

Evenings were full of stories from people living for Jesus in whatever life situation they are in. We met Riverbank Frank, an aboriginal man with a lifetime of stories about Jesus working in his life; we listened to Leanne tell us about living in Brunei and coming to Australia to learn more about being a Christian; there was Mike who works with people in Dubbo gaol; and many others.

A half day at Dubbo Zoo rounded out our adventure and opened our eyes to the wonders of God's animal kingdom.

**Vicki Williams**



# Volleyball at Wycliffe

## CELEBRATING TEN YEARS OF VOLLEYBALL AT WYCLIFFE

*Wycliffe has been fortunate to have had a Volleyball program running at our school for the past 10 years. The Wycliffe Volleyball program has been headed up by our dedicated coach Dan Catchpoole and we thank him for his commitment to the program and the hard work he has put into making Volleyball a true community activity at our school.*

The Volleyball program offers many opportunities for parents, past and present students and other community members to be involved, developing skills, fitness and having a whole lot of fun.

Volleyball training is held on Friday mornings from 7am to 8am in the School Hall and new members (from Year 7 up) are always welcome to join. In addition, each year a Social Volleyball competition is held where teachers, parents and students from past years compete against current students in a fun and enjoyable tournament where sporting prowess is an optional extra, but enjoyment is essential.

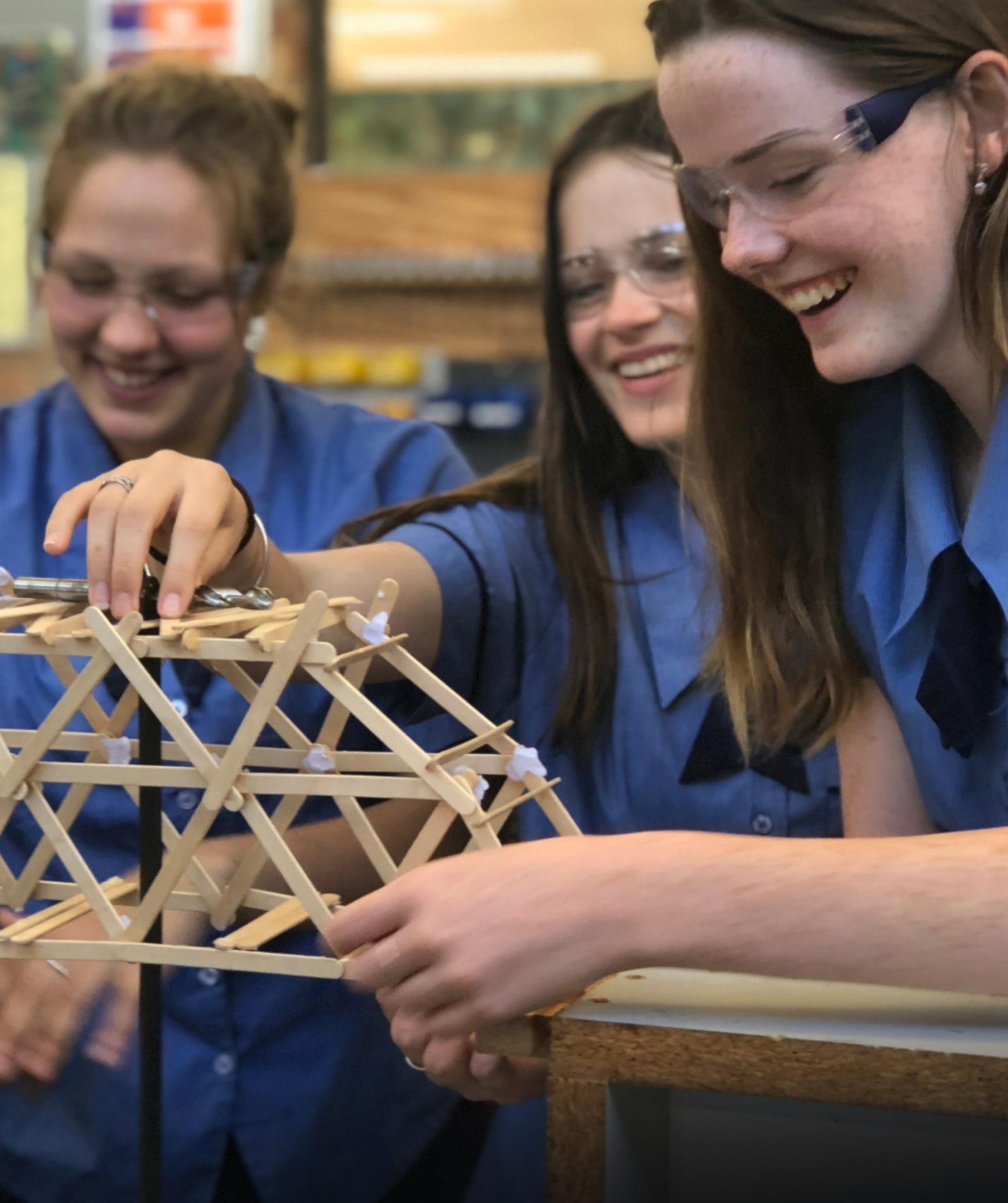
Wycliffe also has a number of representative Volleyball teams which compete at various tournaments and gala days throughout the year.

In 2018 our Mixed Senior Volleyball team won the CSSA Volleyball Gala Day and our Year 9/10 Girls team took out GOLD in their very first NSW State Volleyball Schools Cup Tournament. In December, our Senior Boys squad attended the Australian Volleyball Schools Cup in Melbourne. While they struggled in their early games the boys went from strength to strength and lifted their performance, gaining vital experience in tactical team play to finish with 4 wins from 10 games and in 9th place in what ended up as a stunning performance.

2019 has seen a strong start to the Volleyball program with 17 senior students competing in the CSSA Volleyball Gala Day this term. The Senior Boys Team were undefeated during the day and were the CSSA 2019 Volleyball Champions. The Senior Girls Squad competed in their first tournament as a team and were very competitive against all teams they played. The girls have a strong future with this sport.

We are keen to see the Volleyball Program continue to grow at Wycliffe, new members are always welcome at Friday morning training and to take part in the Social Volleyball Competition later in the year. If you would like more information about the program or about getting involved in representative Volleyball, please contact our Coach Dan Catchpoole on 0408 297 594.





“...ACROSS OUR SCHOOL, YOU WILL OFTEN HEAR THE  
EXPRESSION OF *head, heart* AND *hands*  
BEING USED TO EXPLAIN AND CAPTURE ALL OUR  
APPROACHES TO LEARNING”

# Making Learning Intentional

## HEAD, HEART AND HANDS AT WYCLIFFE

*Real and intentional learning is always about the whole person. This is why, across our school, you will often hear the expression of head, heart and hands being used to explain and capture all of our approaches to learning. This understanding comes out of the reality of how God has made us and that every student has been given talents and abilities to use. Each of them will be in a position to flourish as they are given opportunities to grow intellectually, emotionally, spiritually and physically.*

Within this, our commitment to being a genuine learning community means that it is essential for us to think about and identify factors which contribute to successful learning. While this is not a simple task to carry out, it is both exciting and encouraging that there are answers that are rich, beautiful and multifaceted.

Once you start digging it becomes readily apparent that there is a large amount of academic writing and research about education that together offer a plethora of perspectives and opinions. Challengingly, there are also new theories which are promoted on a regular basis. In light of this, and rather than being blown about by every new fad, we are choosing to be intentional and implement approaches to learning that are data driven and which have strong bodies of supporting evidence. This has seen us engage with the Association of Independent Schools Early Literacy Project which is further strengthening literacy acquisition in the early years of schooling. It is also why we are currently investing in extending our MultiLit program to include MacqLit which will provide wonderful scaffolding around literacy in the senior section of the school.

Educational research is also helpful in that it identifies dynamics for communities to engage in which are both micro and macro in their focus. I am very thankful that we see some of the macro, or big picture, factors of autonomy, belonging and competence in action across our school every day. These are factors that are

known to be central to successful learning and importantly can be contributed to by all members of our community.

Some concrete examples of the three elements in action are visible through: our Stage 3 project exploring the arrival of convicts in Botany Bay; the bridge building that has occurred in the Stage 5 elective 'Build it, Break it'; and the new Stage 6 learning initiatives for Agriculture.

The Year 5 and 6 students display of autonomy has been fabulous as they eagerly researched, collected and analysed historical information in order to plan how they might have survived being part of the first colony. The requirement for them to work in teams was a lovely way to strengthen connectedness.

### Autonomy:

*taking ownership of, and choosing to invest in, learning.*

### Belonging:

*having relationships of connectedness that create a safe environment for new learning experiences.*

### Competence:

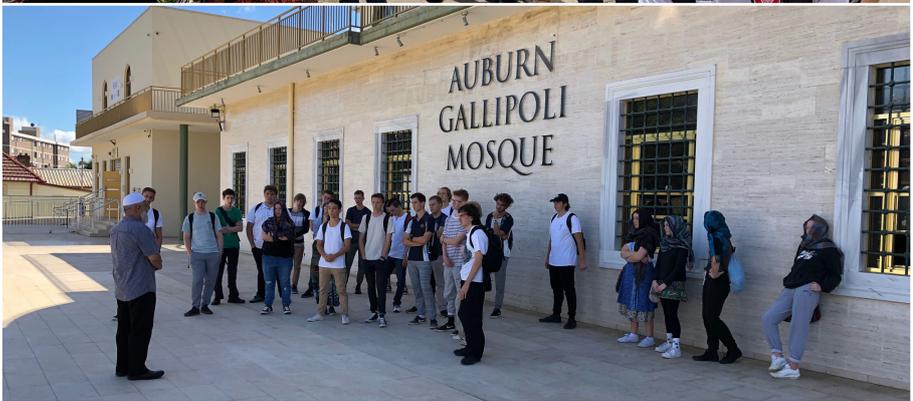
*having the confidence to apply existing knowledge and skills to new challenges.*

Competence has been at the forefront of learning in 'Build it, Break it' with the students having to apply ingenuity and prior knowledge to try and make a bridge which can carry the most weight before failing. The classroom has also been a very safe and inviting space for students to try out new ideas that may or may not succeed.

Our new Agriculture course in Stage 6 is taking our whole community on a journey of autonomy, belonging and competence. Mr McCullough and Mr Marks are continuing to design and build new infrastructure while our Year 11 students are volunteering and investing significant amounts of their break time to learning new concepts and carrying them through to implementation.

As we continue to highlight a dialogue of learning across the school please remember that making windows of time to talk with children about their day and the things that have caught their imagination, or fascinated, stretched and challenged them is a wonderful way to build autonomy, belonging and competence.

**David Johnston**



# Year 12 Study Camp

EXPERIENCING LIFE FROM DIFFERENT VIEW POINTS

This year our Year 12 group enjoyed three days of day only Study Camp as part of our Senior School Camp week. The day camp program was designed to develop skills to help students cope with the study necessary for completing Year 12, stretch their thinking as they experienced life from a different view point and give an opportunity to consider issues relevant to Australians from a variety of backgrounds and life experiences.



*The three days included workshops from visiting presenters, visits to the Gallipoli Mosque in Auburn and the Sydney Jewish Museum as well as time for fun, including a visit to iFly and time at Bondi Beach. It was a valuable experience helping students to greater understand and appreciate the uniqueness of the individuals that make up God's world.*

## THE GALLIPOLI MOSQUE EXPERIENCE

Thursday 7 February

During the Year 12 Study Camp, I along with the rest of my grade had the opportunity to visit The Gallipoli Mosque in Auburn. Upon hearing this would be part of our study camp I thought, "What on earth is the point of going to a Mosque?" and I know others were thinking the same thing. However, I decided I would go and see what Islam is all about.

Eight weeks later, I found myself standing on a train, heading for Auburn. As I gazed out the train window I began to ponder about what this experience might be like. Would it shake the roots of my faith? What is Islam? Why is Christianity different to other religions?

Arriving at the Mosque, we were greeted by an old, smiling man named Ergun. He began to take us on a tour of the Mosque, revealing its purpose, the reason it was built, and some of the beliefs of Islam. The similarities between the Christian and Islamic faiths were very interesting. Muslim people are devout, firm in faith, and willing to obtain eternal life through good works and personal righteousness.

Leaving the Mosque I talked with my mates, discovering they were also struck with the similarities. However, there was one distinct element that was different - the concept of faith. I felt Islam switched the idea of free grace for good works. The visit to the Mosque raised questions of faith, God and religion from my peers. I was ready to answer with faith in my beliefs. In a world full of religions that say something is wrong with humanity, the Christian faith describes a God who gives grace for our wrongs and forgives our sins. The trip to the Mosque reinforced my understanding that no matter how much I stuff up, God will always be there for me.

I would readily encourage this experience to anyone wanting to be challenged and reinforced in their faith. "For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God" Ephesians 2:8-9.

*By David Mitchell*

## THE JEWISH MUSEUM EXPERIENCE

Friday 8 February

The visit to the Jewish Museum in Sydney was an enlightening experience and gave us a new perspective of the tragedy that was the Jewish Holocaust in World War II.

It was incredible to actually see and hear from a survivor. Jacqueline Dale, now 88 years old, told us how her parents had moved from Poland before the war to live in Paris, France. Early in the war, her father was taken to a labour camp and her mother chose to flee to the unoccupied regions in southern France. Once there, Jacqueline and her younger brother were taken to live in an orphanage for Jewish children while their mother worked as a domestic servant in people's homes.

After Jacqueline's talk, Dr Simon Holloway gave us further information about the Nazi regime's treatment of different groups of people leading up to and during World War II. After hearing Simon and Jacqueline talk, it really made us realise how fortunate we are to live in a safe part of the world in which we can freely express our faith without any persecution. Finally, we went on a tour around the museum, where artefacts from Jewish people throughout Europe were displayed. This varied from fake passports that allowed people to travel with somewhat safety, to the uniforms the prisoners of death camps had to wear.

Personally, the most confronting part of the museum was the Children's Memorial. In this space, a large bowl containing water is in the centre and each second, one drop falls from the ceiling into the bowl. Each drop represents one of the 1.5 million children who were killed during the Holocaust. These experiences caused us to consider how many millions of people were impacted by horrendous acts against humanity and how destructive it was throughout the world for years to come. Although confronting at times, visiting the Jewish Museum was truly enlightening to us as a year group and really helped us appreciate the peace we have in Australia.

*By Max Byrne and James Walker*

# WYCLIFFE CHRISTIAN SCHOOL

Find your place, find your purpose

