

ISSUE 4 – Term 2, 2019

# ourplace

WYCLIFFE CHRISTIAN SCHOOL

*Enabling*  
**THOUGHTFUL  
ACTION**

Why is this a key component of  
our journeys at Wycliffe?

*Renewed  
Connections*

Our Mission and  
Service trip to Tonga

STAGE **2**  
CAMP

ENGAGING  
**Learning  
Opportunities**

**COMMUNITY SPOTLIGHT**

Get to know 2 members of our community!



SHARING THE STORIES OF OUR SCHOOL COMMUNITY



12



24



20

**CONTENTS**

- 3 From the Principal
- 4 Meet the Board
- 6 A Prayer for Wycliffe
- 7 Mother's Day at Preschool
- 8 Engaging Learning Opportunities
- 12 Agriculture Update
- 14 Practising Kingdom Values through Music
- 16 Learning that Enables Thoughtful Action
- 18 Open Day 2019
- 19 Mother's Day 2019
- 20 Stage 2 Camp
- 22 Getting to know...
- 24 Term 2 Sport Report
- 25 Young Carers
- 26 Tonga Mission & Service Trip

**TERM 3, 2019** *Dates for your diary:*

23th July Preschool returns

**WEEK 1**

29th July First Day of Term 3  
2nd August Year 9 Encounter Day

**WEEK 2**

5th Aug Living Spirit /  
China Holiness College Visit begins  
Café & Play  
6th Aug Parent Teacher Interviews K-10  
7th Aug Secondary Zone Carnival  
8th Aug CSSA Primary Netball Gala Day  
9th Aug NSW Health Vaccination Clinic

**WEEK 3**

12th Aug Science Expo  
14th Aug HSC Trial Exams start  
Hawkesbury Eisteddfod  
Stage 3 2020 Afternoon Tea  
16th Aug CSSA Primary State Athletics  
17th Aug Working Bee

**WEEK 4**

HSC Trial Exams continue this week  
21st Aug Year 8 Science Excursion  
Year 7 2020 Information Evening  
22nd Aug K-2 Sports Day  
23rd Aug CSSA Secondary State Athletics

**WEEK 5**

28th Aug School Tours  
Book Week Assembly  
29th Aug Year 7 Orientation Day  
Penrith Eisteddfod  
Stage 1 Featherdale Excursion  
30th Aug Father's Day Breakfast and Stall

**WEEK 6**

2nd Sept Café and Play  
3rd Sept Kindergarten 2020 Information Evening  
7th Sept Preschool Open Day

**WEEK 7**

10th Sept School Disco  
11th Sept Year 11 Exams commence  
Year 10 Aspire Day

**WEEK 8**

Year 11 Exams continue this week  
Year 10 Work Experience this week

**WEEK 9**

24th Sept Year 12 White-water rafting  
25th Sept Year 12 Graduation  
27th Sept Last Day of Term 3

**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

“DO NOTHING FROM SELFISH AMBITION OR CONCEIT,  
BUT IN *humility* COUNT OTHERS MORE  
SIGNIFICANT THAN YOURSELVES. LET EACH OF YOU LOOK  
NOT ONLY TO HIS OWN INTERESTS, BUT ALSO TO THE  
*interests of others.* (PHIL 2:3,4)”



# From the Principal

## A COMMUNITY THAT ENCOURAGES THOUGHTFUL ACTION

*Dear Wycliffe Community,*

*I am very pleased to welcome you to a new edition of ‘Our Place.’ My hope is that as you find time to engage with the stories on the following pages that you will encounter pictures of the different ways that we are seeking to be a learning community that encourages and enables thoughtful action.*

Each of the narratives that weave through this issue are intentionally and integrally grounded in the rich heritage of our vision statement.

**Encouraging learning founded on God’s word,  
Nurturing Faith,  
Unwrapping Truth,  
Encouraging Discernment and  
Enabling Thoughtful Action.**

I love the hope, depth and strength that is inherent in these words. Together they provide a strong foundation which orientates both the present and the future of our learning community. For us, the question then becomes what does an end goal of thoughtful action look like, sound like and feel like and how do we get there?

When we think of thoughtful action there are several assumptions that come into play. The first is about the sort of fruit or outcomes that it will produce, namely that when individuals and communities come together thoughtfully the impact will be one of flourishing for both doers and receivers. Secondly, learning, growth and development which is grounded in the good news of

Jesus is an essential component and thirdly, that it is possible for thoughtful action to more and more become an automatic, all of life, response.

Thoughtful action is about how we engage with our world in all of its different facets and dimensions. Importantly, while seeking the good of others is certainly not exclusive to Christians, it is definitely in stark contrast to many narratives that currently permeate our society. In addition, the very reality of sin and its associated consequences and brokenness consistently acts disruptively in contrast with thoughtful action. It is because of this that we are intentional about providing concrete points of access and reflection for our students.

We look to see students engage in a journey of personal growth which commences in our Preschool and continues all the way through to Year 12 and beyond. It is embedded in diverse activities from social stories that highlight real friendship in action through to Year 6 buddies and enrichment mathematics activities that result in the creation of a food van to fundraise for charities. It is found in physical education classes that identify healthy lifestyles and in history lessons wrestling with how we learn from our past. Each day our classrooms are full of activities that step by step build sure foundations for each student. So knowing that thoughtful action has the potential to transform culture I hope that you enjoy the following snapshots of how it is being nurtured and encouraged in the midst of our community.

God Bless,  
**Dave Johnston**



In this issue of OurPlace we are spending some time getting to know the members of the Board at Wycliffe.

# Getting to know our Board

WHO ARE THEY AND WHY DO THEY LOVE BEING A PART OF WYCLIFFE?

## IAN FRYER Board Chairman

*How long have you been on the Board at Wycliffe?*

I have been on the Wycliffe School Board since early 2015.

*Can you tell us a bit about yourself?*

My wife Sharon and I moved to the Lower Mountains 15 years ago and we have two boys at the School in Year 5 and Year 2. I am an actuary working for a company that assesses superannuation funds. Before moving to the Mountains I taught Old Testament at Sydney & Missionary Bible College. I have been Treasurer of the mission agency Pioneers of Australia for a number of years and our family attends Winmalee Presbyterian Church.

*What do you enjoy about your role on the Board and what excites you about the future for Wycliffe?*

I am passionate about our School expressing genuine Christian community and doing Christian education really well. I believe we need to take seriously the School's Christian distinctives and also ensure all education at Wycliffe is of high quality. We need to prepare our students for the many potential roles they will fill and challenges they will face after School. I am excited that our family can be part of the Wycliffe community and have been greatly encouraged to see how our boys are being shaped in very positive ways through our learning community.

## DAVID CROFT

*How long have you been on the Board at Wycliffe?*

I have been on the Board for three years.

*Can you tell us a bit about yourself?*

I'm married to Brigitte and have a wonderful daughter Bella who is in year 9. I have been in the Landscaping and construction industry for over 20 years and run a local business building amazing landscaping jobs and supplying landscaping materials. We live in Warrimoo and enjoy travelling and spending time with our friends and family.

*What do you enjoy about your role on the Board?*

I love and am passionate about building community, and as part of an awesome team on the board with David J we get to serve the community by putting our life skills to use. I love big picture thinking, and creating strategies that work towards our common goals. I love supporting and serving Terry our property manager at School as this is also where I can put my skills to use.

*What excites you about the future for Wycliffe?*

Recently our Strategic Management Plan has been getting finalised with great excitement. The process involving David J, Staff, the association and the board has focussed our hearts and minds in seeking God's next plans for WCS. There are many small things which will enrich the learning for the students and school community such as the new Agriculture program, the vast range of electives available, new mission opportunities, a heap of sporting events, an awesome Year 9 and 10 program all lead by passionate teachers. It's exciting to see how the community has come together in the new chapter with David at the helm, and the passion and love the school team has to see it flourish. I'm excited that so many families are so involved, I'm excited that Students are learning with great results but importantly are learning the love that God has for each of us and how He wants us to have an amazing Spiritual life filled with fun and adventure with Him.



## JO BEMROSE

### *How long have you been on the Board at Wycliffe?*

I have been on the board for close to 3 years.

### *Can you tell us a bit about yourself?*

I work part time for Wesley Mission with youth and families as a Social Worker. My husband Chris and I have 3 kids all at Wycliffe in years 9, 7 and 5.

### *What do you enjoy about your role on the Board?*

I love being able to hear all the

fabulous stories of what is happening in the school. My absolute favourite part is sharing the unity of shared vision with all of us looking to Jesus.

### *What excites you about the future for Wycliffe?*

I am excited about seeing what God will do in this place as we serve him. As my kids get older and I see their experience of high school too, I am looking forward to seeing how God shapes the lives of the young people in our community. To see the impact of learning more about how He has made each one of them and using those gifts to enrich the lives of others in a world that needs to know they matter to their creator.



## LUKE PEREIRA

### *How long have you been on the Board at Wycliffe?*

I have recently re-joined the Wycliffe Board after a two year hiatus. Prior to that, I was on the Board for about 12 months.

### *Can you tell us a bit about yourself?*

I am married to Emma and have three boys: Isaac (Year 6), Hamish (Year 3), and Toby (Year 1). Both Emma and myself attended Wycliffe as students and have been greatly influenced by the Christian education we received. I am currently working part time at Winmalee Presbyterian Church and studying a Theology degree with the intention of serving in the church context in the future. I am a trained teacher and worked for twelve years in Christian education as a teacher and secondary coordinator. I enjoy playing and watching Sport, spending time with my family and playing board games with friends.

### *What do you enjoy about your role on the Board?*

I am enjoying the opportunity to hear all of the wonderful stories that enrich the lives of families, students, and staff as we seek to honour God in this place. I enjoy partnering with the other Board members in helping to support the school and ensuring the school is staying true to its vision of Christian education.

### *What excites you about the future for Wycliffe?*

I am so excited for what the future holds at Wycliffe. God has blessed the school in the last few years in providing strong, Godly, and wise leadership that listens to the community and seeks to see families, students and staff flourish. It has been so delightful to see stories being told, passions being pursued, and imagination given room to grow. We have such a brilliant team of staff who care deeply for our children and I look forward to seeing how new ideas and creative learning experiences continue to take shape in the years to come.

## DAVID HIGGINS

Company Secretary & Treasurer

### *How long have you been on the Board at Wycliffe?*

I have been on the board a little over 2 years.

### *Can you tell us a bit about yourself?*

I have been married to Lyn for 47 years and have three children, Gillian, Angela and Ben; and 8 grandchildren of whom three attend Wycliffe. At present I am retired, but do not seem to have as much spare time as I thought there would be. Most of my working life was spent in the finance field with various roles and I remember the favourite with my children was a stint at Australia's Wonderland. Lyn and I enjoy travelling in our caravan and are captivated by the variety of Australia's landscape. We have attended Winmalee Presbyterian Church since moving to the Blue Mountains 14 years ago.

### *What do you enjoy about your role on the Board?*

There is a thrill being involved in the process of enabling the school faculty to provide an education experience that encompasses Christian values and viewpoints. I enjoy working with the board and faculty in considering the strategies and plans that best seek to honour God in our endeavours.

### *What excites you about the future for Wycliffe?*

I am excited about the opportunities that God is presenting to Wycliffe to expand the influence of the school in the local area. We have the opportunity to weave the school into the fabric of the community and present a Christian witness that is inclusive and nurturing. It is encouraging to see our faculty modelling Christ to our pupils and helping each one of them to find their place and their purpose.



by Vicki Williams

# A PRAYER *for Wycliffe*

**T**oday, the first day  
of the rest  
of life  
Yesterday was  
Tomorrow will be...

Today stands  
full of grace  
full of blessing  
freely given  
waiting to be had...

We stand on the threshold of  
today  
as light filters through the  
dark of night  
Watch it spread...

Be reminded of  
God's grace

waiting to fill our lives today  
waiting to experience it  
acknowledge it, catch it, so we can  
pass it on to others...  
We stand with toes on  
the threshold of today  
why hesitate to jump into this  
day of grace  
day of blessings...

Why hesitate to fling ourselves into the  
arms of God, He  
who would catch the pain  
feel the heartache of today  
and with grace and blessing  
bring joy..

Let's somersault into today  
letting go of self  
falling into God.

*'THE steadfast  
love* OF THE LORD NEVER  
CEASES; HIS MERCIES  
NEVER COME TO AN END;  
THEY ARE NEW EVERY  
MORNING; GREAT IS YOUR  
*faithfulness!*

JEREMIAH 3:22 - 23



# Mother's Day afternoon at Preschool

A TIME TO CELEBRATE OUR SPECIAL MUMS & GRANDMOTHERS



*At Wycliffe Preschool we endeavour to create a welcoming environment where all families are encouraged to be involved and feel like they are an integral part of the preschool community. Our "Annual Afternoon at Preschool for our mums" is an opportunity to do this and a favourite activity for our families.*

Early in the term children made a special flower card invitation for their mum inviting them to Preschool. Then when the days arrived, there was great excitement as the children waited for their mum to arrive.

Through these two afternoons at Preschool the children sensed and responded to a feeling of belonging to Wycliffe Preschool

and were able to share this feeling with their mum and, in some cases, their grandmother as well, as they spent time exploring the Preschool setting together.

We began by dancing the "Little Bird Dance," both mums and children, and then played with a variety of play activities, both indoors and outdoors. At the end of the afternoon we shared afternoon tea together. The Preschool children were very eager to taste the Anzac biscuits they had made that morning. They were delicious!

**Julie Taylor**





# ENGAGING LEARNING OPPORTUNITIES

*As I stood at my window and watched the morning sky unfold in beauty it was, indeed, an opportunity to experience, to think, to learn. There's so much I don't understand about why/how the pink spreads across the sky, and even why I react so much to its beauty.*

by Vicki Williams

As teachers at Wycliffe we want our students to take every opportunity for learning. We want them to ask questions and seek answers – to be engaged in the learning process as they explore the world around them

I had to give a message to one of the Staff and when I arrived at the oval, Morning Moves was in progress. One little one did not really want to be encouraged to keep going. I asked if she would run with me and we ran (very, very slowly) around the oval together with several stops so 'Mrs Williams could catch her breath.' It was an opportunity for me to help engage her in the learning process.

In the Year 9 and 10 History Elective we are sampling various kinds of chocolate, after all, you can't study the History of Chocolate without tasting it. This Unit was chosen as I knew students would be engaged and at the same time there was opportunity to learn a lot about the ancient cultures associated with chocolate, learn research skills, be involved in learning more about note taking – all the while enjoying nibbles of chocolate.

In Year 11 Ancient History students have to do a Personal Research Project. As my class has engaged with this task it has been good to sit with them and listen to their questions and ask my questions. We have been engaging in learning together as some of the areas they are researching are totally new to me. These stories are from my own experience, but wherever

you look at Wycliffe, teachers are thinking of ways to engage students in meaningful learning opportunities.

Learning cannot always be 'fun' although students would like it to be. There are skills that need explicit teaching to prepare students to become literate and numerate, and well-rounded adults. Students don't always agree the 'fun' lessons that teachers prepare are, indeed, fun.

How can we engage our students in learning so they can see that learning matters, that the learning they do at Wycliffe will broaden their minds and prepare them for whatever they choose to do with the rest of their lives? How can we help students long for learning experiences?

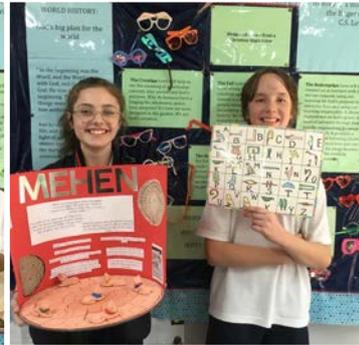
One way both parents and teachers can tackle this is to be engaged learners ourselves. As we engage with new learning experiences with our children/our students we can model that joy in learning is a lifelong opportunity.

Another way is to enable students, when possible, to choose their learning experiences, or the order of their learning. Students respond well to having a say in what and how they learn.

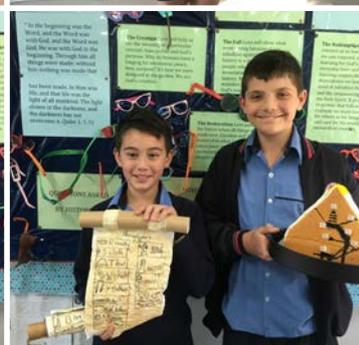
These are just some ways we aim, at Wycliffe, to make learning opportunities engaging. The aim is to give ourselves and our students an excitement that produces a desire to embark on a life long learning experience.

# The Ancient Egypt Exhibition

Engaging in Stage 4 History



Our Stage 4 students have been working through a unit in history looking at Ancient Egyptian daily life and culture. Students chose an aspect of daily life in Ancient Egypt which they researched and wrote about. Along with their written reports each student was engaged in creating something that related to their chosen area of study. The type of creation was open to their imagination and included drawing, models, jewellery, costumes and dioramas. Creations were presented as they would be in a museum and C9 was transformed into an Ancient Egyptian Museum.



# Construction Day

Engaging Learning in Years 1 & 2



During the course of Term 2, our Year 1 and 2 students have been looking at how we can manipulate materials to use them for various purposes. On Construction Day we put our learning to the test!

After a week of windy weather, Friday 31st May broke clear and calm. The storeroom was packed to capacity with boxes, tubes, containers and various other materials that had been collected over the previous four weeks. Years 1 and 2 arrived at school in their best building outfits, carrying the last few essential pieces and ready to use their construction skills.

Our morning was occupied with designing, building and testing a waterproof raft to safely float the Gingerbread man across the river. The choice of materials needed to be well thought through in order to make sure he arrived nice and dry. We used experiments we had done earlier in the term to help with the choice.

After recess it was time for the main event. Our materials were taken into the middle of D-quad and each person was armed with a roll of masking tape and a pair of scissors. The brief was to build the best robot ever. The following 90 minutes were filled with tearing, cutting, bending and folding. A number of our Senior School students were in their study centre and came out to see what all the fuss was about. Before they knew it, our Infants students had them helping with the trickier bits. By lunch time there were about 20 robots watching over the courtyard. Packing up the remaining boxes and containers was just as fun as it all had to be squashed down.

The day was a huge success! The Infants classes had the opportunity to select the materials that had the best properties for their design and manipulate them to suit their needs. Our Senior Students were wonderful: encouraging, offering ideas and helping wherever they could to allow our little people's imaginings to come to life.



# Maths in Surveying

Engaging students to apply mathematics



One foggy  
**M**onday in May we had the pleasure of hosting four surveyors who ran some  
**A**ctivities for our extension Maths students in Stage 5.  
**T**hey were given a unique opportunity to participate in some practical applications of Maths using theodolites and industry-standard GPS units. The  
**H**ands-on approach was very beneficial in cementing the learning that had happened around concepts in Trigonometry in our classrooms. The  
**S**urveyors chatted about their work and as a result a few students are considering spending their work





# Agriculture at Wycliffe

DEVELOPING AN 'ON FARM' EXPERIENCE AND INTERACTING WITH GOD'S CREATION

The Bible reveals that God is the creator and sustainer of all life on earth and that he made people to care for and work his creation. In Genesis 2:15 "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." However, in our urban society, we are often very disconnected from not only the land but the production of food on it. After interest from our Year 10 cohort in establishing an agriculture program in 2018, the school leadership made the decision to support our student's interest and the Stage 6 Agriculture program was formed for 2019.

"WE HAVE DEVELOPED A STAGED MODEL FOR IMPLEMENTING THE PROGRAM THAT *allows scalability* AS WE HAVE FURTHER STUDENT INTEREST."



The NSW Stage 6 syllabus “provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an ‘on-farm’, environment-oriented course.” (NESA)

We commenced Term 1 by using the facilities that had been developed by the community by reinvigorating the community garden through weeding, raising of the beds and establishment of some winter crops. Working in partnership with our Year 7/8 Technology elective it has been pleasing to see the growth of plants and the produce they have provided. Students have also undertaken farm case studies of the cattle and dairy industries near Camden.

Drawing on the expertise and friendship of Wycliffe staff, our school community and our local community (Sun Valley Produce, Stephen Blunden Western Sydney Uni, Luciano Mesiti NSW Ag Teacher Association) we have been exploring ways to undertake an intensive agriculture program that is hands-on, sustainable and incorporates the environment of the school grounds. We have been blessed by the willingness of individuals to donate their time, resources and advice to making an “on farm” experience at Wycliffe become a reality.

We have developed a staged model for implementing the program that allows scalability as we have further student interest.

#### **Building the learning space**

The building of the Agriculture learning space has been a team effort throughout the first half of the year. Terry, Dale, Mr Cayzer, the VET construction team and Agriculture students have all contributed to the construction work approaching the task with a great attitude. In addition, members of our School Community worked hard at our Working Bee to put the finishing touches on the shed and surrounding landscaping.

Throughout the term we have seen the introduction of Light Sussex chickens that have been kindly donated by Mr and Mrs Pickworth. Our Year 11 students have also been each raising two heritage birds of their choosing from Valley Heights Produce,

these birds will be introduced to the coop once they have matured. The Ag Learning Space was hugely popular on our Open Day as visitors heard about the program and our future plans, as well as having the opportunity to hold the chickens.

#### **Aquaponics**

You may have seen the white containers on the small oval and this will be the next stage as our program develops. The plan is to introduce an aquaponic setup in Term 3 that incorporates both aquaculture and horticulture together. In Australia, vegetables are grown either as a conventional ground crop or as is becoming more the norm, a high-tech hydroponic greenhouse crop. This second method of commercially producing vegetables has many advantages over conventional soil produced crops, e.g. the ability to extend the growing season by several months. This allows for a wider variety of crops to be selected for potential markets. Students will be involved in the growing and harvesting of a range of vegetables and learn about related aspects of the production process, such as plant pests and diseases, soils, climate, plant nutrition, irrigation, processing, storing and marketing.

We already have the power and water supply ready to go and have cut up one of our tanks for positioning. There are five to go, and we are now ordering all the pumps, filters and grow medium etc. The aim is to have the systems up and running for early spring to catch the best growth time.

#### **What next....**

I hear some buzzing.....

Yes, there are bees coming. The bee boxes for our first hive have been assembled and thanks to a generous donation from a parent, Luke Beringer, we have our first colony of bees. We are looking forward to adding two further hives in the coming months.

We have been truly blessed by our school and local community and if you have any suggestions, donations, contacts into local farms and businesses any help would be gratefully received.

Life down on the farm is great!

**Rob Marks and Terry McCullough**

# Practising Kingdom Values Through Music

## MUSIC REPORT

Research has demonstrated the cognitive, psychological and social benefits of music education.



*As with other human endeavours in the Arts, Science, Technology and Sport, the goals of music education can be restricted to a narrow emphasis on mastery, self-expression and recognition. But music making can also enable thoughtful action by providing students with the means and opportunity for service.*

An emphasis on mastery, self-expression and recognition can have the effect of reinforcing attention solely on what the individual gains from music making. The Bible presents us with a different set of motives: The work of faith, the labour of love and the steadfastness of hope in our Lord Jesus Christ (1 Thessalonians 1:3). These motives are focused on our love for Jesus and for others. The language used describes this love as an active and productive expression of faith and hope, not individual achievement and self-glory.

While individual development in technique and interpretation contributes to the enjoyment and success of music making, the goal and purpose of these achievements is measured not solely or even chiefly in personal attainment but in the joy, pleasure and encouragement that music making can bring to others – whether they are fellow performers or audience members. This is one of the reasons that students and teachers will pray together before a performance, whether solo or ensemble, asking that our music making will bring joy and honour to the Lord God as well as to our earthly audience (Psalm 147:1).

The encouragement of others is also a motive for ensemble performance and a key reason why this approach is given prominence at Wycliffe. Community music making, such as bands and choirs, is an opportunity to experience the authentic relationships and Kingdom values of mutual support, encouragement and commitment to one another described in the image of the Body of Christ (1 Corinthians 12). It enables the ensemble members to serve one another. Musicians of all levels of ability and experience are invited to join together to make melody to the Lord. Those different abilities are recognised as God's gift to the community of musicians, for the contribution that they make to the capacity of the ensemble to perform.

### MUSIC TUTORS AT WYCLIFFE

Please contact Natalie Maddock for further information or availability on (02) 4753 6422  
nmaddock@wycliffe.nsw.edu.au

#### **Piano**

Vanessa Padgett  
James McDonald

#### **Guitar, Bass Guitar and Ukulele**

Phil Davidson

#### **Flute**

Judy Murray

#### **Drums**

Nathanael Howe

#### **Brass**

Neil Potter

#### **Violin and Kindergarten Violin Program**

Ruth Duncan

#### **Voice and Piano**

Ana-Maria Fajardo



Patience is required from the more advanced player and perseverance from the beginner as they work together on the mutual goal of a quality performance. The members serve one another through encouragement, concern for one another and their commitment to the common good. Dedication to the ensemble, and its members, means that students are thinking beyond themselves. It provides a focus for practice and performance far richer and more rewarding than the individual benefits alone.

Enabling students to experience the encouragement of community and the joy of music making begins in the classroom. It starts in our Preschool, where singing is an everyday part of learning. Singing is also a regular part of learning in our Kindergarten class and now, our Kindergarten String Program is introducing our younger students to the wonderful world of instrumental playing.

In Junior music classes, there is further development, as the students learn skills in notation and composition with Mr Zanardo and further their performance experience with ukuleles, keyboards and guitar. In Senior music classes, with Mr Crew and Mr Cooney, there is an ongoing emphasis on service and building up one another through ensemble music making and collaborative work. The students are introduced to a wider range of skills and opportunities for music making. They are also challenged to consider the purpose and possibilities that have motivated other composers and performers and to reflect on the purpose and possibilities of their own creative work.

We are blessed at Wycliffe to have a group of talented, Christian peripatetic teachers who offer individual and small-group music tuition for the children of school families. These teachers share the motivation and belief in the biblical foundation for education and support the opportunities for ensemble and individual performance provided by the school.

Music, like the other art forms, invites an audience to share the fruits of the creator's labours. This is an outworking of humanity's role as God's image bearers. Just as Creation is the good gift of the Creator, shared with his children, so we, as creative beings, share the produce of our labours for the benefit of others.

Our students are provided with opportunities to share their music making with others. This may be through song leading at devotions or assemblies, through performances for audiences within the school, or for audiences in the wider community, through events such as Eisteddfods and our annual carol singing.

Enabling thoughtful action through music involves nurturing a child's motivation and ability to serve both their heavenly Father and their neighbour through their musical ability. It also means providing opportunities for service to others, both in practice and performance. It includes the opportunity to reflect on the purpose and possibilities of music making to bring honour to our Maker and delight to our community.

**Mr Cooney**



Learning that enables

# thoughtful action

*Enabling thoughtful action is a key component of our journey at Wycliffe.  
We would hope that as we teach our students and serve their families 'thoughtful action'  
will be obvious in our relationships with one another because of what God has done for us.*

The word 'enabling' is an interesting word to use in this context. We can't make people engage in thoughtful action – that would go against the whole concept. We can't really teach it as a concept all by itself. So how can we initiate learning/activities that enable thoughtful action?

Surely, this partly comes from an understanding of what Jesus has done for us (1John 4:19 says, 'we love because He first loved us) and partly from our own modeling as we, as teachers, show what God has done for us and, therefore, enables us to do for others.

It's a difficult idea to teach, isn't it? Its focus is on loving our neighbour as ourselves as we are told to do in Mark 12. Its focus is on encouraging activities that may help others, its focus is on showing how relationships can grow from thoughtful actions.

If we think about this concept as we walk around our school or hear of things happening we will see that learning about thoughtful actions is taking place. It can be quite a small thing as when we see a student go to a crying/unhappy student on the playground and try to comfort them; we see it when a student thanks a teacher for teaching a lesson or when a teacher thanks a student for what they have done. In these small ways we see the beginning of thoughtful actions being a part of everyday life.

There are other ways we see thoughtful action happening. Recently it was exciting to see a group of Year 12 boys go to help younger students with their robot making. This term a group of Year 7 and 8 Christian Studies students, exploring what it means to be a healthy Christian community, helped out in various parts of the school in practical ways – writing community members encouraging letters; praying for others; raising money for mental health initiatives. One of our 7/8 Growth Groups made a thankful chain and have been taking that idea to the rest of the school to encourage and help others.

These are just a few ways that we can see the thoughtful actions that we can celebrate at Wycliffe – actions that draw us closer together as a community and are a visible sign of God in our midst.

Vicki Williams





# Open Day, 2019

SATURDAY 1ST JUNE

Our Open Day was a wonderful day in the life of the Wycliffe Community. Parents, grandparents, carers, students and staff joined together to see and experience our learning spaces and programs in action and to celebrate the many blessings God has gifted us.



# Mother's Day FRIDAY 10TH MAY

Our Mother's Day Breakfast was a chance to give the special women in our community an extra blessing for the day. Students helped to serve a delicious breakfast with both sit down and drive thru options available. It was lovely to walk through A Quad and experience the buzz of people sharing breakfast together.

Our K-6 Students also enjoyed the opportunity to choose a special gift at our Mother's Day stall - each class had a turn to visit the stall throughout the day with volunteer parents helping students to make their purchases. Thank you to everyone who was involved in these activities.



# Stage 2 Camp - YMCA Yarramundi



AWESOME ADVENTURES, EXTREME EXPERIENCES, FUN WITH FRIENDS

From the 8th to the 10th of April the students in Years 3 and 4, along with their class teachers, went on a three-day camp to the YMCA Camp Site at Yarramundi. Here are some of their reflections.



## CAVE MAZE

*"I really enjoyed the cave maze because it was an awesome experience, using your senses to find the way through the dark tunnel. In cave maze there were fun obstacles like going up and down and even going across. Sometimes you had to squeeze through little gaps but it still was fun. There was also an extreme cave maze too and it's a lot harder and really hot but that's one way to make it extreme. My favourite part was working in groups in the dark and having fun together. I hope we can go there again."*

By Cameron James-New

## ALPINE RESCUE

*"At camp I did lots of different things but the one I liked best was the Alpine Rescue. There were lots of obstacles and some of the platforms were too far away for us to walk over so we had to carry a wooden plank to get across. At one point on the course there was a small flying fox and no one knew what to do but I figured out that half way through you had to pull yourself across. We had to walk over a balance beam and Liam and I carried the plank across it. Alpine Rescue was fun, challenging and exciting and there was nothing that I didn't like about it."*

By Jacob Gilchrist

## INITIATIVES

*"At camp we did Initiatives. On it we did lots of different activities and we had to work together to do all of them. In one activity there were tyres stacked up and they were numbered 1*

*to 5. We had to get them on the wooden pole in order. In another activity we had a certain number of long planks of wood and we had to make it along the grass without touching the ground."*

By Zoe Roberts

## ARCHERY

*"My favourite camp activity was archery. It was the last day of camp. My group got divided into teams and the first person got a bull's eye. The next game we played we had to shoot all of the colours. After that it was the team that got the most points that won the game."*

By Joel Smitherman

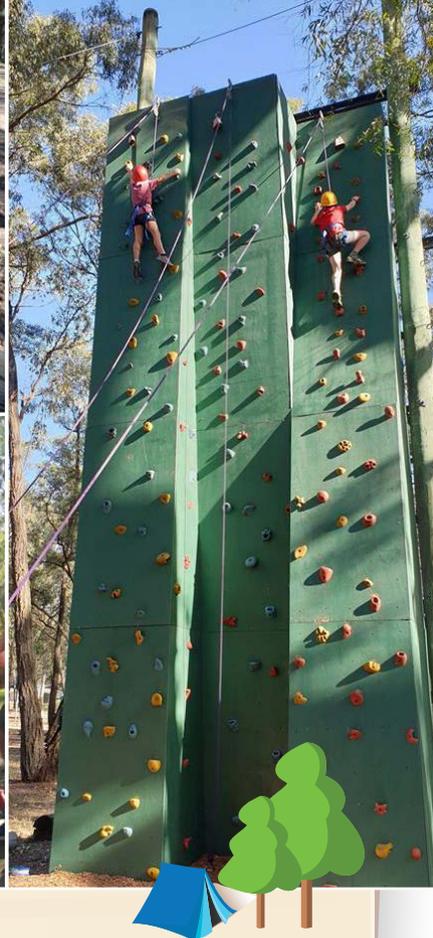
## FLYING FOX

*"At camp we went on a really fun flying fox. The flying fox was ten metres high. It also was fast. We had to climb two ladders to get up. Before we went up we had to wear a harness and a helmet. When we got up we were attached to the platform. After that we got attached to the flying fox. My favourite bit was stepping off the platform. The ride to the other end is about twenty metres. When we came back the other way someone caught our feet. Then we climbed down a ladder. It was also fun to watch other people have their turn. It was the best."*

By Milly Goldsmith

## FLYING FOX

*"At camp I went on the flying fox. I was the last person to go on it. Some of the girls didn't go on it and missed something really*



*fun. Even though it was really hard to get the harness on it was worth it to go on the flying fox. When I was at the top I was a bit scared but when I jumped down it was really fun. If I ever get a chance to do it again then I will do it for sure. If you ever get to go on a flying fox or zip line you should say yes. Everything at camp was fun but I liked going on the flying fox the most. Some people liked other things but I liked the flying fox."*

**By Amelie Stefferson**

#### **BUSH CRAFT**

*"Bush Craft was fun because we got to make our own damper and put honey on it and eat it. We had to make a camp fire to cook the dough and we needed a stick to wrap the dough around. Then we cooked it in the camp fire. It tasted really yummy and delicious. We also got to roast marshmallows and eat them. If you burn them they taste better and we got to sing songs."*

**By Evander Barnett**

#### **BUSH CRAFT**

*"At camp I enjoyed doing bush craft. I enjoyed it because you got to have damper with honey! The damper with honey was yummy. The teacher set the fire. The fire was too hot so the teacher cooked it for me. Making the dough into a ball was hard and wrapping the dough around a stick was extremely hard. One of my friend's damper was black but he still ate it. I loved doing bush craft. It was my favourite activity."*

**By Hamish Pereira**

#### **ORIENTEERING**

*"At camp we did orienteering. It was lots of fun and it was one of my last activities. My group found all of the little signs. They were lots of fun to find and they were also really hard to find. We had to find all the numbers that were circled. We had to keep going back when we found all of the ones that were circled and get more. When we started we got two or three maps to help us*

*locate the signs, a pencil or pen and a piece of paper. On the paper it had about twenty squares and each one had a number. When we found a small sign we had to draw the picture on it in the right numbered box. It was hard finding them because they were behind signs, down by the river, under bridges, up high on trees and in small tepees. Everyone had lots of fun but my team was the only team in my group to find them all. We never gave up."*

**By Imogen Bland**

#### **GAGA BALL**

*"We played Gaga Ball. It was fun. It was very dusty and hard. This is how to play Gaga Ball. First you need a wooden pit. Next you need a soft ball. Here are the rules. You can only hit the ball once with your hand and if it hits any other parts or your body you are out."*

**By Harry Kennedy**

#### **ROCK CLIMBING**

*"Rock climbing was so fun at camp. There were three sections. The first section was easy, the second one was hard and the third one was so hard. There were only three people in our group that did the third one and they were Jacob, Angus and me and most of the people went on the second one or the first one. I had a good time at camp."*

**By Liam Van Leerdam**

#### **NIGHT GAMES**

*"One of the night games was on a basketball court and there were two teams. They stand at the back of the court and ran at four balls. When each team has two balls they can peg the ball at the other team. You can only hit them blow the waist. There is a cone at the back on each team's side and if you have players out and a player hits the cone all of the players on your team get to come back in."*

**By Liam Van Leerdam**

# Getting to know our Community

REBECCA HOWES – Preschool Teacher



## ***Can you tell us a bit about yourself and your family?***

I live in Faulconbridge with my husband Mat, our five children (Samuel, Jessica, Jacob, Charlotte and Michael) and our four chickens (Soy, Mango, Speedy and Dinner).

Jessica is currently on Rotary youth exchange in Brazil, which is hard for me emotionally, but she is having a great time and it's such an amazing opportunity for her to grow, mature and explore God's world. (Only seven months to go).

## ***How long have you been involved in the Wycliffe Community?***

I joined the Wycliffe community in 2012 when my children started school here. My husband Mat attended Wycliffe, finishing in 1999. We have a really strong friend group made up mostly of past Wycliffe students who all have a passion for God. We are walking our journeys of life together and this is what I want for my children.

I started working at Wycliffe in 2015. I felt God told me it was time to find part time work and Wycliffe called me the next day. I'm loving the path God has put me on.

## ***What do you enjoy about teaching at our Preschool?***

I love working at Wycliffe Preschool.

Having the freedom to express God's love is such a gift.

I love watching and guiding the children as they explore, interact and learn, developing their own individual personalities.

## ***What do you enjoy doing when you're not at school?***

I am currently studying my diploma of Early Childhood Education and Care.

This combined with work and children's sporting commitments doesn't leave a lot of spare time, but when we get it, we love heading out to our property near Rylstone. 100 acres of bush, no technology. A quiet, peaceful, restful space, where we play games, explore and spend quality time as a family.

We also love spending time with our families and friends.

I feel really blessed that we get to send our children to school in such a loving community with Christ at the centre of all things. It's great to have like-minded parents and teachers helping to guide my children to become strong and secure in their identity as children of God.

“HAVING THE FREEDOM TO EXPRESS  
*God's love* IS SUCH A *gift*”

In each issue of OurPlace, we'd like to spend some time getting to know members of the Wycliffe community. This issue, we're hearing from Mrs Rebecca Howes, Preschool Teacher and Mr Dan Catchpoole, Volleyball Coach



## DAN CATCHPOOLE – Volleyball Coach

### *Can you tell us a bit about yourself?*

I am 52 years old, married to Elizabeth (Libby) and father of Thomas and Hugh, both of whom attended Wycliffe Christian School for the majority of their school life. Both Tom and Hugh represented the school in volleyball. By day I work as a research scientist, investigating childhood cancer at The Children's Hospital at Westmead. I am also an Associate Professor with The University of Technology Sydney and The University of Sydney.

I grew up in the Southern Highlands. From the age of 4 to 16 years I lived at a local Bible College. It is within this Christian community I started my love for volleyball. More importantly, it is within this environment that the gospel message was taught to me and my love for Christ was inspired. Whilst living at the Bible College, we set up a volleyball court for some social games for students. At the age of 13 I tried to organise a formal competition for the students... so even then I was organising volleyball games.

### *Can you tell us a bit about how you are involved in the Wycliffe Community?*

In 2008, not long after the current school hall was built, I offered to run some volleyball training sessions for students. I figured that with a new hall, they may as well learn a sport that can be played within it. This was the start of a volleyball 'program' at Wycliffe that has been operating, developing and growing continuously for over a decade.

So my role within the school community has been to promote (almost obsessively) the sport of volleyball. I enjoy the opportunity to use volleyball as a means of students and the community joining together around a great activity.

### *What do you love about Volleyball?*

My first line in any lesson is that 'Volleyball is the epitome of all team sports'. Volleyball is a fast, dynamic, powerful sport that requires a wide range of athleticism, sporting skill, determination, communication, and stamina in its athletes. But the volleyball teams that win matches are the ones that have the best teamwork. You cannot spike a ball if it's not set up properly, and you cannot set a ball if it's not passed properly etc. It is also a non-contact sport so, whilst you can be energetic and aggressive in play, it doesn't involve touching the opposition in any way. When you see a new volleyball team start to work together - it's very much akin to the idea of building the Body of Christ, where we all have roles to play within the Church of God - and when one part doesn't do its bit, the body doesn't function. This is why I believe volleyball is a great sport for Wycliffe - not only does it build a student's physical abilities, it builds their character and their skills within relationships.

### *What have been some of the highlights of the Volleyball program for you?*

Whilst I would like to say that the highlights of the Wycliffe

Volleyball Program has been coaching some of the school's students, including both my sons, to be selected into representative teams, these have not been my greatest ones. My most memorable moments as a coach are seeing the more unlikely students 'get it'. Sometimes it's when the whole team eventually 'click' and start to 'dance'. At other times it's a 'light bulb moment' and the student does the skill right and then they grow from there. However, my greatest highlight has been the atmosphere of inclusion and acceptance within the Wycliffe volleyball teams.

### *What are you excited about coming up for Volleyball at Wycliffe?*

I am excited about two major events in the Wycliffe Volleyball Program Calendar.

1. The next Wycliffe Social Volleyball Competition which will take place every Tuesday night during Term 3.
2. Competing in our 4th Australian Volleyball Schools Championships held in Queensland in December. The senior girls volleyball team are training hard each week to be ready to compete in this event which will be the culmination of a lot of hard work, both on and off the courts by the volleyball athletes and their families. Please pray for this event as we work out all the details and as the girls prepare for it.



Term 2 has been busy for our athletes with plenty of opportunities to participate in team and individual sports.

# Term 2 Sport Report

It's been another busy sporting term at Wycliffe. Our whole school Cross Country, Primary and Secondary Athletics Carnivals and the State Cross Country Carnival have all taken place. It has been wonderful to see strong participation at each of these events and the encouragement on display as students supported each other over the finish line.

Our Junior School sporting teams have represented the school admirably at a number of carnivals and gala days throughout the term. It has been pleasing to see them demonstrate wonderful team spirit and Christ-like behaviour as well as watching them develop their skills and teamwork.

Our Senior School Mountain Biking Team, Josiah Grierson, Cameron Winfield and Ella Greenaway, has competed in two All Schools MTB Competitions. In the Hunter Valley Competition Ella was placed 3rd in the girls category while Cameron placed 4th and Josiah 8th in the boys category. In the Jet Black Championships the team put in a wonderful effort placing 1st in the senior category. Ella recorded the fastest senior girl's lap on the day with Cameron 2nd fastest and Josiah 8th fastest of the boys. It is exciting to see Wycliffe represented so strongly in these events.

Our Senior Girls Volleyball team recently competed in their first major tournament, the NSW Schools Cup. Our girls have been learning this new sport and training hard twice a week in preparation for them representing Wycliffe at the Australian Volleyball Schools Cup in December - this tournament was a valuable part of their preparation. The girls were highly competitive against other, more experienced school teams - they have a strong future in the sport.



# Young Carers



YOUNG  
CARERS

YOUNGCARERSNSW.ASN.AU

SUPPORTING YOUNG PEOPLE CARING FOR OTHERS

## *Who are young carers?*

Young carers are children and young people, 25 years or under, who provide unpaid care and support to a family member or friend who has a disability, mental illness, drug and/or alcohol dependency, chronic condition, terminal illness or who is frail. They carry out significant caring tasks, often on a regular basis, and assume responsibilities usually associated with an adult.

## *What do young carers do?*

Support provided by young carers includes a range of practical, specialist and emotional assistance, which often exceeds community expectations of what a young person can and should be responsible for. Tasks taken on by young carers include cooking, cleaning, personal care, lifting, sibling care, dispensing medication, emergency aid, counselling, problem solving and conflict negotiation, depending on the needs of the person they support and other family members.

## *How does caring impact?*

Being a young carer can have many positive effects, including greater empathy to others, enhanced living skills and strong family bonds. However, a caring role that is beyond a young person's capacity and maturity can have serious negative consequences for their health and wellbeing, education, employment, relationships and socialisation.

## *Young Carers at Wycliffe*

At Wycliffe, Mrs Lisa Patston facilitates a fortnightly Young Carers High School Group on Thursday lunchtimes in Week A. The groups meets for food, fellowship and support. It is a place to share, seek information and ideas with others who understand. A place where you discover you are not alone.

As well as students who meet the description of a Young Carer, there are others also in the group who are in different circumstances that create demands on them, such as students who have lost a parent or both. There are as many as 20+ students in our school, that we are aware of, who fit the category of young carer.

As well as meeting fortnightly, each year the group goes on two excursions - one in Term 2 for respite, recreation and peer support and one in Term 3 to celebrate Carers Week, usually a meal. In the past we've done a program at the Museum of Contemporary Art, visited Madam Tussauds, the Biennale on Cockatoo Island and recently Sea Life Sydney Aquarium.

For further information about Young Carers at Wycliffe, please contact Mrs Lisa Patston on: [lpatston@wycliffe.nsw.edu.au](mailto:lpatston@wycliffe.nsw.edu.au)

## Support and Resources

If you or someone you know would like more information, there is an excellent website which has great resources and links to other services like counselling, resources and others stories. [youngcarersnsw.org.au](http://youngcarersnsw.org.au)

Young carers are encouraged to join the NSW Young Carers organisation to receive regular newsletters with information, stories and offers about bursaries, competitions etc.



# Renewed Connections with Tonga - **SHARING LIFE**

David Johnston

We are eagerly looking forward to our mission and service team travelling to Tonga in the next school holidays. The trip is a beautiful part of our community living out the reality of 'enabling thoughtful action' and is one of the reasons that reconnecting with Taufa'ahau Pilolevu college in Tonga is so exciting. During their time away the team members enter into a personal and communal space which provides a strong foundation for thought, reflection and growth. They get the opportunity to both receive and thoughtfully give of themselves for the benefit of others.

We are being very intentional about the language and narrative that we use to describe our mission and service trips. This is because there is a profound difference between the idea of an international trip, or completing a 'bucket list' activity, and the mutually encouraging relationship that we are privileged to have with the school in Ha'apai. Sadly, western, or first world communities, have a history of often approaching other cultures from a perspective of superiority or the idea of a 'rescue mission'. Whereas, in reality, there is much that can be gained out of meeting together with a desire to learn.

An author and speaker that I have learnt a lot from is Paul David Tripp. He has a saying that goes a bit like this: we always need to be in community with each other because we don't know what we don't know. Because we live in a world which is broken and marred by sin, all communities will have habits, forms and functions that need to be reshaped by the gospel. Equally, because God showers his gifts upon all people, each community will have rhythms and routines that are to be richly treasured and celebrated.

I came away from my short visit with Principal Tevita knowing that I had the privilege of receiving many blessings. Some of these were actual physical gifts that were a visible representation of real connection and the sharing of life together. Other blessings, while not physically tangible, were each connected to knowing more of Jesus and a gift of learning in action. Over the coming term please join in praying that our team will prepare well and then go and return having shared their lives and experienced for themselves the blessing of being part of a mutually encouraging relationship.

SO, BEING AFFECTIONATELY DESIROUS OF YOU, WE WERE READY TO SHARE WITH YOU NOT ONLY THE *Gospel of God* BUT ALSO OUR OWN SELVES, BECAUSE YOU HAD BECOME VERY DEAR TO US. **1 THESSALONIANS 2:8**





Tonga - What an amazing experience at such a pertinent time in my life! Tonga was so much more than an 'educational' trip. I have so many great memories ... learning dances and language, tasting new food, jumping off wharfs into the ocean and laughing (a lot) about misunderstandings. But what made the Tonga trip so transformational was the way it challenged me, pushing me to form new relationships and for the first time recognise that others see life, do life and live out their faith in very different ways from my own - and that this is good! I have no doubt God used this trip to shape my faith as it was in Tonga I truly came to understand that God was with me, no matter where I went and no matter how unfamiliar circumstances were. This trip was not only a highlight of my schooling at Wycliffe, but continues to be a highlight of my life!

Jenny Hanslow (Jenny Carson-Drever)

FOR I LONG TO SEE YOU, THAT I MAY IMPART TO YOU SOME SPIRITUAL GIFT TO STRENGTHEN YOU - THAT IS, THAT WE MAY BE *mutually encouraged* BY EACH OTHER'S FAITH, BOTH YOURS AND MINE. **ROMANS 1:11**





# WYCLIFFE

## CHRISTIAN SCHOOL

Find your place, find your purpose

