

ISSUE 2 – Term 4, 2018

ourplace

WYCLIFFE CHRISTIAN SCHOOL

STUDENT LEADERSHIP TEAM

Meet your Representatives for 2019

We farewell our

Class of 2018

Celebrating

10 years

of Wycliffe Preschool

Community
Spotlight

*Get to know a member
of our community*



SHARING THE STORIES OF OUR SCHOOL COMMUNITY



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AS A LEARNING COMMUNITY IT IS ALWAYS *exciting*, AND *a privilege*, TO CELEBRATE THE *growth* AND *development* THAT IS OCCURRING FOR OUR STUDENTS.

From the Principal

THE TAPESTRY OF LIFE AT WYCLIFFE

Dear Wycliffe Community,

It is with great pleasure that I invite you to again delve into the stories and adventures within this edition of Our Place that give voice to the heartbeat of who we are. The central thread that weaves together this collection of narratives is the desire to celebrate the wonder of our creator God active in our midst.

I know that in the bustle of daily life, that is full, busy and often chaotic, it is easy to lose sight of the things that matter most, and of the certain hope that we have in Jesus. I suspect that this is why we are so often reminded in God's word to be thankful. Not because we are supposed to ignore or pretend that the host of challenges that each of us face don't exist or cause real grief and pain, but because the rhythms and routines of life shape and orientate us. Being thankful then is essential for keeping our foundation, and hope for the future, secure in the one who will not let us go.

As part of this tapestry there are three distinct dynamics that I am very thankful for and would like to highlight. I have been deeply encouraged by the reality of seeing our community in action. It has been beautiful to witness the way families have been mixing together and enjoying friendship and belonging at our student showcases, working bees, information evenings, movie night and end of year celebration events. Likewise knowing how people have drawn together to offer real and precious support for each other during times of challenge. Equally in this space has been the demonstration of connectedness to place and purpose as together we successfully completed the funding review in what the Department saw as a short and efficient time frame.

As a learning community it is always exciting, and a privilege, to celebrate the growth and development that is occurring for our students. One of the ways that I have seen this outworked is through the number and variety of adjectives that have been connected with learning for our students in 2018. From words such as engaged, challenging, stretching, switched on, real, and deep, through to active, vibrant, connected, fun and fascinating. It is learning that is enabling our students to flourish, make the most of the talents they have been gifted with, and to become who they are called to be as the future of our society.

The third dynamic that I am thankful for is the way that God has provided for us in so many significant ways. We have been blessed with a host of volunteers across the school this year who have given generously of their time and energy to enrich our culture and our students' learning environment. If you are one of these people please know that you are greatly appreciated by me and the staff. We have also been immensely blessed by the favourable outcome of our SES review and this will provide benefit for our existing families while also making our school more accessible for new families to partner with us.

So as you read and reflect and celebrate the year that we have been blessed with it is my hope that you will also join with me in anticipation of looking forward to see what God does in our midst in 2019.

God Bless
Dave Johnston

TERM 1, 2019 *Dates for your diary:*

WEEK 1		WEEK 7	
29th Jan	First Day of Preschool	11th March	CSSA Primary State Swimming
30th Jan	First Day of Term (K-12)	13th March	CSSA Secondary Volleyball Gala Day
	Welcome Assembly & Morning Tea		Year 7 (2020) Information Evening
WEEK 2		WEEK 8	
4th Feb	Café and Play	19th March	Year 11 (2020) Information Evening
5th Feb	Year 7 Tech Boot Camp	21st March	NSW Health Vaccination Clinic
	Year 11 Camp	23rd March	Cinema Under the Stars
6th Feb	Years 7-11 Camp	WEEK 9	
7th Feb	Years 7-11 Camp	25th March	CSSA Secondary State Swimming
8th Feb	Years 7-11 Camp		Kindergarten (2020)
WEEK 3			Information Evening
12th Feb	CSSA Primary Super 8s Cricket	WEEK 10	
13th Feb	Meet the Teacher Afternoon	1st April	Café & Play
15th Feb	Years 3-12 Swimming Carnival	5th April	Easter Assembly
WEEK 4		6th April	RFS Thank you
20th Feb	Year 7 (2019) Family Information Evening	WEEK 11	
21st Feb	CSSA Primary Zone Swimming Carnival	8th April	Year 12 ½ yearly exams
WEEK 5		9th April	Year 12 ½ yearly exams
25th Feb	Year 11 (2019) Information Evening	10th April	Year 12 ½ yearly exams
27th Feb	Open Day		Years 3-6 Camps
WEEK 6		11th April	Year 12 ½ yearly exams
4th March	Café and Play		Years 3-6 Camps
5th March	Year 12 (2019) Information Evening	12th April	Year 12 ½ yearly exams
			Year 3-6 Camps
			Last Day of Term 1

2019 Term Dates

TERM 1
<i>Tuesday 29th January</i>
First Day of Preschool
<i>Wednesday 30th January</i>
First Day Term 1
<i>Friday 12th April</i>
Last Day Term 1
TERM 2
<i>Monday 29th April</i>
First Day Term 2
<i>Friday 5th July</i>
Last Day Term 2
TERM 3
<i>Monday 22nd July</i>
First Day of Preschool
<i>Monday 29th July</i>
First Day Term 3
<i>Friday 27th Sept</i>
Last Day Term 3
TERM 4
<i>Monday 14th October</i>
First Day Term 4
<i>Thursday 12th December</i>
Last Day Term 4



THE BIBLE TELLS US GOD'S *unfolding story*. WE ARE ALL PART OF THAT *ongoing story*.
IT IS A STORY THAT WANTS TO LEAD US TO A *relationship with Jesus*.

From the Assistant Principal

THERE IS POWER IN THE WORD – SPOKEN OR WRITTEN

This term our community was involved in a Remembrance Day Service. We listened to the stories that surrounded that first Remembrance Day and stories from other conflicts that have involved Australia. Our students sat and listened and afterwards I heard some of them retelling and discussing the stories they had heard. Stories are important.

Ever since I can remember, I could be found hiding with my book, hoping no one would find me and interrupt. At school I always had a book under my desk just in case there was a moment when I could pull it out and continue reading. Even now, I always have a book with me just in case. I was and am fascinated by stories. When I was a child they opened up life telling me about people and places and ideas and happenings that I had never experienced. I also remember listening and being intrigued by stories I heard being told at family gatherings, they told me about a past I wasn't physically a part of, but a past that had helped form who I was. Stories shape us.

Stories are embedded in every part of life – in what we do and what we say. As we read stories to our children or share family stories, as we are taught the stories that have formed our nation for good or bad, we are using story to form values and attitudes. Stories are powerful.

There are stories that we are often, unknowingly, a part of day by day. Social media is constantly telling stories, through conversations, through comments made, through photos. Many of the computer games our children play are embedded with stories. Stories can form our world.

For all that, I think the power of story is undervalued in our society. I have been to two conferences in the past few months that have challenged me, as an educator, to think about the story I am telling my students because stories have the power to be used for good or evil. Stories can catch our imagination. They can teach us about ourselves and help us understand others. They can present us with dilemmas and solutions. We can build one another up by telling our stories or listening to others and, unfortunately, we can hurt each other by the stories we tell or don't tell.

The Bible tells us God's unfolding story. We are all part of that ongoing story. It is a story that wants to lead us to a relationship with Jesus. It is story that makes sense of our lives in the way no other story can. It is the most important and life changing story we can ever be a part of. Let's encourage one another to live that story day by day.

Vicki Williams



Planning for the Future

STRATEGIC MANAGEMENT PLAN FOR WYCLIFFE

Dave Johnston

In Proverbs we read that a community needs a vision of the future if it is to flourish (29:18) and at the same time we learn in the book of James that the wise make plans that completely depend on God to come to fruition (4:13-15). With this in mind it has been greatly encouraging for a team made up of staff and our board members to work at drawing together a strategic plan for our school community for the next three years.

Our initial draft has identified five key dynamics that each connect to ensuring that Wycliffe continues to be a vibrant learning community in which our students thrive and God is glorified. For each dynamic; Teaching & Learning, Pastoral Care, Staffing & Professional Development, Community & Service and Facilities & Finances, there are then multiple objectives that together articulate the hope and direction for our future. We are looking forward to the full document being distributed, early next year, to all members of our community. In the lead up to this, there are already some parts of the plan that we have enjoyed talking about at community events in the second half of the year.

One of these has been that there are already wonderful learning metrics available for students across the school from outstanding HSC results to NAPLAN data showing strong individual learning growth. Our strategic plan commits to

further strengthening the learning outcomes for all students through ensuring that learning at Wycliffe is connected to, informed by and analysed with current educational research.

Another initiative in the strategic plan is our commitment to exploring the creation of a second school that will be able to provide dedicated learning options for students with autism spectrum learning needs or moderate intellectual learning needs. The heartbeat of this initiative is to have two schools that are deeply intertwined and inclusive. Together they will cater to diverse learning needs, celebrate the gifts, talents and precious value of each student and, most importantly, be one learning community.

The third initiative that has already been discussed in several settings is the commitment for us to reinvest in service and mission opportunities for our students. We will be creating additional avenues for genuine service within the school and local area alongside teams of students participating in national and international mission and service trips.

If you would like more information about the initiatives mentioned above, a copy of the draft Strategic Management Plan, or would like to suggest dynamics to be included in the plan, please contact the office to make a time to speak with me.





From the Board

A FRESH SENSE OF COMMUNITY

Well it's the end of 2018 and it has been an important year of renewal within the Wycliffe school community. The experiences of the last few years have focussed the school leadership on our identity as a Christian school, and how our identity impacts all aspects of school life and community in a way that honours the Lord and provides great outcomes for our students.

We have been so thankful this year to welcome Mr Johnston as our Principal. Through his passion, humility and commitment to staff, students and families, Mr Johnston has facilitated significant cultural change in a relatively short period of time. It has been wonderful to see staff continue to support the school in its renewed vision. The fresh sense of community across the school has been wonderfully infectious. Thank you to everyone for being part of our precious Wycliffe community.

Indeed 'community' is a key focus of our Strategic Management Plan which is currently being finalised. An outline of the Plan was shared at the recent Community Information Evening. The school leadership believes that education is best done in the context of a Christian community that explores God's world from a Christian worldview. We will seek to strengthen our school community by regularly talking about our school's identity and purpose and helping each student understand their identity and purpose. We will also train our students in how to relate to each other in a genuine Christ-honouring way and provide opportunities for service for all students appropriate to age and ability. We are committed to celebrating the unique abilities found in every student.

I would also like to thank staff from all areas of the school for improving communication throughout the course of this year. The school will seek to build on these initiatives next year so that all families feel like they understand what is going on in the school. Good communication is a vitally important part of doing community well.

We are working more closely with other local Christian schools to express a wider sense of community. One example of this is that in 2019 we will be commencing an Education IT Hub across four schools, led by our own Mr Rhys Andrews. This will mean better IT services for each school, including Wycliffe, and at a lower cost for all schools.

And finally, thank you to all families who completed the school funding survey. We needed a response rate of 95% and our community has achieved that, even though few schools of our size have done so. It says a lot about the commitment of our families to the school, even those whose last child is leaving Year 12 and who won't benefit from any funding increase. Thank you!

I would like to again thank families for partnering with us in the education of your children. Your partnership adds to our community.

Ian Fryer

Our School Leadership Team for 2019

We have been praising God for answered prayer as the new Student Leadership Team for 2018/2019 has met together each week this term. After saying goodbye to our previous Year 12 leaders, we could not have anticipated how many new leaders would move up to fill the ranks. It is such a blessing to have a fantastically full Leadership Team of five Year 12s, seven Year 10s and fourteen Year 9s.

We began the term together with a training day run by our CRU School Ministry Staff Worker, Kate Stace. We looked at what makes leadership 'Christian' and brainstormed lots of ways we could seek to build a strong sense of community and belonging at Wycliffe through 2019.

You might have met some of our new Student Leaders at the Glenbrook Spring Fair, as they walked around in their school uniforms, handing out balloons and bags full of Wycliffe goodies. No doubt in the New Year you will all experience some of the planned fun that our new school leaders have coming your way. A School Disco is certainly already planned and booked for Term 3!



2018 Captains and Vice Captains with our newly appointed 2019 Captains and Vice Captain.



David Mitchell

Chelsea Jones

James Walker



Full 2019 Leadership Team

School Captains:
David Mitchell and James Walker

School Vice Captain:
Chelsea Jones

Year 12 Leaders:
Max Byrne, Tim Parker

Year 10/11 Leaders:
Jacob Powell, Iszac Pilt, Reuben Tupper, Sebastian Mackie, Jessica Howse, Chloe Woolfenden, Grace Cowles

Year 9/10 Leaders:
Solomon Bamber, Eleanor Maddock, Matthew Gardner, Patrick Taylor, Samuel Johnson, Harris Penrose, Isaac Selwood, Jacob Gardner, Molly Gee, Gabrielle Johnston, Georgina Loucataris, Amy Walker, Jordan Killeen, Dom Eijkman



Wycliffe Preschool

A NURTURING CHRISTIAN ENVIRONMENT

Transition to school:

One of the many positive and important benefits of sending your child to a preschool attached to a school is the smooth and seamless transition to Kindergarten when the time comes. That is the wonderful blessing we have here at Wycliffe for those little people about to start their big school adventure.

Over the year these preschool children have participated in events in the school such as the K-2 Sports Morning and Book Week assembly that have allowed them to recognise that they have a right to belong to the whole school community. This has helped the children feel secure, confident and connected to familiar places within the school and also connected to familiar teachers and other school staff they come in contact with.

In addition, both preschool groups visit the school library each week, borrowing books and having a literacy experience over in the library. One group also has a time of active learning, laughter, fun, music, song and Spanish! They love Mr Zanardo and look forward to their Spanish lesson each week and have learnt many words and phrases in Spanish.

All these experiences, along with lunches and morning teas in the busy and noisy school playground, lead to a successful transition between our Preschool and the School for next year's cohort of Kindergarten children.

Term 4 at Preschool

It has been a very busy and exciting term. Glenbrook Fire Brigade came to visit and the children learnt about how to keep safe if there is a fire. The highlight of the visit was climbing aboard the huge 4WD fire truck and having a turn with the fire hose.

We held a special afternoon learning about India as one of our preschool parents Sunshine Jacob, and her sister in law, Lincy Jacob, shared aspects of Indian culture and tradition with the preschool children. The afternoon included a slideshow and articles of interest as well as a food experience as the children rolled dough out to make chapatti (Indian flat bread). After everyone dressed up in some beautiful and colourful Indian

outfits the children learnt some traditional Indian dance steps to some Bollywood music.

The "Living Safely With Dogs" preschool session has also taken place this term with the children learning to recognise dog behaviour, what to do when approached by an angry dog, how to ask to pat someone's dog and when to leave a dog alone.

On Saturday the 17th November Preschool was open for all the dads and their preschool child to enjoy a morning of preschool activities, to share a rich time of play together. It was a wonderful morning and we thank all those Dads for joining us on their day "off work".

The last few weeks of term are very exciting ones full of Christmas activities and stories. As Children learn about Christmas they come to understand its importance as a special celebration of events that reveal God's plan for each of us.

Celebrating 10 year of Wycliffe Preschool 2008 - 2018:

Wycliffe Preschool opened its doors in February 2008 operating in the gallery level of the school hall for three days a week. Half way through 2008 the Preschool relocated to the current Preschool building and playground. There have been many changes over the years as the Preschool has adapted to updates in laws, regulations and accreditation processes.

Today Wycliffe Preschool is a place where children learn through play and have opportunities to build strong numeracy and literacy foundations, and social skills, in a nurturing Christian environment. This milestone was celebrated as part of the End of Year Preschool Celebrations.

Julie Taylor – Preschool Teacher/Director

“...a smooth and seamless transition to Kindergarten...”





Kindergarten 2019 Transition

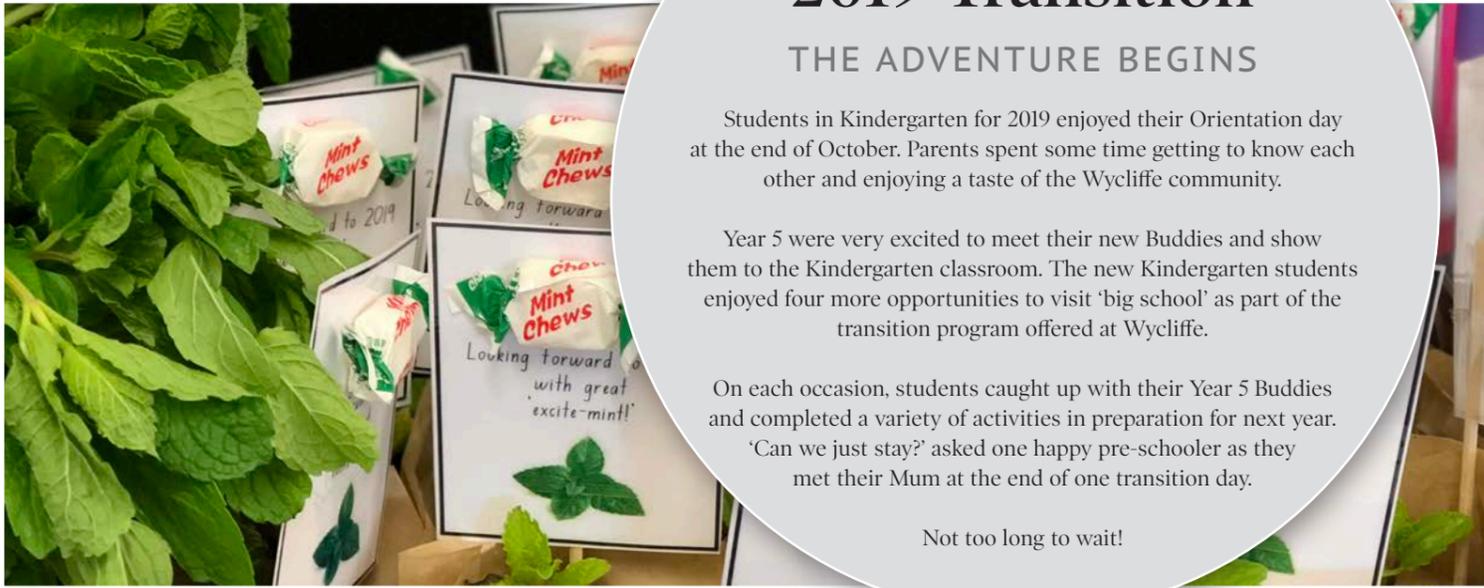
THE ADVENTURE BEGINS

Students in Kindergarten for 2019 enjoyed their Orientation day at the end of October. Parents spent some time getting to know each other and enjoying a taste of the Wycliffe community.

Year 5 were very excited to meet their new Buddies and show them to the Kindergarten classroom. The new Kindergarten students enjoyed four more opportunities to visit 'big school' as part of the transition program offered at Wycliffe.

On each occasion, students caught up with their Year 5 Buddies and completed a variety of activities in preparation for next year. 'Can we just stay?' asked one happy pre-schooler as they met their Mum at the end of one transition day.

Not too long to wait!



The Learning Adventure

FULL STEAM AHEAD

During 2018, under the leadership of Mr Marshall, students from Stages 2 to 4 have been exploring STEM Education. With activities including Coding, Lego Robotics, Chemistry and Virtual Reality technology, the students have been acquiring skills in problem solving, collaboration, critical thinking and the use of technology that have been identified as significant for learners in the twenty-first century.

In 2019, the program is to be further developed, with the addition of the Creative Arts to create what is now referred to as a STEAM program. STEAM education is about utilising the skill set that we often find in the arts: expression, communication, imagination, creativity, perception and emotion to find innovative and creative solutions to assigned problems.

By introducing the opportunity for individual expression the students are more easily able to connect personally to the task and thinking outside traditional practice is encouraged. The use of the Arts provides a way for students to become personally invested and passionate about a topic or an investigation. It mirrors the experience of the adult world, where creativity is

valued alongside engineering and technology in developing solutions for real world problems.

The program will continue to introduce students to important STEM skills and be based around manageable and self-contained tasks. These activities will gradually be combined and expanded to allow students to undertake longer-term projects. The goal is that these projects will eventually be cross-curricular, real-life and tackle big-world questions. The inclusion of the Arts will further engage the students' passions and interests with an aim to enable them to use technology to reach out to the world in the service of others.

To enhance the real-world application of STEAM learning for our students, parents who have experience working in the fields of science, engineering, technology, project management, media and the arts and who may be willing and able to share their expertise with our students are invited to contact Mr Cooney.

Mr Marshall and Mr Cooney



“Year 5 were very excited to meet their new Buddies.”



Connected Learning TACO TRUCK PROJECT UPDATE

**'Taco-bout Amazing!'
The Taco Truck has become the
'Wycliffe Taco Trailer!'**

On Saturday 10th November the purchase was made and the trailer picked up by none other than our principal, Dave Johnston (he was in Maclean that weekend for the formal at Pacific Valley Christian School). After months of looking, something that seemed too good to be true became available on Gumtree. Cassie, the previous owner, dropped the price significantly after hearing how hard the group had been working towards their goal.

'Such a great story. I am a cook! I want one of those recipe books!'

(Cassie had purchased the trailer, with the intent of starting her own Taco Food Cart in Lismore. Her plans didn't work out and she is thrilled to be a part of the Wycliffe Taco adventure). *'Did the food truck make it back safely? I have had three people interested since it was sold. Meant for your boys!'* – Cassie
The next phase is for the trailer to be painted and prepared for use as a food trailer...lots of exciting work ahead!

This ongoing project will continue to provide opportunities for students to work collaboratively across a range of learning experiences and to raise funds for the school and charity groups in our local community.



K-6 TERM 4 REPORT

It's been a busy fourth term for students in K-6.

From time spent learning in classrooms to exciting activities and events including K-2 excursions, Big Splash, Light it Read for Dyslexia Awareness and fun times in D3 at lunchtimes.

There are so many opportunities to engage in new learning experiences.

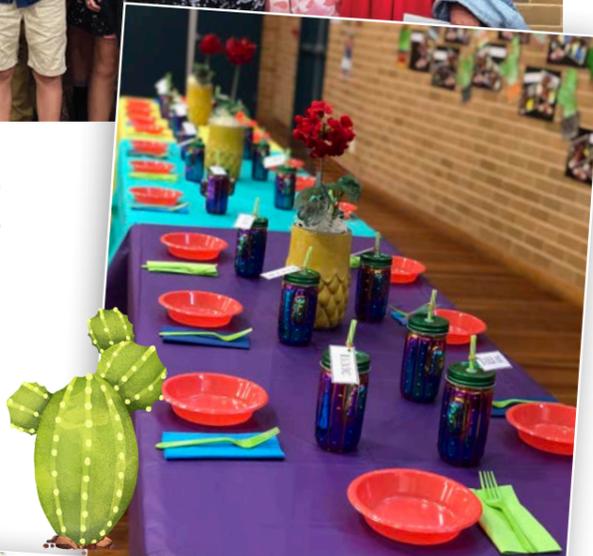




Congratulations Year 6!

Year 6 celebrated the end of Primary School at their 'Fiesta' night. They conducted themselves admirably as they reflected on their time in K-6, performed some musical items and shared dinner and a disco. They have been great role models to younger students, particularly their Kindergarten Buddies and we look forward to seeing the way they continue to grow and become the person God intended them to be.

We are looking forward to hearing all about the Year 7 adventure!



Learning in the

LIBRARY

“ At its heart, the library is a place for learning. Learning is for life and learning is about living. ”

A recent article in The Age, on the role of the school library in the Internet age, reported that, rather than being a thing of the past, school libraries were integral to teaching and learning and an essential tool for the development of children's research and literacy skills. This is certainly true of the library at Wycliffe Christian School.

As well as nurturing a love of reading and supporting literacy development in both the primary and secondary years, the regular primary library times are often integrated with the classroom programs in LIGW and Science. During library, the students learn the skills to access and evaluate information from a variety of print and digital sources. They employ critical thinking skills to process and apply knowledge in interesting and relevant ways.

Secondary students receive help in locating related texts for English or up-to-date references for research in a variety of subjects. Within the breadth of the library's non-fiction collection, popular topics from the Australian curriculum for both primary and secondary years receive special attention. Learning in these areas is supported by a larger number of dedicated titles, which are regularly reviewed and new books added.

The physical layout of the library is designed to both reflect and enable its role as a centre of learning within the school community. It reflects flexibility in the modes of learning that

can be undertaken. There are different spaces and collections to meet the needs of our P to 12 student body, which are set out in a way to facilitate the transition for readers from one level to another, catering to a range of reading interests and abilities.

At its heart, the library is a place for learning. Learning is for life and learning is about living. Through reading, we learn further details of God's creation. Through reading, we gain insight into the experiences of humanity in a world affected by sin. Through reading, we can enjoy the gifts of our Creator to those created in his image and learn more about how we can express our place and purpose in the world.

Mr Cooney





K-12 Sport & PDH/PE TERM 4 REPORT

TERM 4 HAS AGAIN BEEN FULL OF *sporting fun* FOR OUR STUDENTS WHERE THEY HAVE DEVELOPED *teamwork*, LEARNT NEW SKILLS AND ENJOYED TIME IN THE GREAT *outdoors*.



Term four has again been full of sporting fun for our students. A number of our Primary students have represented the school in Cricket, Teeball and Basketball and a group of Primary and Secondary Students also represented the School at the CSSA State Biathlon / Triathlon. All of our teams and individuals have displayed great sportsmanship, cheering each other on, encouraging their fellow team mates and developing skills and abilities in their chosen sports.

In addition, students in all areas of the school have been enjoying dance in both sporting and PDH/PE lessons. Stage 5 students have been learning some traditional dances while Primary students have been exploring different forms of dance including choreographing

their own routines. Our Stage 4 students have been studying first aid during their PDH/PE lessons and our Year 12 SLR students have been undertaking a unit in aquatics, including visits to Glenbrook Pool for practical lessons. Our Year 2 Students have enjoyed some professional Tennis coaching during their sport lessons.

Our sports clinics continued during the term helping students to improve their speed and performance on the sporting field or in their chosen athletic events.



School Houses and Carnivals

Dr. Sylvia Persis
House Co-ordinator

THREE YEARS OF HOUSES AT WYCLIFFE

School house systems help foster a sense of community and friendly competition within the student body. For the last three years, Wycliffe has run a 3 house system. Three houses were introduced in 2016 to motivate student's enthusiasm in sport and participation in charities. The houses were, Yellow House associated with Destiny Rescue, Blue house associated with Samaritan's Purse and Green house associated with Voice of Martyrs. House captains were chosen from Year 12 in the Senior School and Years 5 & 6 in the Junior School. House representatives were chosen from each year group from Years 5-10. They were a part of the team who encouraged the students during sports carnivals such as the swimming carnival, athletics carnival and cross country carnival. There has been so much enthusiasm and camaraderie among the students.

For each of the charities associated with the houses, a mufti day was organised to raise funds for that particular charity. In 2017 and 2018 for the charity Destiny Rescue, an Indian themed day was held where students dressed in Indian costumes and had Indian food. Students had cake stalls and other activities to raise funds for Voice of the Martyrs and Samaritan's Purse.

At the end of each year the house that has the most points from the carnivals and events held throughout the year is awarded a shield. In 2016 and 2017 Yellow House won the shield. 2018 is the last year for the three house system. The student leaders of the houses received House Service Certificates for their dedicated work throughout the year.

From 2019 the school will return to a 2 house system. Early next year house names and colours will be announced and students will be assigned to their new house group ready for our 2019 carnivals.

The new house system will continue to be used to support our existing charities while also broadening to include other causes.

2019 will also see us move to a combined Year 3 -12 Swimming Carnival to be held on 15th February. This will be a wonderful opportunity for us to build community across the entire school and encourage further interaction between Junior and Senior students. We are looking forward to a great community event.



Gypsy the parrot and the green tree frog come to school.



Our Kitchen-Frog lunges at a lunch being made.



My first class at Wycliffe in 1996.

Getting to know our Community

MR ANDREW POWELL
Junior School Teacher

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 Andrew Powell, Junior School Teacher.

How long have you been teaching at Wycliffe?

Teaching at Wycliffe for 22 years now...

What did you do before coming to Wycliffe?

I taught for 6 1/2 years at St. Mary's Christian School (changed name to Mamre Christian College..actually now Mamre Anglican College) and before that spent 6 months out at Wellington Christian School near Dubbo in 1989.

What do you love about teaching?

Watching the development of students from not being able to 'reeb' or 'rit' to being able to read and write. Being able to walk children through life and see their excitement as they learn new things. Helping children understand more about God and His creation ...especially animals. Providing experiences to be creative and to see the big picture of life.

What do you do to relax and refresh?

I enjoy fishing, gardening, bushwalking, watching mystery movies like Columbo and The Mentalist and funny ones too like The Princess Bride, Get Smart and The Pink Panther. I like listening to music and spending time with family (family dinners when everyone is home) and pets.

Can you tell us about some of your pets?

Hold on to your hat...We have: 1 dog Rosie, 1 parrot Gypsy, 1 budgie Skye, 4 blue tongues, 2 bearded dragons, 1 turtle, 3 chickens, 5 guinea pigs, 5 rabbits and a green tree frog that lives in our kitchen ... at the moment.

Can you tell us a bit about your family?

I am married to Rachel who went through Wycliffe from Kindergarten in 1979. Her family was one of the many families that helped start the school in the beginning and they used to hold the whole school swimming carnivals in their backyard pool! We have 6 sons and 2 daughters... and 3 daughters in-law. (Joshua, Samuel, Jesse, Zachary, Jacob, Levi, Abigail and Sarah... Tamara, Lucinda and Ellie) Three of our boys are married now. One a primary teacher, a carpenter and an I.T. technician.

Can you share something God has been teaching you over the last few years?

One thing I think God has been teaching me is to accept God's grace and stop trying to work for it and try and pay Him back all the time. Accepting something so big that you can never pay it back. Resting and rejoicing in the fact that Jesus has done it all. You would think I would have passed further along that path after 40 plus years of walking with God but people can think God can love them more if they do or don't do stuff! I am learning to rest. I am also learning among many other things to take everything to God in prayer no matter how little.



Our ever-growing family!

Remembrance Day Service

COMMEMORATING 100 YEARS SINCE THE ARMISTICE

This year, to commemorate 100 years since the Armistice, a special Remembrance Day Service was planned at Wycliffe and included the placing of Poppy Crosses by each student in the School. We were thankful to Major Kevin O'Rourke from the Australian Defence Force for attending the service as our special guest and the cadets who also played an important role in the service.

Below is an extract from a summary written by Dominic Eijkman who was the key student assisting Mr Marshall with the organisation of the service.

Poppy crosses

For me, military history and the sacrifices of those who served is an important part of my life. I've been studying this since I was quite young. When Mr. Marshall approached me about helping out on this significant Remembrance Day Service, being 100 years since the Armistice, I jumped at the chance.

An idea of presenting to everyone in the school community their own poppy cross to mark this special occasion, came to Mr. Marshall's mind and I thought it was fantastic. The idea was to get crosses from The Royal Poppy Legion in the United Kingdom, which make the crosses and use the money they

get to go to families of veterans and have students write the information given to them on these crosses and walk out and place them in trays with gravel.

The names of soldiers and personnel from WW1 were sourced from the Australian War Memorial's website. After about 3 weeks of work enough information had been found. I allocated a soldier to each student and tried to match names as best as I could. With the help of Isaac Selwood, Thomas Miller, Jordan Kileen, William Warren and Aidan Smith we organised and produced a document summarising the information. We then found the allocated name and soldier and put them in a bag with the crosses ready to give to all students.

It was fantastic to see all these people who were keen to help out in our passion. As well as those people who helped get the names together, we had the help of other students to organise the service, students who did a bible reading, students who helped the kids and students place their crosses into the gravel, cadets who stood, showing respect during the service and our tech team was fantastic and helped the service run smoothly. I really hope it informed people about the horrors of WW1.

Reflections from Stage 4

This year's Remembrance Day Service took an interactive twist to it, where everyone had a wooden cross with a poppy and a name of a member of the military service from the First World War on it. People put these crosses in ceremonial garden beds which have now been transported to the island in the middle of the bus bay. The band played many great songs including the National Anthem and New Anzacs, the band created depth for our assembly. Many Year 9 students read inspirational speeches and told exciting stories with a remembrance theme.



THIS YEAR, TO COMMEMORATE *100 Years*
SINCE THE ARMISTICE, A SPECIAL
Remembrance Day Service WAS PLANNED
AT WYCLIFFE AND INCLUDED THE PLACING OF *Poppy*
Crosses BY EACH STUDENT IN THE SCHOOL.



CAPA - 2018 Senior Visual Arts

IN REVIEW

One of the great challenges students of Visual Arts find is the exposure of their personal worlds when their artwork goes on display. Many of them have wrestled with ideas and related these to specific techniques and methods in the art world. The concept of their Body of Work is as important as the display of skill and an understanding of contemporary artmaking practice can mean a general audience is unsure or even confused.

Wycliffe's Art students of 2018 were an energetic group who worked on a range of styles and in varied ways. The varied ways of showing their understanding of God's world in the context of a fast paced, challenging society is present in each artwork.

Many who saw Katrina Smith's 'My family and other flowers' were greatly impressed by her fine drawing and careful composition. Each flower was chosen specifically for a family member and is in the Botanical illustration style.

Similarly the merge of mechanical cogs and wires, with dance were the subject of Hannah Sampson's wearable work 'Maskindervet- machine powered'. Her hand-sewn tutu was embellished with repurposed objects and laser cut cogs, even including some moving items.

In contrast Emma Morgans worked with collage and paint to create surreal worlds and dream scapes. Her paintings were the result of experiments with paint surface and overlays. The title 'Eye-ronic' relates to the eye motif (popular with artists like Dali and Magritte) she used in a variety of ways to baffle and encourage curiosity in the viewer.

Another painter in the class was Connor Bradford who took on the action painting of the abstract expressionist style to physically outpour feelings.

Some of the students chose to work in illustrative styles, with Ruby-Jean Lewis creating new world with her scrolls and Charlotte McLelland creating symbolic creatures. Both students worked with drawing and watercolour to bring to life their fantastical worlds. The atmosphere in the art room during artmaking lessons (as with many classes with practical components) varies from zealous work to reflective pondering that can be the challenge in

the face of looming deadlines. One blessing of the Visual Arts class of 2018 has been their commitment to support and care for one another throughout the journey.

Combining a fascination for the brain and repurposed maps Sam Porritt created many squares of colour and fine ink drawing to then assemble together for his Body of Work. Titled 'Connection: the maps within us', viewers were invited to make their own connections with the patterns and neuron like lines. One visitor to the Creative and Performing Arts evening remarked later how they saw a deeper concept within the work and the connection of physical and spiritual with creativity.

Each student in Visual Arts knows that the artmaking is only half of the HSC task in this subject, however, a time consuming part none the less. Alexa Hafner-Keelan worked steadily and consistently on her triptych of paintings representing age, entitled 'They are lonely because they are alone'. Each portrait works with the other to tell a narrative of life.

Josiah Hill's woven printmaking Body of Work incorporated some revived techniques namely cyanotype, tea stains and manual typewriting. His piece is symbolic of music, with patterns made of typed song lyrics representing spiritual journeying, growth and transformation.

Whilst the expectations on Year 12 students can be varied, at Wycliffe it is a goal to bring each young person to a place where they can move beyond adolescent responses to a growing understanding of the whole life of ongoing learning. Art is a vehicle to nurture faith and discover ways of unwrapping truth in the face of contradictions and confrontations in the world. By studying and making art, discernment is encouraged and as seen in the class of 2018, thoughtful action flows from reflective thought.

“ One of the great challenges students of Visual Arts find is the exposure of their personal worlds when their artwork goes on display. ”

ART IS A VEHICLE TO *nurture faith* AND DISCOVER WAYS OF *unwrapping truth...*

"They are lonely because they are alone"-Karasu



Celebrating New Opportunities for Learning

There are many dynamics of our beautiful school community that we are excited about continuing to see renewed and strengthened as we move into the new year. As part of enriching the learning adventure at Wycliffe there a number of initiatives in action during 2019 that will support students knowing their place and purpose.

The commencement of STEM at Wycliffe in the last couple of years has been fantastic. To support this further, we are increasing the embedding of STEM learning opportunities through dedicated lesson time being allocated for students from Grade 3 through to Grade 8. As part of this we are adopting the broader acronym of STEAM (Science, Technology, Engineering, Arts, Mathematics) and are excited about the interconnected learning that will be occurring for our students.

Alongside this our Year 8 students will be involved in a new project based learning environment which will allow them to connect their personal interests with deep learning. Project based learning is an approach that facilitates whole person engagement through head, heart and hand connections.

For students in Year 9 and 10 we are also expanding options with an extra elective line being placed on the grid. Our commitment to creative and performing arts as well as diverse access to technology and applied science linked subjects is maintained. We are then adding in new options around Business Studies, Enrichment Science and History as well as more options for PDHPE and Coding.

Finally we are celebrating that in Year 11, Chemistry and Studies of Religion are back in our subject grid as well as offering Agriculture for the first time. The creation of an agriculture plot will also benefit our younger students as it is incorporated into the Stage 5 elective grid and Mandatory Technology curriculums in 2020.

THERE ARE MANY DYNAMICS OF OUR
beautiful school community
THAT WE ARE EXCITED ABOUT CONTINUING
TO SEE *renewed* AND *strengthened*
AS WE MOVE INTO THE NEW YEAR.



Around the grounds PROPERTY REPORT

It has been a busy year around the grounds of our school. We are thankful for the many people – parents, grandparents, staff and students – who have contributed to the work around our campus.

Throughout the year we have held four working bees, each of these have been well attended and many jobs have been completed. Among other things, we've spread mulch throughout a number of gardens, resealed timber decks, repainted games lines in the courtyards and cleaned our sandpit. At each working be we've also enjoyed morning tea and lunch to end our time together.

There have also been a number of students who have helped with various jobs around the campus throughout the year. Four of our Year 10 students spent some of their Work Experience program helping dig holes, paint and with general grounds maintenance. Mr Wright and some Year 9 Students have been spray painting some artwork on our water tanks to improve the landscape as you enter the school grounds. Jensen Haddock from Year 2 has been doing a great job assisting with work on the grounds once a fortnight.

All of this combined makes a huge difference to the school in terms of the visual impact conveyed to all the visitors and the school community in general. Over the next few terms we plan to work on the courtyard gardens, again with help from the community. Our thanks goes to Louise Cairns who has been helping with this project.

Terry McCullough



**2019 Working Bees
Dates for your diary**

- Term 1 – 16th March
- Term 2 – 16th June
- Term 3 – 17th August
- Term 4 – 2nd November

We'd love to see you there.



Stage 5 ENCOUNTER

Year 9 have had another busy term along with the pressures of Yearly Examinations and study, students have been provided with a number of Encounter Experiences. This term Year 9 have undertaken an Extension and Enrichment program, conferences for young men and women, music recording sessions, a visit to Sculpture by the Sea, swimming at Bondi Beach, RFS Cadets and service groups. A number of students have provided the reflections below about their activities this term.



Dan Parker

Encounter experiences have been one of the real highlights of this year...the Enrichment Day at Covenant Christian School, where we took part in fun and interesting workshops. I learned to make an incredibly beautiful and tasty croquembouche with my group... the music recording studio, where we had the opportunity to record a piece of music with professional and high-quality recording equipment.



Matthew Gardner

The Year 9 days have been lots of fun and taught us all independence. The Sculpture by the Sea was good to catch public transport in to Bondi. Going to have a look at all the artistic sculptures and going for a swim was lots of fun and gave us opportunities for good chats with friends.

Jesse Nichols

In RFS Cadets we learned skills and techniques that the RFS use to put out fires and help the community. This term we learnt how to bowl out hoses and talk on the radio in the right way.

Gabrielle Johnston

This year's Encounter days have been really fun. Spending time just hanging out and getting to know everyone in the year group has been really great, and working together/ alongside with different people this year, I think has brought us together as a year group. Sculpture by the Sea was really cool, swimming at the end was the best part.

Amy Walker – Girls Rising

The Encounter days over this past year have been awesome. The year nine girls went on a Girl Rising Day. This day was very empowering and eye-opening. Olympic runner Eloise Wellings spoke to us about her journey and how she started the organisation the Love Mercy Foundation. Jess Fox also spoke to us about her journey to the Olympics.

Will Warren – Sculpture by the Sea

My favourite encounter day during term four was Sculpture by the Sea when we got to swim at Bondi and play around in the waves. I especially liked it when a wave picked me up and I did a cartwheel while being carried by the wave.



Eleanor Maddock – Music Session

The opportunities we are given from these Encounter days are endless. We were given the chance to prepare and record a song in a professional music studio, and I have to say, that is one of the best experiences I have ever had. The invigorating feeling of walking into the studio, sitting down, and belting out your favourite song? It makes you feel like a rockstar. With the freedom to record whatever we wanted, with any musical instrument we wanted, this Encounter day felt like more than an excursion. It was a personal experience, tailored to make what could've been just another ordinary day, become a magical experience.

Solomon Bamber – RFS Cadets

RFS Cadets is a great activity in giving students experience and knowledge in the fire brigade department. I have learnt a lot from them and am glad that I was given the opportunity to do the RFS Cadets and the experience and knowledge I got from the course.

Jordan Killen – Extension and Enrichment Day

One of our Encounter Day journeys led us to Covenant Christian School for a learning enrichment day held by their school. There were enrichment courses for all types of subjects such as engineering, drama, music, psychology, cooking, programming and much, much more. I was involved in the Engineering where we learned about the sub-categories of engineering and built a mechanical arm, an example of engineering in the biomedical branch. In the afternoon I did 'Theatre Sports' enrichment course where we explored the art of improvisation, blocking, yielding and dramatic expressions through a series of really fun drama games. Overall it was an extremely worthwhile day with courses for everyone, and it was enjoyed by everyone who attended.

Mekdes Ward and Georgina Loucataris

The girl-empowering Encounter day was very eye-opening. We had three really impactful talks about empowering women and informing us on how society usually shows women as objects...This whole experience encouraged us to start organising a fundraiser for one of the foundations the ladies talked about. We chose Love Mercy Foundation.

Year 12

CLASS OF 2018



The Wycliffe Class of 2018 have come to the end of their time as students at Wycliffe. The whole school had the chance to Farewell them at their Graduation Assembly and family and friends also joined in the celebration of their time at Wycliffe at their Graduation Evening. Following their final HSC exams the Year 12 Formal was held. It was a wonderful way to celebrate the end of one season and the beginning of the next part of their journey. We look forward to hearing from them about what God has in store for each of them as they move into life beyond school.



The Year 12 Extension 1 English class this year studied a unit on Life Writing. At the end of Year 12 the class wrote a poem as a farewell for the teacher. The students were Angus Dausman, Josiah Hill, Charlotte McLelland and Jessica Murray.

Life is Written

(an account of a year of Extension English) –
in the form of 'Terminal Days at Beverley Farms' by Robert Lowell

*Tucked up abrupt in block C, emboldened with spry days' chortle
borne soft in unsunned quarters -
our crisply tautened brickwork classroom.
Ruddy machined coffee, 'time to come in,
time for life writing'. Swept indoors,
gusted into after-class
under a bulging sooty sky field -
last July skimmed through shutters.
We smiled, propounding our week's work's questions,
we wore our shirts untucked and collars slackened -
tempered in companionship.
Heads aglow with wildest discourse -
the English language extended, copiously teased.*

*Students and teacher, recast by months of words
to be ponderous over choppy ideas,
storm tossed concepts and the broken lake of life.
They had no sea view,
but sky-blue tracks of truth, place and memory flared
like a fortified life-line
through the murky myths of the mundane,
and pearly gates of pretension.
at writing's map corners.*

*The students shared three texts and trawled
them sometimes, more often cracked into chuckles.
These texts were, at once, revealed in increments,
every seized understanding was
propped steadfast on
previous similar seizings,
thus, with rising vigour, ideas were steered.*

*The writing thrived, 'a creative force'
building upon 'increments'
to quickly form tales and tatters of life.*

*Each story developed life,
in its wildness and mystique,
as an entity to be phrased,
without comprehension, or
necessarily knowledge,
but with attention and careful
observation, documentation and perhaps some
slight exasperation -
we commanders of the English text.*

*The end of school is abrupt and charged with fear.
Future visions obscured by rank and
esteemed assignation of worth by means of intellect,
we hold nonetheless to this:
'life is written'.*

WYCLIFFE CHRISTIAN SCHOOL

Find your place,
find your purpose

