

ISSUE 18 – Semester 1, 2026

ourplace

WYCLIFFE CHRISTIAN SCHOOL

50

Years of Wycliffe

SPECIAL EDITION

Sharing the stories of our school community

2026 Term Dates

TERM 3, 2026

Monday 20th July
First Day of Term 3, Preschool

Monday 27th July
First Day of Term 3, K-12

Friday 25th September
Last Day of Term 3

TERM 4, 2026

Monday 12th October
First Day of Term 4, Preschool

Tuesday 13th October
First Day of Term 4, K-12

Thursday 10th December
Last Day of Term 4, K-12

Friday 18th December
Last Day of Term 4, Preschool

2027 Term Dates

TERM 1, 2027

Monday 1st February
First Day of Term 1, Preschool

Wednesday 3rd February
First Day of Term 1, Years 1-12

Thursday 4th February
First Day of Term 1, Kindergarten

Friday 9th April
Last Day of Term 1

TERM 2, 2027

Tuesday 27th April
First Day of Term 2, Preschool

Wednesday 28th April
First Day of Term 2, K-12

Friday 2nd July
Last Day of Term 2

CONTENTS

- 3 From the Principal
- 4 New Faces
- 5 The Way We Were
- 6 Munch & Move at Preschool
- 8 Creating Together
- 10 A Trip in a Time Machine
- 12 Junior School Highlights
- 13 Activity Page
- 14 "I Am Braver Than I Thought"
- 16 Island Adventure
- 18 Learning and Playing Together
- 20 A Visit to Canberra
- 21 Sport Highlights
- 24 "50" Artworks
- 26 Stage 4 Camp
- 27 Year 9 Camp
- 28 Senior School Highlights
- 31 Who Was John Wycliffe?
- 32 My Place in Our Story
- 33 Prayer of Dedication
- 34 I Still Call Wycliffe Home
- 36 The Confidence Shift
- 38 Our Wycliffe Association
- 39 Community Celebrations
- 43 50th Anniversary Events



Wycliffe Christian School
& Wycliffe Hope School
133 Rickard Rd, Warrimoo NSW 2774

P: (02) 4753 6422
E: office@wycliffe.nsw.edu.au
W: www.wycliffe.nsw.edu.au

Art from Hope Sapphire (see page 8)



This edition of Our Place includes QR codes like this, which you can scan with your phone to view related content.

50 years of learning



Dave Johnston
Principal

Dear Wycliffe Families,

Welcome to this special 50th Anniversary edition of *Our Place*. This year marks an incredible milestone for our learning community: half a century of parent-led, Christ-centred education.

Since Wycliffe Christian School began with less than 30 students and a single teacher, gathered together in the back room of a local church in 1976, we have grown into a vibrant Preschool to Year 12 community of over 650 students and more than 150 staff. As I look around the Wycliffe of 2026, it's clear that across the decades and with cycles of growth for our community, the same vision of learning founded on God's word remains central to our practices today.

In this edition, we are taking the opportunity to look back and honour our past, with reflections from staff and students on their connection to Wycliffe over the decades, and an invitation to consider the legacy of our namesake, John Wycliffe.

In this 50th year, we are also looking ahead with celebration and thankfulness. One highlight of this year has been the official opening of our new building, and the completion of a reimagined K-2 playground. In addition, Hope School is now registered to provide education from Kindergarten through Year 12. As you'll see in the pages ahead, whether in community celebrations, sporting accomplishments, or creative classroom activities, there is much to look forward to as we continue to pursue rich, deeply connected learning, infused with the Gospel.

I hope that you will join us on Saturday 12th September as we gather for our Celebration Day and Anniversary Dinner, and encourage you to invite alumni and former staff who you may know. Our hope is that in this year of celebration, we might bring glory to God, who continues to bless and sustain our learning community.

Yours in Christ,
Dave Johnston



New faces

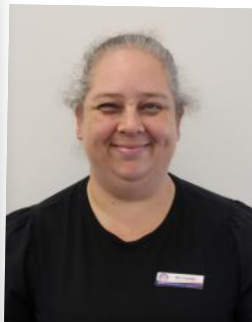
Introducing some of the new staff members who have joined us at Wycliffe in 2026.



Prue Catto
Junior School Learning
Enhancement Aide



Hugh Chilton
Head of Teaching and
Learning



Samantha Corbett
Canteen Assistant



Scott Grant
Business Manager



Snezana Little
Senior School Teacher



Jeremy Noakes
Senior School Learning
Enhancement Aide



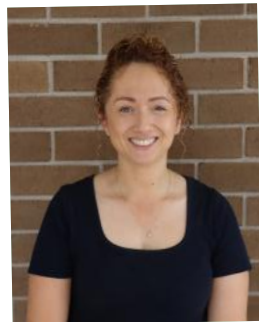
Lara Penrose
Hope School
Teacher's Aide



Beth Purdy
Junior School Teacher



Catherine Ratcliff
Junior School Learning
Enhancement Leader



Jennifer Sovaleni
Hope School Teacher



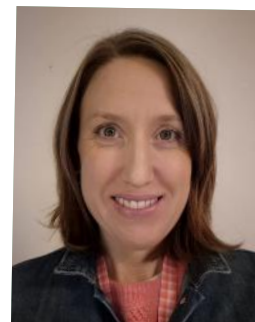
Joshua Stanley
Senior School Teacher



Amy Thorpe
Junior School Learning
Enhancement Aide



Andrew Tribe
Teacher Librarian



Rachel Tusing
Hope School
Teacher's Aide

The way we were

When Wycliffe began operations in 1976, a site for the school had not yet been found, so they met in a local church.



After years of searching, a local Christian family sold their property to the school, in support of its vision for a parent-led Christian school in the Blue Mountains.



School began at the Rickard Road site with demountable classrooms. By this time, Wycliffe had grown to 158 students.



Students wore mufti for the first few years, until the classic gold and brown uniform was chosen by parents.



The first classrooms to be built on the site, which are today known as A Block, were officially opened in 1979.



Our playground has gone through many iterations. In decades past, a highlight for students was Cubby Land, an area of bushland where they could build "cubbies" together.



The official opening of D Block was held in 1996.



The school's original name was John Wycliffe Christian School, and the emblem was a shield. The name was changed in 2004.



Munch & Move at Preschool

Our Wycliffe Preschool philosophy states that “we seek to grow the physical, emotional, social, spiritual and cognitive development of the children in our care”. One of the ways we do this is to intentionally plan the environment and curriculum experiences to cover all these areas of a child’s development.

In this *Our Place* article we would like to share an important part of our practice, in which we use the Munch & Move program as our guide to develop the children’s physical skills and health.

Munch & Move is a NSW Health Program for early childhood which presents six key messages that we focus on at Preschool in a variety of ways. Each message is of equal importance in promoting healthy, active habits in children from a young age. The key messages are:

1. Eat more fruits and vegetables
2. Choose water as a drink
3. Get active each day
4. Choose healthier snacks
5. Encourage and support breastfeeding
6. Turn off the television and computer and get active.

Since 2015, Munch & Move has been embedded in our Preschool program. The Preschool day always begins with a Munch & Move song that may reinforce getting active, drinking water, or eating fruits and vegetables.

During three terms of the year, we include a cooking or food experience in our “Munch Week”, so the children have something delicious and healthy to eat which reinforces the key message of “eating more fruits and vegetables”. This message is also

reinforced and extended through literature experiences including big books, craft, number rhymes, games, finger plays, songs, picture talks, and discussions around healthy food choices.

We also intentionally include the teaching of Fundamental Movement Skills in our program because physical activity is an important part of being healthy. Being active builds strong bones and muscles, improves balance and coordination, helps children keep to a healthy weight and provides an opportunity for social interactions and fun. It is an important part of the Preschool program.

Fundamental Movement Skills are categorised into three groups and we plan our program to develop all three groups of skills. Children do not naturally learn these FMS as part of their normal growth and development, so it is crucial to introduce and practise these skills at an early age so that they become competent and confident with them.

The three groups are:

Stability skills: Movements where the body remains in place but moves around its horizontal and vertical axis – stretching, bending, twisting, and balancing. These skills are needed to develop locomotor and manipulative skills.

Locomotor skills: moving the body from one location to another – crawling, walking, running, jumping, leaping, galloping, hopping, side-sliding.

Manipulative skills: giving or receiving force to or from an object – throwing, catching, kicking, underarm throwing, stationary dribbling, striking a stationary ball.

At Wycliffe Preschool we teach these FMS through a “detect

and correct” approach as the children participate in play-based, age-appropriate, fun learning activities. We look at each locomotor and manipulative skill one at a time over a two week period, and often break the skill down into its individual steps before practising putting the steps together.

So far this year, the children have practised and improved their running and leaping skills in Term 1 and jumping, sidesliding, kicking, galloping and hopping through the weeks of Term 2. As they practise and refine these skills they combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. This is learning outcome 3b in the Early Years Learning Framework.

We have explored the idea of eating more fruit and vegetables in Term 1 by making a rainbow of vegetables in a rice paper roll, or

making vegetable nests. This term we have made watermelon pizza or fruit animals. A learning outcome for these activities from the Early Years Learning Framework is that children are beginning to show an awareness of healthy lifestyles and good nutrition (outcome 3c).

We hope the photos we have included with this article help to showcase the joy and rich learning that takes place at Wycliffe Preschool as we focus on physical skills, our health, and ways to care for our precious, amazing bodies which God has given us. It is our hope and prayer throughout this learning that the children come to know that they are indeed “fearfully and wonderfully made” (Psalm 139:14).

Julie Taylor
Preschool Teacher/Director



Creating together

At Hope School, we like being creative because if people don't want to or can't talk, they can express themselves through art. We can use art for regulation as it also lets us process our big emotions and it also helps me a lot because I express myself through art. I'm not the best at it, but I still do it because I love art so much. For instance, I might draw the sun or the moon to show how I'm feeling. Expressing yourself through art really helps. If you haven't done it yet, try it!

Here at Hope School we try our best to learn and the teachers try their best to teach and they help support us in those times that we need support and we can do that with art. Sometimes if we are in the yellow zone or the red zone or whatever zone

you're in, drawing or artwork can help express ourselves. You could do all types of art like abstract or you can do cartoon art. You can literally do whatever art feels like to you and whatever art helps you regulate. You also don't have to just do it in art lesson. You can do it in History, Science and Maths. Everything is basically just art. Whatever you turn it into is still wonderful even if you do not think that it is. We can express our feelings but also we can paint God's beautiful world and our artwork can remind us to pray to God every night. You can also pray to God whenever you like. It is your choice and I think it's really good to pray all the time. I hope you enjoyed looking at our artworks.

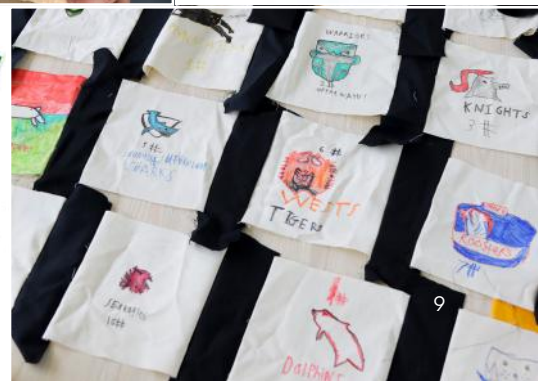
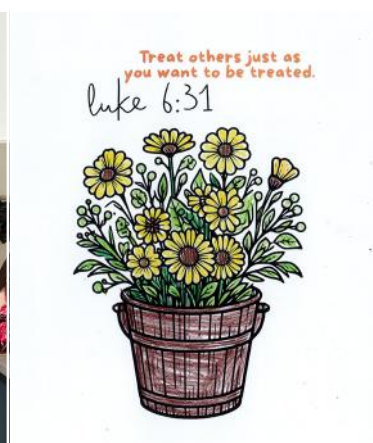
By Zali





HOPE SCHOOL ARTWORKS

Art projects by Hope students this semester have included nativity scenes and watercolour studies of Albert Namatjira in Emerald and Sapphire, volcanoes and island sculptures in Amber, self-portraits in Topaz, multi-media works in Ruby about students' influences and interests, and much more.



A trip in a time machine

For this 50th Anniversary edition of *Our Place*, we asked Year 1 students what they thought life was like 50 years ago, and what they think life will be like 50 years from now.

What do you think life was like 50 years ago?

"Fifty years ago they had to build houses with rocks." - **Adelaide**

"I think that there wasn't printers." - **Oliver R**

"They didn't have cars." - **Ruby**

"Fifty years ago they didn't have cars." - **Oliver P**

"Fifty years ago they had to light fire under a kettle." - **Eloise**

"Fifty years ago they didn't have iPads." - **Elliana**

"I think that fifty years ago they didn't have phones." - **Evie M**

"I think that fifty years ago the people would have to go to sleep right when the sun went down and when the sun came up they would have to wake up straight away." - **Sophie D**

"I think that the coloured TV was new." - **Molly**

"I think that fifty years ago cars looked very old." - **Rosie**

"I think that fifty years ago they made this school." - **Asher M**

"There wasn't any cars." - **Finn**

"Fifty years ago they didn't have cars." - **Penelope**

"I think that they had to make leather blankets to keep them warm." - **Lilla**

"I think that fifty years ago they didn't have cars." - **Alba**

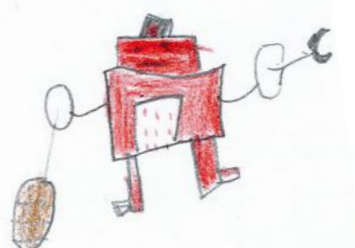
"I think that they didn't have phones." - **Koah**

"I think that fifty years ago they put fire on a stick." - **Oliver S**

"Fifty years ago they shaved with knives." - **Charlie H**

"Fifty years ago colour TV was new." - **Luca**

"Wycliffe was started fifty years ago." - **Evelyn**



citie's



What do you think life will be like in 50 years?

"In 50 years there might be hoverboards." - **Annie**

"In 50 years there might be old traffic lights and people might not see cars coming and hurt themselves." - **Ada**

"50 years in the future there might be a hurricane, a tsunami and an earthquake." - **Frankie**

"50 years in the future Jesus might come back." - **Reuben**

"In 50 years there might be more people in the city." - **Pia**

"In 50 years people might walk with dogs because they might be blind." - **Lucas**

"In the future there might be lots of rainbows and a flood." - **Kingsley**

"In 50 years there might be flying electric traffic lights." - **Georgia**

"In 50 years there might be a lot more people living in the city." - **Emelie**

"In 50 years there might be broken traffic lights and people might not be able to cross the road." - **Mercy**

"In 50 years there might be sports that don't even exist yet." - **Anna**

"In 50 years there will be flying cars and the doors can become wings." - **Jacob**

"In 50 years I hope Jesus will come back and we can talk to him." - **Tully**

"In 50 years there might be robots that can help to clean and make new things to help us." - **Jasper**

"In 50 years there might be cars that change shape and colour." - **Olivier**

"In 50 years there might be many more people in the busy cities." - **Diana**

"In 50 years there might be a real Hogwarts school and they play quidditch." - **Asher K**

"In 50 years there might be giant forests if we plant more trees." - **Charlie P**

"In 50 years I hope Jesus will come back to Earth and we'll go up to Heaven with him." - **Indiana**

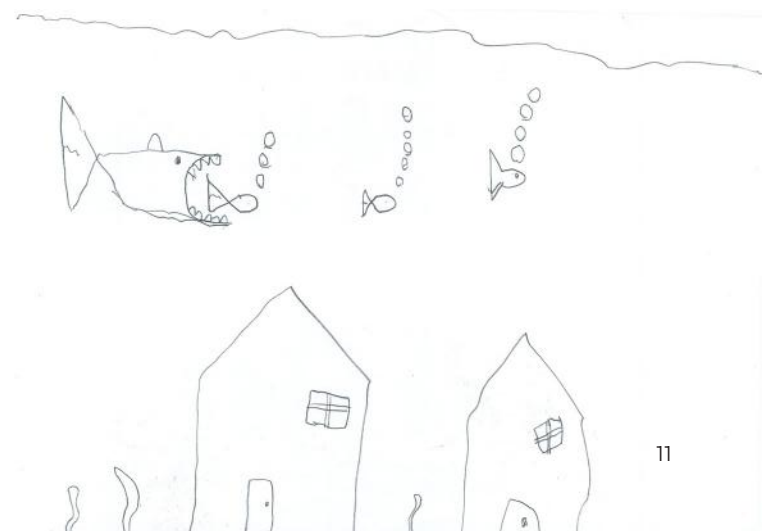
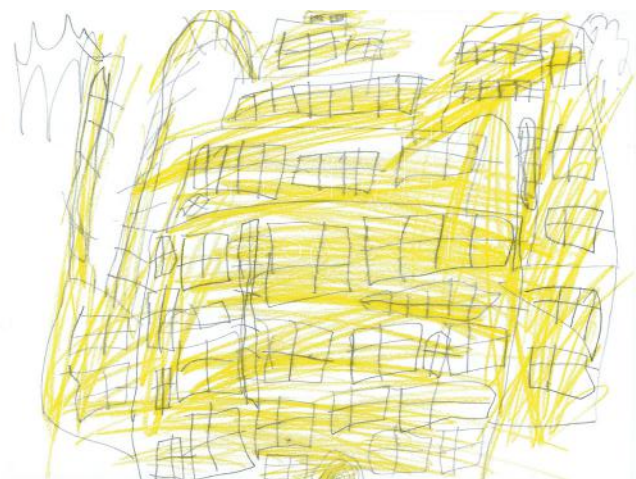
"In 50 years robots might exist that can run schools, fly planes and fix boats to make them safer." - **Jack**

"In 50 years there might be underground homes with fairies." - **Ellie**

"In 50 years I hope there will be way more electric cars." - **Chloe**

"In 50 years Jesus might come back. I think the kingdom will be golden." - **Teddy**

"In 50 years there might be under sea cities and there might be shops there." - **Flynn**





JUNIOR SCHOOL HIGHLIGHTS

RIGHT AND ABOVE: Each year in Term 1, the Junior School forms a giant rainbow as we celebrate Class Colours Day.

BELOW: Kindy students enjoyed a special incursion run by Mad About Science, in which they learned about forces through fun, hands-on experiments.



Learning Snapshot
Mad About Science

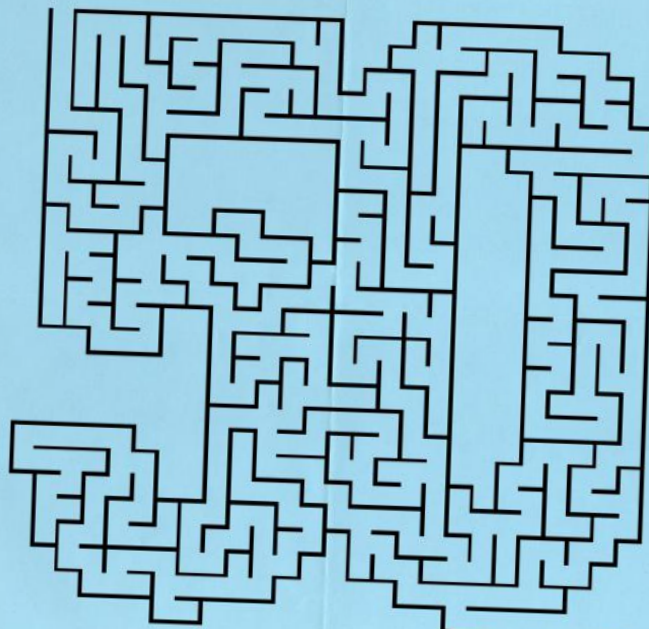
ACTIVITY PAGE

HISTORY QUIZ

1. In which year was Wycliffe founded?
2. Who was the first Prime Minister of Australia?
3. In which year did people walk on the moon for the first time?
4. Who came first, Cleopatra or Alexander the Great?
5. John, Paul, George and Ringo were members of which band?
6. Which country did the playwright Shakespeare come from?
7. Who discovered the formula $E = mc^2$?
8. Sisters Charlotte, Emily and Anne Brontë were notable...?
9. Who was the first woman to win a Nobel Prize, for her study of radiation?
10. In which town was Jesus born?

Answers on page 19

START



FINISH

Draw loops around
5 groups of 50 - no overlaps

		17		
	30		15	
	10	25		5
3		10		
	10	15		45
30			20	
	15			

Connect these old-fashioned words to their definitions.

periapt
alack
melodist
maugre
behoof
habiliments
soothfast

a singer or composer
clothing, outfit
in spite of
an amulet or charm
truthful, honest
expression of sorrow or regret
advantage, benefit

"I am braver than I thought"

Year 4 enjoyed an exciting camp at Wedderburn Christian Campsite. Below are some of their reflections from their time away.

What did we do at camp?

"We did lots of fun and challenging activities including: bushwalking, bush craft, ziplining through the trees on the flying fox, abseiling down a six metre cliff, rock climbing, balancing on the low ropes, enjoying free time, playing nine square, watching a movie in our sleeping bags, eating nachos for dinner and bacon and eggs for breakfast."

What was the most challenging part of camp?

"Stepping out of my comfort zone and leaving my family."
"Learning how to put on safety equipment."
"Abseiling down an enormous cliff."
"Trusting others."
"Organising my belongings."
"Getting to sleep because everyone was so excited and laughing."

How do I feel about camps now that I have been?

"Honestly, great!"
"Braver, stronger, encouraged."
"I want to go again."
"I love the activities."
"Gaining confidence with myself and what I thought I couldn't do but now can do."
"Feeling nervous and excited all at the same time."
"It wasn't what I expected - it was better!"
"Pretty pumped."
"I loved the food."
"Everyone was so nice."
"It was awesome."
"They are fun, exciting and interesting."
"I am excited about the next one!"

What was the most enjoyable part of camp?

"The food because it was really tasty."
"Designing and making bushcraft."
"Riding on the flying fox because it was fast."
"Playing with friends."
"Sleeping in the same cabin."
"Trying new foods."
"Talking on the bus."
"Looking for animals in the bush."
"Seeing a bright blue billabong."
"Having the best teachers in the world."
"The nachos."
"Getting out of your comfort zone."
"Being with my BFFs."
"Learning how to do amazing new skills and activities."
"Breakfast because I had Coco Pops and bacon and eggs for breakfast."

Something I have learnt about myself after camp is...

"That I am really kind inside."
"I am braver than I thought I was."
"I learned new things about being safe and smart."
"That you can do many things in the bush and spend more time outside and find things that you haven't seen before."
"I learnt how far I could go past my comfort zone."
"We can get along better with our classmates."
"I learnt to do rock climbing for the first time."
"That I can push myself a lot further in some skills."
"That I love abseiling and the flying fox."
"Things that look really scary can be fun."
"I can trust people in scary situations."
"Good things don't always come easily."
"I'm awesome."
"You can change how you feel about things by just trying and believing in yourself and not giving up."







Island adventure

On Monday 11th May, 47 very excited Year 5 students met at school for the Great Milson Island Adventure.

After happily waving goodbye to our teary parents, we made the hour and a half journey to Kangaroo Point. We offloaded our bags and had recess while praying that the 90 Year 9 boys who were also at the wharf were going somewhere else – they were.

The ferry ride was amazing: bright sun, jellyfish, our friends by our side, wind in our hair and three days of fun ahead. After meeting our activity leaders and climbing the hill to the campsite we were *finally* told our cabins and activity groups. For some reason the teachers had kept this a secret until we arrived. We got settled, had lunch and set off on our first activity: yellow group to the incredible obstacle course and archery tag (yes, we got to shoot each other), blue group back down the hill for kayaking. It was a glorious afternoon.

After a shower, some free time where Mr Powell and Mrs Sheerman came up with a very creative “15 a side” tennis game, and dinner we headed to the hall for a night of activities that kept us moving. We played all sorts of different games, some that included keeping pizza trays in the air, sitting on chairs balanced on cups and acting like different creatures. The one the teachers seemed to like best was the one where they got to

whack us with pool noodles!

Then it was time for bed. Yes, we were actually pretty good and by 11:30pm we were all asleep despite the squeaky beds and the snacking on lollies that we weren't meant to have.

Tuesday morning was a little drizzly but after devotions where Mrs Sheerman challenged us to persevere because God uses all kinds of situations for His good, we got started on survival skills. We treated a “snake bite” and then had to carry the injured person across the campsite on a stretcher we had made ourselves. We definitely didn't have anyone dragging on the ground or arriving soaking wet. Once we arrived the tarps, poles and ropes we had used for the stretcher needed to be turned into a shelter. The rain provided us with a bit of motivation, and the end results were pretty impressive. It was time for a snack, so we learnt how to cook damper over an open fire and enjoyed it dripping with syrup.

That afternoon we swapped activities from our first day and had spaghetti for dinner. The teachers chose more games for our night activities. Not sure why they picked that over a movie, but our mini-Olympics was so much fun. We had a dance-off, kicked shoes through the basketball ring, crossed the floor without treading in the lava and found ourselves completely

exhausted by the end of it.

Our last morning meant we were up early and completely packed before breakfast – another group was moving in. Mrs Fox spoke to us about 1 Corinthians 12 and 13. God made us all different and we all have things we can lovingly contribute. Knowing that was important, as our final activity was the Amazing Race where we all had to contribute to help our team. Some of us were a little disappointed that there was no plane travel involved or a large sum of money at the end, but we were sent across the island in groups to complete all kinds of activities. We had to think carefully about our strengths and use them to help our group complete as many activities as we

could. We built rafts, lit fires and kept an eye out for hidden letters all while nursing a cute, water filled, baby balloon. It was lots of fun and by the time we got to nachos for lunch we were a little wet but happy.

As we waved our instructors goodbye, and returned a borrowed hat over the side of the ferry, we were tired but glad for the warm sun – that was until it poured and we all got soaked. The rainbow we saw on the ferry back was an excellent reminder of how much God loves us and wants us to enjoy His creation. We certainly did that on our island adventure.

Year 5



Learning and playing together

One of the milestones of reaching Year 6 is becoming a buddy to a special new Kindergarten student. They show them the ropes of school, eat lunch together, play in the playground and join together for special activities each fortnight. Year 6 students see this as a real privilege and take the responsibility seriously, knowing how much their buddies look up to them. Kindergarten students love having their own big person to care for and play with them. Our 2026 Kindergarten and Year 6 students reflected on their buddy time with the following thoughts:

YEAR 6

"I think it's really cool because personally I have been waiting since Kindy to be a Year 6 buddy." - **Sophia**

"We can hang out with kids that are younger and more energetic." - **Cooper**

"I enjoy how I have a kid that looks up to you, and when you see them on the playground, that is a good feeling." - **Oliver**

"I like feeling like I have a younger brother." - **Byron**

"I have enjoyed doing play, Lego, reading, puzzles, drawing and craft." - **Vin**

"I enjoyed teaching them the song 'Super Saviour' and making a board game together." - **Nadia**

"I enjoy the privilege of helping my buddy get used to school." - **Jasper**

"I like being a Year 6 buddy because I get to share fun and enjoyable moments, also my buddy looks up to me and that's a big responsibility." - **Christian**

"What I love about being a Year 6 buddy is always seeing my buddy with the biggest smile on her face when I enter the room and it makes my day a whole lot brighter just seeing Phoebe's smile." - **Alannah**

"Seeing my buddy's face filled with joy and excitement whenever she sees me." - **Matilda**

KINDERGARTEN

"I like eating with my buddy at buddy lunch." - **Mikaela**

"I wanted to read *Pat the Rat* to my buddy Samuel." - **Henry**

"My buddy William reads to me." - **Ollie**

"I play with them at recess and lunch." - **Maddy**

"I like to do craft with Jacqueline." - **Ella**

"I like playing with Ava and doing buddy lunch with her." - **Clara**

"I liked reading books with Matilda." - **Valentina**

"I like to run outside with my buddy Marc." - **Isaac**

Jemma Keast

Year 6 Teacher





QUIZ ANSWERS: 1. 1976. 2. Sir Edmund Barton. 3. 1969.
4. Alexander the Great (born 356 BC). 5. The Beatles. 6. England.
7. Albert Einstein. 8. Writers. 9. Marie Curie. 10. Bethlehem.



A visit to Canberra

Year 6's camp took us to our nation's capital, Canberra. Parliament House was buzzing when we arrived, with the budget having been released the night before. Our local representative, Susan Templeman, took time out from her busy schedule to come and meet with us, and we got to see parliamentary debates happening in both the House of Representatives and the Senate.

Some really valuable educational experiences on camp included seeing the War Memorial (some of us had only just finished researching the war correspondent Charles Bean, who had the original idea for the War Memorial), holding an election at the Electoral Education Centre, and seeing items of national significance at the National Museum of Australia. Everyone was

excited to enjoy the luxuries of our accommodation and get to know their cabin buddies.

Other more active experiences included the Australian Institute of Sport (where we were given tours by current and future Australian athletes), meeting some scaly and feathery animals at the zoo, experiencing a freefall at Questacon and trying out the Pod Playground at the Arboretum. Our final stop was a trip to the Mint, where all students brought home a coin they minted themselves, courtesy of our generous bus driver. Each night we reflected on Psalms which encompassed elements of our daily activities.

Year 6 Teachers



SWIMMING CARNIVALS

Our Junior and Senior Swimming Carnivals were held at the beginning of Term 1. Thanks to all the parents and friends who joined us for two days of fun and friendly competition. Particular highlights were the Year 12 novelty race and belly flop competition!





CROSS COUNTRY

LEFT AND ABOVE: Our Cross Country Carnival was held on a beautifully sunny day in Term 1. Thanks to all who joined us to cheer on our runners.

SPORT HIGHLIGHTS

RIGHT AND BELOW: Other highlights from sport this semester have included Zone and State-level competitions, team sports, and students achieving in mountain biking, running, swimming, and soccer.



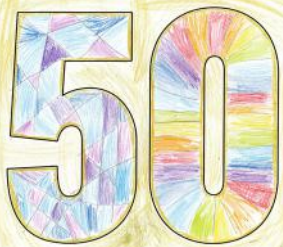
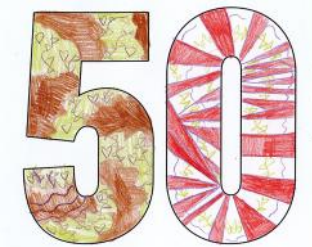
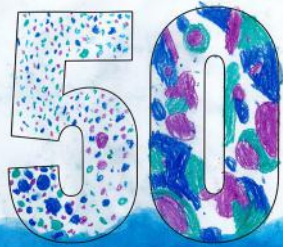
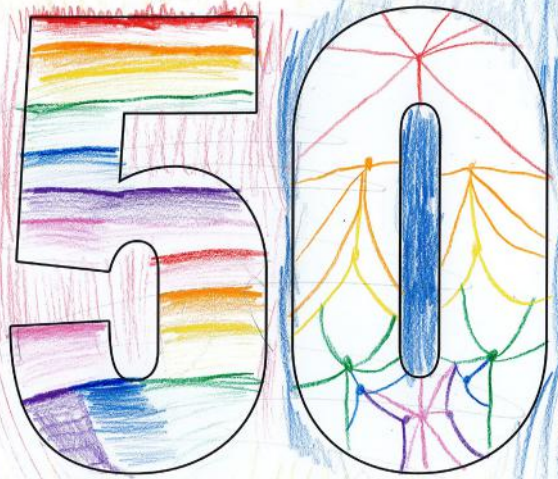


ATHLETICS CARNIVALS

Despite a frosty morning for our Primary students, and gale-force winds for Secondary, our athletes ran, leaped and threw, all while cheering each other on with beaming smiles.



Happy Birthday
Wycliffe!





Art by
Year 2



STAGE 4 CAMP

Year 7 and 8 dove into a variety of indoor and outdoor activities on their camp, including sailing, raft building, rock climbing, and ziplining. The CRU team led Christian devotions and discussions each day, and students were invited to explore their faith and forge closer relationships with their friends and classmates.





YEAR 9 CAMP

Year 9's Urban Adventure camp was full of challenges, teamwork and memorable experiences. Students cooked meals for the homeless, surfed at Bondi, had dinner aboard a tall ship in the harbour while a storm rolled in, and took time to consider Jesus' influence on their lives.



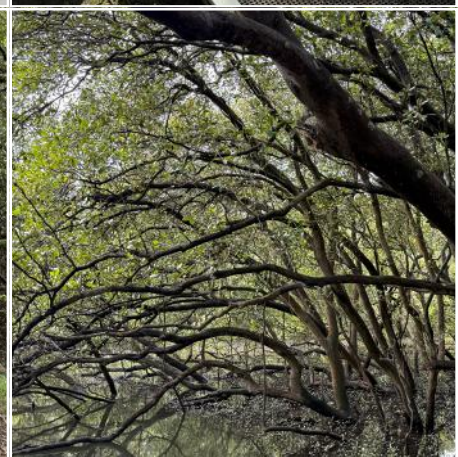
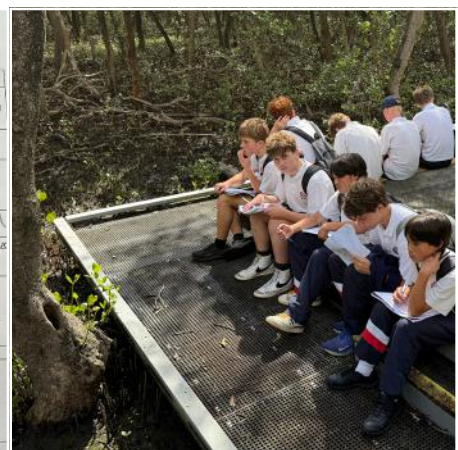
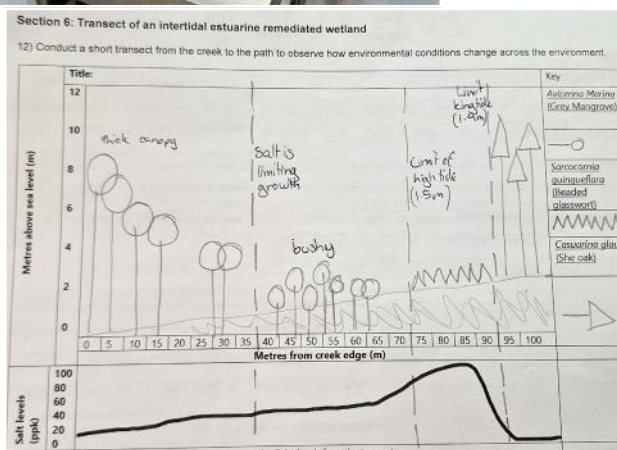


LEARNING TO LEAD

LEFT AND ABOVE: The Year 11 camp invited students to reflect on what leadership - in their own lives and in the community - might look like from a Christian perspective. The highlight for the majority was a day out to Bondi where they first prepared meals to be sent out to the needy, and then enjoyed a surfing lesson at Bondi Beach.

MARSH MADNESS

RIGHT AND BELOW: A Year 9 Geography excursion to the Badu Mangroves at Sydney Olympic Park saw students collecting data, drawing transects and sketches, and examining plants to learn about the characteristics of wetland environments.



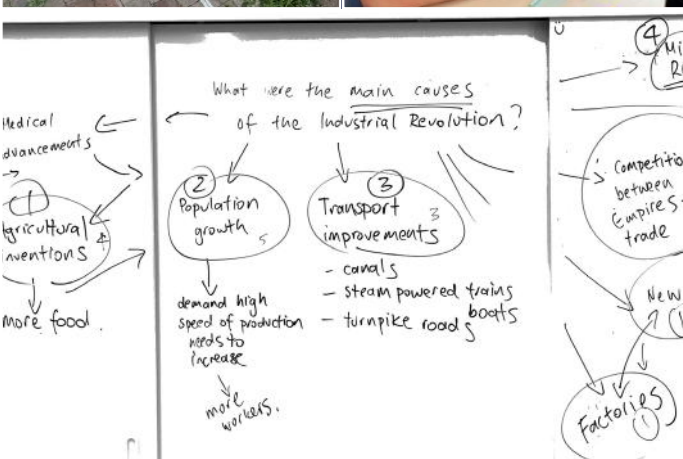
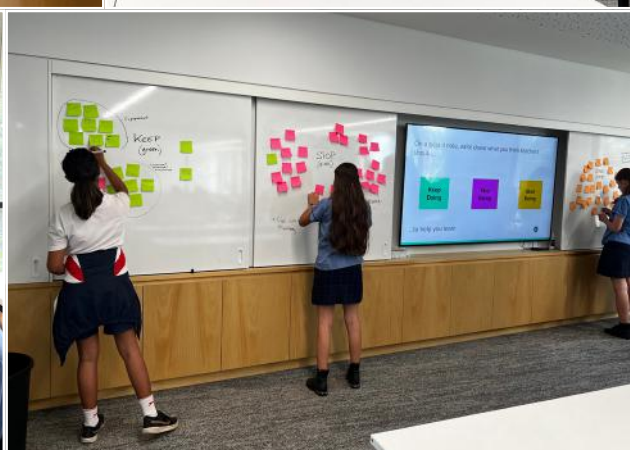


SENIOR SCHOOL HIGHLIGHTS

It's been a busy semester for our Senior School. Some of the highlights have been the CEN debating competition; an incursion for Stage 4 run by Musica Viva; life skills presentations by our Year 10 Navigate students; investigations into historiography; and student feedback sessions about learning and culture.



Learning Snapshot
How to Adult





OUT AND ABOUT

Some recent excursions have included a Year 11 Biology trip to Mt Keira rainforest, to practice collecting field data; a Year 12 Chemistry visit to Orica's Kooragang Island facility; a History study day at Sydney Uni; the Sydney Symphony Orchestra; and students and families from across the school taking part in the Springwood Anzac Day March.



Who was John Wycliffe?



In 1428, more than 40 years after his death, John Wycliffe's bones were dug up and burned, and his ashes scattered in the river to dissuade others from following his teachings (see illustration left).

William Wordsworth composed this sonnet about his legacy:

*As thou these ashes, little Brook, wilt bear
Into the Avon, Avon to the tide
Of Severn, Severn to the narrow seas,
Into main Ocean they, this deed accurst
An emblem yields to friends and enemies
How the bold Teacher's Doctrine, sanctified
By truth, shall spread, throughout the world dispersed.*

What might we learn from Wycliffe today? First: the Bible is God's word, to be loved and lived out. "All Christian life is to be measured by Scripture," he said, "every word thereof." And second: the truth matters, so we should pursue it with courage and diligence. "I believe," wrote Wycliffe, "that in the end the truth will conquer."

"Trust wholly in Christ; rely altogether on His sufferings; beware of seeking to be justified in any other way than by His righteousness. Faith in our Lord Jesus Christ is sufficient for salvation."

I think you'll agree, when naming our school 50 years ago, our founders chose well!

Hugh Chilton
Head of Teaching and Learning

"To Wycliffe we owe more than to any one person... our English language, our English Bible, and our reformed religion."

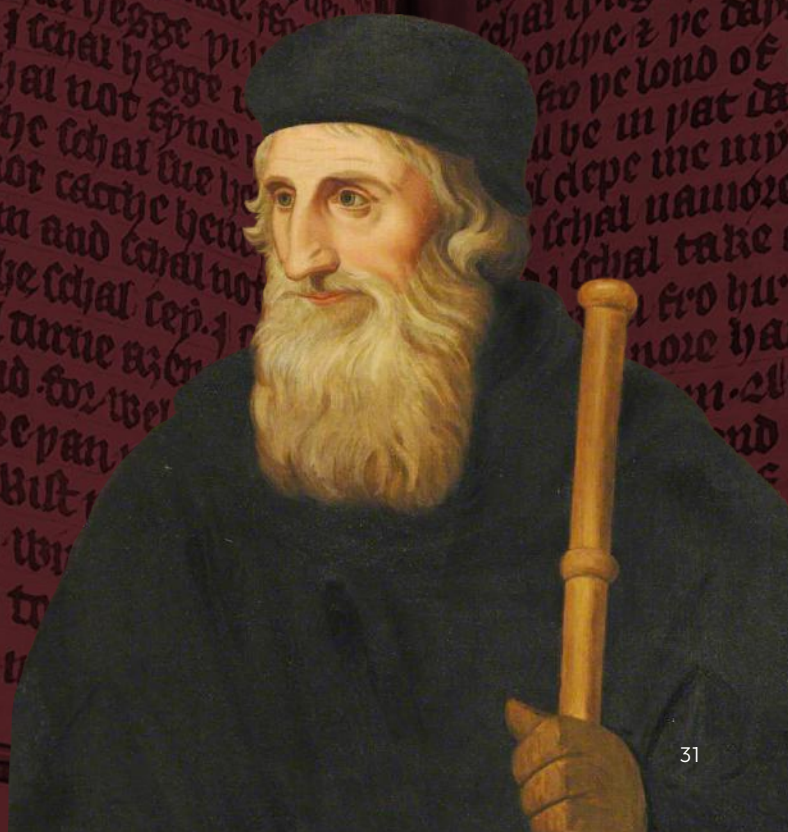
– Montagu Burrows, *Wyclif's Place in History*

If you were going to start a school, what would you call it? That was the question facing a group of Christians in the lower mountains in the mid-1970s, who reached back more than 700 years to find a name. They settled on John Wycliffe, a 14th-century English theologian whose courageous commitment to learning founded on God's word made him a worthy choice.

John Wycliffe was born in Yorkshire in the north of England around 1330 AD, less than a decade before the Black Death was to kill at least one in three people across Europe. He was educated at the University of Oxford, where he went on to be Master of Balliol College and a doctor of divinity. To be awarded his doctorate, he had to give lectures on the entire Bible. Quite a feat!

As one of Oxford's leading theologians, he increasingly spoke out against the growing skepticism towards metaphysical knowledge, and the worldliness of the established church. Finding support from the King, he openly challenged the authority of the Pope over secular government. While his radical views were increasingly popular with the people, contributing to the Peasants' Revolt of 1381 that effectively ended feudalism, he was condemned by the church and forced to leave Oxford.

In the years before his death in 1384, Wycliffe turned to his great project, translating the entire Bible from Latin into English for the first time. His followers, a movement of poor preachers nicknamed "Lollards" (a derogatory term for "mumblers"), took his message throughout Britain, often in secret in the face of persecution. Wycliffe's teachings inspired William Tyndale, Jan Hus and leaders who called for a return to the Bible's good news of salvation by grace alone. He is often called "the morning star of the Reformation". Along with our school, the Wycliffe Bible Translators honour his legacy.



My place in our story

Wycliffe's vibrant community is filled with newcomers and old friends alike. Below, some of our Year 10 students reflect on their part in the 50-year story of Wycliffe Christian School.

My Part of the Story

Fifty years beneath these mountain skies,
where faith and learning walk side by side,
Wycliffe has taught young hearts and minds to rise,
to "remember your creator" with pride.

"Nurturing Faith" in every song,
"Unwrapping Truth" in lessons taught,
"Encouraging Discernment" to grow strong,
"Enabling Thoughtful Action" lights the way.

Some were born already knowing this place,
familiar surnames echoed through the air,
stories carried down with grace,
a sense of home already waiting there.

I came from somewhere far beyond these hills,
a child still learning with watchful eyes,
no family ties within the schoolyard fields,
no familiar roots beneath the Blue Mountain skies.

But slowly, over years, this place grew near,
through joyful camps and laughter on the fields,
through teachers who make every student feel
like something more than the world reveals.

And through the chances offered wide and free,
like Duke of Ed, where courage finds its feet,
where challenge builds who we are meant to be
and young hearts learn they are strong and complete.

I learned that belonging is not always born.
Sometimes it's built through courage, time and care.
Through finding strength on days you feel unsure
and learning there is still a place to share.

For Wycliffe shines in more than grades achieved,
it opens doors for every student's voice,
to grow in faith, in purpose and belief
and gives us space to learn, to lead, to choose.

So here's my part in fifty years of light,
not born into the story, but written right.

By Lilly

At Wycliffe, I am in Year 10, a part of the netball and debate teams and in class Y. I love English, Writing & Publishing class, and graphic design. But beyond that, I'm a part of Wycliffe's culture. I'm a part of a year group with whom I've spent years of my life sitting, talking and learning. Not just about numbers and letters, but about each other, and most significantly, about the Bible.

I used to not know the names of anyone, neither teachers nor students. When I first came to Wycliffe, I felt that I was going to be an outsider till graduation since it seemed that everybody was so close and I had just arrived. Yet within the first week, people started coming up to me, asking questions about who I was, about where I had come from and everything else you can imagine. I learned very quickly that the culture I was entering valued closeness and kindness. Even if everyone wasn't the best of friends, we still respected each other and made school a place to enjoy.

Wycliffe has taught me that the environment in which you will thrive is one built on a foundation of faith and constant nurturing of connection. It has taught me that you don't have to be perfect to be accepted. At Wycliffe, I am no longer new, but I find that I learn something new every day, not just academically but also spiritually and culturally. The impact of this consistent growth will be something I carry with me for the rest of my life, and I welcome it with gratitude.

By Jaimie

My Pa taught at Wycliffe, my dad was a student here, so that makes me the third generation here. It is really lovely having people know my family and it helps create a strong sense of community and familial ties. Moving into high school was cool as a lot of the teachers knew my Pa and my Dad, so kind of knew me. I love English and History and hope to do law at uni after school. Wycliffe has taught me how to relate to people in a Christian way, the way that God would want. I have made great friends here that have helped me grow in many ways and I hope those friendships continue after school.

By Emily



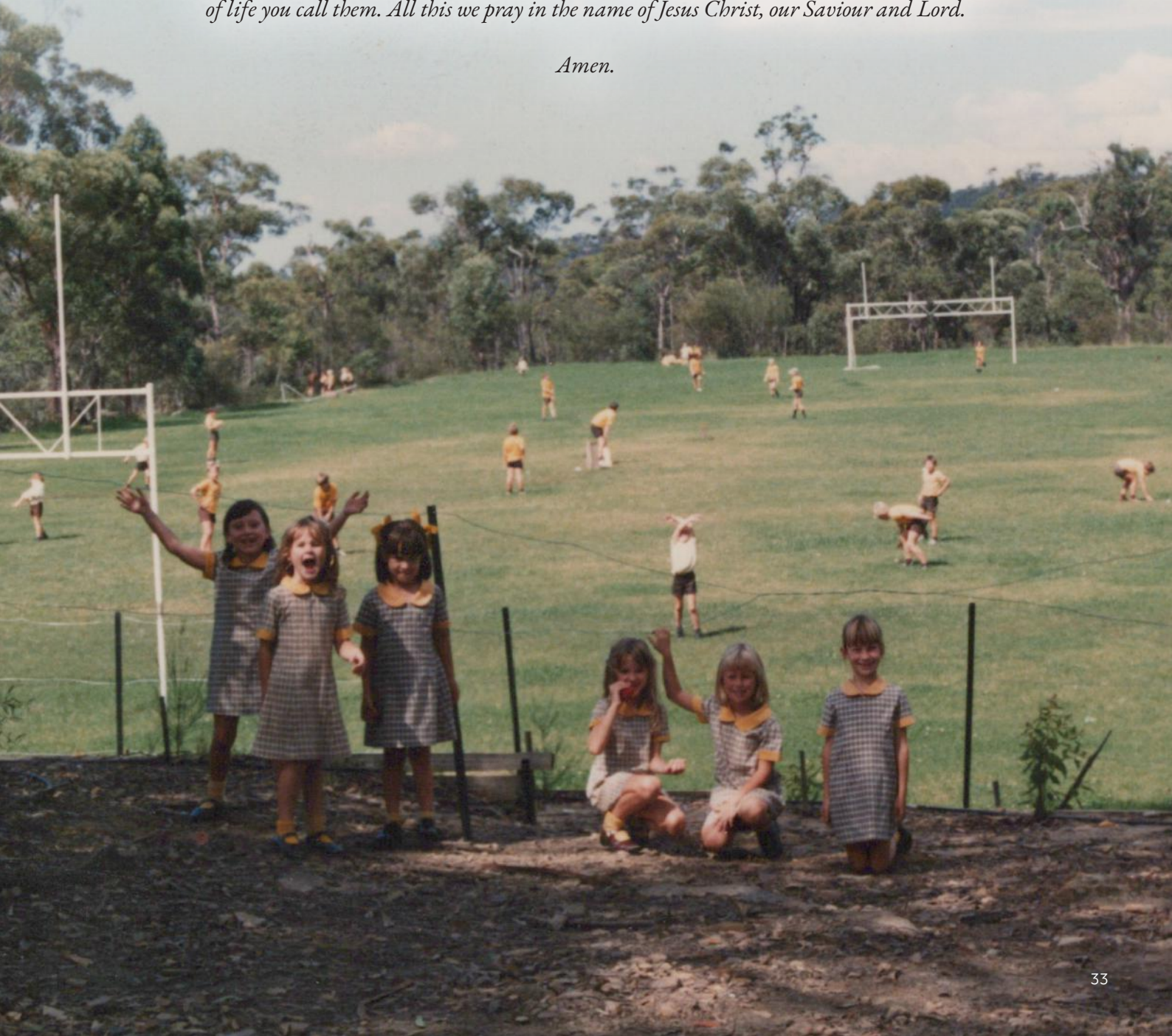
On Saturday 24th November 1979, John Baxter, the minister of Glenbrook Church of England and a member of the original Wycliffe steering committee, prayed this prayer of dedication at the school opening day:

Our gracious, merciful and loving Father, we come before you today to thank you for the many blessings we have received from your hand – for life, for families, for the entire creation, for knowledge, insight and understanding. Above all, we thank you for the greatest of all blessings – your son, Jesus Christ our Lord.

With our thanks, we bring before you our school. We pray that as we have laid the foundations in bricks and mortar, you will lay the foundations of a knowledge centred in you, into all those who study here. As children and adults we dedicate to you our lives to be used as you direct us. As families we dedicate to you our homes, that they may be places of nurture in the Lord.

As an association, together with our friends, we dedicate this school, that all we do as parents, teachers and children may rebound to your glory. Finally, Father, we pray that from this school you will raise up young men and women to be your people in whatever walk of life you call them. All this we pray in the name of Jesus Christ, our Saviour and Lord.

Amen.



I still call Wycliffe home

Teacher Judy Dillen and Finance Team member Julie Klein reflect on their days as Wycliffe students.

JUDY DILLEN

Moving school, country and continent at the age of 15 is no mean feat. I arrived at John Wycliffe Christian School at the beginning of 1986 after the year had already begun. My first class was an English lesson being held in a demountable in what is now the staff car park. I remember it being hot and stuffy, and wanting to disappear as all eyes turned to me as I was introduced to my Year 11 group.

That was the beginning of a forty-year journey with our school.

I was a typical MK (missionary kid) that didn't quite fit in, didn't understand Australian culture or what it meant to be in a school that wasn't a boarding school. I spoke in a weird accent and clearly remember sitting in the old library, under the strawboard ceiling, being asked to say something, anything, just so people could hear me talk - if only they knew what they were starting!

Africa was the place I called home and Australia was strange. It was at this time, when I was struggling to find my place, that I met Julie, and once we got started, there was no stopping us!

Year 11 and 12 looked pretty much like this:

- wearing the delightful champagne and brown Senior uniform, and graduating in very stylish 80s fashion;
- being kicked out of the library for laughing too much - shocking, I know;
- trying not to be noticed in Mr Clarke's Maths or Mr Hewitt's Geography classes - sometimes it's best not to draw attention

to yourself;

- hours at each other's house "studying" together - and yes, we both passed our HSC back when you were marked out of 500, and we had to sit our exams at Blaxland High;
- and trying not to get in trouble for completing Biology experiments in our own unique way - the bull's eyeball would just not stay still and required some serious stabbing.

These were years of growth and learning both in and out of the classroom. We used to laugh about coming back to Wycliffe to work together one day.

In 1987 my brother also moved to JWCS. My Dad sat on the Board during the early 1990s and my Mum began teaching here in 1988, a career move that lasted 35 years. I married Clive, one of my HSC classmates, and all four of our children have been taught here (*opposite page, bottom*). As for Julie and I, we finally ended up working here together. She definitely has one up on me, though, as without her I don't get paid, but some things don't change: we still occasionally forget what we're meant to be doing and get in trouble for talking too much.

Teaching at Wycliffe has been, and continues to be, a great pleasure. I have the opportunity to share my faith with kids every day, and teach them not only about History, Maths and Science but about how unique and cherished they are by God. Looking back, I can see how God used one of the hardest times of my life to help secure my trust in Him. Wycliffe was not an easy place for me in the late 1980s, but today it's the place I call my teaching home.



JULIE KLEIN

I joined the Wycliffe community in 1979 as a Year 5 student with my siblings, and graduated Year 12 in 1987. My parents were part of the group that wanted to have a Christian school in the mountains.

It was originally known as John Wycliffe Christian School. In the early years it was a mix between having classes outdoors or at Warrimoo Baptist's hall. I went to school each day in mufti until the brown and gold uniform was decided, a decision voted in by the parents (which later was referred to by a different name by students).

In my time at Wycliffe, I entered the competition to design our original school crest, which was won by one of the Mitchell boys. I learnt how to play the recorder (not always a joyful tune). I represented the school in cross country, running and high jump. One of my favourite lunchtime activities was visiting Cubby Land in the bush (I remember bringing rope to tie branches together, and a small dustpan and brush to school so I could sweep my "house").

I remember Pop Bradbury and his dog Sheba. (There is currently a painting of them hung on the B Block wall.) I have seen the café building built and demolished and then rebuilt again.

When Judith commenced in Year 11 we soon became inseparable. How did we ever get away with wearing court shoes in Science and TAS? She is correct, we did get asked to leave the library several times as we could not find our inside voice. We often spoke about how we would end up working at the same school together as teachers... Fast forward to now, we are working at the same school but in different roles. I started working at Wycliffe in accounts in 2007 and have seen many staff come and go and come back.

Really... Does anybody ever leave Wycliffe? As an employee I consider it a blessing to be able to see many familiar faces from the past return with their children now to attend Wycliffe. All three of my children (*pictured right*) have attended Wycliffe and I now have some of the grandkids on the waiting list to start their school journey here.

There was a song that we sung at our Year 10 farewell (written by our biology teacher, Glen McCaffery) to the tune of John Denver's "Take Me Home, Country Roads":

*When my memories gather round me,
And my school friends no longer surround me...
When I'm older, even older than my dad,
I'll remember Wycliffe and the good times that we had...
Take me home, Rickard Road, to the place I belong,
Since I've been here, half a lifetime
Take me home down Rickard Road.*



The confidence shift

Managing ourselves can help our children to flourish, writes School Counsellor Nicole Clark.

Roughly two-thirds of Australian parents report feeling stressed frequently or all the time.¹ When our children face challenges, such as school pressure, friendship drama, or anxiety, our natural instinct is to rush in and fix the problem. We want to remove every obstacle to ease their distress. While this urge comes from a place of deep love, it is often driven by our own heightened worry.

A meaningful way to support a struggling child is to shift the focus away from trying to “fix”² the person God is still shaping, and instead reflect on how we adults steward our own faithfulness, responses, and conduct before God. By trusting God with the outcomes we cannot control, we create a calmer environment where our children can grow.

FOCUS ON PROGRESS, NOT BLAME

First, a message of relief: parents are not to blame for their child’s difficulties. Many complex factors contribute to a child’s challenges, including genetics, personality, and the broader environment. You may not be the cause, but you can be the

most influential part of the solution.³

The goal is to stop treating the child or their behaviour as something that needs fixing and instead focus on ourselves.² By shifting our energy away from trying to change our child’s behaviour (which we can’t control) and focusing on managing our own reactions (which we can) we give our children the room they need to grow and become more independent.⁴

In many families, a predictable pattern develops when a child is anxious.⁴ It often works like this:

The trigger: Your child faces a challenge, like a school project or a social event.

The parent’s reaction: You see them struggling, and your own stress levels rise. You feel an urgent need to help.

The rescue: To make everyone feel better and lower the tension, you step in. You might do some or all of the work for them, make it easier, or let them skip the event entirely.

The result: Everyone feels relieved for a moment. However, because the challenge was removed, the child doesn’t get to practice handling difficult things.⁵



When we step in too quickly, we unintentionally prevent our children from building resilience. Resilience is like a muscle: children only make it stronger by working through small, manageable stresses on their own.^{5,6} By changing our part in this loop and staying calm, we give them the chance to find their own strength.

HANDLING THE “PUSH-BACK” PERIOD

We want to help our children be courageous, and embrace challenges, but getting to this point isn't always straightforward or easy. When you stop “rescuing” or doing things for your child that they can do themselves, they will likely react with a period of intense protest.⁴

When you are changing a long-established pattern, your child may respond with a significant surge in emotional intensity, tears, anger, or overwhelm. It is helpful to view this not as a sign that your approach is failing, but as a sign that the old pattern is being interrupted. Your job during this time is to be a loving and firm leader.^{3,4} By staying calm and steady while your child navigates their frustration, you show them that you believe they are capable of handling the situation.

PRACTICAL WAYS TO HELP

Check your own “temperature”: Children watch how we cope with stress. If we react by panicking, they learn that the situation is an emergency. Try to stay calm and use a steady voice, even when you feel frustrated.⁷

Identify your part: Ask yourself: “Am I doing something for my child that they are actually capable of doing themselves?” If the answer is yes, try to step back slowly.³

Define what you will do: Instead of telling your child what they must do, state what you will do.³ For example: “I am happy to help you brainstorm ideas for ten minutes, but I won't be writing the paragraphs for you.”

Focus on their strengths: Encourage them to use the resources they already have, like a hobby they are good at, a supportive friend, or a teacher they trust, to help them feel more capable.⁶

THE PATH FORWARD

By doing a little less for our children now, we give them something vital: the chance to see that they are capable of handling challenges on their own. We can do more than just get through the stressful situation; we want to develop the long-term character of our children on their path to the free exercise of maturity.

This isn't a ‘quick fix’, and it can be uncomfortable to watch our children struggle. However, as you gain confidence in your role as a leader, you will likely see your child begin to manage their

own challenges more successfully. Even small changes in how you handle your own stress can lead to big improvements in your child's confidence.³

By changing our part in this loop and staying calm, we give them the chance to find their own strength.

If these patterns feel overwhelming, please know that you aren't alone, and myself as counsellor and our pastoral care staff are here to help. For those interested in learning more, *Confident Parenting* by Dr Jenny Brown³ is a practical guide book on moving away from fixing and toward effective parental leadership. You can also find valuable information through the Parent Hope Project, which offers a variety of podcast episodes⁸ exploring how families can build resilience and reduce the impact of anxiety. To support your own wellbeing, the Headspace website⁹ offers useful tools for managing daily stress, while programs like Smiling Mind¹⁰ provide excellent ways for children and teens to identify their strengths and build emotional toolkits.

Nicole Clark
School Counsellor

RESOURCES

1. *Calls to support struggling parents as national survey reveals increasing psychological distress.* (2026, May 21). ABC. <https://www.abc.net.au/news/2026-05-21/parents-struggling-with-psychological-distress-survey-finds/106700358>
2. Brown, J. (2018). Parents' experiences of their adolescent's mental health treatment: Helplessness or agency-based hope. *Clinical Child Psychology and Psychiatry*, 23(4), 644–662.
3. Brown, J. (2020). *Confident parenting: restoring your confidence as a parent by making yourself the project and not trying to change your child.* The Parent Project.
4. Brown, J. (2026). *How Parenting Advice on Anxiety Misses Key Family Patterns.* Psychology Today. <https://www.psychologytoday.com/au/blog/the-paradoxical-path-of-parental-differentiation/202604/how-parenting-advice-on-anxiety-misses>
5. *Raising Resilient Kids - Focus on the Family Australia.* (2023, May 15). Focus on the Family Australia. <https://families.org.au/article/raising-resilient-kids/>
6. Queensland, T. U. of. (2023, April 4). *Building resilience in teens and children.* Study. <https://study.uq.edu.au/stories/building-resilience-in-teens-and-children>
7. Evelyn, M., & Ganim, Z. (2024, June 5). *For parents: Reduce your stress and worry - Psych4Schools.* Psych4Schools. <https://www.psych4schools.com.au/free-resource/parents-reduce-stress-worry/>
8. *Parent Resources - The Parent Hope Project.* (2024, July 24). The Parent Hope Project. <https://parenthopeproject.com.au/parent-resources/?postType=podcasts>
9. *Stress & Anxiety - Headspace.* (2025). Headspace. <https://www.headspace.com/mental-health/stress>
10. *Smiling Mind.* (2024). Smiling Mind. <https://www.smilingmind.com.au/>

Our Wycliffe Association

WHAT IS THE JOHN WYCLIFFE CHRISTIAN EDUCATION ASSOCIATION?

The John Wycliffe Christian Education Association (JWCEA) is a community of Christian parents and supporters who collectively own and partner together in the provision of Christ-centred education through Wycliffe Christian School and Wycliffe Hope School. Unlike government or corporate-owned schools, the school exists under the stewardship of its Association, affirming the biblical principle that parents are partners in the education and discipleship of their children. Membership in the Association is both a privilege and a responsibility, inviting families and other community members to actively share in the school's vision and mission. It is open to any Christian person with a heart for our school, and for seeing it faithfully fulfill its vision.

WHAT IS THE ROLE OF THE JWCEA?

The Association plays a vital role in nurturing, encouraging, and sustaining Christian education at WCS and WHS by fostering active partnership, prayerful support, and faithful commitment within the school community. Its role is expressed through the following key commitments:

Ownership: Membership in the Association moves families from being consumers of education to being partners in its faithful delivery to their children. This shared ownership affirms the responsibility of parents for speaking into the environment in which their children are educated. Association members have influence over the school's direction, and ensure its faithfulness to its Christ-centred vision.

Board selection and accountability: Association members are responsible for selecting board members from within the association to represent the association and work closely with school leadership to foster and drive Christ-centred education at our school. The board is accountable to the association for the decisions they make on the association's behalf.

Encouragement: JWCEA members provide encouragement and support across the entire school community, including staff, leadership, students, families, and the wider Christian

education network. This culture of encouragement strengthens relationships and builds a unified, caring community.

Willingness to learn: Members are encouraged to grow in their understanding of Christian education – its purpose, principles, and practice. A willingness to learn enables members to effectively support the school's educational philosophy and faithfully apply it in partnership with teachers and leadership.

Commitment: A strong sense of ownership leads to deeper commitment, both to the broader mission of Christian education and to the specific work of the school. This commitment is demonstrated through active involvement in conversations regarding the mission and vision of the school, a willingness to humbly and wisely engage with change when required, practical involvement in the community life of the school, and trust in God's provision in all circumstances.

Prayer: Christian schools are ministries, and prayer is central to their life and impact. Association members are asked to commit to praying regularly for students, families, staff, leadership, and the school's influence within the wider community. Through prayer, the Association seeks God's guidance and blessing in all aspects of school life.

HOW TO GET INVOLVED

There are some requirements for Association membership:

- An active relationship with our living God
- Faithful membership of a church
- Agreeance with the JWCEA statement of faith
- Ability to partner with our school in the ways listed above

If you meet these requirements and you would like to find out more about becoming a member of the JWCEA, please complete the form below and a board member will be in contact with you to arrange next steps!



Scan here to view our membership application form and statement of faith



CELEBRATING TOGETHER

LEFT AND ABOVE: Our Community Engagement Team hosted an Easter Egg-stravaganza event for our families, which included games, craft activities, an Easter hat parade, and an egg hunt.

BELOW: We celebrated the opening of our new C Block building outside with our whole community.





GRANDPARENTS' DAY

It was wonderful to celebrate Grandparents' Day with our community on the last day of Term 1. We had over 300 grandparents and "grandfriends" stopping by to watch our Easter Assembly, explore classrooms, and enjoy a picnic lunch together.





MOTHER'S DAY

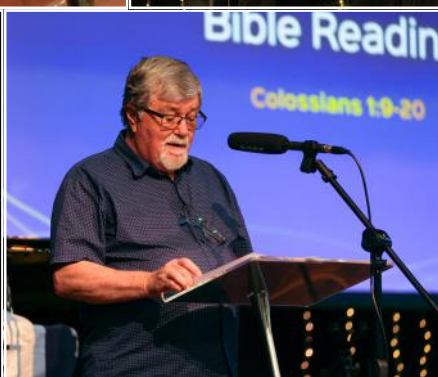
Our Junior School students loved visiting the volunteer-run gift stall to get a present for Mum, and we had a record turnout at our annual Mother's Day Breakfast, with hundreds of guests served by Food Tech students and our student leaders.





THANKSGIVING SERVICE

Families, students, and community members from our history joined together at our 50th Thanksgiving Service to commemorate this milestone and commit the year ahead to God. Thanks to everyone who joined us for an amazing afternoon of community, music, and worship.



HONOURING OUR PAST, CELEBRATING OUR FUTURE

Celebration Day

Saturday 12th September

10am-3pm at Wycliffe Christian School



followed by an

Anniversary Dinner

Saturday 12th September

6:30pm at The Log Cabin, Penrith

Scan to purchase tickets



www.wycliffe.nsw.edu.au/50th

Find your place, find your purpose

Wycliffe Christian School and Wycliffe Hope School

