

ISSUE 17 - Semester 2, 2025

ourplace

WYCLIFFE CHRISTIAN SCHOOL

THAILAND
SERVICE TRIP

BOOK
REVIEWS
BY STUDENTS

WYCLIFFE
ART TOUR

WYCLIFFE
Hope



Sharing the stories of our school community

2026 Term Dates

TERM 1, 2026

Monday 2nd February

First Day of Term 1, Preschool

Tuesday 3rd February

First Day of Term 1, Years 1-12

Wednesday 4th February

First Day of Term 1, Kindy

Thursday 2nd April

Last Day of Term 1

TERM 2, 2026

Monday 20th April

First Day of Term 2, Preschool

Tuesday 21st April

First Day of Term 2, K-12

Friday 3rd July

Last Day of Term 2

TERM 3, 2026

Monday 20th July

First Day of Term 3, Preschool

Monday 27th April

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

CONTENTS

- 3 From the Principal
- 4 Goodbye Preschool, Hello Kindergarten!
- 6 "A Year in a Day"
- 7 Hope School Highlights
- 8 Junior School Highlights
- 10 Explore, Wonder, Treasure
- 12 Junior School Highlights
- 16 AccessIt
- 17 Activity Page
- 18 Reflections on Year 6
- 20 Book An Adventure
- 22 Holiday Book Reviews
- 24 Sport Highlights
- 26 Our New Student Leaders
- 28 Running the Race
- 29 Under Construction
- 30 Robotics Teams Take on Australia
- 31 Exploring Careers
- 32 Senior School Highlights
- 34 Thinking Globally
- 38 Investigating History
- 39 Poema
- 40 Farewelling Our Class of 2025
- 42 A Wycliffe Art Tour
- 45 Father's Day
- 46 Grandparents Day
- 47 50 Years of Wycliffe



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Cover and this page: Ceramic artworks by students (see page 42)

Back cover: Dance performance by Isabella (see page 39)



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



Dave Johnston
Principal

Looking back, looking ahead

Dear Wycliffe Families,

It's a great joy to once again welcome you to another edition of *Our Place*. In recent months, we have been preparing for our 50th birthday celebrations, which will be taking place next year. It has provided moments to reflect and dream about the past, present and future of our learning community, with thankfulness, praise, wonder, and anticipation.

Our intent with each edition of *Our Place* is to celebrate and honour the beautiful learning and work of our students. It is also one key way of connecting our present into the bigger story of our school community. In the pages ahead, you'll encounter our vision for learning at Wycliffe: learning which engages thoughtfully with our resources and the world around us, seen in our Year 1s and 2s discovering living creatures and their habitats, or our Year 10s abseiling and canyoning through the Blue Mountains on their camp; learning which is rich and

rigorous, as you'll see in history research projects and robotics competitions; and learning which prioritises compassion and service, such as the trip to Thailand and the appointment of our new student leaders. There is so much to be thankful for across this year of engagement and growth for our students.

Learning at Wycliffe is also held within a wider story of a community sharing in life together. I am deeply thankful for the generous partnership from families, which has been expressed in our gatherings together across 2025.

As you explore these moments through this edition of *Our Place*, it's my hope that you'll both share in my thankfulness for the year just gone, and be warmly invited into anticipation of celebrating 50 years with us in 2026.

Yours in Christ,
Dave Johnston





Goodbye Preschool, hello Kindergarten!

In this *Our Place* article we have great pleasure in introducing to our school community our cohort of preschoolers who are heading to Kindergarten in 2026. For many of these children this has been their one and only year of preschool at Wycliffe but for ten children it has been their second year of attendance.

Our preschool is guided by Belonging, Being and Becoming: The Early Years Learning Framework for Australia. The aim of the EYLF is to “support early childhood providers, teachers and educators to extend and enrich children’s learning from birth to five years and through the transition to school” (The Early Years Learning Framework for Australia - V2.0, 2022, p4).

The EYLF informs our educational program and practices that are play-based and relevant to our community. Play-based learning is “a context and process for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations” (EYLF - V2.0, 2022, p67).

At Wycliffe Preschool, our teachers and educators are passionate about providing opportunities for children to learn as they imagine, improvise and create. Through acting thoughtfully, purposefully and deliberately, and being intentional in all aspects of the curriculum, our teachers and educators support children’s learning through play.

With this play-based learning and intentionality in mind we were interested to find out what the children said when asked, **“What is the best thing about preschool?”** or **“What do you like most about preschool?”**

Here are their interesting, and often very wise and insightful, answers and comments.

I loved doing the sharing bags because I get to bring in toys or books from home. I love talking to everyone out the front. - **George**

Painting. - **Matilda**

My best day at preschool ever was when we got to play proper soccer. I scored three goals. I like playing with my friends and playing Ninjago. - **Ari**

I like dressing up and the butterfly wings. I love the obstacle course and painting. It’s important to listen to the teachers. - **Mikaela**

Playing with Oliver. - **Benji**

I love preschool when I get to play soccer with all my friends. Before we start the game we need to do push-ups. - **Reuben**

I love drawing at preschool. You get to draw with all different things. - **Emma**

Playing in block corner. - **Jesse**

That I can look at pictures and paint pictures. - **Alistair**

I like playing outside at preschool. My favourite day was when we swapped groups. It’s really important to take care of our friends. - **Elise**

Playing in block corner. - **Oliver**

Monster trucks and cars. - **Harry**

That we always get to play outside. - **Maisy**

When Mummy and Daddy pick me up and playing with Jesse. - **Harvey**

Playing with my friends. - **Valentina**

I love wearing animal costumes at preschool. I love preschool because it has so much toys in it. - **Ezra**

We get to knock down buildings when they’re tall. And jump on the trampoline. - **Bae-Li**

Playing with cars. - **Noah**

Playing outside. - **Gideon**

Doing puzzles and playing on the obstacle course. - **Arabella**

Puzzles. - **Hamish**

Max enjoys activities with numbers and letters, playing with cars and reading words.

Playing with Mrs Clarke. - **Ella**

I like playing with friends. I've learnt to care for my friends like if they get hurt or they are sad then I help them. - **Marlow**

I like learning about animals and making stuff. - **Jude**

We get to do home corner. - **Constance**

I love preschool because I have made friends. My favourite day

was my first day because I met lots of new people. - **Joanna**

When we play hide and seek. - **Katie**

Your friends are there. I always play with my friends, especially I love playing with Phoebe. - **Alice**

Playing with goop. - **Edwina**

Everything we do, just everything. Even dancing. - **Henry**

I like the teachers. They care for us. - **Phoebe**

When we play with our friends. - **Lily**

Julie Taylor

Preschool Teacher/Director





“A year in a day”

Recently, Senior students from Hope School had the pleasure of visiting the Muru Mittigar Education and Cultural Centre. The day was filled with rich learning experiences, engaging conversations, and opportunities to try new activities. Students were able to let their personalities and skills shine as they participated in traditional Aboriginal Australian practices, including singing, stone carving, boomerang throwing, and art.

A highlight of the day was watching students be painted with ochre and invited to hold traditional artefacts such as baskets and emu callers. Their thoughtful questions reflected deep curiosity and helped them make meaningful connections between the past and present. The boys also had the chance to play the Yidaki, also known as a didgeridoo, which proved to be

both a challenge and a joy.

We are deeply grateful to God for the blessings of the day, the beautiful weather, the kindness, humour, and patience of the staff, the respect shown by the students, and the privilege of exploring and engaging with the practices of the world’s oldest living culture. On the way home, Tyler and Naomi summed up the experience perfectly. Tyler reflected: “I had a good time. I got to learn about Songlines and throw a boomerang. I even got to decorate one. So it was a good day.” Naomi simply said: “I feel like it’s been a year in a day because I learned so much.”

Cass Katic
Hope School Teacher

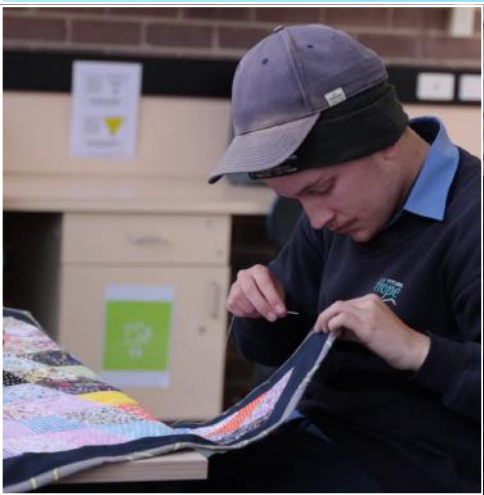


Learning Snapshot
Claymation Creations

GETTING CREATIVE

LEFT: Senior Hope students participated in an animation workshop run by Digi Ed. In small groups, students brainstormed and storyboarded their movie, and created characters and props out of clay. They then brought these models to life by creating a sequence of still images which, when played back rapidly, produced the illusion of movement.

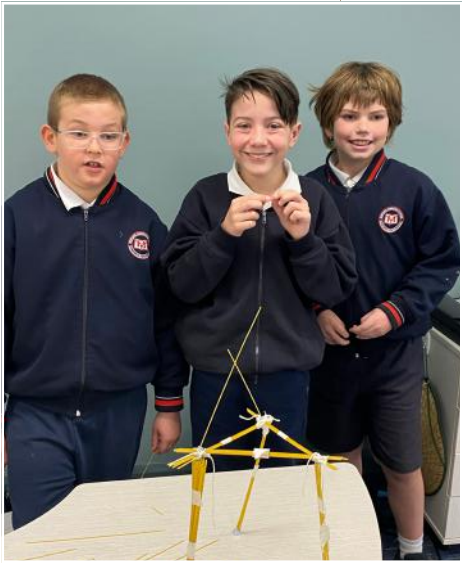
BELOW: Hope Ruby designed and sewed their own quilts in a recent project with Mrs Kruiik.



Learning Snapshot
Colourful Quilts

LEARNING ABOUT SCIENCE

RIGHT AND BELOW: Our Junior Hope classes engaged in exciting Science and STEM adventures this semester, learning about heat energy, our solar system, and how to investigate different materials and their uses. Students collaboratively built imaginative structures or brainstormed solutions to problems, reflecting on their design choices, communicating their ideas, and fostering interpersonal connections throughout the process.





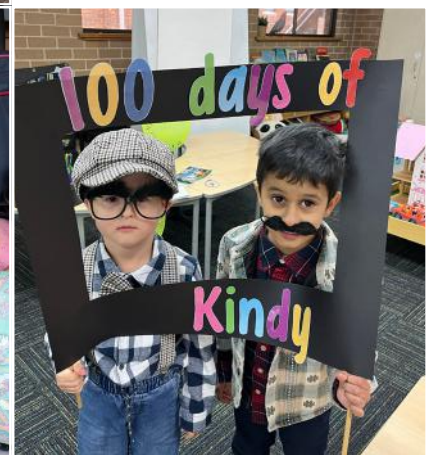
SPORTS COLOURS DAY

ABOVE AND RIGHT: In Term 3, the Junior School celebrated Sports Colours Day, with students and staff dressing up to represent their favourite teams and sports. Donations from the day went towards the projects being undertaken on the Senior School service learning trip to Thailand.



100 DAYS OF KINDY

LEFT AND BELOW: Our Kindy students celebrated 100 Days of Big School in early Term 3. Students dressed up as 100-year-olds and enjoyed some 100-themed activities together.





P-2 CARNIVAL

One of the highlights of the Junior School calendar each year is the Preschool to Year 2 Sports Carnival, which saw a huge turnout of parents and friends on a lovely sunny day. Our youngest students loved the races, sports and games which they played together, and some older students also came to help out with the activities.





Explore, Wonder, Treasure

God's magnificent creation of distinct ecosystems on Earth and the multitude of living things within it inspires us to explore, wonder at, and treasure our Creator. One result of living in a fallen world is that animals and the land, water and air share in the consequences of human sinfulness. By laying the foundation for the restoration of creation, Jesus shows us another way of interacting with the world and each other. Our response is to explore His world and use it for His good purposes, pointing to God's new creation to come, enabled by Jesus' death and resurrection. We can partner to help bring about restoration of habitats as proactive, responsible stewards.

Our deep hope for these students is that they will marvel at and celebrate the fascinating plants, animals and landscapes that we share our planet with and come to respect the interconnectedness of life on earth. May this understanding grow into wisdom as they seek to care for God's good creation in their thoughts, words and actions.

The "Explore, Wonder, Treasure" unit integrated science, geography, art, writing, drama and elements of maths. Each week, the children "travelled" to another part of the world to

explore the features of the landscape, the climate, the animals and the features God designed to enable each to flourish. The itinerary this year sought to reduce our carbon footprint by reducing air travel and opting for some sea and land legs:

- Ship to Brazil to explore the Amazon Rainforest
- Flight to Mongolia to experience the grasslands of the Mongolian Steppe
- Trans-Siberian Express, then bus to Egypt and the Sahara Desert
- Flight to Cairns to discover the wonders of the Great Barrier Reef
- Ship to Darwin for an exploration of Kakadu and its wetlands
- The Ghan and a surprise leg in the Year 1 Space Time Machine back to the Blue Mountains.

Throughout the learning journey the children investigated, shared and prodded each other in their curiosity about living things and how they work together.

Catherine Glanville
Year 1 Teacher

Whose spiky point is this?

Hint: I live in the Great Barrier Reef.

It's my spiky point! I'm a sea urchin.

I stay still most of the time and I can spike other creatures if they get too close.

I have tall hard spikes and a mouth at the bottom so I can eat algae. Searching for food is my favourite thing to do.

I'm a bit like a tree. My spikes wave around a little in the current, like branches sway in the breeze.

I clean up the water so I am important for the sea.

By Daisy



SYDNEY ZOO

LEFT AND BELOW: As part of the Explore, Wonder, Treasure unit, Year 1 visited the zoo, where they learned all about the ways God has designed different animals to live well in their natural habitats. It was a day of curious musings, tactile investigation, joyful laughter and lots of walking.

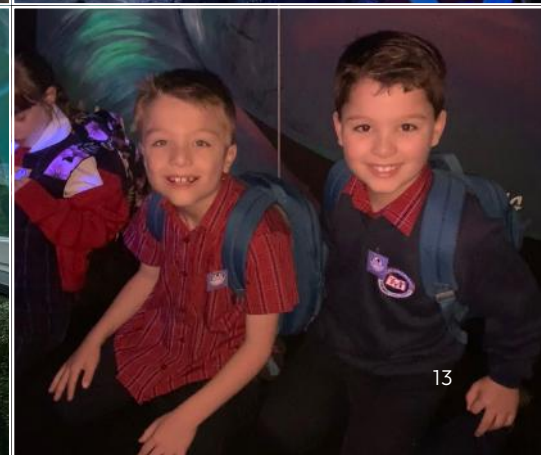
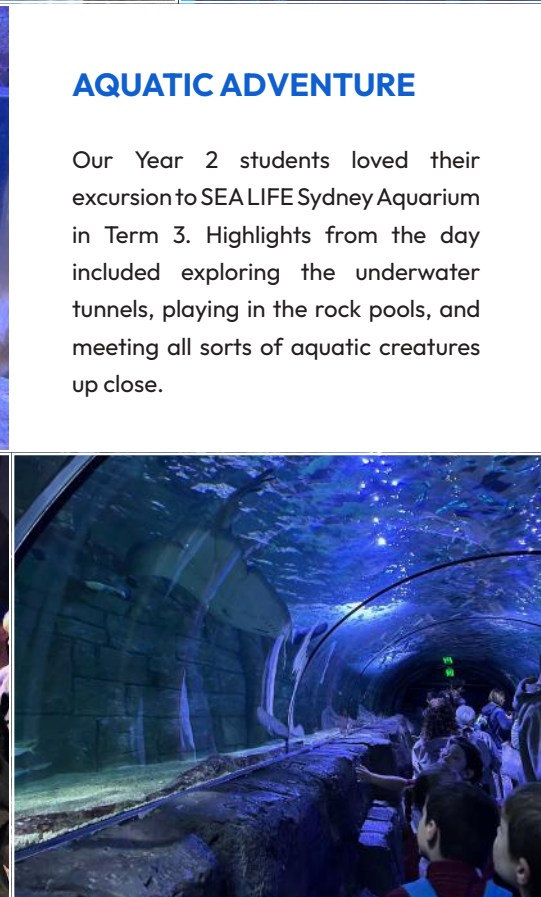




CALMSLEY HILL CITY FARM

Our Kindy students had an exciting and memorable day at Calmsley Hill City Farm as part of their Living Things and Farm to Plate science units. The many shows and hands-on activities gave the children a fascinating insight into farm life, where our food comes from, and how we can help keep living things happy and healthy.





AQUATIC ADVENTURE

Our Year 2 students loved their excursion to SEALIFE Sydney Aquarium in Term 3. Highlights from the day included exploring the underwater tunnels, playing in the rock pools, and meeting all sorts of aquatic creatures up close.



OCEAN DIORAMAS

RIGHT AND ABOVE: Year 2 created dioramas of marine animals, depicting their habitat, prey, potential predators, and life cycle. Students researched their chosen animal, learning how to use World Book Online in their library lessons and delving into written texts. They used paint, paper, tape, glue, fishing line, and sand to bring their chosen animal to life, assisting and encouraging one another throughout.



HYDE PARK BARRACKS

LEFT AND BELOW: Year 3 and Hope Amber enjoyed an excursion into the city, where they ate on the Opera House steps, did some sketching in the Botanical Gardens, and paid a visit to the Hyde Park Barracks, where they were able to explore tools and artefacts from convict times. The students got to dress up as convicts and learn about the hardships they faced.





YEAR 3 DAY CAMP

Year 3 students and Hope Amber enjoyed an exciting and memorable day at Blue Gum Lodge. From wall climbing and team-building challenges to gathering around the campfire to roast marshmallows, the students showed great enthusiasm, cooperation, and encouragement toward one another. It was a fantastic day filled with teamwork, laughter, and adventure!





LEARNING CELEBRATIONS

Throughout 2025, each of our Junior School grades hosted a special Learning Celebration assembly, in which they shared highlights from the classroom, sang songs, performed skits, and read from the Bible.



ACCESSIT

Digital technology is opening new doors for how students access and enjoy reading. One of the most exciting developments is the way school libraries can now extend beyond their physical walls through digital platforms offering ebooks and audiobooks. These online libraries are transforming how students connect with stories, research, and learning - anytime, anywhere. Digital reading platforms also support a diversity of learning styles and needs. For some students, listening to an audiobook can improve comprehension, vocabulary, and confidence. Others may prefer the adjustable text size and background colour options of ebooks, which make reading more accessible for those with visual or learning differences. The flexibility of these formats helps every reader find a way to engage meaningfully with texts.

Our school library has a new web platform, AccessIt, that families can access anytime, anywhere. Through this website, students can borrow ebooks and audio books, reserve titles and write reviews on books they have read. It is also a platform to engage with materials to help students become competent critical thinkers in how they approach information literacy.

I encourage you to visit AccessIt and enjoy the many wonderful stories on offer!

Belinda Dawkins
Teacher Librarian

ACTIVITY PAGE

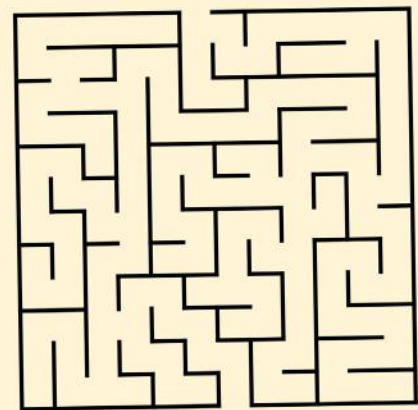


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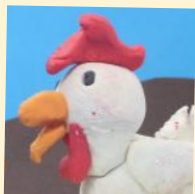
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| GRADUATE | SCULPTURE |
| GRANDPARENTS | THAILAND |

START



FINISH



Find the pictures.

These pictures are borrowed from elsewhere in this magazine. Write the page number where they belong below each one.



Reflections on Year 6

Another year, and another Year 6 cohort graduates. But while it may be routine for the Junior School staff, this is an exciting (and maybe daunting) time that most of the students will remember for years to come.

As creative and hardworking parents and staff put the finishing touches on the Year 6 end of year celebrations, here is what the students themselves had to say when asked about their time in Junior School:

Favourite school memory...

Singing on the bus with my friends. - **Flynn**

Soccer with Mr Brown. - **Matt**

Doing Secret Santa with my friends. - **Eliza**

My friends and I had a base called the Bug Base. - **Jessica**

Kindy buddies. - **Jonathan**

Playing handball with my mates. - **Adrian**

Watching Mr. White try to get a magpie off the projector in Year 3. - **Milly**

Book Week with my friends [when we were] Smurfs. - **Immy**

My favourite school memory was the soccer comp when we all got to be encouraging towards each other. The last game we won and the boys were on the sidelines giving advice and encouraging us wildly. - **Ava**

The friends I made. - **Brooke**

Captaining a winning chess team. - **Nathan**

What I will miss about Junior School...

I will miss the easy work and the fun days... but maybe even also the uniform. - **Bonny**

Being young. - **Josiah**

Not having to switch classes. - **Marshall**

Where we always sit at recess and playing silent ball a lot. - **Annie**

The excitement of Year 6, and the teachers that helped me through. - **Archer**

The teachers, the fun lunches, my buddy, and especially eating time! - **Sophie**

Our "morning moves" that everyone took as a time to have a chat about life. - **Milly**

My innocence. - **Jack**

Parting words of wisdom...

If you don't know the answer just sound confident. - **Amelia H**

Wycliffe is the best school! And don't you dare disagree! - **Indi**

"Stressed" is just "desserts" spelled backward. - **Clara**

Isaiah 41:10: "So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." - **Rose**

Make friends and make good memories. You get one shot at it. Make it count. - **Henry**

May your Wi-Fi be strong and your Mondays be short. - **Cassidy**

Philippians 4:13: "I can do all things through Christ who strengthens me." - **Cooper**

You can't change the past but you can start making a change of the future in what you do today and every day. - **Naarah**

Don't be afraid to try something new in life - you never know, you might love it. - **Delilah**

Do not call your teacher "mum", especially not the male ones!! - **Lauren**

It is going to be fun in Year 6 and you get to have a precious Kindergarten buddy. Stay strong and do hard things. - **Jia**





Book An Adventure

Our 2025 Book Week was our biggest to date, with the whole school - Preschool, Junior and Senior - getting in on the fun. This year's theme, "Book An Adventure", encouraged students to see reading as a passport to exciting new worlds - whether that's trekking through a jungle, diving under the sea, travelling through time, or stepping into the shoes of a bold new character.

On Tuesday, Junior School students participated in a story-themed puppet show from author Naomi Reed, based around her book *The Zookeeper*. The story follows a valley full of animals, who are loved and cared for by the Zookeeper, but who are tempted by the dark forest across the river. This allegorical take on the Genesis story saw the library transformed into the idyllic valley, with Naomi engaging students in the story of God's redemptive plan.

Wednesday was the big day - dress ups! All our students were invited to come to school dressed as a favourite book character. There were aliens and giant dinosaurs, sports heroes and wizards, robots and superheroes. It was wonderful to see all

areas of the school getting in on the fun.

K-6 also spent some time with author Jacqueline Harvey on Wednesday, in which she shared insights from her writing career, which includes the *Alice-Miranda* series and *The Girl and the Ghost*. Meanwhile, our Senior Schoolers were visited by author Phillip Gwynne, who also hosted a writing workshop for keen writers to help sharpen their skills.

On Thursday and Friday, Junior School classrooms were visited by a host of guest readers - staff from across the school, and members of our Senior cohort - to share in the delight of stories, enjoying the simple pleasure of reading together.

We also found time during the week for a fan art competition, a Book Fair, and a sausage sizzle run by student leaders to raise money for Reading Out of Poverty, whose goal is to get books in the hands of disadvantaged children across Australia.

We hope everyone enjoyed Book Week 2025. Get excited for 2026 - "Symphony of Stories"!



Holiday book reviews

With the summer holidays fast approaching, what better way to unwind than diving into a new book? On these pages, Wycliffe students share their book recommendations - old classics and new favourites alike.

WORST WEEK EVER: MONDAY

By Eva Amores & Matt Cosgrove

Review by Harrison, Year 5

This book is about a boy named Justin on his first day at a new school. His mum also just got married to a vampire, and his real dad drives a giant toilet on wheels! Things get even worse on Monday at school, he experiences a bully, and faces an embarrassing incident while hanging from a ten meter high diving tower in nothing but a pair of crocheted trunks and the looks of his peers' faces - it's not good!



I liked this book because the scenes are absolutely hilarious. This book is silly, funny, and creative. Even though there are no chapters it's like every page is a cliffhanger. My favourite character was Captain Fluffykins (Justin's cat). He is so cute, grumpy, and funny.

I would recommend this book for any boy or girl age 10 and above looking for a fun and hilarious book.

INTO THE WILD

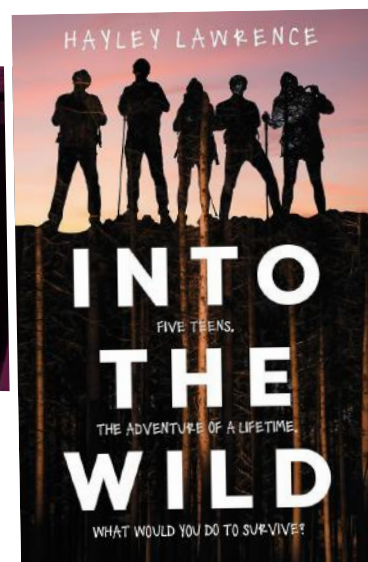
By Hayley Lawrence

Review by Ava, Year 6

There are places in the world so out of the way that if you get lost, you may never be found. This book is about five teenagers, Olive, Knox, Ted, Birdie and Silas, who are doing a trek called K2K and have to enter the wild without parental guidance or technology. To add to the challenge it is sub-zero degrees. They climb a rock off their route and it ends with the most catastrophic consequences. If any of them ever get back they may not forgive themselves.

My favourite character was Olive. Even though she was a quiet character, she had overcome a lot. Despite what she had been through it had made her strong - especially in how she cared for others.

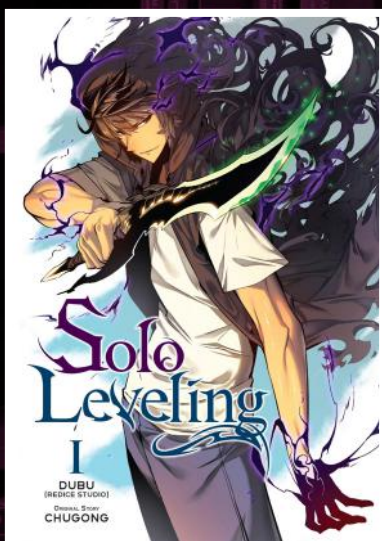
What I liked about this book is it is adventurous and it keeps you in suspense till the very end. It is the best book I have ever read. I would recommend this book to age 11 or Year 5. If you like intense, adventurous, or suspenseful books, this book is just for you.



SOLO LEVELING

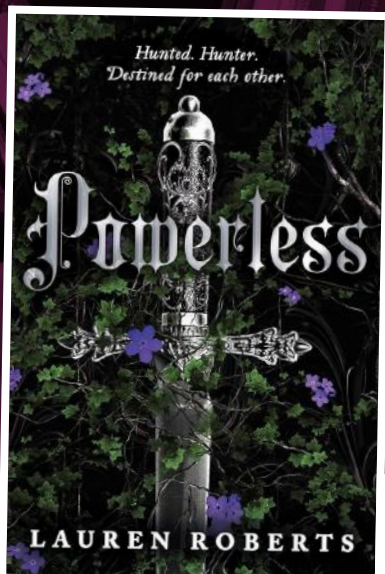
By Chugong

Review by Teddy, Year 5



The story is about a character called Jinwoo Sung, who was the weakest hunter. It follows "the system" - where he does activities and battles, but he has to hide how strong he is. He eventually becomes the strongest of all the hunters. Jinwoo is my favourite character cause he is sneaky!

I recommend the book for high schoolers and people who enjoy manga.



POWERLESS

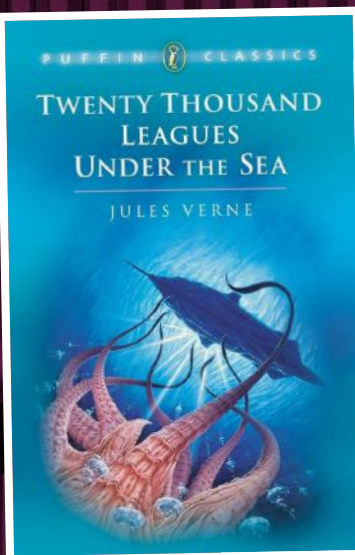
By Lauren Roberts

Review by Harper, Year 7

Powerless is a story that follows a girl called Paedyn Gray who is hiding out in a world of elites and ordinaries. She is one of only a few ordinaries left and she is surviving by pretending to be a psychic. Then one day she meets Kai Azer, the Enforcer and prince for the kingdom of Ilya. She saves Kai and is chosen to compete in the purging trials, a series of challenges meant to test them in every way possible and to showcase the amazing powers the plague has gifted them. As the challenges are completed Paedyn and Kai start to feel for each other, but Paedyn tries to shut those feelings out because his father is the one who killed her father.

What I liked about this book the best is how Paedyn doesn't have any powers, but she is as tough, powerful, and as smart as any elite. I like how she survives trials and challenges thrown at her by using her wits and strength. She is truly extraordinary.

I would recommend this book to people in grades 7 and up, as it does have some older themes and violence. I think people who enjoy fantasy books and action as well as adventure and romance would enjoy this book and anyone who is looking for a good book series. I would recommend it to girls, who want a book about an ordinary girl but who is just as powerful and courageous as the elite, and who fights for justice in a broken kingdom.



20,000 LEAGUES UNDER THE SEA

By Jules Verne

Review by Sarah, Year 12

Set in the 1800s, the tale follows the antics of Pierre Aronnax, a French marine scientist; his servant, Conseil; and a whaler by the name of Ned Land. When their ship is attacked and consequently destroyed, the trio are captured and taken aboard an incredible submarine, the Nautilus. The captain, Nemo,

later introduces himself, and the three men are released into the rest of the vessel. As the story progresses, the men become closer friends, but discover that Nemo is not all he seems, becoming dangerous and unpredictable, keeping Aronnax, Conseil, and Ned as captives rather than friends.

I loved how the characters were so knowledgeable about each of their fields, and how the scientific discoveries of their time have been disputed and corrected. I enjoyed seeing how the characters were influenced by their surroundings, and how the Nautilus was described and brought to life.

I would recommend this book for ages 14 and up, as the language used is dated, as most classics are. However, the story is very much worth it!



PERCY JACKSON AND THE LIGHTNING THIEF

By Rick Riordan

Review by Ellie, Year 4

This is about a boy named Percy Jackson. He found out that he was a demigod. He went to a camp for his kind. It was called Camp Half Blood. He made two friends, Grover and Annabeth, and they went on a quest to find Zeus' lightning bolt to stop the war. You will have to read it to find out what else happens...

My favourite part is when he meets Grover and Annabeth. I would recommend this book for anyone in Years 4-12 who likes fantasy and adventure.



PRIMARY ATHLETICS

LEFT AND ABOVE: The much-anticipated Primary Athletics Carnival was held at Tom Hunter Park. Despite freezing winds through much of the day, our students were in high spirits as they ran, jumped, and threw their absolute best.

SECONDARY ATHLETICS

RIGHT AND BELOW: A huge thanks to all the parent helpers and everyone who joined us for a great day of friendly competition, funky costumes, and new personal bests.





SPORT HIGHLIGHTS

The second half of 2025 saw teams competing at the zone and state levels, the Summer Games here at Winmalee, and our own Staff vs. Students netball competition.



Our new student leaders

We caught up with Abigail and Micah, our new school captains for 2025-2026, to learn more about them and their plans for the year ahead.

ABIGAIL POWELL

Could you talk about your journey of faith?

Ever since I was a little girl my family took me to church. Now that I'm older I have started attending church by myself and making it a priority for every Sunday. Over the past few years, my faith in God has been my foundation and my strength, guiding me through many challenges. I was baptised in Year 9 and since then, it has been very important to me to place my faith above all other activities, even when that means sacrificing sleep. This year I am completing the "Bible in a Year" plan on the Bible app. Countless times God has revealed his presence in my life, reminding me that he will never fail me. I have recently started to go to the youth group at Springwood Anglican Ignite (also known as the Factory youth group), where I am blessed to be surrounded by supportive and encouraging friends.

How would you like to impact other students and the wider community?

I would like to build the community's connection by organising more school events and encouraging anyone I can. I run a CRU Bible study group for WCS and Hope youth on Mondays and Fridays with the help of friends. I wish to make an impact on the students and friends I have made. I want to be a leader who is relatable, approachable, and friendly to everyone.

What are your personal goals for the coming year?

This upcoming year I strive to study harder and aim for a higher academic achievement. But most importantly to me I want to be a servant leader resembling my faith and being an example of the power of Jesus. I wish to contribute to the school by organising fundraisers, CRU groups, and more social events.

What's the best piece of advice you've ever received?

Be kind to everyone, because you don't know what anyone is going through.

What do you like to do in your spare time?

Some of my favourite activities to do in my free time include babysitting my nephews, hanging out with friends and family, going on walks/jogs, reading the Bible and sitting at the park.

MICAH ROBERTS

Could you talk about your journey of faith?

I'm very blessed to have been raised in a Christian, churchgoing family, which is something I am very grateful for. I believe that Jesus died on the cross for my sins, as I continue on my journey of faith.

How would you like to impact other students and the wider community?

I'd like to impact our students and community through consistent service, and to assist others in their own journeys of faith. As for the wider community, I'm very keen to give back through the organisation and running of different fundraising events.



Our new captains and vice captains. From left to right: Elijah, Abigail, Micah, and Ivory.

What are your personal goals for the coming year?

I'd like to do well in my HSC this year in hopes of achieving a high ATAR, as well as improving as a leader. I'd also like to have my car fixed and on the road.

What's the best piece of advice you've ever received?

For me, one of the best pieces of advice I've heard would probably come from Atticus Finch in *To Kill A Mockingbird*,

when he says, "You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it."

What do you like to do in your spare time?

I've found that spare time is hard to come by in Year 12, however I believe it's important to make time for God's word. I also enjoy playing basketball, and spending time working on my car.



CELEBRATING SENIOR SCHOOL

ABOVE: Our full student leadership team for 2025-2026.

LEFT AND BELOW: We've had opportunities to celebrate some Senior School milestones recently, including a dinner for Year 10 and an assembly for Year 11.



Running the race

It's always a privilege to celebrate the accomplishments of our students. We recently caught up with Logan, who has been competing in track and cross country racing at the national level.

How did you get into running and athletics?

I started running when I was four or five years old, doing 5km Parkruns with dad. I started because I wanted to do an 11km race with my dad. I ended up doing that race just after I'd turned six and since then it has been one crazy journey. When I was about 10, I wanted to quit running and do team sport, but lockdown ended that. I then met my coach and got involved in track and cross country and since then I haven't really looked back.

What events have you been competing at recently?

Recently, the cross country season has ended, so up until now the last few months have been focused on cross country racing. I did all the state championships and came 4th in both, and that booked my spot in the NSW team to go race at Nationals. At Nationals in Ballarat, I managed to come 8th overall, which wasn't as good as last year's bronze medal, but the feeling was equally as good because the end of the 24/25 track season and the cross season was full of health issues. In the race I was the second New South Wales athlete across the line and that meant that I got a team bronze medal. The next day I did the national relay championships and my team came second which was

really exciting. More recently the track season has been put on hold for a bit due to injury, but I am super keen to get back on the track to hit some times to hopefully make the national team and possibly an Australian team.

What are your plans for the future?

My ultimate goal is to race at the Olympics and World Championships. I have a strong desire for success in the running industry, but ultimately all of that is really up to God's plan for my life. As well as running, it would be really cool to make a podcast and preach to people all around the world about faith and sport, because I am aware that for many balancing the two can be pretty tough.

What would you say to other students who are thinking about taking athletics more seriously?

What I'd say to students that are thinking about taking athletics more seriously, would be to just go for it! I think the biggest thing is to have goals and not limit yourself because really, limits are there to break. If you keep trying and keep putting in the effort, you will eventually see success. It is also really important to connect with a training group or similar. That will help to keep you accountable, because trust me, some days you just don't feel like it. However, often there are times on those days when you just commit and do it, even though it sucks. Those days are the best.





Under construction

Learning at Wycliffe provides a wide variety of experiences, a depth of understanding, and rich opportunities for students to serve others with the skills and knowledge they are gaining. A great example of this is the VET Construction class. In the process of exploring the gifts and dispositions that God has gifted the young men in the construction class with, and what might be good vocation for them to serve in, we have been

constructing picnic tables to be used in the school. This class constructed two picnic tables which are now being used for class groups in the Junior School, and two tables being used in the forecourt of the new café.

Chris Parker
Construction Teacher



Robotics teams take on Australia

For the past four years, Wycliffe Christian School has sent two teams to compete in the FIRST Lego League Robotics (FLL) competition. FIRST (For Inspiration and Recognition of Science and Technology) is “an international not-for-profit organisation inspiring and preparing young people to tackle the challenges and opportunities that robotics presents”. The FLL has 679,000 participants in 45,000 teams from over 110 countries competing each year for honours in this competition.

On October 25th, Wycliffe Christian School attended the Macquarie Park Regional, one of 18 regional competitions held across NSW for FLL. Our two teams are Mountain Engineers Red and Mountain Engineers Blue, made up of students in Years 7 to 9.

Wycliffe Christian School has established themselves as a leading school in this particular event, winning awards over the years for robot design, engineering excellence and a peer award for their outstanding attitude and support of other teams.

The competition is themed each year and students are assessed in four disciplines of equal value. Points are awarded in each of the following disciplines:

1. The robot competition: Teams compete against one another and the clock. Each team gets three attempts throughout the day, with their highest score counting towards their total point tally.
2. Innovation project: Teams present and are judged on an innovation project associated with the that year’s theme. This year’s theme was “Archaeology”.
3. Robot design: Points are awarded according to the design

and use of sensors on the robot including its coding.

4. Core values: During the judging session and throughout the day, teams are assessed (amongst a range of disciplines) on their level of teamwork, co-operation, discovery and inclusion.

This year, each of our teams won awards. Mountain Engineers Blue were awarded the Motivation award due to their attitude in motivating each other as a team and being a motivation for other teams. Mountain Engineers Red’s innovation project was awarded 1st place. Out of the 33 teams who competed, our two teams were ranked 5th and 7th outright and have proceeded to the national championships, where they will compete against best teams in Australia.

All members of both teams have put in many hours in developing their robots, projects and communication skills. They continue to meet most lunchtimes and after school several afternoons a week, continuing to develop and improve their robots and projects.

I’m very proud of their efforts both before and on the day. The teams are also thankful to Mrs Dawkins for coming on board to help in their preparation for the next round on Saturday 13th December at Macquarie University.

Judges and fellow coaches commented on the day how impressed they were with our well behaved students and on the school getting not one but two teams through to the next round. Well done Mountain Engineers.

At WCS we don’t build Lego. We engineer it.

Jeff Burchell
Senior School Teacher

Exploring careers

Work experience is an invaluable opportunity that goes beyond simply shadowing a professional. It provides students with real-world insight into various industries, helping them understand the day-to-day realities, required skills, and workplace culture of their desired field. This direct exposure allows students to test potential career paths against their God-given talents and passions, often confirming a direction or redirecting their focus. We are pleased that all of the participants in this year's optional program reported that their work experience placement significantly assisted them in their career-making decisions! We are so thankful for the businesses that partner with us to provide these formative experiences. Please enjoy these personal reflections from our students who took part in work experience this year!

Maddy, nursing: I think experiencing what people do in lots of different jobs is really good. I enjoyed the positive energy that the people running the program expressed and how they had so much planned for us.

Liliana, health: It was really helpful in confirming what I want to do after school.

Archer, electrician: It was fun.

Ellie, bookshop and theatre: At the bookshop I got a lot of real work done and I felt like I was actually contributing towards

helping. At the theatre I got to meet people who love what I love and I got to work on a project that utilises my skills and activities I enjoy.

Angus, zoo keeping: I enjoyed seeing all the work that goes on behind the scenes to keep the zoo running and attractive. I loved being so close to really cool animals, getting to know the keepers I was with and the bond that had formed by the end of the week was amazing.

Issy, hairdressing: I learnt how to clean a lot and help out the hairdresser.

Candle, defence: I was able to get a good grasp of what life in the army would be like. I got to experience really cool and new things that I wouldn't have otherwise had been able to experience if I hadn't gone on the work experience.

Dara, army: We were shown so many different pathways that you can take in the Australian military and options for them to support your personal education. We also got to speak to soldiers from a range of roles and have them share their experiences in living and working in the army. It was very informative.

Debra Hare
Careers and Pathways Leader





SERVICE ACTIVITIES

One of the core components of our Year 9/10 Navigate program is service. Student activities this semester have included volunteering at Buckland Aged Care Services and a refugee support centre, reading to Junior School students, and creating care packages for our Year 12s.

DUKE OF EDINBURGH

The Duke of Edinburgh program is in full swing, with two expeditions taking place this semester. The practice hike saw students journeying from Glenbrook to Faulconbridge, while the qualifying hike departed from Pierces Pass along the Grose River, before ascending from the valley via Perry's Lookdown.





GOING SOLO

The recent Year 10 camp had a wonderful ebb and flow, from bushwalking in the heat to slowing down for a 24 hour solo, from hanging out in Katoomba to a night-time cliff top walk, abseiling, and canyoning.



Thinking globally

A recent service learning trip saw Wycliffe students heading to Thailand to help out in the local community.

On October 2nd 2025, a group of about 30 Wycliffe students from Year 10 and 11, along with a handful of staff, departed Sydney for Chiang Mai, Thailand, in the first of hopefully many such service learning trips to come. The team spent time volunteering at Agape, a home for children affected by HIV, and at McKean Senior Centre, which cares for the elderly.

Throughout the trip, students kept in touch with their families via an online journal, in which they shared the challenges and joys of this incredible journey. Below, you'll find some of the students' highlights from an action-packed twelve days away.

DAY 3

Day 3 was our first full day in Thailand. After breakfast, we woke up to a fresh yet sticky morning. Some slept in a little and had breakfast at Agape, while others went for a 30min walk to market where we ate sticky rice, fruit and tiny doughnuts. By

the time we had completed the walk home, with humidity hitting 75% we were all a little damp, but ready for the day ahead.

We set off to Doi Suthep, the looming mountain that keeps watch over Chiang Mai. We visited the temple on the side of the mountain, sat and had lunch, then moved onto Doi Pui Hill Tribe village. The topic of conversation kept coming back around to the juxtaposition of modern and old, wealth and poverty, enterprise and struggle.

It was an adventurous evening as we played some favourite songs in the songthaews (shared taxis adapted from utes or trucks) on the way to the night markets.

Everywhere we go, the people are welcoming and friendly. Everyone is having a fantastic time. The emerging highlight is the increasing interactions with the children from Agape, they want to know us and play volleyball and bounce on the trampoline - we can't wait to be fully involved with them.



DAY 5

The fifth day consisted of the students splitting up into three groups to accommodate multiple methods of serving: one group spending time with the children at Agape Pre-School; one also at the orphanage, but assisting in the landscaping; and the third group serving at McKean Senior Centre.

Before even entering the preschool building, kids were running up to the students and insisting on either a hand to hold, a hug, or a piggy-back ride. The children loved being carried around by the students, and were attentive and keen to partake in the different activities planned beforehand. These activities included craft, reading, parachute games, and more. The absence of a smile was rare, and the squeals of enjoyment from the kids were more than prominent. It was certainly a positive experience due to the joy brought upon both the members of the preschool and the student helpers who are sure to never forget such an experience.

One group travelled 45 minutes to the McKean Senior Centre, which is a community for elderly disabled residents who need support in their everyday life. This team served the elderly residents by scrubbing their pathways and clearing drains to decrease the slipperiness and help make a safer environment. It was hot and tiring, but satisfying seeing the progress and knowing how this will help.

Back at Agape, the boys did an excellent job at mowing and using the whipper snippers to tidy up the overgrown grounds. This meant we could have a huge game of soccer together with many of the teenage children living at Agape after dinner. The

play equipment is now easier for the children to use too. For the safety of the workers and the children, the girls in the team sanded and painted some metal stairs. It was hard work but looked much better and the kids can walk safely up and down.

DAY 6

A group of the students went and visited McKean Senior Centre and were greeted by Heather who had been running McKean for decades with her surgeon husband. We began with washing concrete to remove the sap that made it a hazard for the elderly to walk on. After about an hour we had morning tea with some fizzy drink and fried banana. After morning tea the McKean group returned to work for another half an hour, scrubbing away at the dirty concrete. Back at Agape the other groups worked on things like painting and sanding the buildings.

A group took the preschoolers from Agape to the shopping centre called Big C. They cried as they had not been on a bus before and didn't want to leave Agape at first. It was fun but also exhausting as we pushed them around in trolleys and they pointed where they wanted to go. They kept on reaching for food and were excited when they had Cheetos. They always wanted to hold your hand. It was exhausting as they didn't want to leave the supermarket as they had never been to one before.

Others sanded back the tuck shop and gave it a coat of paint. We will work on this more as the week continues. More mowing was done and lots of games and fun with the babies and children after dinner.



DAY 7

Many families from the Springwood United Football Club donated boots and shirts for the children at Agape. We gave them to the children this morning.

On Wednesday afternoon we split into three groups and did a Thai cooking class. The instructor walked us through the local market and pointed out important Thai ingredients. The company grew their herbs in a garden out the back and they took us on a tour showing us how to recognise the different types of herbs. We were taught how to cook a variety of Thai foods like spring rolls, pad thai, fried rice, curry pastes, sticky rice and fried banana. It was a really good experience to do this with friends and build new friendships as we learnt skills together. One group had a zesty instructor who made the experience ten times more enjoyable. He was lowkey very patient towards the excited group. All the instructors were amazing in the way they helped us cook our different meal choices.

DAY 8

Each morning at Agape we join the whole community of staff and students for devotions. Even though we can't understand anything (!) this has been a really encouraging time as over 100 of us sing together and a chapter of Philippians has been read aloud in Thai. Yesterday Mr Newton shared a devotional with all the staff at Agape based on Hebrews 12. The founder of Agape Childrens' Home, Avis, translated for him. She is almost 80 and absolutely full of energy, vision and passion for Jesus. She told the group a story (in Thai and then in English) about a man she had prayed for at a roadside stall four months ago. He had an aggressive cancer and been given a very short time to live. She went past that area again this past Saturday and found him looking well and standing up with his wife and daughter who

were beaming. He said that he'd had tests and there was now no sign of cancer in his body. She and her Thai friend spoke to them about the death and resurrection of Jesus and ended up praying with them as they'd decided to become Christians. As they prayed they were all crying. Many of the workers here and at the McKean Leprosy Mission have been challenging us through their words and actions to be people who live out the courageous and compassionate call of Jesus in our own lives. It's humbling to see the ways they are so dependent on him each day.

Today one group purchased a new high pressure water pump and hose for McKean Senior Centre with money we had raised in the weeks before our trip. This will make it much easier for them to keep their paths safe for the residents. Other groups worked with the preschoolers and did more maintenance work at Agape. A highlight has been seeing all the Agape and Wycliffe girls braid and decorate each others' hair.

In the evenings we have our own debrief times where we all share highlights and struggles. We pray together and plan our next day.

DAY 9

On our last day in Thailand, we went to an all-you-can-eat Mookata restaurant with the Thai teenagers living at Agape. At the restaurant we had a hot plate at each table which consisted of a surrounding of boiling water and a grill in the centre allowing each person to cook their own food. The Thai teenagers said we ate well compared to other foreigners that had stayed at Agape, because almost all of the Wycliffe team ate very adventurous foods such as snails, liver, kidney, clams and even buffalo stomach. After the meal everyone was feeling very full but glad they came.





Investigating history

During the Modern History course in Year 11, the class had to complete an assessment which involved each student completing a Historical Investigation Project (HIP). The class chose a diverse range of topics for our HIP, and I developed the following question: *“Discuss the processes and success of various methods of resistance to the Nazis during the Second World War.”* Mrs Gee had organised a really beneficial timetable to submit the task in pieces which meant there was no procrastination and lots of one-on-one help. I really enjoyed this assessment and learnt a lot about topics I chose and found interesting. This task shaped the whole of Term 2 for me and it made me re-think modern history as a subject of interest, and particularly a favourite class. Overall, this topic taught me a lot about how not all the civilians in Germany at the time actually supported Hitler and I got to investigate deeper into the stories of many individuals including Corrie Ten Boom and Anne Frank. It helped me understand that there are also many different ways to perceive success and a big variety of ways to resist including passive and less passive forms. - **Abbey**

In my HIP, I investigated the historical context of some of the most infamous cults and how they were able to establish an appeal and manipulate people. This process of designing my own research question enabled me to explore areas of interest such as ideologies and crime while maintaining a historical perspective. I discovered that all three of the cults that I focused on manipulated their historical context in order to shape their appeal and gain a following. The differing historical perspectives predominantly focused on the definition of key words such as atrocities, cults, and what were the most influential methods of manipulation. My finalised investigation question was *“Discuss how the historical context of Jim Jones, Charles Manson and Shoko Ashara shaped their appeal and enabled them to manipulate people into committing atrocities.”* Overall, this process was extremely interesting and engaging; it enabled me to further develop my history skills of research and source analysis, while also preparing me for future interest projects. - **Emily**

I explored the concept of historical fiction or “imaginative retellings”, focusing on one of my favorite historical disasters, the sinking of the RMS Titanic. The question I developed was: *“Evaluate how modern retellings of the sinking of the Titanic have deviated from historical fact. Does this matter?”* My project took a deeper dive into debates surrounding the relevance of historical fiction, by including opinions from a number of historians and historical novelists on whether or not the accuracy of imaginative retellings of history is important, and how creative license can manipulate the public perception of an event. Many of my classmates and I helped each other in the process of creating our final research question. We shared ideas by creating mind maps on the whiteboard for each other and brainstorming the different directions each person could

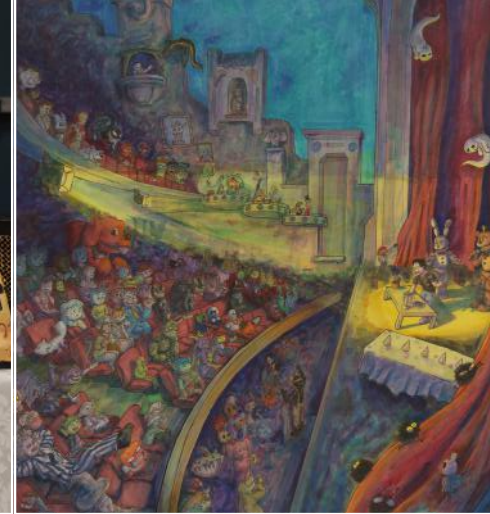
take their project. The key to finding a good research question was to find an area of debate within your topic and explore the differing opinions and perspectives surrounding it. I had a lot of fun working on my HIP and exploring modern retellings of Titanic, compared with historical fact, including James Cameron’s 1997 film *Titanic*, and the popular children’s graphic novel series, *I Survived: The Sinking of Titanic 1912*. My favorite part about creating my HIP was how much freedom we were given to immerse ourselves in a topic that truly captured our interest, motivating us to explore and practice the skills we have built on this year. - **Claire**

For my Historical Investigation Project, I researched the effect of the Finnish national epic, the *Kalevala*, upon Finnish nationalism. The question I developed was: *“To what extent have the Arts impacted National Pride, Identity, and Freedom? Discuss with reference to The Kalevala, from 1835-1917.”* This covered the period from the elimination of Finnish religion in the Northern Crusades to Elias Lönnrot’s construction of the *Kalevala*, then into the modern era. This text became the centerpiece of Finnish nationalism and contributed to the rise of an independent nation. It became a national epic, as the *Odyssey* was to Greece, and became the Finnish people’s rock in times of strife. The effect can be succinctly described in a quote by Georg Forsman, a leader of the Fennoman movement, in 1862: *“The nation had, as it were, rediscovered its father. Its courage awakened, its power grew. Elias Lönnrot had planted a new banner, under which the ruins of the Finnish nation could be gathered again.”* - **Lochlann**

For my historical investigation project, I dived into the infamous Nuremberg Trials and their attempt to deliver justice for war crimes, crimes against humanity and crimes against peace, in reference to Nazi leaders Herman Göring and Rudolf Hess. I was fascinated by the manner in which the trials reshaped global understandings of guilt, accountability and justice through the contrasting behaviours of Göring and Hess. The Nuremberg Trials forced the world to confront the realities of mass atrocity, emphasising the role of ordinary individuals in extraordinary crimes. It was deeply fascinating to research the contrasting complexities of Göring and Hess’ mental states and psychological perspectives as Hitler’s closest Nazis. Being able to choose my own topic for my HIP allowed me to explore questions regarding the trials that I was curious about, and it was a great experience to research a topic that helped me understand how justice, morality and the corrupted minds of Nazi leaders were revealed and judged during the trials. - **Ada**



Learning Snapshot
World War I



Poiema

In Term 3 we held our annual showcase of Year 12 major projects, exhibiting works and performances from our TAS and CAPA subjects: Music; Visual Arts; Dance; Design & Technology; and Photography, Video and Digital Imaging.

The name "Poiema", meaning "handiwork" or "craftsmanship", was chosen for this year's showcase night in reference to Ephesians 2:10: "For we are God's handiwork (*poiema*), created in Christ Jesus to do good works, which God prepared in advance for us to do."

Some of the many projects on display included an enormous triptych painting, sculptures with wood, card and found materials, a newly-designed board game, and inventive furniture concepts. In the concert portion, we saw guitar solos, Broadway numbers, and contemporary dance.

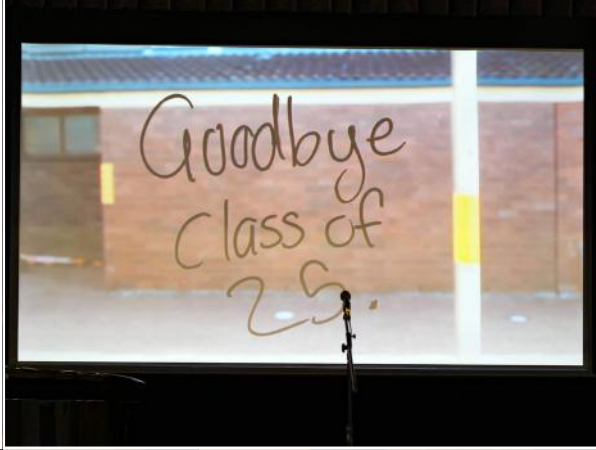
It is always a great blessing to celebrate the hard work and creativity of our students, and we are grateful to all the family members and mentors who guided and supported them through these major projects.



FAREWELLING OUR CLASS OF 2025

One of the bittersweet joys of each school year is saying goodbye to another Year 12 cohort. Our class of 2025 will be dearly missed, but we also look forward to all the amazing things they will put their talents to as they step out into the wider world. On these pages, you'll find highlights from the leadup to graduation - dress up days, water fights, and shared meals - as well as from our Farewell Assembly, Graduation Evening, and the Year 12 Formal.





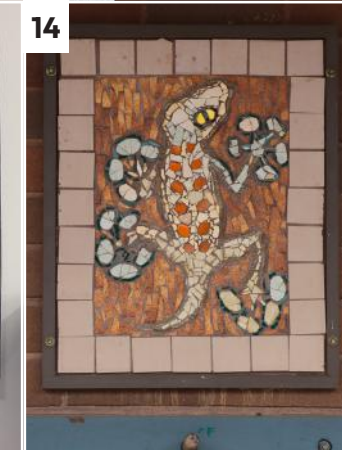
A Wycliffe art tour

Walking around the Wycliffe campus, you'll notice many artworks created by generations of students and staff: mosaics, murals, even sculptures tucked away in trees. These artworks are a testament to the creativity and talent of our community, and connections that span space and time. For this edition of *Our Place*, we spent some time with art teacher **Jennifer Gardiner**, who shared some insights and memories about these amazing creations.

1. A ceramics elective for Years 9 and 10 created these sculptures based on imprints made with from plants around the school. They now live on the bridge connecting Reception to the bus bay.
2. These mosaics in the hall forecourt depict six attributes for students to strive towards: Friendship, Fun, Adventure, Creativity, Teamwork and Perseverance.
3. This unassuming sculpture at the door to our art classroom is a replica of an 8 metre high installation by Brett Whiteley outside the Art Gallery of NSW.
4. Completed as part of a former elective program for Years 7 and 8, these mosaics of Australian scenes were inspired by the ones at our sister school in Hong Kong.
5. Mosaics outside the art room depict Australian animals as artists: Rembrandt, Van Gogh, Picasso, and Salvador Dali.
6. A, B and C courtyards each sport mosaic labels, created over the years mostly by Years 7 and 8 classes, which provide a colourful helping hand with navigating our campus.
7. Another mosaic is part of an ongoing project by Mr Hosking's elective class to landscape the area between B Courtyard and the driveway. Created by students who were given a "crash course" in mosaics, this cross will be the centrepiece of a garden in the near future.
8. Many of our student bathrooms across the school have murals painted on the walls, a project which began with a Senior School art elective.
9. The oldest artwork in the school, these three paintings depict scenes of school life (and the infamous old uniform). Honorary caretaker Pop Bradbury and his dog Sheba can be spotted in the bottom left corner.
10. The photos hanging behind Reception were a gift from the class of 2022, and feature a student's photography of scenery from around the Blue Mountains.
11. This painting on corrugated iron by Adam Friend was part of a student-led social action program at Wycliffe called "Art With Heart", which included some artworks which were exhibited at Parliament House in Canberra.

2







Learning Snapshot
Sculpting the Shrump



Learning Snapshot
A Mural With a Message

12. (Previous page) This Tongan tapa cloth, a traditional textile, sits above the stairs in the school hall, and recalls the service learning trips to Tonga undertaken by Year 10 for many years.

13. This traditional Aboriginal Australian artwork, created by former student James Anning Cadell, is located in the library.

14. These mosaics were created especially for the Junior School by Years 7 and 8 with Mr Wright, depicting local wildlife.

15. (Above) These sculpture stacks were begun after the devastating bushfires of 2013. Early pieces were created with an art therapist, and later Mrs Gardiner worked with students to create and decorate clay cylinders which were then placed on these metal poles. Years later, staff created leaves and other items, which were added in between the student sculptures to symbolise regrowth.

16. Created by the 2022 Year 9/10 Sculpture elective with Mr Mitchell, each student created their own wooden seed which

was then placed inside the metal pod structure.

17: Year 12 2021's graduating gift to the school was this acknowledgement of country mural inspired by Red Hands Cave, now hanging in Reception.

18. The "Shrump" was created in 2023 by the Year 9/10 Sculpture elective with Mr Mitchell. Based on a mythical creature designed by a Junior School student, the Shrump was crafted to "create a sense of interest and discovery around the playground". It now lives in a tree near the bus bay.

19. Our two water tanks, visible from the driveway, feature distinctive mural designs of worshipping hands and gum leaves.

20. Our newest mural was created in 2024 by the Year 9/10 Public Art elective, following a brief to create an artwork for the Junior School which celebrated God's creation. The finished artwork depicts our school motto, "Remember Your Creator", alongside local flora and fauna.



FATHER'S DAY

It was a great privilege to celebrate Father's Day together with our community in 2025, with hundreds joining us for a record-breaking breakfast. A special thanks to the parent and student volunteers who made this morning possible.





GRANDPARENTS DAY

It was a privilege to once again host Grandparents Day early in Term 4, with hundreds of grandparents and “grandfriends” braving the sweltering heat to spend some time visiting classrooms and enjoying a picnic lunch together with students.



50 Years of **WYCLIFFE** **CHRISTIAN SCHOOL**

SATURDAY 21ST FEBRUARY
Thanksgiving Service
& Afternoon Tea

SATURDAY 12TH SEPTEMBER
Celebration Day
& Alumni Dinner

In 2026, we'll be celebrating our 50th birthday. We'd love you to join us as we honour the past and look towards the future.

Alumni who are interested in joining our gatherings, or lending a hand as we prepare, are invited to get in touch at

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

Find your place, find your purpose

Wycliffe Christian School and Wycliffe Hope School

