

ISSUE 12 - Semester 1, 2023

# ourplace

WYCLIFFE CHRISTIAN SCHOOL

CAMP  
REFLECTIONS  
FROM OUR STUDENTS

DIGITAL  
PARENTING  
NAVIGATING AN  
ONLINE WORLD

SCIENCE  
AND SPORT  
IN HOPE SCHOOL



Sharing the stories of our school community

## 2024 Term Dates

### TERM 3, 2023

**Monday 24th July**  
First Day of Term 3

**Friday 22nd September**  
Last Day of Term 3

### TERM 4, 2023

**Monday 9th October**  
First Day of Term 4

**Thursday 7th December**  
Last Day of Term 4

## 2024 Term Dates

### TERM 1, 2024

**Monday 29th January**  
First Day of Preschool

**Tuesday 30th January**  
First Day of Term 1, Years 1-12

**Wednesday 31st January**  
First Day of Term 1, Kindergarten

**Friday 12th April**  
Last Day of Term 1

### TERM 2, 2024

**Tuesday 30th April**  
First Day of Term 2

**Friday 5th July**  
Last Day of Term 2

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**Dave Johnston**  
Principal

# Engaging with perspectives

Dear Wycliffe Families,

The perspectives that we gain when we genuinely manage to climb inside someone's skin and walk around in it are enriching, beautiful and an important part of doing life together. This was powerfully reinforced for me recently as I read a book by Rebecca McLaughlin called "Jesus Through the Eyes of Women: How the First Female Disciples Help Us Know and Love the Lord." Her writing opened up new and renewed visions of Jesus. Just as viewing different faces of a diamond reveal yet more aspects of beauty, so to there are evermore amazing and precious realities of Jesus for us to be captured by. Her words refreshed for me the life changing truths that Jesus is the one who gathers up broken hearts and bodies in his arms, and is the only one with the power to make us whole. Perhaps most poignantly, the book concludes with the reminder that there is no vision more beautiful than to be able to declare that "I have seen the Lord".

In a similar way to Rebecca McLaughlin's book, it is my hope that the following pages will provide new and refreshed opportunities for us to see the world through the eyes our students. Then, as we see their engagement with the pursuit

of outstanding learning, that this in turn will also have us marvelling at God's abundant mercy and goodness.

From connecting faces with the names of our new staff to the adventure of exploring "big school" with our preschoolers; from the passion of competing with determination and humility to the captivating realms of light and sound in Hope School; from designing contraptions in Stage 1 to the captivating search for gold in Stage 3; from the richness of cultural engagement to the connections between food, social interaction and creativity; from the importance of honouring life milestones in Year 9 to the deep gift of service at Stage 6 camp. We continue to have so much to be thankful for.

So, I invite you to sit down with your hot drink of choice and step into the shoes of our students and the heartbeat of our learning community, trusting that as you do so you will be freshly drawn into the reality of God's faithful presence and the joyous celebration of our students' journeys.

Yours in Christ,  
**Dave Johnston**





**Vicki Williams**  
Assistant Principal

# Celebrating community

“For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others.” - Romans 12:4-5

A generation is defined as a 20 – 30 year period where children are born, grow up, become adults and begin to have children. If that’s the case, I’ve been part of the Wycliffe community for a generation. This year in my Year 11 class, I have students whose parents I also taught in Year 11. It has been a great privilege to be part of the Wycliffe Community for a generation!

What a rich interwoven tapestry is our Wycliffe community. Let me just mention a few moments, from the past year, that show the rich diversity of our community.

It was amazing to walk into the whole school assembly at the beginning of the year and actually see our whole school assembled for the first time since pre-Covid days. To look around the hall and see so many people of different ages, from different parts of our community, with different life experiences, and different gifts, showed how God has been so richly blessing us.

Open Day was a wonderful day for our community. The weather was spectacular. We had many non-Wycliffe families come to

learn more about our school. However, my joy was in seeing our present community work together, encourage each other, enjoy each other’s company, and celebrate so many different aspects of our school.

For a short time I was able to be present at both the Junior School and Senior School Athletics Carnivals. What caught my attention was the buzz in the air as students got ready to compete and maybe break records (!), or cheer each other on. As I spoke to groups of parents there was that same anticipation of the day ahead. Teachers, also, were keen to encourage students in their particular strengths.

Just three short moments of coming together as a community, and there are so many others. I personally have experienced that coming together of the Wycliffe community in times of joy and in times of sadness. Let’s continue, as a community to live out the words from Romans 12: “Be joyful in hope, patient in affliction, faithful in prayer. Share with the Lord’s people who are in need. Practice hospitality... Rejoice with those who rejoice; mourn with those who mourn. Live in harmony with one another.”

Blessings,  
**Vicki Williams**

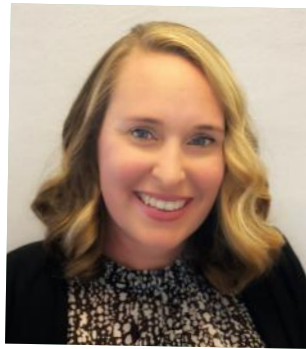


# New Faces

Introducing the new staff members who have joined us at Wycliffe this year.



**Andrew Smith**  
Business Manager



**Nicole Clark**  
School Counsellor



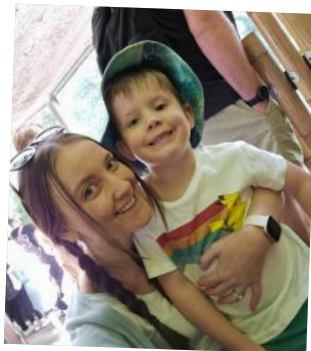
**Dan Russell**  
School Chaplain



**Ashleigh Plane**  
TAS Teacher



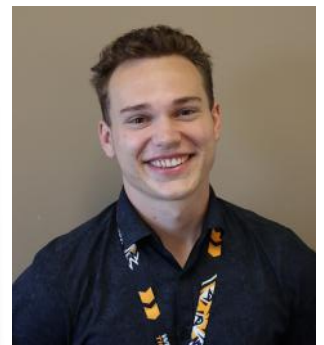
**Michael Woodruff**  
Maths & Agriculture Teacher



**Cassandra Katic**  
Hope School RFF Teacher



**Caitlin Tibbles**  
Junior Classroom Teacher



**Zachary Powell**  
Junior Classroom Teacher



**Leila Thomson**  
History Teacher



**Erin Johnson**  
Kindergarten Teacher



**Emily Presbury**  
Junior RFF Teacher



**Kelly Bamford**  
Kindergarten Teacher



**Julie Taylor**  
Preschool Teacher/Director

# Preschool and Big School

Reggio Emilia is a child-centred approach to early childhood education that was developed in a northern Italian town of the same name shortly after World War II. In a Reggio Emilia approach, there are three teachers - parents, educators, and the environment.

At Wycliffe Preschool our environment, our third teacher, offers even greater opportunities and learning potential to our smallest learners.

We are blessed to be part of one learning community, to be part of Wycliffe Christian School. Being part of Wycliffe Christian School means we have access to the wider school environment which provides opportunities for the preschool children to feel secure, confident, and connected to familiar places and people within the school. This also means we can enrich and extend on the children's experiences and learning.

Over the years, in many big and small ways, the preschool children have been able to explore the wider school environment. They have played on the small oval practicing fundamental movement skills; they have visited Mr Powell's room to see his frogs and other creatures; they have watched and joined in with the rehearsals of the school string orchestra and the school concert band; they have watched construction taking place with diggers and bull dozers; they have explored the bush classrooms; they have visited reception to post letters; they have enjoyed babyccinos in the school café; and they have been part of the audience to watch school drama performances.

Only the COVID pandemic stopped us from exploring and utilising the extended school environment as much as we would have liked to.

So far in 2023 the children have had two new learning adventures into the school environment. One group has visited the chicken house where they were able to see some hens and a rooster in their run, the treadle chicken feeder box, and nesting boxes where they lay their eggs. They experienced the sights and sounds and smells of a chicken coop.



Another group has started visiting Mrs Dillen and Mrs Sheerman's Year 5/6 class for a singing group that takes place on a Wednesday. They are learning to use their beautiful singing voices to sing praises to God with these older students and they will visit the singing group two or three times a term.

"We're going on an adventure!  
We're going over to big school!  
We're not scared!  
We'll have great fun!"

One school community! The blessing of so many interesting and rich learning opportunities!

**Julie Taylor**





**Sarah Allison**  
Head of Hope School

# Sportsmanship in Hope

Leading up to the Junior and Senior Athletics Carnivals this term, all our Hope School classes engaged in a thematic learning program, focusing on developing gospel-centred sportsmanship skills, values and attitudes. This was such an incredible window for staff to guide students through conversations, group and individual challenges and learning about Australian athletes and para-athletes.

Each week, we targeted specific skills which were then unpacked during class discussions and activities. Once a week, we joined together for a larger challenge, specifically designed to give students the opportunity to practise and strengthen the skills and values of that week.

A highlight for me was our final week where we worked on embodying humility regardless of whether we win or lose. Our group challenge was a giant game of pass the parcel, mirroring the less-favourable 'rules' of Lucky's Dad (for those avid Bluey fans!). This meant that the layers of the parcel did not contain traditional prizes, instead, they received an encouraging message from some of our wonderful senior student leaders. The students knew there would only be one prize in the middle and they worked together to make sure that the rules were followed, even when they desperately wanted to win the prize!

Another element to our program was the weekly lunch time

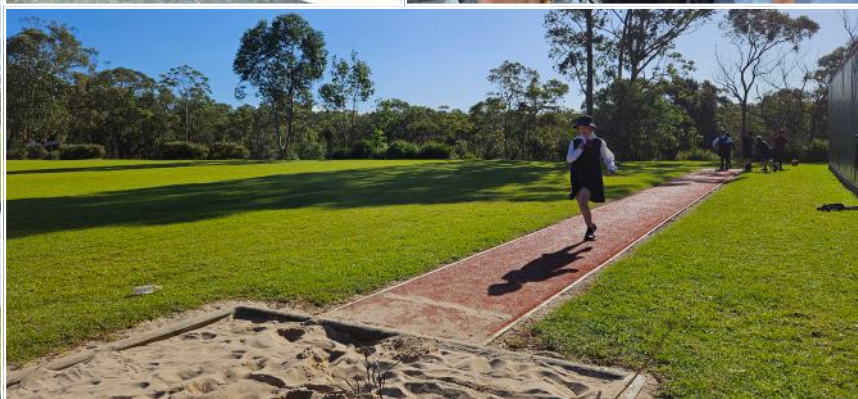
challenges, which students could choose to engage with. Similarly to our group challenges, these activities invited students to engage with the values of that week. It was so encouraging to see our students come together and often persevere even when things got tricky.

Underpinning our efforts across the week, all of our classes used their weekly PE lessons to learn about the various track and field events they'd be competing in at the carnival. We had athlete 'spotlights' each week where students could learn more about the biographies of some of our country's most amazing athletes and their accomplishments. It was a deep privilege to also be able to celebrate some of our own amazing student athletes who recently competed at a number of CSSA sporting events.

Whether learning the difference between equality and equity, what respectful actions look like, or what it means to encourage and endure when faced with challenges, it has been a joyful gift to be engaged in meaningful learning centred around our great and perfect Saviour. I want to congratulate all of our students for their amazing effort across the Cross Country and both athletics carnivals this term!

Yours in Christ,  
**Sarah Allison**





# Shining brighter together

Hope Emerald have explored the wonders of light and sound across Terms 1 and 2.

We are filled with awe and joy, reflecting on the remarkable progress our class has made in the captivating realms of light and sound. Our Emerald students have embarked on an enlightening journey, embracing curiosity and discovery in hands-on experiments hidden within shadows, sound waves, reflection, sound amplification, and colours.

The exploration of shadows brought our young scientists closer to understanding the intricate dance between light waves and the objects. They observed how shadows transformed throughout the day, as the sun waltzed across the sky, revealing the ever-changing interplay of brightness and darkness. These experiments shed light on the fascinating world of shadows, leaving our students with a deeper appreciation for the enchanting artistry of light.

In the realm of colors and light, our young scientists embarked on an enchanting journey, using prisms to unlock the vibrant spectrum hidden within white light. They witnessed the transformation of colour as light passed through different objects and materials, unveiling the captivating world of colour perception. Through playful experimentation, they mixed colours, creating new hues that reflected the richness and diversity of their own emotions and moods.

Venturing further, our curious learners delved into the visualization of sound waves, turning the classroom into a symphony of discovery. With vibrating surfaces and an array of materials, they witnessed the power of sound as it brought forth intricate patterns in sand, water, and rice. They explored pitch through the harmonious exploration of musical instruments, dancing to the melodies created by sound waves of varying frequencies.

The concept of reflection proved to be a captivating adventure for our students' imaginations. Mirrors and reflective surfaces became portals to a world where light waves danced and shimmered, bouncing off different materials and angles. Our young explorers marveled at the kaleidoscope of reflections, as if catching glimpses of hidden realms woven within the fabric of our existence.





Diving deeper into the concept of sound, our budding researchers explored the art of sound amplification. Cups, tubes, and bottles became vessels of sonic exploration, each shape and size altering the volume and quality of sound. They discovered the profound impact of different surfaces, as sound waves gracefully traversed the paths laid before them. This sonic voyage expanded their understanding of the wondrous ways in which sound interacts with our surroundings.

Throughout these illuminating investigations, our students not only embraced the wonders of science but also demonstrated the true power of collaboration, empathy, and teamwork. They supported one another, shared insights and discoveries, and together, they wove a tapestry of learning and growth. In their pursuit of knowledge, they illuminated the classroom with their compassion and fostered a community that celebrated the beauty of God's creation.

As we reflect on the incredible journey our students have

undertaken, we extend our deepest gratitude to the parents and guardians who have joined us on this educational adventure. Your unwavering support and active participation have illuminated the joy of learning, creating a harmonious symphony of growth both inside and outside the classroom.

In conclusion, let us celebrate the joy and wonder of light and sound that has resonated throughout our school this term. The brilliance of our students' accomplishments shines brightly, lighting the way to a future filled with exploration and boundless curiosity. Together, we have discovered the power of curiosity, the joy of collaboration, and the captivating beauty of the world God has so lovingly crafted. Join us in giving thanks for the amazing children in Emerald and their remarkable learning adventures.

**Sally Arthur**  
Hope Emerald Teacher



# Parenting in a digital age

## Being connected without connection

Have you ever sent a text message when you should have made a phone call? Our devices and apps are increasingly making it possible to place a technology between ourselves and real, authentic aspects of life and relationships. Texting can seem easier than a phone call as the technology plays a mediating, or go-between role. It comes at less relational cost; less relational commitment.

Social media allows us to flatten out our many relationships into a patchwork of options from which we can choose to relate.

The self-sacrificial component of authentic relationship—modelled ultimately by the Lord Jesus—is diminished as I use the go-between nature of these technologies to manage my relationships and never allow any of them to demand too much of me. Could it be that we/you are doing this at a subconscious level, and are our children being shaped into doing this through their use of social media etc.?

The more we weave these technologies into the unquestioned day-to-day of our lives and relationships (and our family life

and relating), the greater chance that we will be moving away from the relational intimacy that God has designed for life and relationships. Perhaps—as the increasingly popular meme suggests—we may at times need to disconnect to connect.

You might be thinking, “surely some communication is just functional, and texting, for example, is just convenient and of benefit to both parties?”. Yep, maybe. But perhaps ‘helpful’ does not always bring ‘happiness’, richness, and an opportunity for growth? Perhaps the existence of these technologies means that we are inclined to allow function, efficiency, and convenience to wash into places where it should never be. Is it possible that our tendency, as broken humans, to take the easy path of relational tech shortcuts, clouds our wise relational judgment. Does tech’s ease and convenience lean us towards an unthinking resistance to self-sacrifice and a distraction from seeing the line between being connected and deep connection? Have you ever felt a sense of loneliness despite being digitally connected? Do our children ever feel this?

## DIGITAL CITIZENSHIP AT WYCLIFFE

Perhaps these concerns are even more relevant when we consider that children are maturing and developing an understanding of life and world. These technologies may inhibit them in developing their ability to make and nurture authentic deeper connections and relationships—of a nature that God has designed for human flourishing. Our desire at Wycliffe is to not only model deep connection as a school community, but also to strategically teach wisdom and discernment towards the use and impact of digital technology. This occurs at many points within the curriculum, though a pivotal strategy is the Digital Citizenship program in Year 7.

## FOR PARENTS TO PONDER

I finish with a few reflections for parents:

**Modelling:** How well as parents are you modelling authentic connection with people? Children learn about life principally from watching their parents (whether they are aware they are doing it or not). What are your children seeing? Are they viewing a model of life and relationships that is committed to genuine, self-sacrificial deep knowing of other human beings? Or do they see lazy habits of shallow connecting, resulting from the lure of mediated digital technologies?

**Conversations:** I am not just thinking here of the importance of real-life, face to face family conversations—though, obviously, these are critical for family life and healthy parenting. Are you having conversations with your children about digital technologies and the potential shaping impacts? Are there parent-directed conversations around discerning use happening at the dinner table? Or is our

technology-idolising culture setting the agenda of the ‘conversation’ without your input?

**Training:** Sometimes our attempts at conversations fall on deaf ears when our children are not at an age or maturity that is ready to hear the messages or nuances of an issue. As parents we need at times to give guidelines and boundaries until the wisdom and nuance is developed. Could it be that you need to insist on greater levels of authentic relating by your children with others? What level of commitment and ability to un-mediated relating do you want them to have as they grow? How are you helping them to achieve this?

**Family intimacy:** When my two children got their first email accounts, I remember being quite excited (I still have the first email my son sent to me saved away). To this day I feel really tempted to be sending them quick emails and text messages as things come to mind through a day. However, I question whether this new facility to connect with them may sometimes actually weaken my connection with them.

**Prayer:** Digital technologies have been woven into the very fabric of everyday life in ways that we have not seen a technology embraced before. Many of the shaping effects go to the core of what it is to be human. Are you praying that God will help you in your parenting around this? Are you taking opportunities to pray with your children both with thanks for technologies but also for wisdom in using them?

### Chris Parker

Chris Parker is one of our valued staff and serves as our Construction teacher in the Senior School. Chris is an author (*The Frog and the Fish*) and regularly speaks to parent, teacher and student groups addressing technology and its shaping influence.

A form of this article originally appeared in **Nurture** magazine.



## FURTHER READING

*The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place* by Andy Crouch

*12 Ways Your Phone is Changing You* by Tony Reinke

*The Frog and the Fish: Reflections on Work, Technology, Sex, Stuff, Truth and Happiness* by Chris Parker

# activity page

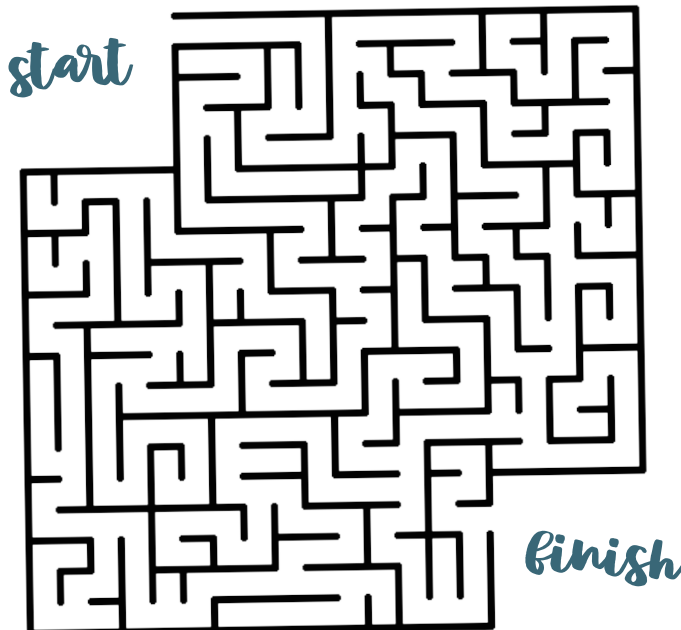
## word search

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camp  
technology  
wycliffe  
fellowship  
sports  
shining  
japanese  
athletics  
science  
carnival  
journey  
reflection  
breakfast

Find the hidden words from this issue of Our Place!

## solve the maze!



These leaves are hidden somewhere in the pages of this magazine... See if you can find all 3!





## BUDDY ACTIVITIES

THIS PAGE, ABOVE: Kindy students are assigned a buddy from Years 5 and 6, with whom they do regular activities designed to strengthen bonds between year groups.

## BUSH CLASSROOM

THIS PAGE, BELOW: Kindy students make a weekly visit to the bush classroom, where they do various activities. These pictures show their collages made from natural and recycled materials.



Learning Snapshot  
Art in the Bush Classroom



## Making a mess... for science

In Stage 1 we have been learning about forces for Science. We have learnt that gravity is the force that pulls everything towards the centre of Earth. It is why we don't fly off when we jump! Our major STEM activity this term was to design and make a contraption that would protect a raw egg if it was dropped off the D block verandah. Students drew designs and then used materials to build it, such as bubble wrap, foil, paper, straws, string and tape. Students used their knowledge about

the properties of materials to cushion the egg and protect it upon landing. Some students also attached parachutes to slow the descent of their eggs. Year 2 dropped 14 eggs (plus a few more unintentionally...) and 6 'survived', i.e. landed safely, with no cracks. Well done Year 2 students!

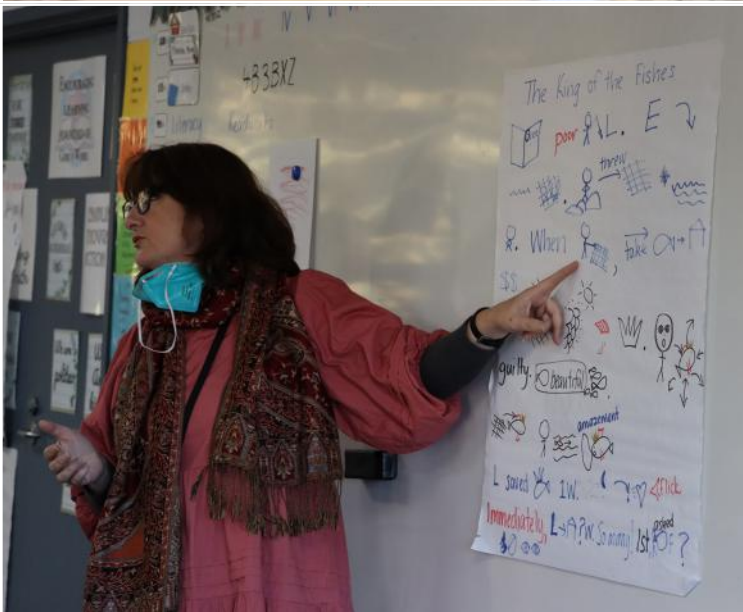
**Rachel Gasser**  
Primary Teacher

# Talk for Writing

Year 3 and 4 students have been working on a “Talk for Writing” unit, which includes telling a story with actions, reading the story aloud, analysing the story plot outline for a “wishing tale”, a type of traditional story. These stories all follow the same basic plot progression involving a main character who is from a poor family with physical and financial challenges within the family. They meet and show mercy to an animal that is the King or Queen of a species and is given one wish by him or her. The main character agonises over what to wish for because there are so many needs and they desire something for themselves too. They eventually wish for something that rolls three things into one wish. The wish is granted and all is well for the character

and their family. We have been looking at the language of this story type, innovating on the basic story to change parts of it to create a new story, creating interesting sentence beginnings that focus on where, when or how (a grammar focus), writing paragraphs with new characters, and finally writing a whole new story following the same plot outline. We even interviewed the main characters. We’re also learning some poetry about animals that talk. Once we’ve finished, we’ll begin learning another type of narrative structure - “warning stories”.

**Vivian Walker**  
Primary Teacher



# The search for gold



**At the end of Term 2, Stage 3 embarked on a camp to Hill End.**

Three days until the end of Term 1 and time for Stage 3 to relax – or not!

We arrived at school bright and early, bags packed, ready for three days of fun, adventure and hopefully GOLD! We farewelled our distraught parents and climbed aboard our two buses. 30 Panners and 38 miners.

Our travels took us out past Mount York lookout, where we stopped for a pit toilet break – yippee, Bathurst, where we stopped for lunch – much better, and Sofala, where we walked through the oldest surviving gold rush town, taking in the old buildings and throwing a few rascals into the stocks.

On arriving at Hill End Ranch, we set ourselves up in our rooms and devoured a lovely afternoon tea provided by our parents who we weren't missing at all.

Kerrie, our tour guide for this adventure took us into town and, dressed in the most amazing outfit, gave us some of the history of the area and the NSW gold rush. We were not at all distracted by the kangaroos grazing nearby, kangaroo poo that was everywhere or the thought of the wild pigs which had been driven into town by the recent fires that come out at night to dig things up.

We were sent off on a scavenger hunt to discover some of the history of the buildings and information about the people of Hill End. It was well worth the effort with a golden reward for the winning team.

Before dinner began, we were each given a role to play in our gold game. We had Chinese miners, bankers, doctors, troopers and even bushrangers who had made quite a profit by the time our adventure was done.

Mr Powell and Mr Shumack had organised some incredibly funny games for us to play. By the end of the evening we decided that Mr Powell made a better knight than horse and that Mr Shumack is very good at clapping. Mrs Pratt gave us an excellent devotion about looking for treasure based on Jesus' parable. We were encouraged to think about what things might be even more precious to us than gold.

That night everyone slept soundly and woke refreshed and ready for a full day of exploring – oh wait – no! Mrs Sheerman and Mrs

Dillen missed that bit and didn't get any sleep after being visited by a lovely black spider and a number of unsettled little miners. Anyway, everyone else was ready for the day.

We visited Bald Hill Mine, Golden Gully, the Cemetery, the Stamper Battery, went gold panning, climbed out of a very long mine shaft, made damper and enjoyed each other's company. Mrs Sheerman and Mrs Dillen were definitely NOT seen napping in either the mine or at Golden Gully and some of us were lucky enough to come away with a gold speck or two.

We returned to camp for a fantastic night of trivia that had prizes almost as good as gold, thanks Mr Brown. I bet you didn't know that Mr Brown supports the West Coast Eagles - or

maybe you did. Everybody was exhausted and went straight to sleep without any talking, singing or needing to wander around between rooms - well almost.

Our final morning arrived far too quickly and after finishing off our Biblical Studies book, The Case for Christ, we headed back to the adventure park in Bathurst and the run home.

We had an amazing time away, learning and growing together, making new friends and discovering ways to support each other - no, Mrs Sheerman and Mrs Dillen, that does not mean back-to-back as you sleep standing up.

### The Stage 3 Team





## CROSS COUNTRY

THIS PAGE, ABOVE: In early Term 2, under some wonderfully sunny skies, the Cross Country Carnival took place. It was incredible to watch so many students running with dedication, effort and perseverance. Students cheered each other on and teachers joined in the races to offer support and encouragement.



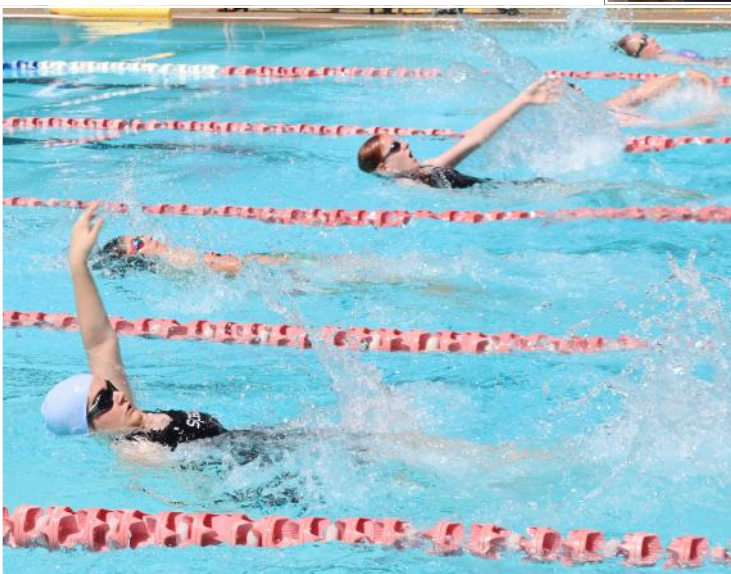


## PRIMARY ATHLETICS

THIS PAGE, ABOVE: Students from Years 3 to 6 ran, jumped, and threw with infectious enthusiasm, with many breaking personal bests and heading to regional competitions.

## SWIMMING CARNIVAL

LEFT AND BELOW: In the second week of school, Years 3 to 12 gathered for the Swimming Carnival at Glenbrook. It was a stunning day and both Flynn and Cuthbert houses made a great showing of dressing up in their house colours and cheering on their friends!





## SECONDARY ATHLETICS

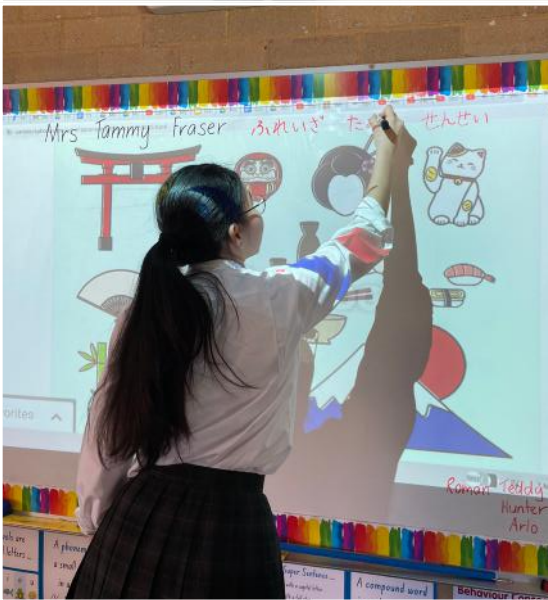
ABOVE: In Week 6 of Term 2, Secondary students competed in their athletics carnival. The energy, enthusiasm, and sportsmanship displayed by all students was inspiring.



## CSSA AND CIS

BELOW: Many of our students have gone on to compete at CSSA and CIS regional championships.





## Engaging with Japanese culture

This semester has seen some valuable chances for students to supplement their Japanese learning with hands-on cultural experiences. In Term 1, 15 students and 2 teachers visited Wycliffe from Hyogo Kokusai School, Japan. They participated in a range of activities with classes from throughout Wycliffe, including origami, songs, Japanese language lessons, and sport. The teachers even left us some green tea KitKats to try!

In Term 2, students enjoyed an interactive Japanese drumming

(taiko) performance from YuNiOn. It was a fun (and loud!) chance to explore music styles from a different culture. Stage 5 and 6 Music students participated in their own workshop where they each had a taiko and learnt to play several taiko rhythm patterns in polyphony!

**Mark Gee**, Learning Enhancement Leader  
**Melinda Chambers**, Music Teacher



## Stage 4 on camp

Early in the school year, Stage 4 went to Lake Macquarie CRU camp to sail, paddle board, abseil and rock climb together. Students engaged in a range of activities and brought back stories of real courage and perseverance. Time was set aside for them to engage in faith-based small groups, providing a space to reflect on the life of Christ and how his teachings can apply to their own lives today. There were campfires and story time,

marshmallows and songs. It was good for these mountains kids to be on the water and to take time to build relationship with their peers.

**Belinda Dawkins**

Stage 4 Learning and Wellbeing Leader



ABOVE AND LEFT: Year 7 students devise their own measuring tools using recycled materials in Science class.

BELOW: The Maritime Museum excursion gave Year 7 students an insight into the world of underwater archaeology.





# The power of food and connection

In Elective Food Technology this semester, students have been exploring the historical and contemporary human traditions, messages and philosophies around food. We have been investigating the truth behind these messages, to explore and expose how various factors promote a food's appeal and acceptance.

In particular, we have been discussing the intersection between food, social connection and enhanced wellbeing. We are continually fed the importance of maintaining physical health by exercising and seeking foods that nourish our bodies. But rarely do we sit in the fabric that a shared meal provides - the soil for connection and growth of relationships for an individual and society to flourish.

The human need for social connection is part of God's good creation. In Genesis 2:18, God recognises that it is not good for man to be alone so He creates a suitable helper for him in woman. And, as time continues, we see people nourished by God as they gather around food. "Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts" (Acts 2:46).

The recent pandemic reminded people of the value of human relationships. Research shows that social ties enhance psychological well-being, impacting not just mental but

physical health as well. Grazing tables have gained popularity as they are a non-confrontational, socially interactive way to enjoy food. These visually appealing charcuterie platters are consistently trending on social media, with their diverse colours, flavours, and ingredients creating a captivating centrepiece.

Students were tasked with designing their own grazing platter and documenting their process through an online blog. Extensive digital research helped them gain inspiration to develop their Google Site, highlighting their planning, design, and thoughtful analysis of the impact of their platter. Students then shared their sketches and recipes in groups, curating together a platter to bring to life. They considered taste, visual appeal, food chemistry and dietary needs. Students developed the recipes for their platter, carefully sticking to budget without compromising on quality.

On the practical day, it was wonderful to see students connect through the artistry of food as they prepared their platters for staff morning tea. Students could not only see their learning in action as they joyfully prepared and set their platters in place, but also contribute to the social connection of their teachers in our school community. I am immensely proud of them!

**Ashleigh Plane**  
TAS Teacher



**Learning Snapshot**  
Food Tech Grazing Platter

# On the Rite Journey

**Year 9 students Ada and Sarah share their experiences in the first half of the Rite Journey program for 2023.**

Rite Journey is a class that Wycliffe has had for the past year. This Year 9's Rite Journey has focused on learning about ourselves, our connection with God and our changing lives. The classes for Rite Journey are divided into four groups; two boy and two girl classes. We do enjoyable activities in a comfortable environment, where we talk and occasionally drink hot chocolate together.

An activity we did this year was the Calling Out Ceremony. Two groups, one girl and one boy, were dropped off in two different areas for a long bushwalk. This activity helped us talk and understand the important changes in our lives. The groups encountered challenges, such as leeches and ant nests, but emerged victorious and were rewarded with delicious nachos and reunited with parents and beloved family members. Families had the chance to gather key childhood objects, and the scenery provided a gentle space for reflecting and remembering past childhoods and memories between parents/family and their children.

In Term 2, after the Calling Out Ceremony was completed, we

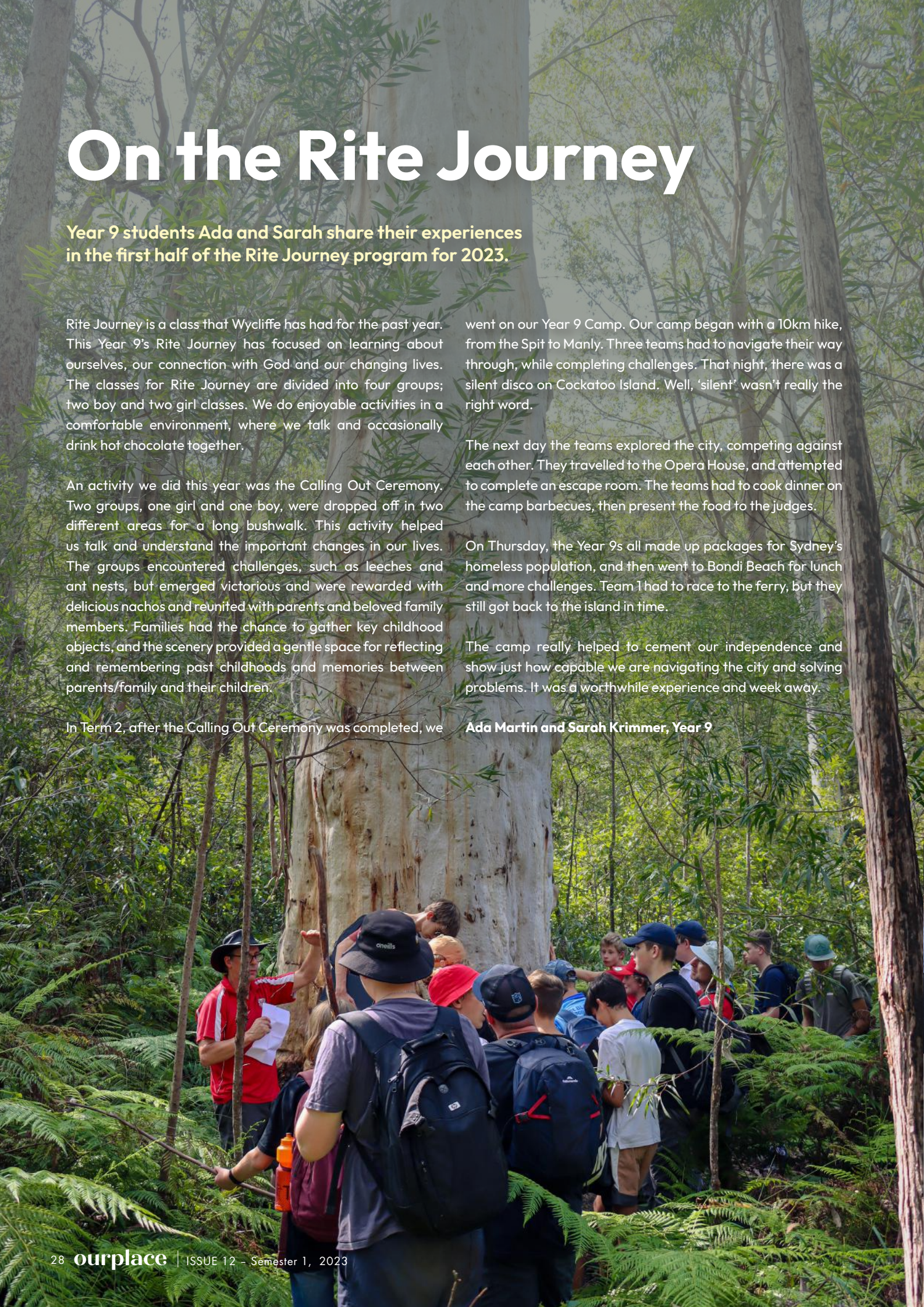
went on our Year 9 Camp. Our camp began with a 10km hike, from the Spit to Manly. Three teams had to navigate their way through, while completing challenges. That night, there was a silent disco on Cockatoo Island. Well, 'silent' wasn't really the right word.

The next day the teams explored the city, competing against each other. They travelled to the Opera House, and attempted to complete an escape room. The teams had to cook dinner on the camp barbecues, then present the food to the judges.

On Thursday, the Year 9s all made up packages for Sydney's homeless population, and then went to Bondi Beach for lunch and more challenges. Team 1 had to race to the ferry, but they still got back to the island in time.

The camp really helped to cement our independence and show just how capable we are navigating the city and solving problems. It was a worthwhile experience and week away.

**Ada Martin and Sarah Krimmer, Year 9**





For this reason, since the day we heard about you, we have not stopped praying for you. We continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God...

**Colossians 1:9-10**



# Mass media and Shakespeare

This year in English, Year 9 has been learning about mass media and Romeo and Juliet.

In Term 1, Year 9 learned how to construct and write their own memoirs, followed by diving into the expansive world of mass media where we learnt about stereotypes, propaganda, and bias. For our assessment task, Year 9 made 3-minute presentations about a media topic of their choice and wrote short memoirs about a moment in their life. The lessons and activities we did were intriguing and exciting and allowed us to learn and better understand the world of writing and media.

In Term 2, we are learning and writing an essay about the play Romeo and Juliet - specifically how the themes of hate, prejudice and fate drive the plot and interactions between the characters. For our half-yearly exams, we will be writing a draft of our essays before we sit a formal assessment at the end of the term.

**What we often know seems to be general knowledge, right? Back in Shakespeare's day, it was not. We have learnt a lot about Shakespeare - why don't you test your knowledge against these facts:**

Mr. Shakespeare was responsible for coining over 1,700 words, most of which are still in use now! Have you heard of the phrases 'green eyed monster?', 'wild goose chase?', 'Eaten me out of house and home?' - we can attribute these to Shakespeare.

The Bard of Avon was born into a well-off family, was sent to school, was taught to write, and found that he had a large passion for spinning his own tales or versions of already made stories.

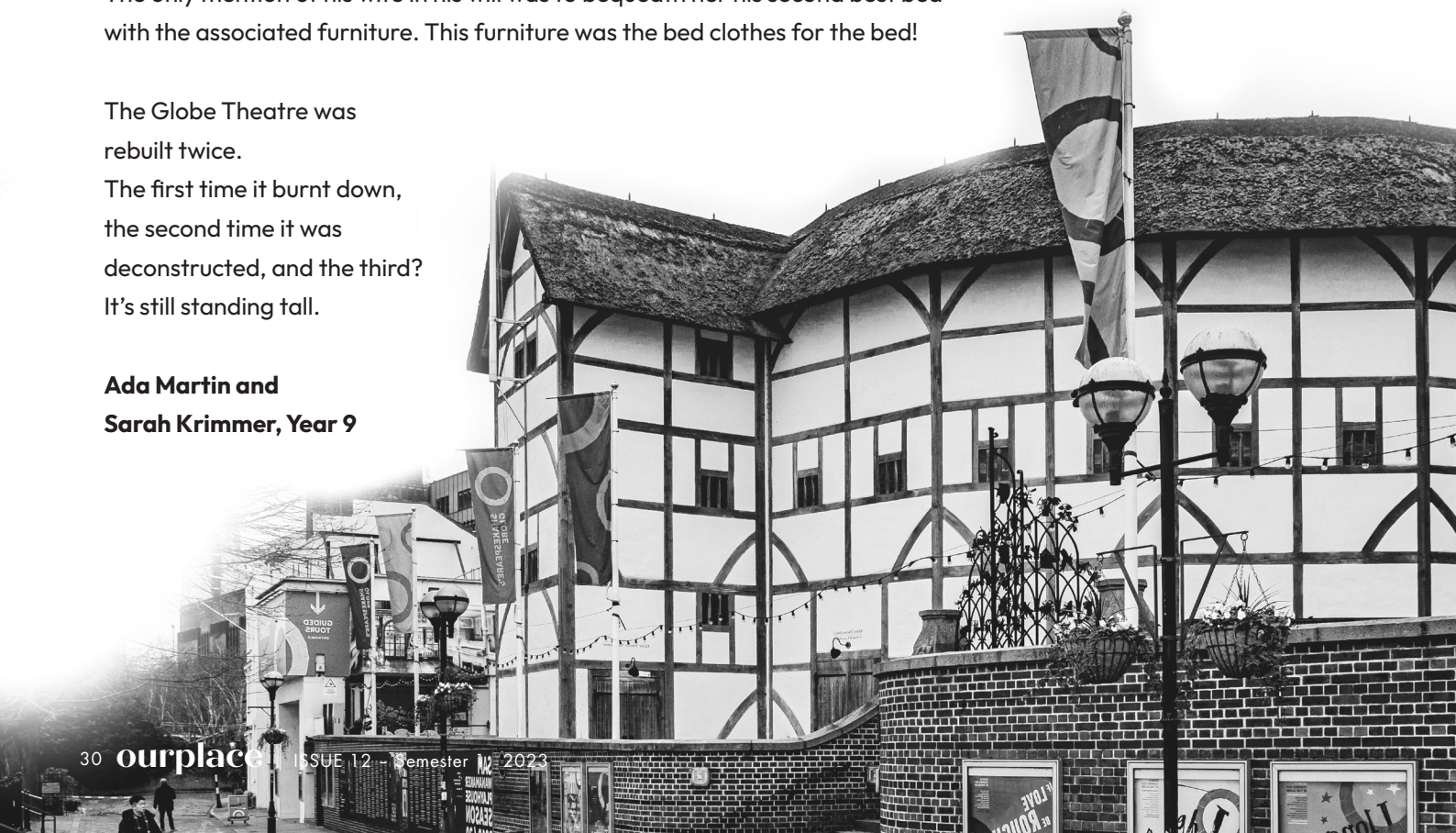
For example, Romeo and Juliet was originally known as Romeus and Juliet, and was a well-known tale that spanned a few months. Shakespeare took that story, and squeezed the events into four short days, finishing with the death of Romeo and Juliet in the story we all now know.

The only mention of his wife in his will was to bequeath her his second best bed with the associated furniture. This furniture was the bed clothes for the bed!

The Globe Theatre was rebuilt twice.

The first time it burnt down, the second time it was deconstructed, and the third? It's still standing tall.

**Ada Martin and Sarah Krimmer, Year 9**





## YEAR 10 CAMP

ABOVE AND RIGHT: Year 10 Camp to The Tops was a wonderful time to consolidate year group dynamics in a fun outdoor setting. Through various challenge activities, a day-long hike, and lots of evening games, students were able to talk about God and life with each other. It was a great time away.



## COMMEDIA DELL'ARTE

LEFT AND BELOW: Students in the Year 9 and 10 Drama class made their own theatre masks as part of a unit on Commedia Dell'Arte, a traditional Italian style of performance.



**Learning Snapshot**  
Making Masks in Drama

# Youth With a Mission

As a Year 11 and 12 cohort, we recently went on a camp to YWAM (Youth with a Mission) in Canberra. Setting off on the Monday, it was cold and wet as we packed the bus and got ready for the 3.5-hour trip (including a quick trip to McDonald's), we were even blessed with a rainbow as we departed school. Day one on camp had us learn about the YWAM community and complete our first work session. One of the main reasons for the camp was for our cohort to bless the community of YWAM with 40+ capable students who were able to assist them with preparing meals, helping out at the food pantry, painting a mural, painting cabins, preparing gates for welding, cleaning cabins/bathrooms, and removing trees and stumps. On the night of day one we heard from Jayden, a staff member at YWAM, and how God had acted in her life to bring her into YWAM. We also heard a student talk about how to bring back awe and wonder of God and had worship time run by the worship team. After this was completed, the students were split into groups, where they had time to discuss what they had learnt, and how they could serve.

Day two consisted of two more work sessions, a visit to Old Parliament House, and helping out at a community dinner with over 100 guests. Some of the work sessions had changed on this day to give further help to prepare for the community dinner, apart from that, every group of students got the chance to work with a different YWAM member in a different job. The community dinner night was a weekly occurrence at the centre, a night where members of the community were invited to come and share a meal together, to build relationships and share the word of God. Various students also presented

different items on the night, with a drama performance, a banjo piece, and a presentation of the message of Easter through a paper aeroplane.

After breakfast on day three, we heard from another staff member at YWAM about how they often pray about various countries and taught us another new form of praying. As a way to practise this, once again the students went into their session groups with a YWAM leader, and each group prayed for a different people group in India. That morning we all helped out in a service session, by this time, we had gotten a lot done and were continuing to. After lunch on Wednesday, we visited the ACCC (Australian Centre for Christianity and Culture). While we were there we took a walk around the centre and heard from a staff member at the site (who talked about evangelising in a non-Christian workplace) and Army Chaplain Gary Pope (who spoke on being a Christian in defence). On the walk around the centre, we were even able to visit a garden that held every plant mentioned in the Bible. After our visit to the ACCC, we went to a park in Canberra where we had a picnic dinner with the YWAM staff and played games in the park.

Thursday was our last day at camp, that morning had some more quick work sessions, and a general clean of the site, making sure that we left it better than we found it. We then headed back to school in the afternoon, a trip where many students got a better sleep than they had the past two nights.

**Brayden Gray, Year 12**





## FROM STUDENTS

"I enjoyed creating and enforcing friendships. Pulling trees down, and creating a swing." - **Duncan**

"I enjoyed getting to know everyone better and making memories. As well, it was great to make an impact and a positive experience for the community." - **Zoe**

"A great opportunity to serve and make a difference in others' lives." - **Jeremy**

"It was really encouraging to hear the testimonies and experiences of the YWAM staff and listen to how they tackled such confronting encounters of the world through the eyes and wisdom of God. To feel heard and valued by them as they took a genuine interest in our lives was a true blessing." - **Annelise and Eadie**





## MOTHER'S DAY BREAKFAST

In May, we were once again blessed with the opportunity to welcome our community to celebrate our beloved mothers and carers. Our talented Food Tech students helped an impressive catering effort, with over 400 guests - more than ever before - served hot croissants, coffee, tea, and fresh fruit.





### OPEN DAY 2023

Our annual Open Day for was held on Saturday 27th May. It was a beautiful sunny day, and a wonderful opportunity to welcome families into the school to celebrate our learning community together. Amongst the many activities were the Learning Walk, a silent disco, bubbles and face painting, and performances from our talented music students.



# Find your place, find your purpose

Wycliffe Christian School and Wycliffe Hope School



WYCLIFFE  
*Hope*  
WYCLIFFE