



**WILLIAM CLARKE  
COLLEGE**  
CHRIST OUR WISDOM



# WILLIAM CLARKE COLLEGE

PROSPECTUS





WILLIAM CLARKE  
COLLEGE



**William Clarke College  
is a Christ-centred community  
that seeks to develop extraordinary learners  
with a passion to serve others.**

WILLIAM CLARKE COLLEGE'S PURPOSE STATEMENT

*William Clarke College is situated on the traditional land  
of the Bidji people of the Darug Nation.*

*We acknowledge elders past, present and emerging  
for all they have done and will continue to do  
to care for this country.*



# A WARM WELCOME FROM OUR HEAD OF COLLEGE

*“Our desire is to equip students not only with the skills but also with the character traits that they will need to thrive in the 21st century, in a world marked by rapid change and global connectivity.”*

William Clarke College was established in 1988 by a group of pioneering parents who had a vision for a high-quality, independent Christian school in the north-western suburbs of Sydney. We are proud to say that our Christian foundations and pioneering heritage remain central to the character of our community. While these continue to provide the impetus for exceptional educational innovation and high-quality learning outcomes, ultimately, the quality of a William Clarke education is best seen in the lives of our students.

William Clarke College students are astute, inquisitive, kind and talented. In prioritising student agency and character development, we value the voice of students in their education. We believe all students are of immeasurable worth since they have been created in God’s image. Therefore, we believe every one of our students has the capacity to be an extraordinary learner who can make an outstanding contribution to the world both during and after their time at the College.

Student character development is an essential part of a William Clarke College education. We seek to engender compassion, courage, humility, hope and integrity as foundational qualities for living a flourishing life in response to what God has given us. These qualities are developed not only in the classroom, but in the playground, on the sports field, on the stage, in our Outdoor Education Program, in House-based activities, and indeed in every other facet of school life.

As a community, we are thrilled to have established our Darug Culture and Language Program. Having developed this program in partnership with the local Darug community, students are challenged to think deeply about our First Nations people. It is exciting to

have other schools contacting us about this innovative program.

William Clarke College is served by an outstanding and dedicated team of excellent teachers, marked by an absolute love of education and a passion to see students grow and develop. Our desire is to equip students not only with the skills but also with the character traits that they will need to thrive in the 21st century, in a world marked by rapid change and global connectivity.

Though the world around us is filled with change and uncertainty, William Clarke College remains committed to the timeless and unchanging hope of Jesus Christ. All aspects of College life are grounded in biblical principles and wisdom. Families are welcome to join the William Clarke College community, regardless of their background, and are invited to explore the Bible’s message about Jesus in an engaging and relevant way, and to develop their own personal response to it.

At William Clarke College, we do not believe success can be measured merely through academic results or Co-curricular achievements. Instead, we strive to see each individual student grow and develop as much as they can – academically, socially, spiritually, physically, and culturally. It is our delight to see them make progress in these areas every day.

I commend the College to you and encourage you to explore what we have to offer.

**Alex Koch**  
Head of College

# A CHRIST-CENTRED COMMUNITY

The College's motto – Christ our Wisdom – is central to all that we are and all that we do. We are committed to ensuring that every student has the opportunity to hear and respond to the promise of eternal life that is found through faith in Jesus Christ.

The Bible clearly compels us to love God and to love others. This truth is the foundation of the Christ-centred community we seek to develop at William Clarke. Jesus said that the hallmark of Christ-centred living is an attitude which seeks the good of others: *"This is how everyone will recognise that you are my disciples – when they see the love you have for one another."* (John 13:35)

At the College, we believe that each person is created as a social, community-seeking being by a relational God. God calls each of us to live a Christ-centred life individually and to be part of a Christ-centred community together. As a Christ-centred community, the life, death and resurrection of Christ provide the foundation from which the College draws its purpose and hope. In valuing Christ our wisdom, we seek to honour Christ in every facet of College life.

Our goal is to enable individuals to grasp and embrace the true freedom that comes from knowing Christ. All students at the College, from Preparatory to Year 12, are given a variety of opportunities to learn more about Christ, build their understanding of Christian beliefs and practices, explore the Christian faith and potentially commit to a Christ-centred life. These range from regular Chapel services and Christian Studies or Bible Foundation classes to opportunities for involvement in lunchtime Christian groups, Growing with God afternoons, Growing Christian Leaders camps for senior students.

The College seeks to be a Christ-centred community in which we care for each other, ensuring that no member of the College community is left alone. We seek to foster and strengthen faith in Christ, provide incentive for each individual to be an extraordinary learner about the world God has created, and enable passionate service. Our goal is to invite

all people into an enduring, life-giving faith in Christ in a safe and supportive environment in which reflection and discussion are expected. We purposefully integrate a thoughtful and reflective Bible-based perspective into all aspects of College life.

We acknowledge varying degrees of commitment to Christ and provide opportunity for all members of our community to consider Christ's claims. We endeavour to engage those who are skeptical about Christ, to encourage those who are seeking Christ, and to equip those with a desire to shape their life around Christ. While each person's relationship with God is unique, we believe that for every person, Christ is the key to unlocking wisdom that gives understanding for life.

Nurturing each student in exploring their Christian faith is the responsibility of all College staff. We welcome the opportunity to discuss, question and build our students' understanding of Christian beliefs and practices, regardless of their experience or understanding of Christianity. Both in the classroom and beyond, with intellectual rigour and relational integrity, we challenge existing narratives in order to highlight the good news that Christ's finished work on the cross and resurrection fulfil the deepest human need for acceptance into and belonging to a community. As a response to that good news, we foster in students College virtues of compassion, courage, hope, humility and integrity.

In response to God's grace and the example of Christ, we aim to be a community that values and demonstrates service to others. The College virtues are lived out through seeking opportunities to serve. With our foundation in Christ, we are a servant-hearted community that works hard to know and respond appropriately to the needs of others. We do this by using our strengths and gifts with wisdom, building relationships and a sense of community, and role-modelling service with passion and generosity. Service is embedded in our wellbeing program, various charitable fundraising initiatives, and as a component of other College events such as camps and tours.





# AN EXTRAORDINARY LEARNER WITH A PASSION TO SERVE

## DEVELOPING EXTRAORDINARY LEARNERS

We believe there is an extraordinary learner inside every one of us. Someone who doesn't just recite answers, but who can apply and build on their knowledge in new and challenging ways. Extraordinary learners know how to think. They have the resilience to pursue feedback, they embrace hard work and they see their mistakes as pathways to deeper learning.

We achieve Deep Learning through a future-focused curriculum that equips students with a strong sense of agency. Our approach to learning empowers students to be owners and directors of their own learning journey.

Extraordinary learners pursue deep learning and exceptional growth in three key areas:

### Christ-like Character

Developing a strong sense of identity and purpose in Christ that is directed toward service of others.

### Academic Mastery

Proficiency in literacy, numeracy and the big ideas that matter.

### Enterprise Skills

Key competencies that describe the skills and attributes for learners to flourish as citizens of the modern world - the five Cs of collaboration, critical thinking, communication, creativity and citizenship.

In seeking to develop extraordinary learners who make progress, we recognise how instrumental student character development is in the learning process. We know when students invest in developing their character, they enjoy improvements in their academic learning. As such, we teach the development of character and support students to push beyond their perceived boundaries.

As a College, we continually invest in the development and training of our teachers. We seek to empower our teaching staff with practices that improve and substantially shift student learning outcomes.

## CULTIVATING A PASSION TO SERVE OTHERS

With our foundation in Christ, we are a servant-hearted community that seeks to know and respond appropriately to the needs of others. We were designed to be His instruments and reflect who He is to the world. The Bible is replete with messages that remind us all of the responsibility to care for those in need. As a community that is richly blessed, we reinforce a community culture that values character and meeting the needs of others at both a local, national and global level.

The College professes that the nature of true service involves sacrifice; it is practical and action based. Our College student leaders proactively engage all students to think about the importance of giving to others.

In both the Primary and Secondary Schools, opportunities for service are available for students through class-based projects where learning opportunities are directly linked to real-world service opportunities. Our House system also facilitates many important service programs and remains a central platform for service initiatives at the College, with each House having an established relationship with a specific cause or charity.

As we serve like Jesus serves, we show the world what He is like. Our lives become evidence of His love for all humankind.

# CHRIST OUR WISDOM

## OUR CULTURAL FRAMEWORK

Within the College's Strategic Plan, three key areas provide an excellent framework to guide the College's culture. That is, in being Authentic, Relational and Transformative (A.R.T), we will support a culture that faithfully serves our purpose.

The key area we wish to pursue is one of freedom. In building a culture that is Authentic, Relational and Transformative, our goal is to enable individuals to know, understand and embrace the true freedom that comes from knowing Christ. Our community is encouraged to consider and embed the following aspects of A.R.T in the ways they work and interact with others.

With Christ our Wisdom, we are free to be Authentic, Relational and Transformative.

### Authentic

We champion integrity and wholehearted endeavour.

1. How does this reflect truth and align with what we say?
2. How does this mirror the work of experts?
3. How does this represent our very best?

### Relational

We foster trust and collaboration in a community where each individual belongs and is known.

1. How does this encourage transparency and genuine dialogue?
2. How does this promote unity and meaningful connections in our community?
3. How does this ensure people are valued and included?

### Transformative

We pursue substantial growth and embrace Christ's 'upside down' wisdom in all we do.

1. How does this enable God's work to be done?
2. How does this accelerate progress?
3. How does this empower individuals?





**COMPASSION**  
**COURAGE**  
**HOPE**  
**INTEGRITY**  
**HUMILITY**

WILLIAM CLARKE COLLEGE'S VIRTUES



# OUR PRIMARY CURRICULUM APPROACH

## PREPARATORY

Preparatory School offers a 3- and 2-Day School Readiness program. This program seeks to build on the learning experiences our children have encountered in these precious early years so as to support them to learn in a more formal environment.

Children are encouraged to investigate, explore, observe and respond to new experiences and situations. Preparatory classes are influenced by the Reggio Emilia approach to Early Childhood Education. This approach is based on strong relationships and views each child as a curious and capable student, whose learning is greatly enhanced through discovery and play.

Our Preparatory children receive explicit teaching each day in:

- Core lessons
- Early Literacy skills
- Early Numeracy skills.

Developing the children's social and emotional skills is also a key focus.

The Preparatory program also provides an opportunity for all children to begin their Christian journey at the College. Children will learn about God's love for them and how we are all unique, special and precious to Him. The children also engage in learning experiences through specialist lessons in Music, Science and Technology, and Physical Education.

The Preparatory School is a supportive, nurturing and engaging environment for young children's curiosity and sense of wonder that ultimately seeks to enable their love for learning to flourish.

## YEARS K-6

At William Clarke College, we prioritise the building of foundational literacy and numeracy skills in our youngest students. We believe this foundation is best established in small groups. The College's strategic decision to invest considerably in additional Literacy and Numeracy Specialists, enables all students to be supported so as to make great progress in these important early years. In addition to a main classroom teacher, students work with specialist staff who have been specifically assigned to deliver literacy and numeracy in a small group context. Our data clearly demonstrates that our students are making significant academic progress in the areas of literacy and numeracy, and the College's Small Group Model approach has been instrumental in enabling this progress.

Our staff have been trained in explicit instruction, a well-researched method that supports students' ability to understand new content. By prioritising additional teaching staff, we structure learning in small groups so that we can:

- Provide targeted instruction
- Enhance student engagement
- Promptly identify gaps in knowledge
- Foster meaningful one-on-one relationships
- Collect relevant data and closely monitor and track student progress.

Children who are able to move through the curriculum at a quicker pace are extremely well supported and catered for in the Primary School. Through our small group approach, children are streamed from Year 1 in Mathematics and

from Year 3 in Spelling. Selected children are also withdrawn to work with the College's Gifted and Talented teacher. The nine additional Literacy and Numeracy Specialists work closely with the Diverse Learning team, delivering targeted intervention practices.

In addition to our targeted Literacy and Numeracy Program, our Primary School curriculum provides specialist staff to deliver lessons in subjects such as Science and Technology, Music, Personal Development, Health and Physical Education (PDHPE), Visual Arts and Drama.

Equipping all children to learn about the love of God and about His word, the Bible, is a core focus of the Primary School. Students attend Chapel each week and participate in daily devotions, prayers and Bible Foundations lessons.

The Primary School staff work tirelessly to support each student to be known and well cared for. The College's House system further complements the small group and pastoral care approach embedded in the Primary School.

The Primary School seeks to ensure students have the opportunity to develop agency over their learning and have a voice in many aspects of the school. Developing students as leaders is a vital part of our approach. Furthermore, students are encouraged to develop a servant heart, and love and care for others.

# OUR SECONDARY CURRICULUM APPROACH

Secondary School begins to prepare students for success beyond the accomplishments they have experienced during their time at the College.

We believe that God has created us in His image with the capacity to reflect His goodness, wisdom and creativity into the world. In the Secondary years, we seek to activate our students as positive change agents. We do this by giving each student a voice in their learning, and enabling them to make meaningful choices about their learning options and how to apply their learning into the real world.

Students are empowered to take control of their future by pursuing and developing their unique strengths, passions and interests. We approach this through three stages:

## Foundation

In Year 7 and 8, students learn the foundational knowledge and skills for deep learning in and across the core disciplines of Drama, English, French, Mathematics, Science, Christian Studies, History, Geography, PDHPE, Music, Technology and Visual Arts.

Students begin their involvement with the College's Darug Culture and Language Program. This program has been developed in partnership with members of the Darug community. Students engage in learning that progresses their knowledge of the culture, history and language of the Darug people, developing their respect for Aboriginal and Torres Strait Islander peoples, cultures and histories.

Year 7 and 8 students will also be offered the following:

**MySpace for Year 7** – space in the timetable for students to progress their own learning in a personalised way.

**MyDesign for Year 8** – a course to help students understand their unique strengths, interests and motivations.

## Exploration

In Year 9 and 10, students continue

to build proficiency in the core disciplines and explore their passions and interests through an extensive range of elective options from pathways aligned to knowledge, personal interest and future careers. These include: Science, Technology, Engineering and Mathematics (STEM), Art and Design, Business and Entrepreneurship, Practical Skills, Performing Arts, Sport and Health, Literature and Communication, and Faith and Life.

## Acceleration

In Year 11 and 12, students elect to study courses for the Higher School Certificate to accelerate their learning into life beyond the College.

During the Acceleration stage, students also participate in the College's Christian Studies program, focused on personal reflection and faith formation through weekly lessons following grade-based Chapel. Students will also continue Christian Studies alongside their HSC courses.

## LEARNING STRUCTURES

In Years 7-10, courses such as Mathematics and English are studied throughout the year, enabling the ongoing mastery of literacy and numeracy skills. Courses such as Science, History, Visual Arts and Technology are studied more intensely for half the year. This means students will have fewer classes at one time which decreases daily organisational demands and helps build stronger relationships through more frequent contact with their teachers.

In the Secondary School, students attend three extended learning blocks rather than a traditional six period day. This provides students more time to dive deeply into rich concepts and engage in authentic, real-world problems. Central to our curriculum is the prioritisation of the development of enterprise skills and Christ-like character, two critical areas to position our graduates for success beyond school.

In English and Mathematics, students will have one extended learning block and six shorter learning blocks

each fortnight. This enables more frequent contact with the teacher, opportunity for short bursts of instruction and time for independent practice between lessons.

## MENTOR PROGRAM

One of the ways we pursue student formation is through our Mentor Program. In addition to being key to providing exceptional pastoral care, it is here that we are able to speak into the lives of our students most effectively with regards to their academic and faith journey, and their character formation. As part of this program, each student is assigned a staff Mentor for Years 7-9 and again for Years 10-12. The Mentor will travel alongside each student throughout their time at the College and support each child to set goals and feel known, valued and included. Students will develop an enhanced sense of connection with others through their relationships in Mentor Groups and with their Mentor.

Importantly, the Mentors support students to develop a deeper understanding of themselves, both in their learning and wellbeing. Students learn about the various aspects in their lives that contribute to their wellbeing, and how to self-monitor and self-regulate so they gain increasing independence in their overall wellbeing. Ultimately, the Mentors will nurture student agency, giving students the opportunity to direct and take responsibility for their learning and wellbeing.

Students will benefit from:

- Regular check-ins with their Mentors throughout the year
- Meeting three times each week with their Mentor Group
- Attending Chapel, Assembly, Year Group Meetings, House, Conferences and Camp with their Mentor Group.

Ultimately, through varied programs and opportunities both in and outside the classroom, the Secondary School aims to equip students with the leadership skills, emotional maturity and resilience needed to thrive in today's world.





# YEAR 7 AND 8 SUBJECTS

## FOUNDATION STAGE

In Year 7 and 8, students build their Foundation for deep learning, strengthening their skills and knowledge in and across the core disciplines of Christian Studies, English, Mathematics, Science, History, Geography, PDHPE, Music, Technology and Visual Arts.

### Year 7

- Christian Studies
- English
- Mathematics
- Science
- Geography
- PDHPE
- Technology
- Music
- Drama
- MySpace

### Year 8

- Christian Studies
- English
- Mathematics
- Science
- History
- PDHPE
- Technology
- Visual Arts
- French
- MyDesign

**Please Note:** As at February 2024 – subject to future variation.

# YEAR 9 AND 10 SUBJECTS

## EXPLORATION STAGE

In Year 9 and 10, students continue to build proficiency in the core disciplines and explore their passions and interests through an extensive range of elective options.

## MANDATORY SUBJECTS

- Christian Studies
- English
- Geography/History
- Mathematics
- PDHPE
- Science

## ELECTIVE SUBJECTS ON OFFER

### Art and Design

- 2D Media
- Animation Effects and Motion Graphics
- Aperture to Zoom
- Ceramic Forms
- The Design Studio
- The Fashion Designer
- Filmmaking
- The Human Form
- Sculpture

### Business and Entrepreneurship

- Shark Tank
- Show me the Money

## Literature and Communication

- So You Want to Be a Writer?

### Our Society

- Crimes and Conspiracies
- Criminology
- The Global Citizen
- Oceanography
- Philosophy

### Performing Arts

- The Art of Performance
- Dance Works
- Drama
- Film Storytelling and Acting
- Musical Theatre
- Staging a Production

### Practical

- Cosmetology
- Food Safari
- From Passion to Product
- MasterChef
- Metal Masters
- Timber Masters
- Vehicles and Automotive

### Sport and Health

- The Coaching Blueprint
- Moneyball
- The Outdoor Challenge
- The Performance Edge

## STEM

- Aeronautics and Space Exploration
- Engineering Solutions
- Good Game
- Medical Mavericks
- Practical Chemistry
- Psychology
- Robotics and Mechatronics

**Please Note:** As at February 2024 – subject to future variation.



$$1. f(x) = \frac{1}{3}x^{-1}$$

$$f'(x) = -\frac{1}{3}x^{-2}$$

$$= -\frac{1}{3x^2}$$

$$f'(2) = -\frac{1}{3 \times 4}$$

$$= -\frac{1}{12}$$

(

$$2. 4(x^2 - 8x)(x^2 - 8x)$$

$$3. y = 7x^4 + 6$$

$$\frac{dy}{dx} = 28x^3 -$$

$$= 28x^3 -$$

# YEAR 11 SUBJECTS

## ACCELERATION STAGE

In Year 11, students elect to study courses for the Higher School Certificate to accelerate their learning into life beyond the College.

## MANDATORY SUBJECTS

- Christian Studies
- English Advanced, English Standard or English Studies

## ELECTIVE SUBJECTS ON OFFER

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Dance
- Design and Technology
- Drama
- Earth and Environmental Science
- Economics
- Engineering Studies
- English Extension 1
- Enterprise Computing
- Food Technology
- Geography
- History Extension
- Industrial Technology - Multimedia
- Industrial Technology - Timber
- Investigating Science

- Languages (external to College)
- Legal Studies
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Standard
- Modern History
- Music 1
- Music 2
- Music Extension
- PDHPE
- Physics
- School Based Apprenticeship or Traineeship (in consultation with the College)
- Society and Culture
- Software Engineering
- Studies of Religion I (1 unit)
- Studies of Religion II (2 unit)
- TVET Courses
- Visual Arts

**Please Note:** As at February 2024 – subject to future variation.

# YEAR 12 SUBJECTS

## ACCELERATION STAGE

In Year 12, students elect to study courses for the Higher School Certificate to accelerate their learning into life beyond the College.

## MANDATORY SUBJECTS

- Christian Studies
- English Advanced, English Standard or English Studies

## ELECTIVE SUBJECTS ON OFFER

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Services
- Design and Technology
- Drama
- Earth and Environmental Science
- Economics
- English Extension 1
- English Extension 2
- Engineering Studies
- Enterprise Computing
- Food Technology
- Geography
- History Extension
- Industrial Technology – Multimedia
- Industrial Technology – Timber
- Investigating Science

- Legal Studies
- Mathematics
- Mathematics Extension 1
- Mathematics Standard
- Modern History
- Music 1
- Music 2
- PDHPE
- Physics
- Science Extension
- Society and Culture
- Software Engineering
- Studies of Religion II (2 unit)
- Textiles and Design
- TVET Courses
- Visual Arts

**Please Note:** As at February 2024 – subject to future variation.





AMENITY

# CO-CURRICULAR LIFE

Sitting alongside the College's Curriculum program is our rich and vibrant Co-curricular program for students in Kindergarten through to Year 12. We strongly believe that through participation in Co-curricular opportunities, students achieve a more balanced approach to their schooling.

We encourage every student to become involved or try something new. As we strive to stretch student success beyond the classroom, our Co-curricular program develops leadership and teamwork skills and importantly, seeks to nurture a sense of community and belonging.

## Sport

The College has a rich history of sporting success across many sporting domains. Students in Years 3-12 can represent the College in the local Hills Zone Sports Association (HZSA) Interschool Sports Competitions and in Gala Days throughout the year. Students can also trial as individuals for a range of sports through HZSA, Association of Independent Co-Educational Schools (AICES) or NSW Combined Independent Schools (NSWCIS) pathways.

It is compulsory for all students in Years 2-12 to attend the College Swimming, Cross Country and Athletics carnivals and participation is highly encouraged. Students represent their House at each of these carnivals and compete against students from other Houses in age categories. Based on individual performance at each of these carnivals, students are then selected to be part of the College squad to compete at HZSA Representative Carnivals.

The College also competes in local interschool Rugby competitions as well as a number of statewide

knockout competitions in Football and Cricket.

From Years 9-12, we participate in domestic and overseas sporting tours in a range of age groups and also offer non-competitive opportunities for students across the whole College. Enjoyment is paramount and the Staff versus Student Games are a long-standing tradition at the College.

## Creative and Performing Arts

The College is well known for our Creative and Performing Arts programs. It is wonderful to witness students flourish whether singing, playing an instrument, dancing, acting, producing music, writing songs or working with others in productions. Our students have many opportunities to explore, develop and exhibit their creative talent outside the classroom at the College.

Students may also choose to be involved in our award-winning ensembles which rehearse weekly. For those who also love to perform, our highly-praised Musical and Drama productions in both Primary and Secondary, represent a great opportunity for students to extend themselves and make new friends.

## Camps

From Year 3 onwards, camps are a compulsory component of our College curriculum, designed strategically to support the learning and development of our students. They present opportunities for relationship building in different settings to the regular classroom. Building on the camp experience from Year 6, our Years 7-10 students undertake camps of increasing demands in the outdoor education space. The College's model of progression through these camps follows research conducted

into the character development of students in these activity types.

The College strongly supports students participating in The Duke of Edinburgh's International Award and camps within the Secondary School can be used to satisfy the Adventurous Journey portion of the Award.

## Clubs and Activities

We encourage every student to be involved in the Co-curricular Clubs and Activities program at the College. The clubs and activities we provide enable students to explore and develop a range of personal interest areas and skills, while developing a sense of community and belonging. Research has shown that when students are engaged, their learning increases. Our program increases the capacity of our students to learn in the classroom, to develop character in line with our virtues and to develop enterprise literacy skills (i.e. communication, critical thinking, leadership, cultural sensitivity, creativity, digital and financial literacy).

# CO-CURRICULAR OPPORTUNITIES

## PRIMARY

### Sport

- Basketball
- Football (Soccer)
- Netball
- Rugby Union
- Touch Football

### Championship/Gala Days

- AFL
- Football (Soccer)
- Futsal
- Netball
- Touch Football

### Dance

- Studio 1 Dance - Competition
- Studio 1 Dance - Recreational
- Wakakirri

### Music

- Instrumental Ensembles:
  - Concert Band
  - Junior Strings
  - Percussion Ensemble
- Peripatetic Music Lessons
- Vocal Ensembles:
  - Primary Choir
  - Primary Singers

### Drama

- Musical Theatre Productions
- Wakakirri

### Clubs and Activities

- Art Club
- Book Club
- Chess Club
- Christmas Box Club
- CRU Club (Exploring Jesus)
- Debating
- Football Academy
- Friendship Club \*
- Game Makers
- Gymnastics
- Knitting Circle
- Languages
- Library Monitors \*
- Minecraft Club \*
- Physio Play

- Robotics Club
- Running Club
- Skipping Club

### Outdoor Education

- P-2 Campout
- Year 3 Camp: Galston
- Year 4 Camp: Blue Mountains
- Year 5 Camp: Lake Macquarie
- Year 6 Camp: Canberra

## SECONDARY

### Sport

- Basketball
- Cricket
- Football (Soccer)
- Futsal
- Netball
- Rugby Union
- Touch Football
- Volleyball

### Championship/Gala Days

- Basketball
- Football (Soccer)
- Netball
- Tennis
- Touch Football
- Triathlon

### Dance

- Cheer
- Studio 1 Dance - Competition
- Studio 1 Dance - Recreational

### Music

- Instrumental Ensembles:
  - Concert Band
  - Contemporary Music
  - Music Technology
  - Orchestra
  - Percussion Ensemble
  - Stage Band
  - String Ensemble
  - Symphonic Wind Ensemble
- Peripatetic Music Lessons
- Vocal Ensembles:
  - Secondary Choir
  - Senior Singers

### Drama

- IAMprovising (Theatresports)
- Major College Productions

### Clubs and Activities

- Art Academy
- Basketball Academy
- Biotech Challenge \*
- Book Club
- Chess Club
- Christmas Box Club
- College Gym
- Debating
- Football (Soccer) Academy
- Future Problem Solving \*
- Golf Squad
- Languages
- P2S Design Club
- PB Running Club
- Philosophy Hub \*
- Public Speaking
- Reef Crew
- Speed and Strength Training
- STEM Club
- Textiles for Change

### Outdoor Education

- Duke of Edinburgh
- Year 7 Camp: Lake Macquarie
- Year 8 Camp: Darug Country, Hawkesbury Region
- Year 9 Camp: Colo River and Wollemi National Park
- Year 10 Camp: South Coast
- Year 11 Camp: City Mission (Sydney City)
- Year 12 Camp: HSC Study Camp, College Campus

\* By invitation

**Please Note:** As at February 2024 – subject to future variation.





# NEXT STEPS

## CONTINUE YOUR WILLIAM CLARKE COLLEGE JOURNEY

The honour of being able to partner with you in educating your child is something that we do not take lightly. There is no greater privilege than being able to help shape the character of future generations.

William Clarke College accepts enrolments from Preparatory to Year 11. Main entry points are Preparatory, Kindergarten, Year 7 and Year 11.

College tours occur throughout the year. Families are welcome to register their interest for tours via the College website. Families who enrol at the College will be informed when Information Evenings are taking place.

Due to high demand for entry into the College, there are characteristically many more applications than there are places available. Occasionally, after the initial enrolment process has been completed, further places become available later in the year. In this situation, the Director of Enrolments refers to a Registered Student List to select further applicants for interview. This process continues until all places are filled. Applicants who are not offered a place for their preferred entry point will have their application moved forward until a vacancy arises. Regrettably, it is possible that families will not be offered a place.

## STEPS TO ENROLLING

### 1. Apply to Enrol

Visit our website at [wcc.nsw.edu.au/enrol](http://wcc.nsw.edu.au/enrol) and complete the online Enrolment Application Form. A non-refundable enrolment fee is payable at the time of application. You will receive an email to let you know when your application has been processed.

### 2. Family Interview

Selected applicants will be invited to attend a family interview. The interview provides the opportunity for your family to get to know our College and for us to get to know you.

### 3. Offer of a Place

Following your family interview, if successful, you will be given an Offer of a Place to attend the College.

### 4. Acceptance

Your child's place is secured when all appropriate documentation has been signed and returned and the non-refundable Student Enrolment Fee has been paid.

### 5. Orientation Day

Before starting at the College, your child will be invited along to an Orientation Day. This creates the opportunity for them to form connections, meet staff and familiarise themselves with the College prior to commencing.

## CONTACT DETAILS

For further information about enrolling your child at William Clarke College, please contact the Enrolments Team:

**Phone:**  
(02) 8882 2400

**Email:**  
[enrolments@wcc.nsw.edu.au](mailto:enrolments@wcc.nsw.edu.au)

**To apply for enrolment, please visit**  
[wcc.nsw.edu.au/enrol](http://wcc.nsw.edu.au/enrol)



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T. (02) 8882 2100  
E. [info@wcc.nsw.edu.au](mailto:info@wcc.nsw.edu.au)  
[wcc.nsw.edu.au](http://wcc.nsw.edu.au)

1 Morris Grove  
Kellyville  
NSW 2155 Australia

PO BOX 6010  
Baulkam Hills BC  
NSW 2153 Australia

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