

PROSPECTUS

WILLIAM CLARKE
LEARNING
WISDOM
FOR LIFE



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

WILLIAM CLARKE COLLEGE
IS A **CHRIST-CENTRED**
COMMUNITY THAT SEEKS TO
DEVELOP **EXTRAORDINARY**
LEARNERS WITH A **PASSION**
TO SERVE OTHERS



I am. They may be two small words,
but together they begin one of the most powerful
statements we can make. What we choose to put
next shapes not only who we are, but also who
we will become, what we will achieve and
how far we will go.

**OUR
PURPOSE**

Our foundation for a Christ-centred community is the love of others in the community.

By creating a safe and supportive environment where students and staff can reflect on and discuss Christ's teachings, we are able to engage those who are sceptical, encourage those who are seeking, and equip those who have the desire to shape their life around Christ.

While our own relationship with God is uniquely personal, we believe that Christ is the key to unlocking wisdom that gives us all deep understanding for life.



PART OF A CHRIST-CENTRED COMMUNITY

OUR PURPOSE

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. In seeking to develop extraordinary learners who make progress, we recognise how instrumental student wellbeing is in the learning process. We adopt a robust wellbeing framework to support our students throughout their learning journey.

We know when students value and commit wholeheartedly to their personal learning progress, their character also benefits. We explicitly 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.



AN EXTRAORDINARY LEARNER

**OUR
PURPOSE**

With our foundation in Christ, we are a servant-hearted community that seeks to know and respond appropriately to the needs of others. We do not live in isolation. This compels us to be passionate about service that benefits the community and relationships.

We reinforce a community culture that values wellbeing and meeting the needs of others at both a local and global level.



PASSIONATE TO SERVE OTHERS

FROM OUR HEADMASTER

“At the College, students are supported to progress substantially and are challenged to grow in ways that will equip them to thrive in their life beyond the security of the school gates.”

I love my job! Working with young people, whether sharing the joy of learning to read with a Preparatory student or working alongside Year 12 students preparing for their final examinations, the role of an educator is one that is deeply rewarding.

There are many reasons why I believe William Clarke College is a special place. However, the central story that I wish to share is that we have amazing students. I am constantly surprised by stories that time and time again reveal the caring, giving and mature way our students seek to serve each other and others in need. They excel academically, reach great heights on the sporting field and perform brilliantly and beautifully in the arts.

It is my great privilege to work alongside dedicated staff who have a passion to prepare young people for success beyond their success at school. At the College, students are supported to progress substantially and are challenged to grow in ways that will equip them to thrive in their life beyond the security of the school gates.

As Headmaster of William Clarke College, 'I AM' thrilled to lead a Christ-centred community that seeks to develop extraordinary learners with a passion to serve. I commend the College to you and look forward to meeting you in the not too distant future.



Dr Scott Marsh
Headmaster



WHAT WE OFFER

PREPARATORY SCHOOL

I am curious and playful

Every child is unique and learns in different ways. By encouraging each child to investigate and explore their own areas of interest, we provide a dynamic and engaging curriculum that enables our students to be active participants in their unique learning journey.

Preparatory School offers a school readiness program that seeks to build on the learning experiences our children have had and encourage them to learn in a more formal environment. Children are encouraged to investigate, explore, observe and respond to new experiences and situations.

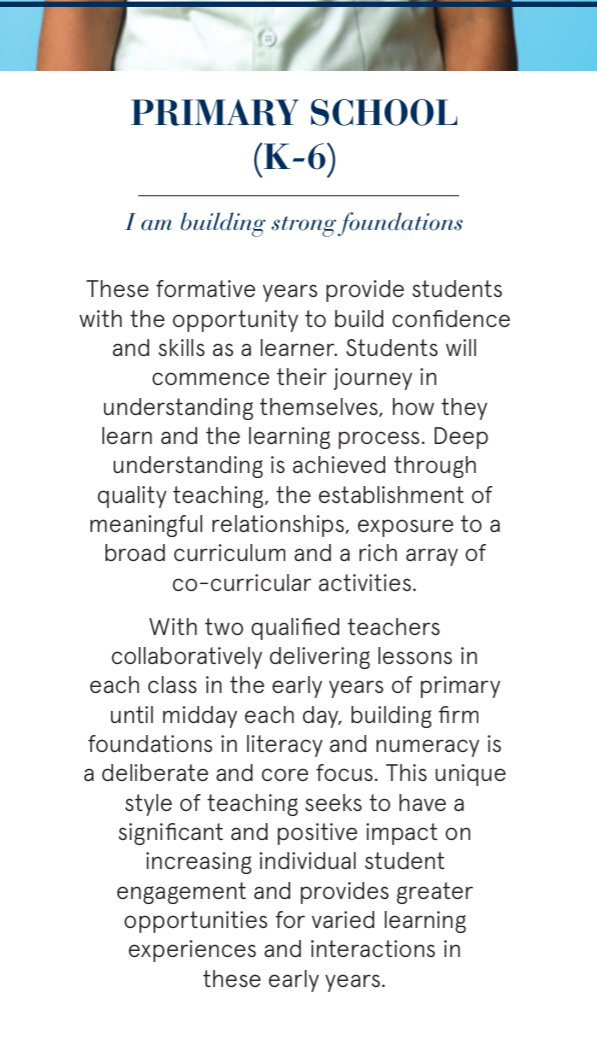


PRIMARY SCHOOL (K-6)

I am building strong foundations

These formative years provide students with the opportunity to build confidence and skills as a learner. Students will commence their journey in understanding themselves, how they learn and the learning process. Deep understanding is achieved through quality teaching, the establishment of meaningful relationships, exposure to a broad curriculum and a rich array of co-curricular activities.

With two qualified teachers collaboratively delivering lessons in each class in the early years of primary until midday each day, building firm foundations in literacy and numeracy is a deliberate and core focus. This unique style of teaching seeks to have a significant and positive impact on increasing individual student engagement and provides greater opportunities for varied learning experiences and interactions in these early years.



SECONDARY SCHOOL (7-12)

I am preparing for life beyond the College

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

We intentionally shift the focus forward, developing problem-solving and presentation skills, creative thinking, digital literacy and other enterprise skills that will prepare students for a dynamic and changing workforce.

Believing that maturing students should take ownership of their learning and make informed choices, senior students are trusted and empowered to make wise decisions. In the classroom, the work of teachers is focused on developing a rich understanding of course content, examining the relevance of what is learnt and applying this to a range of situations.

Through varied programs and opportunities both in and outside the classroom, we aim to equip students with the leadership skills, emotional maturity and resilience needed to thrive in today's world.



BEFORE AND AFTER SCHOOL CARE

I am nurtured

Our College-owned and operated Before and After School Care (BAASC) provides a high quality after-hours service to College families from Preparatory to Year 6. Our well-renowned centre provides a welcoming space where children are safely cared for in a vibrant and social setting. BAASC also operates a dynamic Vacation Care program during school holidays.



BUILDING CHARACTER



Character can be defined simply as 'who we are when no one is watching'. We actively challenge yet support students to build their character so they can live authentic lives – character that leads and does not follow; character that demonstrates our College virtues – courage, hope, humility, ingenuity, integrity and justice. Through explicitly teaching these good character qualities, we wish to equip young people with the foundational qualities that will see them thrive, serving God as leaders in their communities.

As a Christ-centred community, we seek to develop character that ultimately brings honour to God.

COURAGE
HUMILITY
INTEGRITY
HOPE
INGENUITY
JUSTICE

LEARNING FOR UNDERSTANDING

TEACHING AND LEARNING

As we seek to develop extraordinary learners, we value the holistic development of the young people within our care. We know that there is an inextricable link between maximising a student's progress and the pursuit of a holistic education.

We are passionate about making learning a journey that is intrinsically rewarding. In creating this culture, students are more likely to thrive as a natural response to their interests and passions.

At the College, we actively foster a Professional Learning Community. Teaching staff meet regularly to share expertise and work collaboratively to improve teaching skills and learning outcomes for students. Teaching is only effective if students are learning. To this end, the College intentionally puts a strong emphasis on progress and ensuring teachers understand and are accountable for the impact they have in the classroom.

The College continues to partner with leading universities in research projects that have been strategically designed around supporting improvements in student learning outcomes.



OUR CURRICULUM



These four overarching research-based concepts shape our approach.

SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS

We are an inclusive Christian community with high expectations for behaviour both in learning and community.

EXPLICIT INSTRUCTION

We are committed to high quality teaching practice that centres on the systematic delivery of content and clarity of explanation.

ASSESSMENT FOR LEARNING

Our focus is progress. We use and share feedback to proactively inform the next step in the teaching and learning process.

DEEP UNDERSTANDING

We strive for learning where knowledge and skills are committed to long-term memory and are ably applied to new situations.

LEARNING WISDOM FOR LIFE

“As a Christ-centred community, the life of Jesus Christ provides the foundation from which the College draws its purpose and hope.”

CHRIST OUR WISDOM

As a Christ-centred community, the life of Jesus Christ provides the foundation from which the College draws its purpose and hope. In valuing Christ our Wisdom, the College seeks to honour Christ in every facet of College life, yet welcomes people of all faiths.

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.





WELL CARED FOR

“Through proactively engaging and connecting students in a range of programs within year groups and across the College, we establish opportunities for building positive relationships and fostering a sense of belonging.”

WELLBEING

The College places great importance on student wellbeing. The synergy between the spiritual, intellectual, social, emotional and physical aspects of wellbeing is intentionally explored within our framework to assist students to thrive within a safe environment. We recognise that wellbeing underpins how well students progress in their learning journey and how deeply they feel connected with other members of the community.

Our strengths-based approach to student wellbeing is Christ-focused and forms the foundation on which all else is built. We care for each individual because each individual is made and loved by God.

Through proactively engaging and connecting students in a range of programs within year groups and across the College, we establish opportunities for building positive relationships and fostering a sense of belonging.

Our Wellbeing Framework ultimately seeks to build character and resilience, equipping and empowering students to be free to live the life God has planned for them.

“If the Son sets you free, you will be free indeed.” (John 8:36)



As a comprehensive College, we value the holistic development of students. 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.

We are well known for our dynamic co-curricular program. Designed to stretch student success beyond the classroom, our program helps to build leadership and teamwork skills and develop a sense of community and belonging in students.

“We strongly believe that through participation in co-curricular opportunities, students achieve a more balanced approach to their schooling.”

OPPORTUNITIES

OPEN TO OPPORTUNITY

“New friendships are formed and thrive through the shared endeavour of co-curricular involvement.”

SPORT

Blessed with a rich history of sporting success, the College is strong across many sporting domains. There are considerable opportunities to be part of a sporting team or to represent the College individually. We participate in overseas rugby and netball tours and 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

Self-confidence flourishes in students who participate in our creative and performing arts programs. Whether it is joining one of our many bands, choirs or ensembles, starring (on or off stage) in one of our productions, or having artwork displayed in our Showcase events, students have many opportunities to explore and develop their creative talent. In past years, some of our senior students have been selected to exhibit work at ARTEXPRESS or perform at ENCORE and OnSTAGE – major events showcasing outstanding work completed for the Higher School Certificate.

OUTDOOR EDUCATION

The College’s outdoor education program is designed to create outdoor learning opportunities for students to develop skills in areas such as teamwork, leadership and problem solving. The ‘great’ outdoors provides the perfect environment for students to test themselves and to push themselves to achieve things once thought impossible. Outdoor education seeks to support young people to disconnect from their devices, experience the simplicity and beauty of nature and, by sitting silently, discover more about themselves and who God created them to be.

The College strongly supports students participating in The Duke of Edinburgh’s International Award, as it empowers students to explore their potential and achieve success through participation. As such, a camp within the Secondary School is partly used as an introduction to the Award and serves as an accessible entry point for College students who would like to experience the Award.

CLUBS AND ACTIVITIES

The Clubs and Activities program is designed to extend the individual capabilities and talents of each student. Sporting enthusiasts, music lovers, craft enthusiasts, game devotees and budding scientists have plenty of activities to choose from, while honing their skills and having fun participating. New friendships are formed and thrive through the shared endeavour of co-curricular involvement. For others, it is the challenge and excitement of competition or performance. For some students, it is quite simply the inherent joyfulness of running, playing, dancing, serving, speaking or creating.



PREPARED FOR LIFE

Graduates of William Clarke College are many things. They are scientists, physicians, human rights lawyers, teachers, performers, writers, philanthropists, leaders. They are often graduates who not only excel in their field, but who also use their position, skills and knowledge to give back to the world.

The ultimate goal of the College is to develop the whole person spiritually, academically, emotionally and socially so that our graduates are well prepared for the challenges of life beyond the College.



LAURA FREE

Legal Aid Lawyer

Laura Free completed her degree at the University of Sydney studying a combined Bachelor of International Studies and Law degree, after graduating from the College in 2005. Laura spent 14 months working with a Supreme Court Judge as his Tipstaff and in 2012 worked for a year as a volunteer lawyer with the faith-based organisation International Justice Mission in Chiang Mai, Thailand. Now working for Victoria Legal Aid in the Migration team, Laura is providing legal representation for those who otherwise would not have access to it, giving the disadvantaged a voice and an opportunity for justice.

TIM ANSTEE

Athlete

Australian rugby star Tim Anstee graduated from the College in 2015. Tim made his World Series 7s debut in Dubai in December 2016 and in 2017 commenced training full time with the Australian 7s squad.



MATTHEW GEORGIADES

PhD Candidate

Matthew Georgiades graduated from the College in 2009 and holds a Bachelor of Science (Advanced – Neuroscience) degree and is a Stage 3 medical student. He is concurrently undertaking research as a PhD candidate, working on research that is focused on improving the quality of life for patients with Parkinson's disease, through the University of Sydney. Matthew has presented research at international conferences and has been published in medical journals, been awarded scholarships and travel grants as part of his studies, and has assisted in community and charity work.



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