



WILLIAM CLARKE  
COLLEGE  
CHRIST OUR WISDOM

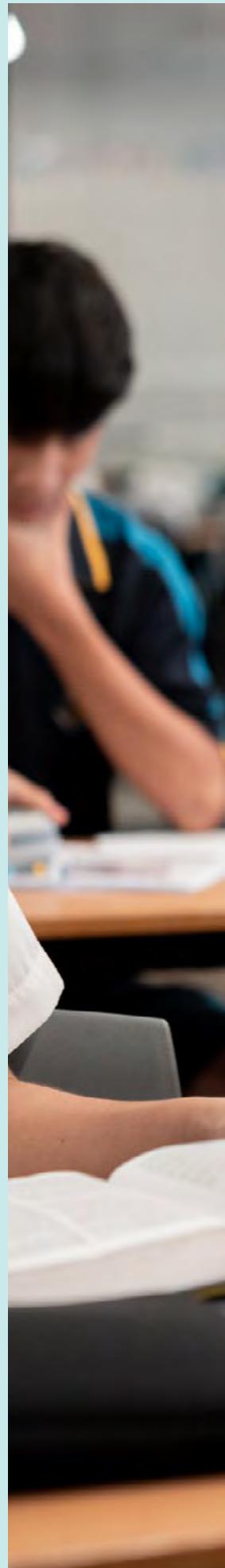
SECONDARY CURRICULUM

A photograph of a classroom full of students. In the foreground, a young girl with dark hair, wearing a teal cardigan over a white collared shirt, is smiling broadly with her hand resting on her chin. To her right, another student with blonde hair is looking towards her. The background is filled with other students, all appearing to be engaged in a lesson or activity. The lighting is bright and natural, suggesting a daytime classroom setting.

WHERE **EXTRAORDINARY** BEGINS

WILLIAM CLARKE COLLEGE'S VIRTUES

**COMPASSION  
COURAGE  
HOPE  
INTEGRITY  
HUMILITY**





# OUR SECONDARY CURRICULUM APPROACH

We achieve this through a future-focused curriculum that empowers students with a strong sense of agency. This means students are equipped to become owners and directors of their own learning, gaining the essential knowledge, skills and attributes for success beyond success at school. We call this Deep Learning.

## A SECONDARY CURRICULUM DESIGNED FOR DEEP LEARNING

The world is changing at an accelerating rate. The skills and knowledge that students once required to succeed in a relatively predictable working environment have changed. As a Christ-centred community we want our students to thrive in these turbulent, complex and unpredictable times. As such, we seek to develop extraordinary learners with a passion to serve others.

We achieve this through a future-focused curriculum that empowers students with a strong sense of agency. This means students are equipped to become owners and directors of their own learning, gaining the essential knowledge, skills and attributes for success beyond success at school. We call this Deep Learning.

Extraordinary learners engage in deep learning through meaningful and authentic, real-world learning experiences that develop Christ-like Character, Academic Mastery and Enterprise Skills.

**Christ-like Character:** commitment to a life of virtue that allows one to bring hope to others by showing compassion, courage, hope, integrity and humility.

**Academic Mastery:** the acquisition of knowledge, skills, behaviours, and dispositions which enhances the ability to apply understanding in new contexts and utilise enterprise skills. Enabling students to grow proficiency in literacy, numeracy, and a rich understanding of the big ideas that matter.

**Enterprise Skills:** key competencies that describe the skills and attributes deemed necessary for learners to flourish as citizens of the modern world — the 5 Cs of collaboration, critical thinking, communication, creativity and citizenship.

We believe our approach to learning in the Secondary years provides students with more freedom to explore their interests and take ownership of their learning journey.

This booklet outlines our approach to teaching and learning in the Secondary years. We are passionate about enabling our students to develop a sense of agency so they are responsible for their learning and ultimately, best positioned to experience success at the College and beyond their school days.

Please do not hesitate to contact the College if you have any further questions. We look forward to hearing from you soon.

Kind regards,



**Mr Simon Walker**

Head of Secondary School



**Mr David Hall**

Head of Curriculum



**Mr Peter Doherty**

Director of Teaching and Learning 7-12





# PURSUING PASSIONS AND INTERESTS IN THE SECONDARY YEARS

7

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

We believe 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 Dharug Culture and Language Program. This program has been developed in partnership with members of the Dharug community. Students engage in learning that progresses their knowledge of the culture, history and language of the Dharug 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** - is a course designed to assist them in the transition to learning in secondary school. Students also participate in social activities, helping them to strengthen peer relationships across the cohort, and begin to build skills in time management as they complete homework and culminating tasks.

**MyDesign for Year 8** - a course to help students understand their unique strengths, interests and motivations. Students participate in social activities, helping them to strengthen peer relationships across the cohort.

## 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.

## LEARNING STRUCTURES

In Years 7-10, courses are studied both across the full year, and across one semester. This balance allows the College manage the number of subjects studied at one time – particularly important for Year 7 students – which decreases daily organisational demands and helps build stronger relationships. While also promoting consistency and mastery for those subjects requiring frequent contact with their teachers and enables opportunity for short bursts of instruction and time for independent practise between lessons.

In the Secondary School, students attend a six period day, and all subjects will include at least one 'double period'. Our Xplore electives will be comprised entirely of 'double periods'. This structure provides flexibility, where necessary, while also allowing students 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.



# extraordinary



extraordinary

# 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







# 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

### Commercial and Global Studies

- Business Studies (Accelerated) – by invitation
- Oceanography
- Shark Tank
- Show me the Money

### Diverse Learning

- Future Problem Solving (by application)

### Drama

- Drama 1
- Drama 2
- Musical Theatre

### Humanities

- Archaeology
- Crimes and Conspiracies
- Criminology

### Languages

- French 1 (Year 9)
- French 2 (Year 9)
- French Continuers (Accelerated) – by invitation

### Music

- It's all Music
- The Art of Performance

### Personal Development, Health and Physical Education

- Dance Works
- Dimensions of Dance
- The Coaching Blueprint
- Moneyball
- The Outdoor Challenge
- The Performance Edge

### Science

- Aeronautics and Space Exploration
- Cosmetology
- Medical Mavericks
- Practical Chemistry
- Psychology

### Technical and Applied Science (TAS)

- Architectural Design
- Design Studio
- Engineering Solutions
- Food Safari
- MasterChef
- Timber Masters 1
- Timber Masters 2
- Vehicles and Automotive
- The Fashion Designer

### Visual Arts

- 2D Media – Drawing, Painting and Printmaking
- Animation, Visual Effects and Motion Graphics
- Ceramic Forms
- Photography
- Filmmaking
- The Human Form – Portrait Painting and the Anatomy
- Sculpture

**Please Note:** As at February 2026 – subject to future variation.

# 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

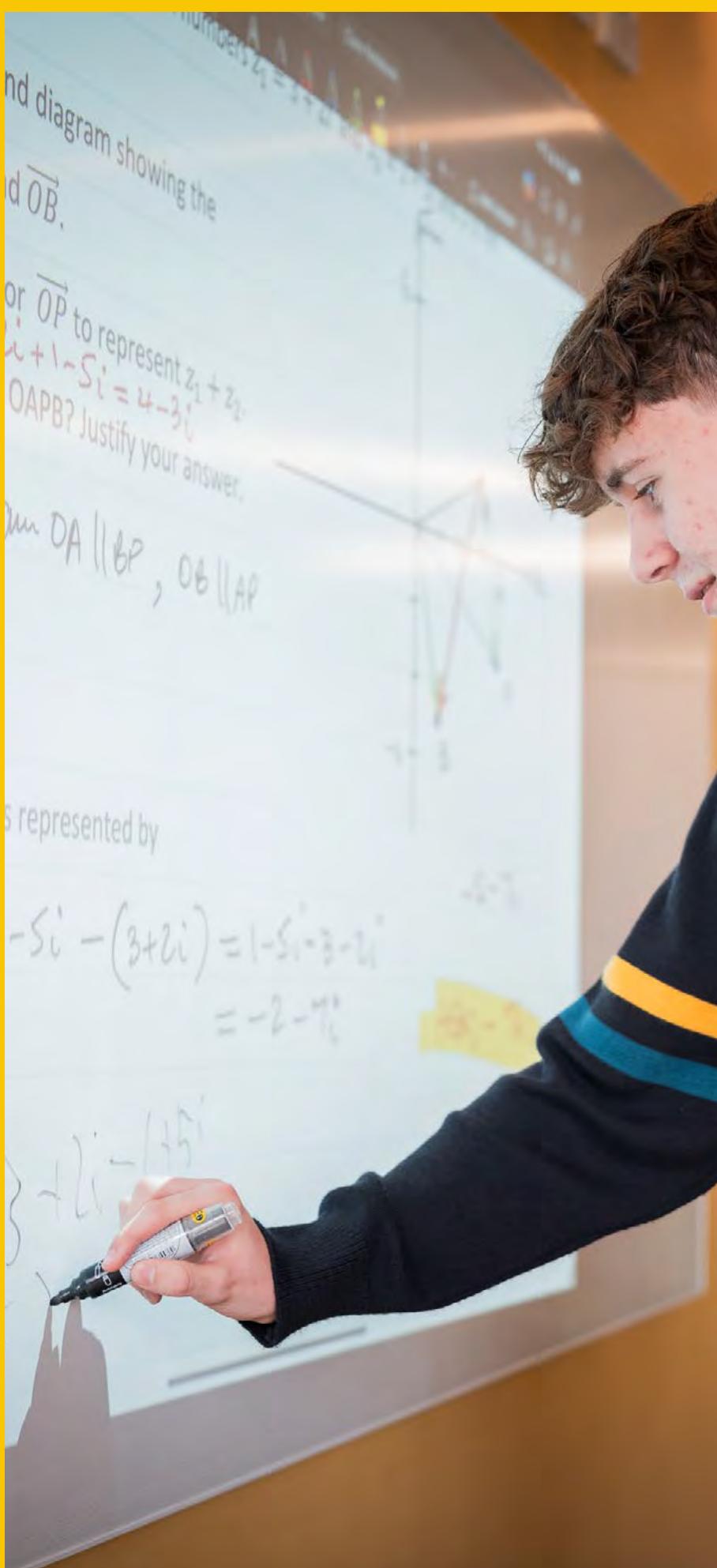
- Christian Studies
- English Advanced, English Standard or English Studies

## ELECTIVE SUBJECTS ON OFFER

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Dance
- Design and Technology
- Drama
- Earth & Environmental Science
- Economics
- Engineering Studies
- English Extension 1 (Preliminary and HSC)
- Enterprise Computing (external course)
- External Languages from the College
- Food Technology
- French Beginners
- Geography
- Health and Movement Science
- Industrial Technology – Timber
- Investigating Science
- Legal Studies
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Standard
- Modern History
- Music 1
- Music 2
- Physics
- Society and Culture
- Software Engineering (external course)
- Studies of Religion I
- Studies of Religion II
- Textiles and Design
- TVET course
- Visual Arts

**Please Note:** As at February 2026 – 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 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
- Studies of Religion II
- TVET Courses
- Visual Arts

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# SUPPORTING SECONDARY STUDENTS IN THEIR LEARNING JOURNEY

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 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.





**WILLIAM CLARKE  
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