



WILLIAM CLARKE AN EXTRAORDINARY LEARNER



OUR CURRICULUM APPROACH

“We achieve this through a future-focussed 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-focussed 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: 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 that 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,

A handwritten signature in blue ink, reading 'Dan Miller'.

Dan Miller

Head of Curriculum P-12



PURSUING PASSIONS AND INTERESTS IN THE SECONDARY YEARS

In the Secondary School, students are empowered to take control of their futures by pursuing and developing their unique strengths, passions and interests. We approach this through three stages:

Foundation

In Years 7 and 8 students build their Foundation for Deep Learning, strengthening their skills and knowledge in and across the core disciplines such as English, Mathematics, Science, Christian Studies, History, Geography, PDHPE, Music, Technology and Visual Arts.

Students in Year 8 also participate in 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 more widely.

Exploration

In Years 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. These are selected from pathways aligned to knowledge, personal interest and future careers and may include STEM, Art and Design, Business and Entrepreneurship, Practical Skills, Performing Arts, Sport and Health, Literature and Communication, and Faith and Life.

Acceleration

In Years 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 a unique Christian Studies program, focussed on personal reflection and character development through a series of day retreats across each year.



ENABLING DEEP LEARNING THROUGH TWO STRUCTURES

We enable Deep Learning through two unique structures.

Structure One

In the Foundation and Exploration stages, Year 7-10 courses such as Mathematics, English and Christian Studies are studied throughout the year, enabling the ongoing mastery of literacy and numeracy skills. Courses such as Science, History, Visual Arts, PDHPE and Technology are studied more intensely for half the year.

This means students will have fewer classes which will:

- decrease daily organisational demands and
- help build stronger relationships through more frequent contact with their teachers.

Structure Two

Across all three stages of Foundation, Exploration and Acceleration, Secondary School students attend three extended learning blocks for most courses, rather than a traditional six period day. We strongly believe that the extended learning blocks will:

- provide more time to dive deeply into rich concepts
- present opportunities to engage in authentic, real-world problems and
- further develop Enterprise Skills and Christ-like Character that are essential for success beyond school.

We believe structuring learning in this way will enable our students to develop a sense of agency so that they are responsible for their learning and ultimately, best positioned to experience success at the College and in their life beyond.

SUPPORTING SECONDARY STUDENTS IN THEIR LEARNING JOURNEY

Our students in the Secondary School are supported on their learning journey through their participation in a unique character program where a Mentor is assigned to every student. This Mentor will travel alongside each student throughout their time at the College.

The Student Mentor will support each child to feel known, valued and included and help students to develop a deep sense of belonging. Students will benefit from:

- regular one-on-one, face-to-face sessions with their Mentor over the course of the year
- weekly meetings with their Mentor Group and
- attending Chapel, Assembly, Year Group Meetings, House, Retreats and Camp with their Mentor Group.

