



Western
Heights
College

I can start now

Prospectus



I can see where we've come from.
I can look forward to where we are going to.
I can understand who we are,
what our ambition is.
I can know what we stand for,
and how to share these with our students,
teachers, parents and community.

I can start now.

Contents

Join Us	6
Our Ambition	8
Our Story	10
Our school facilities	14
I can discover new places	12
I can learn new skills years 7-12	18
I can give back to my community	24
I can play sport for fun and much more	28
I can master new skills	32
I can learn how to play music and much more	36
I can support our school community	38
I can start now	42



Join Us

Tomorrow throws up as many challenges as it does opportunities. The dominance of all things digital. The explosion of information and misinformation. The pervasive influence of social networks.

The science and politics of our changing climate. The unknown future of work ("85% of jobs that will exist in 2030 haven't been invented yet," Dell Technologies). These and other cultural, social, political and economic shifts signal change like never before.

Each of them have been hailed as either the greatest threat or the most exciting possibility for our students. So more than ever, whether an individual student says, "I can" or "I can't" depends on us, as educators. We have a crucial role: to empower, inform and mentor our students to make inspired choices, to find their own academic, vocational and personal pathways and, above all else, to be their best.

We believe our school is uniquely equipped to meet these challenges and make the most of opportunities. It's as much about our mind-set, values and point-of-view as it is about our physical structures and grounds. It is an incredibly exciting time to be a part of this school. This is an invitation to join us as we better our school and the relationship everyone has with it.

Fiona Taylor
College Principal



Our school aims high

Our ambition aims high. As it should be, it is ambitious. But we believe it holds the key to a future-facing, enduring reputation for our school.

For parents with young families, who want safety and security for their child, Western Heights College provides a supportive community of educators and professionals, that will equip students with the skills they need to achieve their personal best, so they can thrive in an unknown future.



Our school builds on each other's strengths and weaknesses

Our story is as much about our past as it is about our future: where have we come from and where are we going to.

Our Past

The merger of three existing secondary schools: Bell Park High School, Geelong West Technical School (Minerva Road) and Bell Park Secondary College to create our Western Heights College was the first chapter.

The relocation to the single site on Vines Road, with four separate science specialist areas, performing arts facility, lecture theatre, dance and performance spaces, specialist music and instrument learning / practice spaces and state of the art kitchen, cafe and dining facilities was the second chapter.

Our Future

Chapter 3 of our school's journey is aligned with our school's new brand identity and distinctive purpose which will help deliver our objective to empower our students to do their personal best and say 'I can'. Our commitment is firmly on the teaching and learning requirements for success and to deliver growth for our learning community. We have a strong vision which includes the creation of specialist sporting programs integrating with elite sports clubs with links to allied health and tertiary institutions such as Victoria University, Deakin University and Federation University. Connections have been established globally with opportunities for students to engage with the world and experience the benefits of travel, new experiences, resilience, independence and cultural awareness. We want our students to aspire to reach their potential and our vision is firmly focussed on enabling this in every way we can.

Plans to complete stage 3 of the school's masterplan, includes building an indoor sports stadium on the college grounds.



“

In a world crying out for purpose, connection, confidence and perspective. WHC will aim to grow the courage of its community to be comfortable in their own skin, be the best version of their themselves all whilst living and breathing in a mindset based on “I can.”

”



Building 1

**Learning Community
Years 10 and Vocational
Pathways 10/11/12**

Our Year 10 and Vocational Pathways students in our college are located in this shared learning community, including students who are studying VET or VCAL subjects. This building also contains the design and technology spaces for Art, Photography (including a traditional darkroom), Apple Mac Computer Lab, Woodwork and Engineering. The Careers and Pathways office is also located in this space. The Learning Community also contains areas that can be easily reconfigured, a collaborative area, a Da Vinci Studio – an art, science and projects area, an Einstein Studio – a more informal area for thinking and learning in a library-like environment, a Socratic studio – and a conference space, small group rooms, a kitchen and a wet area, student and staff toilets and large covered outdoor learning areas.

Building 2

**Learning Community
Years 8 and 9**

Our Year 8 and Year 9 students in our college are located in this shared learning community. All students in these year levels are located in this building. This building also contains the STEM and specialist Science rooms for Physics, Chemistry and Biology. An open space for robotics and digital technology is also located in this Learning Community along with a learning lab with 3D printers. Outside this area is an environmental science space with wetlands. The Learning Community also contains areas that can be easily reconfigured, a collaborative area, a Da Vinci Studio – an art, science and projects area, an Einstein Studio – a more informal area for thinking and learning in a library-like environment, a Socratic studio – and a conference space, small group rooms, a kitchen and a wet area, student and staff toilets and large covered outdoor learning areas.

Building 3

**Learning Community
Years 7**

Our Year 7 students in our college are located in this shared learning community. All students in Year 7 are located in this building. The Learning Community also contains areas that can be easily reconfigured, a collaborative area, a Da Vinci Studio – an art, science and projects area, an Einstein Studio – a more informal area for thinking and learning in a library-like environment, a Socratic studio – and a conference space, small group rooms, a kitchen and a wet area, student and staff Toilets and large covered outdoor learning areas. This building is also the home of the college's Chinese Language Learning Space. This is equipped with a Cisco Webex for communication opportunities with our sister school in Nanjing.

Building 4

**The Performing Arts and
Food Technology Building**

This building contains specialist learning spaces for the performing arts, drama, music, a functional lecture theatre, hospitality centre and food technology and training café. Each space is state of the art and offers an opportunity for students to be engaged in exceptional learning in these areas. The kitchens are in very close proximity to the Stephanie Alexander Kitchen Garden Area with a the fully functional wood oven and hot house for propagating plants. The Performing Arts Food Centre opens out onto a stage and a grassed amphitheatre.

Building 5

**Community Centre
and Shared Community,
School Library**

Our library doubles as our Geelong Regional Community Library that is shared with the students and the public. The Vines Road Community Centre operates day and night and has some 40 user groups. The centre includes flexible multipurpose rooms, a function hall, an information technology resource centre, meeting rooms, and a fitness centre. The Vines Road Seniors Club is also located within the centre and our students integrate closely with the group including catering by our VET Hospitality Program to serve a sit down 2-course meal every Wednesday to up to 80 Senior Citizens Club Members. Civic Plaza – The College has a central plaza, Hamlyn Plaza which is highly visible from the main road and forms the civic interface with the community. The main building adjacent to the plaza includes the shared Library, Cafe, Community Centre and Seniors Club and it is in the most visible location.

Building 6

**Learning Community Year
11 and 12**

Our Year 12 students in our college are located in this learning community. All students in Year 12 are located in this building including students who are studying VCE, VET or VCAL subjects. This building also contains the design and technology spaces for Art, Apple Mac Computer Lab, Woodwork and Engineering. The Careers and Pathways office is also located in this space. The Learning Community also contains areas that can be easily reconfigured, a collaborative area, a Da Vinci Studio – an art, science and projects area, an Einstein Studio – a more informal area for thinking and learning in a library-like environment, a Socratic studio – and a conference space, small group rooms, a kitchen and a wet area, student and staff toilets and large covered outdoor learning areas.

Building 7

High Performance Centre

This facility is where a number of special programs and activities occur in the college. Some of these programs include the Specialist Sports Programs, our AFL Academy School VCAL Program, strength and conditioning and allied health space, a specialist teaching and learning space for applied learning, an examination centre, and a professional learning space.

Building A

Administration Hub

This building contains the main kitchen and staff common room. It also houses our Well-Being Hub with confidential counselling spaces and interview rooms for our school. A conference room is also a feature along with the general office. This building also offers space for the College Principal and Assistant Principals, a reception area, sick bay and first aid space.



I can
discover
new places

Kokoda Trip Student Quotes

"I have had the best time and still want to go back to Kokoda! Thank you for caring and having all of us in mind!"

"The privilege I felt being welcomed into the beautiful villages along the track was immense, I feel I have grown as a person and definitely have the confidence and toughness now to know that I can do it."

"The Kokoda Track was the best thing that I have ever done."

"I felt sisterly and brotherly love from my school mates when slogging up ridiculous climbs and down knee-shattering descents hour after hour with the toughest people I know."

"I have always dreamt of climbing the Kokoda Track – now I have and I honestly feel like I can do anything."

China Trip Student Quotes

"The Great Wall was definitely the best thing; it was so cool and we even got to toboggan down."

"Going to the Tiananmen Square, the Forbidden City and the Hutong was my highlight and of course the food and eating dinner together every night, I love Chinese food!"

"Caught a train to Xian where the group visited the Terracotta Soldiers and Horses that form a large army guarding the emperor's tomb. They are freaky but amazing works of art created by ancient Chinese working people, I loved it."

"Each of the Terracotta Soldiers looks different from the others."

"I loved visiting our sister school in Nanjing, the students were very friendly and welcoming to us."

"It was my first time ever on an aeroplane and it was scary but I am so glad to have experienced visiting my first overseas country as part of the best group ever from Western Heights College, I want to go back."

"My favourite day was riding the bikes around the top of the city wall in Xian and learning some Kung Fu in a real Kung Fu School."

7. I can learn new skills

Year Seven

We have devised a study program for Year 7 students that meets the needs of the Victorian Curriculum Standards and the specific needs of our students. Students develop core skills across a broad range of specialist subject areas, with a particular emphasis on developing their literacy and numeracy skills.

In Year 7 we teach the Victorian Curriculum F–10, which sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Subjects taught at Year 7 are a combination of year-long and semester-long subjects. Students also study the Chinese language.

All Year 7 students have a mentor group, which is the class they spend most of their time with each day. Each group has a daily Mentor session each morning with their Mentor Group Teacher. These teachers are the first point of contact for students, parents and teachers regarding students' wellbeing.

All Year 7 students attend a three-day orientation camp during term 1 in Angelsea. During this camp, students participate in a range of activities, excursions and workshops designed to support learning, strengthen peer connections and build leadership skills.

We have a Bring Your Own Device (BYOD) 1:1 Program where it is compulsory for all students to have a portable digital device (laptop) that meets minimum requirements and specifications. Year 7 students purchase a common specified device for use through Year 7 and beyond.

Our digital learning program provides students with the opportunity to be effective digital learners who will become confident, creative and productive in a digital world. We believe that this access to technology helps engage our students in the learning process in new and creative ways, and to become increasingly skilled at using technology to access and present information, solve problems and work collaboratively.

We understand that moving from primary to secondary school is a big change. It can be exciting but can also be challenging or worrying for many students.

We have developed a Transition Program that runs throughout Grade 6 to support our new students and make sure their transition to our school is as smooth as possible.

Activities and events are held throughout the year to support students to build organisational and study skills, develop strong peer relationships, enhance resilience and mindfulness, and to build a sense of connectedness to the school community.

I can seek new adventures

8.

Year Eight

In Year 8 we teach the Victorian Curriculum F–10. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. All students will continue with their learning of the Chinese Language.

Subjects taught at Year 8 are a combination of year-long and semester-long subjects. Students also study the Chinese language.

Although the structure of the core curriculum is similar to Year 7, new challenges await Year 8 students. Building upon the foundations laid in Year 7, delivery of the curriculum acknowledges that there are many different ways in which students learn effectively. Emphasis is placed upon challenging and teaching students to become critical thinkers.

In Year 8, the approach that underpins curriculum delivery at Year 7 is continued. The teaching teams focus is on the individual learning needs of students in planning and implementing the curriculum in the major subject areas.

During Year 8 students are encouraged to commence pathways and career exploring. Opportunities to engage with university and industry visits enable students to be immersed in various pathways and options for future careers. This combined with many enriching excursions to places like the Werribee Free Range Zoo, Deakin University, Geelong Tech School and the Melbourne Arts Centre provide new adventures and opportunities for our Year 8 students.

9. I can discover my passion

Year Nine

We have devised the Western Heights College curriculum model for our Year 9 students to address the Victorian Curriculum and lead into the Victorian Certificate of Education (VCE), Victorian Applied Learning Certificate or Vocational Educational and Training studies (VET).

The Year 9 curriculum model provides greater advocacy in learning for students by allowing them to do more of what they enjoy, specialise in deep knowledge of an area, or engage with a broader set of learning opportunities. The courses are designed to appeal to a variety of interests, explore big ideas and specific content, and promote student connection to areas of study.

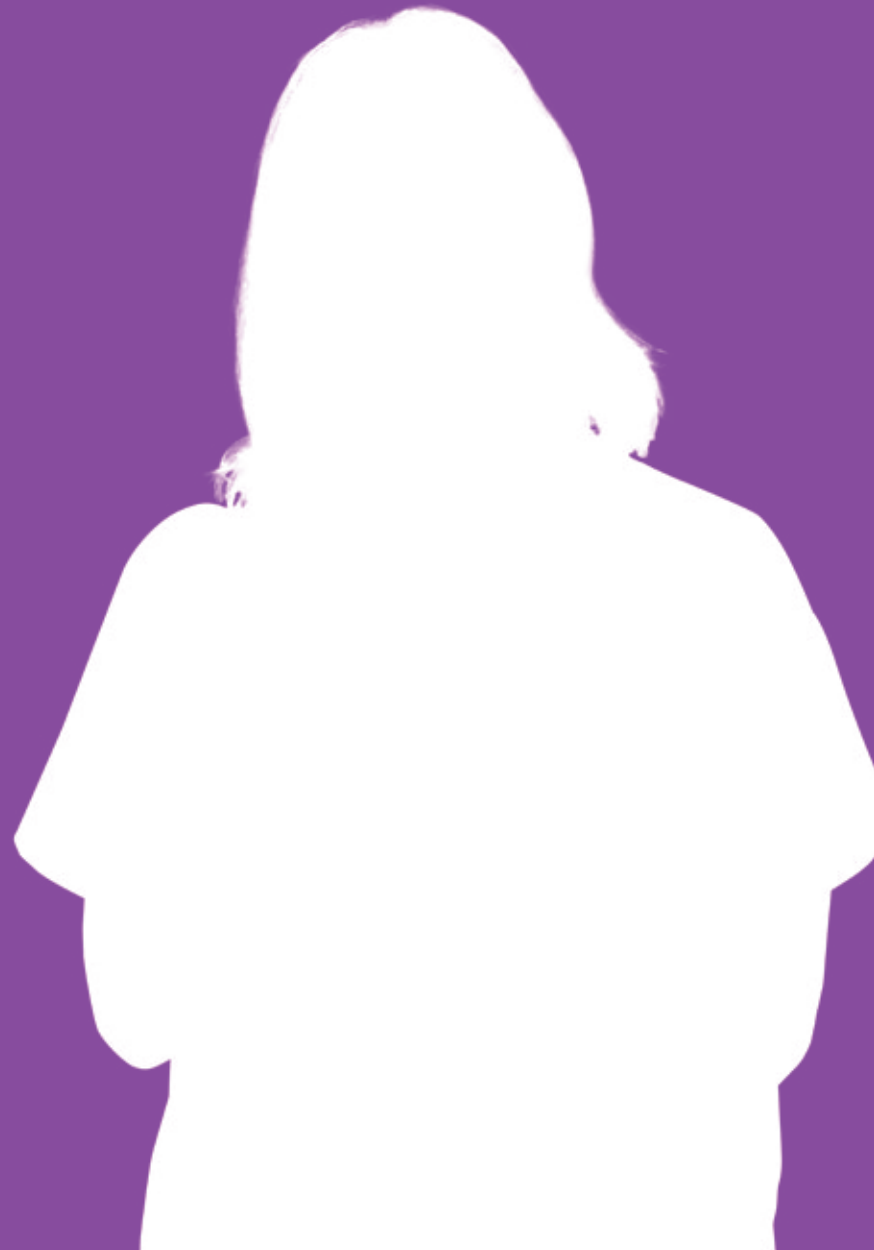
In Year 9, students have the freedom to deeply explore preferences for courses across the required breadth of learning areas, as well as explore vocational activities. All Year 9 students engage with an external careers advisor and complete the Morrisby Year 9 Career Profiling online activity.

Students moving into Year 9 retain their Year 7 and Year 8 Mentor group to enhance their sense of belonging and stability. The Year 9 program focuses on community engagement and connection, equity and social justice, social and emotional wellbeing and study skills to support the increased academic demands of these years. An exploration of future study and career pathways is also a feature of the Year 9 program.

During Year 9, students have the opportunity to choose a range of extra-curricular camps, excursions, overseas tours and leadership building opportunities. These camps range from bi-annual Kokoda Track Leadership Building Trek, China Cultural Immersion Tour, South Korea Cultural Immersion Tour, Fiji Highlands Immersion and Student School for Leadership opportunities.

We have a Bring Your Own Device (BYOD) 1:1 Program where it is compulsory for all students to have a portable digital device (laptop) that meets minimum requirements and specifications. Year 9 students can keep the device they purchased in Year 7 or 8.

Our digital learning program provides students with the opportunity to be effective digital learners who will become confident, creative and productive in a digital world. We believe that this access to technology helps engage our students in the learning process in new and creative ways, and to become increasingly skilled at using technology to access and present information, solve problems and work collaboratively.



10. I can have fun lose or win

10.

Year Ten

We have devised the Western Heights College curriculum model for our Year 10 students to address the Victorian Curriculum and lead into the Victorian Certificate of Education (VCE), Victorian Applied Learning Certificate or Vocational Educational and Training studies (VET).

Our program at Year 10 provides all students with a firm grounding in all the major disciplines. The core program ensures that all students continue to develop skills and knowledge in English, Humanities, Mathematics, Science, Careers Development and Physical Education. In addition, the electives program provides flexibility of choice and opportunities for a broad range of learning experiences.

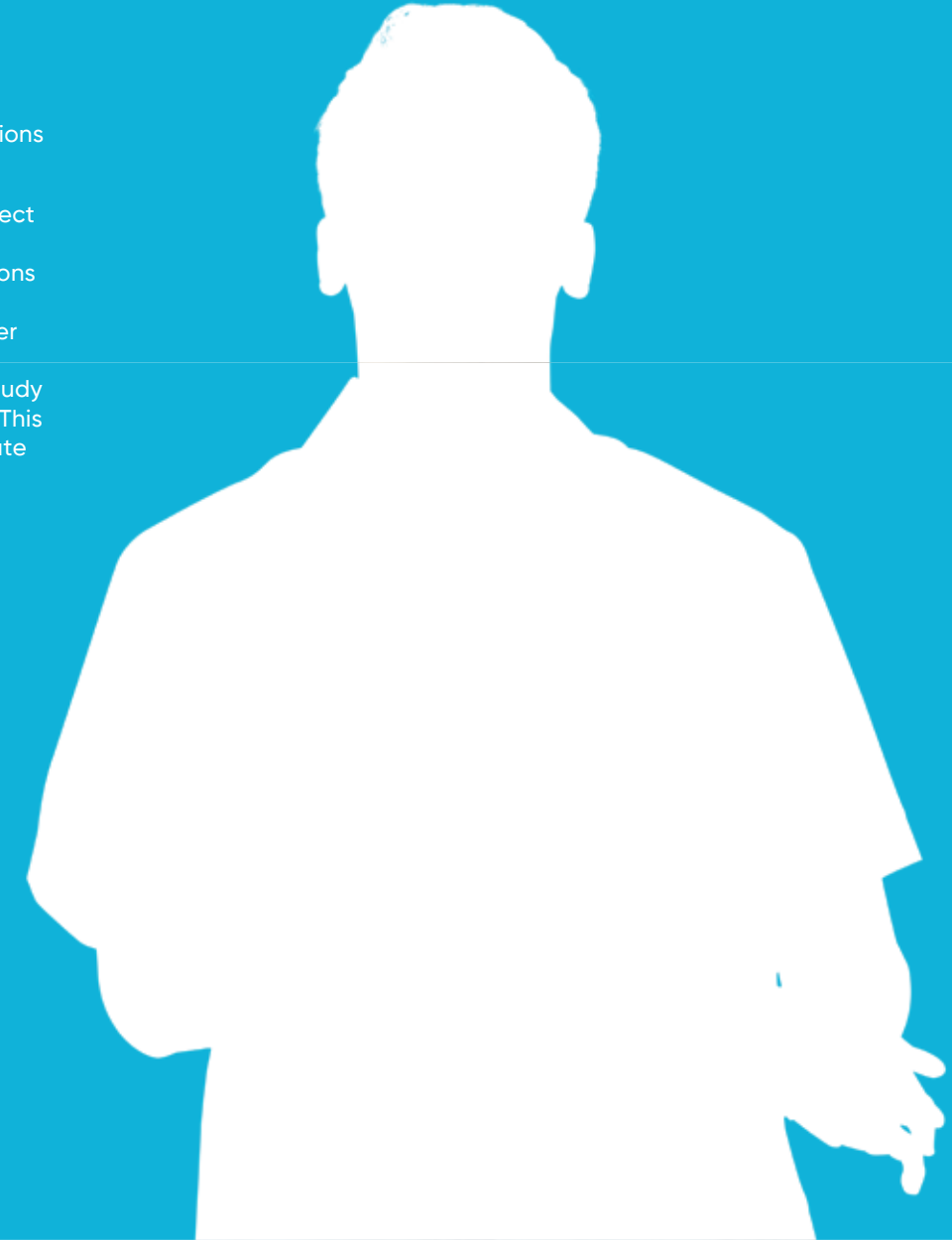
Western Heights College has always cherished the ideal that learning is not restricted by the four walls of a classroom. Opportunities will extend and challenge the student's perceptions of themselves and others.

Students in Year 10 plan and select courses for the following year in Term 3. Individual course selections are made in consultation with teachers and parents with career advisors. Students in year 10 at Western Heights College also study a VCE or VET subject in Year 10. This enables all students to accelerate into their Later Years Pathways.

In Year 10, students have the freedom to deeply explore preferences for courses across the required breadth of learning areas, as well as explore vocational activities.

The Year 10 program focuses on community engagement and connection, equity and social justice, social and emotional wellbeing and study skills to support the increased academic demands of these years. An exploration of future study and career pathways is also a feature of the Years 10 program.

During Year 10, students have the opportunity to choose a range of extra-curricular camps, excursions, overseas tours and leadership building opportunities. These camps range from bi-annual Kokoda Track Leadership Building Trek, China Cultural Immersion Tour, South Korea Cultural Immersion Tour, Fiji Highlands Immersion and Student School for Leadership opportunities.



11. I can embrace new challenges

Year Eleven VCE/VCAL/VET

Western Heights College provides every student the opportunity to play a part in their own personal development and future aspirations.

At WHC, we are committed to ensuring each student is able to enquire deeply, respond positively to challenge and change and is ready to lead. Through the development of these skills, we aim to shape our young adults of the future who add value to their community and chosen field of endeavour.

In Year 11 we teach the Victorian Certificate of Education (VCE), the Victorian Applied Learning Certificate (VCAL) and also offer Vocational Education Training (VET) opportunities for all students.

VCE is the certificate that students in Victoria receive on satisfactory completion of their secondary education. VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Each VCE subject is made up of four semester-long units. Units 1 and 2 are usually studied in Year 11 and Units 3 and 4 are usually studied in Year 12. Units 3 and 4 are taken as a sequence.

It is possible for Year 11 students to select a Unit 3 and 4 subject in their first year and for Year 10 students to take a unit subject.

To be awarded the VCE, students must satisfactorily complete a minimum of 16 units. These units must include three units of English and three sequences of Unit 3 and 4 subjects other than English.

Most students undertake a total of 22 units over 2 years. These include:

- four units of English (one per semester)
- six units per semester in Year 11
- five sequences in Year 12.

Students studying the specialist sports programs will undertake 1 or 2 VCE Units in Year 10, 4 Units in Year 11 and 4 Units in Year 12.

The VCE Vocational Major is a new 2-year vocational and applied learning program within the VCE to be introduced in 2023. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training and will replace the VCAL program.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

In addition to daily check-ins with their Mentor teacher, students in Year 11 focus on developing the skills and dispositions which support success in the Senior Years and as young adults ready to engage with world. Topics covered include mental, physical and social wellbeing, career and tertiary preparedness and independent study skills including exam and revision strategies.

During Year 11, students have the opportunity to choose a range of extra-curricular camps, excursions, overseas tours and leadership building opportunities. These camps range from bi-annual Kokoda Track Leadership Building Trek, China Cultural Immersion Tour, South Korea Cultural Immersion Tour, Fiji Highlands Immersion and Student School for Leadership opportunities.

During Year 11, we aim for every student to try their best no matter what and create their own pathway for success.



12.

Year Twelve VCE/VCAL/VET

I can try my best no matter what

Collegiality and civic responsibility, celebration of diverse cultures both within and beyond our communities and the role of self-actualisation in achieving student learning goals are acknowledged aspects of Year 12.

In Year 12 we teach the Victorian Certificate of Education (VCE), the Victorian Applied Learning Certificate (VCAL) and also offer Vocational Education Training (VET) opportunities for all students.

VCE is the certificate that students in Victoria receive on satisfactory completion of their secondary education. VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Each VCE subject is made up of four semester-long units. Units 1 and 2 are usually studied in Year 11 and Units 3 and 4 are usually studied in Year 12. Units 3 and 4 are taken as a sequence.

It is possible for Year 11 students to select a Unit 3 and 4 subject in their first year and for Year 10 students to take a unit subject.

To be awarded the VCE, students must satisfactorily complete a minimum of 16 units. These units must include three units of English and three sequences of Unit 3 and 4 subjects other than English.

Most students undertake a total of 22 units over 2 years. These include:

- four units of English (one per semester)
- six units per semester in Year 11
- five sequences in Year 12.

Students studying the specialist sports programs will undertake 1 or 2 VCE Units in Year 10, 4 Units in Year 11 and 4 Units in Year 12.

The VCAL program is a hands-on option for Years 11 and 12 students. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

The VCE Vocational Major is a new 2-year vocational and applied learning program within the VCE to be introduced in 2023. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training and will replace the VCAL program.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

In addition to daily check-ins with their Mentor teacher, students in Year 12 focus on developing the skills and dispositions which support success in the Senior Years and as young adults ready to engage with world. Topics covered include mental, physical and social wellbeing, career and tertiary preparedness and independent study skills including exam and revision strategies.





I can give back to my community

“

At Western Heights College we actively involve parents and engage with community resources to enable us to respond more effectively to the needs of students. This results in collaborating and participating in activities that will help children and youth develop healthy behaviours, healthy families and a more inclusive community.

”



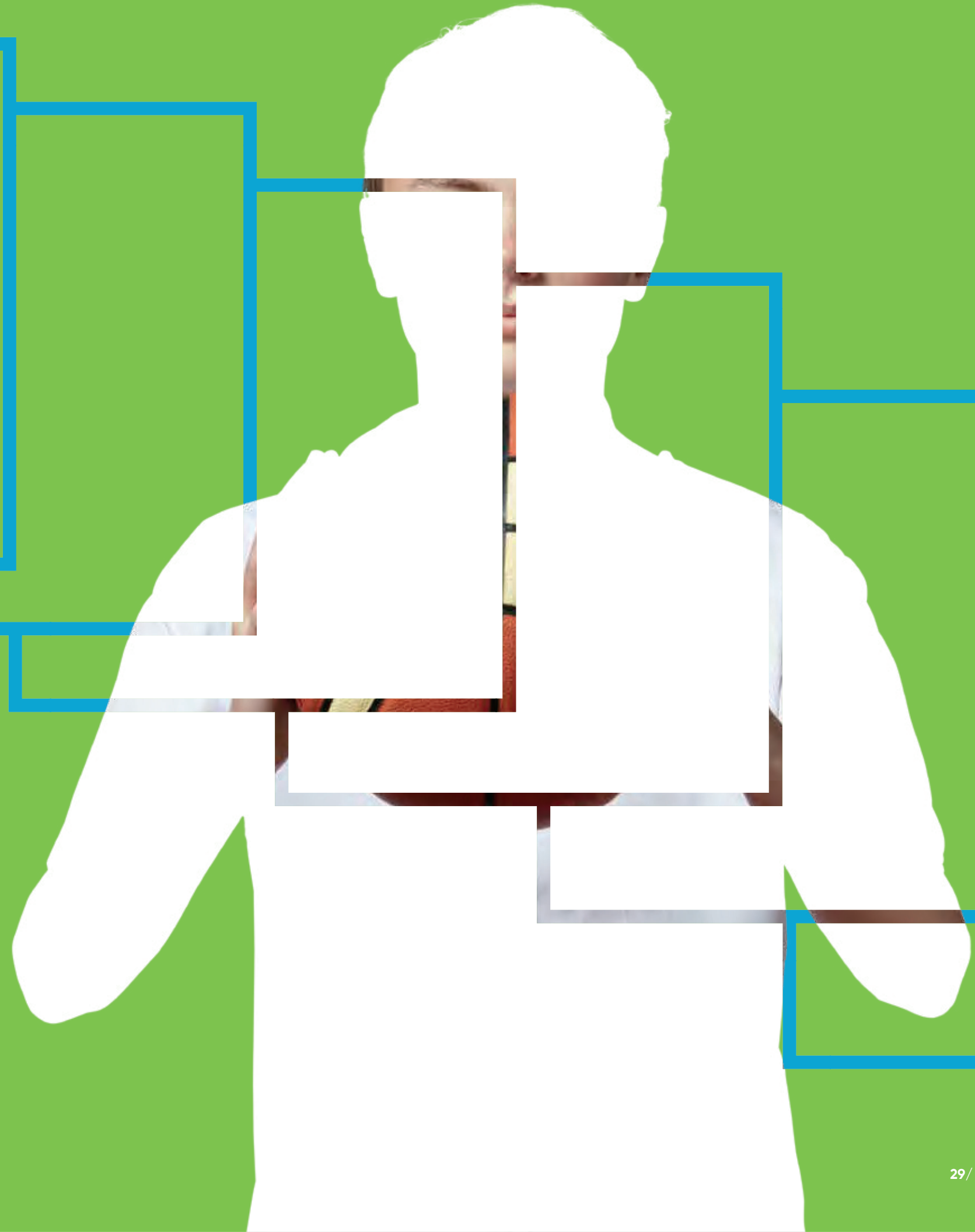
Western Heights College values giving back to our school community. It has a strong focus across the curriculum of service learning. Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen our community. Through service learning, our students, use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform. Service learning can involve a group of students, a classroom or the entire school.

Western Heights College students build character and become active participants as they work with others in our school and community to create service projects in a variety of areas.

Some of these areas include, work in our Stephanie Alexander Kitchen Garden, participation in the VET Program which cooks a meal every Wednesday for our local senior citizens in our on-site community centre, volunteering to support local Zonta projects, volunteering with local service clubs such as the CFA, preparing meals for homeless community members, participating in Youth Summits and local council and tree planting in our local community and volunteering for local sporting events in our precinct.



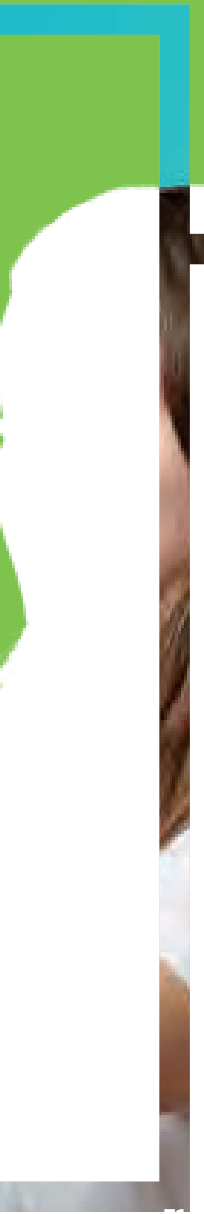
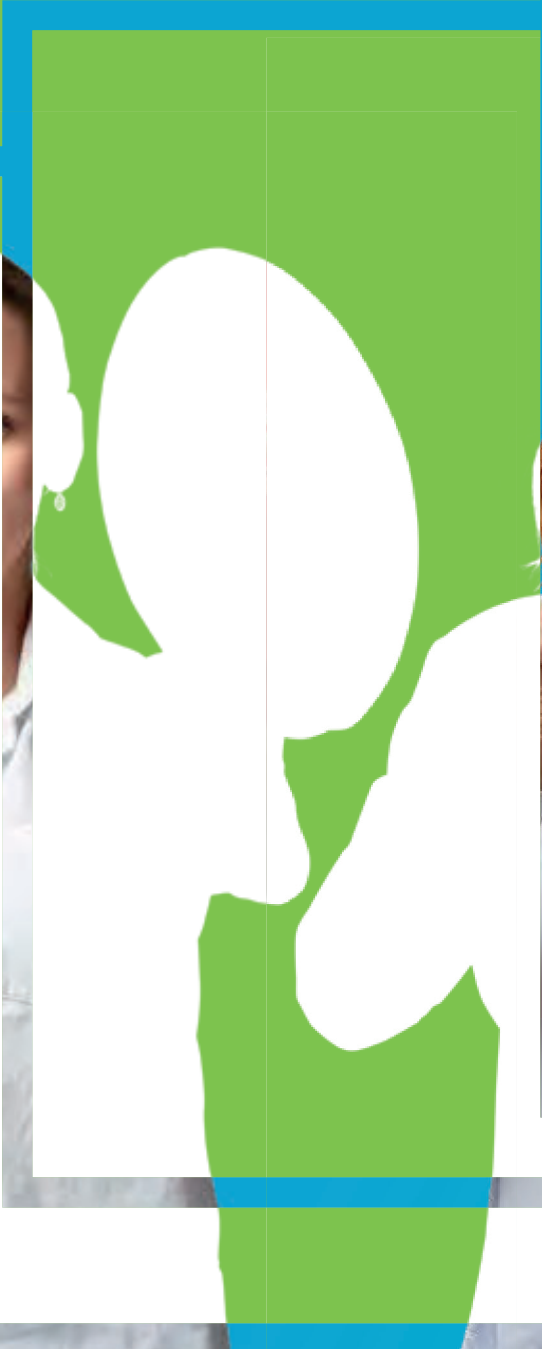
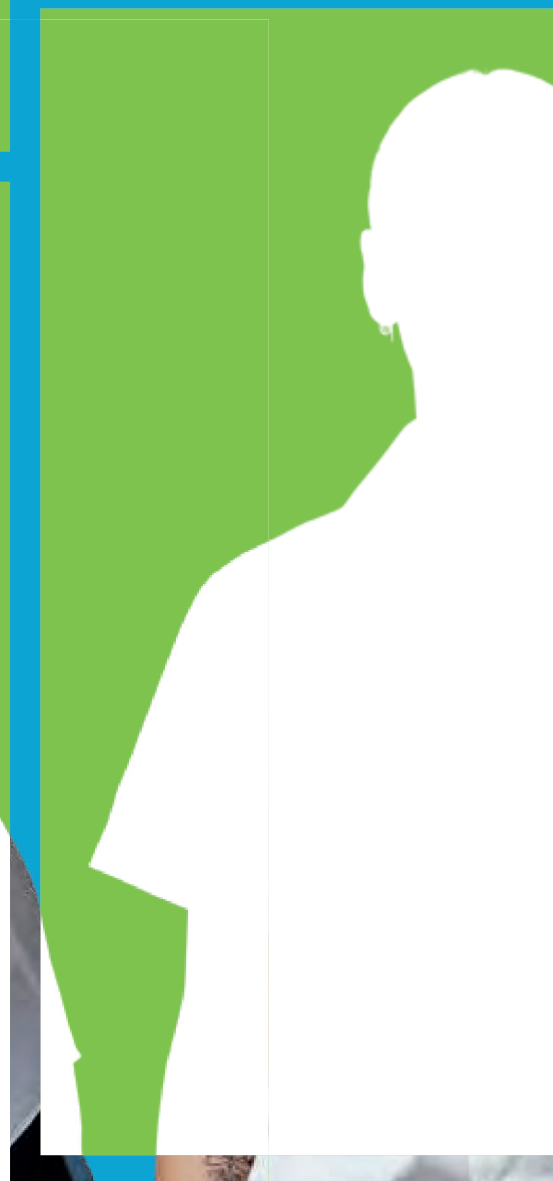
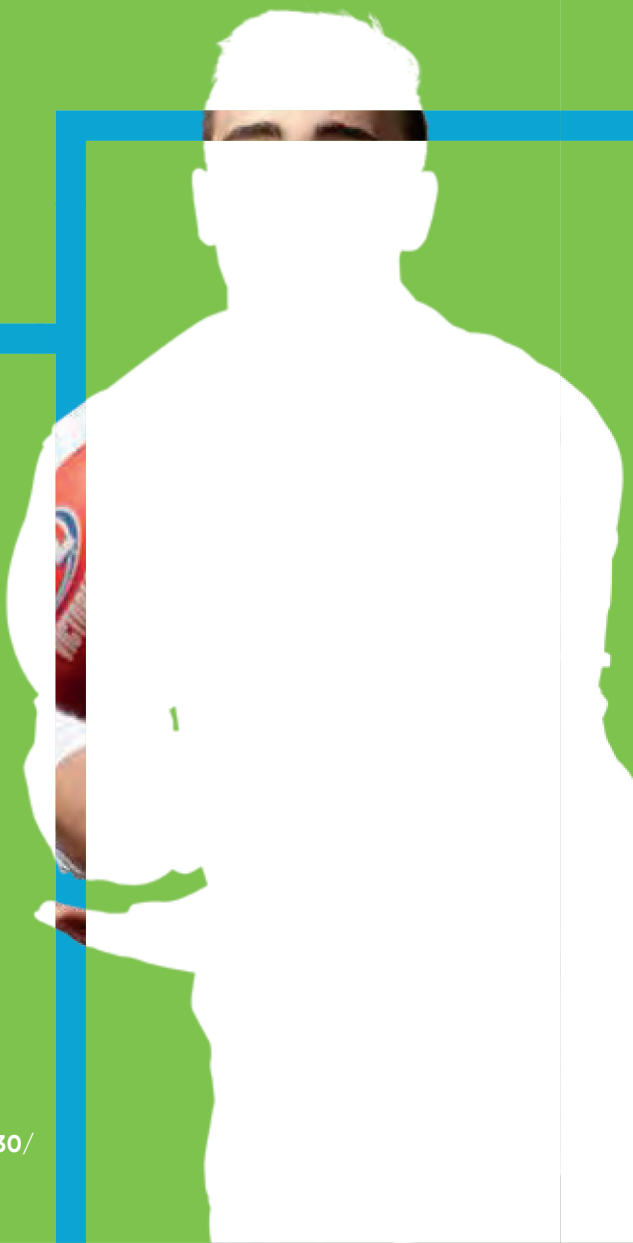
I can
play sport
for fun and
much more



“ At Western Heights College, students can explore a range of sports through local School Sports Victoria competitions and timetabled Physical Education classes or choose to excel in their chosen sport in one of our specialist sport programs. ”

The new specialist sporting program initiative aims to use the passion of sport to engage and expand a student's learning opportunities at our school in a very individualised way.

The program aims to develop the 'whole athlete' with a focus on applied science strength and conditioning programs using the latest advances in athlete development, techniques and equipment. All students involved in the programs will complete up to 500 minutes per week in highly structured technical coaching sessions combined with athlete development and performance mindfulness sessions.





**I can
master
new skills**

“

At Western Heights College, we understand the kinds of learners we need for the community we wish to have in the future. We have designed a model of learning that develops our students with the skills, knowledge, dispositions and values to shape their own futures and contribute meaningfully to the world in which they live.

”

At Western Heights College we focus on 4 central 21st century essential skills that all young people will require to thrive in our state of the art Science, Technology, Engineering, Mathematics (STEM) Learning Spaces;

Problem Solving

The ability to problem solve is a skill that every student at WHC will develop. No matter what field a student enters, employers are going to expect them to be able to solve a problem. Employers aren't the only ones that will expect this skill from students, society requires it as well. Everybody will encounter problems on a daily basis.

In order to be good at problem solving, students will need a lot of opportunities to practise this skill. At WHC our students enjoy tackling real-world problems to solve.

Critical Thinking

Success in learning relies not only on the ability to problem solve, but also on the ability to think critically and apply concepts to solve a problem. At WHC our students are trying to figure out solutions to problems, and in order to do that, they must use their critical thinking skills. It's much more than just having students solve problems. Holding classroom debates, challenging students to solve real-world problems through project-based learning and providing students with time to reflect upon their experiences and activities are all great ways at WHC we help them to develop their critical thinking skills.

Creativity and Innovation

Teaching students to think outside of the box is one of the many ways that we can ensure WHC students are using their creativity and being innovative. Our teachers nurture their students' creativity by giving them many opportunities to be innovative. If students have an idea, we allow them to run with it. We ask them open-ended questions and allow the students to come up with their own solutions based on their own thoughts and ideas. Being innovative in the science lab, maths classroom or in the technology kitchens or workshops is what is going to help set them apart from others in the future. The more opportunities our WHC teachers give students to think on their own, and run with their ideas, the more comfortable our students will be with sharing their ideas.

Flexibility and Resilience

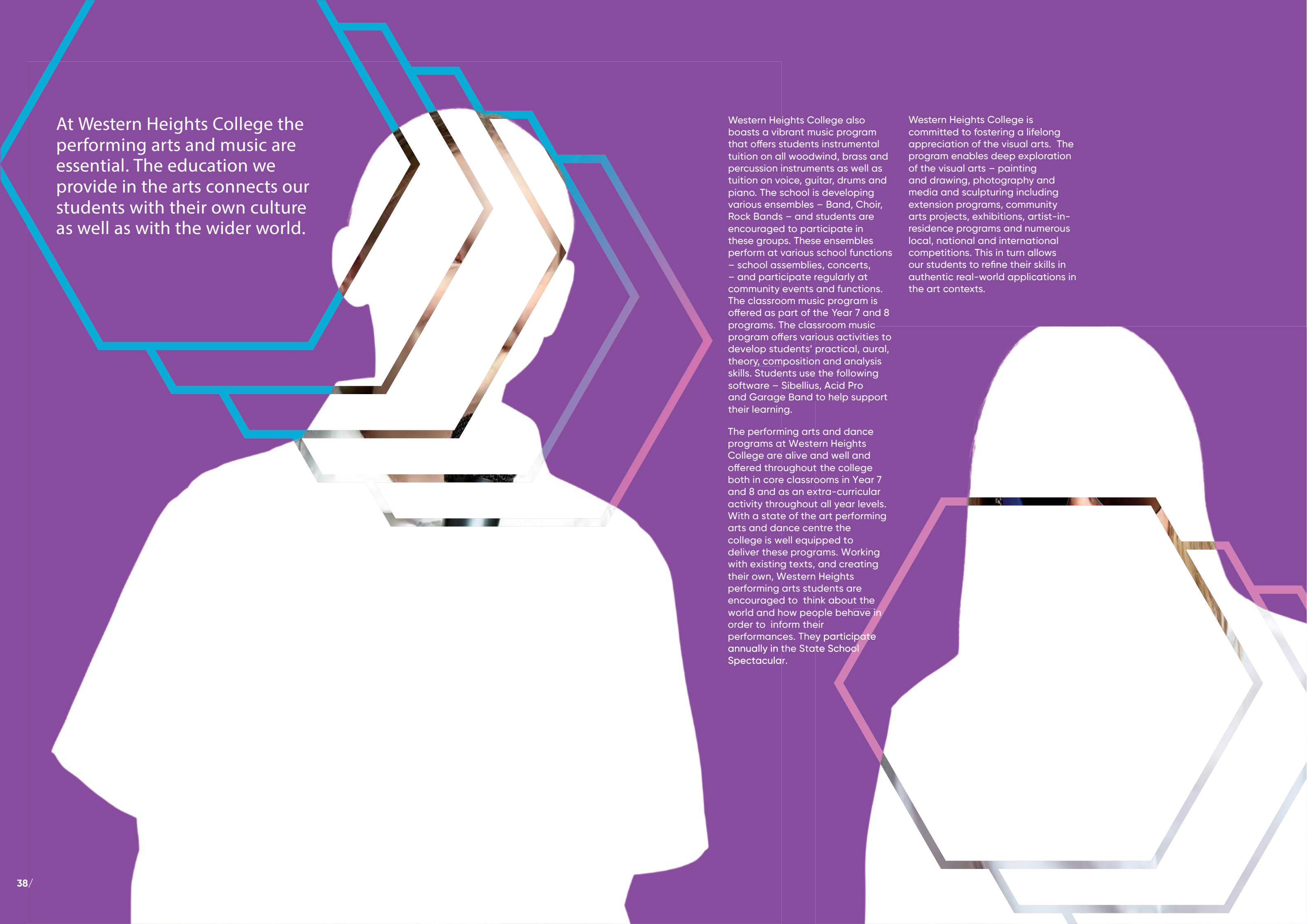
Flexibility is the ability to adapt to new situations. This is a skill that our students will use a lot in their lives. Students will not only learn to be flexible, but they'll also use their critical thinking skills to help them solve problems in order to advance in their learning. The resilience to persevere and keep trying is a strong focus.





**I can
learn how to
play music
and much more**

“ Western Heights College Arts and Music Program aims to stir the imagination of our students and enable them to harness one’s own creativity and provide a sense of wonder. **”**



At Western Heights College the performing arts and music are essential. The education we provide in the arts connects our students with their own culture as well as with the wider world.

Western Heights College also boasts a vibrant music program that offers students instrumental tuition on all woodwind, brass and percussion instruments as well as tuition on voice, guitar, drums and piano. The school is developing various ensembles – Band, Choir, Rock Bands – and students are encouraged to participate in these groups. These ensembles perform at various school functions – school assemblies, concerts, – and participate regularly at community events and functions. The classroom music program is offered as part of the Year 7 and 8 programs. The classroom music program offers various activities to develop students' practical, aural, theory, composition and analysis skills. Students use the following software – Sibelius, Acid Pro and Garage Band to help support their learning.

The performing arts and dance programs at Western Heights College are alive and well and offered throughout the college both in core classrooms in Year 7 and 8 and as an extra-curricular activity throughout all year levels. With a state of the art performing arts and dance centre the college is well equipped to deliver these programs. Working with existing texts, and creating their own, Western Heights performing arts students are encouraged to think about the world and how people behave in order to inform their performances. They participate annually in the State School Spectacular.

Western Heights College is committed to fostering a lifelong appreciation of the visual arts. The program enables deep exploration of the visual arts – painting and drawing, photography and media and sculpturing including extension programs, community arts projects, exhibitions, artist-in-residence programs and numerous local, national and international competitions. This in turn allows our students to refine their skills in authentic real-world applications in the art contexts.

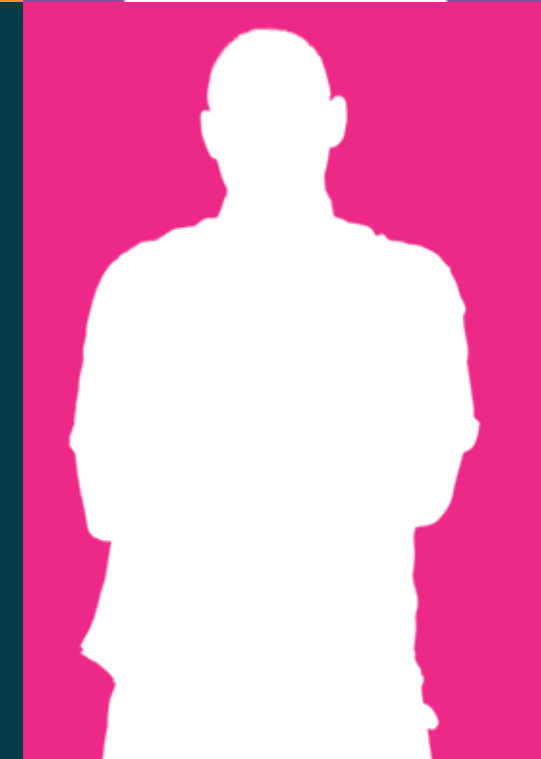
I can support our school community

Teachers and education support staff at Western Heights College are committed to working together to create a sense of belonging and inclusiveness so that our students feel respected, accepted and overall supported by our teachers and school wide community.

The teaching practices and behaviours our teachers aim to adopt for our students in the classroom are key approaches to teaching that fosters belonging in our learning community.

This includes:

- prioritising high-quality teacher-student relationships
- creating a supportive and caring learning environment
- offering emotional support to students
- being sensitive to students' needs and emotions
- showing interest in students
- to understand students' point of view
- respectful and fair treatment
- fostering positive peer relationships and encouraging respect among classmates to build a sense of trust and mutual accountability
- positive classroom management
- giving students a voice, working with our community partners to meet students' needs, student participation in extra-curricular activities, and developing a culture of high standards and behaviours across the whole school community.



**I can
start now**

Specialist sport programs

If you are interested in learning more about one of the specialist sports programs please contact the program coordinator.

Contact us
E info@whc.vic.edu.au
T 03 5277 1177

Enrol your child today

If you are interested in enrolling your child, please contact us and speak with our administration staff to learn more.

Contact us
E info@whc.vic.edu.au
T 03 5277 1177

Are you a past student?

Western Heights College is interested in hearing from anyone who attended the school and would like to be part of our Alumni program.

Learn more
alumni@whc.vic.edu.au

Book your tour today

Tours are available Tuesday and Thursday mornings during March, April and May.

Call or email us today to book your college tour.

Contact us
E info@whc.vic.edu.au
T 03 5277 1177

Scholarship Program

Western Heights College scholarships are awarded to Year 6 students who demonstrate a dedication to learning and commitment to our College values of Community, Integrity and Courage. Prospective students who understand and align their behaviours are invited to apply.





37-61 Vines Road
Hamlyn Heights 3215
P.O. Box 784 Geelong
Victoria 3220
T: 03 5277 1177



Stay in touch
info@whc.vic.edu.au