WELCOME FROM THE HEADMASTER

Dear Secondary Student

This handbook is to be used in conjunction with your College supplied student diary and information available on the web site. It is intended that when used together, they will supply you with the information and understanding that you need in order to function successfully as a student at Heights College.

Even so, should you have a query or a point to discuss regarding any information contained in these two documents, you are most welcome to make an appointment with either the Coordinators of Middle or Senior School, or with myself.

God bless you and favour you, as you navigate your way through the processes of knowing who you are in Christ, knowing what to do about it and knowing how to get there!

Mr Darren Lawson
Headmaster
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SECTION A – INTRODUCTION TO HEIGHTS COLLEGE

HISTORICAL BACKGROUND

In 1980, the Cathedral of Praise Church purchased 19.5 acres (8.019 hectares) in Carlton Street opposite the Central Queensland University. In 1982 the Cathedral of Praise and the Youth Activity Centre were opened and dedicated.

In 1986 an investigative committee was formed to look at establishing a school. Subsequently, in 1988 the committee received approval from the Commonwealth Government for funding of a primary school. In February 1989 the Cathedral of Praise Christian College opened with two teachers and 29 children in Years 1 to 4. A pre-school was added in 1992.

From 1989 to 1992, Mr Ian Head and Mrs Nedra Purnell were the teachers-in-charge and established the College in its formative years. Mr Don Waterson took up appointment as the first Principal in 1993 followed by Mr Leighton Kuss in 2000. Mr Andrew Johnson took over the leadership of the school in the position of Headmaster at the beginning of 2006. Dr Darren Iselin began his leadership of the College in 2010 and Mr Darren Lawson began the role of Headmaster in July 2014.

A modern two-storey building was constructed in 1989, through the sacrifice of the Church community. In 1992, this building was filled to capacity with 115 pre-school and primary children in Years 1 – 7. In November 1992 a second building was commenced. This coincided with the Commonwealth Government’s approval to start a high school in 1993 for Year 8 and progressing to Year 12 in 1997. Stage 3 of construction, which consisted of two new teaching blocks and an amenities block, commenced in July 1995 and completed in 1996. In 2000 two new Primary wings were constructed and opened for use and in 2001 the Administration building Nissi was refurbished.

In 2003 the College changed its name from Cathedral of Praise Christian College to Heights College. This name change coincided with the school’s 15th anniversary and represents the growth of the College and its importance in educating future leaders.

A multi-purpose, all-weather covered area, named the HUB, was completed in 2003. This large shaded area provides the ideal site for many student activities. The College’s library, the “Learning and Leadership Centre” (named Shalom), was completed midway through 2005 and is a focal point for student research and study. A Prep building and playground was constructed in 2007.

In 2006 multi-purpose sports courts (one full size and one half size) were constructed at the eastern end of the oval. The playground was relocated to the eastern end of Elyon as a central location for the primary students. This provided the space to build a covered senior area.

During 2008 a double-storey building with 8 classrooms (each with an interactive whiteboard) and withdrawal rooms was built for the Primary department and named Hoseenu.

In 2009 construction began on a Multi-Purpose Building (housing an indoor basketball court and stage) named M’Kadesh, and the addition of a Science and Language Centre to the western end of the Learning and Leadership Centre. Throughout 2010/11 the College completed the lower floor of the Multi-Purpose Building (Music & Creative Arts) and the eastern end of the Learning and Leadership Centre (Art & IT Labs).

In 2013, a Middle School shade structure and a Year 10 covered area were added to our existing facilities.
In 2014, a third Prep classroom was added in preparation for a third Primary stream. The College is a vision and ministry of the Cathedral of Praise and is staffed by qualified Christian teachers who are dedicated to their role in the College. The College enjoys a high level of respect in the community and has earned a reputation for providing quality education and student care.

From the outset, the College has worked closely with government authorities, including the Queensland Department of Education, the Commonwealth Government’s Department of Education, Employment and Workplace Relations (DEEWR), and Queensland Curriculum and Assessment Authority (QCAA). The College is a member of Independent Schools Queensland (ISQ) and Associated Christian Schools (ACS).

Heights College now educates over 800 students from Kindergarten to Year 12, who have the opportunity to learn on a modern educational campus and enjoy the commitment of Christian teachers who love children.

THE COLLEGE ETHOS

Vision Statement
The vision statement of Heights College is encapsulated in the following phrase: "A caring learning community that inspires students to powerfully influence their world for Jesus Christ". This vision motivates the decision-making processes within the College and inspires Heights College as an organisation to address these three core questions:

- Who am I?
- What should I do?
- How should I do it?

The answering of these three questions gives rise to the educational vision of Heights College.

Educational Vision and Core Purpose
Heights College is a place where young men and women, with God’s help, are able to clearly establish their identity. They do this through a personal relationship with the Lord Jesus Christ, knowledge of scripture, spiritual experiences, experiment, critical reflection, co-operation, guidance, re-orientation, application, dedication and self-discipline. The goal of this vision is to ensure that each individual can state: I know who I am; I know what I must do; I know how to do it. Therefore an important task of the College is to provide an environment which is conducive to students achieving this personal understanding. This Educational Vision can be accomplished by providing staff who pro-actively assist and care for students in their journey at Heights College. The core purpose of Heights College is what drives us as an organisation. Our core purpose is to provide education that inspires character and leadership. This core purpose is outworked through three sub-schools within the College (Primary School, Middle School and Senior School) and each sub-school contributes a distinctive emphasis to achieving this core purpose:

Kindergarten – Year Six
Christian Foundations

Year Seven – Year Nine
Christian Character

Year Ten – Year Twelve
Christian Leadership

Mission Statement
The mission statement is the publically stated role of the College. The mission statement at Heights College is:
"To provide an education where individuals are taught and nurtured to strive together for excellence, to the glory of God."

Core Values
This mission statement is grounded upon five core values:
1. Honour
2. Integrity
3. Love
4. Service
5. Excellence

Heights Way Framework
The core vision, values, purpose and mission of Heights College is operationalised throughout the College through a comprehensive values and character development framework entitled "The Heights Way". There are four key pillars of the Heights Way: Character, Leadership, Influence and Breakthrough.

Character is moral excellence, it is made in the small moments of our lives and it is often described as who we are when no one is looking. "Someone with good character is like an immovable rock. You will always be able to go back to them, no matter how many storms and trials come their way, you will still know where they are and where they stand in any given situation. They don't change according to the situation; they always remain faithful to those around them." (Heights College Graduate)

"Leadership is influence." 
"Leaders must be close enough to relate to others, but far enough ahead to motivate them" (John Maxwell). Students at Heights College are encouraged to develop their leadership skills through their relationships with others and ability to use the giftings they have to their full potential in the situation they may be placed in.

Influence - Connect with people, be an influencer. "The only inheritance that a person will leave that has eternal value is their influence." Every student is encouraged to be aware of the influence they have on their peers, other students, community members, staff and family through their words, actions and thoughts.

Breakthrough - Reach for the sky - fly high. "Develop success from failures. Discouragement and failure are two of the surest stepping stones to success" (Dale Carnegie). Students are encouraged to achieve breakthrough in an area of their lives, whether it be physical, academic, spiritual, emotional etc, through persistence, prayer and practice.

The Heights' Way is the framework at Heights College that provides a theme for each of the four terms:
- Character - Strong in Character, Ready for Anything. - James 1:4
- Leadership - Leadership is Influence - John Maxwell
- Influence - Connect with people, be an influencer.
- Breakthrough - Reach for the sky, fly high.

These themes are promoted on posters in each room of the College and along the literal Heights' Way, the path that winds...
through the College with sandstone plinths
at intervals describing aspects of each of
these themes.

College Motto and Logo
Our motto, “To the Glory of God”, comes
from the scripture in 1 Corinthians 10:31,
“Therefore, whether you eat or drink, or
whatever you do, do all to the glory of God.”
This scripture is foundational to the
philosophy of our College, for right from the
very beginning, we have sought to glorify
Him in all our endeavours and He has been
faithful to us.

The logo that we use was designed to
represent four main principles.

- The logo is round to represent the
  world we live in that was created by
  God.
- The red cross is central to the logo as
  it identifies the Lord Jesus Christ who
  came to save the world through His
  sacrifice on the cross.
- The Holy Spirit is represented by the
  pure white dove that followed Christ
  into the world and continues the
  redemptive work of Christ.
- This redemptive work produces a
great harvest of salvation which is
identified by the row of bushels.

College Song
Our College Song, “We Will Rise”, was written
by Mr James Graham.

We Will Rise

For excellence, for greatness, for Christ,
We'll be what we're all meant to be,
As we stand on the Word of God,
And His promises believed,
We will rise,
To new heights we will rise.

For excellence, for greatness, for Christ,
Let the heights of our character rise,
To a standard beyond what the world knows,
Let breakthrough be our cry.
We will rise,
To new heights we will rise,
We will rise,
To new heights we will rise.

For excellence for greatness for Christ,
We're striving with all of our might,
As we step out with courage,
And stand up for what we know is right.
We will rise,
To new heights we will rise,
We will rise.
To new heights we will rise,
We will rise.
To new heights we will rise,
Heights College rise.

Servant Leader Qualities
In order to develop graduates of Heights
College who will impact the world for Jesus
Christ, the following seven statements have
been drawn from QCAA descriptors of a
lifelong learner. To each statement, two
supporting attributes of Christian character
have been added.

Each descriptor or attribute of a lifelong
learner has been selected with the intention
of leading students toward saying, “I know
what to do and I know how to do it.” As
graduates of Heights College our students
will also be able to say, “I know who I am.”
These have been developed on the premise
that Heights College exists to raise up
Christians who impact the world for Christ.
Therefore a graduate of Heights College will be:

A knowledgeable person
characterised by wisdom and humility.

A critical thinker
characterised by discernment and
righteousness.
A creative person characterised by a sense of purpose and resourcefulness.

An investigator characterised by justice and efficiency.

An effective communicator characterised by being attentive and gracious.

A servant leader in an interdependent world characterised by integrity and compassion.

A reflective learner characterised by prayerfulness and accountability.

Well done, good and faithful servant. (Matthew 25:21)

College Building Names

Buildings at Heights College have been named after the different Hebrew names of God. They are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nissi</td>
<td>Admin</td>
<td>The Lord our Banner</td>
</tr>
<tr>
<td>Adonai</td>
<td>Senior</td>
<td>The Lord our Sovereign</td>
</tr>
<tr>
<td>Elyon</td>
<td>Primary</td>
<td>The Lord Most High</td>
</tr>
<tr>
<td>Rohi</td>
<td>Middle</td>
<td>The Lord My Shepherd</td>
</tr>
<tr>
<td>Shammah</td>
<td>Middle/Kindy</td>
<td>The Lord is Present</td>
</tr>
<tr>
<td>Jireh</td>
<td>Middle/Senior</td>
<td>The Lord will See or Provide</td>
</tr>
<tr>
<td>Shalom</td>
<td>Learning and Leadership Centre</td>
<td>The Lord our Peace</td>
</tr>
<tr>
<td>Hoseenu</td>
<td>Primary</td>
<td>The Lord our Maker</td>
</tr>
<tr>
<td>Elohim</td>
<td>Prep</td>
<td>The Lord our Sovereign Creator</td>
</tr>
</tbody>
</table>

M’Kadesh | MPC | The Lord is our Sanctifier

College House System

Students at Heights College are placed into one of three houses - Judah, Reuben and Asher, named after three of the twelve tribes of the children of Israel, named in the Bible. The house colours are Judah - Red, Reuben - Green and Asher - Blue. These houses participate in a range of sporting, academic, cultural and social activities and events.

PROFESSIONAL AFFILIATIONS

Heights College is a Ministry of the Cathedral of Praise.

The College also has a close association with Queensland Curriculum and Assessment Authority (QCAA) regarding academic matters and is a member school of Independent Schools Queensland (ISQ). Heights College is also a member of Associated Christian Schools.

CONTACTING THE COLLEGE

Initially, issues regarding students should be directed to the Class/Pastoral Care teacher.

College Phone: 07 4936 1076
College Fax: 07 4936 3952
College Email: admin@heights.qld.edu.au
College Website: www.heights.qld.edu.au

The College maintains a website with an increasing number of information services available to parents and students.

The College newsletter, Infolink, is uploaded on the website fortnightly.

College Office Hours
Monday to Friday 8:00am to 4:00pm.
The Office will be open during school holidays as advertised in Infolink. Other documents that students should refer to for College Information:

- Student Diary for students in Year 7 – 12
- Parent Handbook
SECTION B – GENERAL COLLEGE INFORMATION

FIRST AID, MEDICATION AND HEALTH MATTERS

Health Bay

Our College has facilities to cater for unwell or injured students with emergency first aid on a short term basis only.

Injuries or Illnesses at College

If you feel unwell or are injured, first aid is to be administered. If you continue to feel unwell or require further assistance, go to the Health Bay, accompanied by another student and a note explaining the situation. The Health Bay is located in Nissi.

Medication

In keeping with school policy, the only medication students may keep with them is asthma medication; Secondary students who have been prescribed an Epi-Pen for severe allergy or anaphylaxis may keep their Epi-Pen with them, or leave it at Health Bay. Students must present all other medication to Health Bay at the start of the day. This should be labeled with the student’s name. An “Authority to Administer Medication” form can be collected from Health Bay and should be presented to the First Aid Officer with the relevant medication.

Please note - the school can only administer paracetamol to students if you have been given permission. If you require ibuprofen or antihistamine, the First Aid Officer will only administer this to you if your parents have supplied the medication, enclosed a signed and dated “Request to Administer Medication” form, and labeled the box clearly with your name and year level. Your parents will also be contacted by phone before this medication is given. Should a female student require Naprogesic or a similar medication, the same procedure is applied. The school will have a small supply of antihistamine for those students with life-threatening allergies.

Infectious Diseases Policy

In the case of infectious diseases, school policy is that students should be kept home until the symptoms have cleared. This includes (but is not limited to): conjunctivitis, chickenpox, cough and cold viruses, diarrhoea, mumps, measles, German measles, nausea and vomiting, ringworm, school sores, whooping cough and untreated head lice. Not only are these ailments highly contagious, but sending students back to school prematurely could hamper the healing process.

Communication

Communication between students and teachers is a valued educational concept at Heights College and an integral part of the culture of our school. The use of email for drafting of assignments and receiving feedback on your educational progress is encouraged.

Wearing of Hats

As a SunSmart school it is compulsory for every student to wear a College hat when not in a classroom; before and after school, in the first and second break and when moving from class to class for specialist lessons and other activities around the school. Students will be responsible to have their hats with them at all times especially when travelling to and from school and must put them on immediately when arriving at school. During the day students will keep their hats under their seats for security and for easy access when leaving the classroom. They are to wear them at all times when moving along the verandahs and when playing in both shaded and sunny locations.

GUIDELINES FOR STUDENT VALUES AND ATTITUDES

Heights College encourages students to develop a respectful, self-disciplined
approach to their relationships with other students and staff. To assist students to develop appropriate values and attitudes, an emphasis is placed on the growth of manners, self-respect, respect for others, self-discipline and obedience. Students are encouraged to develop a positive attitude about themselves and others and to value the talents with which they and others have been blessed.

The aim of these guidelines is to make students aware of their responsibility concerning behaviour and manners, and to give them the skills and opportunity to become self-disciplined, rather than self-centred. There are three aspects of each student’s life that are included in the guidelines for student values and attitudes. These are:

1. **Personal Life:**
Heights College is based upon foundational Christian values and students are expected to reflect these values in every aspect of their lives. Students should strive to do everything to the best of their ability at all times.

2. **College Life:**
Students are encouraged to show courtesy and respect towards those in authority over them, to be courteous, kind and fair to others, and treat others with respect, to seek to co-operate with each other, and be tolerant of each other’s point of view and to respect and care for their own property and that of others.

3. **Public Life:**
All students are expected to behave in an appropriate manner in and out of College, especially when wearing the College uniform, as the uniform identifies them as a student of Heights College.

Following are some College expectations that have been established to allow the College to work with parents in developing appropriate values and attitudes within students.

- Students are expected to respect themselves, other students, staff and property belonging to others.
- Students are to conduct themselves in an appropriate manner when engaging with social media so that the College name is not brought into disrepute.
- Students are encouraged to observe the warning bell to ensure they will be prepared and on time for classes.
- Students are asked not to bring valuables, such as iPods, mobile phones or other similar items to College as they are unnecessary and may be lost or damaged.

The Student Diary contains other encouragement to students on the expectations that the College has for their behaviour, values and attitudes.

**BOY/GIRL RELATIONSHIPS**
Group friendships amongst boys and girls are encouraged at school. Occasionally a situation arises where the friendship between two students of the opposite gender begins to dominate all the other relationships and this would not be encouraged by the College on school grounds.

A student should not have inappropriate physical contact with another student. Students should be encouraged not to spend time exclusively with a member of the opposite sex at the expense of other relationships. We consider this to be healthy and sensible Biblical wisdom.

**TRANSPORT TO AND FROM SCHOOL**
As all students use the College buses for either transport to and from College or transport to a venue during College time, this policy applies to all students.

The Bus Users’ Policy is to be read in conjunction with the Department of Transport guidelines and has been put in place to assist the College in providing a safe and efficient service for students. These rules
are to be obeyed by all bus users. Failure to do so will result in disciplinary action and, if misconduct continues, the student may be suspended from using the College buses.

Heights College – Code of Safe Bus Behaviour

Always
1. Always make sure the driver can see you.
2. Always stay two large steps back from the edge of the road.
3. Always remain back from the bus until the door opens.
4. Always wait quietly in line.
5. Always enter the bus in single file.
6. Always remain seated in the bus.
7. Always wait until the bus drives away and you can see the road clearly before crossing
8. Always wear seatbelts if available.
9. Always report any damage to bus interior to driver.
10. Always demonstrate respect for other students and the driver.

Never
1. Never walk in front of the bus.
2. Never push and shove when lining up.
3. Never move towards the bus until it has stopped and the door is open.
4. Never place any part of your body out of the bus window.
5. Never yell and shout on the bus.
6. Never take food or drink onto the bus.
7. Never put your feet on the seats.

Operational Requirements for Bus Use
Students are to be at their particular stop at least five minutes prior to scheduled bus times to allow for a variation in traffic conditions as well as to ensure the safety of the student.

EXTRA-CURRICULAR PROGRAM
Senior School leadership groups facilitate opportunities for their peers to enjoy fellowship. These may include:
- Lunchtime prayer groups
- Buddy groups
- Student Council
- Cross cultural missions trips – to such places as China, India, Kokoda Trail, Torres Strait and Cambodia.
- Student vs. Teacher sporting games
- Missions Possible Morning Teas
- Big Day Out
College Camping Program

From Year Six to Year Twelve Heights College conducts an annual, **compulsory** camping program with set goals and objectives which the teachers aim to achieve. This program aims to develop all aspects of every child – body, mind and spirit. The program fits in with each year level’s curriculum and provides an opportunity for the teacher to develop aspects of the class program in an alternative environment to the classroom.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Venue</th>
<th>Time Length</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>Coolwaters Capricorn Coast</td>
<td>5 days</td>
<td>An opportunity to develop citizenship, teamwork, social, leadership and self-management skills within a fun and challenging environment.</td>
</tr>
<tr>
<td>Year 7</td>
<td>Brisbane and Surrounding District</td>
<td>5 days</td>
<td>A cultural trip to complement the Science and History/Geography classroom curriculum.</td>
</tr>
<tr>
<td>Year 8 and Year 9</td>
<td>Capricorn Region</td>
<td>4 days</td>
<td>Gender streamed camps with alternating venues. Yr 8 and 9 males will attend venue A one year and venue B the next etc. Leadership and breakthrough camps aimed at developing an understanding of what it takes to be men and women of Godly character.</td>
</tr>
<tr>
<td>Year 10</td>
<td>Sunshine Coast</td>
<td>5 days</td>
<td>A camp designed to overcome personal fears and strengthen cohort unity.</td>
</tr>
<tr>
<td>Year 11</td>
<td>Emu Gully</td>
<td>3 days</td>
<td>A physically challenging Leadership Camp built around the ANZAC tradition.</td>
</tr>
<tr>
<td>Year 12</td>
<td>Sydney</td>
<td>5 days</td>
<td>An opportunity to identify individual giftings in a practical environment with a focus on strengthening group cohesion.</td>
</tr>
</tbody>
</table>
Music
A number of performing groups have been set up in the College to cater for the different interests and abilities of the students.
- Jazz Band
- School Band and Ensembles
- Choir
- Instrumental Program
All groups have the opportunity to perform at official College functions and School Assemblies and when appropriate, within the wider community. A handbook is available for further information.

Co-Curricular Program
This program aims to inform the students regarding making wise choices. It is a means of enriching and extending the curriculum by educating them in such areas of:
- Child protection
- Drug education
- Bullying
- Cyber safety
- Sun smart safety
- Sexual harassment, etc.
- Sporting teams and activities

It is a weekly program organised and run during school time and intended to develop the whole student. Students will also be offered a range of other activities.

Sport/Physical Education
Interschool Competition is encouraged at various times of the year involving interschool teams that may be outside of school hours.
- Sport and physical education is a compulsory part of the College’s curriculum and failure to participate may result in a student not being awarded a result at the end of semester.
- A note from a parent or guardian is required for any temporary exemption.
- Longer term exemptions will require a medical certificate.
- Correct sports uniform and College hat to be worn on sports days.

Attendance at Sport Carnivals is not only compulsory, but also rewarding.

AWARDS PROGRAM FOR STUDENT EXCELLENCE
Heights College recognises the achievements of students throughout the year both in class and on full College assemblies. The main awards presented are:

Gold Awards – These awards are presented to students by classroom or pastoral care teachers during the weekly assembly. They recognise a specific area of personal, spiritual or academic achievement by a student. Parents are invited to attend these presentations.

Silver Awards – These are a peer nominated award for secondary students and are awarded at secondary Praise and Worship.

Character and Leadership Awards
The College celebrates an Academic Awards Ceremony and Sports Awards Ceremony each year in Term Four, at which students who have excelled in various aspects of College life are recognised for their outstanding achievement.

Secondary Awards Program
- Year 12 Dux - top student academically.
- Caltex Best All-Rounder Award - recognises a student who has participated in a wide range of activities with excellent results in academic, sporting and service endeavours.
- Outstanding Leadership Award – a peer elected award for a student who has demonstrated leadership skills and attributes in Year 12.
- Subject Awards – Years 7 to 12 (minimum High Achievement level) Top student in year level, based on all assessments
• Academic Achiever in Core Learning - Years 7 – 9
• Academic Achiever and Runner Up Award for Years 10 to 12
• Excellence in Industry Award – Students in Years 7 to 12 who, in the opinion of most class teachers, gave 100% effort to their studies.
• Outstanding Service to the College Award – recognises the student who has served the school community diligently and consistently.
• The Heights’ Way Award – Recognising Character, Leadership, Influence and Breakthrough in a senior student.
• ADF Leadership and Teamwork Award – Acknowledging leadership and teamwork qualities in senior students.
• Gladstone Ports Authority Award – a monetary award which is presented to a student as an encouragement for his/her persistence and effort in studies
• Character Awards
• Honour Roll students – students who have been at the College since Year One
• Australian Champion Award – presented to a student who has won an Australian title or who has represented Australia in a competition
• Overall Champion House Award

Team Awards
Most Valuable Player
The person who had the most impact on the team, in both their skill and leadership.
Most Improved Player
The player who has improved the most over the season.
Coach’s Awards
The player who the coach thinks deserves a special award. Usually for the person who has demonstrated outstanding effort in all aspects of the team and was always enthusiastic and eager regarding his/her contribution to the team.

Individual Awards
Outstanding Contribution to School Sport
Students who show contribution in at least five different areas of sport, three of which must be for Heights College. These include sporting teams, athletics carnival age champions and participation in Rockhampton and District sport.
State or High Achiever Award
Acknowledges students who have been chosen to represent a sport in a State or National level.
Sportsperson of the Year
Based on a points system which looks at sporting trials, sporting teams and age champions.

ARTS AWARDS PROGRAM
The Arts are celebrated throughout the year, and are highlighted in Assembly performances, external competitions and school events. In Term 4, an Arts Awards evening recognises achievements in the following:

Musical Groups
Most Improved, Outstanding Performer and Conductor’s Choice (for commitment, reliability and congeniality)
Primary Choir, Year 5 Band, Primary Instrumental Music, Secondary Choir, Secondary Band, Secondary Instrumental Music, Jazz Band and Concert Band.

SPORTS AWARDS PROGRAM
Heights College proudly recognises students’ achievements in the sporting arena throughout the year on Assembly, Praise and Worship and in Infolink. Sporting skills and talents are valued and held in high regard for each student. Age champions are awarded on the day of each of the three sporting carnivals. Sporting achievements are also recognised once a year in Term Four at our annual Sports Awards Ceremony.
The following Awards are presented at the Sports Awards Ceremony:
Visual Arts
Judges’ Choice
People’s Choice

Contribution to the Arts: Drama
Bi-annually our College presents a musical, and this award recognises a student’s outstanding contribution. The award acknowledges performance excellence, outstanding conduct, attitude and application, and reflects the heart of our College culture.

Contribution to the Arts: Art
Visual Arts provides a dynamic and inspiring medium through which students explore their creative identities. This award is given in recognition of developing artistic confidence, expertise and appreciation in Visual Arts. It acknowledges excellence, outstanding conduct, attitude and application, and reflects the heart of our College culture.

Contribution to the Arts: Music
This award is given in recognition of student’s service to three or more activities throughout the year. Additionally, the recipients of this award will have shown outstanding conduct, dedication and attitude. Students will also be influential to their ensemble peers, in line with the values of our College.

SENIOR SCHOOL
INFORMATION
The Senior School within Heights College aims to continue to prepare students for life through the ongoing, vibrant leadership program that began in Middle School. We acknowledge that all students are created equal in God’s sight and are blessed with diverse gifts and talents.

The focus, then, is to encourage students to become leaders within their chosen field(s) whilst at the same time continuing to embrace the quality education offered at Heights.

There are many formal leadership positions such as College Captains (Music and Community) and House Captains, as well as Leaders of Praise and Worship Teams, Missions, Activities, Sport, Buddies to Year Ones, Peer Support, Student Welfare and many other areas. All students receive specific training to develop as leaders, being allotted these positions through various methods. It is anticipated that by the time students reach this level of schooling, their behaviour would be that which is self-managing, with all actions resulting from a love for God, others and oneself.

Our Camping program is compulsory throughout the Middle and Senior School and culminates in a Year 11 Leadership Retreat which aims to prepare students both individually and collectively, not only for the coming senior year but for their future. This program also develops within each student the life skills necessary for becoming a responsible citizen.

We believe that the student’s character, driven by attitude, will directly impact their ability and academic results.

Organisation
Year 10 is a pivotal year of academic preparation for students in the Senior School, and many thresholds are crossed during this period. It is a time for the consolidation of the basics of study, consideration of employment (through work experience, traineeships, school based apprenticeships, etc) or a combination of both. Many opportunities exist for this age group.

Students concerned with academic preparation for tertiary study via an OP begin to consider the choice of subjects that will provide them with credit towards this. The Year 10 curriculum is based on the senior syllabus documents from which the Year 11 and 12 Work Programs are written.

In Years 11 and 12, students are presented with a wide variety of subjects from which to choose a course of study. Students choose either to work towards an OP and/or QCE, or they may choose a more vocational focus. Alternatively, there are an increasing number of students who choose a balanced course that still provides an OP but also
includes some vocational education and training experiences. Senior students at Heights College are responsible and committed to choosing the best path for their future career within the supporting environment of their family and teachers. Senior students are required to study the equivalent of six subjects. This can be done in a number of ways:

- Six subjects
- Five subjects + One TAFE subject or One University subject
- Five subjects + School based apprenticeship/traineeship

Senior schooling at Heights aims to develop and nurture students who truly know who they are, what their destiny is, and have the skills to fulfil that destiny successfully.
## Curriculum Matrix

<table>
<thead>
<tr>
<th>KEY LEARNING AREA</th>
<th>YEAR 10</th>
<th>YEAR 11 AND 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>• English</td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• English Communication</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>• Maths</td>
<td>• Pre-Vocational Maths</td>
</tr>
<tr>
<td></td>
<td>• Advanced Maths</td>
<td>• Maths A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maths B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maths C</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>• Science</td>
<td>• Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Biological Science</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>• Chinese</td>
<td>• Chinese</td>
</tr>
<tr>
<td>HUMANITIES &amp; SOCIAL SCIENCES</td>
<td>• History</td>
<td>• Modern History</td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
<td>• Geography</td>
</tr>
<tr>
<td>ICT &amp; DESIGN</td>
<td>• Engineering Technology</td>
<td>• Engineering Technology</td>
</tr>
<tr>
<td></td>
<td>• ICT</td>
<td>• ITS</td>
</tr>
<tr>
<td></td>
<td>• Furnishings</td>
<td>• Furnishings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IPT</td>
</tr>
<tr>
<td>BUSINESS &amp; ECONOMICS</td>
<td>• Business Principles</td>
<td>• Accounting</td>
</tr>
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<td></td>
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<td>• BCT</td>
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<tr>
<td></td>
<td></td>
<td>• Legal Studies</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>• Art</td>
<td>• Visual Art</td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
<td>• Drama</td>
</tr>
<tr>
<td></td>
<td>• Music</td>
<td>• Music</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>• Physical Education</td>
<td>• Physical Education</td>
</tr>
<tr>
<td></td>
<td>• Hospitality</td>
<td>• Certificate III in Fitness</td>
</tr>
<tr>
<td></td>
<td>• Home Economics</td>
<td>• Hospitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Home Economics</td>
</tr>
<tr>
<td>CHRISTIAN CHARACTER AND</td>
<td>• Christian Living</td>
<td>• Christian Living</td>
</tr>
<tr>
<td>LEADERSHIP DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECONDARY STUDY

Homework
Homework is an integral and essential part of each student’s learning program. Homework is seen as fitting into one of four categories:

- **Completion**: Finishing tasks commenced in class.
- **Revision**: Going over lessons, memorising information, doing corrections.
- **Preparation**: Long term work, eg. assignments, equipment or information required for lessons.
- **Extension**: Personal research on topics that have captured a student’s interest.

As a general guide for students and parents, the following times are suggested for each year level in hours per week:

- Year 7: 7 hours
- Year 8: 8 hours
- Year 9: 9 hours
- Year 10: 10 hours
- Year 11-12: 15 hours

Failure to complete homework without sufficient explanation from a parent will automatically result in lunchtime detention which will take precedence over all other pre-arranged activities.

Success with homework and study depends on establishing a routine which includes:

- A place to study;
- A set time to study;
- A good routine, of studying (eg not leaving the most difficult work until last);
- A balance between part time work and school commitments

The place to study should be quiet and free from distractions. If possible set a special area aside for homework. Good light will help avoid unnecessary tiredness. Time should be well spent. Students should make their time count by concentrating and maintaining a healthy work/life balance. It is important to have a regular study time and to keep to it.

Variety
Do not spend too long on any one subject or any one type of activity.

Concentration
Pay attention in class and continually assess yourself while you are studying. Question yourself on what you have just read before going on to the next page.

Activity
You have to be active to learn effectively. Writing and testing yourself helps you learn. Practise the writing of key ideas and facts from memory. You must monitor your testing progress and record your improvements and more especially your difficulties which will need further attention.

Summaries
These are essential. Set out the summaries in diagrammatic form with plenty of space and a minimum of words. Do not write sentences when two words will do. Revision of summaries at regular intervals will save you having to re-study the topic in detail. Do not put summaries on scraps of paper; write them systematically in a notebook or in a small card file.

Organisation
Careful planning of your study timetable is very important. Equally necessary is the need to record carefully, in your diary, the work to be done.

Understanding
Information is only of use insofar as it assists understanding. “Parrot fashion” learning is of no use unless what is learnt can be used effectively in coping with other problems. **READ and CHECK** your understanding. Remember the main aim is to learn and understand your work, read a section over – put your hand over it – see if you remember what you read. This is the most effective study technique. If, after carefully reading and thinking about a section of work you do not understand it, you must ask your teacher for assistance.
Revision
Forgetting occurs fairly quickly after learning. Therefore, it is important to revise a new piece of work within twenty-four hours. When revising previous work, check at the beginning of a session that you know what you revised in the previous section. If necessary re-learn that work before going on. Well-prepared summaries can be of great assistance in revision.

Vocabulary
Keep a section in your notes for vocabulary! When you are given a new term or find a word you don’t understand – place it under this section – with a definition; also use it in a sentence.

Enjoyment
Enjoy your subject, your teacher, your class and your College. This effort will make things more pleasant and promote easier learning.

Noise
A quiet environment will allow students to focus on set tasks.

Light
An adequate light source is essential, preferable from above.

Assessment Guidelines
Assessment is an integral part of the educational process. Assignments are a significant aspect in the assessment program in many courses of study and provide students with feedback on their understanding of the learning process in the classroom. Student proficiency at completing assignments is a reflection of their character, not merely their academic skills. Student’s success in following assignment policy develops desirable character traits indicating discipline.

Assignments given by a class teacher are used to measure the effectiveness of the curriculum teaching methods and the students’ learning process. It is the intention of the teachers of Heights College that evaluation be used positively. This is because each child is a unique image of God. Not only does evaluation keep track of each individual student’s progress but it also helps students optimise their learning. It is a requirement of Christian schooling that we lead students to commitment and service.

All assignments must be submitted in order to satisfy course requirements and ensure eligibility for a rating in that Semester of work. An underlying principle is that credit can only be given on work evidenced on or before the due date.

Secondary students at Heights College have many responsibilities. The major one at this time is their education and completing their studies to the best of their ability. The accountability for their actions is always maintained by the College, however in the case of assessment; accountability is also governed by the Queensland Studies Authority (QSA). As a statutory government body, the QSA directives are legally binding on how our students complete their course of study in each subject, including how assessment is administered and credit is given for each subject.

To accommodate these requirements, as well as to develop character in our students, the following protocols and procedures need to be adhered to:

1. Assignments must be submitted by the due date/s which is/are clearly specified on the assessment task.
2. If, due to extenuating circumstances, an assessment piece is unable to be completed by the due date, the student may apply for an extension from the Head of Teaching and Learning or the Senior School Coordinator. This must be done well before the due date.
3. If any assessment piece is not submitted by the due date, a ‘non completion of assessment’ form will be posted home as soon as practically possible (ideally the following day). The draft will then be marked in place of the final.
4. Exams and assessments missed must be explained by a medical certificate.
5. Students will not be given credit for semesters of work where assessment
6. Where students are to present an oral, a hard copy of that oral is to be presented to the teacher by each student as they enter that classroom on the due date. If the student is absent, a copy must be submitted, with a medical certificate, by the beginning time of that lesson.

7. It is the student’s responsibility to save electronic copies of assignments at regular intervals AND in at least two locations (eg, on hard drive AND ‘USB drive’) AND in a format that is compatible to College computer resources. “My computer crashed” is NOT a legitimate excuse!

8. Students may be asked to complete overdue tasks before returning to school and normal classes. Consistent late submission or non-submission of assessments could result in a change in the student’s enrolment status at Heights College.

Drafts

a. Draft dates mandatory.

b. Drafts submitted after the due date will be acknowledged and read but no written feedback will be given.

c. Two copies of each draft are to be submitted at the commencement of the lesson. If no lesson occurs on the due date then the draft must be submitted by 3pm.

d. Teacher feedback on drafts will reflect the achievement of the criteria of that task and of that subject’s requirements

e. Teachers aim to return drafts within one week of the final date.

f. It is the student’s responsibility to collect their draft should they be absent at the time that drafts are returned.

g. Drafts are to be attached to the final copy.

h. Drafts should be of a standard comparable to the students expected final product.

i. If a final copy is not submitted, the draft will be marked.

EDUCATIONAL SUPPORT

Heights Educational Support department (HEdSup), located in lower Shammah House, aims to assist students with additional needs, along with their families and teachers, through a range of avenues.

The HEdSup teachers collaborate with key people to develop relevant support plans and programs. At times, parents may be requested to seek outside professional support from therapists or pediatricians. Assistance for students may include individual or group support outside the classroom and/or additional personnel within the classroom.

Students are welcome to discuss any educational concerns with the HEdSup teachers.

Students with English as an additional language or dialect

Heights College highly values cultural diversity and recognises the importance of maintaining and growing home languages/dialects.

Students who have English as an additional language or dialect (EALD) may find aspects of schooling a challenge, including the Australian culture, social relationships with peers, and understanding the language demands of learning areas.

Students’ Standard Australian English proficiency development is monitored against the NLLIA Bandscapes for speaking, listening, reading and writing.

Depending on a student’s level of proficiency, teachers are able to make certain provisions to support learning.

Teachers and students may seek further assistance through the HEdSup department via intensive additional English lessons, cultural diversity and Australian studies and/or assistance with current class work and assessment expectations.
COLLEGE MAP
# COLLEGE CALENDAR

## COLLEGE DATES

### JANUARY
- 2 New Years Day Holiday
- 8-10 Student Free Days
- 19-23 Student Free Days
- 25-31 Secondary Information Evening

### FEBRUARY
- 1-22 Summer Holiday
- 16-20 Student Free Days
- 20 Orientation Day
- 23-26 Australia Day
- 31 Secondary Information Evening

### MARCH
- 16-20 Student Free Days
- 17-21 Secondary Information Evening

### APRIL
- 23 Primary Swimming Carnival
- 29 Secondary Cross Country
- 31 Grandparents’ Day

### MAY
- 1-17 Autumn Holiday
- 11 Good Friday
- 17 Easter Monday
- 18 Term 2 Commences
- 20 Secondary Parent Teacher Interviews
- 25 Anzac Day

### JULY
- 1-9 Winter Holiday
- 2-8 Year ’12 Camp
- 10 Term 3 Commences
- 24-26 Secondary Parent Teacher Interviews

### AUGUST
- 4 Showcase Evening
- 17 Subject Selection Evening
- 29-30 QCS Test

### SEPTEMBER
- 11-15 Year 10 Work Experience
- 11-15 Years 6, 7, 8, 9 Camps
- 16-30 Spring Holiday

### OCTOBER
- 1-2 Spring Holiday
- 10 Queen’s Birthday
- 13 Arts Awards Evening
- 16 Student Free Day
- 27 Sports Awards

### NOVEMBER
- 3 Academic Awards
- 17 Year 12 Graduation
- 19-22 Year 11 Camp
- 20-24 Year 10 Camp
- 24 Year 6 Graduation
- 24 Year 9 Rite of Passage
- 24 Year 10 & 11 Finish
- 29 Kindergarten – Yr 9 Finish
- 20 Student Free Day

### DECEMBER
- 1 Student Free Day
- 2-31 Summer Holiday
- 25 Christmas Day
- 26 Boxing Day

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**Holidays** | **Student Free** | **Public Holiday** | **Special Event** | **Secondary Information**
---|---|---|---|---

**Absentee Hotline** Call 4923 1820 or SMS 0416 905 257

07 4936 1076  admin@heights.qld.edu.au  www.heights.qld.edu.au
DRESS CODE FOR ALL STUDENTS

The uniform of Heights College is something of which to be proud. It sets students apart and helps them identify with the College, its philosophy and its culture. It is expected that uniforms will be kept clean, ironed and mended as required. Boys must wear shirts tucked in, and all students must wear appropriate College footwear as part of the uniform. Students should be neatly dressed in the College uniform at all times, both whilst at the College and in the following situations as they are ambassadors for the College:

- While travelling to and from College.
- After hours while in a public place if not travelling directly home, eg. shopping centres.
- When attending formal activities as a College representative.
- On excursions as designated by the class teacher.
- While at sports carnivals unless otherwise directed.

Uniforms

Hats are a compulsory part of the College uniform and must be worn at all times when outside, both to and from College as well as at College. Caps are not College uniform. If there are any variations from uniform regulations, parents are requested to supply a letter of explanation. In such cases, parents will be notified of an approved exemption period.

Students not in full uniform, and who do not have written parental explanation for doing so, will be issued with a uniform infringement notice, which will explain the infringement and the action to be taken.

The following guidelines are meant to ensure that students do not focus on drawing unnecessary attention to themselves by their appearance. The focus within the College environment is on behaviour, work habits and attitude. The following haircut and dress code guidelines must be strictly adhered to so that students can apply themselves to being creative, outstanding or unique in other areas of personal expression and development.

Boys’ Dress Code

- Essentially hair is to be conservative in style, colour and length.
- No extremes in style, colour and length are acceptable. (eg streaks/highlights, obvious colours, rats tails, mullets, clipper tracks, faux-hawks, mohawks and buzz cuts) These decisions are at the discretion of staff and College leadership.
- Hair is to be a neat style, clean, tidy and well groomed.
- Hair is to be off the collar, above the ears and eyebrows.
- No temporary or permanent forms of body art are permitted.
- Boys must be clean shaven.
- Boys are not to wear jewellery (including earrings) except a plain, inconspicuous wristwatch and/or a medi-alert bracelet/necklace.
- Shorts must be worn above the hips, with a black belt – no underwear to be seen or worn above the level of the belt line.
- All forms of underwear (e.g. Boxer shorts, T-shirts, singlets, etc.) should not be visible.
- Skivvies or T-shirts that are worn under the uniform during winter must not be visible at the neck or sleeves.
- Standard black leather lace up school shoes (as per the footwear brochure).
- Shirts must be tucked into the shorts at all times.
- Socks are to be worn pulled up and turned over once below the knee.
• Senior boys should have one pair of long trousers for formal occasions, including Assembly.
• PLEASE NOTE: It is compulsory for all Year 10, 11 and 12 boys to wear formal grey trousers, shirt and tie every Friday for all 4 terms.

*Girl’s Dress Code*
- Essentially hair is to be conservative in style, colour and length.
- No extremes in style, colour and length are acceptable. (eg streaks/highlights, obvious colours, hair extensions) These decisions are at the discretion of staff and College leadership.
- Hair is to be a neat style, clean, tidy and well groomed.
- Hair which is longer than shoulder length should be tied back in a ponytail or plaits.
- Hair ribbons, ties and headbands are to be inconspicuous and in College colours (black, white or navy).
- Headbands are to be no wider than 3cm.
- Hair clips are to be plain with no fancy or colourful attachments.
- No make-up or fake tan is to be applied. (Blemishes may have a fine covering of tinted moisturiser.)
- Girls may wear a single plain gold or silver stud or sleeper (approximately 3mm diameter) in the bottom of each ear lobe. No stones, shapes or enamelling. Other forms of body piercing are not acceptable.
- No other jewellery is to be worn, except a plain, inconspicuous wristwatch and /or a medical alert bracelet/necklace.
- Nail polish and nail enhancements are not permitted.
- No temporary or permanent forms of body art are permitted.
- Midriffs and underwear (eg. dark or coloured bras, singlets, etc.) should not be visible.
- Skivvies or T-shirts that are worn under the uniform during winter must not be visible at the neck or sleeves.
- Standard black leather lace up school shoes (as per the footwear brochure).
- Skirts must be worn correctly (on the waist), buttoned up with no skin visible. Skirts must be knee-length whilst in standing position.
- Socks – white with Heights lettering (available from College Uniform Shop only).

**The main reasons for restricting jewellery are:**
- Safety when playing sport, or when working in the laboratory, science and industrial workshops or kitchen.
- Security, since valuable items cannot be lost or stolen if they are not worn.
- Encouraging an overall neat and tidy appearance when students are in uniform.

**Boys’ Secondary Formal Uniform**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>White formal (available from College Uniform Shop only).</td>
</tr>
<tr>
<td>Shorts</td>
<td>Grey dress (available from College Uniform Shop only).</td>
</tr>
<tr>
<td>Belt</td>
<td>Black buckled leather (available from College Uniform Shop).</td>
</tr>
<tr>
<td>Shoes</td>
<td>Plain black leather lace ups (able to be polished) as per information pack (No joggers, buckles or suede). Shoes are to be always laced up.</td>
</tr>
</tbody>
</table>
### Socks
Heights College grey knee-high socks pulled up to below knee and turned over once. (available from College Uniform Shop).

### Tie
Heights College tie to be worn every Friday for assembly and every day during Terms 2 & 3, and formal occasions as per direction by teachers (available from College Uniform Shop).

### Hat
College hat (available from College Uniform Shop only) – MUST be worn at all times when outside.

### Pants
For all Yr 10, 11 & 12 boys. One pair of long grey trousers to be worn every Friday and for formal occasions (available from College Uniform Shop).

### Boys’ Sports Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirts</td>
<td>Heights College Polo Sports Shirt. All students must have a College Sports uniform. (available from College Uniform Shop)</td>
</tr>
<tr>
<td>Shorts</td>
<td>Navy Blue Sports shorts (available from College Uniform Shop only)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Predominantly black or white joggers – to be always laced up. (No canvas, basketball, volley or skate shoes)</td>
</tr>
<tr>
<td>Socks</td>
<td>White with Heights lettering (available from College Uniform Shop only).</td>
</tr>
<tr>
<td>Hat</td>
<td>College hat</td>
</tr>
<tr>
<td>Swimwear</td>
<td>All students are to wear swim shirts. Students in Prep to Year 7 will not be permitted in the swimming pool without a swimming cap.</td>
</tr>
<tr>
<td>Tracksuit</td>
<td>Heights College track pants and sports jackets are optional sports uniform items that are available for purchase. Please note that these items <strong>must only</strong> be worn with the College sports uniform.</td>
</tr>
</tbody>
</table>

### Boys’ Secondary Winter Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumper</td>
<td>Heights College Pullover.</td>
</tr>
<tr>
<td>Shirt</td>
<td>As per Formal uniform.</td>
</tr>
<tr>
<td>Pants</td>
<td>Either shorts or grey dress trousers (available from College Uniform Shop only).</td>
</tr>
<tr>
<td>Socks</td>
<td>Heights College grey knee-high socks pulled up to below knee and turned over once. (available from College Uniform Shop)</td>
</tr>
<tr>
<td>Shoes</td>
<td>As per Formal uniform.</td>
</tr>
<tr>
<td>Tie</td>
<td>Compulsory in Terms 2 &amp; 3.</td>
</tr>
<tr>
<td>Hat</td>
<td>College Hat.</td>
</tr>
<tr>
<td>Scarf</td>
<td>Optional - available at the College Uniform Shop</td>
</tr>
</tbody>
</table>
Girls’ Secondary Formal Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blouse</td>
<td>White formal (available from College Uniform Shop only)</td>
</tr>
<tr>
<td>Skirt</td>
<td>Teal, Navy, White check to be worn knee length whilst standing (available from College Uniform Shop only)</td>
</tr>
<tr>
<td>Tie</td>
<td>Stipulated girls tie only – to be worn all year (available from College Uniform Shop only)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Plain black leather lace ups (able to be polished) as per information pack (No joggers, court or dance shoes, buckles or suede). Shoes are to be always laced up.</td>
</tr>
<tr>
<td>Socks</td>
<td>White with Heights lettering (available from College Uniform Shop only).</td>
</tr>
<tr>
<td>Badges</td>
<td>Available from College Uniform Shop only</td>
</tr>
<tr>
<td>Hat</td>
<td>College hat (available from College Uniform Shop only). MUST be worn at all times when outside.</td>
</tr>
</tbody>
</table>

Girls’ Sports Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>Heights College sports shirt. All students must have a College Sports Uniform (available from the College Uniform Shop only)</td>
</tr>
<tr>
<td>Shorts</td>
<td>Navy Blue Sports Shorts. (available from the College Uniform Shop only)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Predominantly black or white joggers – to be always laced up. No canvas, basketball, volley or skate shoes)</td>
</tr>
<tr>
<td>Socks</td>
<td>White with Heights lettering (available from College Uniform Shop only).</td>
</tr>
<tr>
<td>Hat</td>
<td>College hat – MUST be worn at all times when outside.</td>
</tr>
<tr>
<td>Swimwear</td>
<td>Girls are required to wear one piece attire. All students are to wear swim shirts. Students in Prep to yr 7 will not be permitted in the swimming pool without a swimming cap.</td>
</tr>
<tr>
<td>Tracksuit</td>
<td>Heights College track pants and sports jackets are optional sports uniform items that are available for purchase. Please note that these items <strong>must only</strong> be worn with the College sports uniform.</td>
</tr>
</tbody>
</table>

Girls’ Winter Uniform

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumper</td>
<td>Heights College Pullover</td>
</tr>
<tr>
<td>Blouse</td>
<td>as per Formal uniform</td>
</tr>
<tr>
<td>Skirt</td>
<td>as per Formal uniform</td>
</tr>
<tr>
<td>Tie</td>
<td>stipulated girls tie only</td>
</tr>
<tr>
<td>Badge</td>
<td>as per Formal uniform</td>
</tr>
<tr>
<td>Shoes</td>
<td>as per Formal uniform</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Socks</td>
<td>as per Formal uniform</td>
</tr>
<tr>
<td>Navy tights</td>
<td>Navy blue stockings may be worn under the girls’ formal uniform during the winter months. (available at the College Uniform shop) White socks are not to be worn at the same time as stockings.</td>
</tr>
<tr>
<td>Hat</td>
<td>College hat.</td>
</tr>
<tr>
<td>Scarf</td>
<td>optional - available at the College Uniform Shop</td>
</tr>
</tbody>
</table>

### Camps and Non-Uniform Excursions Dress Code

All students should ensure that they dress modestly and conservatively on camps and non-uniform excursions, taking into consideration sun safety. The following should be taken into consideration when deciding what to wear:

- **Shoes**: Students are to wear task appropriate shoes. Many locations require students to wear shoes that fully cover their feet. Shoelaces must be firmly laced up at all times.
- **Tops**: Students are to make sure that all tops are appropriate. Singlet tops, muscle tops and crop tops are not appropriate. Design of the tops should not be one of a revealing nature either in cut or fabric, and especially must not show the midriff.
- **Jewellery**: The same expectations as general College dress code, regarding jewellery, apply to camps/non-uniform excursions.
- **Mottos**: Mottos, logos and slogans should be in good taste. Defamatory expressions or inappropriate symbols are not permitted.
- **Make-up**: Make-up and fake tans are not to be applied, however blemishes may have a fine covering of tinted moisturiser.
- **Underwear**: (eg. boxer shorts, dark-coloured bras under light-coloured tops, singlets) should not be visible.

### Bookshop

Sports House T-shirts are available at the College Uniform Shop in sizes 6 to 3XL. Either the College sports shirt or a sports house shirt in respective house colours is required for team competition days.

Dramatic Arts shirts are compulsory for Year 9 - 12 available at the College Uniform Shop. Recommended pants are NOT available from the College Uniform Shop. Please contact the Uniform Shop for style codes and more information.

Also available at the College Uniform Shop:
- NLT Bibles required from Year 2
- Calculators required from Year 7
- Recorders for Year 3
- Heights College library bags from Prep to Year 6
SECTION C – COLLEGE PROCEDURES

ATTENDANCE
Attendance is compulsory. College hours are between 8:25am – 3:00pm.

PUNCTUALITY
- Students are expected to be on time for each lesson/activity.
- The first bell is at 8:20am.
- Students arriving after 8:25am should sign in at the Student Reception at the College office and take a late slip to their current lesson teacher. Students who arrive late to class without a late slip will not be accepted into class. An interview with parents of students who are consistently late will be required.

LEAVING THE COLLEGE GROUNDS
- All students must have parental confirmation, either written or verbal (phone call to the College office) before they will be allowed to leave the College grounds.
- Written permission notes need to be sighted and signed by the Pastoral Care or class teacher.
- All students are required to sign out at the Student Reception where evidence, either verbal confirmation or written permission, will need to be presented. Office staff will counter sign to register that the student has left the grounds.
- Students must sign back in at Student Reception when they return to College.

OUT OF BOUNDS AREAS
- Classrooms and MPC at breaks – unless specific permission and supervision of a teacher
- Staffrooms
- Creek beyond oval, unless supervised by a teacher
- Staff and student car parks
- Access road from Carlton St to YAC
- Beyond the Primary playground
- Church carpark and grassed area in front of church
- Church carpark and grassed area along access road in front of MPC

STUDENT DRIVERS
Senior students who have a driver’s licence and wish to drive to College must follow these procedures:

a) The Head of Student Management and Administration must receive and accept a request form submitted by the student driver for:
   · Parental authority for the student to drive the nominated vehicle;
   · Photocopy of their driver’s licence.

b) Students must sign in their keys with Student Reception immediately upon arrival at College.

c) The nominated vehicle must be parked in the College allocated car park and remain there until the end of the College day, unless special permission from Senior School Coordinator has been sought at the beginning of the day.

A Student Driver Request Form is available at the College Office.

ROAD SAFETY
To ensure the safety of the students please ensure the following rules are observed:
- Speed limit on property is 10km/h.
- Do not stop on roadway to drop students off. Park only in car parks.
- The road in front of ‘Nissi’ (Office Admin) is one way only – down the hill.
- “Kiss and Drop Zone” – do not use this area as long-term parking.
• If all College car parks are full use the Church car park, however students are not to wait in the Church carpark.
• Please practise patience and tolerance during the busy traffic periods before and after College. Thank you for your support with this, as we do not want to see any accidents.
• Left hand turn only when exiting onto Carlton Street during designated times.

BICYCLES
Students who bring bicycles to College do so at their own risk. The College will take no responsibility for the supervision of bicycles or parts. Students are advised to:
• Have no fancy bike accessories that are easily removed
• Make a note of their bike name and serial number
• Chain and lock the bicycle to the racks
• Report any suspicious people in the bike area
Once students have entered the College grounds, they must walk their bikes to the racks. The bike racks are located between the Church and Adonai, and are out of bounds during college hours.

LOST PROPERTY
All lost property is kept in a lost property box inside the foyer of the Shammah Common Room and students need to check regularly for missing articles. At the end of each year, all lost property not claimed will be given to a charitable organisation. Remember, only named articles are able to be successfully returned.

HEALTH AND SAFETY
Students are required to conduct themselves in a safe manner at all times and obey all written or verbal directions of staff.

PRAISE AND WORSHIP
Praise and Worship is an integral part of Heights College life, and every student is expected to attend and participate, whether it is out of reverence for God or respect for others.

STAFF ROOMS
Staff rooms are student free zones. Students wishing to see teachers should knock on the staff room door and wait until they are addressed. Under no circumstances should students enter a staff room.

COMMON ROOM
Generally, the common room is a student free area. Students may be permitted to enter under the direct supervision of a teacher. Under no circumstances should a student be alone in the common room.

CLASSROOMS
Students must not enter a classroom without the permission of a teacher or without a teacher present. Permission must also be granted to the student before being allowed to handle remote controls for air conditioners and other electrical equipment (eg fans, television, data projectors, teacher computers etc.) Additionally, students are not permitted to use the classroom telephone and intercom system.

MOBILE PHONES, PERSONAL PROPERTY AND VALUABLES
Mobile phones, iPods, cameras should not be brought to College. If it is necessary for these items to be brought to the College, they must be switched off and signed in at the Student Reception upon arrival and collected before departure. Valuables should not be brought to College. Students take responsibility for their own belongings throughout the day. The College accepts no responsibility for lost property. If valuables must be brought to College, they must be handed in at the
Student Reception at the beginning of the day.

**BANNED ITEMS**
The following are banned because safety or health reasons:
- Aerosol cans
- Solvents
- Chewing gum
- Matches or lighters
- Cigarettes and other smoking devices
- Alcohol in any form
- Firearms, knives or weapons of any kind (as interpreted by the College)
- Fireworks
- Catapults, slingshots and pea shooters
- All Electronic Games, Cameras, recording devices and unregistered iPads
- Illicit Drugs
- Skateboards, inline skates, skate shoes, scooters
- Energy drinks

**COLLEGE LIBRARY**
A good collection of a variety of resources is available in the College Learning and Leadership Centre. Audio-visual and computer based resources may be used by students in the library as well as photocopying services. Books, magazines and C.D’s may be borrowed for designated time periods. Students are accountable for the return and care of any books or material borrowed by them.

Books and vertical file material may be borrowed for a period of two weeks, except for reference material and books in high demand due to set assignments and research.

Students in Years 7 – 12 are able to borrow three books at a time however this may be extended during assignment periods.

**SUBJECT CHANGE POLICY**
Students are expected to do research and choose their subjects carefully when invited to select elective subjects. Students in Years 7 to Year 10 will be asked to select their elective subjects in Term 3 for the following year.

The College does recognise that occasionally there will be a mismatch between the student’s ability and the subject and also that student career goals may clarify or change. For this reason, **limited subject changes may be approved in the following time periods.**

Students in Years 8 -11 may apply for a subject change at the end of a semester, and only in the first two weeks of the following term.

Year 12 students may only request changes under exceptional circumstances.

**Process:**
- Students inform their present teacher of their desire to change subject.
- Students obtain a STUDENT APPLICATION FOR SUBJECT CHANGE form from the Student Reception.
- Students complete the form and return it to the Head of Teaching, Learning and Innovation after being signed by parents.
- After an interview with the student, the Head of Teaching, Learning and Innovation will make a decision whether or not to approve the change. Criteria for approval may include whether space is available in the new subject, student achievement and goals, and teacher recommendation.
- Students will need to wait to receive approval to change subjects before making any changes.

**Note:**
- Students may be required by the College to move classes if there is evidence of repeated unsafe behaviour or chronic underachievement. This will be done in consultation with parents;
however, the College reserves the right to make a final decision about a student’s placement.

- Although the College will endeavour to meet the needs of all students, it may occur that a student cannot choose a particular subject if it is already filled to capacity.

There are always classes in which numbers are restricted and may reach capacity. Waiting lists will be maintained for full subjects. Enrolment to subjects will be made at the discretion of College staff such as: Middle/Senior Coordinator, Careers Development Officer and Registrar.

**COURTESY/ETIQUETTE**

Heights College is committed to ensuring a consistency in both approach and the extent to which manners are adopted by members of its community. The vision statement for Heights College places a major emphasis on developing personal relationships and this cannot be facilitated without a mutual respect being achieved between each person in the relationship. Every person is created in the image of God (Gen 1:26) and hence each student is to be treated as an individual with God-given worth. This respect will be evidenced in the manners displayed towards each other. Lack of manners/self-discipline is unacceptable and a consistent ignorance of this will not be tolerated. Appropriate disciplinary action will be taken as required.

Students must be made aware that rudeness is the result of their decision to be rude. The aim of this policy is to make students aware of their responsibility concerning behaviour and manners, and to give them the skills and opportunity to become self-disciplined and Christ-centred, rather than self-centred.

The following actions and attitudes must be adopted and permeate our Christian school culture:

- Quiet and respectful behaviour: Shoving students at doors etc. is deemed unsafe and un-Christlike.
- Entry to and departure from rooms: Students will wait quietly, and will proceed in an orderly fashion as determined by the teacher.
- Punctuality: to class, Praise and Worship, appointments etc.
- Respect: recognition that God has ordained authorities and that all must submit to those in authority.
- Addressing and responding to adults: Students are to use the relevant format or Mr, Mrs or Miss; teachers are to address students by the first or preferred name.
- Manners: Requests must include a “please”, with responses being acknowledged with “Thank You”. (In all things give thanks).
- Interruptions: Should a conversation or class need to be interrupted, the use of, “Excuse me”, is appropriate. e.g. “Excuse me, Mr Hudson, could I please speak to John?”
- Being addressed: When students are being addressed, a mature posture is to be adopted e.g. standing/sitting upright, eye contact maintained. Whilst on Assembly, this includes sitting uprightly, with eye contact being maintained.
- Stewardship: Correct, careful and safe use of equipment is the responsibility of each student.
- Greetings: Students and teachers will be greeted politely.
- Visitors: Unannounced visitors to the classroom will be acknowledged where appropriate, at the discretion of the teacher.

**Classroom Rules**

- Line up quietly outside rooms and wait for the teacher.
- Enter and leave classrooms in an orderly fashion.
- When an adult enters a classroom for the first time, upon instructions from
the teacher, stand and politely greet him or her.

- Sit on chairs properly and keep desks tidy. Do not swing on chairs.
- Be a good listener. Do not disrupt others or talk unnecessarily in class.
- Keep the classroom clean and tidy.
- Eating and drinking in class is usually unacceptable.

Language Policy

Rationale

Heights College is committed to ensuring a consistency in both approach and the intent with which language is used by members of its community. Heights College’s Vision Statement emphasises the development of personal relationships, and this cannot be facilitated without a mutual respect being achieved by each person in the relationship. Language is often the mode by which this respect is communicated to others. The use of inappropriate language, either verbal or non-verbal, is unacceptable.

The significance of language is not to be understated. James 3 states that, “the tongue is a rudder and steers the whole boat”, and reflects Proverbs 18:21 which says that “the power of life and death is in the tongue.” This implies that each individual is to take responsibility for and control of his/her own language, and hence affect his/her life’s journey and destiny. The aim of this policy is to equip students with the skills required to take responsibility and to outline principles to enhance this empowerment.

Rights and Responsibilities

- Each person has the right to learn in an environment where positive, non-offensive language is enforced. Therefore, it is everyone’s responsibility to use appropriate, positive, non-offensive language at all times.
- Each person has the right to interact in an environment where he/she will be treated with respect. Therefore, every person has the responsibility to use only language that encourages and edifies others.
- It is each person’s right to feel secure. Therefore, it is each person’s responsibility to respect the contribution of others.

Skills of Preventative Management for language

- Staff members and students need to act promptly to discourage inappropriate language being used; for example, vulgar and harassing language.
- Everyone has the responsibility to model appropriate language usage inside and outside the classroom.
- Staff and students are to avoid the use of negative language towards others.

Routines

- Be friendly and pleasant.
- Classes are to commence and conclude with a formal greeting and dismissal.
- Derogatory names are to be discouraged at all times.
## DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15am</td>
<td>Teacher Prayer</td>
<td>Teacher Prayer</td>
<td>Teacher Prayer</td>
<td>Teacher Prayer</td>
<td>Teacher Prayer</td>
</tr>
<tr>
<td>8:25-8:45am</td>
<td>Primary &amp; Senior School Devotions</td>
<td>Middle School Devotions</td>
<td>Praise and Worship</td>
<td>Praise and Worship</td>
<td>Assembly</td>
</tr>
<tr>
<td>8:50-9:40am</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40-10:30am</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MORNING TEA</strong></td>
<td><strong>10:30am – 11:00am</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:50-12:40</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td><strong>12:40pm – 1:20pm</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20-2:10pm</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10-3:00pm</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00pm</td>
<td>Lessons Finish</td>
<td>Lessons Finish</td>
<td>Lessons Finish</td>
<td>Lessons Finish</td>
<td>Lessons Finish</td>
</tr>
<tr>
<td>3:10-4:10pm</td>
<td>Sport/Music/Team Practices</td>
<td>Sport/Music/Team Practices</td>
<td>Sport/Music/Team Practices</td>
<td>Sport/Music/Team Practices</td>
<td>Sport/Music/Team Practices</td>
</tr>
</tbody>
</table>
SECTION D – POLICIES

BEHAVIOUR MANAGEMENT POLICY

Philosophy
The vision of Heights College is “to see Heights College graduates powerfully influence the world for Jesus Christ”. As a Christian school, we recognise God as our authority. His Word, the Bible, is Holy Spirit inspired and our source of absolute truth. As humans, we are created in the image of God and as a result of the fall, have a sin nature. We, as individuals, reflect this imperfection. Because of this, children push boundaries to discover the depth of God’s love for them. Hebrews 12:10-11 But God disciplines us for our good... No discipline seems pleasant at the time, but painful. Later on however, it produces a harvest of righteousness and peace for those who have been trained in it. Effective behaviour management is achieved through:

- Creating quality relationships between parents, students and staff;
- Consistency of application; and
- Clear articulation of standards and expectations.

As members of God’s family and the Heights College community, we have inherent rights and responsibilities. Through the Heights Way, we connect with, care for, and challenge each other to reach their full potential in Christ.

Aim
Proverbs 22:6 Train a child in the way they should go and when he is old he will not turn from it. To achieve this aim, students, parents and school staff need to work together as a community God’s way, the right way, the Heights’ way. Knowledge, understanding and wisdom are developed as students infuse Christian values and principles in their daily lives. This is demonstrated through positive attitudes and Christ-like behaviours.

The Behaviour Management Policy is designed to assist students to progress from knowledge, through understanding, to wisdom. (Proverbs 23:23)

Behaviour is an outworking of the heart. (Proverbs 20:11)

Biblical Underpinnings
- Hebrews 12:11 (Discipline/Love)
- Romans 13:1-3 (Authority)
- Deuteronomy 6:1-9 (Integrity)
- Micah 6:8 (Rules for living)
- 2 Corinthians 10:5 (Thinking/Attitude)

Statement of Belief
1. Fear of God;
2. Respect for others;
3. Respect for self;
4. Respect for property.

Rights and Responsibilities
All members of the school community have the right to be accepted as part of God’s family. It is everyone’s responsibility to connect with, to care for, and to challenge each other to reach their full potential in Christ.

New members of the College community are to be made aware of their rights and agree to their responsibilities.

Students:
Rights –
- Have the right to learn and feel safe;
- Have the right to be treated fairly and with respect by other students, teachers and adult members of the College community; and
- Have the right to be encouraged to identify their God-given talents and abilities.

Responsibilities –
- Have the responsibility to uphold, maintain and be
accountable for the rules, standards and values of Heights College;

- Have the responsibility to be a Godly example to all members of the College community by showing Christ’s love, compassion and faithfulness to all they serve;
- Have the responsibility to achieve and maintain a level of academic achievement consistent with their God-given abilities; and
- Have the responsibility to honour, obey and submit to all in authority over them (Ephesians 6:1-9, Hebrews 13:17).

College Staff:

Rights –
- Have the right to work, teach and feel safe;
- Have the right to be treated fairly, with dignity and respect; and
- Have the right to be honoured in their positions of authority (Ephesians 6:5-9).

Responsibilities –
- Have the responsibility to deliver quality education at an appropriate level;
- Have the responsibility to identify and develop students’ God-given talents and abilities;
- Have the responsibility to respect the opinions of all members of the College community; and
- Have the responsibility to be accountable to God for the way they conduct themselves with students, parents and other members of the community (Hebrews 13:17).

Parents and Caregivers:

Rights –
- Have the right to be listened to respectfully and express their opinions in an appropriate forum;
- Have the right to know that their children are in a safe environment and receiving a suitable education;
- Have the right to be informed of significant or consistent behavioural issues and any assistance or guidance being provided.

Responsibilities –
- Have the responsibility to be the key influencer and role model of positive attitudes and Christ-like behaviour;
- Have the responsibility to be prepared to learn about, support and contribute positively to behaviour support plans that concern their child;
- Have the responsibility to maintain regular communication with teachers and the College regarding student behaviour.

Special Consideration

Special consideration is the provision of special arrangements for students with special needs. Students with special needs may include, but are not limited to:

- Students with learning difficulties;
- Students from non-English speaking background;
- Students who have a physical impairment;
- Students who have an emotional impairment;
- Students who have a temporary medical condition.

Special consideration will not constitute an unfair advantage over other students.
BEHAVIOUR MANAGEMENT PROCEDURES

The Behaviour Management Policy at Heights College has been established to achieve two major processes. The first process is the identification of expected or inappropriate behaviour and the implementation of a response to this behaviour through encouragement or remedial action. The second process is the recording of significant or consistent behaviour which will allow a more effective tracking of student behaviour in the College with the goal of providing effective long term responses.

The Behaviour Management Policy operates on a level system, with students progressing up or down the levels over the course of their enrolment at Heights College. All students will commence at the College on the Entry Level with the Servant Leader Qualities communicated as the expected behaviour at Heights.

Movement Between Behaviour Levels
During a student’s enrolment in each sub-school they may progress through Character, Leadership, Influence and Breakthrough Levels for expected behaviour and Level 1, 2, 3 and 4 for inappropriate behaviour. The College sub-schools are:

- Lower Primary – Prep – Year 3
- Upper Primary – Year 4 to Year 6
- Middle School – Year 7 to Year 9
- Senior School – Year 10 to Year 12

Students will retain their positive level of expected behaviour (Character, Leadership, Influence and Breakthrough) from one year to the next as they progress through a sub-school. When students move into a new sub-school (Years 4, 7 and 10) each student will start on the Character Level again as there will be a higher level of expectation regarding their behaviour. Students on Level 1, 2, 3 or 4 will move up to the entry level at the start of each new year, regardless of the level at which they finished the previous year, as a demonstration of grace and new opportunities. The following time frames are a guide to progression through the Behaviour Management Flowchart. Variations to this timeline will occur based on individual student circumstances, however it is anticipated that only a small number of students will achieve the Breakthrough Level each year.

- Character – awarded to students after approximately 1 term at this level.
- Leadership – awarded to students after approximately 1 term at this level.
- Influence – awarded to students after approximately 1 term at this level.
- Breakthrough – awarded to students after approximately 1 term at this level.

Administration of Level Recognition Certificates and Commendation Letters
The awarding of a Character, Leadership, Influence or Breakthrough Level Certificate and Commendation Letter to a student will be determined by relevant teachers at a Sub-school meeting held once a term to discuss student behaviour.

When Sub-school teachers have agreed upon the students who will receive a Leadership, Influence or Breakthrough Level Certificate, the names are emailed to the PA to Heads / Sub-school Coordinators who will complete the certificate and return to the relevant staff member for presenting, send home the Commendation Letter and record these details on the College’s student data management system.

Process of Tracking Behaviour
To assist in identifying and responding to positive and negative behaviour at Heights, a tracking process will be implemented. It is important to note that NOT ALL BEHAVIOUR WILL BE RECORDED. Only behaviour that is significant or consistent in its nature will be recorded.

All teaching staff at Heights College have the primary responsibility for communicating the expectations of behaviour in their classroom and responding to behaviour that is outside the parameters of expected behaviour. As teaching staff identify behaviour that is either positive or negative, their first responsibility is to respond to this behaviour through encouragement or a suitable remedial response. Teaching staff will also communicate relevant incidents and their response to each incident to the respective Heads / Sub-school Coordinators as required.
Once the teaching staff member has appropriately responded to the student’s behaviour, they then have the responsibility to record this behaviour (if it is significant or consistent in its nature) to enable the College to track students in line with the Behaviour Management Policy.

All non-teaching staff at Heights College, including Administration, Teacher Aides, Groundsmen, Bus Drivers, and Cleaners etc will be involved with this Behaviour Management Policy.

**Proforma for Recording Behaviour in the Classroom or Playground**

A proforma has been developed to allow staff to record positive or negative behaviour in the classroom and playground. This proforma can be forwarded electronically to the PA to the Heads / Sub-school Coordinators or submitted as a hard copy in the nominated box in the Common Room.

Behaviour that is recorded should include:

- Date and time
- Name of staff member
- Name of student/s involved
- Witness to the incident
- A description of the incident
- A description of the response initiated by the teacher.

There are two options for recording this behaviour information.

- The first is for the staff member to email the PA to the Heads / Sub-school Coordinators who will enter on College’s student data management system.
- The second is for the staff member to write it down and place in the nominated box in the Common Room. This will be cleared of information on a daily basis and added to College’s student data management system.

The College’s student data management system is the College’s electronic database which allows the recording of student and family details, attendance records, timetables, student behaviour etc.

The Behaviour Management Module on College’s student data management system will be monitored by the PA to the Heads / Sub-school Coordinators and the names of students communicated to the Head of Primary, Middle / Senior Coordinators as required.

**Rooms Used For Detention**

Students in the Middle and Senior School who are on Behaviour Level 1 will access J8 during the second break on any day of the week. This room will be staffed by a Secondary staff member and is only used for the purpose of detentions. Students who are required to finalise homework, assignments or other tasks will have access to J9 (complete with computers) to complete their work.
**HEIGHTS COLLEGE BEHAVIOUR MANAGEMENT POLICY FLOWCHART**

**Examples of Appropriate Student Behaviour**

<table>
<thead>
<tr>
<th>Level</th>
<th>Demonstrated Behaviour</th>
<th>Consequence</th>
<th>Time Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakthrough</td>
<td>· Continued demonstration of Character, Leadership and Influence behaviours&lt;br&gt;· Resilience e.g. shows endurance and keeps a good attitude when needing to persevere</td>
<td>· Letter of commendation home by Headmaster&lt;br&gt;· Certificate presented at College Assembly by Headmaster</td>
<td>Breakthrough – awarded to students after approximately 1 term at this level.</td>
</tr>
<tr>
<td>Influence</td>
<td>· Righteousness e.g. influences others to do right&lt;br&gt;· Justice e.g. makes an effort to restore relationships&lt;br&gt;· Grace e.g. displays fruits of the spirit&lt;br&gt;· Compassion e.g. is understanding, considerate and tolerant of those that are different to themselves</td>
<td>· Letter of commendation home by Head of Student Management and Administration and Head/ Subschool Coordinator&lt;br&gt;· Certificate presented at Assembly by Heads / Subschool Coordinator</td>
<td>Influence – awarded to students after approximately 1 term at this level.</td>
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<tr>
<td>Leadership</td>
<td>· Discernment e.g. can discern right from wrong and makes right choices&lt;br&gt;· Resourcefulness e.g. shows initiative to solve problems&lt;br&gt;· Prayerfulness e.g. values the practices of the College in relation to honouring God&lt;br&gt;· Sense of purpose e.g. recognise the purpose of learning and school and apply themselves to the task</td>
<td>· Letter of commendation home by Heads / Subschool Coordinator&lt;br&gt;· Certificate presented at Assembly by Heads / Subschool Coordinator</td>
<td>Leadership – awarded to students after approximately 1 term at this level.</td>
</tr>
<tr>
<td>Character</td>
<td>· Wisdom e.g. Chooses right over wrong, follows rules&lt;br&gt;· Humility e.g. Obedience, respect toward those in authority&lt;br&gt;· Efficiency e.g. completes set work on time, doesn’t regularly leave things at home, on task&lt;br&gt;· Attentiveness e.g. Listens and participates attentively during class discussions, works independently&lt;br&gt;· Integrity e.g. Acts honestly and responsibly&lt;br&gt;· Accountability e.g. Regularly completes and hands in work on time, wears uniform appropriately</td>
<td>· Certificate presented at Assembly by Heads / Subschool Coordinator</td>
<td>Character – awarded to students after approximately 1 term at this level. Students will retain their positive level of expected behaviour (Character, Leadership, Influence and Breakthrough) from one year to the next as they progress through a sub-school. When students move into a new sub-school (Years 4, 7 and 10) each student will start on the Character Level again as there will be a higher level of expectation regarding their behaviour.</td>
</tr>
<tr>
<td>Entry Level</td>
<td>· All students start on this level at the start of the year if they were on Level 1-4 at the end of the previous year.&lt;br&gt;· Students remain on the higher level if they finished</td>
<td>· This is the entry point and the minimum expected standard for all students.</td>
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# Examples of Inappropriate Student Behaviour

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<tr>
<th>Level</th>
<th>Demonstrated Behaviour</th>
<th>Consequences</th>
<th>Time Frames</th>
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</table>
| **Level 1** | Continued demonstration of minor infractions within a short period of time, for example:  
- Uniform infringements – Hat, belt, socks, shirt untucked, shoes, hair colour/length, makeup, fake tans, nail polish, jewellery, skirt length  
- Incomplete homework and class work  
- Tardiness, vacating class without permission  
- Deliberately out of bounds  
- Littering  
- Minor disrespectful speech, body language and bad manners – backchat, rolling eyes, not stopping to follow teacher direction, talking over others, rudeness  
- Electronic devices within school hours 8:00 am - 3:00 pm  
- Minor dangerous behaviour – swinging on chairs, throwing objects  
- Medium infractions e.g. Rough unacceptable play, bullying, teasing, minor vandalism, lying, willful disobedience  
- Non submission of draft assignments  
- Unsportsmanlike behaviour  
- Minor misuse of computers  
- Minor Graffiti on personal or College property | Detention Room for Primary – A4  
Detention Room for Secondary – J9  
Withdrawal of privileges e.g. Sporting teams, playground, IMPACT, Excursions and Camps.  
Minor infractions dealt with by appropriate teacher with redirection/conference with teacher/Pastoral Care / Student Services Coordinator to provide support as required | As a result of a Censure, Detention can be given up to 3 times per term before the student is moved to Level 2  
Students may move to this Level as they consistently demonstrate the behaviours identified. A student may move back up to the entry level after four weeks on this level with no new infringements. |
| **Level 2** | Continued demonstration of Level 1 behaviours  
- Major infractions e.g. Truancy, cheating, plagiarism, swearing, verbal or physical harassment, physical fighting, bullying / cyber-bullying  
- Non submission of draft and final assignments.  
- Dangerous play  
- Inappropriate boy-girl relationships  
- Inappropriate use of computers /technology/social networking | Internal Suspension – Parent contacted by Head / Sub-school coordinators  
May require conference with Pastoral Care Coordinator and/or Student Services Coordinator | Students may move to this level as a progression from Level 1 if they demonstrate 3 repetitions within a four week period. Students may move directly to this level if their behaviour is in line with the indicators. A student may move back up to Level 1 after four weeks on this level with no new infringements. |
| Level 3 | Continued demonstration of Level 1 or 2 behaviours  
- Severe infractions e.g. Violence, verbal abuse, distribution of offensive material, stealing, smoking, sexual harassment, vandalism/graffiti, body art/tattoos  
- Significant breach of College safety policies  
- Evidence/intent to bring disrepute to Heights College, staff, student and parent community.  
- Sexting, possession of pornographic material/images, repeated cyber-bullying | External Suspension – Contact with or meeting with parent, student, teacher, Head/Subschool coordinator, Head of Student Management and Administration. Will require conference with Pastoral Care Coordinator and/or Student Services Coordinator | Students may move to this level as a progression from Level 2 if they demonstrate 2 repetitions within an eight week period. Students may move directly to this level if their behaviour is in line with the indicators. A student may move back up to Level 2 after eight weeks on this level with no new infringements. |
| Level 4 | Continued demonstration of Level 1, 2 or 3 behaviours  
- Major vandalism, illicit drugs, alcohol, weapons, inappropriate sexual activity  
- Any illegal activity | Possible withdrawal of student enrolment by Headmaster  
Meeting with Headmaster and all stakeholders as required | Students may move to this level as a progression from Level 3 if they demonstrate 2 repetitions within a twelve week period. Students may move directly to this level if their behaviour is in line with the indicators. |
### Servant Leader Qualities – Expected Student Behaviour

<table>
<thead>
<tr>
<th>Breakthrough</th>
<th>Resilience – perseveres to succeed</th>
<th>Influence</th>
<th>Righteousness – influences others to do right</th>
<th>Justice – makes an effort to restore relationships</th>
<th>Grace – thankful and well-mannered toward others</th>
<th>Compassion – takes account of the needs of others</th>
<th>Leadership</th>
<th>Discernment – recognises the difference between right and wrong</th>
<th>Resourcefulness – shows initiative to solves problems</th>
<th>Prayerfulness – actively participates in a faith community</th>
<th>Sense of purpose – attends to their own learning</th>
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<td></td>
<td>Willing to take a risk and have-a-go at new things; shows endurance and keeps a good attitude when needing to persevere; doesn’t give up when the going gets tough but pushes through</td>
<td>Acts righteously around teachers and peers and in unsupervised situations; influences others to follow the Heights Way through words and actions; willing to speak out regardless of what others may think; challenges others to do what is right; not bossy children that haven’t yet learned to act out what they speak; displays a standard others can look up to</td>
<td>Treats everyone the same; has a sense of forgiveness; readily apologises; seeks to restore broken relationships; doesn’t retaliate but attempts to walk in God’s ways which are just; doesn’t hold grudges and seek vengeance; aware of bullying and will attempt to stop it or notify teachers; recognises unfairness and goes out of their way to equal the balance; shows courage and commitment to fairness; fair in regard to interests, property and safety of others</td>
<td>Displays fruits of the spirit; Shows respect to peers and teachers, shows thankfulness; caring and well-mannered toward others - says please and thank you, excuse me and then waits, etc; allows peers to make mistakes without holding them accountable; recognises individual differences and allows for them; is patient; not pushy; encouraging towards the work and actions of others knowing they make others feel good; kind</td>
<td>Helpful and considerate of others; sees that someone is hurting and seeks to help them rather than laughing at them; is understanding, considerate and tolerant of those that are different to themselves; cares for others with words and actions; willingly offers to help those that need it in the classroom; give up own time and things to help others; generous; attempts to alleviate distress of others; gives relief</td>
<td>Has a knowledge of right and wrong, is able to discern between the two and is able to make wise choices based on this understanding according to the age of the student; can make links to rules/Heights Way/scripture/family principles; has a clear link between recognising the difference between right and wrong and choosing to do right; willing to search out truth and rely on God</td>
<td>Can identify what is required and searches out what needs to be done; can ask the right questions to get the job done; makes plans and carries them out; willingly take risks to work towards solving problems and achieving tasks; shows creativity, initiative, flexibility</td>
<td>Shows respect, honour and reverence to God during Praise &amp; Worship, prayer and devotional times; shows an interest in becoming Christ-like and knowing God’s truth, will and purpose according to His Word; asks to pray for those in need; values the practices of the College in relation to honouring God; values scriptures</td>
<td>Attend to their own learning; recognise the purpose of learning and school and apply themselves to the task; not distractible or distracting; can stay focussed; self-motivated learners; uses what God has given them to the best of their ability</td>
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<td>Character</td>
<td>Description</td>
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<td><strong>Wisdom – makes wise choices</strong></td>
<td>Chooses right over wrong; follows rules; chooses what is right over following others; understanding leads to appropriate actions and behaviours; thinks before acting so as to make wise choices; behaves in an appropriate manner according to context; chooses not to involve self in others’ wrong behaviours; uses common sense</td>
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<td><strong>Humility – shows respect and obedience with a good attitude</strong></td>
<td>Obedience; respect toward those in authority; accepts correction and responds positively; doesn’t display rebellious or defiant characteristics; willing to listen and take on board suggestions; applies self to develop good behaviours; is willing to put others first; doesn’t always need to be first or in front</td>
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<td><strong>Efficiency – organises self effectively</strong></td>
<td>Keeps chair bag tidy, hands work in on time, doesn’t regularly leave things at home or lose things; displays diligence; makes the most of their time on task; punctual; plans work and carries out plans; doesn’t waste time; is able to stay focussed to get tasks done</td>
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<td><strong>Attentiveness – actively listens and works co-operatively</strong></td>
<td>Listens attentively during class discussions and participates; works independently; understands how task links to their own learning; shows a desire to learn and develop good attitudes and work habits; is a good team member; willingly co-operates with others during group work; is self-controlled and self-disciplined; aware of others’ opinions and ideas; responds relevantly to topic; doesn’t distract others with irrelevant ideas; puts the task or other person first above own needs</td>
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<td><strong>Integrity – acts honestly and responsibly</strong></td>
<td>Acts honestly and responsibly; willingly own up when they have done the wrong thing; shows respect for their own and others’ property; doesn’t graffiti property but keeps things in good order; shows pride in their work; acts the same no matter who is around; keeps their word; doesn’t lie; doesn’t manipulate others; not sneaky; loyal; trustworthy; reliable; consistent with truth</td>
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<td><strong>Accountability – completes school and home tasks</strong></td>
<td>Regularly completes and hands in work on time (at school, homework and projects); shows pride in self and work by wearing their uniform correctly and presenting work nicely; doesn’t make excuses or blame others</td>
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BULLYING POLICY

1. Policy Statement
Heights College is committed to providing staff and students with a working and learning environment free from harassment of any kind, including bullying, whether physical, verbal or psychological. Staff and students are expected to honour and support this commitment at all times. The culture of Heights College encourages Christian relational values and practices that benefit others and any form of bullying is entirely contrary to the Christian philosophy of Heights College.

2. Policy Scope
This Bullying Policy applies to all staff and students at Heights College.

3. Definition of Bullying
Bullying is the use of aggression with the intention of hurting another person. It results in pain and distress to the victim, who has in no way provoked the bullying. Usually the bullying is a campaign over time against a child, but sometimes there can be just one incident.

The Australian Concise Oxford Dictionary describes a bully as a “person who uses strength or power to coerce others by fear”. Researchers have defined bullying in various ways. One of the more descriptive definitions describes bullying as a “repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or satisfaction.”

A bully oppresses the victims physically, psychologically or morally by the threat of superior force. The victim feels powerless, unable to defend themselves or to retaliate. The most important factor in understanding bullying behaviour is that bullying is a deliberate act. There is intent to hurt and an imbalance of power between the bully and the victim. There is also the issue of the vulnerability of victims.

Bullying can occur in a number of different forms. These include:

- Physical Bullying - pushing, kicking, punching, hitting, or any use of, or threatened use of, physical violence.
- Verbal Bullying - name-calling, sarcasm, spreading rumours, nasty teasing, writing awful things about someone, leaving hurtful notes.
- Emotional Bullying - excluding, being deliberately unfriendly, tormenting, racial taunts, threatening or rude gestures.
- Menacing Bullying - demanding money, possessions or to copy homework, as well as demanding the victim’s or bystander’s silence when bullying has taken place.
- Communication Bullying – sending letters, emails, text messages or phone calls that are threatening, offensive and obtrusive to the recipient. It is widely recognised that this is a growing area with the use of cyberspace in communication.

4. Signs and Symptoms of Bullying
All staff and parents need to be aware of the signs and symptoms that may occur when a child has been bullied, as many victims of bullying are reluctant to tell others what has occurred to them. If a child shows some of the following signs and symptoms it is important to talk to them and ask them if they have experienced bullying.

Students may:

- be frightened of walking to or from school, or may change their normal route to school;
- not want to go on the school bus;
- be unwilling to go to school or complain of feeling ill each school morning;
- begin doing poorly in their school work;
- come home with clothes or books damaged or missing;
- become withdrawn, start stammering or lose confidence;
- become distressed and anxious or stop eating;
- lose money or ask to borrow money (to pay the bully);
• have unexplained scratches, bruises or other injuries;
• begin to bully other children or siblings; and
• become aggressive and unreasonable towards family members or teachers.

5. Identifying Indicators of Students Who May Bully Others.
There is no set description of a stereotypical bully. The reality is that bullies can be any shape or size and that girls are equally capable as boys of bullying. Some studies indicate that boys are more likely to bully using physical violence, while girls are more likely to use verbal harassment.

As a brief guide, the children who frequently bully share some of the following characteristics:
• They feel inadequate to cope with everyday events.
• They have often experienced bullying themselves from other students or their families.
• They are victims of some other form of abuse in their lives.
• They don’t know how, or have underdeveloped skills, in showing their feelings and emotions in an appropriate manner.
• They are not succeeding at school and feel they have no sense of worth.

When a child has been bullied and is feeling upset, there are a number of positive things that parents are able to do to help them. These include:
• encouraging the child to talk about their feelings;
• eliminating (if possible) some of the obvious causes of bullying;
• building up the self-esteem of the child with encouragement and pointing out their unique gifts;
• teaching children how to cope with teasing;
• making a list of some of the ways the child may be able to respond to bullying; and
• acting out some scenarios and demonstrating the way the child may respond in the role-play.
• Restrict the use and availability of technology which the child has access to, and which may be the avenue through which the child is being bullied.

One of the most important things a parent can do when their child has been bullied is to talk to them about their feelings and what they have experienced. Encourage the child to go through some of the reasons that may have been given about why the child was bullied and see if these may be able to be changed or eliminated.

7. Procedures for Dealing with Bullying Students
If students believe that they have been bullied they should:
1. Tell the person who is bullying them that they don’t like it and ask them to stop.
2. If the person does not stop bullying them, the student is to immediately report the incident to their Class or Pastoral Care teacher.
3. Talk to their parents about the incident when they arrive home.
4. Exercise caution and self-discipline with regard to his/her dependence in the use of mobile phone, internet chatting, etc.
Staff
Initial Process
When Class or Pastoral Care Teachers have had an incidence of bullying reported to them, they should follow the procedures below.

It is important for teachers to use their discretion when dealing with an incidence of bullying. Incidents may often occur which are not ‘bullying’ but rather a disagreement between students that will be resolved in the normal course of the school day. Teachers should try to determine the extent of the incident, and whether or not it involves bullying, during their initial discussion with the student.

1. Listen carefully to the student who is making the complaint about bullying.
2. If possible write down:
   - the name and year level of the student making the complaint (victim);
   - the name and year level of the offending person (perpetrator);
   - the date and time of the incident/s;
   - any witnesses to the incident/s; and
   - what the incident/s involved.
3. Question the victim to determine if this is an ongoing occurrence of bullying, or a one off incident, and whether the victim can identify any reasons for the bullying.
4. If the teacher reasonably suspects that this is an incidence of bullying, they should interview the alleged perpetrator of the bullying to establish their actions and their reasons for bullying the victim. The teacher should aim to ensure that the perpetrator of the bullying understands the effect of their behaviour on the victim who has made the allegation and try to establish reasons for why the bullying has occurred.
5. The teacher should then arrange a meeting with themselves and the victim and perpetrator of the bullying so that each person is able to share their concerns and feelings. At this meeting the teacher will try to have both parties propose and agree to a solution to the problem to ensure that they bullying will stop.

Subsequent Process
1. If the victim of bullying reports to the Class or Pastoral Care teacher that the perpetrator of the bullying from the previous incident is continuing to bully the student, the teacher is to report the matter to the Head of Primary or Middle/Senior Coordinator.
2. The Head of Primary or Middle/Senior Coordinator will interview both the victim and perpetrator of the bullying to discuss why the bullying reoccurred and why the solution to the bullying was not effective.
3. The Head of Primary or Middle/Senior Coordinator will then counsel the offending student and contact their parents to discuss the bullying incident with them. The Head of Primary or Middle/Senior Coordinator, may impose appropriate punitive correction on the offending student including detentions, loss of privileges or class restrictions.
4. If the offending student continues to be involved in bullying and there is no positive response to the discipline process, the Headmaster may, at their discretion, withdraw the student’s enrolment from the College.
Parents
Parents are encouraged to follow these guidelines when a child reports an incidence of bullying to them:
1. Ask the child if they have asked the offender to stop the hurtful behaviour.
2. Ask the child if they have reported the incidence of bullying to their Class or Pastoral Care Teacher.
3. If necessary make an appointment via the College Office to speak to the Class or Pastoral Care Teacher who is dealing with the bullying incident.
4. If the child reports that the bullying is continuing please make an appointment via the College Office to speak to the Head of Primary or Middle/Senior Coordinator.

SEXUAL HARASSMENT POLICY
Preamble
Heights College is committed to providing staff and students with a working and learning environment free from sexual harassment. Staff and students are required to honour and support this commitment.

Scope
This policy applies to all employees and students of Heights College.

Policy Statement
It is a fundamental expectation at Heights College that staff and students respect one another and treat each other in an appropriate manner.
The sexual harassment of staff and students is unlawful under the Federal Sex Discrimination Act 1984. This Act explicitly prohibits:
· the sexual harassment of an adult student (over 16 years) or potential adult student by a staff member or other adult students; and
· the sexual harassment of a staff member by adult students or other staff.
Sexual harassment is unacceptable and will not be tolerated at Heights College under any circumstances. Appropriate disciplinary action will be taken in any proven instance of harassment.

Definition of Sexual Harassment
Sexual harassment is any unwelcome and uninvited comment, attention, contact or behaviour of a sexual nature, that an individual or witness finds humiliating, offensive or intimidating. It can be verbal, physical, written or visual. Sexual harassment has nothing to do with mutual attraction or consenting friendships.

Examples of sexual harassment may include:
· the distribution or display of offensive pictures or written material
· repeated unwelcome requests for social outings or dates
· offensive comments about a person’s physical appearance, dress or private life
· jokes, intrusive questioning, messages or telephone calls of a sexual nature
· direct propositioning or subtle pressure for sexual favours
· leering, patting, pinching, touching or unnecessary familiarity
· indecent exposure, sexual assault or rape.
· inappropriate and unwelcome use of digital technology.

What to Do If You Are Sexually Harassed
Staff or students who believe that they are being sexually harassed should make it known that the comment, attention, contact or behaviour is unwelcome and offensive. If the sexual harassment continues, or if you are unable or unwilling to handle the matter, you should contact the following staff members, who have been appointed as Student Protection Officers, for information, advice or to make a formal complaint:
· Mr Russell Hudson: Student Management and Administration
· Mrs Kaye Head: Pastoral Care Coordinator
· Mrs Natalie Hislop-Esterhuysen: Counsellor
Heights College will promptly investigate all allegations of sexual harassment in as confidential a manner as possible and take appropriate corrective action if warranted. Any employee who is determined, after an investigation, to have engaged in sexual harassment in violation of this policy will be subject to appropriate sanctions up to and including termination.

Victimisation
A person is victimised if threatened, harassed, harmed or subjected to any form of detriment. In relation to sexual harassment it is against the law to victimise a person who:
  • has made a complaint
  • intends to make a complaint
  • acts as a witness
  • intends to act as a witness
  • supports a victim or
  • intends to support a victim

The Staff Role
As employees, staff have a duty to ensure that any sexual harassment brought to their attention or personally witnessed, is reported to the Headmaster or the Chairman of the Board immediately. It is essential that this policy is read in conjunction with Heights College Child Protection Policy and the mandatory reporting requirements related to sexual harm of a child that are contained there-in.
CHILD PROTECTION POLICY

Heights College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of students at Heights College will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. Heights College will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What Does The College Mean By Harm?
Recent Queensland legislation defines harm as:

- any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.

It is immaterial how the harm is caused. Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

How Does the College Protect Students From Harm?
Heights College has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the College becomes aware or reasonably suspects that harm has been done to a student of the College by other staff, people outside the College or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the college by a member of staff, someone outside of the college or by other students?
You should report your concerns to the Student Protection Officers, any other member of staff you feel comfortable talking to or the Headmaster. The Student Protection Officers for Heights College who have been trained in receiving allegations of sexual abuse, harm or inappropriate behaviour are:

- Mr Russell Hudson: Student Management and Administration
- Mrs Kaye Head: Pastoral Care Coordinator
- Mrs Natalie Hislop-Esterhuysen: Counsellor

What Will Happen Next?
If you report your concerns to a member of staff other than the Headmaster, the member of staff will report it to the Headmaster immediately, or if the subject of the complaint is the Headmaster then the member of staff will report to the Chairman of the College Board.

What Will The Headmaster Or The Chairman Of The Board Do?
If the Headmaster or Chairman of the Board receives a report of harm or suspected harm to a student of the College; and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police (Child Protection Investigation Unit) immediately if the harm relates to sexual abuse; or to the Department of Child Safety if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

What Happens About Confidentiality?
Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Headmaster and those directly involved. The Chairman of the College Board may also need to be informed. It is the College’s policy that confidentiality between the College and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the College is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report.
State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party. Any action, taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the College.

**How Will The College Help The Child?**
The Headmaster will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member and student understands their obligations under the College’s Child Protection Policy.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice (Blue Card) issued by the Commissioner for Children and Young People.

If the Headmaster receives a report of harm to a child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child’s confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

**What Should I Do If I Require More Information?**
The College’s complete Child Protection Policy is available at the College Office from the Pastoral Care Coordinator, Mrs Head. Parents and students may have access to this policy at any time. You may also make an appointment to discuss the policy with the Headmaster if you wish to clarify any matters.
HEIGHTS COLLEGE LOCKER POLICY

Heights College has made available lockers for students in the Secondary school. In order for students to use a locker, the following Conditions of Use and Procedure for Use of Lockers must be read and signed by both students and a parent/guardian. This agreement will be valid until the last day of the academic year in which it is signed.

Conditions of Use
1. Each locker is the property of Heights College Ltd. Upon completion of this form, students will be given permission to use a locker. This permission may be removed at any time if the lockers are mistreated or used inappropriately.
2. Heights College has a master key to access every locker. Students and parents understand and agree that any locker may be opened at any time by Heights College staff without the permission of the student who is using it.
3. Lockers are to be used for the storage of school resources and materials, bags, lunch, hats and other items directly related to the school needs of each student.
4. Items not to be stored in lockers include opened containers of food and drinks, mobile phones, iPods and other items restricted from school.
5. Lockers are for use during school hours. Items should not be stored in lockers overnight, weekends or school holidays.
6. Heights College will not be held responsible for any items lost or stolen from lockers.
7. The combination padlocks issued by Heights College are the only locks to be used on lockers.
8. Students and a parent/guardian agree to pay the replacement cost of this combination padlock if it is lost or damaged by the student.
9. Students will be issued with a locker by Heights College. Once issued with a numbered locker, students are not able to swap lockers with another student.

Procedure for Use of Lockers
1. This form must be signed by the student and a parent/guardian and returned in full to Heights College.
2. Upon receipt of this form students will be issued with a locker and a combination padlock. The combination padlock has a set 3 number combination that is recorded by Heights College and cannot be changed by the student.
3. Students have access to this set locker for the academic year in which it is issued.
4. On the last day of the academic year, each student is to clean out their locker and return the combination lock to the College Office.
TECHNOLOGY USER POLICY

Introduction
In accordance with the vision, mission, and core values of Heights College, the technology user policy endeavours to provide safe, responsible and secure learning opportunities for all staff and students. Such a policy recognises the importance of staff and students engaging with and becoming competent and responsible users of a range of computer technologies, the internet and electronic media, and is supportive of the development of electronic information research skills and digital literacies. The College expects that staff will provide integrated and responsible use of all computers and internet services provided by the College and will provide clear guidance and instruction in relation to their use by students under their care. The following policy reinforces the priority that all computers are to be used for educational purposes only.

Educational Purpose
The use of all Heights College computers, internet services, and related networks (including email) are to be for educational and professional purposes only. This necessitates that such use be consistent with the mission and values of Heights College. Uses which might be acceptable on a user’s home computer may not be acceptable on the College network.

Use of College Computers and Networks is a privilege
The use of the College computers, networks and access to use of the
Internet is a privilege and a responsibility. Unacceptable use of the College computers, technology or the Internet may result in restricted access privileges; payments for damages and repairs; discipline under other appropriate College policies, including suspension or exclusion of students and possible termination of employment for staff; or civil or criminal liability under other applicable laws.

Responsible Use
The following uses of all Heights College computers, networks and related information technology are considered unacceptable. Users (including both staff and students) will not use the College computers to:

- Access, review, upload, download, store, print, post, or distribute pornographic, obscene, profane, rude or sexually explicit material.
- Access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate to the educational setting, disruptive to the educational process and knowingly or recklessly include defamatory information about a person or organization, including prejudicial or discriminatory attacks.
- Upload or download files, folders or any software programs from any type of media to or from the College Network that are inappropriate to the educational setting or disruptive to the educational process, or violates relevant software licensing agreements.
- Engage in any illegal act or violate any local, state or federal statute or law.
- Vandalise, damage or disable the property of another person or
organisation, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means.

- Tamper with, modify or change the College computer software, software configurations, control panel settings, hardware or cabling (including changing desktop settings, icons or wallpapers).
- Take any action to violate or attempt to violate the College system's security.
- Gain unauthorized access to information resources or to access another person's materials, information or files without the direct permission of that person.
- Attempt to gain unauthorized access to the College network or any other computer of the College network, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
- Violate copyright laws or use another person's property without the person's prior approval or proper citation, and will not plagiarize works they find on the Internet.
- Conduct business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the College. Users will not use the College computers to offer or provide goods or services or for product advertisement.
- If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to the relevant classroom teacher/ Head of Sub School. This disclosure may serve as a defence against an allegation that the user has intentionally violated this policy.

Consistency with Other College Policies

Use of the College computer system and use of the Internet shall be consistent with College policies and the mission, ethos and values of the College.

Privacy

- By authorizing use of the College computers, the College does not relinquish control over materials on the system or contained in files on the system. Users need to be mindful of this when using the College system and when storing all files and materials on College computers and networks.
- Routine maintenance and monitoring of the College computers may lead to a discovery that a user has violated this policy, another College policy, or the law.
- An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or College policy.
- The College will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with College policies conducted using College computers.

Internet Use Agreement

- The proper use of the Internet, and the educational value to be gained from proper Internet use, is
the joint responsibility of students, parents and staff of the College.

- This policy requires the permission of and supervision by the school’s designated professional staff before a student may use a school account or resource to access the Internet.
- The Internet Use Agreement form must be read and signed by the user and the parent or guardian. The form will then be filed at the College office.

**Limitation on College Liability**

Use of the College system is at the user's own risk. The system is provided on an "as is, as available" basis. The College will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on College diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The College is not responsible for the accuracy or quality of any advice or information obtained through or stored on the College computers. The College will not be responsible for financial obligations arising through unauthorized use of the College computers or the Internet.

Furthermore, the personalised nature of information access and retrieval places much of the onus of responsibility on the students themselves and their parents. While we encourage our students to exercise critical censorship when using these facilities, we feel an obligation to clearly state the College's position in reference to the deliberate search and retrieval of inappropriate, inaccurate or illegal material by students. The attached contract outlines the consequences of such irresponsible behaviour.

The College policy in brief is that, there is **no such thing as unintentional search or accidental tampering with computer systems** (Software and Hardware). All students in Year’s 6-12 accessing the Internet and computer networks at Heights College will have to read and sign a student contract. A copy of the contract is on the next page. A condition of this policy is that supervised student access to these facilities will only be possible after receipt of the signed contract.
HEIGHTS COLLEGE
INFORMATION TECHNOLOGY STUDENT CONTRACT

Student Name: ________________
Year Level: ________

The behaviour of all students on the College computer network must reflect the ethos and values of the College. The use of the Internet and all information technology is a privilege not a right and inappropriate use will result in restrictions and/or cancellation of those privileges. The College will deem what is inappropriate use and its decision is final.

By signing this contract, I agree to...

• Only use the internet for legitimate research as required by my school subjects.
• Not use the internet to download, use, or view content for non-educational purposes. Such content includes but is not restricted to: games, audio files, image files and video files that are not directly related to and required for a school subject.
• Not to use the internet to download inappropriate, potentially dangerous, offensive, obscene or illegal content.
• Not to use the internet to send or receive email, visit chat rooms or otherwise communicate with other web users.
• Not to use the internet to conduct personal business activities including endeavouring to make financial gain, participating in a non-school organisation such as a club, political party etc.
• Not share my password with others or attempt to logon using another person’s password;
• Report any obscene or offensive material I encounter;
• Observe all the guidelines as specified by the College.
• Access the computer labs and internet ONLY when a teacher is present and permission is given.
• Not modify system files or install software without authorisation
• Not engage in any activity that may potentially harm any other person, hinder the valid use of the internet by other users or damage the reputation of any individual or organisation (including Heights College).

Furthermore, the use of the Internet and all information and communication technology at Heights College comes with a range of contractual responsibilities. These include:

• a) Using appropriate language. Students must be polite and not be abusive in messages to others. Profanity or obscenity of any form will not be tolerated.

• b) Adhering to the rules of copyright and defamation. Students must respect all copyright issues regarding software, information and attributions of ownership. The same pieces of legislation and principles of common law still apply to actions on the Internet. As no geographical boundaries exist in cyberspace, not only may Australian laws apply, but also laws of other countries around the world may apply.

• The rights of others, both in the local community and over the Internet must be respected. It is illegal to defame any person or institution in email, social networking sites, on bulletin boards, newsgroups or chat rooms. Personal attacks are an
unacceptable use of the network. If a student is the victim of an angry, insulting or response, the student should bring the incident to the attention of the College immediately.

- **c)** **Illegal activities are strictly forbidden.** These include tampering with computer hardware or software, unauthorised entry into computers, knowledgeable vandalism or destruction of computer files. **This includes and is not limited to, the uploading or creation of computer viruses.**

- It is illegal to download certain material. This includes but is not limited to pornography, violence, or any material promoting violence, discrimination or hate. A violation of this law will be reported to the appropriate authorities.

- **d)** **Security** is a high priority. If a user feels that they can identify a problem on the network, the user must notify the Information Technology staff or the teacher in charge. The user must not demonstrate the problem to others. Revealing a personal address or phone number or the personal information of others is prohibited. Impersonation is not allowed. Within the College real names must be used, pseudonyms are not allowed. Students MUST NOT use another's identity or password. Individuals must take the responsibility for their own actions and words.

- **e)** **Purpose.** The use of the Internet must be in support of the educational research objectives of the College. Employing the network for commercial purposes is not permitted.

If I am in doubt or need clarification on any of these issues, I will discuss these with the classroom teacher or information technology staff. As a user of the Heights College computer network and its range of information technologies, I understand and agree to comply with the above stated terms and conditions. I further understand that any violation of the regulations above is unethical and may constitute a criminal offence. Should I commit any violation, my access privileges may be revoked, and College disciplinary action and/or appropriate legal action may be taken.

**STUDENT SIGNATURE:** _______________ **DATE:** ____________

As a parent of a minor signing above, I grant permission for my son/daughter to access networked services such as the Internet. I understand that some materials on the Internet are questionable, but I accept responsibility for guidance of Internet use, i.e. setting and conveying standards for my daughter/son to follow when selecting, sharing or exploring information and media. I also recognise that whilst every effort will be made to filter internet sites and images, it is impossible to eliminate all controversial material and I will not hold Heights College responsible for materials displayed from or acquired from the Internet.

**PARENT’S NAME (Printed)** ____________ **DATE:** ____________