



Secondary School

Middle School

'Middle Schooling', Years 7 -9, describes the phase of schooling bridging Primary and Senior Secondary education. Our research confirmed that this time involves more physical, social, intellectual and emotional changes than any other period of life. Therefore, in recognition that early adolescence has its own characteristics, elements and challenges, Heights College began its Middle School in 2002. Therefore, our Middle School aims to combine uniquely fresh and relevant academic challenges within an encouraging, stable, nurturing environment that caters to the needs of these learners.

In order to ensure that all students have the opportunity of reaching their full potential, the curriculum is designed with an innovative, integrated and practically oriented focus. Our emphasis is "For Excellence, For Greatness, For Christ".

Senior School

The Senior School continues 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. Staff recognize and promote the development of these gifts and in doing so, assist our students to become Christians who are equipped to fulfil the destiny that God has for them.

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 College.

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, Events, Sport, Buddies to Prep and Year 1, Peer Support, Student Welfare and many other areas. All students receive specific training to develop as leaders. It is anticipated that by the time students reach this level of schooling, their behaviour would be self-managing, with all actions resulting from a love for God, others and oneself.

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

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Year 7 learning encompasses a wide range of subjects including: English, Maths, Science, Christian Living, History, Geography, Creative Arts, Chinese, Digital Technology and Physical Education.

From Year 8, this age group adds a focus on activity-based, practical instruction, experiencing elective subjects in mixed groups. Areas covered are Creative Arts, Home Economics (cooking and textile technology), Chinese, Industrial Technology and Music. Year 9 students are also given the opportunity to select four elective subjects for the year from an extended list, as they prepare for Senior Schooling.

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 with an ATAR score 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, and work on the senior syllabus commences in Semester 2 of Year 10.

In Years 11 and 12, students are presented with a wide variety of subjects from which to choose a course of study. Either students choose to work towards their QCE and an ATAR score, 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 ATAR 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 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.

Student Drivers

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

a) Complete a Student Driver Request Form from the Office. The Head of Student Management and Administration will review and accept this.

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 obtained at the beginning of the day.

College Library and Library Borrowing

Students are encouraged to borrow regularly from the wide range of books and resources in our library. Computer resources may be used by students in the library as well as photocopying services. Books, magazines and CD's may be borrowed for designated times.

to students with overdue books, and penalties may be imposed. If books are lost or damaged, parents will be notified promptly and may incur a replacement cost.

It is expected that parents will encourage their children to handle library books and other borrowed resources with due care. Students are accountable for the return and care of any books or material borrowed by them. Notices are forwarded

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.

Secondary Textbooks

As part of the College's fee structure each secondary student is provided with a complete set of textbooks for which they are responsible. Prompt return of these to the Library at the end of the school year in a similar condition to

which they were issued is expected. Parents are accountable for all school property issued to students and accounts will be issued for any unreturned or damaged textbooks.

Homework

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

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

- **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.

Year 7:	30 - 60 minutes
Year 8:	1 hour
Year 9:	1 - 1.5 hours
Year 10:	1.5 hours
Year 11-12:	1.5 - 3 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.

Assessment

Assessment is a fundamental 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 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 goal of Christian schooling that we lead students to develop commitment and discipline.

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 are given many responsibilities. The major one at this time is their education and completing their studies to the best of their ability. The College always maintains the accountability for their actions, however in the case of assessment; accountability is also governed by the Queensland Curriculum & Assessment Authority (QCAA). As a statutory government body, the QCAA 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.