

STAGE 4

Handbook

2021



Message From The Principal

Welcome to new families joining Bingara Central School and current families returning for another year.

Beginning at a new school or commencing a new school year can be an exciting and sometimes daunting time. The information provided in this booklet is intended to help parents and students navigate many of the basics to make a smooth transition. In addition, there will be wonderful opportunities to engage with the school as the year unfolds and we look forward to working alongside you to make 2021 a great one!

As a staff we are committed to providing a well rounded education so that your child experiences growth in the cognitive, physical, social, cultural and spiritual domains of learning. We have been busy planning to ensure your child will receive an education that is suited to his/her individual needs within our vibrant school community.

I hope you will take the time to read this handbook as research indicates that parental interest has the most influence on children's learning success. Students at any year level do better in school, feel better about themselves as learners, set higher goals and dream bigger dreams, when parents are knowledgeable about, supportive and encouraging of, and involved in their child's education. I know our learning partnership will be strengthened as we work together for the best educational outcomes for your child.

Brooke Wall
Principal



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Key Contacts



Brooke Wall
Principal



Riley Eastcott-Layton
Head Teacher
Secondary Studies



Lisa Moore
Releiving Head
Teacher
Teaching & Learning

Contact Us!

Address: 55 Finch St, Bingara, NSW 2404

Phone: 67 241 606

Fax: 67 241 927

Email: bingara-c.school@det.nsw.gov.au

Website: <http://www.bingara-c.schools.nsw.edu.au>

Facebook: <https://www.facebook.com/BingaraCentralSchool>

Staff



**MRS KYLIE
BUTLER**

Mandatory Technology
Visual Arts
Food Technology



**MISS MONICA
CODDINGTON**

English
HSIE
Librarian



**MR SCOT
CRISPIN**

Science
Biology
Music
STEM



**MRS MARNIE
CROWLEY**

PDHPE
SLR



**MR RILEY
EASTCOTT-
LAYTON**

Mathematics



**MRS ROBYN
GASSON**

Careers
Work Education
Learning & Support
Teacher



**MR MARK
MCGOWAN**

Agriculture
Design & Technology
Primary Industries



**MR CHARLES
MILL**

PDHPE
PASS
Primary Industries
Sports Coordinator



**MS LISA
MOORE**

Mathematics



**MRS EMMA
PLEFFER**

English
HSIE



**MR MARK
SIMPSON**

PDHPE
SLR



**MRS FIONA
BOYLE**

School Learning &
Support Officer

Secondary A-Z

ATTENDANCE

ABSENCES

The law requires a note or reason from parents for ALL absences from school, including partial absences. At Bingara Central School we have moved to SMS. If your child is absent for two or more days due to illness, a medical certificate is required. It is preferable if you ring the office on the day your child is absent and provide a verbal notification of the reason for an illness or absence.

Leave must be a VALID reason including such reasons as dental or doctor appointments, illness and funerals. In all cases, absences from school should be kept to an absolute minimum. For example, a day off school to go shopping or to go on holidays is not a valid reason for being absent from school.

The Home School Liaison Officer employed by the Department of Education checks rolls for unexplained absences, as by law, attendance at school is compulsory. If a pattern of absenteeism is noted or if the number of days absent exceeds that allowed by law, it is the duty of the Home Liaison Officer to follow up the absences with the student and their parents/carers.

If a student is unable to take part in PE or Sport, a note should be sent for the day concerned explaining the reason. For a long-term illness or disability, a doctor's certificate is required.

ADDRESSES

Please advise us if you change your address or phone number so that our records and the ability to contact you in an emergency are maintained.

ARRIVAL AT SCHOOL

Students should not arrive at school before 8:30 am. Those who do so may be asked to sit in a designated area, as no playground supervision is provided prior to this time. Students should leave the school grounds promptly at the end of the school day. Students should not visit the school after school hours or on the weekend unless authorised. Please check prior to the holiday period if our school is participating in the 'Share Our Space' program.



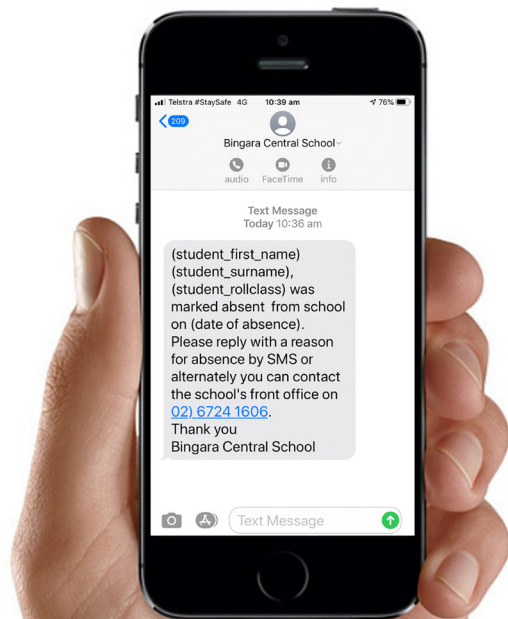
SENTRAL
EDUCATION

SENTRAL ABSENCE SMS

Bingara Central School has now gone to
SMS FOR PARTIAL AND FULL DAY ABSENCE.

You will receive a message that looks like the below.

Please respond either via SMS or alternatively contact:
BCS Front Office on 02 6724 1606 with a **reason for absence.**



ATTENDANCE AT SCHOOL

The Education Act determines that students are legally required to complete Year 10. After Year 10, and until they turn 17, students must:

- Be enrolled in school, or
- Be in approved education or training (eg, TAFE, apprenticeships etc)
- Be in full time paid employment (average of 25 hours per week).
- Be in a combination of work, education and training.

APPROVED AND UNAPPROVED LEAVE

Students must notify the school of any absences within 7 days of the absence.

Justified absences include:

- Unavoidable medical or dental appointments.
- Being too sick to attend school.
- Being required to attend a serious family situation.

Regular attendance at school is not only compulsory by law up to the age of 17, but is also one of the requirements for the granting of the Higher School Certificate.

Attendance is monitored daily. Parents will be notified if an absence is unexplained.

BUS TRAVEL

Students travelling to school by bus must enter the school grounds immediately upon leaving the bus. Students who catch buses home are supervised within the school grounds, by a Teacher until they board their bus. Application forms for bus travel and travel subsidies are available on line at <https://transportnsw.info/travel-info/using-public-transport/school-travel>. Students who are transported from their home to the bus pick-up-point (more than 3 km) by a parent or guardian are eligible for travel a subsidy. Please contact the school office for further information.

STUDENTS LEAVING SCHOOL GROUNDS DURING THE DAY

Students **MUST** have parent/carer permission to leave the school and primary students must be accompanied by an adult.

Students **MUST** have written permission from their parent/guardian to leave the school grounds, (e.g. doctors' appointment). Students leaving school early must report to the office (primary students with parents) to collect a Leave Early Slip. Parents are asked, where possible, to keep appointments in school time to a minimum.

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

IN NSW PUBLIC SCHOOLS STUDENTS ARE EXPECTED TO:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code

- Attend school every day
 - Respect all property
 - Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools • •
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

BEHAVIOUR CODE FOR STUDENTS: ACTIONS

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

RESPECT

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

SAFETY

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

ENGAGEMENT

- Attend school every day
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards



Education

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

BELL TIMES

8.40 – 9.05am	Roll Call
9.05 – 10.05am	Period 1
10.05 – 11.05am	Period 2
11.05 – 11.25am	RECESS
11.25 – 12.25pm	Period 3
12.25 – 1.25pm	Period 4
1.25 – 2.05pm	LUNCH
2.05 – 3.05pm	Period 5
3.05pm	Home

CANTEEN


All students can place their lunch orders in a paper bag/envelope, with their name and class details on the front, in the wooden box placed on the steps under the COLA between 8:35 and 9:05 am. For any late orders students need to see the Canteen Supervisor at Recess.

The school canteen operates Monday, Wednesday, Thursday & Friday.

The School canteen also offers to an online ordering system which you can access through the following steps.

Simplify your school life.

We have partnered with Flexischools, to make school lunches even easier.



- 1 Order online at anytime
- 2 Easily monitor your child's nutrition
- 3 Pay with Visa, Mastercard, PayPal or direct deposit



Set up your account

- Download the Flexischools App**
Note: for iPhone and iPad please select 'Allow' notifications.
- Login/Register**
 - Already a Flexischools user** – Enter your details and login. To save your login details select 'remember me'.
 - New Flexischools user** – Click 'Register', enter your email address and follow the instructions in the email to set up your account. Once your account is set up, add new student; search for their school, enter student details and select their class.
- Top Up Your Account**
To make ordering fast and simple, you can set up automatic top ups.

Order

- Place your Order**
In the Flexischools App, click the 'Order now' button located in the bottom right-hand corner of the app and select your student.
 - Make your Selection**
Select the items you wish to order.
 - Make Payment**
Select your payment option and complete payment to place your order.
- Alternatively you can sign-up at flexischools.com.au

The Flexischools service is provided by InLoop Pty Ltd (ABN 27 114 508 771) (trading as Flexischools) which holds Australian Financial Services Number 471556. Any information provided is general only and does not take into account your objectives, financial situation or needs. Please read and consider the Continued Financial Services Guide and Product Disclosure Statement at www.flexischools.com.au before acquiring or using the service. For more information please visit www.flexischools.com.au



- 10 years supporting the school community
- Committed to healthy eating
- Over 1,500 happy schools

flexischools

CAREERS AND TRANSITION COORDINATOR

The Careers Adviser (Mrs Robyn Gasson) assists students with decisions on future careers in accordance with their abilities and interests. The Careers Adviser also gives information about employment opportunities and further education.

The Careers Adviser is available to assist students to establish good study patterns and to discuss any difficulties the student may have in making the progression from school to work. The school's Work Experience program is also co-ordinated by the Careers Adviser.



CATTLE CLUB

Commencing in 2021, Cattle Club will be open to students from Stage 3 (Yr 5 & 6) to Stage 6.

The aim of this program is to provide students of Bingara Central School the opportunity to participate in a beef cattle program which is designed to broaden their perspective on life and to foster and promote the following employability skills:

- Teamwork
- Leadership
- Resilience
- Time Management
- Perseverance
- Communication
- Social Skills
- Problem Solving



COMMUNICATION

CONTACT DETAILS

Address: 55 Finch St, Bingara, NSW 2404

Phone: 67 241 606

Fax: 67 241 927

Email: bingara-c.school@det.nsw.gov.au

Website: <http://www.bingara-c.schools.nsw.edu.au>

Facebook: <https://www.facebook.com/BingaraCentralSchool>

OFFICE HOURS

The hours during which the front office is open for business are 8:30 am – 3:15 pm.

SCHOOL COMMUNICATION

The weekly school newsletter is published every Thursday and is available to view on the Bingara Central School website www.bingara-c.schools.nsw.edu.au or on our Facebook page <https://www.facebook.com/BingaraCentralSchool>. It is preferred that families join our electronic mailing list to have the Newsletter emailed each week.

PARENT – TEACHER CONTACT

This is very important. There are many opportunities throughout the school year to informally visit our school and be an active member of our school community.

If parents are visiting the school, it is necessary to sign in at the office. This is a measure to ensure the safety of our students at all times.

It is preferred that parents/carers contact the office to arrange a convenient time for an appointment with any member of the teaching staff.

PARENT-TEACHER-STUDENT EVENINGS AND SCHOOL REPORTS

The school will report twice per year to parents in Term 2 and Term 4.

Parent/Teacher evenings occur each semester to discuss the progress of each child. Parents are encouraged to regard these sessions as an opportunity to discuss their children with the staff. The school has an online booking system with

<http://www.schoolinterviews.com.au>

ENROLMENT

Children who turn 5 years old before the 1st of August in that year may be enrolled at the beginning of the school year. Proof of residency, age (birth certificate), and immunisation certificate are required and parents are asked to complete an enrolment form. Any court orders (if relevant) also need to be supplied to the school.

For more information on enrolment and for enrolment forms, please head to our website <https://bingara-c.schools.nsw.gov.au/about-our-school/enrolment.html>

ELECTRONIC DEVICES ACCEPTABLE USE

ACCEPTABLE USE

Mobile phones must be kept in the silent mode and left in the students bags. They are NOT permitted in the classroom. Urgent messages to students can be delivered through the Front Office on 67 241606. Mobile phones will be confiscated if students have them out in class. They can be picked up from the office.

COMPUTER USAGE POLICY

The computer network at Bingara Central School supports the teaching and learning program. It is intended to enable, enhance and extend students' learning, to enable completion of course work and to provide opportunities for students to develop skills in the use of Information and Communication Technology..

INAPPROPRIATE CONDUCT

It is a criminal offence to use mobile phones to menace, harass, offend or photograph another person and the school reserves the right to involve the police in matters when this occurs.

MOBILE PHONE RESPONSIBILITY

It is the responsibility of students who bring mobile phones onto school premises to be aware of and adhere to the guidelines outlined in this document. Privacy issues are associated with photography.

RESPONSIBILITIES

Each student has a responsibility to take care of the computing resources and use them in a careful and constructive way. It is essential for students to:

- Leave all equipment in place unless teacher permission is obtained to do otherwise.
- Report equipment problems and or damage to staff as soon as they are apparent.
- Not tamper with systems settings, switches, buttons or cables.
- Logoff from the network and leave the work station area neat and tidy at the end of the session.
- Avoid unnecessary printing by carefully checking work on screen before printing.
- Only use file names that which are meaningful and non-offensive.
- Only use computing resources in relation to the curriculum requirements and not for private or recreational activities.

STUDENT USE OF EMAIL

Students must not use email for any of the following:

- To abuse, vilify, defame, harass, or discriminate.
- To send or receive pornographic material.
- To injure the reputation of the School/Staff/Community/Student.
- To infringe copyright of other intellectual property rights.
- To perform unlawful or inappropriate acts.



HOMEWORK

Homework is set regularly. It is designed to assist learning. Homework varies in nature and purpose. It can be written, oral, visual, thinking or a creative task. It can promote practice, consolidation and revision, investigating and discovery, creativity and thinking.

Homework is best done at set times in a quiet place – in a calm mood. Parents can help by being interested, a good listener, encouraging effort and by keeping in contact with the teacher(s).

Please check www.education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/help-with-homework website for great tips and revision notes/activities.

LIBRARY

The school Library is open for reading and borrowing books at the following times:
Monday, Tuesday, Wednesday and Friday 1.45pm to 2.05pm.



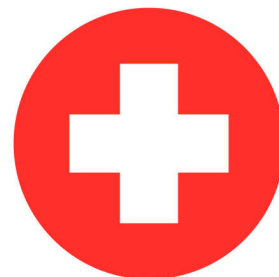
MEDICAL, HEALTH & WELLBEING

ACCIDENT & ILLNESS AT SCHOOL

If a student has an accident or becomes ill at school, parents will be contacted. Students who become ill will be taken to the sick bay to rest. Should the school be unable to contact the parents/carers and if medical assistance is required urgently, the school will take emergency action as necessary to support the student. The school is covered for free ambulance cover for all students.

If your child has a medical condition or disability, we should be informed. Please advise us, e.g. allergy and/or reactions to stings, hearing or visual difficulties.

N.B. The school is not able to provide medication such as painkillers to students without parent/carer permission.



COUNSELLOR

Our school counsellor is Mrs Kate Newton. Appointments can be made at the office, with our Learning and Support Teachers or Principal, classroom teachers or Year Advisor. The school counsellor assists students with learning and behaviour difficulties and provides advice to students, teachers and parents.

As well, our students have the advantage of caring teachers, who provide warmth and interest in attending to their needs.

Counselling is available every Friday to students who have parental permission and have been referred to the counsellor. Students can elect to see the Counsellor without parental permission from the age of 15.

<https://education.nsw.gov.au/student-wellbeing>

MEDICAL CONDITIONS

If a student suffers from a medical condition (e.g. asthma, allergies etc.), it is the responsibility of the family to inform the school. The school can then assist students with an appropriate Health Care Plan to meet their needs. Please contact the school for further information if your child has a medical condition or disability, we should be aware of. Please advise us, e.g. allergy and/or reactions to stings, hearing or visual difficulties.

N.B. The school is not able to provide medication such as painkillers to students without parent/carer permission.

OUTSIDE AGENCY SERVICES

<http://www.familyreferralservice.com.au/>

<https://gwydirshire.com/gwydir-youth-council/>

SUN PROTECTION

All students should take precautions to protect themselves from the harmful effects of the sun. Students should wear protective clothing including hats and use sunscreen when participating in Sport and PE. Students are encouraged to bring a water bottle to school each day.

PARENTS & CITIZENS ASSOCIATION (P&C)

The P&C is a group of volunteers made up of a parent/carer and community members, who work together to support school programs. Their support includes active involvement in and around the school, fundraising for school events and programs and supporting in whatever way they are able. The school urges all parents/carers to join this important body. It provides a forum for discussion of matters concerning your child's education and an opportunity for parents/carers to assist practically in the school's development.

The P&C Levy for 2021 per student is \$20. Funds raised through this voluntary levy will be used to supplement educational resources and programs for students in our school. The P & C meet: Monday, Week 3 and Week 7 of each term at 5.15pm in the school library.

Please keep up to date with meeting times by following the school Facebook page and reading the newsletter.

2021 P&C TEAM

President: Mr Peter Tevaga

Vice President: Ms Charmaine Reading

Secretary: Mrs Julie Reddan

Treasurer: Ms Natalie White

PARTICIPATION & YOUR SCHOOL

Our school encourages parents/carers to become involved in school activities for the benefit of their children.

ASSISTING IN SCHOOL ACTIVITIES

Parent/carers are invited to become involved in many school activities. Some of the activities for which assistance is sought are;

- Assisting in classrooms with activities such as reading, maths, craft or story writing
- Helping to supervise on excursions
- Transporting children to and from school activities
- Assisting with covering books
- Being an invited guest for special lessons
- Participating in curriculum and evaluation committees

The school greatly appreciates the help received from parents/carers and hopes that you will be able to assist in some way.

INVITATION TO VISIT THE SCHOOL

Parents /carers are always welcome to our school. Please visit us for all our special occasions, but also feel free to arrange a visit for any purpose. The interest you show in your child's school is reflected in your child's attitude.

All visitors are required to sign in at the front office when visiting the school, in case of emergency or necessary evacuation.

PERSONAL BELONGINGS

Students should take care of their own belongings. All bags, clothing, books and articles such as pencil cases, calculators etc., should be clearly labelled. If material is lost, ask your class teacher or the school office staff.

Students should not leave money or other valuables in their bags at any time. Mobile phones are not permitted in the classroom. All care will be taken to provide a school community which cares for and considers the rights of others, however, the ultimate responsibility for personal property rests with the individual student.

AEROSOL CANS (deodorant) ARE NOT TO BE BROUGHT TO SCHOOL. Pump packs or roll-on stick deodorants may be used as an alternative.

Bags must be left outside all classrooms during lessons. They are to be left in a row against the wall so as not to restrict movement. School bags should not be left in the playground unattended.

PLAYGROUND

Primary and Secondary have separate play areas. While the school emphasises and encourages children to play in a courteous and co-operative manner with one another, giving consideration for rights of others, there are a number of important rules which children are asked to observe for their safety and social wellbeing.

The following are not permitted:

- Damage to property
- Dangerous behaviour
- Disruption of teaching and learning
- Dishonesty
- Cheating
- Inappropriate use of technology
- Truancy
- Offensive behaviour
- Continued Inappropriate behaviour
- Continued inappropriate behaviour following Executive intervention
- Substances illegal
- Aggressive/dangerous behaviour
- Harassment (continued and ongoing)
- Violence to others/Aggressive behaviour

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

PBL is a broad range of positive systematic and individualised strategies for achieving important social and learning outcomes.

The values which our school has adopted under the PBL framework are;

- RESPECT
- PRIDE
- HONESTY

These values came about after a lengthy process of teaching the definitions of a range of values within the school and advertising these values in the community. Over 400 votes were collated for the adoption of these values, where 200 votes came from the community. We have a PBL logo which was launched in early 2013. We all work together (students, teachers, community) to identify what these values look like in different areas of the school. This is an ongoing process.

There are 9 merit categories;

- Behaviour
- Citizenship
- Work Ethic
- Honesty
- Leadership
- Academic application
- Sporting participation
- Uniform
- Attendance



MERIT AWARD LEVELS

Students need to get the following number of merit awards with the number of different categories to achieve the following merit levels;

Merit Level	Number of Merits		Number of Categories
	Years 7-11	Year 12	
Bronze	5	5	Any
Silver	15	10	3 (with Year Advisers recommendation)
Gold	20	15	5 (with Year Advisers recommendation)
Platinum	25	20	7 with Year Advisers & Head Teachers Recommendation)

Year Advisers can veto students from receiving their merit level and attending Rewards Day if they cannot recommend the student for the following areas;

Merit Level	Year Advisers Recommendation
Silver	Behaviour
Gold	Behaviour, uniform and attendance
Platinum	Behaviour, uniform and attendance

For Platinum level, the Executive also need to recommend the student for the following criteria;

Merit Level	Year Advisers Recommendation
Platinum	Work ethic

If students have been on a level in the term between the whole school assemblies, their award is withheld until the following assembly.

The Year Adviser is responsible for keeping the student informed regarding their accumulated demerit points. It is the School Executive's responsibility to follow it up as a discipline matter and letting them know that they are ineligible for their award.

There will be a Platinum excursion at the end of term 4.

SCHOOL CALENDAR EVENTS

School events will be published in the school newsletter, included in our calendar on the school website and posted weekly on our Facebook page

www.bingara-c.schools.nsw.edu.au

www.facebook.com/BingaraCentralSchool

Like our Facebook page to receive up to date notifications. Information about some events is sent home in separate notes.

The school has a comprehensive discipline and wellbeing scheme. The following points are to be noted:

Minor Incidents	Major Incidents	Extreme Incidents
Damage to property . To school equipment & furniture .To staff or student belongings	Agressive Dangerous Behaviour •Behaviour that harms students or staff •Fighting/Provoking a fight or dispute	Violence to Others/Agressive Behaviour •Physical violence resulting in pain and injury, or serious interference with the safety and wellbeing of other students, staff or other persons including: -Punching/spitting/kicking -Throwing objects at others -Biting: assault/broken skin -Using/possession of weapons -Using an implement as a weapon -Threats or aggressive language to students/staff/community either verbally, physically or via electronic device -Sexual harassment -Racism -Deliberate escalation/provoking of a dispute
Dangerous Behaviour • Behaviour that may harm yourself/others including pushing others and being in unsupervised areas.	Damage to Property •Vandalism to school and or personal property •Stealing property	Substances - Illegal •Smoking •Using, or in possession of a suspected illegal substance
Disruption of teaching & learning •Behaviour that negatively affects the learning of others such as moving around, rocking on chairs and talking. •Behaviour that interferes with teaching. •Refusal to follow instructions	Harrassment (continued & ongoing) •Unsolicited touching •Making fun of someone •Rude/threatening gestures •Racist names •Misrepresentation of facts	Damage to Property •Malicious vandalism to school and or personal property •Major theft
Dishonesty •Telling Lies	Inappropriate use of Technology •Continued misuse of electronic device •Inappropriate use of electronic devices formalicious, harmful or spiteful purposes	Truancy •Continued leaving school grounds without permission. •Continued hiding and not attending class
Cheating •Plagiarism and cheating during class tasks	Truancy •Leaving school grounds without permission. •Hiding and not attending class	Cheating •Plagiarism during a formal assessment task or in an examination
Inappropriate use of Technology •Misuse of electronic device	Continued Inappropriate Technology •Offensive behaviour (see minor behaviour) •Disruption of teaching and learning (see minor behaviour)	Continued Inappropriate Behaviour (Executive Intervention) •Offensive behaviour (see minor behaviour) •Disruption of teaching and learning (see minor behaviour)
Truancy •Arrives to class late or leaves class early •No valid excuse	Cheating •Continued plagiarism and cheating during class tasks	
Offensive Behaviour •Inappropriate language •Disrespectful physical behaviour •Interfering in other children's disputes •Excluding and unfair play in games •Unsolicited touching •Anti-social in community	Substances - Illegal •Smoking - first offence •Continued use of energy drinks •Continued promotion of illegal substances	
Substances -Illegal •Energy drinks •Promotion of illegal substances	**These could include, but are not limited to, the incidents above and include travelling to and from school. In determining whether a student's misbehavior warrants a sanction, the principal in consultation with executive and teaching staff will consider the safety, care and wellbeing of the student, staff and other students in the school.	

SCHOOL MOTTO

Strive to Succeed

SCHOOL SONG

Our school stands in Bingara it's among the hills so green
Our school stands in Bingara where the Gwydir River
Here we come to work and play beneath the western sky
The days that make us happy make us wise.

Lift your voice for Bingara Central,
Lift your voice for Bingara Central,
Lift your voice for Bingara Central,
The days that make us happy make us wise.

We try to learn to tolerate the other person's view,
To read and write is not enough there's wider work to do,
And when our carefree days are done, we'll know and realise,
The days that make us happy make us wise.



SCHOOL UNIFORM

It is expected that students wear the correct uniform at all times. If representing the school for sport, the sports uniform is required. On excursions and other variations, full school uniform is required. School uniform is also required for formal occasions such as formal assemblies and Presentation Night, inclusive of the correct footwear.

School uniform is worn to help build school PRIDE and a sense of belonging in each child. Parents are encouraged to ensure that their children wear school uniform on all school days and to all events where their children are representing the school. If students are not required to wear uniform, parents will be notified.

If your child is for any reason 'out of uniform' for any day, please provide a note explaining the reason. This note must be presented to the teacher at roll call.

The Principal will be available to discuss with parents any difficulties regarding the wearing of uniforms. The school office can be contacted for information on the supply of uniforms. The uniforms are available from the school. All polo shirts, jumpers, blouses, and jackets should be embroidered with the school logo. *PLEASE SEE UNIFORM HANDBOOK FOR UNIFORM PICTURES AND PRICES*

SPORT

All students, other than Year 12, take part in sport. All sport occurs on Friday afternoon. Students must bring a note from their parents and give it to the Sports Coordinator if they have a medical condition and are unable to participate in sport. Full sports uniform must be worn during sport. If your child has a practical subject on a Friday they will be required to bring fully enclosed leather shoes to change in to for this particular subject.

Students have the option to participate in nominated CHS sport competitions throughout the year.

SPORTING HOUSES

All students on enrolment are allocated a sporting house. We try to allocate all members of the same family to the same house. Primary and Secondary children are allocated a Team House as follows,
Fraser – Red, Laver – Green and Bradman – Yellow.

SPORTING HOUSE CAPTAINS 2021



**LAVER
CAPTAIN**
SHARNEE
BARTON



**LAVER
VICE-CAPTAIN**
JOHNATHON
O'DELL



**FRASER
CAPTAIN**
ISAAK
JOHNSON



**FRASER
VICE-CAPTAIN**
SHAYLAH
RICHARDSON



**BRADMAN
CAPTAIN**
LEILANI
TEVAGA



**BRADMAN
VICE-CAPTAIN**
ANDREW
BANCROFT

STAGE ADVISER

One teacher is allocated to each Stage 4, 5, Year 11 and Year 12. The Year Advisers are responsible for the wellbeing of all these students.

If students are having any difficulties at school or need information, they should contact their Stage/Year Adviser.

Parents are also urged to contact the relevant Year Advisers if there are any concerns relating to their child.

In 2021 Stage 4 Adviser is Ms Lisa Moore



STUDENT ASSISTANCE

When families find themselves in exceptional circumstances i.e. where families are facing financial difficulties for their child to participate or purchase materials essential to learning, the school may have funds to assist. Applications for assistance must be made in writing to the Principal. We cannot always guarantee assistance, but will try the best we can.

STUDENT REPRESENTATIVE COUNCIL

Annual elections are held to determine the representatives to the SRC from each year group. These students are elected to provide a student voice in the school. A teacher is appointed SRC Coordinator to convey requests and proposal to the school administration. The SRC provides an opportunity for students to display and develop leadership qualities. The SRC consists of elected students from each stage year plus a Vice Captain and School Captain from Year 12.

The 2021 Leadership Team consists of



School Captain
William Johnson



Vice-Captain
Angel Neal



SRC Coordinator
Monica Coddington



SRC Coordinator
Emma Pleffer



SRC
Karys Smith



SRC
Sarah Dennis



SRC
Brooke McKinnon



SRC
Emily-Kate Rattray



SRC
Brandon Tveaga



SRC
Blaire Johnson



SRC
Aylah Mounter



SRC
Zoe Allen

STUDENT SUBJECT REQUIREMENTS

SUBJECT FEES AND SCHOOL CONTRIBUTIONS

If students are studying one of the following elective subjects, then they will be required to pay the following subject contributions for that course. These fees go towards covering the cost of consumable items used in the course. Students unable to pay these fees need to contact the Principal to make alternative arrangements, otherwise they may forfeit the practical content.

These fees are compulsory and should be paid prior to Week 5 annually to enable students to complete the required tasks. Students not paying the fees may not be able to continue in this practical subject.

If the payment of this contribution would cause hardship due to a family's financial position, parents are requested to contact the Principal personally by telephone or letter to make other arrangements. Such information will be kept confidential.

SUBJECT REQUIREMENTS

The following list is an indication of the requirements for the following subjects. Teachers may vary this list depending on the program being delivered. It is intended to be a guide so that students can be organised for their subjects. It is always a good idea to see your teacher to double check this list.

STAGE 4 (YEAR 7 & 8)

Subject	Books	Generic Equipment
Music	A4 book (96 page) – doesn't need to be a music book	USB drive, glue, scissors, eraser, pens, coloured pencils, pencils, highlighters, ruler, fully enclosed leather shoes, Tupperware container, Sports uniform
Mandatory Technology	1 x 2 ring folder, loose leaf A4 writing paper, plastic sleeves, 5 cardboard dividers, A4 display folder x 2	
English	2 ring A4 sized folder, 5 cardboard tabs	
Mathematics	A4 book (240 page), A4 plastic envelope or A4 display folder	
Science	A4 book	
Visual Arts	A4 or A3 Visual Arts diary	
Geography	A4 book (96 page)	
PDHPE	A4 book (96 page)	
History	A4 book (96 page)	
LOTE	A4 book (96 page)	

STAGE 4 PROGRAM OF STUDY

ENGLISH

COURSE DESCRIPTION (YEARS 7–10)

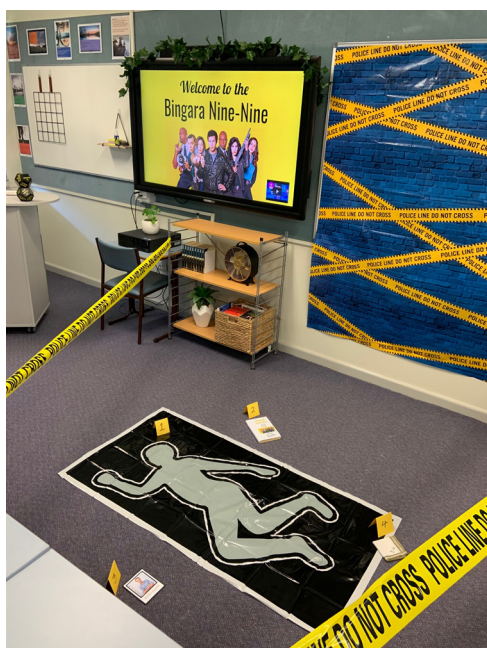
The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They analyse texts, evaluating content, differentiating between fact and opinion and challenging points of view. Through responding to and composing texts students develop an understanding of themselves and their relationships with others and the world. They reflect on their own and others' learning, assessing learning strategies and purposes to adapt to new contexts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.



MATHEMATICS

COURSE DESCRIPTION (YEARS 7–10)

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.



GEOGRAPHY

COURSE DESCRIPTION (YEARS 7-10)

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.



HISTORY

COURSE DESCRIPTION (YEARS 7-10)

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7-10 syllabus. History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7-10 syllabus.



VISUAL ARTS

COURSE DESCRIPTION (YEARS 7–10)

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.



MANDATORY TECHNOLOGY

COURSE DESCRIPTION (YEARS 7–10)

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies. Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

In Agriculture and Food Technologies students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and deconstruct real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey. Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They are led to understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation. These are applied when they produce products to satisfy identified needs and opportunities.





MUSIC

COURSE DESCRIPTION (YEARS 7–10)

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

All students study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.



LOTE - INDONESIAN

COURSE DESCRIPTION (YEARS 7–10)

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

COURSE DESCRIPTION (YEARS 7–10)

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

Health, Wellbeing and Relationships

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance

Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course, students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for the health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.



SCIENCE

COURSE DESCRIPTION (YEARS 7–10)

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.



SUPERVISOR OF GIRLS

The Supervisor of Girls (Mrs Emma Pleffer) is responsible for the care, conduct and wellbeing of Year 7-12 female students. Parents are encouraged to contact our Supervisor of Girls, to discuss the wellbeing of your daughter.



VERTICAL CURRICULUM

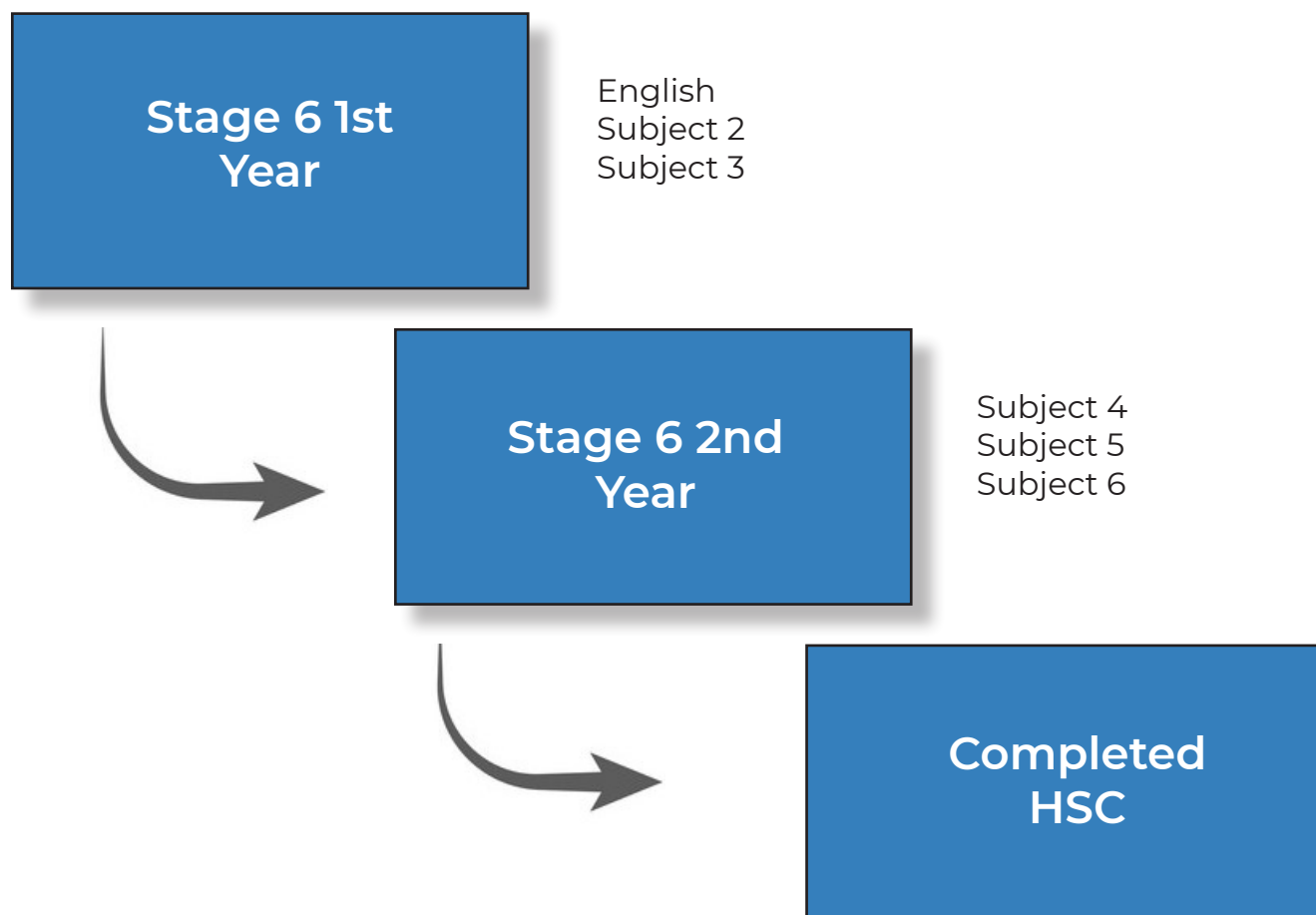
Stage 6 students at Bingara Central School have a compressed curriculum for their Preliminary and HSC studies. This involves students studying three subjects in Year 11 and three subjects in Year 12. This means that the new academic year begins in Term 4, Week 6, with all students from Year 3 to Year 11 beginning their new classes at this time (e.g. Year 6 moves into Year 7).

STAGE 6 1ST YEAR - 2021

English
Subject 2
Subject 3

STAGE 6 2ND YEAR - 2022

Subject 4
Subject 5
Subject 6



An English course must be studied in either 2021 or 2022