



Prospectus



Our School

Kalgoorlie-Boulder Community High School is committed to working collaboratively with the whole school community to create an inclusive and innovative environment that motivates and engages all students to maximise their learning outcomes. Our students develop values and social capabilities to become active and responsible members of society.

In addition to the main learning areas; Maths, English, Science, HaSS, the school offers a diverse range of subjects/courses and programs to cater for students with a variety of interests and needs in order to assist them to reach for their potential.



Our facilities include a fully equipped Library, Art Centre including a newly renovated Performing Arts room, Technology and Enterprise areas which include food preparation areas, sewing room, Woodwork and Metalwork workshops, Automotive area and a fully equipped Gymnasium.

We focus on providing all students with a positive, supportive and safe learning environment with teachers who are engaging and passionate about their work. The school works closely with community partners to enrich and extend the educational opportunities for students in the region and beyond.

Curriculum

Students' learning programs are developed based on their needs and ability. Consultation and collaboration with primary school teachers occurs to ensure that students continue to engage in relevant and appropriate curriculum that encourages positive outcomes for all students.

We provide an extensive range of courses and programs and aim to develop skills that empower our students to be lifelong learners and global citizens in this digital age.

In Year 7, your child will be exposed to a wide range of courses in addition to the core subjects of Maths, English, Science and HaSS. Each term they will rotate between courses including Food Production, Music, Visual Arts, Wood Production, Dance, Drama, Multi-sport, Photography, Textile Production and Multi Media.

As your child continues their learning journey in Years 8, 9 and 10 they will continue with their core subjects and in addition to this and Health and Physical Education, can choose 5 specialist learning areas for the year.





Core Values

These values are the cornerstone of the Kalgoorlie-Boulder Community High School culture. They articulate the “KB way” of doing things and have been developed to create a clear understanding among staff and students of what is important, valued and acceptable at Kalgoorlie-Boulder Community High School.

- We are a supportive and safe environment demonstrating the values of integrity, respect, honesty, fairness and trust.
- We build positive relationships.
- We respect diversity and value and celebrate all cultures.
- We consistently strive to improve educational outcomes for all students regardless of their background.
- Our team environment creates a sense of community, belonging and positivity.

Positive Behaviours in Schools (PBS)

Kalgoorlie-Boulder Community High School is a PBS School. PBS is a framework to address school wide classroom and individual student social, emotional and behavioural concerns. It includes all students and staff members. PBS involves adult modelling and explicit teaching of behavioural skills, the same way we teach academic skills. Demonstrated benefits such as increased instructional time, better school climate and consistent expectations across all settings and classrooms have been shown.



We have created a fun acronym ROAR, with each letter representing behavioural expectations that we teach and reinforce - RESPECT, ORGANISED, ACHIEVE, RESPONSIBLE

Students earn ROAR vouchers for demonstrating positive behaviours and the vouchers can be redeemed at the ROAR shop. At the end of the year all students who have demonstrated positive behaviours, participate in the ROAR Carnival which is a fun day full of activities and lunch is provided by the school.



BEHAVIOUR EXPECTATIONS



AT KBCHS WE

R O A R



	We are RESPECTFUL	We are ORGANISED	We strive to ACHIEVE	We are RESPONSIBLE
WHOLE SCHOOL	<p>We listen to and follow all staff instructions.</p> <p>We use appropriate and respectful language.</p> <p>We respect and value others.</p> <p>We are respectful of school property.</p>	<p>We get to school on time.</p> <p>We stay within school grounds.</p> <p>We wear school uniform at all times.</p> <p>We prioritise our safety and the safety of others.</p> <p>We communicate with teachers/parents in a timely manner.</p>	<p>We are committed to learn.</p> <p>We make positive choices.</p> <p>We participate proudly in school events.</p> <p>We strive to be positive role models.</p> <p>We celebrate each other's successes.</p>	<p>We accept differences and celebrate our cultural diversity.</p> <p>We are honest.</p> <p>We take pride in our school.</p> <p>We report all bullying.</p> <p>We accept consequences for our choices.</p>
LEARNING AREA	<p>We follow all teachers' instructions.</p> <p>We speak respectfully to others.</p> <p>We listen and take turns to speak.</p> <p>We respect others right to learn.</p> <p>We respect the property of others.</p> <p>We respect the classroom and leave it tidy.</p>	<p>We are on time.</p> <p>We enter the classroom appropriately.</p> <p>We stay in class and wait to be dismissed.</p> <p>We know our timetable.</p> <p>We have all essential learning equipment.</p> <p>We are prepared to learn.</p>	<p>We complete all tasks to the best of our ability.</p> <p>We persevere and ask for help.</p> <p>We stay focused and engaged.</p> <p>We actively participate.</p> <p>We set and achieve personal goals.</p>	<p>We keep noise at an appropriate level.</p> <p>We speak when it is our turn.</p> <p>We take pride in our work.</p> <p>We work cooperatively.</p> <p>We behave appropriately for the learning environment.</p> <p>We bring only appropriate equipment to class.</p>
SCHOOL GROUNDS	<p>We treat all school property with respect.</p> <p>We place all rubbish in the bin.</p> <p>We use toilets appropriately and leave them tidy.</p>	<p>We stay within designated duty areas at lunchtimes.</p> <p>We line up in an orderly manner in the canteen and wait our turn.</p> <p>We eat, drink and go to the toilet at appropriate times.</p>	<p>We encourage and support each other.</p> <p>We aim to have a beautifully presented school.</p>	<p>We behave appropriately and safely.</p> <p>We take pride in our school and its property.</p> <p>We follow and uphold school rules.</p> <p>We help each other.</p>
OUR USE OF TECHNOLOGY	<p>We use electronic devices as per school policy.</p> <p>We respect and use technology appropriately.</p>	<p>We access, use and save only appropriate learning material.</p> <p>We remember and keep our passwords private.</p> <p>We submit only our own work.</p>	<p>We use technology for academic learning purposes.</p> <p>We actively engage in the school's online resources.</p>	<p>We behave appropriately and safely.</p> <p>We take pride in our school and its property.</p> <p>We follow and uphold school rules.</p>

School Dress Code

Students are expected to abide by the school's policy on dress standards.

Footwear – appropriate enclosed footwear must be worn

Bottoms – shorts, trousers and skirts must be navy blue. No denim is permitted on school grounds, this also applies to teaching staff

Tops – the official school shirt is the Kalgoorlie-Boulder Community High School polo. School hoodies and jackets can also be purchased with the school logo, however other plain navy blue jumpers and jackets can worn.

Students with Disability

Where possible, our students are integrated for compulsory and elective subjects and are encouraged to participate in all school activities. We offer support for students with a diagnosed disability. Each of our students have a Personalised Learning Plan and staff work closely to develop these with students and parents.

Student Services and staffing

Student Services provide assistance for students who may be experiencing academic, vocational, social emotional or health challenges.



Our team consists of a Student Services Manager, Year Coordinators, Student Support Officers and an Attendance Officer.

The Student Services team provide educational leadership within their designated year group and are accountable to the Associate Principal for the efficient and effective management of the students. The Student Services team provide guidance and support to staff as they help monitor and manage student behaviour and implement proactive pastoral care across their year group.

Student Support Officers have the primary role of pastoral care and student welfare within each year group.

Associate Principal

The role of the Associate Principal is to support staff and the Principal in providing strategic leadership in the areas of curriculum, behaviour management, monitoring and reporting, school planning and managing human, physical and financial resources. In addition, the Associate Principals provide leadership for the year group for which they are responsible. Each Associate Principal is directly responsible for the key strategies and initiatives the learning community they lead adopts.

Attendance Officer

The role of the Attendance Officer is to assist school communities with processes that ensure non-attending students participate, and are engaged in educational programs. They will collaborate with school staff, parents, regional office and the community to identify student absenteeism and truancy.

Our text messaging strategy aims to improve student safety and accountability by informing parents/guardians promptly of students who do not arrive at school or arrive late, without explanation. Where students are not present for the first class of the day a text message is sent to parents to inform them of the absence by 10.30am. Text messages are also sent in the afternoon to inform parents of absences or lateness throughout the school day.



Chaplain

The Chaplain is available for students to access throughout the school day. Students can discuss issues and engage in activities with the chaplain.

Chaplaincy provides the school with pastoral care available to staff, parents and students. Other aspects of chaplaincy include:

- Friendship
- Mentoring
- Class visits
- Providing materials relating to youth issues

Form Teachers

Students spend time with their form teachers twice per week. Form teachers are a key element in providing strong pastoral care to students.



Head of Learning Areas (HoLA's)

There are seven Head of Learning Areas; English, Science, Mathematics, Humanities and Social Sciences (HaSS), Health and Physical Education, Technology and Enterprise and The Arts.

HoLA's are responsible for:

- Providing positive educational leadership to all members of their curriculum area
- The curriculum, assessment, learning and reporting within their curriculum area
- Monitoring the implementation of school priorities

Principal

The Principal oversees the management of finances, resources, operations, staff, students and curriculum. The role also involves encouraging interaction between the school and the community and collaborative participation in school planning.

School Nurse

The school nurse is a key contact for parents and caregivers should a sick student need to return home. The School Nurse liaises with the medical community and support staff with any medical emergency situations.

School Psychologist

The role of the School Psychologist is crucial in providing expertise and specific support to students, parents and staff covering a range of issues that affect/impact student learning.

The School Psychologist can provide support through:

- Educational and psychological assessments with students
- Parent and staff consultations
- Confidential student counselling
- Providing the school with a link to specialist support services in the community
- Assisting with the implementation of individual behaviour or educational programs/plans



Special programs

Country Week

Kalgoorlie Boulder Community High School students participate in Country Week, competing against students from across Western Australia. The school fields teams for Year 9 and 10 in events such as basketball, netball and football.

Goldfields Football Academy

The Goldfields Football Academy is an extension of the Clontarf Foundation in Perth. This highly successful program has greatly improved attendance and behaviour for male Aboriginal students. While football is an important part of the program a key motivator for the boys is the support provided through positive role models and mentors. Students learn about and develop sound life skills and transfer these skills across broader endeavours resulting in positive outcomes and success academically, socially and vocationally.



Stars Foundation

Stars Foundation provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into full-time work or further study. Stars has been offering full-time, in-school support programs for Aboriginal and Torres Strait Islander girls and young women in the Northern Territory, Queensland and Victoria since 2015. During that time the program has achieved consistently outstanding outcomes, with more than 90 per cent of senior students completing Year 12 in each year.

- How Stars Works

The Stars program model is based on strong trusting relationships. The Stars Room provides a culturally safe, warm environment – a place where the girls and young women in our programs feel nurtured and inspired. Our full-time Mentors provide a diverse range of activities to support Stars students to develop the self-esteem, confidence and life skills they need to participate successfully in school and move into a positive and independent future.

We provide a culturally safe, nurturing environment in a dedicated 'Stars Room'. This means that the girls and young women in our programs can access the intensive support they need, when and where they need it.

- The Stars Model

The Stars program is based around four key pillars of personal development:

- Healthy Lifestyles
- Wellbeing
- Employment, Education & Training
- Community, Culture & Leadership

Holmes Street Try-a-Trade Centre

The Holmes Street Centre is a facility kindly sponsored by a local mining company KCGM. The facility host a range of trade based mentoring programs. It allows interested students to experience a realistic workplace environment with the intent to prepare students for future and relevant education pathways, employment or apprenticeships. The programs includes a range of industrial interests including mechanical, metal fabrication and cabinetry.



