



# PROSPECTUS



## *Our School*

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

In addition to the main learning areas, the school offers a diverse range of subjects and programs catering for students with a variety of interests and needs in order to assist them to reach for their potential.

### **KBCHS CORE VALUES**

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

1. Build positive and productive relationships with staff, students and community.
2. Be predictably conscientious in how we go about our business.
3. Be strong in our convictions about how we teach and manage students.
4. Improve student academic and social performance.
5. Be responsible for the school’s reputation.
6. Continuously improve.

### **KBCHS STRUCTURE**

The school is made up of three learning communities based on specific year groups. Each learning community has a Deputy Principal, a Learning Community Coordinator, a Student Support Officer, an Aboriginal & Islander Education Officer and a core group of teaching and support staff. Each learning community is also supported by an administrative office assistant.

Other key staff in the school that provide strong support structures for the learning communities include the Heads of Department, School Nurse, School Psychologist and Chaplain.



In February 2012 Department of Education, Regional Executive Director Mr Larry Hamilton made the following statement in relation to Kalgoorlie-Boulder Community High School

“I have been very pleased with the development of the school.... The school has made significant changes in a relatively short period of time. I think that there are some lessons for other schools in what has been achieved at Kalgoorlie Boulder Community High School and I am looking forward to those things being identified in a formal review of the school’s progress.

In March 2012 a three-person Expert Review Group spent three days observing the school and interviewing 55 staff, students and community. They made the following findings.

### **Leadership**

1. Unified direction and purpose are provided by the core values established for the school. They are clearly reflected in the ethos, daily conversations and general school organisation.
2. Commitment and unanimity of leadership is in evidence, resulting in a significant degree of trust in leaders from staff. Roles and responsibilities are clearly delegated and understood.
3. The performance management process is contextually strong and well accepted from staff.
4. The environment is organised and managed efficiently with school policies accounting effectively for the local context.
5. A solid foundation has been laid by leaders for future strategic direction.

### **Learning Environment**

1. Staff and students welcome the explicit whole school approach to behaviour management
2. The principal has clearly articulated sanctions for inappropriate behaviours. Staff have confidence in the support of leaders through timely follow up and follow through with regarding issues of misbehaviour.
3. Communication and cooperation between staff involved at different levels of intervention in behaviour is welcomed. This is particularly evident between Learning Community Coordinators, Heads of Department and the Deputy Principals
4. The restorative practice model has been adopted to deal with behavioural infractions. This model is in keeping with the principles of the “Classroom Management Strategy” training

undertaken by the majority of staff and is firmly embedded in school practice.

5. The school has worked hard to create an attractive physical environment to support and encourage learning.
6. A strong collegiate culture has been established to encourage a calm and orderly learning environment.
7. The pastoral care focus of the school is well entrenched. Staff care for students.

### **Relationships**

1. The school environment is orderly and mutual respect leading to positive relationships is evident at all levels
2. Staff are highly collegiate and demonstrates a supportive approach to professional and social relationships. They readily engage in conversations about their practices.
3. Conflict is resolved in a timely manner. This has resulted in improved relationships within the school and with community partnerships.
4. Communication processes effectively disseminate school policies and operational imperatives.
5. There has been a significant improvement of the public perception of the learning environment at Kalgoorlie-Boulder Community High School in recent years.

The school also received the Kalgoorlie Boulder Chamber of Commerce and Industry Special Commendation Award for 2012.

The wording on the award is as follows:

“It is with considerable satisfaction that the Kalgoorlie-Boulder Chamber of Commerce and Industry commends all associated with Kalgoorlie-Boulder Community High School in your outstanding efforts to raise the profile of the school to new and exciting levels of excellence.

You have provided an outstanding example of what a proud school can achieve with a total commitment to an agreed objective”

This is a prestigious award and Special Commendation Awards are rarely given out by the Chamber.



## *Our Staff*

### **PRINCIPAL**

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

### **DEPUTY PRINCIPALS**

The role of the Deputy Principal is to support the 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 Deputy Principals will provide leadership for the year group for which they are responsible. Each Deputy Principal will have direct responsibility for the key strategies and initiatives the learning community they lead adopts.

### **HEADS OF DEPARTMENT**

There are five Heads of Departments responsible for: English, Maths, Sciences Society and Environment, Technology and Enterprise, Health & Physical Education and The Arts.

Heads of Department 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.

### **LEARNING COMMUNITY COORDINATORS**

The LCC provides educational leadership within the year group and is accountable to the Deputy Principal for the efficient and effective management of the learning community. The LCC provides guidance and support to staff as they help monitor and manage student behaviour and implement proactive pastoral care across their learning community. The LCC is actively involved in establishing effective strategies and programs to help address student needs within the year group. One Learning Community Coordinator is appointed to each year group.

### **STUDENT SUPPORT OFFICERS**

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

### **ACADEMICALLY ACCELERATED PROGRAM (AAP) COORDINATOR**

The AAP coordinator works closely with all staff to identify and monitor academically talented students. The AAP Coordinator develops and implements programs that address the educational needs of the students.

### **SCHOOL NURSE**

KBCHS has a school based 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.

### **FORM TEACHERS**

Students spend time with their form teachers on a daily basis. Form teachers are a key element in providing strong pastoral care to students.

### **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

### **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 upon 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
- Involvement in various pastoral care programs at the school

Parents who are concerned about their child are encouraged to first speak with the child's Learning Community Coordinator, who may then seek the School Psychologist's support.



## *Curriculum & Facilities*

### **CURRICULUM AT KBCHS**

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.

### **FACILITIES AND RESOURCES AT KBCHS**

- Well appointed Learning Communities and team areas with strong ICT focus.
- A fully equipped Library.
- Refurbished Science / Art Centre including a Performing Arts Centre.
- Technology and Enterprise area which has Food, Childcare, Clothing, Woodwork, Metalwork and Technical Drawing areas.
- Access to OASIS, PCYC, YMCA, Hockey Stadium etc.





## *Special Programs*

### **GOLDFIELDS FOOTBALL ACADEMY (GFA)**

The Goldfields Football Academy, which is an extension of Clontarf Foundation in Perth, has been running since July 2002. This highly successful program has improved attendance and behaviour greatly 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.

### **WORK EXPERIENCE**

All students in Year 10 have the opportunity throughout the year to participate in the Work Experience program. This involves placements in various businesses around Kalgoorlie-Boulder.

### **MUSIC PROGRAM**

In 2008, KBCHS commenced a new music program with a nationally recognised qualification offering students the opportunity to learn instruments individually, as well as a part of an ensemble.

### **ACADEMICALLY ACCELERATED PROGRAM (AAP)**



2006 saw the establishment of a dedicated Academically Accelerated Program at KBCHS, resulting in an AAP class for each respective year cohort. Students involved in the AAP Program engage in a challenging curriculum, in a 'like-minded' learning environment that is conducive in further developing students' skills and knowledge.

### **COUNTRY WEEK**

Since its inception in 2006, students from KBCHS have attended the SHS Country Week, competing against students from across Western Australia. The school fields teams from Years 9 & 10 in events such as Dance, Basketball, Netball, Volleyball and Soccer.



*2010 Country Week Team*



## **KALGOORLIE GIRLS ACADEMY**

Kalgoorlie-Boulder Community High School, Eastern Goldfields College and Role Models WA Inc have partnered up to create the Kalgoorlie Girls Academy. The Academy was developed to provide guidance, focus and opportunities for young females to succeed at school. The Academy aims to motivate and engage students at school as well as creating future career pathways for life after school. The Academy is made up of two separate programs the Girls Basketball Program and Nuari Girls Life Skills Program.



The Girls Basketball Program targets females who are interested in sport. Only limited places in the program exist and students must 'try-out' in order to be selected. Once selected students receive four periods a week of Academy time in which they participate in a wide variety of activities. In this allocated time students will participate in; basketball and other sports training sessions, team building challenges, art and craft, cooking and a number of other fun activities. Students will also participate in a number of off-campus activities involving venues such as the YMCA, Brookman St Basketball Stadium, Indoor Beach Volleyball centre and many others. Students who maintain high standards of attendance and behaviour are rewarded with a number of exciting camps and rewards.

## **HOLMES STREET TRY- A-TRADE CENTRE**

The Holmes Street Centre is a facility kindly sponsored by local mining company KCGM. The facility hosts a range of trade based mentoring programs such as Try-a-Trade, Transition to Work and student mentoring. 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 include a range of industrial interests including mechanical, metal fabrication and cabinetry which are delivered as part of a nationally recognised qualification.





## *Students*

### **SCHOOL DRESS CODE**

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

<b>Footwear</b>	Footwear must be enclosed at the front and back
<b>Bottoms</b>	Shorts, Trousers and Skirts should be navy blue.
<b>Tops</b>	KBCHS polo top with sleeves and a collar.
<b>Jumpers</b>	A school jumper or jacket. Any item can be worn underneath as long as the top layer of clothing is a school shirt, jumper or jacket

### **ATTENDANCE PROCEDURE: MESSAGEYOU**

Our text messaging strategy aims to improve student safety and accountability by informing parents / guardians promptly about 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 11.30am. Text messages are also sent in the evening to inform parents of absences or lateness throughout the school day.

