

The Care Continuum

Warilla High School



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The Care Continuum at Warilla High School

Key

P = Prevention

EI = Early Intervention

T = Targeted

I = Individual

School Team = School Team ▾

Strategy or Program	Description	Aspect				Audience
		P	EI	T	I	
Classroom management strategies Behaviour ▾	<ul style="list-style-type: none"> Strong teacher/student relationships. Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Class based agreements Consistent, frequent and early communication with student guardians. Non-verbal and proximity based cues for returning to expected behaviour. Brain Breaks 	✓	✓	✓	✓	Staff
Student recognition strategies Wellbeing ▾	Whole school plan to ensure students across the school are recognised, rewarded and reinforced for their positive behavioural choices. <ul style="list-style-type: none"> Good Vibes Positive Post Letters of Excellence 	✓	✓	✓	✓	Whole school community
Student Merit System Wellbeing ▾	The GOOD VIBES Merit award system is based on students accumulating points for displaying our school's ERIC values. Students can then purchase goods with their accumulated points to reward their positive behaviour and steadily progress through the school's Positive Behaviour Level system.	✓	✓	✓	✓	Whole school community
Guidance lessons Wellbeing ▾	Year 7 & 8 engage in guidance lessons with their Year Advisor. These lessons are used to reinforce expected prosocial behaviours required at school as well as intervene in any wellbeing or social issues that arise within the cohort. Guidance is programmed and monitored by the Head Teacher of Wellbeing and is regularly reviewed to ensure strategies, interventions and resources are evidence-based and relevant to WHS' context.	✓	✓			Year 7 & 8
Recognising and promoting student achievement and	Student achievement and excellence is shared	✓				All staff All students

excellence in the community Whole School ▾	with the school community through social media (Facebook & Instagram), the newsletter, Sentral Portal notifications, emails to parents & guardians, letters & notices home, personal contact from teachers & staff via phone or email.					
Communication with parents around school expectations. Whole School ▾	WHS prioritises transparency, clarity, and inclusivity. We regularly engage with parents through various channels, including newsletters, emails, parent portal, School Bytes, parent-teacher conferences, and informational sessions. These platforms serve as opportunities to articulate school expectations comprehensively and address any questions or concerns parents may have.	✓	✓			Whole school community
Consistent teacher expectations, routines, modelling and responses to behaviour. Behaviour ▾	WHS standards are clearly conveyed through year assemblies. Additionally, Year 7 and 8 students benefit from scheduled guidance periods focused on reinforcing, articulating, and practising desired behaviours. Furthermore, individual classroom teachers are responsible for establishing, communicating, and teaching specific classroom expectations.	✓	✓			Staff
Class profiling Teaching & ... ▾	Staff are provided with time at the beginning of each academic year to research the students in their classes and plan accordingly to meet the needs of the student. This includes interacting with student plans, identifying necessary adjustments and collaborating with staff on strategies that benefited learning in the past.	✓	✓	✓	✓	Staff
Professional Learning eModules Behaviour ▾	<ul style="list-style-type: none"> • Positive Behaviour for Learning Tier 1 School Wide professional learning • Tier 1 Classroom Systems professional learning • Classroom Management Fundamentals eLearning • Functional Behaviour Assessment eLearning 	✓	✓			Staff
EaL/D Coordinator Whole School ▾	An EALD Coordinator supports students from non-English speaking backgrounds, ensuring they have access to tailored language programs. They collaborate with teachers to develop strategies, monitor student progress, and facilitate a culturally inclusive learning environment.	✓	✓			Whole school community
Transition Program; Transition Coordinator Transition ▾	WHS has a dedicated Transition Coordinator as part of the Careers Advisory Team and has published a Year 6 to 7 Transition Plan to actively support students transitioning to high school. The Transition Coordinator is also responsible for supporting students in the pursuit of their desired pathway.	✓	✓			Community of Schools; Staff; Families and Community
Wellbeing Support dogs Wellbeing ▾	WHS has a number of volunteers who bring specially trained dogs onto campus once a week. These dogs are part of specialised programs that provide training to them and their handlers to support the emotional wellbeing of others.	✓	✓			All staff All students

School Values - Excellence, Respect, Integrity, Compassion Wellbeing -	The school values are reinforced during the daily roll call explicit teaching by home room teachers, at Year Meetings through messages from Years Advisors and at assemblies with the Head Teacher Wellbeing promoting the ERIC Values and drawing out a prize for the GOLD AWARD Level students.	✓				Whole school community
Breakfast Club Wellbeing -	Is a vibrant and welcoming program designed to provide students with a nutritious start to their day Breakfast Club runs once a week with the option of it going to two days. All students are invited to come along and get a free breakfast or food for the day. "Grab and Go" allows students to take food for their lunches or recess. It is a safe and supportive environment where a range of students feel comfortable to attend.	✓				All staff All students
School Success Strategy Success -	The Success Strategy outlines whole school initiatives, programs and activities that support students to experience success in/with education and to provide possibilities, options and support for students to engage authentically both academically and socially while at Warilla High School.	✓	✓			Whole school community
Year Advisor excursions Wellbeing -	These are excursions that are incentive / reward excursions for students who achieved excellence in academia and attendance throughout the semester.	✓				Whole school community
Wellbeing Focus Days Wellbeing -	These days provide students with valuable tools and strategies to manage stress, build resilience, and foster a positive school environment.	✓				Whole school community
REACH Program Wellbeing -	Students are presented with the workshops 'Connect' and 'Respect' where they explore their behaviours and the impacts of their actions and the encouragement of empathy and positive expression. These were run by the REACH organisation who enlist young presenters to speak about personal experiences to promote discussions.	✓	✓			Identified students
National e-Smart Week Wellbeing -	National eSmart Week is a week-long event that promotes positive digital citizenship. WHS engages with this program through the Alannah & Madeline Foundation . eSmart Digital License & pledge	✓				Whole school; Year 7
The 'Blue Card' initiative Wellbeing -	The Blue Card is a way of allowing students to seek help without using words. This is a resource to help promote help seeking behaviours when a person is in crisis.			✓	✓	All staff All students

Youth Aware of Mental Health (YAM) Wellbeing -	Addressing the mental health needs of young people, that involves discussion and role play. It aims to get young people involved and talking about mental health. By doing this, young people will learn problem solving skills and gain knowledge about mental health.	✓	✓			Year 9
Teen Mental Health First Aid Wellbeing -	The 5-hour Teen MHFA Course teaches high school students in years 10 how to provide mental health first aid to their friends. The course was developed in response to research indicating that young people have a preference for sharing problems with peers. The course curriculum is based on a study undertaken to determine the best actions a young person can undertake to support a peer with a mental health problem.	✓				Year 10
The Champions Wellbeing -	Working on understanding the day-to-day experience of people who struggle with mental illness and burnout, workplaces and schools can become more supportive and compassionate environments allowing people to thrive, work together, and perform at their best. By leveraging engaging storytelling and expert insights, Nic Newling's keynote presentations discuss real life dealings with mental health issues and the power of resilience and seeking help.	✓				Year 11
Year 7 Camp Wellbeing -	This camp is designed to facilitate physical, social and emotional connections within the cohort. The three days are filled with activities to build confidence, social connections and stepping out of their comfort zones.	✓				Year 7
Life Ready Teaching & ... -	A mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.	✓	✓			Year 11
We Are Gibber Wellbeing -	This program was run for the first time in 2021. It was free to the school under government funding. The students were shown the rules and laws associated with underage drinking, fighting, risk taking behaviours. This was an interactive theatre in education style presentation.	✓				Year 8
Train Safety Program Wellbeing -	This is a valuable safety program run by the Sydney Trains to promote safety with train crossings. The whole school has been trained in this program over the past 3 years and it is not only covered in Year 7 each year.	✓				Year 7
Learning Profiles Learning Su... -	Students, parents and carers and schools work together to develop reasonable, tailored, personalised programs to support students with disability or complex additional learning and support needs to access syllabus outcomes, content and demonstrate learning on the same basis as their peers.		✓	✓		All staff All students
Parent Partnerships Whole School -	This recognises that working in partnership with parents, carers and support people is the best way to achieve the best outcomes for every student. It acknowledges the key role all people in the young person's life can have in developing positive educational outcomes.	✓	✓	✓	✓	Whole school community

Social Emotional Intelligence interventions Behaviour ▾	Students who exhibit reduced social-emotional capacity in comparison to their peers are able to partake in a program designed to explicitly teach the skills and strategies necessary to improve their social-emotional intelligence.	✓	✓	✓	Identified students	
Additional transition visits Transition ▾	The Year 6 to 7 Transition Plan makes provisions to allow additional transition visits and support to students who need it. These students are identified either by their public school or by parents/guardians.	✓	✓	✓	✓	Transition Team; Community of Schools
Part-Day Attendance Plans Attendance ▾	A part-day exemption plan is designed to build a student's attendance and gradually re-engage them with education. This plan allows for flexible attendance while supporting the student in returning to full-time learning.			✓	✓	Attendance Team
Attendance Improvement Plans Attendance ▾	An Attendance Improvement Plan is a school-based strategy intended to identify barriers to attending school and supporting students to re-engage with learning.		✓	✓	✓	Attendance Team
Student Support Officers Wellbeing ▾	Student Support Officers (SSOs) work within the school community to enhance the learning and wellbeing outcomes of students, in partnership with the wellbeing team and the School Counselling Service.	✓	✓	✓	✓	Whole school community
Wellbeing Team Wellbeing ▾	Our School Wellbeing Team is a dedicated group of professionals committed to promoting the academic success, social-emotional development, and overall wellbeing of our students. Comprising Head Teacher (HT) Wellbeing, Year Advisors, Learning and Support staff, Counsellors, and HT Administration students, our team works collaboratively to provide comprehensive support and resources to meet the diverse needs of our student body.	✓	✓	✓	✓	Whole school community
Learning Support Team Learning Su... ▾	The Learning and Support Team is a dedicated group of professionals committed to providing personalised reasonable support and resources to ensure the academic and social-emotional engagement of all our students. Composed of HT Learning and Support, experienced educators, learning support specialists, counsellors, and SLSOs, our team works collaboratively to meet the diverse needs of our student body. Interventions implemented by the Learning Support Team include: <ul style="list-style-type: none"> • Assessment Support • Disability Provisions across the school • Disability Support Provisions to NESAs • Maqlit • Providing support to classroom teachers to assist with reasonable adjustments and differentiation 	✓	✓	✓	✓	Whole school community

	<ul style="list-style-type: none"> • Reasonable Adjustments • PLaSPs • Review meetings 					
ARCO Executive -	<p>The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff to support anti-racism education in the school.</p> <p>WHS' ARCO is Michelle Brook.</p>	✓	✓	✓	✓	Whole school community
Carly Ryan Foundation Wellbeing -	The Carly Ryan Foundation is a certified online safety program provider & delivers online safety and healthy relationship seminars to students and parents.		✓			Year 10
Love Bites Wellbeing -	This is a valuable program to teach young people about positive relationships and relationship red flags. Students become more confident with what is ok and not ok in relationships and what is legal, how to help friends, where to get help etc.	✓	✓			Year 10
Elephant Ed - Consent and Sex Education Workshops Wellbeing -	Evidence-based, age-appropriate workshops are tried and tested across all relevant age groups and are mapped to State and National curriculum guidelines. Every year, we empower hundreds of thousands of young people to make informed, positive and safe decisions about consent, relationships and growing up.	✓				Year 9
Save-a-Mate Wellbeing -	This is a program that all Year 9 students complete and it is run by the Australian Red Cross. It is a program that teaches about how teens can look after themselves and each other when needed for example, risky behaviours.	✓				
Behaviour Support Plans Behaviour -	Students who have received a Behavioural Referral or who have progressed through the level system beyond Head Teacher Support collaborate in the creation of a BSP. This plan takes a functional view of behaviour and works to identify triggers, indicators of stress and regulation strategies for that student.		✓	✓	✓	All staff; individual student
Risk Management Plan Executive -	Risk Management Plans are created if a student has presented a risk to themselves, their peers or staff and outlines a variety of strategies and actions to mitigate further risk. RMPs can be supported through consultation with NSW DoE's Complex Case Team.			✓	✓	Individual Student
First Nations Education Strategy Aboriginal Ed -	This strategy outlines the steps we are taking to support First Nations connect with their culture while also outlining the areas we wish to achieve sustained and meaningful growth in.	✓	✓	✓		First Nation's students

Functional Behaviour Assessment Behaviour ▾ Learning Su... ▾	A Functional Behaviour Assessment (FBA) is a process of collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of a behaviour plan.			✓	✓	Learning Support; individual student
Time In Card Wellbeing ▾	Time In Cards is a strategy in which identified students are able to seek support regulating their emotions outside the classroom environment with a dedicated support person and/or at the Wellbeing Hub.			✓	✓	Individual student
Top Blokes Wellbeing ▾	The Junior Top Blokes Mentoring Program is a 16-week mentoring program for male students aged 14-17 years. Delivered in high schools, this program uses a prevention and early intervention framework to provide an environment that fosters critical thinking so they can build self-efficacy and the skills to lead healthy and safe lives. The program's principles focus on strength-based, harm minimisation and peer-mentoring delivery methods, to engage boys at a formative stage in their lives.			✓	✓	Selected students
Managing Emotions Program (RAGE) Wellbeing ▾	Students identified at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a 4-week strength-based anger management program run by various youth health services. For secondary students.			✓	✓	Selected students
Coomaditchie United Aboriginal Corporation Ngaramura Project Aboriginal Ed ▾	The Coomaditchie United Aboriginal Corporation is an Aboriginal organisation dedicated to raising the esteem, pride and dignity of young Aboriginal people in their Aboriginal culture and heritage. Ngaramura Project provides a supportive pathway assisting young people to re-engage with education through a cultural learning framework.	✓	✓	✓	✓	Selected students
Southern Youth and Family Services (SYFS) Indigenous Network Program Aboriginal Ed ▾	Southern Youth and Family Services (SYFS) is an Organisation that has the main purpose of supporting and caring for children, young people, adults and families who are disadvantaged, including those who are homeless, or at risk of homelessness and their families. <ul style="list-style-type: none"> • Indigenous Network Program 			✓	✓	Selected students

<p>School Counselling Service</p> <p>Wellbeing ▾</p>	<p>School Counselling Service staff support students by providing a psychological counselling, assessment and intervention service.</p> <p>The School Counselling Service works directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.</p> <p>More about the SCS here.</p>	✓	✓	✓	✓	Individual student
<p>Educational Interventions</p> <p>Wellbeing ▾</p> <p>Behaviour ▾</p> <p>Learning Su... ▾</p> <p>Executive ▾</p>	<ul style="list-style-type: none"> • Vaping • Social Media • Truancy • Risk Taking Behaviour • Anti-Social conduct <ul style="list-style-type: none"> ○ Bullying, Discrimination, Homophobia, Sexism, Racism, Disability, Poor language choice • Healthy relationships <ul style="list-style-type: none"> ○ Self, Peer, Romantic, Sexual 			✓	✓	Individual student
<p>Peer Support</p> <p>Wellbeing ▾</p> <p>Careers ▾</p>	<p>The Peer Support Program builds strong relationships, empowers students, nurtures a sense of belonging, and fosters an anti-bullying culture. Peer Support equips students with the skills and tools to build strong relationships and positively navigate life. Students learn the social and emotional literacy skills to better manage life's ups and downs.</p>		✓	✓	✓	Selected students
<p>Prevention Program</p> <p>Wellbeing ▾</p>	<p>The Prevention Program aims to reduce risky behaviours in adolescents and improve well-being, by teaching them skills to cope with different personality traits.</p>			✓	✓	Selected students
<p>Future Proofing - Black Dog Institute</p> <p>Wellbeing ▾</p>	<p>WHS participates in the Future Proofing Study that considers how we can use the devices in our pockets – smartphones – to deliver preventative interventions on a large scale. This study is a world-first in its aim to predict and prevent anxiety and depression in thousands of Australian students aged 13–18, making it the largest study of its kind in the field of mental health.</p>	✓				Selected students
<p>Team Around the School</p> <p>Executive ▾</p>	<p>Multidisciplinary support for students with additional learning or wellbeing needs. It provides a structure for collaboration and coordination between schools and support staff with specialist knowledge.</p>				✓	Individual student
<p>Supporting students with a disability</p> <p>Learning Su... ▾</p>	<p>Students with high needs disabilities can be supported by the school to access specialised educational settings in the Department of Education. This is done in collaboration with the student's parents/guardians and includes where necessary:</p> <ul style="list-style-type: none"> • Creation of a Disability Confirmation Sheet (DCS). • Application for Access Request. • Application for Integrated Funding Support. 				✓	Individual student

	For students whose disability need are less demanding, students can be supported within the school with specialised reasonable support including reasonable adjustments, PLaSP, PLP, support provisions for formalised supervised timed assessments, short term targeted withdrawal					
Staff Muster Whole School -	All school staff meet each week to discuss updates for students, staff and school operation. This allows for timely and meaningful dissemination of relevant information.	✓	✓			All Staff
Seasons for Growth Wellbeing -	Small group grief and loss program that works to support students to heal. Seasons for Growth is a small group education program that supports children and young people to develop the knowledge, skills and attitudes to understand and respond well to experiences of change, loss and grief.		✓	✓		Identified students
PDHPE curriculum Whole School -	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	✓				All Students 7-10
School Leadership Programs Wellbeing - Success - Aboriginal Ed - Executive -	This includes Student Representative Council, School Captains, Sporting House Captains, Yerrowah Leaders, school sporting team captains.	✓	✓	✓		Individual students 7-12
Raise Mentoring Program Behaviour -	The Raise Mentoring Program connects mentors with young people who would benefit most from having a caring, trusted adult who shows up for them each week of the 6 month program. The program takes an early 'upstream' intervention position to equip young people with the tools, skills and resources they need to support their mental health, social and emotional wellbeing and engagement with school.	✓	✓			Selected Stage 5 students
Wellbeing Hub Wellbeing -	The Hub offers every student a safe, inclusive, supported space within the school. The Hub provides students with access to wellbeing support, development of social and emotional regulation skills, referrals to in-school services and external agencies with an informed empathetic understanding, and respectful management.	✓	✓	✓	✓	All staff All students
Careers Advisory Team Careers -	The Careers Team oversees, organises and advances career and vocational programs that enhance students' chosen pathways. These programs include careers education, work readiness and work experience.	✓	✓	✓	✓	Whole school community
Concrete Connections Aboriginal Ed -	Concrete Connections is a program dedicated to providing First Nations students with personalised career education and transition plans. The initiative offers guidance, mentorship and resources to support their journey towards meaningful employment and/or post-school education.	✓	✓			First Nations students from CoS primary

<p>Transition ▾</p> <p>Careers ▾</p>						schools.
<p>Reconciliation Action Plan</p> <p>Aboriginal Ed ▾</p>	<p>A Reconciliation Action Plan (RAP) is a formal commitment to reconciliation. This document shows how WHS will strengthen relationships, respect and opportunities in the classroom, around the school and with the community for First Nation's Australians.</p> <p>WHS has developed a RAP using the Narragunnawali platform to begin, register and extend on existing initiatives in our reconciliation journey.</p>	✓				Whole School Community
<p>Girls Group</p> <p>Wellbeing ▾</p>	<p>Girls' group focuses on promoting wellbeing, empowering members, and addressing women's issues through open discussions, workshops, and activities. The group fosters a safe, inclusive environment to share experiences and inspire personal growth.</p>		✓	✓		Selected female students

Strategies or programs the School aspires to implement

Strategy or Program	Description	Aspect				Audience
		P	EI	T	I	
Well established restorative practices Behaviour ▾	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	✓	✓	✓	✓	All staff All students
Trauma Informed Practices Behaviour ▾	trauma-informed practice is a strengths-based framework in which education systems, schools and school staff understand, recognise and respond effectively to the impact of trauma on students.	✓	✓	✓	✓	All staff All students
Clontarf Academy Aboriginal Ed ▾	The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society	✓	✓	✓	✓	Male First Nations students
Behaviour Team Behaviour ▾	The behaviour team would support positive student conduct by providing guidance, intervention, and resources. They would collaborate with staff, students, and parents to address challenges, promote respectful behaviour, and create a safe, inclusive school environment.	✓	✓	✓	✓	All staff
Digital Device student workshop School Team ▾	A two-hour workshop to support students to use digital devices in safe, responsible and respectful ways. They have been created alongside the NSW Department of Education Digital devices and Online Services for Students policy. There are three different 2 hour workshops aligned to NSW Curriculum for Stage 4 students. Digital Device student workshop's accessed here.	✓				Stage 4 students

Common supports external to the School

Department of Education Supports	Community Based Supports
Home School Liaison Officer	Police Youth Liaison Officer
Specialists from a Team Around the School	PCYC Lake Illawarra
Educational Court Liaison Officer	Illawarra Women's Health Centre
Student Support Officer	Child and Adolescent Mental Health Services
School Counselling Service	NSW Mental Health Line
Aboriginal Community Liaison Officer	Southern Youth and Family Services
	Headspace Shellharbour & Kiama
	Legal Aid
	Parent Line - 1300 1300 52
	Australian eSafety Commissioner
	Illawarra Drug & Alcohol Service
	Family Referral Service

Crisis Supports		
Service	Contact number	Website
Lifeline	13 11 14	https://www.lifeline.org.au/
Kids Helpline	1800 55 1800	https://kidshelpline.com.au/
Headspace	1800 650 890	www.eheadspace.org.au & for First Nations people: https://headspace.org.au/yarn-safe/
Beyond Blue	1300 224 636	https://www.beyondblue.org.au/