

OFFICIAL



Operational Plan 2025 – 2027

Leadership. Communication. Advocacy

The objects and purposes of the Association are: (as taken from our Constitution)

- 1.2.1 To promote the role and status of education support administrators.
- 1.2.2 To advocate for a range of educational services for students with disabilities.
- 1.2.3 To promote the professional development of education support administrators and key personnel.
- 1.2.4 To promote research and excellence in education support.
- 1.2.5 To liaise with other organizations whose views and activities affect the development and standing of education support services and facilities.
- 1.2.6 To provide a forum for the development of policies and exchange of ideas that relate to students and staff in Education support.
- 1.2.7 To promote, whether directly or by way of joint membership agreements with other associations, the interests of education support administrators.

What are the benefits of a WAESPAA membership?

- Chatline access
- Face to face WC Days
- Digital Drop Ins
- Elite On-line Learning Workshops
- Social events and networking
- Symposium and Awards event
- Fortnightly newsletter
- Access to the Principals Toolkit
- Collegiate support from an executive member
- 1:1 Advocacy and supports in times of need

Our service for members

Leadership & Advocacy

- Raise awareness of the key issues that impact school leaders and wider community.
- Collaborate with the Government and Department of Education to improve school leader health and wellbeing.
- Create evidence-based position papers to support leaders and influence policy
- Build strategic relationships to enhance support for our members.
- Provide a strong voice on the ASEPA Board.

Communication

- Ensure timely communication
- Engage with members and share information to guide the development of our services.
- Connect with members both professionally and socially by hosting diverse activities and events.
- Create opportunities for educational leaders and community stakeholders to connect professionally.

Who we represent

As per our Constitution:

(a) Substantive Principals, Administrators and Level 3 (or higher) Program Coordinators (or equivalent position) of government Local Schools, Education Support Schools, Centres, Facilities and endorsed programs.

(b) Relieving or acting Principals, Administrators and Level 3 (or higher) Program Coordinators (or equivalent position) of government Local Schools, Education Support Schools, Centres, Facilities and endorsed programs for the period of their position

(c) Substantive Education Support Principals, Administrators and Level 3 (or higher) Program Coordinators (or equivalent position) on temporary secondment to other duties

(c) Other leaders and persons in equivalent positions subject to the approval of the Executive Committee by a 75% Majority Vote. **NOTE:** Endorsed Programs (EP) for students with disability inclusive of Education Support Centres & Education Support Schools ([Endorsed programs for students with disability - Department of Education](#))

Our 2025 Executive:

Executive Officers	Executive Committee Members	Executive Sub-Committee Members
<p>President: Joanne Markovic (Principal, Maddington ESC)</p> <p>Vice President: Julie Belohlawek (Principal, Samson PS inclusive of EP)</p> <p>Treasurer: Natalie Jones (Associate Principal, Merriwa ESC)</p> <p>Secretary: Jarna Wright (Principal, Kensington Secondary School)</p>	<p>Bec Wheatley-Deal (Principal, Spencer Park ESC)</p> <p>Karen Macri (Principal, Merriwa ESC)</p> <p>Natalie Hatton (Principal, Joondalup ESC)</p> <p>Yolande Stewart (Deputy Principal, Aveley North PS inclusive of EP)</p>	<p>Jenni Hood (Deputy Principal, Aveley Secondary College inclusive of EP)</p> <p>Models of Delivery</p> <p>Julie Dawson (Principal, Wirrabirra ESC)</p> <p>Pre-service training development</p> <p>Sara Campbell (Deputy Principal, Riva PS inclusive of EP)</p> <p>Models of Delivery</p>

Expectations of the Executive & Sub-Committee:

To attend all events where possible: (goal - at least 50% attendance by exec at any single event)	Actively support our collegiate groups – we will check in with our allocated members a minimum of once a term	We will promote the brand that is WAESPAA at every professional opportunity and collaborate effectively to advance WAESPAA's objectives.
Will provide content (Photos, content, hashtags, tag WAESPAA) for our social media and website.	Any communication being sent to members or general public on behalf of WAESPAA will be branded with the WAESPAA logo.	All executive members should have the WAESPAA logo on their email footer
Will attend one face to face meeting per term and one online meeting per term. Average 80% attendance	Will actively work on their portfolio.	If required to travel on behalf of WAESPAA. WAESPAA will cover the cost of the event, flights and accommodation; funds permitting.

Service Plan

Links to objects of the Assoc	Issues identified	Who will action	What will be actioned	Outcomes we are seeking – end of life of plan
	Provide advocacy on request (DoE, other unions, Association)	EXEC team		
	Be clear in our position and language when representing the WAESPAA membership	EXEC team		
1.2.2 1.2.3 1.2.4 1.2.5	Complex Medical needs: <ul style="list-style-type: none"> What are the contemporary practices PCIS – complex medical needs & PL for longevity Community Health Nurses – roles & responsibilities Supporting students with complex medical needs across all settings MOU with Health Dept DoE contacts: Kia Skonis & Narelle Ward	Lead Jarna JM JH MH KM	Strategic Engagement and Inclusion Leadership Comprehensive Consultations Across Settings <ul style="list-style-type: none"> Conduct meetings with leaders in all educational settings to review current practices. Facilitate targeted discussions with Principals in Education Support Settings (ESS) to identify: <ul style="list-style-type: none"> What is working well. What challenges remain. Collaboration with Disability & Inclusion Directorate <ul style="list-style-type: none"> Build a strong working relationship to: Advance discussions on inclusive education. Seek tangible outcomes for all leaders supporting students across diverse settings. 	Develop an action plan and seek feedback from membership Present action plan to DoE Corporate Executive Observe action and improvements in this space

Links to objects of the Assoc	Issues identified	Who will action	What will be actioned	Outcomes we are seeking – end of life of plan
1.2.1 1.2.2 1.2.6	<p>Model of delivery that include:</p> <ul style="list-style-type: none"> Education Support Schools Education Support Centres One-school models/Endorsed programs (level of severity – Paul Read) Full-service schools Enrolments Inclusion – what does this term mean? definition to present to DG and Corp Executive <ul style="list-style-type: none"> PTA / planning <p>DoE Contacts: Maricia Czeriack Paul Reed Planning Team</p>	<p>Lead Yolande SC JH JBel</p>	<p>Inclusion Strategy and Advocacy</p> <p>Engagement with WAPPA and WASSEA</p> <ul style="list-style-type: none"> Explore and define what inclusion <i>looks like, sounds like, and feels like</i> in practice. Align messaging and advocacy efforts with both associations. <p>Consistent Language of Inclusion Across the Department of Education (DoE)</p> <ul style="list-style-type: none"> Promote a shared understanding and consistent terminology around inclusion within DoE communications and policies. <p>DoE Liaison Contacts</p> <ul style="list-style-type: none"> JM to distribute contact list of relevant DoE personnel for collaboration and consultation. <p>Enrolment and Access Issues</p> <ul style="list-style-type: none"> Link inclusion efforts to enrolment processes under leadership responsibilities. Address challenges in accessing programs within both Education Support Centres (ESCs) and mainstream settings. Highlight the issue of students transitioning between settings ESC/ESS not accepting out-of-area enrolments. 	<p>Develop an action plan and seek feedback from membership</p> <p>Present action plan to DoE Corporate Executive</p> <p>Observe action and improvements in this space</p>

			<ul style="list-style-type: none"> Limited room availability in existing facilities. <p>Infrastructure and Space Planning</p> <ul style="list-style-type: none"> Explore the possibility of retrofitting spaces in mainstream schools to accommodate SP's <p>Advocacy and Policy Influence</p> <ul style="list-style-type: none"> Develop a compelling argument to present to the Minister for Education. Leverage findings and recommendations from the Royal Commission to support advocacy. Emphasize the impact of proposed changes to the Education Act. Advocate against the DoE limiting parental choice in educational settings. 	
Links to objects of the Assoc	Issues identified	Who will action	What will be actioned	Outcomes we are seeking – end of life of plan
1.2.4 1.2.5 1.2.6	<p>Pre-service training</p> <ul style="list-style-type: none"> Influence Universities to ensure that qualifications are inclusive of teaching students with disabilities 	<p>Lead BW-Deal KM NJ JD</p>	<p>University Engagement and Pre-Service Teacher Development</p> <p>Murdoch University Partnership</p> <ul style="list-style-type: none"> Well-established relationship with Murdoch. Staff contribute through guest lecturing and advocacy for the Xtend Program. 	<p>Develop an action plan and seek feedback from membership</p> <p>Present action plan to DoE Corporate Executive & seek support to tackle university training together</p> <p>Observe action and improvements in this space</p>

<p>1.2.3 1.2.4</p>	<p>Building Capacity of EAs (support staff)</p> <ul style="list-style-type: none"> connecting with their associations/TAFE and private providers Influence training providers – support staff 		<p>Strengthening Influence with other Universities</p> <ul style="list-style-type: none"> Focus on deepening collaboration to shape pre-service teacher training. Advocate for stronger inclusion content and practical experience in university programs. <p>WAESPAA Professional Learning (PL) Initiatives</p> <ul style="list-style-type: none"> Additional PL sessions aimed at building expertise in inclusive education. Target audiences: <ul style="list-style-type: none"> New graduates entering the profession. Established teachers seeking to deepen their practice. <p>University Collaboration and Accountability</p> <ul style="list-style-type: none"> Extend invitations to universities to participate in PL and inclusion initiatives. Take a clear stance: <ul style="list-style-type: none"> If a placement is not suitable for a practicum student, it is not suitable to support the required 10–20 hours for third-year students. Advocate for higher standards and consistency in placement quality. 	
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Links to objects of the Assoc	Issues identified	Who will action	What will be actioned	Outcomes we are seeking – end of life of plan
1.2.1 1.2.3 1.2.4 1.2.7 1.2.5	<p>Leadership Development, advice and Supports 1: The Agencies Initiatives</p> <ul style="list-style-type: none"> • PPR • PSR • MOU – co-located sites • Enrolments • Psychosocial Hazards and process • Incident Support and Violence in Schools (Eddie Tighe) <p>Leadership Development, advice and Supports 2: Wrap around services</p> <ul style="list-style-type: none"> • FNA Tool • Developing knowledge and skill in leadership for disabilities and complex needs • Therapist 	<p>Lead JBel Nat H BW-Deal NJ</p> <p>Lead Nat Hat JD SC</p>	<p>Collaboration, Mentoring, and Operational Influence</p> <p>Digital Drop-In Sessions</p> <ul style="list-style-type: none"> • Held once per term. • Open to all members. <p>Includes:</p> <ul style="list-style-type: none"> • Pre-prepared items for discussion. • Open forum for general questions and collaborative dialogue. • Opportunity to surface hot topics and share insights across the network. <p>Mentoring and Leadership Development</p> <ul style="list-style-type: none"> • Support and mentor new & emerging leaders in developing inclusive practices and strategic leadership within our areas. <p>Transport and Accessibility Advocacy – PTA</p> <ul style="list-style-type: none"> • Influence bus routes to better support student access to education. • Advocate for upskilling bus staff to understand and respond to student behavioural needs. <p>South Metro Data Requests Clarify:</p> <ul style="list-style-type: none"> • What data is being requested. • How the data is being used. • The purpose and outcomes of data collection. 	<p>Develop an action plan and seek feedback from membership</p> <p>Present action plan to DoE Corporate Executive</p> <p>Observe action and improvements in this space</p>

Timeline of events/actions:

Term 1	<ul style="list-style-type: none"> • WAESPAA Executive Meetings – weeks 2 & 7 • Executive meeting with Corporate Executive • President meeting with Minister for Education • Ongoing President meetings on consultation panels • Digital Drop ins • Elite on-line workshops PL facilitated by Pete Stebbins (2hrs) • Face to face Connections day - 1 • Welcome Event – to the new year (regional member option) • Ongoing social media presence • Networking events 	<ul style="list-style-type: none"> • Executive • Executive • President plus 1 • Any member • Members who RSVP • Members who RSVP • Any member • Public • Members who RSVP 	<ul style="list-style-type: none"> • JW • JBel • NH • KM • JW • NC
Term 2	<ul style="list-style-type: none"> • WAESPAA Executive Meetings – weeks 2 & 7 • Executive meeting with Corporate Executive • President meeting with Minister for Education • Ongoing President meetings on consultation panels • Digital Drop ins • Elite on-line workshops PL facilitated by Pete Stebbins (2hrs) • Symposium (formerly called Conference) • AGM and Sundowner (regional member option) • Ongoing social media presence 	<ul style="list-style-type: none"> • Executive • Executive • President plus 1 • Members who RSVP • Members who RSVP • Members & non-members • All members • Public 	<ul style="list-style-type: none"> • JW • JBel • NH • JW • NC

Term 3	<ul style="list-style-type: none"> • WAESPAA Executive Meetings – weeks 2 & 7 • Executive meeting with Corporate Executive • President meeting with Minister for Education • Ongoing President meetings on consultation panels • Digital Drop ins • Elite on-line workshops PL facilitated by Pete Stebbins (2hrs) • Face to face Connections day - 2 • Ongoing social media presence 	<ul style="list-style-type: none"> • Executive • Executive • President plus 1 • Any member • Members who RSVP • Members who RSVP • Public 	<ul style="list-style-type: none"> • JW • JBel • NH • KM • NC
Term 4	<ul style="list-style-type: none"> • WAESPAA Executive Meetings – weeks 2 & 7 • Executive meeting with Corporate Executive • President meeting with Minister for Education • Ongoing President meetings on consultation panels • Digital Drop ins • Elite on-line workshops PL facilitated by Pete Stebbins (2hrs) • End of year event (regional member option) • Ongoing social media presence 	<ul style="list-style-type: none"> • Executive • Executive • President plus 1 • Any member • Members who RSVP • Any member • Public 	<ul style="list-style-type: none"> • JW • JBel • NH • JW • NC

Project Leads:

Complex Needs and PCIS	Jarna Wright	Deliverables: <ul style="list-style-type: none"> • Digital Drops in – once a term (short and sharp) • Elite online sessions – once a term (2 hours, facilitated by Stebbins, with recordings and bonus materials) • WCD – twice a year (Term 1 and 3)
Models of school programs & systems.	Yolande Stewart	
Pre-Service training & supports	Bec Wheatley-Deal	
Leadership Development, advice & supports (focus on THERAPY best practice)	Natalie Hatton	
Leadership Development, advice & supports (focus on AGENCY initiatives)	Julie Belohlawek	