



SPA WA

School Psychologists Association of Western Australia Inc.

THE POWER OF PRESENCE LISTENING FOR AUTHENTIC IMPACT

CONFERENCE PROGRAM

24 - 25 SEPTEMBER

2026

Connect Inform Inspire

Acknowledgement of Country

SPAWA acknowledges the traditional owners of the lands on which we work and live throughout Western Australia, and recognises their continuing connection to these lands, waters, and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures, and Elders past and present.

Please note that every effort has been made to ensure the accuracy and completeness of information throughout the conference brochure. Given the volume of detailed information, omissions or errors are possible. Thank you for your understanding.

Welcome



Welcome to the SPAWA Annual Conference for 2026, held on beautiful Whadjuk Noongar Boodjar at the University of Western Australia. The 2025/6 SPAWA Committee is delighted to bring you this two-day conference and to welcome school psychologists from across Western Australia for two days of learning, connection and professional growth.

This year's theme, 'Power of Presence: Listening for Authentic Impact', is inspired by the ancient Aboriginal practice of Dadirri -deep inner listening, reflection and stillness. The theme invites us to consider how presence, attentiveness and authentic connection can strengthen our work with students, families, colleagues and communities.

Our Conference Committee has carefully curated an outstanding program that reflects the diverse contexts in which school psychologists work. You will hear keynote presentations from the Berry Street Education Model, with its trauma-informed and strengths-based approach for schools, and Wholebeing, focusing on integration, wellbeing and flourishing. We also have a series of workshops that have been designed to support school psychologists at every stage of their careers, from early career to experienced leaders. The program has been thoughtfully aligned with the Psychology Board of Australia's Professional Competencies, supporting psychologists to continue delivering safe, effective and evidence-informed practice.

Thank you to our Conference Committee, led again by Jess Hatton, and the entire SPAWA Committee, for their generosity, thoughtful contributions and commitment in developing a program that reflects the professional needs and aspirations of our members, and a conference that is a professional highlight of the year. We invite you to join us from 7:30 am on Day 1 for our complimentary 'Coffee with the Committee'. Arrive early, enjoy a barista-made coffee, secure your parking and take the opportunity to connect with colleagues and the committee before the conference begins.

We are excited to welcome you to the SPAWA Annual Conference 2026 and to share in the conversations, connections and learning that make this event such a valued part of our professional community. We hope you leave feeling inspired by the content, informed by the knowledge shared and energised by the connections made.

We hope you enjoy the SPAWA Conference 2026.

Sharon Declerck
SPAWA President

About Us

The School Psychologists' Association of Western Australia Inc. (SPAWA) was established in 1989 by a small group of school psychologists keen to provide professional support to school psychologists in Western Australia.

SPAWA is affiliated with the Australian Psychologists and Counsellors in Schools (APACS), previously the Australian Guidance and Counsellors Association (AGCA), and is an active Association comprising school psychologists working in public, Catholic and Independent schools.

Our Association provides opportunities for resource sharing, professional development and regular events that address the complex aspects of working as a psychologist in schools. Our professional events are open to non-members and focus on the practical aspects of working with young people and school systems.

2025/2026 COMMITTEE

President: Sharon Declerck

Vice President: Jess Hatton

Secretary: Alisha Madurun

Treasurer: Catherine Cleary

Membership Secretary: Sarah Morphett

General Committee: Jordan Dalton, Brendan Everett, Shannon Heard, Matthew Kay, David La Galia, Jay McDermott, Amy Patience, Brooke Peden, Priya Ramu, and Kim Thuijs

CONFERENCE SUBCOMMITTEE

Jess Hatton, Brendan Everett, Matthew Kay, David La Galia, Alisha Madurun, Jay McDermott, Sarah Morphett, Amy Patience, Brooke Peden, and Priya Ramu



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Thank you!

Information

CATERING

Arrival tea and coffee, morning tea and lunch will be provided for all registrants. Seating will be in the ground-floor foyer and on the terrace.

SPECIAL DIETARY REQUIREMENTS

All food on the catering stations will be clearly labelled. If you have any questions, please approach a venue staff member.

CPD CERTIFICATES + SESSION HANDOUTS

CPD certificates and session handouts will be available electronically after the conference. The presenters may provide some handouts in their workshops.

CONFERENCE EVALUATION SURVEY

Attendees can complete the evaluation survey by scanning the QR code at the back of this booklet. After submitting the form, a link will be provided to enter the draw for the grand prize. The winner will be selected electronically and announced on Friday at the end of the day's programme in the Auditorium.

MOBILE PHONES

In consideration of both speakers and delegates, please switch your mobile phones to silent mode during presentations and workshops.

CONSENT TO USE OF PHOTOGRAPHIC AND VIDEO IMAGES

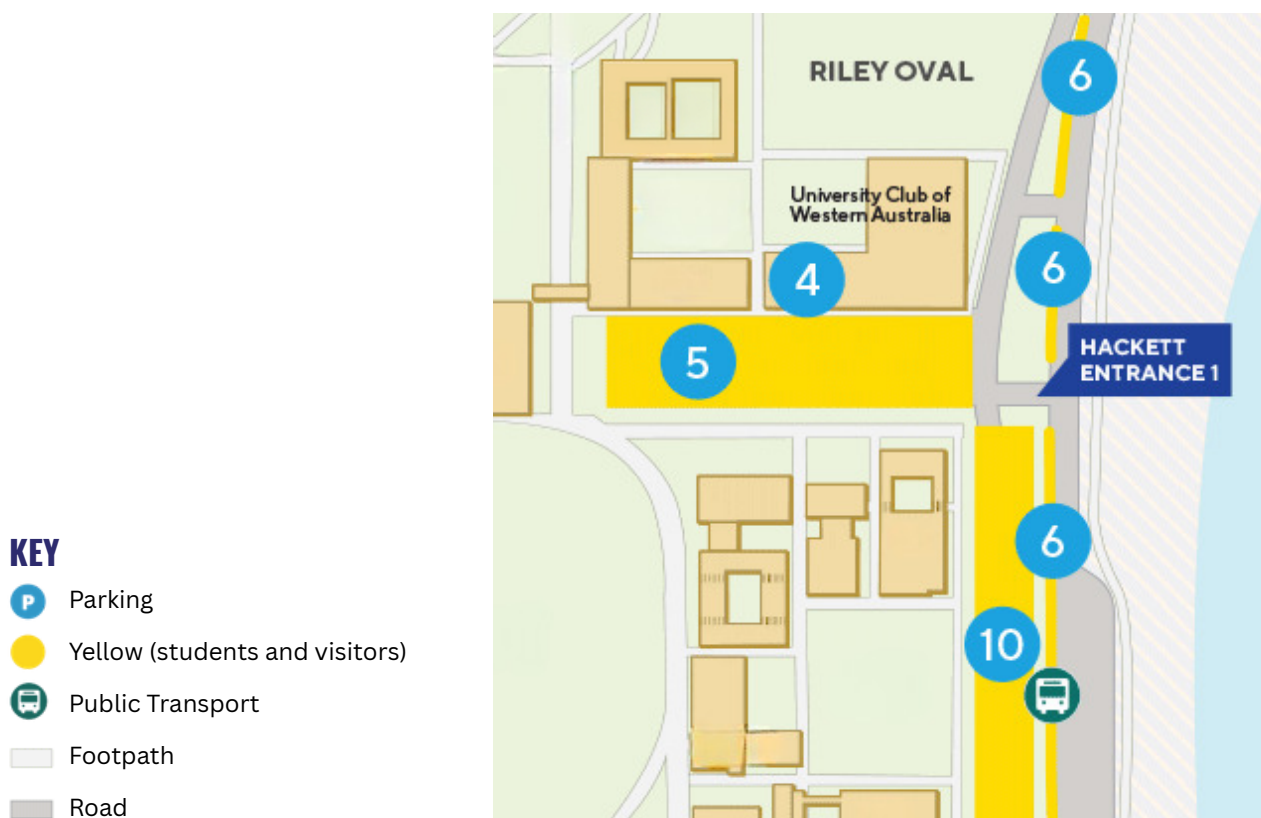
Registration and attendance or participation at the SPAWA Conference and its affiliated events constitutes an agreement by the registrant for SPAWA and its affiliates to use and distribute (both now and in the future) the registrant's or attendee's image and/or voice in photographs, videotapes, electronic reproductions and audiotapes of such events and activities. Please advise a committee member if you do not wish to be photographed on the day.

ENDORSEMENT DISCLAIMER

SPAWA is pleased to present a forum for sharing professional learning with the conference delegates. The information, products and programs presented at the SPAWA Conference do not necessarily reflect the opinions or carry the endorsement of SPAWA. Whilst this is a conference for school psychologists, we also welcome those from all professions, including those who are currently employed in other professions and not working in school psychology.

ECO-FRIENDLY CONFERENCE

The SPAWA Committee is committed to reducing waste across several aspects of the conference. We have taken an eco-friendly approach by creating digital evaluation forms, streamlining CPD certificates, and reducing plastic use. We are continuing to prioritise sustainability, informed by feedback from conference attendees. As part of our commitment to reducing waste, we encourage attendees to bring their own bags. We will also ask attendees to indicate whether they would like a printed brochure when registering for their conference tickets.



VENUE AND PARKING

The SPAWA Conference is held at the University Club of Western Australia (Entrance 1, Hackett Drive, Crawley, WA).

Parking is available in the yellow bays or across the road on Hackett Drive. Payment is required (\$3 per hour) and can be purchased through the EasyPark App or a machine. For more information on parking, please visit <https://universityclub.uwa.edu.au/parking/>

Alternatively, you can use public transport to get to and from the UWA campus. For up-to-date information on the best route via public transport, please visit <https://www.transperth.wa.gov.au/Journey-Planner>

Conference Stalls

STALLHOLDER COMPETITION

Please visit the following stallholders during the breaks for your chance to win a \$50 gift voucher!

Each stall will have a letter displayed on the table. Take note of each letter to work out the winning word, then enter your answer via the QR code at the end of the corridor.

The winner will be selected electronically and announced in the Auditorium at the end of the day.

STALLHOLDERS



Please note: Not all stallholders will be available on both days.

Social Events

COFFEE WITH THE COMMITTEE



Would you like to know more about SPAWA and connect with like-minded colleagues? Join members of the SPAWA Committee for a friendly morning coffee (on us!) and a chat. We are excited to meet you and connect!

Date: 24 September 2026

Time: 7:30 am - 8:00 am

Venue: University Club Café & Bar

CONFERENCE SUNDOWNER



What better way to end the conference than by joining your colleagues and friends for complimentary canapés, live music, and refreshments out on the Terrace? Sit back, relax and celebrate the conference.

Date: 25 September 2026

Time: 4:30 pm - 5:30 pm

Venue: University Club Terrace

GALA AWARDS NIGHT



Join us in celebrating the innovative practice of school psychologists across the state. Each year, candidates are nominated from across the education sectors and winners are determined by a panel comprised of leaders and representatives from school psychology and education.

Date: 7 November 2026

Time: 6:00 pm - 11:00 pm

Venue: Aloft Perth

CONFERENCE SCHEDULE

DAY ONE - 24 SEPTEMBER



SPAWA
School Psychologists Association of Western Australia Inc.

8:00 am	Registration
8:30 am	Welcome to Country and Official Opening

Movement Break within Auditorium

9:15 am	Keynote Address: Reframing Classroom Practice: An Introduction to the Berry Street Model
10:30 am	Morning Tea

Movement into Workshops at 11:00 am

11:05 am	1 Leading Through Complexity & Change (All Day)	2 Navigating the Threat Landscape & Emerging Harms: What's Changed and How to Respond	3 Learn- Apply – Sustain: How 'The Eucalypt Way' Supports Program Implementation and Practice Change in Schools	4 The Six P's x 8 Domains Formulation Model
1:00 pm	Lunch			

Movement into Workshops at 2:00 pm

2:05 pm	1 Leading Through Complexity & Change (Continued)	5 Applying an Attachment Lens in Schools	6 Bullying as a Form of Childhood Trauma: Illuminating the Hidden Curriculum	7 Harmful Sexual Behaviour - Prevention and Response in Schools	8a Collaborative Case Formulation - Incorporating Student Voice 8b Using School Values as a Framework for Decision Making to Support Gender Diverse Students
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Movement into Auditorium at 4:00 pm

4:00 pm	End of Day Programme, Prize Draws. Followed by the AGM in Seminar Room 4 from 4.15 pm
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CONFERENCE SCHEDULE

DAY TWO - 25 SEPTEMBER



SPAWA
School Psychologists Association of Western Australia Inc.

8:00 am	Registration
8:30 am	Welcome to Country

Movement Break within Auditorium

9:15 am	Keynote Address: Beyond Wellbeing to Wholebeing: From Wellbeing Conceptualisation, Definition, and Measurement, Towards Systems Integration and Wholebeing
10:30 am	Morning Tea

Movement into Workshops at 11:00 am

11:05 am	9 Incident Management 2.0: A Guide for School Psychologists (All Day)	10 Using Intervention-Based Assessment to Support Student Learning and Behaviour	11 Gender Identity & Disability	12 From Surviving to Thriving: Building a Sustainable Psychology Career	13 'djanbabu ba goori ba ganandhimila' (Shut Up & Listen- Listen More & Talk Less)
1:00 pm	Lunch				

Movement into Workshops at 2:00 pm

2:05 pm	9 Incident Management 2.0: A Guide for School Psychologists (Continued)	14 Leading Confident Conversations	15 The Limits of Confidentiality: Practical Ethics for School Psychologists	16 Cross Battery Assessment and CHC Theory of Cognitive Abilities	17 Practical Supports for Neurodivergent School Psychologists
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Movement into Auditorium at 4:00 pm

4:05 pm	End of Day Programme and Prize Draws
4:25 pm	Conference Close

Movement into University Club Terrace at 4:25 pm

4:30 pm	Complimentary Sundowner
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Day One

KEYNOTE ADDRESS

REFRAMING CLASSROOM PRACTICE: AN INTRODUCTION TO THE BERRY STREET MODEL

SESSION OUTLINE

The Berry Street Education Model (BSEM) offers a trauma informed, strengths-based framework designed to help schools meet the complex learning and wellbeing needs of today's students. Grounded in contemporary research, BSEM provides practical strategies for building students' capacity for self-regulation, relational connection, engagement, and academic growth.

SESSION OUTCOMES

This session will explore the core domains of the model, unpack why trauma aware practice is essential for equitable learning, and consider how school psychologists can play a pivotal role in embedding BSEM principles across whole school systems.



CHRIS DAWSON

PRESENTER INFORMATION

Chris is an experienced education leader who brings more than 20 years of expertise across trauma-informed practice, student wellbeing, adult education, and community services. Her professional background spans mental health, disability services, vocational training, and school-based wellbeing roles. Her qualifications and experience form a unique blend of trauma-informed education, implementation science, operational leadership, and program management. She is deeply committed to strengthening educator capability and improving outcomes for children and young people through evidence-informed, relational approaches.

WORKSHOP 1 (ALL DAY)

LEADING THROUGH COMPLEXITY AND CHANGE

SESSION OUTLINE

This is a practical workshop designed for aspiring and existing people leaders dealing with conflicting priorities and stakeholder needs. In this session, delegates learn how to remain clear, credible and effective when work is complicated and messy, strengthening their ability to lead with confidence, even in situations without formal authority.

The workshop is built on three interrelated skill sets that include self-leadership, coaching leadership and influence leadership. Through structured reflection, group discussions and exercises, delegates learn to choose the most appropriate conversation in order to create ownership in others and avoid becoming pulled into every problem as the default escalation point.



NATALIE LINCOLNE

Throughout the workshop, delegates apply the concepts to practice by working on real-life workplace scenarios, including influence mapping and action planning, so they leave with a clear and personalised plan for what to stop, start and do differently.

SESSION OUTCOMES

The outcome is a grounded set of strategies to lead people, navigate dual reporting lines and drive meaningful change, while protecting sustainability in a role that demands both expertise and adaptability. Delegates will:

- Shift from expert to leader, using expertise without creating dependency.
- Strengthen self-leadership to manage workload, emotional demands and competing expectations.
- Coach with confidence using simple structures (e.g., GROW) to build capability and ownership.
- Choose the right conversation: therapeutic, advisory or coaching.
- Influence without authority by building trust, adapting communication and aligning to educational priorities.
- Navigate dual reporting and complexity by aligning expectations, priorities and credibility.
- Apply influence strategies to real challenges to increase follow-through and sustained change.

PRESENTER INFORMATION

Natalie Lincolne is an engaging speaker and facilitator who helps experienced professionals lead through complexity and influence change without relying on authority. Drawing on 25+ years in leadership development across government, education-adjacent systems, the not-for-profit sector and business, she delivers practical, evidence-informed sessions grounded in human behaviour and change that translate easily into school settings. Natalie's presentations equip leaders and aspiring leaders to build more independent teams, shift from 'fixing' to coaching, and frame recommendations in ways that resonate with important stakeholders, including principals and leadership teams.

CAREER HIGHLIGHTS

- Trusted to work with over 1000 leaders, from aspirants to CEO and Board/Council levels, to improve workplaces and the outcomes they deliver.
- Achieved both Organisational Coach (IECL) and Chartered Manager (IML) certifications, as a practical acknowledgement of tertiary studies and years of experience.
- Chairing the WA Women in Leadership Summits for Liquid Learning over the past 4 years.
- An invited judge for the Chamber of Commerce and Industry WA's Diversity and Inclusion Awards in 2025.

WORKSHOP 2

NAVIGATING THE THREAT LANDSCAPE AND EMERGING HARMS: WHAT'S CHANGED AND HOW TO RESPOND

SESSION OUTLINE

This workshop builds shared awareness of the rapidly changing online and offline environments, shaping student wellbeing and safety. We will examine how emerging harms and threats can present through bullying and grievance dynamics, child safety concerns, suicidal behaviour and non-suicidal self-injury, targeted violence, sadistic online exploitation, and nihilistic violent extremism.

Through case vignettes, participants will explore current trends, identify key risk and protective factors, and be informed of a structured approach to determining proportionate next steps. The focus is on how school psychologists can support schools to respond early, communicate safely, document appropriately, and engage the right consultation, escalation, and referral pathways.



ANH RIVERA

SESSION OUTCOMES

On completion of this session, participants will:

- Be aware of current and emerging trends influencing student wellbeing and safety, and how these may present in WA school contexts.
- Use a structured decision-making framework to identify key risk and protective factors and determine proportionate next steps when concerns arise.
- Apply professional and ethical reasoning in complex cases, consistent with relevant guidance and policy requirements.
- Identify prevention and early-intervention strategies across diverse school environments.
- Map resources and consultation, escalation, and referral pathways to support safe, timely responses.

PRESENTER INFORMATION

Anh is a registered psychologist and Director of Yokoten Consultancy with over 18 years' experience across diverse education settings. With subject matter expertise in incident management, staff wellbeing and threat assessment and management, Anh translates complex policy and evidence-based practice into meaningful and actionable support. Working with state and national agencies, she has helped strengthen early identification and intervention systems for vulnerable young people, including students at risk of violent extremism and mass casualty violence. Trained in a range of risk and needs assessment tools, Anh brings a compassionate, systems-informed approach and a strong professional network to help schools build safer, more inclusive environments. She maintains professional affiliations with the Australian Association of Psychologists (AAPi) and the Asia Pacific Association of Threat Assessment Professionals (APATAP).

CAREER HIGHLIGHTS

- Partnered with state and national agencies to deliver Preventing Violent Extremism (PVE) initiatives aligned with Countering Violent Extremism (CVE) strategy and implementation plans.
- Achieved Advanced Skills School Psychologist status (WA Department of Education, 2023).
- Awarded School Psychologist of the Year by the School Psychologists' Association of Western Australia, 2022.
- Presented at the Australian Psychological Society (APS) Conference (Melbourne): Best practice for school psychologists in countering violent extremism, 2016.

WORKSHOP 3

LEARN- APPLY – SUSTAIN: HOW ‘THE EUCALYPT WAY’ SUPPORTS PROGRAM IMPLEMENTATION AND PRACTICE CHANGE IN SCHOOLS

SESSION OUTLINE

The Eucalypt Way offers a clear, strengths-based framework that helps educators move from intention to embedded practice.

In this two-hour workshop, participants will explore how The Eucalypt Way’s Learn–Apply–Sustain cycle supports effective program implementation and long-term practice change.

Through practical examples, collaborative activities, and reflective discussion, attendees will discover how to:

- Build shared understanding and readiness for change.
- Translate evidence-informed approaches into everyday practice.
- Strengthen staff capability through ongoing coaching and feedback.
- Create the conditions for sustainable, whole-school improvement.



CHRIS DAWSON

SESSION OUTCOMES

Whether you’re supporting a new initiative, refining existing programs, or implementing the Berry Street Education Model, this session equips you with actionable strategies to help your school grow.

PRESENTER INFORMATION

Chris is an experienced education leader who brings more than 20 years of expertise across trauma-informed practice, student wellbeing, adult education, and community services. Her professional background spans mental health, disability services, vocational training, and school-based wellbeing roles. Her qualifications and experience form a unique blend of trauma-informed education, implementation science, operational leadership, and program management. She is deeply committed to strengthening educator capability and improving outcomes for children and young people through evidence-informed, relational approaches.

WORKSHOP 4

THE SIX P'S X 8 DOMAINS FORMULATION MODEL

SESSION OUTLINE

Conventional psychological case formulation models, including the familiar 5 Ps, offer clinical structure, but remain grounded in individualised Euro-Western paradigms that struggle to account for power, colonisation, relational socio-ecologies, and the broader determinants shaping Aboriginal and Torres Strait Islander wellbeing. When these models are applied uncritically in Indigenous Australian contexts, they risk misattributing systemic, historical, and cultural determinants of distress to individual pathology, effectively pathologising responses that are deeply rooted in colonial harm, racism, and structural inequity.



MARY GOSLETT

The 6 Ps × 8 Domains Formulation model responds to these limitations by integrating a sixth P, Power, and an eighth domain, Lived Experience Context, with the Indigenous Social and Emotional Wellbeing (SEWB) framework. Drawing on SEWB, the Power Threat Meaning Framework, and bioecological theory, the model reframes distress as a meaningful response to relational disruption, injustice, and historical trauma rather than simply an internal disorder residing within the individual. It explicitly situates individual, family, group, and community presentations within structures of power, access to resources, cultural strengths, and lived experiences, offering a culturally coherent, decolonising alternative to traditional formulation.

This model reorients formulation toward relational custodianship, grounded in narrative sovereignty, reciprocity, and accountability. In the workshop component, participants will translate theory into practice by developing culturally informed case conceptualisations, mapping profiles of strong and imbalanced connections across the eight domains, and examining how power shapes threats, meanings, and healing pathways. By centring self-determination, relationalism, and Aboriginal and Torres Strait Islander philosophies, the session introduces clinicians to decolonised, culturally responsive formulations and interventions that are ethically aligned, contextually accurate, and oriented toward both individual and collective wellbeing.

SESSION OUTCOMES

On completion of this session, participants will:

- Describe key limitations of traditional 5 Ps case formulation models in Indigenous Australian contexts.
- Explain the role of power, colonisation, and systemic inequity in shaping mental distress and wellbeing.
- Identify the theoretical foundations of the 6 Ps × 8 Domains model, including SEWB, the Power Threat Meaning Framework, and bioecological theory.
- Apply the 6 Ps × 8 Domains model to develop culturally informed, contextually grounded case formulations.

PRESENTER INFORMATION

Mary is a Yuin Budawang woman, Clinical Psychologist and Ahpra Board Approved Supervisor. She has a private psychology, psychotherapy, supervision and consultancy practice specialising in Indigenous Australian psychology and culturally responsive therapeutic practice, emotional dysregulation, performing arts psychology, PTSD and Complex Trauma. Mary has been a psychotherapist for 30 years and a psychologist for 12, with a long and varied history in community work, adult education and mental health services.

She lectures in Indigenous Australian psychology as well as conducting training workshops and programs for journalists, creatives, psychologists and other mental health and social services professionals. Mary is a Professional Practice Fellow of the University of Western Australia and a Director of the Australian Indigenous Psychologists Association (AIPA). She is a co-author of the Listening More suite of resources for providing culturally responsive supervision for psychologists, and of a chapter, “wangii wadhan biyay” – bringing Indigenous and non-Indigenous psychologies together within a decolonising framework. She is currently working on developing Deep Yarning, an Indigenous Australian psychotherapeutic model; the 6Ps x 8 domains formulation tool for working with Indigenous Australians; Levels of Psychological Practice and their applicability to Aboriginal and Torres Strait Islander peoples; and Selfhood, exploring the differences between Indigenous and non-Indigenous conceptions of self and maturity, and the importance of these in psychological practice.

CAREER HIGHLIGHTS

Getting to this point in my life where all the wandering and spiralling and non-linear learning has come together at a time when I can contribute to the wellbeing of Aboriginal and Torres Strait Islander peoples as a practitioner activist.

WORKSHOP 5

APPLYING AN ATTACHMENT LENS IN SCHOOLS

RACHEL SAMSON

SESSION OUTLINE

This workshop builds on participants' existing knowledge of attachment theory, deepening their capacity to apply it as a framework for understanding and supporting students whose early relational experiences shape their behaviour, learning, and wellbeing in school. Drawing on the latest developmental science, the session is built on the premise that what looks "difficult" in a student is most often an adaptive response shaped by early attachment experience and individual temperament. Participants will consolidate and extend a shared language for conceptualising student presentations through an attachment lens, moving beyond behaviour management to ask why a student relates to adults, peers, and learning the way they do.

The first half of the workshop grounds participants in core attachment concepts: the four attachment patterns, how they manifest distinctly in the classroom and the neuroscience connecting early caregiving experiences to stress regulation. A central focus is the link between attachment, temperament, and emotion regulation – early caregiving relationships are the primary context in which children learn to manage their internal states, and temperament shapes both how easily a child is dysregulated and how readily they can be soothed. Understanding this intersection helps explain why two students with similar histories can present so differently, and why emotion regulation difficulties in school are rarely just about behaviour. The workshop then brings temperament into the picture as a complementary lens, examining how innate traits such as reactivity, adaptability, intensity, and mood interact with attachment history to shape a child's relational style. This section also introduces differential susceptibility – the finding that temperamentally sensitive children are not simply more vulnerable to adversity, but more responsive to environmental influence in both directions, meaning they stand to benefit most from attuned, relational school environments. Together, these frameworks address a critical clinical question: when a student presents as "difficult," how much is attachment, how much is temperament, and how do the two amplify or buffer each other?

The second half shifts to practice. Participants explore how to apply an attachment-informed lens in their roles: assessment and case conceptualisation, counselling, psychoeducation with teachers, and consultation with school leadership. This includes coaching teachers in co-regulatory strategies, designing environments that support felt safety, translating attachment concepts into accessible, non-jargonising language for non-specialist colleagues, and considering the role of staff attachment styles in interactions between teachers, students, and allied health professionals.

SESSION OUTCOMES

On completion of this session, participants will:

- Apply the four attachment patterns and the role of temperament to case conceptualisation, generating more nuanced hypotheses about the function of student behaviour in school settings.
- Explain the links between attachment, temperament, and emotion regulation, and use this understanding to inform assessment and support planning for students with persistent behavioural or relational difficulties.
- Translate attachment-informed concepts into practical strategies for school staff, including co-regulatory approaches, environmental design for felt safety, and accessible psychoeducation for non-specialist colleagues.
- Reflect on the role of attachment styles – their own and those of school staff – in shaping professional relationships, consultation dynamics, and the effectiveness of school-based support.

PRESENTER INFORMATION

Rachel Samson is a clinical psychologist, author, court family consultant, and Director of the Australian Association of Psychologists (AAPi). Her first book, 'Beyond Difficult: An Attachment-Based Guide to Dealing with Difficult People', co-authored with Dr Jessie Stern, was published by Simon Schuster in 2025. Rachel is passionate about translating complex development science into accessible education and practical strategies that empower people to improve their relationships and mental health.

CAREER HIGHLIGHTS

Published my first book on attachment with Simon and Schuster last year (2025) with my lovely American colleague Dr Jessie Stern.

WORKSHOP 6

BULLYING AS A FORM OF CHILDHOOD TRAUMA: ILLUMINATING THE HIDDEN CURRICULUM

SESSION OUTLINE

Trauma, violence, and bullying within schools infringe upon a child's fundamental right to education and their capacity to learn in a safe environment. Recent data indicate that one in three students (32%) has experienced peer bullying within the past month. Students exposed to chronic, repeated, and prolonged states of threat coupled with a lack of perceived safety experience significant dysregulation and relational disconnection, creating substantial barriers to engagement and learning.

This presentation presents an overview of current data on the nature, extent, and impact of trauma in schools – with a specific focus on social, relational, and gender-based bullying.

It conceptualises bullying as a form of trauma through a

Neurodevelopmental and physiological lens, integrating insights from neuroscience, attachment and polyvagal theory. Examined is the invisible nature of interpersonal bullying, alongside the social norms and systems that maintain bullying and allow it to continue across generations. The session will invite reflection on how schools can move beyond a focus on physical safety to intentionally cultivate a felt sense of safety -through trust and co-regulation embedded within leadership, advocacy for the voice and agency of children, school culture, and strategic partnerships with therapeutic services, with the aim of working together to dismantle bullying as a social burden.



DR SARAH SCHUBERT

SESSION OUTCOMES

On completion of this session, participants will:

- Know the prevalence of childhood violence and aggression, specifically from the types of bullying in the school context.
- Understand the nature, impact, maintenance, and treatment for bullying as a form of relational, interpersonal, pervasive childhood trauma.
- Integrate the neuroscience and physiology of safety, trust, and coregulation in schools, with reference to theories of regulation and attachment that underlie information processing and learning.
- Utilise this awareness to consider prevention pathways aimed at developing ways to create cultural shifts that work to dismantle bullying as a social burden.

PRESENTER INFORMATION

Dr Sarah Schubert is a clinical psychologist who specialises in the treatment of trauma, with the diversity and associated comorbidity this brings across the lifespan. Sarah is published in the area of EMDR and trauma therapy, and she has contributed to the International Society of Traumatic Stress Studies (ISTSS, 2020) international guidelines on PTSD.

Sarah is an editor of the Oxford Handbook of EMDR Therapy, an editor for the Journal of EMDR Practice and Research, an accredited EMDR trainer and consultant, and is involved in training other therapists and mental health professionals in the area of child, adolescent, and adult treatment for trauma. Working across private, government, and NGO sectors, Sarah values flexibility and groundedness in theoretical knowledge in her approach to healing across the lifespan. She innovatively integrates mind, brain, body, attachment, and systemic therapeutic approaches with authenticity and compassion.

CAREER HIGHLIGHTS

I am proud to have established an EMDR Therapy training company, which, within Australia, has the only EMDRAA accredited EMDR training that focuses on the integration of EMDR with infants, children and adolescents. I am also proud to have developed, as an editor and author, the Oxford Handbook of EMDR Therapy, a global resource for EMDR therapy focusing on theory, evidence and the application across transdiagnostic presentations and populations.

WORKSHOP 7

HARMFUL SEXUAL BEHAVIOUR - PREVENTION AND RESPONSE IN SCHOOLS

SESSION OUTLINE

Harmful Sexual Behaviour is an increasing issue in schools. With the upcoming Western Australia Framework for Understanding and Guiding Responses to Harmful Sexual Behaviours, take a brief walk through the framework and supporting documents to provide you with principles and tools to incorporate into your support for schools in responding to, and supporting students who experience harmful sexual behaviour.

Also, get the chance to preview online training modules developed in a joint project with Adelaide University, Catholic Education Western Australia and the Daniel Morcombe Foundation for staff, leaders and mental health practitioners in schools.



TIM WONG

SESSION OUTCOMES

On completion of this session, participants will:

- Learn how the WA Framework defines harmful sexual behaviours.
- Become familiar with the layered continuum for understanding harmful sexual behaviours.
- Preview response mapping tools for harmful sexual behaviour.
- Preview online training modules for school staff for responding to harmful sexual behaviour.

PRESENTER INFORMATION

Tim is a psychologist who has spent over 30 years working with Principals, staff, parents and students. Currently serving as Lead Psychologist, Child Safety, Tim's focus is on helping schools build cultures where students feel safe, supported and genuinely able to thrive. He spends his days talking about child safety, codes of conduct and system improvement, and occasionally wonders how he accidentally became the person people call during a crisis. When required—and sometimes when not required—Tim also writes about himself in the third person, which he considers an underrated professional skill.

CAREER HIGHLIGHTS

Surviving 30+ years in school psychology...

WORKSHOP 8A

COLLABORATIVE CASE FORMULATION - INCORPORATING STUDENT VOICE

SESSION OUTLINE

To what extent does a young person's expertise about their own life contribute to your case formulation practices?

This session aims to provide a starting point for incorporating student voice into your practices, aligning with the student-centred principle of practice for school psychologists.

SESSION OUTCOMES

On completion of this session, participants will:

- Be able to identify 4 practice strategies to support collaborative case formulation.
- Consider whether student voice will be helpful in their planning, assessment, intervention and recommendations.
- Consider how they might be able to include student voice to gather a holistic view of a young person's biological, psychological, and social factors.
- Gain strategies and ideas for collaboratively working with students.



KOBY DALGLISH

PRESENTER INFORMATION

I am a daughter, sister, wife, mother, aunt, cousin, niece and friend. I am also an Early Career School Psychologist working in the Pilbara on Nyiyaparli Country across primary schools, high school, and remote community schools. I have an extensive background in early childhood education and have worked in a variety of roles over the past 21 years, where I have gained a strong understanding of the importance of relationship building, partnerships with families, play, strength-based approaches, and early intervention. It is through these experiences that I developed a passion for empowering children and young people to be capable, competent and confident in all aspects of their lives and I have been working hard at finding ways to incorporate this into my practice. I am committed to shifting others' conceptualisation of students to one that is holistic and child-centred.

CAREER HIGHLIGHTS

- Ongoing opportunities to work with and learn from the knowledgeable and passionate School Psychologists and Lead School Psychologists in the Pilbara Region.
- Mentoring psychology students and supporting the development of their knowledge and skills in school psychology practice, especially in the space of student-centred approaches.
- Working in the complex contexts of Remote Community Schools.

WORKSHOP 8B

USING SCHOOL VALUES AS A FRAMEWORK FOR DECISION MAKING TO SUPPORT GENDER DIVERSE STUDENTS

SESSION OUTLINE

Schools are increasingly seeking guidance on how best to support gender diverse students while navigating complex clinical, educational, legal, and community considerations. School psychologists are often consulted during periods of uncertainty, particularly when schools are balancing student wellbeing needs with concerns about policy, risk management, and stakeholder expectations.

This session will provide an overview of current research relating to gender diversity in schools and introduce an ACT-informed framework to support evidence-based decision-making when fear, uncertainty, or concerns about negative attention may influence school responses. Participants will explore common consultation challenges encountered in educational settings and review and apply practical resources. Attendees will leave with a clearer understanding of the school psychologist's role in supporting both gender diverse young people and the broader school community.



JAY MCDERMOTT

SESSION OUTCOMES

On completion of this session, participants will:

- Summarise current research and contemporary considerations relating to gender diversity in schools.
- Recognise common consultation challenges encountered by schools when supporting gender diverse students.
- Apply an ACT-informed framework to support evidence-based decision-making in complex school contexts.
- Utilise practical resources to support school planning and consultation.
- Clarify the school psychologist's role in supporting both gender diverse students and the broader school community.



CLAIRE FOSTER

Jay McDermott (she/they) works as a school psychologist within the south metro region for the Department of Education. They previously worked for Inclusive Education WA (formerly Safe Schools Coalition) to consult and advise schools in supporting LGBTIQ+ students and deliver staff training in schools across the state of WA. Within the Department of Education, Jay regularly co-delivers gender diversity training to new-to-department school psychologists as well as school aspirant leader networks, whole school staff, and south metro collegiate networks.

Claire Foster (she/her) works both in private practice and as a school psychologist in the south metro region. She is passionate about working clinically with LGBTIQ+ clients and has more than five years' experience doing so. Claire previously worked at headspace, where she co-ran a monthly LGBTIQ+ drop-in space. Before becoming a psychologist, Claire worked as a peer educator at the Freedom Centre for seven years and volunteered for QLife.

Both Claire and Jay are passionate about working alongside LGBTIQ+ students and within education systems to improve outcomes for students and schools.

Day Two

KEYNOTE ADDRESS

BEYOND WELLBEING TO WHOLEBEING: FROM WELLBEING CONCEPTUALISATION, DEFINITION, AND MEASUREMENT, TOWARDS SYSTEMS INTEGRATION AND WHOLEBEING

SESSION OUTLINE

This talk clarifies what "wellbeing" is (its conceptualisation and definitions), its links to similar constructs (e.g., mental health, flourishing, thriving, ill-being), some of the issues and limitations related to "wellbeing", and then will move on to where wellbeing is going into the future. It will be suggested that this is broader and bigger towards "wholebeing" (which will be defined and described) and a systems view of wellbeing. This will be highlighted via a case study of a school.



PROFESSOR AARON JARDEN

SESSION OUTCOMES

On completion of this session, participants will:

1. Have a clearer understanding of what 'wellbeing' is.
2. Be able to identify some of the limitations of our understanding of 'wellbeing'.
3. Place 'wellbeing' within the context of a system (such as a school) and in relation to other important constructs (e.g., learning, health, resilience).

PRESENTER INFORMATION

Professor Aaron Jarden, an Associate Dean at the School of Education at Edith Cowan University in Perth, Australia, is an academic, a wellbeing consultant, a social entrepreneur, and has multiple qualifications in philosophy, computing, education, and psychology, and is a prolific author (130+ peer-reviewed publications) and presenter (170+ presentations). He has previously been a Senior Research Fellow at Flinders University and Head of Research at the Wellbeing and Resilience Centre at the South Australian Health and Medical Research Institute (SAHMRI). He is the founder and past president of the New Zealand Association of Positive Psychology, co-founder and co-editor of the International Journal of Wellbeing, and lead investigator for the International Wellbeing Study, amongst others.

CAREER HIGHLIGHTS

Watching my students and colleagues succeed...

RECOMMENDED READING

Jarden, A., Downie, A., Finter, K., & Jarden, R. (2024). Next level flourishing in education: A case study of 'wholebeing'. In G. Arslan & M. Yildirim (Eds.), Handbook of Positive School Psychology Interventions: Evidence-Based Practice for Promoting Youth Mental Health. pp. 123-144. Springer. https://doi.org/10.1007/978-3-031-54295-4_9

WORKSHOP 9 (ALL DAY)

INCIDENT MANAGEMENT 2.0: A GUIDE FOR SCHOOL PSYCHOLOGISTS

SESSION OUTLINE

This practical workshop builds school psychologists' capability to support prevention, preparedness, response and recovery (PPRR) across complex and critical incidents. Grounded in contemporary incident management practice, participants will use case examples to clarify role expectations, strengthen decision-making, and build confidence in trauma-aware, evidence-informed approaches to communication, documentation, and accessing resources and services. Practitioner wellbeing and safety are prioritised throughout, including managing exposure, setting boundaries, balancing workload, and sustaining effective practice during prolonged incidents. Participants will also consider professional and ethical issues that arise and leave with practical resources to support incident management in schools.



ANH RIVERA

SESSION OUTCOMES

On completion of this session, participants will:

- Understand the PPRR framework and prioritise key actions at each stage of incident management.
- Apply role clarity, professional judgement, and ethical decision-making consistent with relevant guidance and policy requirements.
- Use strategies to safeguard practitioner wellbeing and psychological safety during and after incidents.
- Select and use trauma-aware, evidence-informed supports for students, staff and the wider school community.
- Implement practical resources to strengthen incident management practice.

PRESENTER INFORMATION

Anh is a registered psychologist and Director of Yokoten Consultancy with over 18 years' experience across diverse education settings. With subject matter expertise in incident management, staff wellbeing and threat assessment and management, Anh translates complex policy and evidence-based practice into meaningful and actionable support. Working with state and national agencies, she has helped strengthen early identification and intervention systems for vulnerable young people, including students at risk of violent extremism and mass casualty violence. Trained in a range of risk and needs assessment tools, Anh brings a compassionate, systems-informed approach and a strong professional network to help schools build safer, more inclusive environments. She maintains professional affiliations with the Australian Association of Psychologists (AAPi) and the Asia Pacific Association of Threat Assessment Professionals (APATAP).

CAREER HIGHLIGHTS

- Partnered with state and national agencies to deliver Preventing Violent Extremism (PVE) initiatives aligned with Countering Violent Extremism (CVE) strategy and implementation plans.
- Achieved Advanced Skills School Psychologist status (WA Department of Education, 2023).
- Awarded School Psychologist of the Year by the School Psychologists' Association of Western Australia, 2022.
- Presented at the Australian Psychological Society (APS) Conference (Melbourne): Best practice for school psychologists in countering violent extremism, 2016.

WORKSHOP 10

FROM "WHAT'S WRONG?" TO "WHAT HELPS?" - USING INTERVENTION-BASED ASSESSMENT TO SUPPORT STUDENT LEARNING AND BEHAVIOUR

SESSION OUTLINE

This workshop will introduce Intervention-Based Assessment (IBA) as a contextually valid approach to understanding student learning and behaviour in school settings. Rather than relying solely on formal assessment data, IBA focuses on using observable, context-specific information to inform practical, responsive interventions.

Participants will explore the rationale for shifting from a primarily deficit-focused, diagnostic model toward a strengths-based, ecologically valid approach that prioritises intervention and context. The session will outline how IBA aligns with tiered support frameworks, strengths-based practice, data-informed decision-making, and collaborative problem-solving. Application will be considered across both direct school-based practice and consultative roles, highlighting how school psychologists can support intervention design, progress monitoring, and data interpretation when working with students or through teams.



STACEY CRITCHLEY

SESSION OUTCOMES

By the end of the workshop, participants will:

- Understand the key principles of Intervention-Based Assessment (IBA) and the rationale for shifting toward assessment that informs ecologically valid, practical intervention in school contexts.
- Understand how IBA informs decision-making and intervention planning.
- Recognise the value of IBA in strengthening collaboration with teachers and school teams.
- Identify opportunities to integrate IBA more intentionally within their contexts.

PRESENTER INFORMATION

Stacey Critchley is a Senior School Psychologist having worked in Catholic Education Western Australia for over 15 years. Her early-career experience as an Education Support teacher, along with more recent work across a range of school settings including regional and remote contexts, has informed a strong understanding of the realities of effective intervention in schools.

Stacey has a particular interest in intervention-based assessment (IBA) and strengths-based, ecologically valid approaches to understanding student learning and behaviour. She is passionate about moving beyond traditional deficit-focused assessment models toward approaches that directly inform practical, contextually responsive interventions that can be implemented within everyday school environments.

CAREER HIGHLIGHTS

Stacey is a Board Approved Supervisor and a School Psychologist Award Finalist in 2024.

WORKSHOP 11

GENDER IDENTITY & DISABILITY

SESSION OUTLINE

This workshop will develop your knowledge and skills in supporting transgender, gender diverse, and non-binary people with disability.

SESSION OUTCOMES

On completion of this session, participants will:

- Recognise the intersection of disability, neurodivergence and gender diversity, including essential language, terms and concepts.
- Describe different forms of gender affirmation, including social, medical and legal pathways.
- Identify ways to provide affirming, practical and person-centred support to transgender, gender diverse and non-binary people.
- Understand the concept of gender euphoria and its role in wellbeing.

PRESENTER INFORMATION

Dr Emily Castell: Emily (she/her) is the Education Coordinator at SECCA and a clinical psychologist who provides counselling to people with disability from a trauma-informed and neurodiversity-affirming perspective. Emily is focused on engaging in education and research that supports the rights of people with disability to healthy relationships, positive sexuality, body autonomy, and affirmation of their identities. Emily is the daughter of British immigrant parents and grew up on the lands of the Whadjuk Nyoongar people in Boorloo with her two siblings, one of whom has a disability. Emily has experience as a support worker and coordinator within disability services. Emily completed a PhD on relationships and sexuality for people with disability, a Master's in Clinical Psychology, a Bachelor's Degree (hons) in Psychology, and a Graduate Certificate in Human Rights.



DR EMILY CASTELL
(SHE/HER)



ABBI HAMMOND (SHE/THEY)

Abbi Hammond (She/They): Abbi (She/They) was born on Whadjuk Noongar Boodja east of Walyalup, whose land was stolen, yet sovereignty never ceded and always will remain. Abbi holds a Bachelor of Behavioural Science majoring in Social Justice, completed at the University of Notre Dame. Abbi has over 2 years of experience providing sexuality education to young people aged 12-25 across Western Australia, having worked as a peer educator for a youth sexual health project. Abbi also has over 3 years of experience as a support worker working with children and young people with disability. Abbi is passionate about delivering comprehensive sexuality education that empowers people and their communities to promote their sexual health. Abbi takes a holistic, inclusive and trauma-informed approach to educating others on topics related to sexual health.

WORKSHOP 12

FROM SURVIVING TO THRIVING: BUILDING A SUSTAINABLE PSYCHOLOGY CAREER

SESSION OUTLINE

Burnout is a well-established risk for psychologists, particularly early-career psychologists whose work can be both highly meaningful and emotionally demanding. This makes sustainable practice a core priority from the start.

For this reason, this workshop focuses on the practical building blocks of a sustainable career in psychology. It explores common early-career challenges, including imposter syndrome and perfectionism, communicating clearly about role scope and expectations, developing appropriate independence while knowing when to seek support, and establishing practical structures that support long-term sustainability.



DR BRONWYN MILKINS

Drawing on insights from over 90 guests across 200 episodes of the Mental Work podcast, alongside research and clinical experience, this workshop offers evidence-informed, practical strategies to help early-career psychologists reduce avoidable burnout and build careers that are both effective and sustainable. Small-group discussion, case examples, and practical exercises will support participants to apply these ideas directly to their own practice.

SESSION OUTCOMES

On completion of this session, participants will:

1. Understand common early-career challenges that may impact wellbeing.
2. Communicate more clearly and confidently with school staff about role expectations, capacity, and stage of development.
3. Identify practical strategies, structures, and boundaries that support sustainable workload and effective use of supervision and peer consultation.

This workshop is designed for early-career psychologists, as well as those who supervise, mentor, or support them in school settings.

PRESENTER INFORMATION

Dr Bronwyn Milkins is a psychologist, mental health researcher, and host of the Mental Work podcast, which explores the realities of working in mental health with an early-career focus. Since launching in 2021, the podcast has released over 200 episodes and reached more than 200,000 downloads, featuring conversations with over 90 guests across Australia on topics including burnout, imposter syndrome, workplace stress, and sustainable practice.

Bronwyn is known for facilitating open, practical conversations that make the realities of psychological practice more visible and less isolating. Her work focuses on helping early-career clinicians feel more supported as they find their footing in the profession. She brings a warm, reflective, and down-to-earth approach to conversations about long-term career sustainability.

CAREER HIGHLIGHTS

Bronwyn holds Masters and PhD degrees in Psychology, and a Graduate Certificate in Sexology. She is an Ahpra Board Approved Supervisor and has worked as a registered psychologist since 2017 across hospital, not-for-profit, primary care, and private practice settings with clients across the lifespan, with a focus on trauma and ADHD.

She is a published researcher in the areas of trauma, dissociation, intimate partner violence, and insomnia, with a strong focus on translating evidence into practical guidance for clinicians. She currently leads a research stream on child and adolescent dissociation at The Kids Research Institute Australia.

WORKSHOP 13

‘DJANBABU BA GOORI BA GANANDHIMILA’ (SHUT UP & LISTEN- LISTEN MORE & TALK LESS)

SESSION OUTLINE

‘djanbabu ba goori ba ganandhimila’ (Shut Up & Listen- listen more & talk less): integrating the strengths and philosophies of Aboriginal and Torres Strait Islander peoples into culturally responsive and healing psychological practices based on the social and emotional wellbeing framework (SEWB) and Indigenous Australian relational processes.

This session centres the principle of djanbabu ba goori ba ganandhimila (shut up and listen) as a foundational requirement for culturally responsive and decolonised psychological practice with Aboriginal and Torres Strait Islander peoples. “Shutting up” and listening to Knowledge Holders and Elders is not a metaphor but a cultural directive; it is the instruction the presenter received from a Pitjantjatjara Elder. In a nation where First Nations voices continue to be marginalised, and where mainstream psychology remains grounded in individualised Euro-Western paradigms that overlook understandable responses to power inequities, colonisation, systemic discrimination, racism and trauma, practitioners must adopt a posture of humility, relational accountability, and deep respect. Decolonisation is not an abstract ideal; it is essential for cultural safety, ethical practice, and genuine partnership.



MARY GOSLETT

Through this lens, participants will explore how listening more and talking less opens the door to authentic connection, shared meaning-making, and strengths-based healing. The session introduces the Social and Emotional Wellbeing (SEWB) framework and the Aboriginal and Torres Strait Islander cultural principles of relationalism, reciprocity, and autonomy, highlighting how wellbeing is shaped through relationships with family, community, Country, culture, and spirit. By engaging with Aboriginal and Torres Strait Islander relational processes, practitioners learn to recognise cultural strengths and protective factors, understand lived experiences within broader social and political contexts, and support healing in ways that honour Indigenous Australian knowledges and self-determination.

This presentation and workshop invite participants to step back from expert-driven models and step into a relational stance grounded in listening, respect, and cultural humility. In doing so, practitioners can contribute to culturally safe, responsive, and rights-based psychological care that supports positive outcomes for Aboriginal and Torres Strait Islander clients and communities.

SESSION OUTCOMES

On completion of this session, participants will:

- Identify and appreciate Indigenous Australian strengths and protective factors.
- Explore Indigenous Australian principles of relationalism, reciprocity, and autonomy as foundations for wellbeing.
- Foster a strengths-based approach that supports healing and positive outcomes for Aboriginal and Torres Strait Islander clients.
- Understand how the SEWB domains can be used to co-create a healing plan based on building and strengthening connection and belonging.

PRESENTER INFORMATION

Mary is a Yuin Budawang woman, Clinical Psychologist and Ahpra Board Approved Supervisor. She has a private psychology, psychotherapy, supervision and consultancy practice specialising in Indigenous Australian psychology and culturally responsive therapeutic practice, emotional dysregulation, performing arts psychology, PTSD and Complex Trauma. Mary has been a psychotherapist for 30 years and a psychologist for 12, with a long and varied history in community work, adult education and mental health services. She lectures in Indigenous Australian psychology as well as conducting training workshops and programs for journalists, creatives, and psychologists and other mental health and social services professionals. Mary is a Professional Practice Fellow of the University of Western Australia and a Director of the Australian Indigenous Psychologists Association (AIPA). She is a co-author of the Listening More suite of resources for providing culturally responsive supervision for psychologists, and of a chapter, “wangii wadhan biyay” – bringing Indigenous and non-Indigenous psychologies together within a decolonising framework. She is currently working on developing Deep Yarning, an Indigenous Australian psychotherapeutic model; the 6Ps x 8 domains formulation tool for working with Indigenous Australians; Levels of Psychological Practice and their applicability to Aboriginal and Torres Strait Islander peoples; and Selfhood, exploring the differences between Indigenous and non-Indigenous conceptions of self and maturity, and the importance of these in psychological practice.

CAREER HIGHLIGHTS

Getting to this point in my life where all the wandering and spiralling and non-linear learning has come together at a time when I can contribute to the wellbeing of Aboriginal and Torres Strait Islander peoples as a practitioner activist.

WORKSHOP 14

LEADING CONFIDENT CONVERSATIONS

SESSION OUTLINE

This session will focus on what it takes to be a high-performing leader within an organisation and how to make an impression on groups of people. Delegates will delve into the Leading Teams' High Performing Teams model with a focus on leadership. The session will also provide guidance on how to confidently deliver workshops and facilitate groups of people using my experience as a facilitator and musical theatre performer. This session will be interactive, with delegates provided time to collaborate with their peers.



RACHEL MONAMY

SESSION OUTCOMES

On completion of this session, participants will:

1. Clarity on what high-performing leadership looks like.
2. Practical tools to lead and influence groups effectively.
3. Techniques to elevate presence and engagement.

PRESENTER INFORMATION

Rachel Monamy is a facilitator who works with leaders and teams to strengthen culture and lift performance through clear behavioural standards and stronger professional relationships. She brings a rare blend of experience: more than 20 years as an educational leader, alongside a long career in musical theatre as both a performer and behind-the-scenes in production. That mix has shaped her style: high standards, strong teamwork, and an understanding that culture is built in the moments that matter.

Joining Leading Teams in 2024, Rachel was drawn to their High Performing Teams model because she has lived the model as a leader. She believes in the framework, has seen what it unlocks in real workplaces, and loves helping teams turn intention into consistent action. Rachel's clients range from schools and government organisations to corporate entities, including the financial sector, global organisations, and sporting teams. Her priority is acting as her clients' most valuable business partner.

In the room, Rachel brings warmth, energy, and a sense of fun. She is known for making people feel welcome and accepted whilst keeping the group focused on what matters. She helps teams align around an authentic purpose, understand the role each person plays in achieving it, and build the confidence to foster a culture of collaboration and accountability — where nobody is bigger than the team.

CAREER HIGHLIGHTS

- Network Principal 2019-2023.
- Nominated for Principal of the Year, 2022.
- Nominated for Primary School of the Year, 2022.
- Performing Arts WA Award, 2022.
- Robert Finley Awards, 2015 & 2016.

WORKSHOP 15

THE LIMITS OF CONFIDENTIALITY: PRACTICAL ETHICS FOR SCHOOL PSYCHOLOGISTS

SESSION OUTLINE

School psychologists regularly navigate competing professional, ethical and legal obligations when supporting students and families. This workshop explores the practical challenges that arise when the duties of confidentiality and privacy intersect with child protection concerns, information sharing obligations and mandatory reporting requirements. Through real-world scenarios and discussion of common grey areas, participants will examine how to identify ethical risks, make defensible decisions and respond appropriately when concerns about student safety arise.

SESSION OUTCOMES

The session will provide practical guidance to support confident decision-making in complex school environments.

PRESENTER INFORMATION

Erica has over a decade of experience in insurance law. She acts for local, national and international insurers, as well as corporate clients in the health, construction, mining and oil & gas industries, defending a wide range of claims, with a focus on claims for personal injury damages.

A health sector expert, Erica has acted for hospitals and medical and healthcare practitioners to defend medical negligence claims, and has a wealth of experience defending general liability claims (industrial accidents, occupiers' liability & product liability) and complex workers' compensation claims. She's also advised in respect of the use of restraint and unlawful detention, challenging NDIA funding decisions, and defending medical product liability claims.

CAREER HIGHLIGHTS

Erica has successfully defended 8 claims at trial, 4 on appeal. She has been recognised for her insurance law expertise in Best Lawyers each year from 2023 to 2027.



ERICA THUIJS

**CO-FACILITATORS: NARIKA
WICKS & ARIEL BASTIAN**

WORKSHOP 16

CROSS BATTERY ASSESSMENT AND CHC THEORY OF COGNITIVE ABILITIES

TRACEY WEATHERILT

SESSION OUTLINE

This introductory session will explore cross-battery assessment through the lens of the Cattell-Horn-Carroll (CHC) theory, utilising the Essentials of Cross-Battery Assessment (Flanagan, Dawn; Ortis, Samuel, and Alfonso, Vincent's, 2013) and X-Battery Assessment Software System (Versions 2.4 - 3) for consideration in assessment selection, use and interpretation in practice. The session will be suitable for school psychologists who conduct frequent assessments or who would like to launch into exploring assessment and cross-battery assessment in more detail.

SESSION OUTCOMES

Participants' knowledge of cross-battery assessment will be enhanced, with explicit links to CHC theory of cognitive abilities. Participants will have the opportunity to review a useful tool to support cross-battery assessment decision-making and interpretation.

PRESENTER INFORMATION

Tracey Weatherilt, Senior School Psychologist, has worked with the Department for 32 years across rural and metropolitan regions. Tracey has worked in primary schools, district high schools and secondary schools, and in the role of Coordinator/Manager Student Services/Lead School Psychologist.

CAREER HIGHLIGHTS

Delivering mentoring, training and supervision for other school psychologists for 18 years.

RECOMMENDED READING

CHC Theory and Human Cognitive Abilities Project (McGrew 2005); CHC Definitions (McGrew 2009). These will be emailed to participants before the conference.

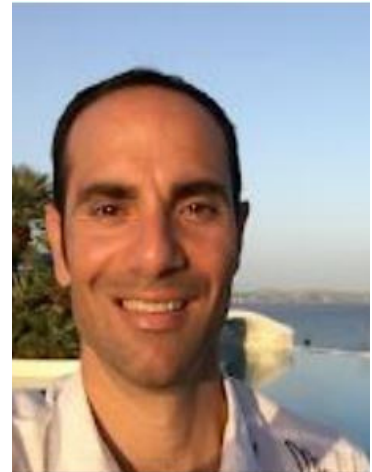
WORKSHOP 17

OVERWHELMED AND OVERTHINKING IT? THE HIDDEN COST OF PERFECTIONISM, PEOPLE-PLEASING, AND BURNOUT IN NEURODIVERGENT SCHOOL PSYCHOLOGISTS – PRACTICAL SUPPORTS WITHOUT THE NEED TO DISCLOSE AT WORK

SESSION OUTLINE

This interactive session explores the often hidden experiences of neurodivergent school psychologists, where high standards, masking, and internalised expectations can obscure escalating cognitive and emotional load. Participants will be supported to recognise early and embedded signs of overwhelm, reflect on how internal drivers and workplace expectations interact, and consider how school environments may unintentionally reinforce unsustainable practice.

The session introduces practical tools to recognise neurodivergent burnout, reduce overwhelm, and support sustainable practice without requiring individuals to disclose their neurodivergence or diagnosis at work. Drawing on strengths-based and neuro-affirming approaches, participants will engage with realistic, context-sensitive adjustments and strategies that can be implemented within school settings, alongside language and approaches for safely seeking or offering support.



BRENDAN EVERETT

SESSION OUTCOMES

This session is designed to both support neurodivergent psychologists to recognise and respond to patterns of overwhelm, overthinking, and burnout in ways that sustain their wellbeing and professional practice, and to equip those in leadership roles with neurodiversity-informed strategies to identify and leverage individual strengths, while responding to specific support needs across their team. It aims to reduce stigma, strengthen inclusive and responsive practices, and sustain both wellbeing and professional impact.

PRESENTER INFORMATION

Brendan Everett is a highly experienced school psychologist. In his private work, Brendan focuses on ADHD assessment, diagnosis and developing multi-modal treatment plans, with a particular strength in identifying ADHD in complex and often-missed presentations, especially in women and girls.

With over two years of dedicated ADHD research and clinical practice, Brendan brings a unique perspective grounded in lived experience, evidence-based practice, and systemic school support. He currently works across schools to build the capacity of psychologists and has developed tools and frameworks to support accurate formulation, meaningful intervention, and family collaboration.

Brendan is passionate about shifting the ADHD narrative towards one of understanding, clarity, and strength-based support.

Notes

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Evaluation

WE VALUE YOUR FEEDBACK!

SCAN THE QR CODE TO COMPLETE AND SUBMIT THE FORM



After submitting the form, another link will appear for you to enter the draw for the grand prize, which will be drawn electronically and announced on Friday during the end-of-day programme in the Auditorium.

SPAWA MEMORIES COMPETITION



Scan the QR code to share your favourite memory from the conference, SPAWA events and/or what you love most about SPAWA for a chance to win one of the following prizes:

- A \$50 gift card.
- A free ticket to the SPAWA Gala Awards Night (7 November 2026) **OR** 50% off two tickets.

The winners will be drawn electronically and announced on Thursday during the end-of-day programme in the Auditorium.

Thank You



SPA WA
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