

We need to work together on violence

The vision seen across WA this week of staff dealing with an armed young man in a school shows the dedication it takes to be a teacher. The calmness and courage with which the issue was handled was surely essential in preventing a more horrific incident.

The sight of security guards locking down a suburban school is one we do not want to see in WA, or anywhere else. We need to have calm, cooperative discussions with the State Government to apply the existing processes to address violence in schools and to assess what else needs to be done. This is not an issue for teachers and school leaders to address in isolation.

Our current review into public education is hearing that violence is a growing problem; one that manifests in schools but is often not being created there.

We need more support from authorities across the board in addressing mental health issues among the young. We need intervention services that are easily accessed rather than taking days of a leader or teacher's time to arrange and we need back up immediately when violence occurs.

The SSTUWA thanks all of the staff involved in the incident. They showed remarkable bravery.

Inequities need addressing

The 2023 Report on Government Services released by the Productivity Commission has highlighted the task that lies ahead for the Albanese Government to address the inequities in public education.

"From our preschools, through primary and secondary public education to TAFE, today's ROGS data shows the sheerscale of the previous government's neglect over the past decade," said Australian Education Union Federal President Correna Haythorpe.

Fight the funding myths

Funding sits as the starting point of any effort to fix public education. Jane Caro talks about the myths surrounding funding and how to counter them.

Website transformed

The SSTUWA website has been transformed. It offers easy access to your online membership card, your professional development history with the SSTUWA, tax statements and even a featured benefit.

You can also find Know Your Rights advice sheets and other assistance and even report violent incidents.

There are special access areas for reps, too. Check it out [here](#) (sign in to get full access).

Support The Voice

The ACTU will be supporting Aboriginal and Torres Strait Islander people in their fight for a Voice to Parliament this year – [and wants YOU to join them!](#)

Commit to supporting the Voice campaign today.

Whether it's being involved by having conversations in your workplace, community or online, there are many ways to get involved in the campaign this year.

If you wish to know more about the Voice, [From the Heart](#) have an [online course](#) available.

The course explores the first of the Uluru Statement from the Heart's proposed reforms: enshrining an Indigenous Voice to Parliament in the Australian Constitution.

It's a great, free resource for you to learn more about what a Voice to Parliament is and why a Referendum is required to make it happen.

[Click here](#) to visit the course page, then click on Start Course.

Education and training

ECE Forum (TUT) The Australian Early Development Census (AEDC): Planning for Children's Development

Wednesday 22 March, noon-3.30pm

The SSTUWA invites school leaders and early childhood teachers to join Gail Clark, Western Australian AEDC coordinator, principal Stephen Soames and Nadia Wilson-Ali, director of education and quality at Nido Education to learn more about the AEDC and its application in the school setting.

Gail will discuss how the results can be used as an evidence base to inform planning and key community partnerships. Stephen will share his experience integrating the AEDC in practice and planning. Nadia will talk about opportunities to maximise children's continuity of learning through strong connections between families, schools and early childhood education and care services.

Join us for a light lunch and networking from noon, followed by a beneficial afternoon of learning. [Register now: ECE Forum, 22 March](#)



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