“The Mental Health & Wellbeing of Young People”.

3rd National Conference

Thursday 18th May & Friday 19th May, 2017
Melbourne Cricket Ground, Brunton Avenue, Richmond
Melbourne, Victoria
Australia.

TARGET AUDIENCE
All Primary/Secondary Teachers. All Education support staff. Anyone interested in the Mental Health and Wellbeing of Young People.
DAY ONE – Thursday 18th May, 2017

8.30am onwards Registration.
9.00am – 9.10am House-Keeping details for the Conference.
9.10am – 10.20am Keynote address by Andrew Fuller “The Most Powerful Ways to Promote Mental Health and Learning.”
10.20am – 10.30am De-brief of key-note address.
10.30am – 11.00 am Morning Tea.
11.00am – 12.30pm Workshops (A – E)
  Workshop A  Andrew Fuller  “Assisting Young People to Overcome Fear, Anxiety and Trauma”.
  Workshop B  David Vinegrad  “Turning Difficult Parent/Teacher Conversations into a Positive Experience for Both”.
  Workshop C  Professor Helen McGrath  “School Bullying: Protecting & Supporting Students with an Autism Spectrum Disorder”.
  Workshop D  Martine Oglethorpe  “Practical Strategies to Build Adolescent Self-Esteem in a Digital World”.
  Workshop E  Greg Mitchell  “How to Create Positive Mood Indicators to promote Engagement and Participation”.

12.30pm – 1.10pm Lunch
1.10pm – 2.30pm Workshops (F – J)
  Workshop F  David Vinegrad  “Understanding the Adolescent Brain in order to Foster Greater Student Well-Being & Academic Success”.
  Workshop H  Andrew Fuller  “Improving a Child’s Learning Outcomes by Developing the Five Qualities of a Relationship Quotient”.
  Workshop I  Joanne Sais & Franziska Brenk  “Self-Harm – Strategies to Assist Students Better Cope and Perform more Successfully in the Classroom”.
  Workshop J  Project Thrive – Nell Golden & Andrea Downie  “How to Develop and Increase a Student’s Resilience and Well-Being in the Classroom.”

2.40pm – 4.00pm Workshops (K- O)
  Workshop K  David Vinegrad  “Teaching & Supporting Children & Trauma”.
  Workshop L  Greg Mitchell  “Positively Habit Forming: How to Cultivate Positive Change through the Creation of Tiny Habits”.
  Workshop M  Andrew Fuller  “From Stressed to Strong – Developing Systematic Mental Health / Resilience Training for Adolescents”.
  Workshop N  Joanne Sais & Franziska Brenk  “School Refusers - How Do we Better Understand these Students in Order to Enable Them to Make a Success of their Schooling?”
  Workshop O  Project Thrive – Nell Golden & Andrea Downie  “Creating Positive Mental Health Outcomes for Every Student by Cultivating Thriving Relationships”.

DAY TWO – Friday 19th May, 2017

9.00am – 9.15am House-Keeping details
9.15am – 10.35am Workshops (P - T)
  Workshop P  Jules Haddock  “What Do We Do When Anxiety Blocks Learning?”.
  Workshop Q  Greg Mitchell  “Positively Habit Forming: How to Cultivate Positive Change through the Creation of Tiny Habits”.
  Workshop R  Jane Langley  “Supportive Strategies for Building Social and Emotional Competence in a Primary Classroom”.
  Workshop S  Sally Learey  “Building Wellbeing in Schools through Positive Psychology Practices”.
  Workshop T  Sharon Witt  “Building Resilience in Children: How to Help our Young People fill their Resilience Backpack”.

10.35am – 11.00am Morning Tea
11.00am – 12.30pm Keynote address by Greg Mitchell “Teaching Students to be Mentally Healthy!”
12.40pm – 1.20pm Lunch
1.20pm – 2.40pm Workshops (U - Y)
  Workshop U  Sharon Witt  “Building Resilience in Children.” (Repeat of workshop T).
  Workshop V  Greg Mitchell  “Teaching Mindfulness”
  Workshop W  Sally Learey  “Tuning into Kids to Foster Emotional Competence, Resilience and Wellbeing”.
  Workshop X  Jane Langley  “Teaching Students to Recognise and Manage their Emotions to Maintain a Sound Sense of Well-Being”.
  Workshop Y  Jules Haddock  “Managing Mental Health early and coactively Building the Recovery Pathways. The Key to Education Success”.

2.40pm – 3.00pm Final Address & Closure of Conference by Greg Mitchell.

Focus of the Conference

1. Develop new programs that can better support and progress these students through their schooling experience.
2. Embrace through the Key-Note and Workshop immersion experiences, the new ideas/strategies that can be implemented into the mainstream classroom.
3. Brilliant ideas and strategies to understand inform and support young people who may be experiencing Mental Health Issues.
4. Acknowledge and understand the wealth of Support Agencies that can assist young people with Mental Health issues.
5. Allow the opportunity for participants to network through the Sessions/Morning Teas/ Lunches.
DAY ONE
11.00am – 12.30pm

WORKSHOP A

“Assisting Young People to Overcome Fear, Anxiety and Trauma”.
Andrew Fuller

Anxiety is the most prevalent and disabling condition that grips our young people. It robs them of happiness, confidence and hope. Anxiety also increases the likelihood of depression.

By understanding the different pathways of fear, anxiety and trauma we can then direct interventions more thoroughly and effectively for people.

This will promote healthy social and emotional development and stability, as well as the enhancement of learning outcomes and ultimately academic success.

Target Audience: Upper Primary Teachers/Secondary Teachers.

WORKSHOP B

“Turning Difficult Parent/Teacher Conversations into a Positive Experience for Both”.
David Vinegrad

Teachers understand the importance of parental involvement in school as key to student progress. Establishing good relationships with parents and carers can at times be satisfying and at other times can be stressful and difficult for both parents and teachers. There are no magic tricks or silver bullets when it comes to difficult conversations with parents. Many of us shy away from conflict and confrontation and when it does happen may impact significantly on our wellbeing and the quality of ongoing relationships.

How can we as teachers be at our professional best when we need to confront parents with some challenging questions about their children? It is in our DNA that we want to get along with each other and not cause any upset despite us knowing that avoiding things is not in the best interests of anybody.

How do we tackle sensitive conversations and manage the inherent “conflict” when we need to discuss topics including educational and psychological assessments, special needs provision, bullying behaviours, parenting styles, student relationships etc.? When and how do we draw the line with parents who are in constant denial about their child or those parents who have the “blame” thrower aimed at you?

In this workshop participants will:
- Learn to implement a ‘10 step’ approach to facilitating courageous conversations with parents.
- Explore the influences that brain chemistry and emotional states (affect) can have on challenging conversations.
- Take away the L.E.A.P approach to support and challenge parents.
- Investigate the origins of conflict and how people respond and what are the preferred outcomes.
- Learn to apply a range of effective strategies that defuse high level emotions and engage parents in constructive conversations.

Target Audience: Primary/Secondary Teachers.

WORKSHOP C

“School Bullying: Protecting & Supporting Students with an Autism Spectrum Disorder”.
Martine Oglethorpe

Students with an Autism Spectrum Disorder often become targets for bullying and this workshop outlines a multi-focus model for prevention, management & support. The model incorporates whole-school activities to develop moral reasoning & enhance empathy in order to decrease bullying behaviour & increase the likelihood of supportive bystander behaviour. Other specific strategies in this model include training all staff to utilise ‘safe havens’, minimising social isolation and vulnerability, implementing the ‘circle of friends’ structure & explicitly teaching students with ASD key social skills such as intention detection, acting assertively and seeking support. An additional component of the model focuses on supporting ASD students who are bullied to interpret the situation in ways that diminish self-blaming and enhance future resilience.

Target Audience: Primary/Secondary Teachers/School Counsellors.

WORKSHOP D

“Practical Strategies to Build Adolescent Self-Esteem in a Digital World”.

Martine Oglethorpe

The social interactions of a digital world present numerous challenges to students today. Much of their development, their search for identity and their quest for independence is played out in a very public arena. Self-esteem can certainly be given a helping hand with positive and affirming likes and comments, but a struggling self-esteem can also be torn apart by those same likes and comments. As educators we need to ensure our students have the skills, the mindset and the behaviours to ensure they are getting the very best that the technology has to offer, to avoid the damage posed by this very transparent and often unforgiving playground. This workshop will look at how students are using the technology to interact and the impact this is having on them. We will discuss specific ways we can help them cultivate a thriving sense of self to ensure they are in the best position to learn and enjoy the many benefits of a digital world.

Target Audience: Upper Primary Teachers/Secondary Teachers.
“How to Create Positive Mood Indicators to promote Engagement and Participation”.

Research shows us that a positive outlook on life
• Increases life span
• Lowers rates of depression
• Lowers levels of stress
• Gives greater resistance to the common cold
• Provides better psychological and physical well-being
• Reduces risk of death from cardiovascular disease
• Ensures better coping skills during hardships

“Positive mood produces broader attention, more creative thinking and more holistic thinking.” Martin Seligman

But how do we get this to happen in everyday classrooms, staffrooms and parent interviews with all of the demands of modern schools? This is the work of Joy Ninjas, people who are prepared to add joy to schools that wear their underwear far too tight!!! In this workshop you will learn how to implement micro joy into your schools’ daily rituals and establish the positive psychology tweaks and hacks that make schools a great place to be. A sense of humour is not essential as a new one will be issued upon entry if required.

Target Audience: Primary/Secondary Teachers/School Counsellors.

DAY ONE

1.10pm – 2.30pm Workshops F – J

WORKSHOP G
Greg Mitchell

WORKSHOP E
Greg Mitchell

WORKSHOP F
David Vinegrad

WORKSHOP H
Andrew Fuller

WORKSHOP I
Joanne Sais & Franziska Brenk

WORKSHOP J
Project Thrive
Nell Golden & Andrea Downie

WORKSHOP F • Curiosity • Grit for success;

This workshop explores Tough’s major non-cognitive skills eternally measured and pressured cognitive skills.

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This workshop explores Tough’s major non-cognitive skills for success;

• Grit
• Curiosity

“Understanding the Adolescent Brain in order to Foster Greater Student Well-Being & Academic Success”.

How well do schools define and manage relationships with the aim of improving learning outcomes? Some schools use jingoistic marketing statements that sound more like Relationships “R” Us. Some of these claims may include – “Strong relationships are at the core of what we do”.

“We have dedicated teachers who really care about relationships”.

“One of our key values is respectful relationships”.

Have schools just added the word relationship to their “school speak” and jargon or is it the case that schools understand the need for authentic and healthy relationships and can define the dimensions and characteristics of their relationships and how fundamental they are to student health and wellbeing?

Progressive schools understand that they need to be explicit about relationships because the quality and nature of these relationships will affect how and why young people learn. These schools “walk the talk” by being strategic about their relational practices and why they enhance student outcomes.

This workshop will explore why the effective mastery of social skills and emotional competencies – relationship with self and others, is not only associated with greater wellbeing, but also with better school performance.

Participants will be given practical tips and classroom strategies including –
• The “hand” of relationships – a practical and simple relational model
• A definition of the Positive “Teacher – Student” relationship
• A definition of the “Student – Student” relationship
• A functional framework of “relational teaching” – the building blocks to improve learning outcomes and promote academic success in the health and Wellbeing
• Student voice, Fair Process and Participatory Democracy in the classroom – how to build classroom community through authentic relationships
• Classroom relationship audit – a simple survey to check on your relationships with students.

Target Audience: Primary/Secondary Teachers.

“Self- Harm – Strategies to Assist Students Better Cope and Perform more Successfully in the Classroom”.

Self-harm refers to a wide range of behaviours where young people deliberately harm themselves without the intention to die as a way to cope with difficult or painful feelings. Self-harm has become increasingly evident in the school setting and can be difficult to manage and can cause significant distress amongst staff, students and families.

This workshop will help participants understand what can motivate a young person to self-harm and how to talk and respond to these young people in a helpful way. It will also focus on practical strategies in engaging young people who experience mental health issues in the classroom to improve their learning outcomes and social-emotional wellbeing. Participants will leave this workshop with a better understanding of self-harm behaviour in young people and with the skills, resources and confidence to respond helpfully to young people who self-harm.

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Target Audience: Primary Teachers/Secondary Teachers.
DAY ONE
2.40pm – 4.00pm Workshops K – O

WORKSHOP K
David Vinegrad
“Teaching & Supporting Children & Trauma”.
This workshop will tackle a range of questions critical to healthy lifespan development and holistic education including -
• What happens to the developing brain when it can’t cope with stress?
• How do we define overwhelming stress and trauma?
• What would be a good “relational model” of behaviour management to minimise trauma?
The first part of this workshop will explore trauma and the impact it may have on the developing brain. David will also examine what is Trauma Informed Practice and how by taking this approach we can improve the well-being of young people.
The second part will present a systematic approach to discipline based on a “relational model” so that teachers can be explicit about how they maximise wellbeing in early years and secondary classrooms. Trauma Informed Practice has the potential to enhance a whole school approach to wellbeing, positive behaviour, and strong relationships.

Target audience: Primary/Secondary teachers.

WORKSHOP L
Greg Mitchell
“Designing a Positive Psychology Strategy for your School; How a PEARL is Cultured”:
2015 Greg Mitchell was asked to design two Positive Psychology courses for a large girl’s school in Perth. So he created PEARL! PEARL was designed to teach positive psychology to year seven and year ten students in a manner that isn’t positive boring! This fascinating workshop details the way Martin Seligman’s PERMA approach can be used to create brilliant learning experiences for a wide range of students.
This workshop details
• The format of the program.
• The reasons different material works better than others and how you can design your own program that works using the PEARL format.
• PEARL stands for POSITIVE.
• EMPATHETIC.
• ACTIVE.
• RESILIENT.
• LOVERS OF LEARNING.

As well as being the teaching sequence in established positive schools.

Target Audience: Primary/Secondary Teachers/School Counsellors.

WORKSHOP M
Andrew Fuller
“From Stressed to Strong - Developing Systematic Mental Health / Resilience Training for Adolescents”.
In this strategy – based workshop, Andrew will briefly introduce the areas that need to be managed to ensure that all students can cope with all the stressors of school life; thus enabling them to be better able to achieve their full potential. Teachers, School Counsellors, Adults working in the area of Mental Health need to know how to cope with these high pressure situations and how to look after their own well-being, as well as those of their Students. These ideas/thoughts pertain specifically to Adolescents, as managing stress are integral parts of their capacity to cope with any Mental Health issue.

Target Audience: Upper Primary Teachers/Secondary Teachers.

WORKSHOP N
Joanne Sais & Franziska Brenk
“School Refusers - How Do we Better Understand these Students in Order to Enable Them to Make a Success of their Schooling?”
School refusal refers to emotional distress experienced by a child or adolescent at the idea of attending school and can result in significant school non-attendance. School refusal is an issue that can be difficult to manage, and can impact on a student’s relationships and academic progress. It also causes great distress to families and presents as a management dilemma for school staff. This workshop aims to help participants understand the causes of school refusal, signs of school refusal, and the consequences of this behaviour. How parents can support their school refusing child will be explored along with practical strategies for school staff to help in the management of this behaviour. Participants will leave with an understanding of school refusal behaviour, and with the skills and confidence to respond in a manner that can promote better outcomes for students.

Target Audience: Upper Primary Teachers/Secondary Teachers/School Counsellors.

WORKSHOP O
Project Thrive Nell Golden & Andrea Downie
“Creating Positive Mental Health Outcomes for Every Student by Cultivating Thriving Relationships”.
Whilst relationships are more important than ever in today’s society of technology and terrorism, current evidence indicates that their quality and quantity is decreasing. Healthy relationships are crucial for fantastic mental health, which then helps young people to deal with stress better and learn more effectively. In this interactive workshop, Andrea and Nell from Project Thrive will uncover the role of relationships in mental health and provide practical applications to cultivate, create and maintain thriving relationships between students, staff and parents, with particular focus on communication style and technique. The strategies provided will not only help you foster stronger connections in the classroom but also in your own life.

Target Audience: Upper Primary/Secondary Teachers.

DAY TWO
9.15am – 10.35am Workshops P – T

WORKSHOP P
Jules Haddock
“What Do We Do When Anxiety blocks Learning?”
Supporting students with anxiety disorders requires confidently understanding anxiety as a mental illness, and the relationship to stress. This includes, understanding the signs, symptoms and prevalence of anxiety disorders. This platform then allows us to engage in a conversation of support with children in their journey of recovery, and assist children to face their own mind fears, in managing their educational pathways.
This session will:
• Identify stress and the impact of anxiety disorders upon the learner.
• Explore the supportive conversation approaches, once anxiety is identified.
• Methods to teach children about anxiety and the need to fight the flight response.
• Practical support strategies to assist a child in managing their anxiety without hindering their learning pathways.

Target Audience: Primary & Secondary Teachers.

Critical Agendas
“Positively Habit Forming: How to Cultivate Positive Change through the Creation of Tiny Habits”.

Creating one positive habit in your school can translate into huge change. Imagine if your school made eliminating mental ill health their number one keystone, priority habit that everyone was prepared to do anything to change. Often though it is almost impossible to change these big habits by yourself so you have to learn how to take baby steps toward a huge goal. Do one push up! Is a command along with its other great ally “Floss one tooth!” that are brilliant ways of changing your life called “Tiny Habits”. This is a simple change management tool based on the fact that we are crap at changing illogpal habits, particularly those which prevent us from being who we want to be. Designed by a guy called BJ Fogg (I am not making this up!) you can design a change process by starting with the most inconsequential thing that actually starts the sequence to a total new way of thinking that

1. Requires no motivation
2. Is so easy there’s no reason NOT to do it and
3. Breeds the success that leads to greater things

This totally fun filled workshop will help you design easy changes in your life and the lives of your students that produce astounding changes just by getting better at identifying simple triggers that can change lives. Start small think BIG! This workshop includes the Tiny Habit action plan to create mental health in your school.

Target audience – Primary/Secondary Teachers/School Counsellors.

“Building Wellbeing in Schools through Positive Psychology Practices”.

Research suggests that Positive Psychology/ Positive Education can:
• help to prevent depression in adolescence
• help schools to refocus their attention on building character and promoting well-being or flourishing
• be seen as a vehicle for increasing life satisfaction and an aid to better learning and more creative thinking

This workshop will explore the key elements of Positive Psychology including ‘Character Strengths’ and ‘Flourishing’ via the PERMA model (positive emotions, engagement, relationships, meaning & achievement) (Seligman, 2011). Practical examples of how to utilise Positive Psychology in the classroom will be explored, explained and demonstrated.

Target audience: Secondary Teachers/School Welfare Coordinators/School Well-Being staff.

“Building Resilience in Children: How to Help our Young People fill their Resilience Backpack”.

Research tells us that young people, who have developed characteristics of resilience tend to do better at school, cope with life's challenges and obstacles and achieve success. During this highly practical workshop, Author and Educator Sharon Witt will draw on her 22 years of working with young people as an educator and mentor to explain the 7 elements of resilience that young people can utilise in developing their resilience backpack. Highly practical strategies will be explained and real life case scenarios drawn on. Sharon Witt is a media commentator on issues impacting young people, parenting and educational topics. Sharon is the author of 13 books written for young people to help guide them through many of the issues they face in early years and help them build resilience. Her books include the best-selling Teen Talk, Girlish and Wiseguys series.

Target audience: For those who work with Primary and Secondary Age students.

Keynote Speaker - Day Two - 11.00am - 12.30pm

Greg Mitchell

“Teaching Students to be Mentally Healthy!”

We teach students in school systems where the measures of success are risk factors for poor mental health. It is indeed frightening that over two thirds of Year 12 students exhibit clinical signs of anxiety and over one third clinical signs of depression.

On top of this according to the recent Young Minds Matter survey…

Mental disorders are common in children and young people with one in seven or 560,000 children in Australia being assessed as having one or more mental disorders in the previous 12 months.

Based on parent/carer-reported information, ADHD is the most common disorder (7.4%), followed by anxiety disorders (6.9%), major depressive disorder (2.8%), and conduct disorder (2.1%).

These are all children caught between the anvil of memories and the hammer of fears but any blacksmith will tell you that it is between anvil and the hammer that real transformation takes place and it is between memories and fears where the great teachers work.

This highly practical keynote explores what the research says and demonstrates the solid tactics that enable schools to enrich the mentally healthy while empowering those who struggle.

Using what Greg calls CPR standing for Connection, Play with practice and recognition, and Recognition of growth, he builds a strategic plan that shows schools the vision and values for great leadership, the organisation and processes for excellent coordination and the teaching tactics that turn potential disabilities into strengths.

Greg Mitchell works with teachers, coordinators and schools throughout Australia to create the positive, resilient workplaces who understand mental health and how their everyday interactions with each other can be used to promote excellence.
DAY TWO

1.20pm – 2.40pm

Workshops U – Y

“Building Resilience in Children. (Repeat of workshop T).”
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Target Audience- For those who work with Primary and Secondary age students.

“Teaching Mindfulness”
Teaching Mindfulness to Kids is all about creating a fun and engaging introduction to mindfulness for students, no matter what age. Based on the Daniel Goleman’s book “Focus, the hidden driver of Excellence” This workshop shows how using physical activity, video clips, discussion and games, students can learn to • Develop self-awareness, • Improve concentration, • Cultivate kindness, • Strengthen their resilience, and • Cultivate their own happiness. This workshop shows how to craft instruction in such a way that kids gradually develop their capacity to be mindful and to apply what they are learning to their life, it explores the three principles of mindfulness: • Intention, • Attention and • Attitude. Using this as a foundation, students can then learn to • cultivate gratitude, • develop their capacity to handle strong emotions, • practice kindness, and finally • develop a sense of purpose. This is a great workshop for teachers wishing to develop mindfulness as an overarching process in school well-being.

Target audience: Secondary Teachers/School Welfare coordinators/School Well-Being staff.

“Teaching Students to Recognize and Manage their Emotions to Maintain a Sound Sense of Well-Being”.
Recognising and managing emotions are essential skills for maintaining a sound sense of wellbeing. When we let our emotions control us however we are more likely to suffer from anxiety and depression, or engage in risky and harmful behaviour. Managing our emotions can be hard. Children are still learning how to manage difficult emotions like disappointment, fear and anger in a socially appropriate way. Managing these emotions requires gaining self-awareness of their emotions and then strategies for regulating these emotions. This workshop will provide participants with practical tools for explicitly teaching these skills. It will include understandings of the emotion and learning brain as well as the use of visuals to support young people maintaining a sound sense of wellbeing.

Target Audience: Primary Teachers/Lower Secondary Teachers.

Managing Mental Health early and coactively building the Recovery pathways. The Key to Education Success”.
What is Recovery? In supporting a child or adolescent who is impacted by mental illness, we are assisting a person to return, and or, find a place of mental wellbeing. Here a child learns to takes responsibility for their own mental wellbeing. Recovery for children takes time. Most importantly, how can a child recover if they don’t know what they are recovering from? Our educative conversation of support is an essential responsibility we have in supporting the recovery journey for children, in maximising their learning potential. This session will explore:
• Creative ways to teach the term mental illness and the concept of recovery as a life continuum,
• Assisting children to understand that our minds can be managed through Recovery pathways,
• Models of classroom support that enhance learning plans by embracing mental challenges.

Target Audience: Primary/Secondary Teachers/School Wellbeing Personnel.
The Mental Health & Wellbeing of Young People

3rd National Conference

Book early to guarantee your Workshop preferences! Critical Agendas will allocate workshops if not filled. Registration fee includes all conference materials, morning teas and lunches.

Preferences will be given to two-day bookings.

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F 1800 638 021
International
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E admin@criticalagendas.com.au

Booking Conditions

No applications for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have their monies refunded in full. Cancellations prior to Friday 27th April, 2017 will incur a 25% service charge per applicant. This program will be payable in full for cancellations made on or after Friday 27th April, 2017 or for failure to attend the program. All cancellations must be in writing and emailed to us. In the event of insufficient applications this program will not proceed and registration monies be fully refunded. In the event of this program being cancelled for whatever reason registration monies only will be refunded as Critical Agendas will not accept liability for the payment of any other associated costs. Critical Agendas reserves the right to vary the advertised programs prior to commencement.

REGISTRATION FORM

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Please select your workshops for each session in order of preference from 1 to 5. Please ensure each box is filled.

EXAMPLE

Day 1 AM (Workshops)

Day 1 PM (Workshops)

Day 2 AM (Workshops)

Day 2 PM (Workshops)

Complete payment details below. Registration fees include GST.

Purchase Order No. (If you wish to be invoiced) _______________________

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One Day Two Days Total

$AU 449.00 $AU 699.00 $ _______________

(No Split bookings)

Please find my payment enclosed.

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