



Principals Association of
Specialist Schools Victoria Inc

Inclusion as a Practice

PRINCIPALS ASSOCIATION OF SPECIALIST SCHOOLS 2018 CONFERENCE

Wednesday 16 - Friday 18 May 2018 - Pullman Melbourne On The Park
192 WELLINGTON PARADE, EAST MELBOURNE

CONFERENCE BROCHURE

<http://www.passvic.org.au/>

Register online <https://bccm.eventsair.com/2018passconference/pass2018>



Invitation from the President

Dear Colleagues and friends

It is with great pleasure that I invite you to join us at the Annual PASS Conference which will be held at The Pullman Melbourne on the Park, Wellington Parade, East Melbourne, from Wednesday 16th - Friday 18th May, 2018.

The conference theme is "Inclusion as a Practice" and the conference committee have carefully selected exceptional keynote speakers and also organised informative, stimulating workshop sessions along with times for you to network with colleagues and friends.

As always, the conference provides amazing collegiate, educational and inspirational opportunities for all delegates and we encourage you to bring along your leadership team to experience first-hand, the wonderful opportunities unveiled.

The Pullman Melbourne on the Park is centrally located in East Melbourne, minutes from the Fitzroy Gardens and the Melbourne Cricket Ground. This 5-star hotel is within close proximity of Rod Laver Arena and Hisense Arena, and public transport.

The event is preceded by a Welcome Reception Wednesday night and a celebration dinner Thursday night.

I'm sure this year's conference will be a highlight on the PASS 2018 calendar and I urge you all to take advantage of the early bird registration opportunity to ensure your place at a great affordable price.

Peter Bush

Peter Bush
President
PASS

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Speakers



Being Inclusive in Special School Settings

Garry Hornby, Professor of Education, University of Plymouth, UK

Garry was born in England and emigrated to Auckland, New Zealand in 1971. He worked as a mainstream and special class teacher for 7 years and then trained and worked as an educational psychologist for 7 years. He returned to England in 1986 and spent 14 years researching and lecturing at the Universities of Manchester and Hull, with two years at the University of the West Indies, while working as a consultant on special needs education for the Barbados Government. He moved to New Zealand in 2002 to become Professor of Education at the University of Canterbury where he was involved in establishing an innovative blended learning national training programme for teachers of children with special needs.

From 2016 he has been Director of Research in the Institute of Education at Plymouth University. His teaching and research is in the areas of educational psychology, inclusive and special education, evidence-based practice, counselling, teacher education, and parental involvement. Garry has produced over 200 journal articles, chapters and conference presentations in the field of education. His published books include: *Counselling in Child Disability* (1994); *Mental Health Handbook for Schools* (2003); *Meeting Special Needs in Mainstream Schools* (2000); *Parental Involvement in Childhood Education* (2011); and, *Inclusive Special Education* (2014).

Abstract: After many years of debate about Inclusion versus special education for young people with special educational needs and disabilities (SEND) it is proposed that *Inclusive Special Education* (Hornby, 2014) is the future, with special schools and their staff as central to this. This presentation will highlight the rationale for and key components of inclusive special education, including: a focus on feeling included in the common enterprise of learning and being educated in settings in which children with SEND feel they belong; facilitating optimal interactions with typically developing children through inclusion in mainstream schools and through reverse inclusion; being included in practices, strategies and interventions that have strong evidence of effectiveness; having staff who are well trained in inclusive special education and who are able to share their expertise with staff in mainstream schools; focusing on education for young people with SEND that develops independence and successful inclusion in society after school.

Hornby, G. (2014). *Inclusive special education: Evidence-based practices for children with special needs and disabilities*. New York: Springer.



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Speakers



Inclusive Policies and Practices: Ten Necessary Conditions

David Mitchell, Adjunct Professor, University of Canterbury, Christchurch, NZ

David Mitchell is an Adjunct Professor at the University of Canterbury in Christchurch, New Zealand. He has over 200 publications, mainly in the fields of special and inclusive education. He has held visiting professorships in several countries, including Scotland, England, Italy, USA, Canada, Sweden, Japan, Slovenia and Singapore. As well, he has presented lectures, workshops and consultancies in 50 countries. His most recent books are *Contextualizing Inclusive Education* (2005), *What Really Works in Special and Inclusive Education, Second edition* (2014), (translated into eight languages), *Crises, Conflict and Disability: Ensuring Equality* (2014), and *Diversities in Education: Effective Ways to Reach All Learners* (2017) (to be translated into 9 languages), all published by Routledge. He is currently writing *The Ecology of Inclusive Education: Strategies for Tackling the Crisis in Educating Diverse Learners*, due for publication in 2018.

Abstract: Inclusive Policies and Practices: Ten Necessary Conditions

Inclusive education is a multi-faceted concept, which has ten conditions. Professor Mitchell will briefly describe each of these and how they can be met. They are summarised in the formula: $IE = P+V+5As+S+R+L$, when

IE = Inclusive Education

P = Placement

V = Vision

A = Adapted Curriculum

A = Adapted Assessment

A = Adapted Teaching

A = Acceptance

A = Access

S = Support

R = Resources

L = Leadership

For inclusive education to succeed, all ten conditions are necessary.

If one or more of them are not being met, he will explore what options are available.



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Speakers



The Future of Specialist Schools: Today's Actions

Shiralee Poed, Senior Lecturer. Melbourne Graduate School of Education

Dr Shiralee Poed is a Senior Lecturer within the Learning Intervention Team at the Melbourne Graduate School of Education, The University of Melbourne. For almost 30 years, Shiralee has worked as a teacher in Australian state, Catholic and independent primary, secondary and special schools, as well as in various senior educational roles. Prior to commencing at the University of Melbourne in 2011, Shiralee was a lecturer in the School of Education and Professional Studies at Griffith University, Queensland. Shiralee's research interests include disability discrimination in education, reducing the use of restrictive interventions, and using Positive Behaviour Interventions and Supports with fidelity.

Abstract: The future of specialist schools: today's actions will shape tomorrow's future

Since the 1930s, multiple stakeholders have debated the future of specialist schools, with more recent attention paid to the future of specialist schools within inclusive education systems. For countries like Australia, that are signatories to the United Nations Convention on the Rights of Persons with Disabilities, a new challenge lies ahead. The UN has called upon Governments to adopt practical but progressive systems to transfer resources from specialist schools into mainstream settings. What will this mean for Australia's specialist schools, particularly given their significant rise in enrolments over the past decade? In this session, we will review the debates within this contested space, specifically in relation to phrases such as "inclusion as a practice versus place", "needs versus rights", and "parent versus regulated choice". We will conclude by examining both the barriers and the potential for providing a high-quality education system that realises the UN's commitment towards inclusive societies.



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Speakers



Trauma-Informed Practice in Schools: Rethinking Behaviour Management and Student Support

Dr Judith Howard, Senior Lecturer, Queensland University of Technology

Dr Judith Howard is a senior lecturer and researcher from the Queensland University of Technology with an extensive history with state education as a student behaviour specialist. She is particularly focused on the concerns of students from complex trauma histories and promotes an informed, neuroscience-based approach to student management and support - to which she believes every educator in every school needs access. Judith oversees teacher education at QUT, regarding student behaviour support and (more recently) trauma-informed schooling. She is the author of the popular book: *"Distressed or Deliberately Defiant: Managing Challenging Student Behaviour due to Trauma and Disorganised Attachment"*.

Abstract: Grounded in attachment theory and neuroscience, Judith will explore why certain students who have experienced complex trauma can defy authority, sabotage even the most supportive of relationships and continually put themselves at-risk - due to behaviours that are often out of their control. She will also examine why "usual" or "traditional" approaches to behaviour management systems can have so little impact on these behaviours (or even sometimes make things worse)! Judith will justify why a trauma-informed workforce training and school support is vital if we are going to successfully educate and support this vulnerable group of students whilst also maintaining the safety and well-being of our wonderful school educators!



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Speakers



The Fecundity of the Unexpected: Can Uncertainty Improve Social Skills in Adolescents with Autism?

Dr James Best, General Practitioner,
Maroubra

James Best lives in Sydney with his wife, Benison, and three sons. His youngest son, Sam, was diagnosed with autism spectrum disorder, aged three, in 2004. James has been a general practitioner for over twenty years, and his medical practice has a special focus on child development, child behaviour, parenting and children with disabilities. His practice also has a focus on medical education, and he is a past recipient of the Royal Australian College of General Practitioners GP Supervisor of the year, a prestigious national teaching award. Dr Best has been widely published in medical and mainstream publications on these and other child health topics. He runs a parenting blog, *drjamesbest.com* and his parenting e-book *Kidsense* discusses all important child health and development issues. He has another book, *Sam's Best Shot*, being released in August 2017 by Allen & Unwin, about his recent journey through Africa with Sam, which was also the subject of *My Son Sam*, an episode of Australian Story aired in July 2017.

Abstract: Adolescence has long been viewed as a period of great opportunity for neurological growth and personal development. In children and young people on the autism spectrum, this opportunity may not be fully grasped because of the challenges that their condition presents particularly at this stage of life, including social integration, increasing complexity of social norms, increased risk of anxiety and depression in these young people, and rapidly increasing academic expectations. In 2015 Dr James Best, a GP based in Sydney, took his 14 year-old autistic son Samuel, on a 6 month backpacking journey around Africa, in a purposeful exposure to uncertainty and unpredictability. The concept was an extension of the well-established principles of early intervention in autism spectrum disorders in early childhood, that exposure to uncertainty can lead to improvements in social and communication skills. The question being asked in this intervention was whether similar gains can be made in adolescence, referred to as a neurological 'second spring'. The case study was studied by researchers at Griffith University and significant changes were seen in Sam's skills in these areas. It is hoped that the findings of the intervention will lead to further research in this area, and that young people on the autism spectrum can have a greater chance of being included in the opportunities that exist in adolescence.

In Dr Best's presentation, he will outline the theory behind the intervention, the challenges that taking a 14 year-old autistic boy backpacking across Africa presents, what happened 'on the road', and the results found in the research.

Workshop

Workshop Session A

12.00PM THURSDAY 17 MAY 2018



A1 Doing Relationships: Using Dramatherapy for Experiential Learning

Amanda Musicka-Williams, Melbourne University & Port Phillip Specialist School

Dramatherapy involves the intentional use of dramatic processes to achieve therapeutic goals and extended self-knowledge. Employed in a special education setting it provides an experiential learning model where students can explore situations and personal relations related to real life experiences. Improvisational techniques provide a unique action based method of learning where students might rehearse and refine their responses to interpersonal encounters.

A six-month Dramatherapy intervention was undertaken at Port Phillip Specialist School which aimed to help students explore and reflect upon the key relationships in their lives. This presentation will outline the research aims, methodological approach, process and preliminary findings from a study which used Dramatherapy and creative interviewing techniques to explore relationships with adolescents in a special education setting.

Specific challenges in undertaking a research project with this student population will be discussed as well as the creative and methodological approaches which were employed to overcome these challenges. This includes a discussion of incorporating Dramatherapy techniques into the interview process to elicit and extend verbal communication.

Preliminary findings from the research point to the significant contribution that arts based action methods and the therapeutic approach can offer student learning. By reflecting on the words and perspectives of the student themselves insights into how we might further develop a special education curriculum with a holistic approach which incorporates student's affective response into the learning process will be explored.

Workshop

Session A

12.00PM THURSDAY 17 MAY 2018



A2 Building Emotional Literacy within a Trauma Sensitive Classroom

Matthew Di Domenica, Austin Hospital School

'Building Emotional Literacy within a Trauma Sensitive Classroom' is a practice topic with a particular focus on the Personal and Social Capabilities. We know that students who struggle to self-regulate often can internalise or externalise their feelings and emotions in inappropriate ways. This can cause significant stress and poor relationships within not only schools but families as well.

This session will focus on our specific cohorts in the Social Education Program at the Austin Hospital School, being students who present with school refusal or behaviours of concern. The session will present students' general history and background and some common threads as to why these students may be disengaging from school. The session will aim to cover what trauma looks like in schools and its impacts in the early years, what trauma sensitive environmental approaches we use in our setting and adjustments we make to our curriculum as positive preventative strategies for our students.

The second half of the session will showcase our Social Education Program as a new and exciting program that has been revamped this year. It will look into its early development, including looking at student needs, as well as some of the evidence-based frameworks and programs that were used to influence and develop the program. I will show how a program such as this can be developed and implemented into other school settings as a supplementary program that supports emotional literacy and social skill development. The session also will follow student case samples across their time within the program and also look into what assessment tools are used to measure overall effectiveness and student outcome development.

Workshop



Session A

12.00PM THURSDAY 17 MAY 2018

A3 Making Movies - Teaching Language and Social Skills Through Play Donna Davidson, Occupational Therapist, and Eleanor Francis, Speech Pathologist, Frankston Special Developmental School

Frankston Special Developmental School caters for children aged 4 to 18 years of age who have a moderate to severe intellectual disability. The school's Strategic Plan reflects the learning priorities as outlined by staff and parents; to develop communication skills, social competencies and increase student independence.

A group-based program, the adolescent movie program, ran in conjunction with teaching staff, Speech Therapy and Occupational therapy. This program uses brain development and person-centred theories to develop the personal and social capacities of adolescents. This evidence-based program addresses both the academic and social challenges that many students at Frankston SDS experience. Students who have trouble self-regulating and responding appropriately to others, have challenges in forming meaningful social connections. The program, initially trialled with mainstream students with a diagnosis of ASD, has been adapted to become accessible to functionally non-verbal students and students with significant language delays, disorders and moderate to severe intellectual disability.

The movie program aims to:

- Increase student's **Theory of Mind** - increase students understanding of others and their awareness of the differences and similarities of other people.
- Increase student's skills in **narrative language** - developing skills in narrative language helps students to understand why those around them act the way they do.
- Develop **speaking and listening skills** - students are encouraged to ask questions of each other, talk about their likes/dislikes, recall information and share ideas.
- Develop **imaginative/creative skills** - having the capacity to be imaginative and creative can lead to higher cognitive ability. Students that use their imagination and creativity have increased problem solving skills.

Pre and post evaluations reveal that there was an increase in student's problem solving, use of abstract and narrative language, as well as, their ability to form and maintain friendships.



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Workshop

Session B

2.00PM THURSDAY 17 MAY 2018



B1 I Can Communicate, I Can Participate

Kate Eddy, Digital Learning Technologies Coordinator, Glenroy Specialist School and Samantha White, Speech Pathologist



This presentation will outline the journey of Glenroy Specialist School (students with physical or multiple disabilities and complex health needs) wanting to find ways to include all students at all times in the curriculum. Our goal was to provide students real access to the same learning as their more physically able peers at school, by ensuring their own access methods to communication and technology were understood and met.

We will explore how a school wide communication project led to the use of Pragmatic Organisational Dynamic Display (PODD) communication books individually for students as well as using class PODD communication books to maximise student understanding and communication. This led to the need to investigate how students who have limited ability to use direct selection with their hands could also access communication and learning. The implementation of Linda Burkhart's Stepping Stones to Switch Access will be discussed.

Positive results have included students becoming more active and authentic participants in their experiences at school, as well as the curriculum and technology being viewed as interrelated rather than as stand-alone aspects of learning. We have seen greater student engagement and students believing that their communication attempts will be valued and responded to more consistently.



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Session B

2.00PM THURSDAY 17 MAY 2018



B2 Increasing Engagement Through Community Connections

Conor Hickey, Manager, Collingwood Children's Farm (formerly
Community Connections Coordinator, Hume Valley School)

"Teachers... increasingly confront challenges in educating students presenting with a range of symptoms and behaviours that include attention deficit hyperactivity disorder (ADHD), peer bullying, school refusal, conduct and oppositional-defiance disorders, distracted or aggressive behaviour, limited attentional capacities, poor emotional regulation, attachment difficulties and poor relationships with peers. There is growing need for educational approaches that address effectively the complex needs of the growing proportion of students who are struggling in 21st Century classrooms". (Stokes & Turnbull 2016, p.6, *Evaluation of the Berry Street Education Model*). This statement is backed by the findings in Goss & Sonnemann's 2017 report for the Grattan Institute.

Hume Valley School has identified a similar need. In order for students to have high expectations for themselves, they need to be inspired and engaged. Equally important is having experiences of and exposure to facets of the community to which students might not otherwise have access. Students need to have meaningful experiences in an ongoing capacity to build skills, relationships, understanding and connectedness.

This presentation will outline the theoretical frameworks underpinning an evaluated program called Community Connections. The presentation will provide examples of projects, discuss the importance of networking, highlight the value of parent engagement and share a number of strategies and suggestions for schools to take away and explore in their own settings.



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Session B

2.00PM THURSDAY 17 MAY 2018



B3 Using Cooperative Multiplayer Videogames as a Space for Developing Social and Communication Skills

Matthew Harrison, Lecturer and Researcher in Autism Intervention,
University of Melbourne Graduate School of Education

Building on widely accepted social constructivist understandings of learning, there is a wealth of evidence that for most students with disabilities inclusive education offers a range of benefits. Waratah SDS is a school for students with a diverse range of specialised learning needs, including a cohort of students based at a satellite room within Brunswick South-West Primary School. As part of an effort to include these students in classroom activities with their neurotypical peers, the classroom teacher of these students identified a need for further developing their social and communication skills, particularly in relation to completing collaborative tasks.

Over a period of ten weeks, a targeted social skills program was developed in partnership with the teacher, the educational support staff and the students. This program used a passion of these students, co-operative videogames, in conjunction with video modelling and observation. This intervention focused on building capabilities in group participation, perspective taking and social regulation.

As this program evolved, a developmental continuum of skills was identified and assessed through a series of group problem-solving challenges presented in the form of four different videogames. This research presents a model for developing and practicing these skills through cooperative gameplay, and then self-assessing their performance and understanding through the use of video replays of their play sessions.

This session aims to provide workshop attendees with an overview of how co-operative videogames may be used as a tool for motivating and teaching positive social and communication skills. We will explore the key skills that this research found to be the most important for these students to be able to work together as a team to solve the various challenges. It will also discuss the insights provided by the support staff and the students themselves into the challenges of translating these skills into a language that everyone can understand.



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Workshop

Session C

11.00AM FRIDAY 18 MAY 2018



C1 Legal Compliance and Beyond for Inclusive School Environments

Elly Gay, Director, Workplace and Education Law Branch

Elly will be working through some key legal obligations for schools and will use practical examples to show how to apply the law to ensure best inclusive practice at your school and how to respond to and manage some tricky legal issues. The areas of law that will be a focus for this presentation are human rights, anti-discrimination, duty of care and OHS and the session will allow for questions from the audience throughout the presentation.



C2 Where does it all fit? Utilising the Multi-Tiered Systems of Support Framework to Enhance Implementation

Todd Macbeth, Director, Inclusive Education Professional Practice Branch, Department of Education and Training

The uptake of School-Wide Positive Behavioural Supports has increased significantly over the past 20 years both within Australian and internationally. This consistency of practice and understanding of tiered intervention supports has led schools to adopt a broader implementation of Multi-Tiered Systems of Support (MTSS) for all elements of a student's learning, wellbeing and engagement. The MTSS goes beyond behavioural interventions to the alignment of broader initiatives, supports and resources at the school, community and state-wide level. Given the myriad of DET practice-based initiatives rolled out over the past three years, this presentation will frame some of the policies and programs which fit into the MTSS and provide guidance to Principals on how they can incorporate a wider MTSS approach to systemic school implementation"



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Workshop

Session C

11.00AM FRIDAY 18 MAY 2018



C3 A Koorie Inclusive Model of School Wide Positive Behaviour/ Authentic Koorie Community Engagement for School Wide Positive Behaviour Support

Glenn Board, State Wide Koorie Inclusive SWPBS Coordinator, Department of Education and Training

The Koorie Inclusive SWPBS pilot is established as a project to investigate and determine best practice for schools and Koorie Communities to work alongside each other to provide greater levels of support for Koorie students, their families and Cultural Inclusion. The project enables sustainable positive change, through embedding school wide positive behaviour support and immersing Koorie Culturally Inclusive Practice. Glenn will present information on the current Koorie Inclusive SWPBS 3 year Pilot trial. He will share 'Why' this project was conceived and of its importance, 'What' it aims to achieve' and 'How' schools can engage their local Koorie people to develop SWPBS implementations to be more Koorie Culturally Inclusive.


'The value of tapping into our Koorie people's wisdom and knowledge has immeasurable benefits for relationships, engagement, positive behaviour, curriculum, staff awareness and cultural understanding, and pedagogy in the way we craft and deliver teaching and learning to support young Koorie learners, and for that matter the whole school community'.



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Program

Wednesday 16 May

3.30pm	Delegates Arrive and Check In
6.30pm	Welcome Reception is proudly sponsored by SafePlay Systems 
8.30pm	Evening concludes

Thursday 17 May

7.00am - 7.45am	Health & Wellbeing Session - BODYVIVE 3.1®
8.00am	Registration
9.00am	Welcome to the Conference Guest of Honour
9.30am	KEYNOTE 1 Being Inclusive in Special School Settings Garry Hornby, Professor of Education, University of Plymouth, UK
10.30am	Morning Tea with Trade Exhibitors
11.00am	KEYNOTE 2 Inclusive Policies and Practices: Ten Necessary Conditions David Mitchell, Adjunct Professor, University of Canterbury, Christchurch, NZ



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Program

Thursday 17 May

12.00pm	WORKSHOP 1		B2 Increasing Engagement Through Community Connections Conor Hickey, Community Connections Coordinator, Hume Valley School
	A1 Doing Relationships: Using Dramatherapy for Experiential Learning Amanda Musicka-Williams, Melbourne University & Port Phillip Specialist School		
	A2 Building Emotional Literacy within a Trauma Sensitive Classroom Matthew Di Domenico, Austin Hospital School		B3 Using Cooperative Multiplayer Videogames as a Space for Developing Social and Communication Skills Matthew Harrison, Lecturer and Researcher in Autism Intervention, University of Melbourne Graduate School of Education
	A3 Making Movies - Teaching Language and Social Skills Through Play Donna Davidson, Occupational Therapist, and Eleanor Francis, Speech therapist, Frankston Special Developmental School		
1.00pm	Lunch with Trade Exhibitors	3.00pm	Afternoon Tea with Trade Exhibitors
2.00pm	WORKSHOP SESSION 2	3.30pm	KEYNOTE 3 The Future of Specialist Schools: Today's Actions Shiralee Poed, Senior Lecturer. Melbourne Graduate School of Education
	B1 I Can Communicate, I Can Participate Kate Eddy, Digital Learning Technologies Coordinator, Glenroy Specialist School and Samantha White, Speech Pathologist	4.30pm	Day concludes
		6.30pm	Pre-dinner drinks
		7.00pm	Conference Dinner
		11.00pm	Evening concludes

AMP  advice



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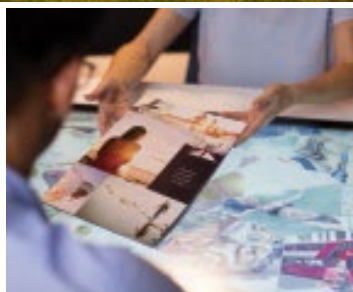
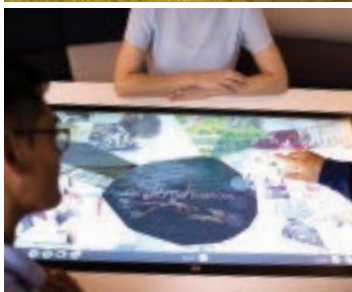
Program

Friday 18 May

7.00am - 7.45am	Health & Wellbeing Session - BODYBALANCE®	12.00pm	KEYNOTE 5 The Fecundity of the Unexpected: Can Uncertainty Improve Social Skills in Adolescents with Autism? Dr James Best, General Practitioner, Maroubra
9.00am	KEYNOTE 4 Trauma-Informed Practice in Schools: Rethinking Behaviour Management and Student Support Dr Judith Howard, Senior Lecturer, Queensland University of Technology	1.00pm	Launch of the 2019 Conference Raffle draw
10.30am	Morning Tea with Trade Exhibitors		Thank you and farewell
11.00am	WORKSHOP SESSION 3 C1 Legal Compliance and Beyond for Inclusive School Environment Elly Gay, Director, Workplace and Education Law Branch	1.30pm	Lunch with Trade Exhibitors
	C2 Where does it all fit? Utilising the Multi-Tiered Systems of Support Framework to Enhance Implementation Todd Macbeth, Director, Inclusive Education Professional Practice Branch, Department of Education and Training	2.30pm	Day Concludes
	C3 A Koorie Inclusive Model of School Wide Positive Behaviour/Authentic Koorie Community Engagement for School Wide Positive Behaviour Support, Glenn Board, State Wide Koorie Inclusive SWPBS Coordinator, Department of Education and Training		

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Accommodation



Superior Room

Includes Breakfast for one (1) \$245 per night

Spacious hotel rooms (28m² / 301ft²) with King bed. Lounge in your armchair and enjoy the views of East Melbourne or a movie on your 40" TV. All rooms have an en-suite bathroom with robes, mini bar, tea and coffee making facilities.



Superior Twin Room

Includes Breakfast for two (2) \$275 per night

Spacious hotel rooms (28m² / 301ft²) with 2 Single Beds. Lounge in your armchair and enjoy the views of East Melbourne or a movie on your 40" TV. All rooms have an en-suite bathroom with robes, mini bar, tea and coffee making facilities.



Principals Association of
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Social Functions



Welcome Reception

Venue: Pullman Melbourne on the Park

Date: Wednesday 16 May 2018

Time: 6.30pm – 8.30pm

Dress: Smart Casual

Cost: Included in Full Registration Fee

Additional Ticket: \$80.00

Provided: Drinks and canapes



Conference Dinner

Venue: Pullman Melbourne on the Park

Date: Thursday 17 May 2018

Time: 6.30pm – 11.00pm

Dress: Lounge suite / evening wear

Cost: Included in Full Registration Fee

Additional Ticket: \$ 130.00

Provided: 3 course meal and drinks





Principals Association of
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Health and Wellbeing

Start each day of the conference centred, strong and energised!

During the 2018 PASS conference we are lucky to have the opportunity to offer all attendees the chance to focus on building their own selfcare, exercise and mindfulness experiences by starting both the Thursday and Friday mornings with some group fitness classes that will focus on the mind and body.

Let us introduce Rhett Watts. Rhett is the Assistant Principal at Marnebek School Cranbourne; as well as this he is also holds degrees in exercise physiology and has a passion of encouraging everyone to keep their bodies and minds active. Rhett's real passion is for mindful training such as Pilates and Yoga, he has a holistic style of teaching which promotes physical conditioning and a release for the mind and body through exercise.

The sessions will run as follows:

Thursday 17 May 2018

Time: 7.00am-7.45am

Location: Ballroom 1

The class will be:

BODYVIVE 3.1®

The optimal mix of strength, cardio and core training. Step into a BODYVIVE® 3.1 class and you can be sure you're heading into one of the safest and most effective workouts around – it's been developed by a team of leading fitness professionals. The mix of lunges, squats, running and tubing exercises with great music leaves you buzzing with energy and feeling great. This class is for everyone!

Friday 18 May 2018

Time: 7.00am-7.45am

Location: Ballroom 1

The class will be:

BODYBALANCE®

® is the Yoga, Tai Chi, Pilates workout that builds flexibility and strength and leaves you feeling centered and calm. Controlled breathing, concentration and a carefully structured series of stretches, moves and poses to music create a holistic workout that brings the body into a state of harmony and balance. The class finishes with meditation and mindfulness practice. **Bring your yoga mat and begin the journey!**

We encourage all attendees to register for these sessions to experience something that you can take away for your own personal gratitude.

The attendees who participate in the classes below will go into a draw to win some fantastic prizes drawn at the end of the conference.

Please note it is important you register attendance so that Rhett can bring equipment necessary for the class on Thursday.



Principals Association of
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General Information



CONFERENCE VENUE

Pullman Melbourne on the Park
192 Wellington Parade, Melbourne

The Pullman Melbourne on the Park is 28 kilometres from Melbourne's Tullamarine International Airport and is located in the heart of East Melbourne. Directly opposite the Melbourne Cricket Ground (MCG), it offers stunning views of Fitzroy Gardens, Rod Laver Arena and Melbourne Park, the home of the Australian Open tennis tournament. It is also a short walk to the CBD.

AIRPORT TRANSFERS

Skybus - +61 3 9335 2811

<http://www.skybus.com.au/>

Starbus - (03) 8378 8700

<http://www.starbus.net.au/>

Taxi fare - Tullamarine Airport to Pullman Melbourne on the Park -
Approximately \$70.00

MELBOURNE TRANSPORT – MYKI CARDS

Melbourne's public transport system now runs on MYKI Cards. If you are planning to stay in Melbourne and use the public transport system, you can purchase your Myki Card before arriving in Melbourne, and have it topped up and ready to go. When you buy a MYKI it has no value on it, so you need to top up before you travel. Please go to www.myki.com.au for further information.

SPECIAL DIET OR OTHER REQUIREMENTS

You won't be forgotten. So make sure your detailed requirements are included when you register via the conference website (under the special diets section). We need more than a week to make it happen so make sure you do let us know in advance. At the conference keep an eye out for the "special diets" tables that makes you special. If you can't find it then ask one of the team to assist. At the conference dinner just make sure that the wait staff know what you need and if you have ordered something special. Importantly enjoy.