# Discovery 2027

## Australian Health, Physical Education and Sport Conference

**Register now! 2026 was a sell-out, places are strictly limited so book early to avoid missing out**

**The Discovery conference enters its 18th year!**
The premier professional learning event in Melbourne for Health, Physical Education and Sport teachers (primary and secondary), focusing on innovative, evidence-based practice, the conference features leading academics, master teachers and industry experts presenting on new study designs and the Victorian Curriculum Version 2.0

**PROGRAM HIGHLIGHTS:**

- Student-centred, active pedagogies
- Digital technology integration
- Effective teaching, learning and assessment
- Student engagement, well-being and personal/ social learning

**OPPORTUNITIES FOR TEACHERS:**

- Choose from 24 high-quality 75-minute sessions across 3 streams
- Attend 3 interactive sessions and access resources for all sessions
- VCAA curriculum updates
- Contemporary, inclusive and practical approaches to HPE and sport
- Sessions tailored to Australian and Victorian curricula, and VCE study designs
- Presenters include practising teachers, academics and key stakeholders
- World-class venue
- High-quality catering, trade displays and fun!

**Discovery 2027:**
**Wednesday March 3rd**

**Location:**
**Melbourne Cricket Ground (MCG)**

**Price**
**Delegates:**
**$485 inc. GST**

**Pre-service educators:**
**$150 inc. GST**

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Whole school bookings and other enquiries **rob@peakphysed.com.au**

PEAK PHYS ED

# DISCOVERY 2027
# SESSIONS SUMMARY

**Registration: 8.00am – 9.00am**
**Welcome & VCAA Update: 9.00am – 9.45am Chris Clark**

| SESSION A | A1<br>7-10 HPE | A2<br>7-12 HPE | A3<br>VCE PE | A4<br>VCE HHD | A5<br>VCE HHD U3 & 4 | A6<br>VCE PE | A7<br>VCE PE U3 & 4 |
|---|---|---|---|---|---|---|---|
| 9.50am – 11.05am<br>(75 mins) | Assessment Made Easier: Years 7–10 HPE<br>**Airlie Tudhope**<br>PE Made Easy | Integrating physical activity & cognitive tasks to achieve lifelong physical activity.<br>**Luke James**<br>Deakin University | From Basics to Brilliance: Designing VCE Physical Education SAC Tasks<br>**Rachael Whittle**<br>VCAA | Tips and "Tricks" for those new to teaching VCE HHD.<br>**Matthew Waters**<br>Saint Ignatius College | VCE HHD Units 3 & 4 Exam Review<br>**Chris Clark**<br>VCAA<br>**Katherine Jones**<br>Penola Catholic College | Biomechanics made easy – using prac to demystify concepts<br>**Evan Coventry**<br>**Justin Hamilton**<br>Melbourne Grammar | Making SACs Formative – performance shifting strategies.<br>**Paul Stockdale**<br>Mentone Girls' Grammar |

**Morning Tea 11.05am – 11.45am**

| SESSION B | B1<br>VCE PE | B2<br>7 -10 HPE | B3<br>7 – 10 HPE | B4<br>Y10 – VCE HHD & PE | B5<br>VCE HHD U3 & 4 | B6<br>7-12 HPE & HHD | B7<br>VCE PE U3 & 4 |
|---|---|---|---|---|---|---|---|
| 11.50am – 1.05pm<br>(75 mins) | VCE 101 - for new/beginner teachers.<br>**Rachael Whittle**<br>VCAA | Building your Respectful Relationships Education Program: Combining the RRRR and BRR into your curriculum<br>**Dr Claire Stonehouse & Ms Trudy Thompson**<br>Deakin University | Beyond the classroom – Integrating 7-10 Health in PE<br>**Emily Townend**<br>Donvale Christian College | Decoding SAC questions to increase student engagement<br>**Emily Lace**<br>Marist-Sion College | Exploring strategies for scaffolding HHD SAC & exam responses<br>**Angela Douvitsas**<br>Antonine College | Practical Strategies for Health, Performance & Wellbeing to support females in sport<br>**Megan Dickinson**<br>The Live Life Whole Project | VCE PE Units 3 & 4 Exam Review<br>**Chris Clark:**<br>VCAA<br>**Monique Sharp**<br>Melbourne Grammar<br>**Rob Malpeli**<br>Peak Phys Ed |

**Lunch 1.10pm – 2.10pm**

| SESSION C | C1<br>9 & 10 HPE | C2<br>9 & 10 HPE | C3<br>7-10 PE | C4<br>7-10 HPE | C5<br>VCE HHD | C6<br>VCE HHD U3 & 4 | C7<br>VCE PE U3 & 4 |
|---|---|---|---|---|---|---|---|
| 2.15pm – 3.30pm<br>(75 mins) | Hardiness – A Year 10 Elective – Future Ready: Skills for Life<br>**Gault McLuggage & Paul Taylor**<br>Warrnambool College & Hardiness Expert | Engaging students through an athlete development program<br>**Kelsie Currie**<br>**Jeremy Neumann**<br>**Alister Stuart**<br>Lilydale High School | Data that drives improvement in 7-10 HPE.<br>**Belinda Broad**<br>Melton Christian College | Gamify Learning – Bring your students along the learning journey.<br>**Riley Boland**<br>**Taylah Lloyd**<br>Berwick College | The HHD Toolkit for VCE 1-4 teachers.<br>**Emily Townend**<br>Donvale Christian College | How to ACE the Extended Response in Units 3 &4 HHD<br>**Matthew Waters**<br>Saint Ignatius College | From Task Design to Exam Success: Building High-Band Responses in VCE PE Unit 4 AOS3<br>**Priscilla Begg**<br>Oberon High School |

## PRAC SESSIONS

| A8<br>7-10 PE | B8<br>7 -10 PE | C8<br>7 – 10 PE |
|---|---|---|
| Is it time for a change? Teaching games in PE using a thematic game sense approach to curriculum & pedagogy<br>**Ray Breed**<br>Federation University | Learning through playing invasion games - a game sense approach.<br>**Ray Breed**<br>Federation University | Big Energy, Small Spaces: Team Games That Work<br>**Airlie Tudhope**<br>PE Made Easy |

DISCOVERY 2027

# Descriptions: Session A

**9.50am -11.05am**

| **SESSION A1:** Assessment Made Easier: Years 7–10 HPE | **7-10 HPE** |
|---|---|
| Creating meaningful assessment in Years 7–10 HPE doesn't need to be complicated. In this session, we'll explore how to align assessment with the curriculum, design quality tasks, and build assessment into your units from the beginning. We'll share practical examples across both Health and Physical Education, along with ideas and tools you can adapt for your own school. You'll leave ready to create better assessments that are purposeful, manageable and useful for both teachers and students. | **Airlie Tudhope**<br>PE Made Easy |

| **SESSION A2:** Integrating physical activity & cognitive tasks to achieve lifelong physical activity | **7-12 HPE** |
|---|---|
| How do you build health-related fitness knowledge and skills as a means of increasing lifelong physical activity? Luke will provide teachers with the knowledge and skills required to deliver a concepts-based curriculum for developing health-related fitness knowledge and skills. He will demonstrate methods of integrating physical activity with cognitive tasks designed to increase student health-related fitness knowledge and self-regulation skills in an attempt to achieve lifelong physical activity. This is a highly practical presentation that requires delegates to participate in multiple movements. | **Luke James**<br>Deakin University |

| **SESSION A3:** From Basics to Brilliance: Designing VCE Physical Education SAC Tasks | **VCE PE** |
|---|---|
| Developing high-quality School-Assessed Coursework (SAC) tasks requires more than simply writing questions, it requires a clear understanding of the VCE Physical Education Study Design, VCE Assessment Principles and VCAA requirements.<br>This practical session will take teachers from the fundamentals of assessment design through to the development of effective, compliant and engaging SAC tasks. Participants will explore the key considerations in designing assessment and examine the differences in constructing structured questions, written reports, case studies, data analysis tasks, laboratory reports and extended-response tasks.<br>Using specific examples of appropriate stimulus material, the session will demonstrate how to develop authentic assessment tasks that align with the Study Design and can be readily adapted for use within your own school context.<br>While the session is primarily aimed at Unit 3 and 4 teachers, the principles and approaches explored are readily transferable to Unit 1 and 2 assessment. Participants will leave with practical strategies, examples and a clearer framework for designing SACs that are purposeful, defensible and aligned with VCAA expectations. | **Rachael Whittle**<br>VCAA |

DISCOVERY 2027

# Descriptions: Session A

9.50am -11.05am

| **SESSION A4:** Tips and "Tricks" for those new to teaching VCE HHD | **VCE HHD** |
|---|---|
| Starting out teaching VCE Health and Human Development can feel overwhelming, from navigating the study design to building assessment tasks that actually work in the classroom. This session shares practical, tried-and-tested strategies gathered from real classroom experience — covering pacing, common early mistakes, and simple tools that make a genuine difference to both teacher workload and student outcomes. Delegates will leave with a toolkit of ready-to-use ideas they can apply immediately, along with plenty of opportunity to share their own early-career questions and swap experiences with the group. | **Matthew Waters**<br>Saint Ignatius College |

| **SESSION A5:** VCE HHD Units 3 & 4 Exam Review | **VCE HHD U3 & 4** |
|---|---|
| The end of year exam is a significant part of assessment. This session will break down the previous year's examination using the examiner's report and discuss areas of strength; content/knowledge students struggled with and examples of high achieving responses. The session will also provide suggestions for learning activities to support students to develop the skills and knowledge required to successfully tackle the HHD exam. Delegates are encouraged to bring a copy of the 2026 exam and examiner's report. | **Chris Clark**<br>VCAA<br>**Katherine Jones**<br>Penola Catholic College |

| **SESSION A6:** Biomechanics made easy – using prac to demystify concepts | **VCE PE** |
|---|---|
| Evan and Matt will look at how practical and real-world examples are used to demystify biomechanical concepts many students struggle with. This is a session designed to bring VCE PE biomechanics to life through practical, engaging activities. Explore simple, classroom-ready strategies that help students understand and apply key biomechanical principles in authentic movement and sporting contexts. Hear from experienced VCE PE educators as they share the approaches, successes, and activities that have shaped their practice. Bring your ideas and success stories along to share with the group. | **Evan Coventry**<br>**Justin Hamilton**<br>Melbourne Grammar |

| **SESSION A7:** Making SACs Formative – performance shifting strategies | **VCE PE U3 & 4** |
|---|---|
| Formative assessment is increasingly being accepted as being significant to improved student outcomes as many would have read the findings and works of Professor Dylan Wiliam. Paul would like to share with like-minded educators the process for making SACs formative to help students understand difficult concepts, improve their application and engagement with key knowledge and ultimately their outcomes and results. You can expect a hands-on run-through and demonstration of the process as well as "take home" resources to assist with implementation in your own school. | **Paul Stockdale**<br>Mentone Girls' Grammar |

DISCOVERY 2027

# Descriptions: Session A

9.50am -11.05am

| | |
|---|---|
| **SESSION A8:** Is it time for a change? Teaching games in PE using a thematic game sense approach to curriculum & pedagogy | **7-10 PE** |
| In this classroom session you will be presented with an overview of game sense, how it fits within the secondary PE curriculum and ideas for developing your curriculum using modern approaches. Research and evidence strongly supports the benefits of thematic game-based approaches to student learning. We will break down traditional sport-based curriculum models and look at opportunities for change and to develop a more thematic approach to teaching and learning. There will be plenty of opportunity for questions, discussion and reflection of your current practices – and lots of resources you can use in your teaching. Participants will develop their understanding of: (1) a game sense approach to teaching games, (2) how game sense fits into a PE curriculum, and (3) developing thematic units of work for teaching games. Participants will also reflect on their own practices and curriculum. | **Ray Breed**<br>Federation University |



DISCOVERY 2027

# Descriptions: Session B

11.50am -1.05pm

| **SESSION B1:** VCE 101 - for new/beginner teachers | **VCE PE** |
|---|---|
| VCE 101 (for new and beginner teachers) will provide an overview of the Victorian Certificate of Education (VCE), explaining its purpose, structure and VCAA requirements around delivery and assessment. It will outline the key components of the study designs, timelines and assessment. We will also look at the development of compliant assessment tasks in Units 1 – 4 and the application of VCE assessment principles, and will emphasise that assessment must align with study designs and related VCAA requirements. | **Rachael Whittle**<br>VCAA |

| **SESSION B2:** Building your Respectful Relationships Education Program: Combining the RRRR and BRR into your curriculum | **7 -10 HPE** |
|---|---|
| This session will use both the Resilience, Rights and Respectful Relationships (RRRR) and the Building Respectful Relationships: Stepping out against GBV (BRR) resources to develop your Years 7-10 Respectful Relationships Education program. We will help you map Health education, cross-curricular and whole of school approaches and suggest activities that you can develop across the years. Participate in some 'gold star' activities that address many content descriptors all at once! | **Dr Claire Stonehouse**<br>**Ms Trudy Thompson**<br>Deakin University |

| **SESSION B3:** Beyond the classroom – Integrating 7-10 Health in PE | **7 – 10 HPE** |
|---|---|
| This session will explore ways to integrate health learning outcomes into your 7–10 PE program through engaging, movement-based activities. This session will share practical lesson ideas that build students' understanding of health literacy, wellbeing, risk-taking, respectful relationships, and personal health behaviours, while keeping classes active and connected. Whether you're looking to make better use of practical time or strengthen curriculum alignment, this session will provide you with adaptable activity structures and strategies that support deep and successful learning for all students. | **Emily Townend**<br>Donvale Christian College |

| **SESSION B4:** Decoding SAC questions to increase student engagement | **Y10 – VCE HHD & PE** |
|---|---|
| The session focuses on helping students break down questions, identify command terms, understand what assessors are actually asking, and build confidence in structuring high-quality responses. Emily will share strategies she has found to be highly effective in improving students' analysis of SAC questions, overall comprehension, and confidence when answering extended responses. | **Emily Lace**<br>Marist-Sion College |

DISCOVERY 2027

# Descriptions: Session B

11.50am -1.05pm

| **SESSION B5:** Strategies for scaffolding HHD SAC and exam responses | **VCE HHD U3 & 4** |
|---|---|
| This session will share strategies for scaffolding HHD SAC and exam responses, including approaches to data analysis, short-answer questions, and the effective use of command terms. The session will provide ideas on how teachers can progressively build students' confidence and exam skills while developing higher-order thinking and response-writing techniques throughout the year | **Angela Douvitsas**<br>Antonine College |

| **SESSION B6:** Practical Strategies for Health, Performance & Wellbeing to support females in sport | **7-12 HPE & HHD** |
|---|---|
| Drawing on insights from working with more than 25,000 girls, this practical session focuses on two key issues affecting participation and performance: energy availability, including under-fuelling and fatigue, and body image.<br>Educators will learn to recognise early warning signs, understand how these issues present in school settings, use more supportive language and implement practical strategies that prioritise both health and performance. The session aims to build teachers' confidence to better support female students and continue these important conversations within their school communities. | **Megan Dickinson**<br>The Live Life Whole Project |

| **SESSION B7:** VCE PE Units 3 & 4 Exam Review | **VCE PE U3 & 4** |
|---|---|
| Gain inside knowledge of student performance in the exam from the chief assessor and curriculum manager. This session will break down the previous year's examination using the examiner's report and discuss areas of strength; content/ knowledge students struggled with and examples of high achieving responses. The session will also provide suggestions for learning activities to support students to develop the skills and knowledge required to successfully tackle the PE exam. Delegates are encouraged to bring a copy of the 2026 exam and examiner's report. | **Chris Clark**<br>VCAA<br>**Monique Sharp**<br>Melbourne Grammar<br>**Rob Malpeli**<br>Peak Phys Ed |

| **SESSION B8:** Learning through playing invasion games - a game sense approach | **7 - 10 PE** |
|---|---|
| There will be lots of action, learning and play in this practical session. We will play several small-sided throwing/catching invasion games, where you will learn how to organise the games, develop understanding and skills of questioning and how to structure student learning through game modifications. We will experience how students can learn decision making and technical skills together, cooperation, team and problem-solving skills during invasion games. Teachers will develop their skills and understanding of: (1) using small-sided invasion games, (2) questioning, and (3) modifying games to develop student learning outcomes | **Ray Breed**<br>Federation University |

DISCOVERY 2027

# Descriptions: Session C

2.15pm - 3.30pm

| **SESSION C1:** Hardiness – A Year 10 Elective – Future Ready: Skills for Life | **9 & 10 HPE** |
|---|---|
| Most resilience programs focus on recovery from stress — this session shows educators a different approach.<br>Gault McCluggage - Assistant Principal - Warrnambool College and Dr Paul Taylor unpack Future-Ready, a semester-long Year 10 elective built on the science of hardiness, which teaches students to engage with pressure and challenge constructively rather than simply "manage" or avoid these. Drawing on mind-brain-body science and connecting strongly to the Health and Physical Education curriculum Paul explains how the program builds students' attentional control, values-based decision-making, and physiological stress recovery.<br>Delegates will experience several of the program's own interactive exercises firsthand, walking away with practical tools they can trial in their own classrooms rather than just notes from a lecture. Investing in a different way to build student engagement. | **Gault McLuggage & Paul Taylor**<br>Warrnambool College & Hardiness Expert |

| **SESSION C2:** Engaging students through an athlete development program | **9 & 10 HPE** |
|---|---|
| The Athlete Development Program has been a highly successful and popular Middle School subject offered for over 10 years now at Lilydale High School. Not only does it offer students the opportunity to maximise their athletic potential, but we have also noticed it to be extremely engaging for all academic subjects. Students will have a sporting theme/ context across their 5 main subjects: English, Maths, Science, Humanities & Health/Physical Education. The session will include:<br>• Brief history and ethos of the program.<br>• The selection process which begins in Year 8.<br>• The long-term athlete development approach we take across Years 9-10.<br>• Year 9 Curriculum & Year 10 Curriculum ( incl. Camps) - setting students up for success in VCE PE/HHD.<br>• Student, staff and parent feedback. | **Kelsie Currie**<br>**Jeremy Neumann**<br>**Alister Stuart**<br>Lilydale High School |

| **SESSION C3:** Data that drives improvement in 7-10 HPE | **7-10 PE** |
|---|---|
| Are you challenged with the limited time students spend in practical PE lessons? Would you like to be able to measure their growth in targeted ways? Time efficient ways? Ways that suit your PE outcomes? All while still keeping the movement, engagement, & fun of practical lessons? We'll explore different opportunities we have to capture & use meaningful student data for PE lessons that are not bound by classroom walls or written assessment. If you have a desire to measure, drive and celebrate student growth through practical classes this session will be well suited. How do we know the students are learning & improving unless we capture & track it? Data is not just numbers & tests, it's an opportunity to show progress. Let's celebrate the student who learnt a new movement skill, improved their leadership capacity or learnt how to think more strategically during games. | **Belinda Broad**<br>Melton Christian College |

DISCOVERY 2027

# Descriptions: Session C

**2.15pm - 3.30pm**

| **SESSION C4:** Gamify Learning – Bring your students along the learning journey | **7-10 HPE** |
|---|---|
| In this session Riley and Taylah will discuss all things gamification and how these tools can be used to boost student outcomes. Students in Years 7–12 all need to be engaged in the process of learning and gamification can be used to check for understanding, formatively assess students and teach them revision habits that will turn them into lifelong learners. | **Riley Boland**<br>**Taylah Lloyd**<br>Berwick College |

| **SESSION C5:** The HHD Toolkit for VCE 1-4 teachers | **VCE HHD** |
|---|---|
| Whether you're teaching VCE Health & Human Development for the first time, or an experienced teacher looking for new ideas to add to your practice, This session will provide you with a range of adaptable learning routines, scaffolds, and activity formats that support effective student learning in HHD. You'll leave with a refreshed toolkit of teaching and learning ideas you can confidently apply across Units 1-4 HHD to support learning for every student. | **Emily Townend**<br>Donvale Christian College |

| **SESSION C6:** How to ACE the Extended Response in Units 3 &4 HHD | **VCE HHD U3 & 4** |
|---|---|
| The extended response question is where many VCE HHD students lose valuable marks, often through poor structure or a lack of confidence linking key knowledge together. This session unpacks a clear, repeatable approach to teaching the extended response, including practical strategies for scaffolding student writing, common pitfalls to avoid, and ways to build student confidence under exam conditions. Delegates will work through real student responses together and leave with classroom-ready resources and techniques to lift extended response performance. | **Matthew Waters**<br>Saint Ignatius College |

| **SESSION C7:** From Task Design to Exam Success: Building High-Band Responses in VCE PE Unit 4 AOS3 | **VCE PE U3 & 4** |
|---|---|
| Unit 4 AOS3 challenges students to do more than recall content, they must integrate theory and practice to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and their impact on performance. This session explores how teachers can design authentic practical activities, reflective folios and assessment tasks that develop these skills while preparing students for the demands of the extended response in the VCE examination. Delegates will leave with practical strategies to structure tasks, scaffold student thinking and support students in making meaningful connections between theoretical concepts and practical performance. | **Priscilla Begg**<br>Oberon High School |

DISCOVERY 2027

# Descriptions: Session C

2.15pm - 3.30pm

| **SESSION C8:** Big Energy, Small Spaces: Team Games That Work | **7 – 10 PE** |
|---|---|
| Limited space doesn't have to mean limited participation! Join in a range of high-energy team games and activities designed to get students moving, working together and having fun in smaller spaces. These games are easy to set up, require minimal equipment and can be modified for different year levels, group sizes and abilities. You'll leave with a bank of engaging team games that can be used for practical lessons when space is a premium. | **Airlie Tudhope**<br>PE Made Easy |



# Registration form and invoice

PEAK PHYS ED ABN = 28423617946

Please complete the registration form and the elective selection sheet and submit via preferred option.

**School/Organisation Details**

| | |
|---|---|
| School/Organisation:<br><br>Email: | |
| School Mailing address:<br><br>State: | Postcode: |
| Accounts Payable Manager's Name*:<br><br>Email: | |
| Total $: | School<br>Order No: |

*Please check if there is a general accounts email (e.g. accounts @schoolname) that is the preferred email address for invoices to be sent

**Please note:** Registrations will not be processed without a school order number provided. Schools will be invoiced for the conference upon receiving registrations and invoices must be paid within 7 business days. GST included in all registration fees. Pre-service teachers must present a full-time student card upon registration on the day.

**Cancellation Policy:**
If you are unable to attend this event, a replacement delegate may be sent in your place at no extra charge. We do not provide refunds for cancellations made more than 7 days after your registration is received therefore, the invoiced fee remains payable in full. Should you wish to cancel your registration within the 7-day cooling-off period, an administration fee of $75 per delegate (GST inclusive) remains payable. Any cancellation must be made in writing and sent by email. Peak Phys Ed will make available conference resources to any delegate who is unable to attend and who has paid in full.
Conference organisers reserve the right to modify the mode of delivery and or cancel specific sessions at any time. In the event of a pivot to online only in lieu of catering provided on the day, delegates will instead have access to all digital recordings of sessions made for this conference. Contact information provided will only be for the use of Peak Phys Ed and will not be shared with any other organisation.

**DISCOVERY 2027**
**Australian Health, Physical Education and Sport Conference**

**Wednesday March 3rd**

**Melbourne Cricket Ground (MCG)**

**General information**
**To register additional delegates please attach another form or register online.**

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## Teacher One

Please ensure you have approval from your school and an order number before registering and have read the cancellation policy

| First name: | Last name: |
|---|---|
| Email: | |
| Special Dietary Requirement: | |

Please tick only one box per delegate

| Select two preferences per session | | |
|---|---|---|
| Session | 1st preference | 2nd preference |
| Example | 1A | C3 |
| Session 1 | | |
| Session 2 | | |
| Session 3 | | |

| Pre-service teachers **$150 includes GST** | |
|---|---|

**Please note:**
Photographs and/or digital images of conference participants will be taken for use in newsletters and/or promotional materials. These materials might be used in printed or electronic publications, the internet and other publicly accessible Australian educational websites

## Teacher Two

Please ensure you have approval from your school and an order number before registering and have read the cancellation policy

| First name: | Last name: |
|---|---|
| Email: | |
| Special Dietary Requirement: | |

Please tick only one box per delegate

| Select two preferences per session | | |
|---|---|---|
| Session | 1st preference | 2nd preference |
| Example | 1A | C3 |
| Session 1 | | |
| Session 2 | | |
| Session 3 | | |

| Pre-service teachers **$150 includes GST** | |
|---|---|

**Please note:**
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## Teacher Three

Please ensure you have approval from your school and an order number before registering and have read the cancellation policy

| First name: | Last name: |
|---|---|
| Email: | |
| Special Dietary Requirement: | |

Please tick only one box per delegate

| Select two preferences per session | | |
|---|---|---|
| Session | 1st preference | 2nd preference |
| Example | 1A | C3 |
| Session 1 | | |
| Session 2 | | |
| Session 3 | | |

| Pre-service teachers **$150 includes GST** | |
|---|---|

**Please note:**
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## Teacher Four

Please ensure you have approval from your school and an order number before registering and have read the cancellation policy

| First name: | Last name: |
|---|---|
| Email: | |
| Special Dietary Requirement: | |

Please tick only one box per delegate

| Select two preferences per session | | |
|---|---|---|
| Session | 1st preference | 2nd preference |
| Example | 1A | C3 |
| Session 1 | | |
| Session 2 | | |
| Session 3 | | |

| Pre-service teachers **$150 includes GST** | |
|---|---|

**Please note:**
Photographs and/or digital images of conference participants will be taken for use in newsletters and/or promotional materials. These materials might be used in printed or electronic publications, the internet and other publicly accessible Australian educational websites

## Teacher Five

Please ensure you have approval from your school and an order number before registering and have read the cancellation policy

| First name: | Last name: |
|---|---|
| Email: | |
| Special Dietary Requirement: | |

Please tick only one box per delegate

| Select two preferences per session | | |
|---|---|---|
| Session | 1st preference | 2nd preference |
| Example | 1A | C3 |
| Session 1 | | |
| Session 2 | | |
| Session 3 | | |

| Pre-service teachers **$150 includes GST** | |
|---|---|

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## Teacher Six

Please ensure you have approval from your school and an order number before registering and have read the cancellation policy

| First name: | Last name: |
|---|---|
| Email: | |
| Special Dietary Requirement: | |

Please tick only one box per delegate

| Select two preferences per session | | |
|---|---|---|
| Session | 1st preference | 2nd preference |
| Example | 1A | C3 |
| Session 1 | | |
| Session 2 | | |
| Session 3 | | |

| Pre-service teachers **$150 includes GST** | |
|---|---|

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