

From Early Signals to Proactive Evidence Based Action

The neuroscience of belonging, behaviour, attendance, disengagement and re-engagement, plus whole-school reporting done for you.



Register Your School
for the Conference

Scan to register

DATE

21 October 2026

TIME

9.30 am to 3.00 pm

FORMAT

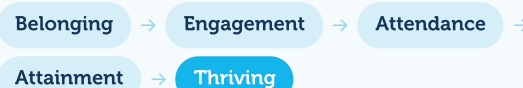
In-person & virtual

LOCATION

Online, and Liverpool
Catholic Club, Prestons
NSW

“The attendance officer sees the pattern once it is already a pattern. The behaviour officer sees the incident, not what led to it. By the time it reaches the principal’s desk, the full picture has arrived too late to act on early.”

THE CHAIN THIS DAY FOLLOWS



LED BY



Dr Mark Williams OAM

Cognitive neuroscientist,
former MIT researcher



Nikki Bonus

Founder & CEO,
Life Skills GO

Q&A WITH



Stephanie Giles

Deputy Principal,
Guildford West Public School



Claudia Bou-melhem

Head of Wellbeing K-12,
Maronite College of the Holy Family



Kristy Jubb

Relieving DP and Assistant Principal,
Curriculum and Instruction,
Westmead Public School

OUR PROMISE TO YOU

By 3.00 pm, you will be able to tell a one-off behaviour incident from a signal of something more, and respond to each differently. You will understand the neuroscience of learning, and what drives belonging, engagement, attendance and re-engagement, not just what changed, but why.

See earlier → Understand why → Act in time → Measure impact → Improve continuously → Repeat

That is not a slogan, it is the model this whole day is built on, grounded in the neuroscience and evidence you will hear from Dr Mark Williams OAM and Nikki Bonus. It does not stop when the day does. The same cycle runs through the new automated reporting for your school every day after, triangulating attendance, belonging, wellbeing, engagement and student voice in real time, so the heavy lifting of analysis is done for you, not by you. Because it starts with student voice collected in an evidence based way, it is preventative and protective, not just a

record of what has already happened. You see the whole student, the whole class, cohorts and the whole school in real time, and more than that, you understand why, early enough to intervene. You will also be among the first to see what is next: the new whole school reporting and surveys, and the new online professional learning framework Dr Mark Williams OAM and Nikki Bonus have built together, 26 modules connecting the neuroscience of learning with whole child practice, from the classroom through to system leadership.

WHO IT'S FOR

Principals and school executives, attendance officers, behaviour officers, learning support staff and educators. The day opens and closes on what school leaders need to decide, while the middle gives every role concrete, practical proof of how this changes their day-to-day work, without adding to it.

Schools would get the most benefit if they send a team — discounts apply.

WHAT YOU'LL LEAVE READY TO DO

- 01 Distinguish between a one-off behaviour incident and a signal of something more — and respond appropriately to each.
- 02 Explain, with evidence, why belonging and connection support attendance rather than simply follow it.
- 03 Use student voice, teacher observation and school data as three distinct but complementary sources of insight.
- 04 Apply an understanding of stress, attention and emotional literacy — and recognise how these can be explicitly taught.
- 05 Use the new automated reporting to access role-relevant information without adding to your workload.
- 06 Develop a clear plan to strengthen earlier identification and support across your school next year.

Five sessions, one connected evidence base

Four of the five sessions are grounded entirely in neuroscience and school practice.

MORNING

9.30 am – 12.35 pm

9.30 am

Arrival, registration and coffee

10.00–10.10

Welcome and opening

10.10–10.55 am

SESSION ONE

How the Brain Learns

This session provides the foundation for everything that follows: understanding how the brain processes information, forms neural connections and builds lasting learning, as well as the neurological and environmental conditions needed for attention and memory to develop.

Table discussion: leaders map where these conditions are, and are not, currently present across their own school day.

10.55–11.05

Short break

11.05–11.50 am

SESSION TWO

Belonging, Connection and Why Attendance Comes Second

Why connection, safety and belonging are essential conditions for attention and learning — not outcomes of attendance — and why student voice is the clearest early indicator of all three.

Paired discussion: participants work through real, de-identified attendance patterns and identify what may be sitting underneath them.

11.50 am–12.35 pm

WORKING LUNCH

Patterns, Signals and the Reporting in Practice

See how schools can move from fragmented data to a clearer understanding of the whole child.

Using real, de-identified student data, this session demonstrates how Life Skills GO connects student voice, wellbeing, engagement, attendance and behaviour to surface emerging patterns earlier and support evidence-informed decisions.

Participants will see automated, role-based reporting in action — from individual students and classrooms through to whole-school and system-level insights — helping the right people access the right information at the right time.

The session concludes with an open Q&A with school leaders Stephanie Giles, Claudia Bou-Melhem and Kristy Jubb, sharing how they are using these insights to identify needs earlier, coordinate action and strengthen school improvement.

2.55–3.00 pm

Closing reflections and key takeaways

AFTERNOON

12.35 pm – 3.00 pm

12.35–1.20 pm

SESSION THREE

The Neuroscience of Emotion and Emotional Literacy

How emotion is processed in the brain and body, and why emotional literacy — the capacity to recognise, name and communicate emotion — is a skill that can be taught rather than an outcome left to chance.

Participants will gain an understanding of how the brain and body process emotion, and why emotional literacy can be explicitly taught rather than left to chance.

1.20–1.30

Short break

1.30–2.15 pm

SESSION FOUR

Behaviour as a Signal and the Path to Re-engagement

Participants explore how to reframe behaviour as a signal rather than a starting point, applying their understanding of learning, belonging, emotion and regulation to support students, staff and families to reconnect after conflict or disconnection.

Small group scenario work: participants apply the day's framework to a real school based case.

2.15–2.55 pm

SESSION FIVE

Dynamic Reporting: Data That Works For You

Discovery session: participants explore the new whole-school, automated, role-based reporting available from next year. It brings student voice, wellbeing, attendance, behaviour and learning information together in one live view — without adding to staff workload.

Practical planning: participants begin mapping how to set their school up for dynamic reporting in the year ahead.

3.15–4.45 pm

OPTIONAL

Stay, Connect & Continue the Conversation

We'd love you to stay with us after the conference and spend a little more time together. It's a chance to meet our speakers, connect with fellow educators and school leaders, share what's happening in your own school, and continue the conversations that have mattered to you throughout the

Please let us know when you RSVP if you'll be joining us for the networking session.

day. There's no formal agenda, just time to connect, ask questions, exchange ideas and enjoy the company of people who care deeply about children, young people and the future of education. We'd genuinely love you to stay and be part of it.

Reserve your school's place

Seats are limited to keep the room genuinely interactive. Bring your attendance officer, behaviour officer, learning support lead and school executive together for the day. Registrations are non-refundable.

EARLY BIRD

AUS \$120 pp

Until Mon 12 Oct 2026

GENERAL ADMISSION

AUS \$199 pp

All five sessions

GROUP BOOKING

25% off

3 or more from your school



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for the Conference

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