

12th OMEP Asia-Pacific Conference



Sydney, Australia
6 - 8 December 2023

Looking Back, Moving Forward:
Progressing the United Nations
Sustainable Development Goals
in the Asia-Pacific Region



Supported by





We acknowledge the Traditional Custodians of the land on which Macquarie University stands – the Wallumattagal Clan of the Dharug Nation – whose cultures and customs have nurtured, and continue to nurture, this land since time immemorial. We pay our respects to the Elders, past and present.

Help to keep the Dharug dhalang language alive

Warami – hello/ where are you from? (*war-a-me*)

Yanu – goodbye (*yarn-oo*)

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Welcome from Kym Simoncini
OMEP Australia President

It is my pleasure to welcome you to the 12th OMEP Asia-Pacific conference. It is wonderful to be able to meet in person again. The last face-to-face Asia-Pacific conference was back in 2019 in Kyoto, Japan. The conference program has a variety of events and sessions that should promote networking, collaboration and discussion.

The conference's theme is about reflecting on what we have achieved and how we might achieve more in the coming future. The Asia-Pacific region contains much diversity and I look forward to hearing how different nations are meeting the SDGs. The SDGs are more important now than ever given the events that we are seeing around the world.

I would like to thank the OMEP conference committee who have worked tirelessly to make this conference a success. My sincere thanks to Marianne Fenech (co-chair), Kim Browne, Dawn Butterworth, Vicki Christopher, Tamara Cumming, Ally Diamond, Andrea Nolan and Sandie Wong.



About OMEP Australia

OMEP Australia is the Australian arm of the Organisation Mondiale pour l'Education Prescolaire (OMEP) or the World Organisation for Early Childhood Education. Founded in 1948, the organisation was launched in post-war France to benefit children under 8 years of age throughout the world. It is dedicated to the enhancement of all areas of children's well being, growth and development from health, education and welfare perspectives.

In 1969, OMEP was represented in Australia by a sub-committee of the Australian Association of Preschool Child Development (now Early Childhood Australia) with branches established in each state and territory. In 1992, the group was accepted as official representatives of the World Organisation in Australia.

In 1993, OMEP Australia became a separate not-for-profit company limited by guarantee. The organisation is managed by a Board of Directors governed by a constitution approved by members. A new constitution was adopted in 2010 to comply with changing corporate regulations in Australia.



Conference Artwork

Country Nurtures and Protects

by Jessie Waratah

The conference artwork depicts the passing down of knowledge and care for Country from our old people to the younger generations. Caring for Country allows us to connect with our roots and further our connections to ourselves and our Community. This story reminds us that the land is our first teacher. It is the first thing we smell, hear, touch and taste. Country nurtures and protects.

About the artist

Aboriginal artist **Jessie Waratah** is a proud Gamilaraay and Warlipiri Woman. Please see her Facebook account for more beautiful artwork <https://www.facebook.com/Jessiewaratahart?mibextid=LQQJ4d>



Conference Theme

Looking Back, Moving Forward: Progressing the UN Sustainable Development Goals in the Asia-Pacific region

2023 marks the beginning of the second half of the 2015-2030 timeframe set by the United Nations to achieve 17 Sustainable Development Goals (SDGs), which include ending poverty, improving education and health outcomes, reducing inequality, and tackling climate change.

The COVID-19 pandemic, the impacts of climate change, and increasing armed conflicts and refugee numbers, pose significant challenges to achieving the SDGs. The 2023 OMEP conference provides a timely opportunity to reflect on what has been achieved in the Asia-Pacific region, and what still needs to be done in policy and in practice to realise these goals.

OMEP's mission to advance the right of all children to quality early childhood education is strongly related to SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. This conference will showcase how work towards quality early childhood education can advance not only SDG 4, but many of the other SDGs as well.

Strands:

- Providing accessible, equitable, and inclusive quality early education for all young children
- Supporting the supply and sustainability of early childhood teachers and educators
- Fostering the health and wellbeing of young children, their families, and their communities
- Preserving, revitalising, and promoting Indigenous languages
- Improving action on climate change and environmental sustainability





Strands

Providing accessible, equitable, and inclusive quality early education for all young children

Income inequalities and gender, disability, and race-specific inequities within Asia-Pacific countries and across the Asia-Pacific region pose significant challenges to the right of every child to access quality early education. In some countries, less than one in ten children attend pre-primary education. In this strand we look at policy and practice initiatives aimed at addressing these challenges, enabling access for all children and improving their readiness for school.

Supporting the supply and sustainability of early childhood teachers and educators

Supporting the learning and development of young children, particularly those experiencing disadvantage and marginalisation, requires a workforce of skilled early childhood teachers and educators. Doing this work is challenging and requires working with children in complex family and community contexts. This strand will showcase efforts to both grow and sustain a quality workforce within and across the Asia-Pacific, particularly post-Covid.

Fostering the health and wellbeing of young children, their families, and their communities

Multiple and complex health challenges across the Asia-Pacific region - exacerbated by the Covid-19 pandemic and prolonged by food insecurity, the spread of disease, and environmental risks - diminish child, family, and community wellbeing and development. Eradicating hunger and malnutrition, increasing agricultural productivity, improving access to health care, and reducing child mortality rates, are targets critical to enabling all children in the region to have a start in life that affords wellness and opportunity. This strand will focus on efforts that enable children and the contexts in which they live to be safe, functional, and flourishing.

Preserving, revitalising, and promoting Indigenous languages

The United Nations General Assembly declared 2022-2032 as the International Decade of Indigenous Languages (2022 to 2032) to 'draw attention to the critical status of many Indigenous languages across the world and encourage action for their preservation, revitalisation, and promotion'[1] Consistent with the overarching goals of the SDGs, this strand recognises that there are significant human and social costs, including the loss of cultural identity, when and where cultural languages are not sustained. The strand therefore aims to promote language as a means to sustain children's and families' cultural knowledges and interconnectivity in the Asia-Pacific region.

[1] (Department of Infrastructure, Transport, Regional Development and Communications, Australian Government, 2022).



Improving action on climate change and environmental sustainability

Addressing climate change is a matter of international urgency, particularly for Asia-Pacific countries which are especially vulnerable to the impacts of natural disasters and climate change. In this strand we look at local, national, and regional practices and policies aimed at increasing awareness about climate change, minimising environmental degradation, and enhancing sustainable development and lifestyles. How teachers and educators model and build young children's disposition to care for their local environments and contribute to a sustainable world will also be a focus of this strand.

Keynote Speaker



Catherine Liddle

Chief Executive Officer

SNAICC – National Voice for our Children

An Arrernte/Luritja woman from Central Australia, Catherine has been a leading advocate in upholding the rights of Aboriginal and Torres Strait Islander peoples on a national, regional and local level. Catherine has held senior management positions in First Nations organisations including First Nations Media and Jawun Indigenous Corporate Partnerships, as well as within the Northern Territory Education Department, the ABC and NITV/SBS.

A journalist by trade, Catherine's motivation has always been to drive change that leads to positive outcomes and options for First Nations people. Over the past 10 years she has led multidisciplinary teams, overseen workplace transformations, and advocated for policy reform. Catherine is the CEO for SNAICC – National Voice for our Children, the national non-governmental peak body for Aboriginal and Torres Strait Islander children that works for the fulfilment of the rights of Aboriginal and Torres Strait Islander children, in particular to ensure their safety, development and wellbeing.

Keynote Speaker



Professor Nirmala Rao

Faculty of Education
The University of Hong Kong

Nirmala Rao is Serena H C Yang Professor in Early Childhood Development and Education and Chair Professor of Child Development and Education, and Director of the Consortium for Research on Early Childhood Development and Education (CORE), Faculty of Education, The University of Hong Kong (HKU). A Developmental and Chartered (Educational) Psychologist by training, her research on early childhood development and education in Asian cultural contexts has been recognised internationally. This work has focused on the development of psychometrically robust and culturally-sensitive measures of both early childhood development and the quality of Early Childhood Education; early educational policy in the Asia-Pacific; evaluation of early childhood programmes; and culture, policy and pedagogy in the early years.

Professor Rao has published widely; serves on the Editorial Board for premier scholarly journals; has participated in high-level international meetings; written advocacy materials, and undertaken consultancies for international organisations. She has received awards for both research and teaching. Furthermore, she has also had significant administrative leadership roles in the Faculty of Education and at the Graduate School of HKU.

Keynote Speaker



Associate Professor Ingrid Engdahl
Stockholm University, Sweden

Dr Ingrid Engdahl, Associate Professor in Child and Youth Sciences is a preschool teacher and psychologist, with a PhD in Child and Youth Sciences from Stockholm University, Sweden. Since 2019, she is a senior researcher and was between 2019 and 2021, the European president for OMEP, the World Organisation for Early Childhood Education. Since 2009, Engdahl has been one of the leaders for the OMEP World projects on early childhood education for sustainability (ECEfS). She is from the beginning in 2010 a member of the research network Transnational dialogues in research on early childhood education for sustainability (TND).

Professor Engdahl worked 25 years in preschool education, in different teaching positions, including five years as a principal. Then she was a lecturer and professor at Stockholm Institute of Education and Stockholm University for around 20 years, mostly in Teacher Education Programmes and as researcher and professor within Child and Youth Studies. Her PhD was focussing toddlers and play: Toddlers as social actors in the Swedish preschool.

Professor Engdahl's main research interests are the holistic development of early childhood education, focusing on toddlers, play, the perspective of the child, education for sustainability and the rights of the child. Ingrid Engdahl has been the Editor of ECE Journals, published several articles, books and reports as well as columns in magazines for professionals, and is appointed reviewer by around 10 journals within her field of expertise.

Keynote Speaker

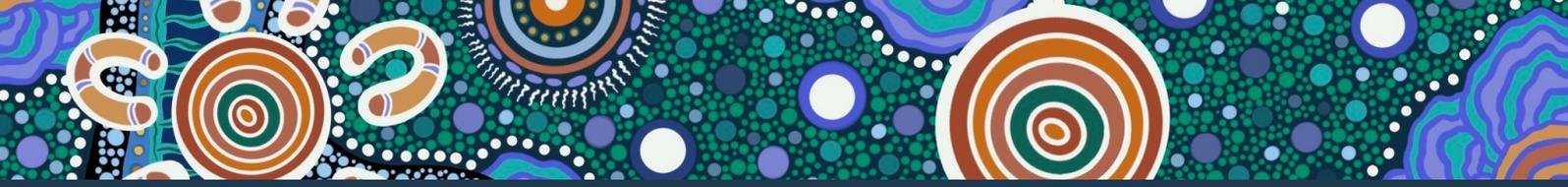


Dr Diane Boyd

Liverpool John Moores University

Dr Diane Boyd is a senior lecturer at Liverpool John Moores University and specializes in early childhood education for sustainability with a focus on the Sustainable Development Goals. Diane has developed a useful resource for practitioners and students to be empowered to embed them into their pedagogical practice in an authentic way, for example, by highlighting how literacy and numeracy can be reflected through authentic opportunities drawn from children's provocations. Diane's SDG resource won an international award at the 74th World OMEP conference in Athens in 2022 recognising its potential for embedding sustainability into early childhood pedagogical practice.

Diane was part of the United Kingdom's Climate Change Conference of the Parties (COP26) action group to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention of Climate Change. She is now developing Sustainability Matters for the Department of Education (DfE) and currently writing Sustainability Matters in Early Childhood for the DfE.



Social Events



Conference launch on the lawn

Macquarie University

Wednesday 6th December

5:00 – 6:30 pm

Join us for the official opening of the conference out on the beautiful lawns of Macquarie University. An Indigenous elder will lead a Welcome to Country and Smoking Ceremony, followed by an Indigenous Dance performance. Wine and canapes will be served. This event is free of charge.

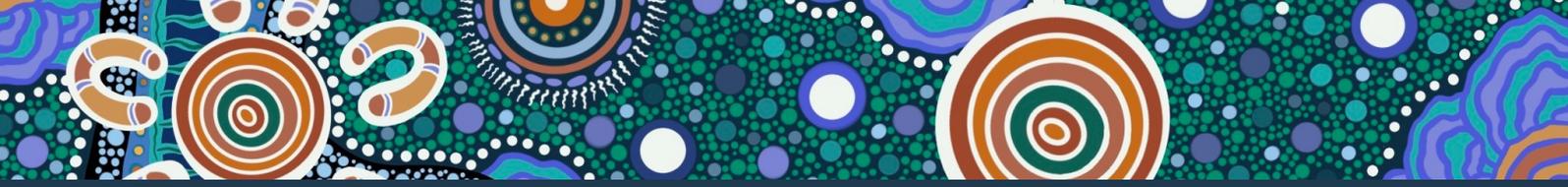
Conference cruise and dinner

Sydney harbour

Buses will depart from and return to Macquarie University

6:00 - 10:30 pm

The conference dinner is a three-hour Sydney harbour cruise with Tribal Warrior. Dinner will include Indigenous bushtucker finger food, dessert and beverages. There will be cultural commentary, a yidaki (digeridoo) player and DJ and dancing. Bus transfers to and from the cruise are included. The dinner is an additional cost of \$130 per person.



Program Overview



Wednesday 6th December

9am - 12pm	OMEP Regional Assembly*
12pm - 5pm	Registration (@ 29 Wally's Walk)
12:30pm - 5pm	Centre Tours**
5pm - 6:30pm	Conference Launch on the Lawn

Please note that the **OMEP Regional Assembly is for Asia Pacific OMEP presidents only*

***For **Centre Tours**, please meet at 29 Wally's Walk
(The actual time of Centre Tours is dependent on the centre location)*

Off campus tours: Meet at 29 Wally's Walk at 12.30pm

Waratah Cottage, Gumnut Cottage and Mia Mia tours: Meet at 29 Wally's Walk at 1.45pm.



Program Overview

Thursday 7th December

8am - 8:30am	Registration (29 Wally's Walk)
8:30am - 9:00am	Welcome OMEPA Asia Pacific President, Professor Sandie Wong World OMEPA President, Mercedes Mayol Lassalle
9:00am - 10:00am	Australian Keynote Address - Catherine Liddle
10am - 10:30am	Morning Tea
10:30am - 12pm	Concurrent Sessions
12pm - 12:45pm	Poster session
12:45pm - 1:45pm	Lunch
1:45pm - 3:15pm	Concurrent Sessions
3:15pm - 3:45pm	Afternoon Tea
3:45pm - 4:45pm	Asia-Pacific Keynote Address - Professor Nirmala Rao
4:45pm - 5pm	Closing remarks
7pm - 10pm	Tribal Warrior harbour cruise



Program Overview

Friday 8th December

9am - 10am	International Keynote Address - Associate Professor Ingrid Engdahl
10am - 10:30am	Morning Tea
10:30am - 12pm	Concurrent Sessions
12pm - 1:00pm	International Keynote Address - Dr Diane Boyd
1:00pm - 2:00pm	Lunch
2:00pm - 3:30pm	Asia-Pacific Presidents' Symposium Achieving SDG4.2: A Regional Symposium on Early Childhood Development and Quality Education
3:30pm - 4:00pm	Closing Couch Session Chaired by Professor Andrea Nolan
4:00pm - 5:00pm	Afternoon Tea

Concurrent Sessions

Thursday 10:30am - 12:00pm

Strand 1 29WW Room 123 Andrea Nolan	Strand 2 29WW Room 045 Fay Hadley	Strand 3 29WW Room 041 Marianne Fenech	Strand 2 & 3 ART25WWC Function Room C122 Kym Simoncini	Strand 5 ART25WWC C120/121 Vicki Christopher
Providing accessible, equitable and inclusive early education for young children in Sarawak (The Honourable Dato Sri Hajah Fatimah Abdullah; Ministry Of Women, Early Childhood & Community Wellbeing Development)	Building capacity and sustainability: Mentoring Early Childhood Scholars and new graduate teachers (Andrews & Hadley; Macquarie University)	Worthy of love? Examining teachers' practices to promote infant wellbeing early childhood settings (Delaune; University of Canterbury)	Promoting a culturally diverse workforce for the sustainability of the early childhood education workforce (Gide, Wong, Press & Davis; Macquarie University)	Symposium: <i>Environmental policies, areas of intervention, and actions taken by educational childcare settings to adhere to sustainable development practices and raise awareness of its issues to children</i>
Reimagining early childhood education futures: Storying Pacific worlds (Jattan; Fiji National University; Macgill, Neill & Diamond; University of South Australia)	Group mentoring to foster reflection and professional development of preservice teachers in early childhood education and care (Qui; Beijing Normal University)	Impact of a community-based child injury knowledge intervention in rural Bangladesh (Parveen; Center For Injury Prevention & Research, Bangladesh)	OMEP Pacific Islands Nations and OMEP Aotearoa NZ - Building relationships (Robertson, He and Pacific Island Nations members)	Environmental policies, areas of intervention, and actions taken by four educational childcare settings to adhere to sustainable development practices (Boily, Goulet, Lachance, Jean-Baptiste, Allaire & Hamidi; University of Quebec in Montreal)
Professional development: Building early childhood educators' capacity to support South Asian ethnic minority children's learning in Hong Kong (Chung; The Education University Of Hong Kong)	Becoming a pre-school teacher: developing competence for education for human rights and democratic citizenship in Croatia (Visnja Jevtic & Rajic; University of Zagreb)	Early childhood teachers' role in nurturing young children's health and well-being (Narain & Sharma)	Early childhood teachers' work well-being in China and Singapore: Commonality and difference (Liu; Beijing Normal University)	"L'Arche de Noé Childcare Center: OMEP Canada ESD Awards 2023 (Bélanger, Bertrand & Boily; University of Quebec in Montreal) Raise the ecological awareness of children in educational childcare (Allaire, Boily, Jean-Baptiste & Lachance; University of Quebec in Montreal)

Concurrent Sessions

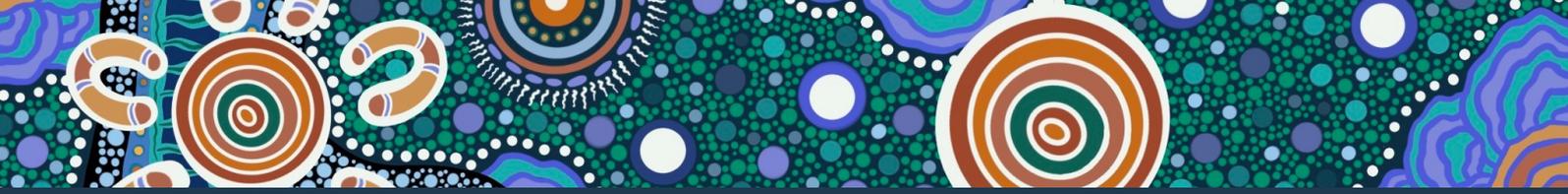
Thursday 1:45pm - 3:15pm

Strand 1 ART25WWC Function Room C122 Andrea Nolan	Strand 2 29WW Room 123 Marianne Fenech	Strand 3 29WW Room 041 Ally Diamond	Strand 2 & 5 29WW Room 045 Kym Simoncini	Strand 5 ART25WWC C120/121 Vicki Christopher
<p>Educators as health communicators: Which factors predict their ability to implement and communicate COVID-19 health information? (Degotardi; Macquarie University)</p>	<p>Visibility of and support for educator well-being in early childhood systems: Reflections from Australia, Singapore, and New Zealand (Bull, Ng, Gould & Wong; Macquarie University)</p>	<p>EDUCARE - A Swedish pedagogical practice (Engdahl; (Stockholm University)</p>	<p>Exploring factors related to early childhood teachers' STEM teaching self-efficacy in central China (Tan & Yue; (Henan University)</p>	<p>Indigenous ways of knowing and being with wai (water): Pedagogical priorities and tensions for ECE kaiako (teachers) (Williams & White; University of Canterbury)</p>
<p>Early childhood educators' training and their preparedness to support the language learning of infants and toddlers. (Redman; Macquarie University)</p>	<p>Sustaining the early childhood workforce: The impact of job demands and resources on turnover intentions (Lansmans; Tampere University)</p>	<p>The impact of work connectivity behavior on harsh parenting among Chinese parents of preschoolers: A conditional process analysis (He; Hubei Normal University)</p>	<p>Addressing movement and physical activity in the post-pandemic early childhood programs: Perspectives from early childhood teachers in the Philippines (Saamong; The Education University of Hong Kong/The University of the Philippines)</p>	<p>Intergenerational stories: Recognizing intergenerational engagements as arenas for collaborations, well-being and sustainability (Oropilla; Western Norway University of Applied Sciences)</p>
<p>Translanguaging to reduce language inequities: Case studies of ChineseAustralian bilingual infant-educator interactions (Zheng & Degotardi; Macquarie University)</p>	<p>Negative workplace gossip and thriving at work among Chinese kindergarten teachers: The roles of psychological contract breach and bianzhi (He; Hubei Normal University)</p>	<p>A research on multidimensional collaborative education among home, school, and community based on key events in kindergarten (Gu; Songchingling International Kindergarten)</p>	<p>"Let's take care of the sea together"! Emotional experiences influencing children's exploring activities. (Shiraishi & Uchiyama; Aichi Shukutoku University)</p>	<p>Sustainability in the early years: Interpreting perspectives from Swedish and Filipino preschool teachers (Navarrete; University of Gothenburg)</p>

Concurrent Sessions

Friday 10:30am - 12:00pm

<p>Strand 1 29WW Room 123 Andrea Nolan</p>	<p>Strand 2 ART25WWC Function Room C122 Marianne Fenech</p>	<p>Strand 3 29WW Room 041 Ally Diamond</p>	<p>Strand 4 ART25WWC C120/121 Kym Simoncini</p>	<p>Strand 5 29WW Room 045 Vicki Christopher</p>
<p>Symposium: <i>Improving the quality of early education in China: Achievements and experience</i></p> <p>Development and implementation of early reading course for rural children (Hou, Wu & Zhou; Guangxi Normal University)</p> <p>The development and validity study of the Classroom Quality Rating Scale for Early Childhood Care and Education (CQRS-ECCE) within the context of Quality Assessment Guidelines for Early Childhood Care & Education in China (Li, Lu & Chen; Zhejiang Normal University)</p> <p>Language & literacy classroom environment quality in China (Liu, Zhang, Wang & Su; Zhejiang Normal University)</p> <p>Can preschool play-based pedagogy quality reduce SES disparities in early math skills: Evidence of a value-added model (Pan; Beijing Normal University)</p>	<p>Symposium: New research on emotional labour in the work of early childhood educators.</p> <p>(Cumming, Ng & Saha, Macquarie University; Dickerson, University of Sydney)</p>	<p>Effect of an integrated child drowning prevention intervention on ECD and early learning (Parveen; Center for Injury Prevention And Research. Bangladesh)</p> <p>The effect of parental emotion regulation on young children's emotion regulation: Evidence from rural China (Wang; Beijing Normal University)</p> <p>Optimization path for supply and demand of young children's family education guidance: Based on the theory of supply and demand adaptability (Tan; Beijing Normal University)</p>	<p>Cultural effects on an early childhood teacher experiencing disability and re-entering work: Interconnecting Indigenous language, knowledges and feelings of belonging. (Browne; Deakin University)</p> <p>Matjarr Djuyal 'hand talk' in practice: How using gestures in teaching the revitalised Gathang language helps preschoolers learn an Aboriginal language (Radley; Western Sydney University)</p> <p>First Nations dance first: A dialogue on Australian pre-service teacher's work with First Nations dance in the early years (Rowlands; University of South Australia)</p>	<p>Silkworms: Catalysts for gaining respect for lives (Fujii; Kyoto Hoiku Centre Welfare Corporation)</p> <p>GPGP (Garden Plan Grand Prix) for the diversity of nature environment and playing types on our nursery school (Kihara; Oikeashita Nursery School)</p> <p>Impact of Climate Change Policy (2018-2030) on Early Childhood Education in Fiji (Camaitoga [Fiji ECT Association] & Jattan [FNU])</p>

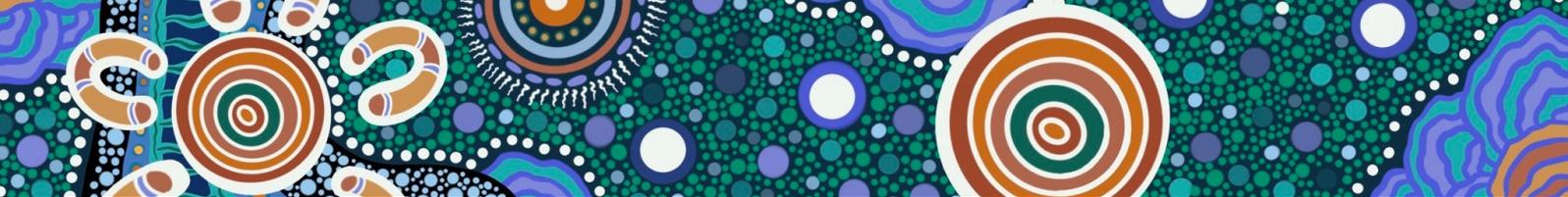


Concurrent Sessions

Friday 2:00pm - 3:30pm

**Strand 1
29WW T1
Maggie Koong**

Symposium: Achieving SDG 4.2: A regional symposium on early childhood development and quality education (OMEP Asia-Pacific Presidents)



Poster Presentations

In Alphabetical Order



The role of mindful parenting in preschoolers' approaches to learning among Chinese families. Ms Xiaoxin Fu, Ms Lixin Ren

Development and Content Validity of a Home Learning Environment Scale for Preschool-aged Children in China: A Modified E-Delphi Study. Ms Jing Gong, Prof Nirmala Rao

Enhancing Psychosocial Development in Preschool Children through Preventive Programs and Healthy Lifestyles (2019). Jarka Kreskociova

A study on children's physical activity and health during COVID-19 —Through an interview survey with incumbent teachers in Kumamoto Prefecture. Mr Takeshi Kurihara

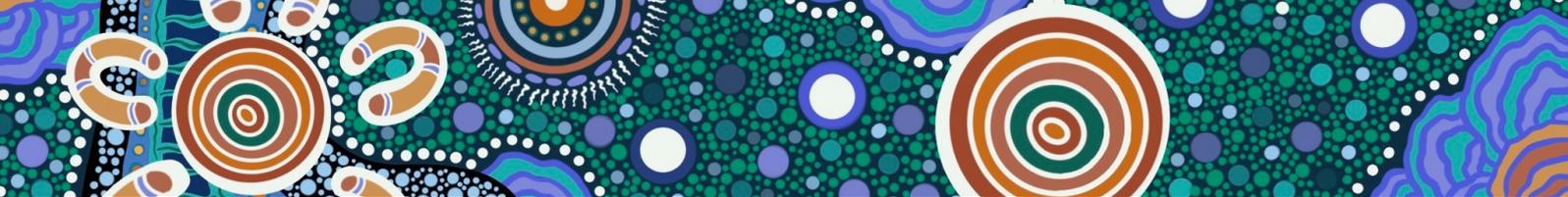
"Earth Warriors" A Case Study of Early Childhood Climate Education: Presenting and reflecting on a Curriculum system. Ms Ying Li

Early childhood educators' perceptions of children's outdoor activity in Australia during the COVID pandemic. Ms Junjie Liu, Dr Shirley Wyver, Dr Helen Little, Dr MuhammadChutiyami

How Chinese Parents Accompany Their Young Children during the COVID-19 Pandemic. Mr.liu Changhai Liu

Reference Effect of Preschool Teachers' Salary and its Influence on Preschools' Service Quality: An Empirical Study in China. Dr Tianzi Liu

Parental Knowledge, Preference and Needs of Child-Rearing Family Programmes in Chinese Minority Regions. Dr Jinjin Lu



Poster Presentations

In Alphabetical Order



Preschool educators use of commanding language in China and Japan: A cross-cultural comparative study. Dr Zhongjie Lu, Ms Hongxin Li, Ms He He

"I am a mirror": A study on preschool teachers' perceptions of their mentoring role in student teaching. Ms Jieran Ma, Ms Gu Rongfang Gu

Professional Learning through Discomfort, Disjuncture, and Deliberation. Professor Andrea Nolan, Dr Tebeje Molla

Parent-child Emotional Resonance: How does Parental Responses to Emotions to Promote Preschool Children's Emotional Regulation? Tingting Shao, Qianqian Liu, Xiumin Hong

Supporting preschool children's health and well-being through SMS messages. Associate Professor Kym Simoncini

New forms of connecting communities with childcare: From children's conditions as seen in the Project OSANPO intergenerational exchange program. Dr. Masako Yoshizu, Dr. Hirotugu Tazume

Mindful Parenting and Trajectories of Chinese Migrant Preschool Children's Social-Emotional Development. Ms Chunyuan Xi, Ms Jiayi Li, Dr Lixin Ren

An Action Research on the Professional Community Construction of Male Kindergarten Teachers---A Case Study of M-District Male Kindergarten Teachers Salon. Mr Zhang Le

Competency of Early Childhood Teacher Educators: The Perspectives of Teaching and Research Officers in China. Dr Sijie Zhao, Dr Wenting Zhu

Conference Sponsor

Pademelon Press
Giving a Voice to Early Childhood



Pademelon Press is Australia's oldest dedicated early childhood educator publishing house. Themes from the schools of Reggio Emilia run through many of the books we publish and distribute.

We aim to publish and distribute quality books that make a difference in the lives of children and their educators and carers. Our online shop is your portal to the best early childhood educator books.

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Conference Sponsor



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Wifi Access



Wifi Access

Browse to www.mq.edu.au where you will be redirected to insert the passcode.

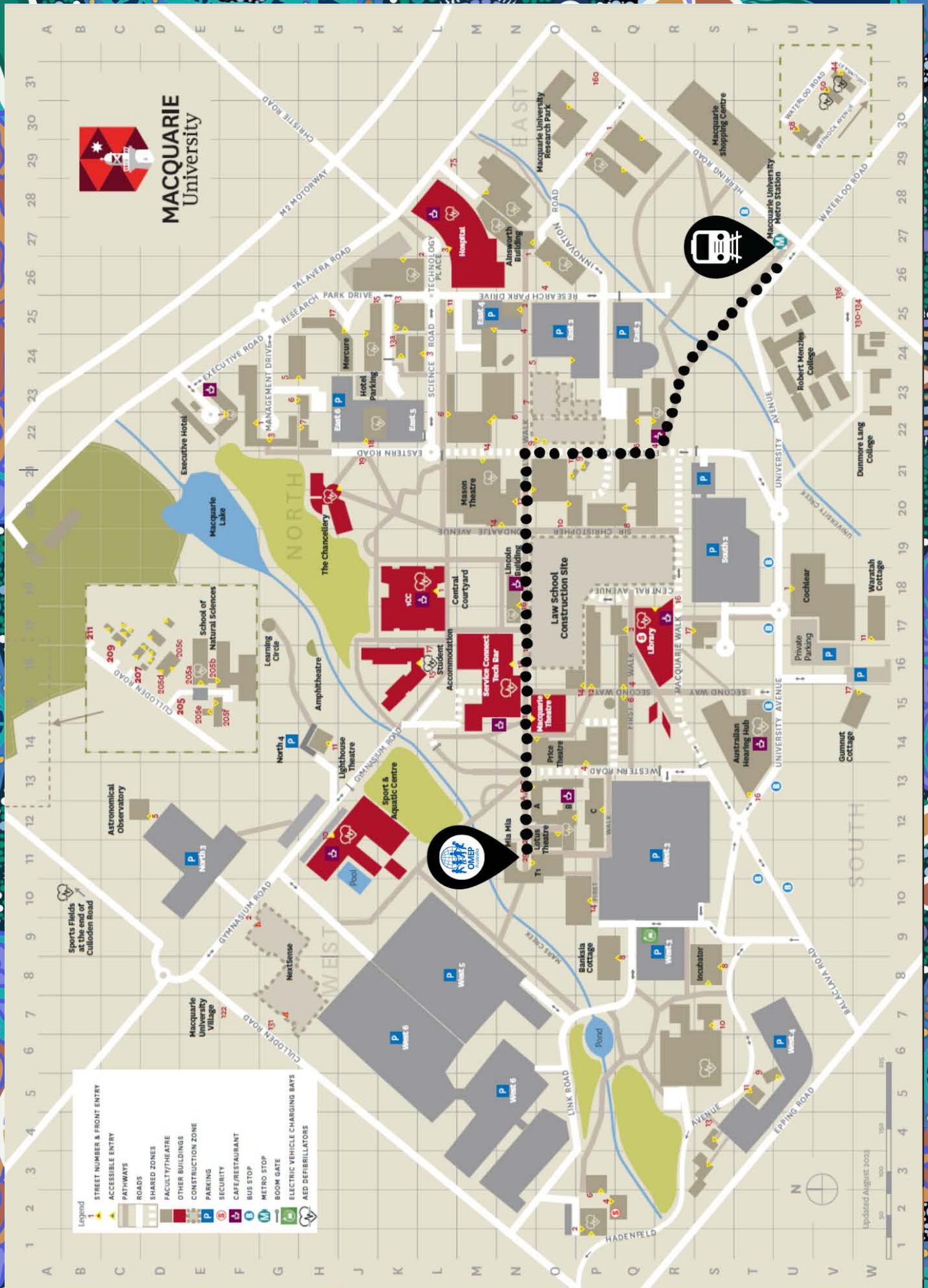
The passcode will be valid from 06/12/2023 09:00 to 08/12/2023 18:00.

Network Name: Macquarie Events

Passcode: omep2023



- Legend**
- STREET NUMBER & FRONT ENTRY
 - ACCESSIBLE ENTRY
 - PATHWAYS
 - ROADS
 - SHARED ZONES
 - FACULTY/THEATRE
 - OTHER BUILDINGS
 - CONSTRUCTION ZONE
 - PARKING
 - SECURITY
 - CAFE/RESTAURANT
 - BUS STOP
 - METRO STOP
 - BOOM GATE
 - ELECTRIC VEHICLE CHARGING BAYS
 - AED DEFIBRILLATORS



Updated August 2021



75MEP
1948
2023



Australia