

---

**TRANSCRIPT OF PROCEEDINGS**

---

**COMMISSION OF INQUIRY INTO THE TASMANIAN GOVERNMENT'S  
RESPONSES TO CHILD SEXUAL ABUSE IN INSTITUTIONAL SETTINGS**

**At Hearing Rooms 6A and 7A  
Tasmanian Civil and Administrative Tribunal,  
38 Barrack Street, Hobart**

**BEFORE:**

**The Honourable M. Neave AO (President and Commissioner)  
Professor L. Bromfield (Commissioner)  
The Honourable R. Benjamin AM (Commissioner)**

**On 10 May 2022 at 10.03am**

**(Day 7)**

1 PRESIDENT NEAVE: Ms Norton.

2

3 MS NORTON: Good morning, Commissioners. We'll start this  
4 morning, there is a restricted publication order to be  
5 made.

6

7 PRESIDENT NEAVE: Thank you. The next witness has agreed  
8 to be identified, however to protect the identity of any  
9 relevant schools the Commission has decided to make a  
10 restricted publication order in relation to those schools  
11 and a particular person.

12

13 In the context of the scope of this inquiry the  
14 Commission makes this order because it is satisfied that  
15 the public interest in the reporting on the identity of any  
16 schools and that person is outweighed by other  
17 considerations, namely, the potential impact of the  
18 evidence on the wellbeing of the relevant school  
19 communities and the relevant privacy considerations.

20

21 I will now briefly explain how the order will work.  
22 The order requires that anyone who watches or reads the  
23 evidence given by the witness to the Commission must not  
24 share any information which may identify any school which  
25 may be referred to during the evidence or the person who  
26 will be referred to as "Peter". The information is not  
27 limited to Peter's real name and may include other  
28 information which may identify them.

29

30 I make the order which will now be published. A copy  
31 of the order will be placed outside the hearing room and is  
32 available to anyone who needs a copy.

33

34 Thank you, Ms Norton

35

36 MS NORTON: Thank you, President Neave. If I can now call  
37 Ms Katrina Munting to be sworn in.

38

39 <KATRINA FAYE MUNTING, affirmed and examined: [10.04am]

40

41 <EXAMINATION BY MS NORTON:

42

43 MS NORTON: Q. Ms Munting, can you please just restate  
44 your full name and occupation, please?

45

46 A. Katrina Faye Munting. I am a senior teacher of  
47 chemistry and physical sciences of Year 11 and 12 students.

47

1 Q. Thank you. Ms Munting, you've prepared a statement  
2 for the Commission, that's a statement dated 5 April 2022;  
3 is that correct?

4 A. Correct.

5

6 Q. Have you read that statement recently?

7 A. Yes.

8

9 Q. I understand you would like to make some corrections  
10 to paragraph 33. In the second line there, there's a  
11 reference to "support staff at Victim Assistance". Is it  
12 the case that that should read, "Support staff from Victim  
13 Support"?

14 A. Yes, please.

15

16 Q. The same change follows in paragraph 34?

17 A. Yes, please.

18

19 Q. Six lines in, "Victim Assistance" should read "Victim  
20 Support", and in the second-last line of paragraph 35?

21 A. Yes, please.

22

23 Q. Having made those changes, is your statement otherwise  
24 true and correct?

25 A. It is, thank you.

26

27 Q. You've just mentioned to the Commissioners that you  
28 are now a teacher of chemistry and physics for Year 11 and  
29 12 students?

30 A. I am.

31

32 Q. Is that a challenging and worthwhile experience for  
33 you?

34 A. I love my job.

35

36 Q. What do you love about it?

37 A. I engage with beautiful students every day, no day is  
38 ever the same, and I get to discuss my passion, pass that  
39 passion onto others and hopefully they follow that pathway  
40 into the future; I really enjoy it.

41

42 Q. And you have a family, would you like to tell the  
43 Commissioners a bit about your family?

44 A. Yeah. I have a lovely husband, he's also a teacher,  
45 and two children: one is 7, the other is almost 11, yeah.

46

47 Q. I know that you currently work at an independent

1 school. Without naming the individual schools, is it the  
2 case that your husband and your two children all have  
3 interaction with the state school system?

4 A. They do, both my children go to a state school and my  
5 husband works at a state school as well.

6  
7 Q. Thank you. Would you like to tell the Commissioners a  
8 bit about what school was like for you in primary school  
9 and early secondary school and what sort of student you  
10 were?

11 A. Sure. I grew up in a, for me, was a fairly standard  
12 nuclear family, bearing in mind it was the 80s and 90s, it  
13 looks a little different now, with my mum, my dad and my  
14 older brother. We moved around quite a bit, I went to a  
15 number of primary schools before we settled in Hobart.  
16 When I was in Grade 2 I loved school, I was always eager to  
17 go to school. My mum recollects some quite funny stories  
18 between herself and teachers. My brother is quite  
19 intelligent and there were teachers at one particular  
20 school who were talking about my brother and they - so the  
21 story goes is, this teacher said, "You haven't seen  
22 anything until you've seen his sister".

23  
24 So, I was a very keen student, quite a capable  
25 student, and I was - depending on who you ask, I was a bit  
26 of a nerd, a goody two-shoes, a teacher's pet. If a  
27 teacher asked me to do something, I was really proud to be  
28 that person to be chosen to do something and I'd ask them  
29 what they'd like and can I do anything else on the way;  
30 yeah, I was that student. Yeah, always wanted to do well  
31 and would go out of my way to make sure that that happened,  
32 yeah, but loved school.

33  
34 Q. Thank you. Can you tell the teachers - sorry, tell  
35 the Commissioners - they feel like teachers - tell the  
36 Commissioners about a particular teacher at school. Now,  
37 this is a teacher who we'll refer to by the pseudonym  
38 "Peter", that's not his name but you know who I'm speaking  
39 about?

40 A. I do.

41  
42 Q. Can you just talk generally about how he was as a  
43 teacher generally?

44 A. In early high school Peter didn't teach me, I didn't  
45 have much to do with him. However, general observations of  
46 him, he seemed to be very friendly, the older students got  
47 along with him quite well, was quite relaxed in his

1 approach. He used to - he was known for taking students on  
2 surf camps and he would take them on trips up the east -  
3 well, small groups of students up the east coast and on  
4 some occasions they were conducted from his home.

5

6 Q. In your statement you talk about a camp that you  
7 attended in Grade 9, I think this is in 1998 and it's  
8 paragraph 8 of your statement if that assists. What do you  
9 remember about that camp?

10 A. It was part of our science extended program, being the  
11 nerdy student I was, maths extended, science extended; we  
12 took a trip to Woodbridge Marine Discovery Centre and we  
13 spent a number of days and nights down there doing some  
14 investigative work. While we were there it was quite a  
15 relaxed atmosphere, we stayed nearby to the Discovery  
16 Centre. During that time Peter was very relaxed for  
17 someone who has duty of care. He was very - he was very  
18 relaxed in his approach to the students, the way he  
19 interacted with the students, and interacting more so as  
20 a - more like a peer relationship as opposed to an  
21 authoritative duty of care giver.

22

23 Q. Looking back, and appreciating it's a long time ago,  
24 but looking back on the way you remember Peter being on  
25 that camp, and doing so now as a teacher yourself, do you  
26 have any concerns about Peter's behaviour on that camp?

27 A. I certainly do.

28

29 Q. Would you like to explain what they are?

30 A. At the time I didn't think much of it, I was - I had  
31 quite a large group of friends that were on this particular  
32 camp, and we had a great time despite the work that we had  
33 to do, but on reflection there were - there's a number of  
34 things that concern me. Peter was very familiar with the  
35 students in terms of the way he spoke with them, the things  
36 that he would speak about, the way he would engage with  
37 those students.

38

39 He strangely brought his dog to camp which, you know,  
40 gave us great entertainment, but on reflection also gave  
41 him an in with the students in terms of popularity and, you  
42 know, for him to have greater access or a conversation  
43 starter, I suppose, and give students extra responsibility,  
44 you know: "Oh, can you look after the dog for me, can you  
45 do this, can you do that?" But equally, whoever had  
46 possession of the dog, that then meant he was part of that  
47 group conversation. Those conversations were, he would

1 engage in our peer conversations like he was trying to be  
2 one of us as opposed to a teacher having a conversation  
3 with a student, which we do, we get to know them, but it  
4 was different. It was - for me personally it crossed a  
5 line in familiarity.  
6

7 Q. You say in your statement that, looking back now, you  
8 have some concerns about why Peter was behaving in that way  
9 on that camp; what's that concern?

10 A. My perception now is that he was canvassing the field,  
11 if I can put it that way. As I said, he would engage in  
12 peer group conversations, not just as a listener but as a  
13 participant asking personal questions, but he would also  
14 take students on - wouldn't take them, but would happily  
15 engage in one-on-one conversations out of earshot of  
16 others, from what I could see was still, I could still see  
17 them, but yeah, there were definite times where he was  
18 segregated from the group with individual students and was  
19 far too interested in those conversations and making sure  
20 that he had time with everyone or time for everyone.  
21

22 Q. If you as a teacher now observed a colleague engaging  
23 in that sort of behaviour, would that be a cause of concern  
24 for you?

25 A. It would be; it would be looking at, that you'd have  
26 to look at the broader picture thinking about the  
27 proportion of time spent with colleagues, spent organising  
28 work, organising general care duties that happen for staff  
29 on camps, you know, looking at the proportion of time spent  
30 doing those things, time with other adult staff members as  
31 opposed to the pockets of time in conversation with  
32 students. We all get to know our students to an extent,  
33 but you'd have to look at the balance.  
34

35 Q. The big picture?

36 A. Yeah.  
37

38 Q. So, that was a camp in Year 9. I think it's one of  
39 two camps you attended that year, we'll come to the second  
40 one shortly. What happened after the camp once you were  
41 back at school?

42 A. Change of terms, we changed direction in class, we had  
43 to undertake some independent enquiries, so every student  
44 in the class had their own topic, set their own hypothesis  
45 and we had to undertake that investigation. For me, I was  
46 extracting tar from cigarettes and the apparatus that I was  
47 using, I couldn't function all the parts alone. So, my

1 teacher, of course, was supervising the other 20-odd  
2 students doing their own investigations. All the other  
3 students were doing their investigations and my teacher  
4 suggested to Peter that, you know, since he was not on  
5 class, that maybe he could help me as an extra pair of  
6 hands for my experiment.

7  
8 Q. So, he was allocated to assist you with your  
9 experiment. Was there behaviour at that point that was  
10 concerning, not necessarily at the time?

11 A. At the time, no; to a point.

12  
13 Q. How did it start?

14 A. So, we were working in a fume hood, and those that are  
15 familiar with a fume hood, restricted space, and the  
16 apparatus we were working on was quite small. So, he would  
17 be - he was always on my right-hand side and we were  
18 effectively working shoulder-to-shoulder, which initially  
19 was fine for the use of the apparatus, but that would -  
20 that gradually changed from just being  
21 shoulder-to-shoulder, to him, you know, sliding his arm in  
22 and back out (demonstrating), and at that point I didn't  
23 think anything of it but in retrospect that was a very  
24 deliberate act.

25  
26 Then it escalated to, when at the end of each lesson I  
27 had to pack all my apparatus away, put it back in the prep  
28 room; he would follow me with gear and, where I was  
29 assigned to put my equipment was quite removed, and this  
30 sliding past, rather than my arm, he would be sliding past  
31 and touching my legs, sliding past my buttocks, and that  
32 escalated to deliberately touching my legs, my buttocks, my  
33 breasts when he knew that people were not looking.

34  
35 Q. So, it sounds like, and tell me if you disagree, but  
36 it sounds like the contact went from being something that  
37 you could brush off as being accidental to something that  
38 seemed more deliberate and sexualised?

39 A. Definitely.

40  
41 Q. Would you agree with that?

42 A. Yes.

43  
44 Q. Was this a dramatic change or a subtle change over  
45 time?

46 A. No, very subtle over time. So, this particular  
47 investigation was done over a number of weeks. So, the

1 actual experimentation phase took a number of weeks, a  
2 number of lessons per week, and it - yeah, it was  
3 incremental change. And, to start with it was quite a -  
4 where I was placing my equipment was quite a narrow space,  
5 so him brushing behind me, again, you could pass that off  
6 as accidental, but it did become quite evident; you know,  
7 it got to a point that this is deliberate and at that point  
8 I knew that that was wrong and at that point I froze.

9

10 Q. Can you tell me a bit more? When you had that  
11 realisation that this was not just accidental, how did you  
12 react to that? You say you froze; were you shocked?

13 A. Yeah, yeah, I didn't know what to do. In this, this  
14 freezing, I suppose, he could do what he wanted  
15 essentially. It was difficult to understand what was going  
16 on. You know this, as a goody two-shoes, never getting in  
17 trouble student, to now being confronted by this behaviour,  
18 I was trapped, like, what do you do as a 14-year-old? What  
19 do you do, how do you respond? So, essentially I was the  
20 fawn and he could do what he wanted essentially.

21

22 Q. It sounds like, as somebody who was used to showing  
23 deference to teachers and doing as teachers asked you to  
24 do, that you didn't feel that you had any real power to  
25 stop what he was doing?

26 A. No. It was - it was, yeah, it's that combination of,  
27 that I was so - I conformed to anything a teacher said  
28 essentially, and never really questioned - prior to that  
29 never really questioned it because, you know, they were  
30 teachers, they were here to teach me and to help me and,  
31 you know, at the time I didn't really think about the whole  
32 keeping me safe thing, but you know, how can these people  
33 that for so many years have been so trustworthy and have  
34 looked after me so well all of a sudden I'm met with the  
35 total opposite, and I was a conformist, like, to the  
36 letter. So, even though it was, he had crossed a line,  
37 what power did I have to do - what power did I have to do  
38 anything about it?

39

40 Q. Was part of that about utter confusion of how a  
41 teacher who, as you've said, is meant to have your best  
42 interests at heart was suddenly abusing you? That must  
43 have been extremely confusing?

44 A. Yeah, in this time period of my life I was quite  
45 anxious about doing well, I was determined to do very well,  
46 I wanted to be the first person in my family to go to  
47 university, you know, wear the funny hat, you know, and I

1 had some pretty big goals for what I wanted, and to do that  
2 I had to do well in school. And now I had a teacher, if I  
3 speak up against this teacher I will be ruined and, not  
4 only ruined in term - well, I perceived that I would be  
5 ruined academically --

6

7 Q. That was your fear?

8 A. Yeah, but if I spoke up about that I would be ruined,  
9 I would be tarnished, so how can I - how can I succeed in a  
10 world when I had been tarred with that - with that brush.  
11 And it wasn't - in the 90s it was not something that you  
12 spoke about, it was not something that you wanted; no-one  
13 ever wants to be a victim, but it was taboo, you don't talk  
14 about those things, you keep it in the closet, you don't -  
15 no-one talks about those things. And so, how do I get past  
16 this, the academic hurdle of not wanting to do well and  
17 that he could prevent me from doing that, as well as being  
18 tarred by a brush that I didn't want; I didn't want that  
19 label, I didn't want that stigma.

20

21 Q. Powerful silencing factors?

22 A. Yeah.

23

24 Q. So, the abuse started at school, and I don't need you  
25 to go into the specifics of it. Whereabouts at school did  
26 it happen in the early days?

27 A. So, initially it was - it was that increase in  
28 deliberate sexualisation within the prep room space; that  
29 space was divided into one large section, one small narrow  
30 section, and it was in that narrow section where it was  
31 much harder for other people to know that I was there. He  
32 would also stand in the doorway or fairly close to the  
33 doorway so, if anyone was in the larger space all they  
34 would see would be him and not me.

35

36 It also extended to his office which was on the same  
37 floor not that far away, but also in quite a remote area of  
38 the school in the photography dark room which was no longer  
39 used by the school, they didn't offer photography as a  
40 subject, it was a storage space essentially, and it was in  
41 quite a removed portion of the school, not much foot  
42 traffic, yeah.

43

44 Q. So, there was secluded parts of the school and he took  
45 you there?

46 A. Yeah.

47

1 Q. I'd like to come to the second camp that you attended  
2 in Grade 9. Now, this is actually a Grade 10 camp that you  
3 attended but you were a Year 9 student?

4 A. Yep.

5

6 Q. How was it that you came to attend a Year 10 camp?

7 A. At the time I didn't think much of it. Even though  
8 this sexualised behaviour - by this point he was abusing me  
9 down in the secluded parts of the school, so he told me  
10 that he would make it that I could go and, to do that, he  
11 would invite my best friend as well. We were both keen  
12 participants in camps, this was a bushwalking camp, we  
13 loved - you know, we loved that sort of thing too, so it  
14 was very enticing for my best friend, knowing nothing about  
15 what else was going on, but for me I was told I was going.

16

17 Q. Right.

18 A. I was expected to go and my enthusiastic best friend  
19 was happy to come with me, and it was almost like a reward  
20 for being such good students: you get to come too, you  
21 know, isn't that nice; type thing.

22

23 Q. I can imagine for an academically ambitious student it  
24 would be quite flattering to be invited to a camp that's  
25 a year above you?

26 A. A year above you, yeah, definitely, and had other  
27 things not been going on in the background, yeah, it would  
28 have been really flattering, and I would have gone, you  
29 know, great, you know, another opportunity to get out and  
30 do some things with my friends. And, I was friends with  
31 people in that year group as well through the Bands  
32 Program, yeah, so it would have - had the situation been  
33 different and I was offered that opportunity I still would  
34 have taken it, but yeah, there were ulterior motives to  
35 that.

36

37 Q. Now, you were abused by him on that camp; is that  
38 correct?

39 A. Yes, I was.

40

41 Q. If we go back to the initial accidental touching, can  
42 you remember sort of approximately how long after that this  
43 second camp was?

44 A. So, we started our investigations - there were only  
45 three terms at this point. At the beginning of term two we  
46 started our investigations so, it was probably only a  
47 couple of weeks into term two where this accidental

1 brushing started, and the camp was in the holidays between  
2 term two and term three, so September.

3

4 Q. A couple of months later?

5 A. Yep.

6

7 Q. So, so far the abuse has occurred either at school or  
8 in a school-related activity.

9 A. Yep.

10

11 Q. If we fast-forward to the end of Year 9 and the school  
12 holidays, did the abuse stop when the school year ended?

13 A. No. Through a large portion of, once the abuse became  
14 very obvious and that I was, I suppose, somewhat trapped  
15 within what was going on I was told I had to ring him, I  
16 had to ring him often.

17

18 He told me I - he couldn't ring me because my parents  
19 might answer the phone, but he would insist that we need to  
20 talk more. I was quite anxious at the time, I'd been on  
21 some medication that made me a little more anxious, but  
22 equally that anxiety rose from trying to do well as well,  
23 and he positioned himself to be the person that would  
24 listen to me and, you know, ease my burden.

25

26 So, I had to ring him and as part of one of those  
27 phone calls he insisted I met him. He collected me from a  
28 somewhat remote location near the school, also near my  
29 house, and he took me to his house.

30

31 Q. How did you get to his house?

32

33 COMMISSIONER BROMFIELD: Q. Take whatever time you need.

34 A. Thank you. When he - I arrived at the set location at  
35 the set time like the good girl I was, he was already  
36 there. He hopped out of the car, was very happy to see me,  
37 and then said to me, "However, you will have to lay in the  
38 back of the ute", so I had to lay on the back floor between  
39 the seats of his ute while he drove, I don't know,  
40 approximately half an hour to his house. He talked the  
41 whole way, and I knew where I was geographically the whole  
42 way, I knew where we were going. I didn't know his house  
43 but I knew what suburb it was in. And, yeah.

44

45 MS NORTON: Q. And he abused you when you got to the  
46 house?

47 A. He took me inside and abused me in his house.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

Q. You then started Year 10; did the abuse continue in Year 10?

A. It did. After that the phone calls were still expected. The intensity, I suppose, of his use of words became much more intense and, you know, insisting that what was going on, that he loved me and, "Just wait until you finish school and how beautiful it will be", and insisting that this is a thing. And so, when I returned to school in Year 10 the status quo continued, the regularity was similar if not more frequent, the ways that he communicated what he wanted, where he wanted me, when he wanted me, became more slight; I didn't have to - you know, it could be as little as a certain look in the hallway at the beginning of a break time or at the end of a lesson or at the beginning of a lesson that backed onto a break time or, you know, yeah.

Q. Can I ask you: you talk in your statement at paragraph 13 about a conversation that you had with a senior teacher at the school about halfway through Term 2. What can you remember about that conversation?

A. I remember that conversation very well. I was in class with a different teacher, different subject, we were working in the library with my whole class, this particular senior teacher was my teacher for that subject, and as we were working he called me aside to the "comfy" seats in the library as opposed to the working seats, and he sat me down and he said to me, "It has been noticed that you spend a lot of time with Peter and that is not normal", to which I was mortified; I was so scared because my world was about to end essentially: my goals, my perception of what life was going to be had just been shattered because someone knew and I feared so much what was going to happen to me. Sorry.

Q. No, don't apologise, take the time you need.

PRESIDENT NEAVE: Q. Would you like a little break or is it better for you to go on?

A. No, thank you, I'll keep going.

MS NORTON: Q. I'd like to read from your statement, you summarise there the way you felt and you say:

*I felt like the floodgates of hell were about to open. I thought I would be in*

1           *trouble from Peter, my parents and the*  
2           *school.*

3

4           Does that summarise what it felt like for you in that  
5 moment?

6 A.   Yep. I was so scared: gone, gone is my reputation, I  
7 would be marred as one of "those people"; all the extra  
8 trust I had within the school, I had extra duties that I  
9 did as part of the school, extra responsibilities; teachers  
10 were going to look at me differently, the school was going  
11 to look at me differently. I didn't know what my parents  
12 were going to say or do. I felt that it was all my fault  
13 and I didn't know what to do. I stood up, I don't know  
14 whether he had more to say to me or not, I stood up and I  
15 ran from the library in a flood of tears, went to the  
16 toilets which weren't far away thankfully and I bawled my  
17 eyes out.

18

19           My best friend, when she noticed that I had run out of  
20 the library crying she so dutifully followed me and, she  
21 didn't ask questions, I was too - I was too overcome; even  
22 if she had have asked me questions, I couldn't answer  
23 those.

24

25 Q.   The same friend that was on the Year 9 camp?

26 A.   Yep, same one. So, she had no idea what had just  
27 happened. After a period of time I obviously stopped  
28 crying and we together returned to class, not that class;  
29 she went and collected our materials from the library and  
30 we went to the following class together.

31

32 Q.   Can I ask you, looking back at that conversation now  
33 where you're being abused by a teacher at school and a  
34 senior teacher took you aside and communicated to you that  
35 he'd noticed something was going on; what action do you  
36 wish that teacher had taken at that time?

37 A.   So many things: (1) not to do it in class time  
38 alongside my peers; (2) not having - knowing that he was  
39 about to have that conversation, not having any support for  
40 me given my extremely emotional response to not have  
41 someone follow that up, there were no teachers that came to  
42 find me, there was me and my best friend, she got me out of  
43 that cubicle and, once I regained composure, she took me  
44 back to class.

45

46           That is not a conversation to have with a student in  
47 class, it's not a conversation that you have with a student

1 without support present, it's not a conversation you can  
2 have with a student before you have discussed that with  
3 other parties. My parents didn't know this discussion was  
4 about to happen.

5  
6 I suppose, as a studious student, a goody two-shoes,  
7 whatever you wanted to call me, you know, calling me to the  
8 principal's office to have that conversation equally would  
9 have mortified me, however that would have been more  
10 appropriate than doing it in class and dropping that on me.  
11 In hindsight those words, they haunt me: "It has been  
12 noticed that you and Peter are spending time together or  
13 too much time together and that is not normal". To say  
14 those words to a student and then do nothing to make it  
15 stop. To have that conversation as a teacher now, I can't  
16 even imagine having that conversation actually, but to have  
17 that conversation with a student, you have significant -  
18 you have - the word eludes me - you have significant  
19 suspicion of what that teacher is doing to that student.  
20 You know, spending a - you know, "It's not normal what  
21 you're doing", you know, read between the lines, like.  
22 That teacher knew what he was accusing me of.

23  
24 COMMISSIONER BROMFIELD: Q. Accusing you, yes.

25 A. Yeah.

26  
27 Q. That really does sound like that teacher dropped a  
28 bomb on your world, blamed you for the abuse?

29 A. Yeah, that's right.

30  
31 Q. And then did nothing.

32 A. So, "You are spending - it has been noticed you are  
33 spending too much time together and it is not normal". Why  
34 is this not a conversation that should have been had with  
35 Peter?

36  
37 MS NORTON: Q. And I take it - sorry, I don't mean to  
38 cut you off.

39 A. Rather than me? Why wasn't Peter the one having that  
40 conversation? Why was he not getting in trouble? I was  
41 getting in trouble for what I was trapped in, and then for  
42 that to not have any follow-up was devastating. Like,  
43 (1) they had mortified me by what they had said, but what's  
44 even worse is, they hadn't acknowledged what they thought  
45 was going on and they did not make it stop. The abuse  
46 continued, he did not desist. I was the one that was  
47 expected to make it stop, I was the one that made it stop.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

Q. How did you do that? Take your time and would you like a break at this point?

A. No. So, at this point I had just turned 16 at an estimate, my world has just fallen apart because everyone - well, in my mind "everyone knew" or everyone was about to know, and what I had spent so long building as a reputation was gone.

In a later conversation, skip forward in time, you know, it was told to me that Peter was approached and he was told to watch himself: that was it. Not that his actions were inappropriate, what he was doing was criminal: "Watch yourself". In other words, "Keep doing it, just do it better so no-one notices, will you?" Like, that's how I read that, "Watch yourself". How pathetic.

Q. And to your knowledge is that the extent of the counselling, for want of a better word, that he received in relation to it?

A. As far as I know that is the only conversation that he had at approximately the same time as I was told that it was "not normal", yeah, the amount of time we were spending together.

Q. How do you reflect on the difference between the message that was conveyed to you by the senior teacher and the message that's implicit in that conversation with Peter?

A. It is absolutely rubbish. For that senior staff member to essentially admit that he knew - well, let's infer that he knew what was going on, blame me for it, essentially encourage me to change my behaviours because they're unsatisfactory, but on the flipside to tell him to watch himself. Like, what does that mean, "Watch yourself"? You know, that's not actually addressing his behaviour; that - yeah.

Q. Is it in some way condoning it?

A. Oh, I would say, yes, to me it also reeks of essentially the boys' club; that, you know, he was one of his male colleagues and, you know, that he could do what he wanted, you know, they weren't going to - he wasn't going to get in trouble because he's part of the understanding, part of the group, part of the inner workings of the school, like.

1 Q. He was protected?

2 A. Yeah, you're the power and you're the teacher.

3

4 Q. The abuse eventually did stop, and you talk in your  
5 statement about the steps that you took to bring it to an  
6 end. Would you like to explain any of those to the  
7 Commissioners?

8 A. At the point of where it was - after this conversation  
9 my head essentially exploded and I - it was the point of no  
10 return because, whatever I did, I was damned. If I made it  
11 stop I would cop the wrath of Peter, I would - my grades  
12 would suffer and, you know, my future goals would suffer,  
13 but if I did nothing I was going to - I was assuming that I  
14 would cop the wrath of the principal, my parents, anyone  
15 else that was involved, so either way I was damned; I was  
16 going to get in serious trouble from one or the other,  
17 so --

18

19 COMMISSIONER BROMFIELD: Q. You were in a no win  
20 situation?

21 A. Exactly, and I thought that, regardless of what I did,  
22 I was going to cop the wrath of senior staff and my family,  
23 so the only thing I had any sort of control over was the  
24 interactions with Peter. So, if I could have done, I would  
25 have just hidden under a rock so he couldn't find me.

26

27 However, there were systems in place, there were  
28 expectations, there were - you know, he continued to  
29 insist. He didn't necessarily know that I'd been spoken  
30 to, and so, there were - he was - still had expectations  
31 about where I would be, what I would do, and I started  
32 making excuses. So, for some of those expectations I was  
33 not there, I made excuses of why I couldn't be there. I  
34 couldn't find enough excuses, I couldn't find enough outs  
35 to make it stop altogether, but over a period of weeks I  
36 managed to decrease the frequency of which he had access to  
37 me. I would physically avoid spaces I knew he would be. I  
38 would avoid ways in which he could communicate with me, in  
39 the aim of not having to go down to the dark room,  
40 essentially. And, eventually it got to the point that I  
41 wasn't complicit anymore and he got - was very angered by  
42 that.

43

44 I started receiving - bearing in mind this is in the  
45 late 90s - you know, letters in my locker. He knew where  
46 my locker was, it was in a very obvious position, and he  
47 would leave notes in my locker about, you know, "What's

1 going on? What have I done?", you know, "I love you", all  
2 these things, you know, "I have to see you, I must see  
3 you". So, these letters started appearing in my locker  
4 insisting that he had to see me, you know, insisting that  
5 this needed to continue, he needed me, to which every one  
6 of those letters, much to - I regret it now - as soon as I  
7 read them I shredded them into tiny little pieces and I can  
8 remember exactly which bin and exactly where that bin was  
9 that I deposited those in, up until a point that he stopped  
10 leaving letters and it turned to disdain.

11  
12 So, the school was not that large - physically it was  
13 large but the number of students not that large, and so he  
14 would see me in the corridors regularly, and sometimes it  
15 would be words, sometimes it was facial expressions,  
16 sometimes it was quiffs, it was, if I was not with my  
17 friends every time he walked past me in a really low gruff  
18 voice he would call me a bitch, he'd go, "Bitch". But  
19 other times if there were people around that could hear, it  
20 would be - it would be facial gestures and dismissive  
21 disdain, yeah.

22  
23 MS NORTON: Q. Things that only you would notice?

24 A. That's right.

25  
26 Q. He was watching himself?

27 A. Yeah.

28  
29 Q. Did he have any teaching responsibilities for you  
30 towards the latter part of Year 10?

31 A. He didn't teach me at all until third term in Year 10,  
32 after all of this abuse, after I had made it stop. After  
33 the school had chastised me about what had been going on  
34 they put me in his class, so I had to sit in class with my  
35 abuser teaching the class, which was fine, I was clever, I  
36 didn't need to ask him questions, essentially I didn't need  
37 him at all, but --

38  
39 COMMISSIONER BROMFIELD: Q. You must have felt an  
40 astounding sense of betrayal, though, to be put in that  
41 class?

42 A. Yeah. It was agonising, and he reverted to, like on  
43 the camp, being overly nice and interested in my friends  
44 and absolutely ignoring me. If there were sheets that  
45 needed to go to me he would hand them out to everyone else  
46 and he would throw them at me. I didn't have questions for  
47 him but, you know, equally I didn't bother raising my hand

1 in that class, which is the total opposite to what I'd been  
2 for the rest of my school life; I just took up space,  
3 essentially.  
4

5 And, there was one day - this is not in my statement -  
6 one day he was standing in the doorway with the lab  
7 technician and very loudly he said to the lab technician,  
8 "Students these days are so ungrateful for all we do for  
9 them". As I sat there my friends continued to work  
10 oblivious to this conversation, but that conversation was  
11 for me.  
12

13 PRESIDENT NEAVE: Yes, of course.  
14

15 THE WITNESS: It was directed at me. So, I sat in that  
16 class, I did what I had to, I did the work I had to, I did  
17 it well, except for one piece of work that I - I'd had  
18 enough by that point and didn't do so well, but it was  
19 devastating; like, for weeks, you know.  
20

21 PRESIDENT NEAVE: Q. You had to sit there.

22 A. Three times a week or however many times it was, I had  
23 to sit there for an hour listening to this man, looking at  
24 this man knowing what he had done to me; knowing that the  
25 school knew what he had done to me.  
26

27 MS NORTON: Q. I want to ask you about that. It goes  
28 without saying that the impact of the actual abuse was  
29 devastating for you. How much worse was that made by the  
30 fact that the school did nothing other than a quiet  
31 conversation on the side?

32 A. At the time, at the time I was - I was - I was upset  
33 by the fact that it didn't stop and there was part of me  
34 that thought that, once that conversation had been had,  
35 that that was it, you know, game over, and there would be -  
36 if I'm having this conversation that means there's a  
37 conversation that's being had somewhere else, and with  
38 Peter, and that there would be some sort of reprimand and  
39 it would stop, like, instantly, but it didn't, so I was  
40 devastated by that and the fact that I had to make it stop  
41 and that was excruciating trying to work out how do you do  
42 that, how do you make something stop? It's essentially an  
43 ingrained pattern of power.  
44

45 How do I stop what was going on? I didn't know how to  
46 make it stop, and what I did was the only thing I could  
47 come up with because I didn't, I couldn't, I didn't feel

1 that I could go to anyone and disclose what was actually  
2 happening, I was too ashamed of, that I let it happen,  
3 which are not words that I would use to describe it now.  
4

5 Q. No.

6 A. But at the time, the fact that I let it happen, I was  
7 too ashamed.  
8

9 Q. So, shame was the emotion you felt at the time; what  
10 words would you use now as an adult to describe the ways in  
11 which you were let down by the school?

12 A. There aren't adequate words, to be honest. It is - it  
13 was beyond devastating, it's beyond mortifying, it's beyond  
14 horrific; I can't find a strong enough word to reflect my  
15 disdain for the school, for the Education Department in the  
16 way that they let me down.  
17

18 Q. You've subsequently gone through a criminal trial and  
19 I'll come to that in a minute. Has anyone from the  
20 Department of Education proactively reached out to you to  
21 acknowledge what happened to you?

22 A. No. Despite - despite my initial disclosure in 2000,  
23 despite my full disclosure in 2018 --  
24

25 Q. That's when the criminal trial was?

26 A. Yep, that's when I --  
27

28 Q. Sorry, that's when you went to police?

29 A. That's when I went to police, yep. Despite the  
30 criminal proceedings and even standing up and using 194K of  
31 the Evidence Act to name myself to the public, to stand up  
32 and say I have no shame anymore and to stand up for myself:  
33 they knew who I was, they've known for years who I was and  
34 what happened to me, and not once have they reached out to  
35 support me, to offer me anything. Despite all the words  
36 that they've been using in the media in, you know, the last  
37 however many months since, particularly since the earlier  
38 investigation into the Education Department. All those  
39 words, they're hollow, because all those things that they  
40 keep saying: that they're looking after survivors and that  
41 they are supporting survivors and all these things -  
42 crickets. I don't know what survivors they're reaching out  
43 to, I don't know how many or where they are, but I'm  
44 certainly not one of them.  
45

46 Q. You say in your statement, Ms Munting, that you  
47 actually contacted, not the department, but the Minister

1 for Education. Now, I think this was in 2020?

2 A. Yes.

3

4 Q. Who was the Minister for Education at that time?

5 A. Jeremy Rockliff.

6

7 Q. Now Premier Rockliff. How many times did you write to  
8 him?

9 A. So, in 2020 I had - when I embarked on the criminal  
10 proceedings I had things in mind that I wanted from the  
11 process: I wanted the perpetrator to admit that what he did  
12 was wrong, I wanted the perpetrator to be made accountable  
13 for what he had done, of which I have both of those things  
14 now. I wanted the Education Department to admit what they  
15 had done was wrong, and I wanted them to be accountable for  
16 what they had done.

17

18 And so, I had got to a point - this is a year and a  
19 bit after speaking to the police giving my statement - that  
20 I really wanted to - I wanted to be heard; I wanted to be  
21 heard by the Education Department, and working in a  
22 non-government school I had seen how, from a distance  
23 admittedly, similar issues had been dealt with by my  
24 principal and, you know, where does the buck stop in my  
25 school, it's the principal. But where does the buck stop  
26 in a state school? Like, there was no point talking to the  
27 principal of the school, that principal had gone many,  
28 many years, like.

29

30 And then you keep going up the ladder and you go, who  
31 do I really want to talk to, who really needs to hear  
32 what's going on, what happened? And I decided that the  
33 Minister for Education was the person that needed to hear;  
34 I wanted to be heard by the equivalent of the top of the  
35 system, like in my school, who was the top, and I decided  
36 that he was it, he is the top, and that's who I wanted to  
37 speak to.

38

39 Q. And what did you hope might come from those letters?

40 A. The letters requested an audience. I wanted an  
41 audience with the Minister for Education to be heard. I  
42 wanted him to personally hear my story, not necessarily all  
43 of it in great detail, but to hear my story and to hear how  
44 the department had contributed to my pain, essentially.

45

46 Q. A not unreasonable request. You've referred to having  
47 sent letters plural; how many letters did you send to then

1 Minister Rockliff?

2 A. I sent 16. At the beginning of each week I would pose  
3 a letter and I would send it via email to his office. That  
4 letter was not the same every time, I wrote it from scratch  
5 every time requesting an audience, but also making - there  
6 were other comments in there sometimes about the political  
7 situation, things that were going on in the Education  
8 Department at the time, particular - you know, there were  
9 some really interesting jobs being advertised by the  
10 Education Department when I was writing one week and, you  
11 know, I made reference to those. You know, "How  
12 interesting that you are advertising for someone to fill  
13 this position now", you know. But for 16 weeks at the  
14 beginning of each week I would write; it was usually on a  
15 Monday, Easter fell in there. I even made a joke in my  
16 Easter Tuesday letter to say basically, you thought I'd  
17 forgotten but, no, I wrote again. I did get two, maybe  
18 three, replies declining my request.

19

20 Q. Who sent those replies?

21 A. They were signed by him. I don't know who wrote those  
22 letters, but he signed them.

23

24 Q. And bore the then Education Minister's signature?

25 A. Yes, so he declined those meetings citing that it is a  
26 criminal matter and he cannot be seen to be involved.

27

28 Q. Did the Minister foreshadow a willingness to speak  
29 with you following the conclusion of the criminal matter?

30 A. No. No, in the 16th week I - the letter changed quite  
31 significantly; it told me that I was - that he had passed  
32 my information onto the Deputy Secretary responsible for  
33 legal and that he would be contacting me before the end of  
34 the week.

35

36 Q. And, did you receive communication?

37 A. I did, yeah, as that letter promised, I did get a very  
38 prompt - it was two days later I got a phone call to  
39 arrange a meeting and I met with that man before the end of  
40 that week was out.

41

42 Q. You talk in your statement about that having been a  
43 positive meeting for what it was, but it wasn't the  
44 response you were looking for, was it?

45 A. Not what I wanted.

46

47 Q. How did it fall short of what you were looking for?

1 A. It was not - it was not the person I wanted to speak  
2 with. I wanted to speak with whoever was ultimately  
3 responsible; like, who ultimately holds the can, like,  
4 that's who I wanted to talk to, not someone else. I didn't  
5 even get sent to speak to the Secretary, I got sent to the  
6 person below that again. I got the legal man, which he was  
7 lovely.

8

9 Q. Sure.

10 A. But he was not - and he listened and he, you know, he  
11 did all the appropriate things, but it was not what I  
12 wanted, it was not what I needed. I felt that I was palmed  
13 off to someone else to shut me up, but at which when the  
14 criminal case was finished, and particularly when I went to  
15 the media and said, "Look, it was me, I hold no shame, nor  
16 should you", he still - he was still the Minister for  
17 Education at that point, but he did not contact me and say,  
18 "Let's have that conversation now".

19

20 Q. And this is at a point where there could not be said  
21 to be any legal impediment to him doing so?

22

A. No, not at all.

23

24 Q. When you see and hear the comments that the government  
25 currently make and that are made on behalf of the  
26 Department of Education about prioritising student welfare  
27 and listening to the experiences of victim-survivors  
28 through this Commission of Inquiry, what's your reaction to  
29 those statements?

30

A. Depending on what aspects of that that you refer to in  
31 their general statements that they're making to the media  
32 about what they're doing, what they're going to do, to me,  
33 it's all hollow; hollow words, shallow promises. A lot of  
34 it is - in my mind it is them covering their own butt,  
35 changing policy, changing wording, changing all of the  
36 things they can do in the background apart from changing  
37 what's going on at the ground level where the abuse is;  
38 they're not tackling the main issue, they're fixing all the  
39 background stuff so when people like me come forward they  
40 can say, "But we've done all these things, all these things  
41 we've implemented. It shouldn't be happening anymore,  
42 we've done all we can".

43

44 And I see that as - you know, yes, it's a step  
45 forward, but I find them hollow, particularly in my  
46 experience the fact that they keep going on about reaching  
47 out and supporting survivors and, you know, when I clearly

1 see a disjunct between what they're saying and what they're  
2 doing, how can I have any sort of faith in the really  
3 important things that they may be trying to implement?  
4

5 Q. The meeting that you had with the Deputy Secretary for  
6 Education, did he apologise to you in that meeting?

7 A. He did. I didn't expect him to, but he personally  
8 apologised.  
9

10 Q. Did that have value for you?

11 A. It did. In that meeting I felt heard, I felt that I  
12 was believed by him and he apologised. That apology, was  
13 that his apology to me for what I had been through or is  
14 that an apology on behalf of the state? Is that actually a  
15 real apology or is that words to pacify the angry woman and  
16 to stop her from harassing us? But it was - that meeting  
17 was satisfactory in the absence of what I actually wanted.  
18

19 Q. This interaction with the Minister's office was in  
20 2020. Fast-forward to this point; what value would an  
21 apology from the Education Minister, or indeed now the  
22 Premier, albeit belatedly, hold for you now?

23 A. Exceptionally important, but that apology now extends  
24 to a greater number of things. I don't want a generic  
25 apology, I don't want a sweeping apology. You know, we  
26 speak to students about making apologies and, when you make  
27 an apology, you don't just say you're sorry, you say, you  
28 know, what are you sorry for and what can I do to help,  
29 what can I do to rectify it?  
30

31 And so, for me, that apology needs to be more than  
32 just that they're sorry that I was abused in their  
33 institution, you know, they need to be sorry that I was  
34 abused in their institution and they chose to ignore it,  
35 and they chose not to follow it up, and they chose to  
36 ignore me, and, you know, they need to name up exactly what  
37 it is that they're sorry for, because I don't want a hollow  
38 "I'm sorry". What are you sorry for? Because, not only  
39 have I been devastated by the abuse, the fallout that I've  
40 had to deal with since has made it so much worse.  
41

42 Q. You go into a bit of that in your statement. Is there  
43 anything you'd like to share with the Commissioners now  
44 about that fallout?

45 A. For a long time I was a victim, I now deem myself a  
46 survivor. Can you repeat your question, I've forgotten  
47 already?

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

Q. I was merely asking - not merely - I was asking, is there anything you'd like to add to what's in your statement here today about the impact the abuse has had on you but also the betrayal that you feel about the way that abuse was responded to or not responded to by the Department of Education? And, if you have nothing to add --

A. No, no. The series of events of the abuse, the follow-up or lack thereof has - has destroyed massive parts of my life. I have exceptionally fond memories of primary school and loving being a student, loving school, but high school is, even though my first two years of high school were fantastic, my whole adolescent time is marred by those events. And then, subsequent to that, all I could - because there was no support, all I could do was shove it in a box, close the lid, put my head in the sand and go back to working really hard: go to university, do those things that I was going to do, and I kept that buried for so many years.

And, it's not until I was working with - I worked with psychologists, and now a psychiatrist after having - well, before and after having my children, postnatal and antenatal depression, did I then get identified that I had suffered from depression essentially my whole adult life and I didn't know it. It's not until I was suicidal and had to seek professional help did they then go, "Wow, no wonder".

It has fundamentally shifted the way - the way I am. I am constantly on guard, I am constantly in fear, I cannot deal with men in power. Even my police detective, as lovely as he was, if he stood too close to me while we were signing documents or whatever, it frightened me. I can't sit a job interview with a panel of males without crying because of the power in the room or the perceived power imbalance in the room.

I teach differently because of it, I teach because I was abused. I go to work every day to protect children. I made my career choice based on the fact I wanted to protect children. I could have been anything, I had the scores to be anything, but I decided that I - for every one person like me, there was one less person like him, and for every minute my students sit in my class, I know that they are safe.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

So, as much as I love teaching them, as much as I love my job, first and foremost is, I'm there to keep them safe because, when they're with me, they are safe. I can't do a great deal about the others that teach them, but I can for that portion of time: that is one - I am one less person who's going to take advantage of them.

It changes the way I mother my children and that's going to become increasingly problematic as they get older. It changes the way I interact with my husband, it changes everything, to the point that during the criminal proceedings I was non-functional. I had to take leave, I had three months off work because I could not function, my brain would not let me function in any way, apart from the basics of breathing; I couldn't deal with my children, I couldn't deal with the basics of life; God, I couldn't work.

It's all encompassing and it's not something that goes away. It will never go away, as much as I try, and I'm working - I work really hard with my psychiatrist and I've come an awful long way of redirecting the blame and the shame and all these things, it will never go away, it'll never be right, it'll never be right again. Does that answer your question?

Q. Yes, it does, thank you for your evidence. I have no further questions, Commissioners?

PRESIDENT NEAVE: Thank you.

COMMISSIONER BROMFIELD: No questions, thank you so much for your evidence.

THE WITNESS: Surely? Surely there's a question.

COMMISSIONER BROMFIELD: I'm very grateful for the evidence that you've given today, it's been incredibly powerful, and I found it incredibly moving myself, thank you.

COMMISSIONER BENJAMIN: Thank you, I have no questions. I just thank you for your bravery and for your powerful story that you've told us which will resonate into the future.

THE WITNESS: Thank you for having the chance to speak

1 today.

2

3 PRESIDENT NEAVE: Thank you so much for your enormous  
4 courage, this must have been terribly difficult for you to  
5 have to re-live this, to talk to us about what you  
6 experienced and about the terrible response that you got to  
7 what happened to you.

8

9 We hope very much that the evidence that you and other  
10 survivors give will result in us making recommendations  
11 that will stop these things happening to other people and  
12 we wish you all the best for the future.

13

14 THE WITNESS: Thank you.

15

16 **SHORT ADJOURNMENT**

17

18 PRESIDENT NEAVE: Thanks, Ms Bennett.

19

20 MS BENNETT: Commission, the next witness is Ms Renae  
21 Pepper who's present in the hearing room, and if I could  
22 ask for her to come and be sworn in.

23

24 <RENAE MAREE PEPPER, affirmed: [11.56am]

25

26 <EXAMINATION BY MS BENNETT:

27

28 MS BENNETT: Q. Ms Pepper, can you tell the  
29 Commissioners your full name and professional address?

30 A. So, my name is Renae Maree Pepper and I work at the  
31 Sexual Assault Support Service which is in Tower Road in  
32 New Town.

33

34 Q. You have made a statement to assist the Commission, is  
35 that right?

36 A. I have.

37

38 Q. Have you read that statement recently?

39 A. Yes, I have.

40

41 Q. And are its contents true and correct?

42 A. Yes, there's probably one change I would make to the  
43 statement, just with some updated information. It is in  
44 relation to section 24, or 22 and 24.

45

46 Q. Yes.

47 A. So, previously with our funding we had to deliver

1 training to a broad range of service providers, so we  
2 couldn't target our training, but our funders have now  
3 allowed us to do that so we can target our training to  
4 specific groups who need it.

5

6 Q. If we note that the statement as at 30 April 2022, was  
7 it accurate at that time?

8 A. Yes.

9

10 Q. I'll proceed on the basis the statement is true and  
11 correct as at the time it was signed and we might update  
12 for those things that have changed since then; is that okay  
13 with you?

14 A. Sure, yep.

15

16 Q. So, tell the Commissioners about your role at SASS?

17 A. So, I'm a psychologist and I'm one of the senior  
18 practitioners at the Sexual Assault Support Service, so my  
19 role at SASS is to oversee the children and families arm of  
20 SASS. So, most of the counsellors in my team will see  
21 children or adolescents, young people and their families,  
22 and I also oversee the PAST program, which is our Harmful  
23 Sexual Behaviour program as well.

24

25 Q. You were in the Commission hearing for our first  
26 witness this morning; is that right?

27 A. I was.

28

29 Q. I want to ask you by reference to that evidence about  
30 what's important about having adults providing a safe  
31 framework for children?

32 A. Yeah, it's really, really important. I was reflecting  
33 as Katrina was speaking about - and a lot of why I'm here  
34 today is our responses to young people and how important it  
35 is for us to provide a safe, secure environment for them  
36 and place for them to feel heard and speak up and have the  
37 right responses from adults around them, you know.  
38 Children do not have the developmental ability to come  
39 forward necessarily and say, "This is happening to me and  
40 this is wrong and I know it's wrong", so we as the adults  
41 need to provide that safety for them and create that.

42

43 So, you know, I was reflecting when Katrina said about  
44 the teacher approaching her in the library and stating, you  
45 know, "We've noticed you're spending time" and how unsafe  
46 that was in that moment.

47

1 Q. Why was that unsafe?

2 A. For a couple of reasons, and I certainly could feel  
3 that when Katrina was talking about the emphasis being  
4 placed on her and her responsibility in that situation. I  
5 think there's many adults that forget that she is still an  
6 adolescent, her brain is still not fully developed, her  
7 social skills are not fully developed even though she's 16.  
8 And so, being sort of approached in a room that, where all  
9 her peers were anyway, yes, they may have been removed to  
10 the side, but she's still in a class in the middle of her  
11 class time, she wasn't in a private, safe space. The  
12 language which the teacher used wasn't appropriate, it was  
13 very - it came across and was perceived as very blaming on  
14 her, so even physically and emotionally that wasn't a safe  
15 space. There was no support for her, there was no sort of  
16 concern for her shown, and that sort of thing, so in that  
17 respect it was a very unsafe response in that moment.

18  
19 Q. So, these are things that presumably teachers and  
20 adults need to be taught about how to create that safe  
21 space; is that right?

22 A. Yeah, I believe so, and I think that's one of the -  
23 you know, certainly one of the reasons I've agreed to make  
24 my statement, is that, teachers when they go through the  
25 teaching degree are not taught a lot about trauma and  
26 trauma-informed practices, and they're not taught about how  
27 to deal with disclosures of sexual abuse; they're there to  
28 become teachers and teach the curriculum and support our  
29 students and young people to learn, those things. And,  
30 unfortunately, they are put in a position where they really  
31 have a massive role and a massive duty of care to safeguard  
32 our children also because they have them in their care for  
33 long periods and a long time.

34  
35 Q. Does that mean they're likely to be a first port of  
36 call for disclosures?

37 A. Absolutely. Especially with our Harmful Sexual  
38 Behaviour Program that I run, many of our referrals would  
39 come from Education. We get a lot of calls from Education  
40 around, you know, "We've become aware of this, what do we  
41 do?" So we do know that, aside from at home, most of -  
42 most sexualised behaviours between children will be seen at  
43 school.

44  
45 Q. Let me ask you about that. You tell us in your  
46 statement, but can you explain to the Commissioners and for  
47 those watching what you mean when you talk about harmful

1 sexual behaviours?

2 A. Yeah. So, when we talk about harmful sexual behaviour  
3 we're talking about young people sort of below the age -  
4 well, 17 and below - who are engaging in sexual behaviours  
5 that are inappropriate for their age and developmental  
6 level, and it could be that those behaviours are harmful to  
7 themselves or they might be harmful to others, either  
8 peers, younger children, older children or even adults.  
9

10 Q. So, how do you distinguish between what's  
11 developmentally appropriate and what's developmentally not  
12 appropriate?

13 A. Yeah, so I guess there's a lot of research. There's  
14 no clear definition, I guess, of normal sexual development.  
15 There's a lot of research and a lot of it is very cohesive  
16 with other research, so there's a lot of agreed, I guess,  
17 levels of sexual development.  
18

19 So, what is agreed is certain - how do I explain?  
20 It's very hard to explain. So, for young children, say,  
21 who are in sort of kinder age, so, 3, 4, 5, they might run  
22 around naked, nappies off or pants off and not be too  
23 phased about that, and that would be normal for a young  
24 child because they don't have - they haven't built in those  
25 social norms yet and they don't understand about privacy  
26 and that in the social context, we don't really do that.  
27 But as they mature and as they age and as they learn social  
28 norms they become much more aware of privacy and things  
29 like that.  
30

31 So, when you get children around maybe 7 years old  
32 they become more acutely aware of privacy, so they might  
33 want mum or dad not to come into the bathroom while they're  
34 having a shower or a bath, and that's normal development.  
35 So, there are some agreed developmental processes across  
36 the world.  
37

38 Q. These are obviously things - I think you said earlier  
39 that you get a lot of calls about and questions from  
40 different areas about it. Where are you getting those  
41 calls and questions from?

42 A. Lots of different places. I would say that a majority  
43 of calls are from schools, both government and  
44 non-government schools. We also get some queries from  
45 parents who are unsure of their young person's behaviour.  
46 We would get calls from the Advice & Referral Line or Child  
47 Safety, those sorts of things and, of course, we can have

1 calls in regards to harmful sexual behaviour or disclosures  
2 of sexual abuse.

3

4 Q. Is it your sense from those enquiries that there's a  
5 need for an increased understanding around these issues in  
6 schools and areas that deal with children?

7 A. Yeah, absolutely. I think the thing is, people don't  
8 necessarily know what normal sexual development looks like,  
9 so how are they meant to be able to identify what is  
10 inappropriate or problematic or outside of that normal  
11 developmental stage or space. So, you know, and I think  
12 the other thing is too, often with young, very young, so  
13 prepubescent kids, we refer to them as sexual behaviours  
14 but they're often more than not, not sexually driven  
15 behaviours, so they're behaviours that are happening for  
16 another reason, meeting another need, they're not  
17 necessarily sexual in nature, but they can be labelled that  
18 very quickly because they involve private parts being used.

19

20 Q. And so, is it fair that SASS has identified a need and  
21 developed some training in response to this?

22 A. Yeah, we have. We have noticed that a lot of  
23 educators especially, and in childcare centres, are wanting  
24 to know how do we identify what's inappropriate behaviour  
25 and how do we respond to that behaviour in the most  
26 appropriate way.

27

28 Q. And so, tell us about some of the programs that you've  
29 initiated and developed. I think first there's Keeping  
30 Kids Safe which I understand has been a training program  
31 since about 2016 or 2017, what can you tell the  
32 Commissioners about that program?

33 A. Yeah, so Keeping Kids Safe, there's sort of two levels  
34 to that, so we have an introductory Keeping Kids Safe which  
35 is a one-day training or six-hour training, and that covers  
36 a lot of stuff around dealing with disclosures of sexual  
37 harm more generally; it obviously gives an overview of what  
38 we do at SASS and the work we undertake at SASS.

39

40 It also looks at identifying and responding to harmful  
41 sexual behaviour, so understanding what normal sexual  
42 behaviours are, what might be in the inappropriate or  
43 problematic or even abusive space; how to respond in the  
44 most appropriate way to those scenarios, and then we might  
45 do a little bit of safety planning and that sort of thing.

46

47 Q. Just to pause there, who's it for? Who's the training

1 aimed at?

2 A. So, the introductory to Keeping Kids Safe and the  
3 Advanced Keeping Kids Safe is designed for psychologists,  
4 sort of frontline workers, so it might be that it might be  
5 psychologists, social workers, counsellors, it might be  
6 people that are working in the Department of Education. I  
7 notice that we've had a few trainings recently, we've had a  
8 lot of social workers from the Department of Education in  
9 those trainings. We can have people from private practice  
10 come in but that's probably not as common, but a lot of -  
11 Child Safety staff.

12

13 Q. Is it open to anyone to sign up for?

14 A. Yes, it is, it is, so we --

15

16 Q. Sorry, go on.

17 A. I was just going to say we do do open training, so  
18 we'll do a ticketed training where we set the training up,  
19 set the training date and then we advertise and say this  
20 training's available and anyone can sign up. Just more  
21 recently we've been able to target our approach, so say we  
22 get several referrals into our PAST program and the  
23 students and young people are all from a region or a  
24 school, then we might contact that school and say, look,  
25 we've noticed this is happening, would you like some  
26 training in that space, given we've got these referrals.

27

28 Q. You've mentioned the PAST program, can you tell us  
29 what that is?

30 A. So, the PAST program, stands for the Prevention  
31 Assessment Support and Treatment of Harmful Sexual  
32 Behaviour. It's a program that got up and running in April  
33 last year, 2021. There was a tender put out to run a  
34 program that worked with children and young people up to  
35 and including the age of 17 years old and we put in for  
36 that tender and were successful. So, that program started  
37 running, as I said, April last year.

38

39 There's two streams to the PAST program. So, I  
40 oversee the clinical intervention stream, so what we do is  
41 we have referrals come into SASS that might identify a  
42 young person who's engaging in some level of harmful sexual  
43 behaviour and we do assessments, intake, gather a lot more  
44 information, and then we can - after our assessment we can  
45 figure out, what is the need meeting, what's the driver of  
46 that behaviour and what intervention is most appropriate.

47

1           That side of the program we actually run in  
2 conjunction with Mission Australia, so we've actually  
3 teamed up with them. We're the lead agency and they help  
4 us with a lot of the case management. So, if we identified  
5 that that young person and their family need a lot of extra  
6 supports around maybe NDIS or getting them engaged in other  
7 activities or family support, then Mission can help set  
8 that up for the family.

9

10       PRESIDENT NEAVE:   Q.   Can I just ask you, with that  
11 clinical intervention stream, your referrals come from  
12 everywhere or just from Mission Australia?

13       A.   No, no, they come from everywhere, so parents,  
14 schools, yeah, everywhere.

15

16       PRESIDENT NEAVE:   Thank you.

17

18       THE WITNESS:   So, as the referral comes in we share the  
19 referral with Mission Australia as part of the bigger  
20 program, and then they help if they are needed.

21

22           And then the other arm of the PAST program is our  
23 training and primary prevention and education space. So,  
24 there's another person who heads up the training team and  
25 they deliver things like the Keeping Kids Safe training.  
26 We deliver Consent is a Conversation to the schools, so we  
27 do that in primary schools and secondary schools and that's  
28 around teaching our young people around sexual - body  
29 autonomy, body safety, consent, those sorts of things, in  
30 the hopes that those behaviours won't start in the first  
31 place. So, there's a few different - there's two different  
32 streams, the clinical stream and the training scheme

33

34       MS BENNETT:   Q.   So the clinical stream, is that actual  
35 clinical therapeutic interventions; is that right?

36       A.   It is, yes.

37

38       Q.   What's sort of the themes of the issues coming through  
39 that stream?

40       A.   So, I guess there's a few different drivers that we  
41 have noticed at SASS and the research will back this sort  
42 of stuff up. So, a lot of what we see with our referrals -  
43 well, it can range from curiosity, simple curiosity, young  
44 people being curious about sexual behaviours, sex, those  
45 sorts of things, bodies. We get a lot of referrals that  
46 involve the young person using pornography or accessing  
47 pornography which is extremely concerning because this is

1 where they're getting a lot of their education and sex  
2 education from unfortunately. So, young people are  
3 watching that, they are not learning about consent, they  
4 are viewing it and seeing behaviours on there around  
5 aggression towards, especially women, but you know, each  
6 other and that sort of thing. And so, what we're seeing is  
7 young people thinking this is the norm in relationships and  
8 sex, and so, playing some of that out.

9  
10 A lot of what we might see, and I apologise for being  
11 stereotypical, but males watching that and going, "Oh,  
12 that's what girls want" and so they then act some of those  
13 things out. And women and girls watching some of that and  
14 saying, "Oh, that's what's expected of me", so being  
15 compliant in some of that stuff because they think that's  
16 what a healthy relationship looks like. So, we are seeing  
17 a lot of undertones of pornography use.

18  
19 We are also seeing a great deal of trauma. So, young  
20 people with trauma backgrounds, and it doesn't necessarily  
21 need to be sexual abuse trauma, there's a lot of neglect,  
22 domestic violence, family violence backgrounds coming  
23 through and what we see there is a lot of children or young  
24 people who will be maybe engaging in harmful sexual  
25 behaviour because of power and control, the needs of power  
26 and control. So, maybe at home they experience a lot of  
27 family violence and abuse and they're very unsafe, so maybe  
28 in a different context such as school they will exert some  
29 power and control so they have a place in the world where  
30 they feel safe, so that may be, or it might be that they're  
31 mimicking behaviours that they're seeing in the home  
32 environment.

33  
34 Some children with trauma backgrounds you will see  
35 attachment issues, so they don't have a strong attachment  
36 to their primary caregivers or the people at home, so they  
37 might try and attach to other people, whether it's peers,  
38 whether it's teachers; they may try and seek out that  
39 attachment with other people, and again, it's happening in  
40 inappropriate ways, so you'll see some harmful sexual  
41 behaviour coming out in that. And also with trauma you can  
42 see a lot of self-soothing behaviours. So, some children  
43 might get referred through for things like excessive  
44 masturbation, but what that need is around self-soothing  
45 and helping them feel less anxious and safe but it becomes  
46 out of control.

47

1           So, they're some of the drivers that are  
2 trauma-related, and then on top of those not sitting by  
3 itself but complicating a lot of those factors are other, I  
4 guess, behavioural issues or diagnosis such as ASD, so  
5 autism, ADHD, and intellectual disability. So, if you have  
6 that on top of pornography use or trauma and things like  
7 that, not stand-alone but a combination of those things,  
8 that can also make it quite complicated with young people  
9 not understanding boundaries or the social norms and things  
10 like that, so we're seeing a lot of that coming through.

11  
12 Q.   The Keeping Kids Safe training program, that's open to  
13 anyone?

14 A.   Yes, yep.

15  
16 Q.   But there's a limited number being run per year; is  
17 that right?

18 A.   I think it's limited number, in that we're funded only  
19 to deliver a certain amount - well, it's a bit of both.  
20 So, under the PAST program we have a certain amount of  
21 funding so we can only deliver a certain amount of those  
22 trainings. We also do a fee-for-service, so sometimes we  
23 can set up those trainings and there's a cost associated.  
24 So, we might set up a training for whoever would like to  
25 join and that is a cost to that because we don't have -  
26 we're not funded constantly to just deliver as many as we  
27 can.

28  
29 Q.   Okay, so that's Keeping Kids Safe, that's the more  
30 open, then there's the PAST program which has a number of  
31 elements to it; there's the training and primary prevention  
32 arm, that's got Consent is a Conversation, school training,  
33 those sorts of things?

34 A.   Yeah.

35  
36 Q.   And is that directed primarily at schools or service  
37 providers?

38 A.   The Consent is a Conversation is only schools, so  
39 that's primary school or high school, but within that  
40 training we actually - so we don't go into a school and  
41 just deliver one session. So, with Consent is a  
42 Conversation, we do three sessions with the same class, so  
43 there's sort of follow up. So, there's three sessions with  
44 the young people themselves and as part of that training we  
45 also do a session with staff and we also offer a session  
46 with parents, so there's five sessions that, if the school  
47 were to get that training they would get five sessions all

1 up for that sort of thing.

2

3

I think the really positive thing about SASS is that we have the clinical arm and we have the training arm, so if the trainers get a disclosure while they're out which is not uncommon, if a young person comes up to them afterwards and says, "Look, this happened to me", they have a clinical arm that they can refer to or the trainers can ring, say, myself or some supervision around what do I do with this disclosure, and that sort of thing, so there's a lot of back up that happens.

12

13

Q. Does the school have to decide to invite you in? Is that the way it works?

14

15

A. My understanding is, so with the Consent is a Conversation, again, it gets very confusing, I need a diagram. There's sort of two arms: there's the Department of Education fund us to deliver this to four schools a year. The Department of Education do that.

16

17

18

19

20

21

PRESIDENT NEAVE: Q. That's Consent is a Conversation?

22

23

24

25

26

27

A. Yes. The Department of Education give us funding to deliver to four schools a year, and the decision on which schools - I am not 100 per cent sure on how that decision is made, that is something that would have to be asked of the training team manager of how they pick which schools they target.

28

29

Then under the PAST program funding, our Harmful Sexual Behaviour funding, we are funded to see an additional four schools a year under that funding. So, at the moment SASS can do eight schools during a year in total.

30

31

32

33

34

35

MS BENNETT: Q. In terms of primary prevention training?

36

37

A. Yes, Consent is a Conversation training.

38

39

Q. And other elements of the PAST program; is that right?

40

A. Yeah.

41

42

Q. So, there's four as a Consent is a Conversation and another four?

43

44

45

46

47

A. And another four of Consent is a Conversation, and then on top of that we can deliver other training, so Keeping Kids Safe training under the PAST program or Harmful Sexual Behaviour - an Overview For Educators which is a shorter training.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

COMMISSIONER BROMFIELD: Q. Can I possibly put it this way: you have the Keeping Kids Safe training, you have the Consent is a Conversation training. There are a couple of different buckets of money that provide for that to be delivered free across the state. In addition organisations can pay a fee-for-service for it to be delivered specifically --

A. To set up, yep.

Q. -- for them. And then you have The AIM Program which is delivered, that's your therapeutic intervention and that uses the PAST bucket of money?

A. Yeah. So, if you think of the PAST - I know, that's why I need a diagram. So, the Department of Education fund four schools a year, so let's set that aside. Then we have our PAST program, so we're funded for the PAST program. The PAST program has its training stream and then it also has its clinical stream.

So, there's the training we see, Keeping Kids Safe, Consent is a Conversation as well, and our Harmful Sexual Behaviour for Educators. And then we have our clinical stream in which we use the AIM framework to assess. That's where the AIM comes in, we use that AIM Framework that we've done the training in to do the assessment, so all of this sits under the PAST program.

PRESIDENT NEAVE: Q. Can I ask one additional question: your clinical stream, are you funded for a certain number of cases?

A. Not cases. We have a certain amount of funding for staffing of it, because some cases will come in and go out very quickly because they might be very kind of almost normal behaviours that we just have to intervene and do very basic work with, and then we might get some more abusive cases or serious cases that are more complex and need a lot more time, so the cases vary depending on what comes through.

Q. So, in terms of your staff, how many staff has dedicated - I'm sorry this might be in your witness statement but I haven't got it into my brain yet.

A. No, that's okay. So, from memory, I probably should have printed this out.

Q. Roughly.

1 A. We have an allocation of 0.6 in the south for  
2 clinicians and 0.6 in the north, northwest, so that's three  
3 days a week clinical work up north, three days a week  
4 clinical work down here. There is also myself who is, I  
5 think, for the PAST program I think I'm a one day a week  
6 overseeing the PAST program, but I also see clients and do  
7 clinical work, and then I also have, I guess, my offsider  
8 who oversees the program, does a lot of intake work as well  
9 and does clinical work.

10

11 Q. So we've got 0.6 in the north, 0.6 in the south?

12 A. Yep.

13

14 Q. And a bit of you?

15 A. A bit of --

16

17 Q. And your offsider?

18 A. Yeah, and my offsider, yes.

19

20 Q. So what sort of workload are we talking about in the  
21 clinical program?

22 A. Quite high, quite high. And, I was sort of thinking  
23 it out, mapping it out before that I think the funding for  
24 me in my role as overseeing this program is about a one day  
25 a week, but I would spend the majority of my four days that  
26 I work on the PAST program and Harmful Sexual Behaviour  
27 work. I also oversee the Children and Young People's arm,  
28 which is survivors of sexual assault, but a lot of my time  
29 is taken up in harmful sexual behaviour, either doing  
30 consults, assisting with training, you know, developing and  
31 delivering training, so yeah, a lot more work.

32

33 Q. It might be very helpful for us to have that diagram  
34 that you were talking about.

35 A. Yes, I can certainly develop one, I can put one  
36 together for you later.

37

38 PRESIDENT NEAVE: Sorry, Ms Bennett.

39

40 MS BENNETT: Not at all.

41

42 Q. Just so I understand before we leave the PAST program.  
43 There's a PAST bucket of money, what I wanted to understand  
44 is, is it allocated between training and therapeutic  
45 separately or do you do that allocation?

46 A. We do that allocation. So, there's a bulk of money  
47 and we've sort of I guess figured out what we can deliver

1 with that money, so we've kind of done that as much as we  
2 can, yeah.

3

4 Q. How's the wait for services going on the clinical arm?

5 A. Yeah, so I guess since we started about just over a  
6 year ago we've had - and certainly grown now because, you  
7 know, there's been a few weeks since I signed this - but  
8 we've had over 90 referrals for the Harmful Sexual  
9 Behaviour Program, and there's on average at least 10 to 15  
10 people on the waitlist at any one time, and the wait time  
11 can vary depending on counsellors' capacity basically, what  
12 we're doing with our current clients. Wait times can be  
13 anything from six weeks to 12 weeks depending on our  
14 capacity. I know at the moment we've got around 30 active  
15 clients, so we're seeing 30 clients allocated and seeing  
16 us, and there's others on the wait list.

17

18 Q. On my very poor maths I count about 2.5 full-time  
19 equivalent staff delivering a program for around 90  
20 referrals; is that fair?

21 A. Yep.

22

23 Q. Not quite enough, is it?

24 A. No.

25

26 Q. I'd like to turn then to - I just want to understand  
27 while we're talking about these programs, are they  
28 programs, The AIM Program, the PAST program, are they peer  
29 reviewed evidence-based programs?

30 A. So, the PAST program that we deliver, the AIM, just to  
31 clarify: so, when we were - well, even prior to this tender  
32 coming up for this program we did work with young people  
33 11 years and under who were displaying harmful sexual  
34 behaviour, and we'd done that for quite some time. There  
35 was a pilot program that ran, I think it was in 2016, it  
36 was before my time, that we did do a pilot program with  
37 adolescents to see how that would work. And so, when I  
38 came on board and taking sort of, I guess, overseeing the  
39 children and young people's section of SASS, I really  
40 wanted to have a more structured approach to how we worked  
41 with kids engaging in harmful sexual behaviour, and I came  
42 across the AIM framework and The AIM Project which was in  
43 the UK and I reached out to them in 2019 to say, can we do  
44 some sort of training with you, I'd read lots of research  
45 on the AIM framework and that it's the most widely used  
46 tool in the UK for assessing these behaviours and  
47 identifying needs and drivers.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

I also had a lot of conversations with colleagues around Australia who I work with who also have either trained using the AIM or are familiar with it and think it's a great tool to use. Also what we were seeing is a lot of professionals leaning towards using Hackett's continuum as a model of identifying harmful sexual behaviour, and Professor Simon Hackett is linked with The AIM Project in the UK. So, there were a lot of things that were leading me to think that this would be a really great tool.

I reached out in 2019, asked them if they provided training; they did not provide online training at that point, but they were coming out to Australia to deliver some training to Act for Kids in Queensland, and suggested I tap onto the back of that, so we were in discussions to do that, and then COVID hit. So, now they do do training online, thank goodness.

But The AIM Project in the UK have been amazing, Carol Carson who is the head of that, and we've commissioned several trainings with them around identifying harmful sexual behaviours, assessing behaviours in prepubescent children, assessing behaviours in adolescence, intervention stuff. Looking at technology assisted because that's very specific as well.

My offsider and I have done some training in supervising clinicians who work in this space, so we've actually got a lot of training from The AIM Project. And so, the AIM framework is a tool that we use or a framework that we use to assess these young people and we use that within the PAST program, is the tool that we use, so yeah.

Q. And has the PAST program been assessed?

A. No. My understanding is that our funders are going to do an assessment of that program at some point. I am not involved in that because I head up the program so it would be a bit of a conflict of interest for me to be involved in assessing it, yeah.

Q. We've been talking about harmful sexual behaviours involving sexual behaviours between young people and of young people, and we've been talking about a safe place and safe disclosure spaces. I'd like to now just see if I can tap into a bit of your experience to understand your

1 assessment of the current response capability of the  
2 Tasmanian Department of Education in relation to harmful  
3 sexual behaviours, to start there?

4 A. Yeah. So, I guess what I have observed is really  
5 inconsistent responses. Sometimes we, you know, get phone  
6 calls from schools who say, "This has happened in our  
7 school, we need some guidance. I've done this, this and  
8 this, what else do we need to do?", and it's fantastic,  
9 amazing.

10

11 But then we've noticed that there's a lot of  
12 inconsistencies around schools' responses. There's been  
13 cases where a 7-year-old in a government school was found  
14 to be engaging in some harmful sexual behaviour towards a  
15 peer and that young 7-year-old was kept in at lunch and  
16 recess every single day for weeks and was not allowed to  
17 engage with their peers outside of the classroom  
18 environment, so obviously there were concerns about them  
19 being isolated and their own mental health and the blame  
20 that was being put on that young person. And, to put more  
21 context to that, that young person had actually been  
22 sexually abused herself and had experienced that, so  
23 possibly was trying to make some sense of what had happened  
24 to her, but the response was quite punitive.

25

26 Then on the other end of the scale there's been  
27 schools where behaviours have kind of been flagged within a  
28 classroom for months and months and months but, you know,  
29 maybe dismissed by the teaching staff as, "Oh, don't tell  
30 lies about that child", or "just ignore them or stay away",  
31 so we're getting this kind of broad continuum of responses  
32 from very punitive to very dismissive and everywhere in  
33 between

34

35 Q. So far at the moment SASS is able to provide training  
36 in relation to those issues for about eight schools per  
37 year?

38 A. Well, that's the Consent is a Conversation. So, the  
39 eight schools a year is more directed towards young people  
40 and teaching them about consent and body safety, but the  
41 Keeping Kids Safe training and the Overview for Educators  
42 is really the training we're wanting to deliver to really  
43 help educators, childcare staff, and more broadly, you  
44 know, Advice & Referral to understand how to respond in the  
45 most appropriate way. Because, even behaviour that is  
46 normal for developmental, you know, age and developmental  
47 stage needs to be responded to. So, if you had two young

1 children in a kindergarten, you know, pants down showing  
2 each other their private parts because there's a boy and a  
3 girl and they're different, and, you know, show me yours,  
4 I'll show you mine: that's developmentally expected for  
5 that age but we still don't want them doing that in the  
6 playground at school so it still requires a response even  
7 though we're not concerned about the behaviour in itself.

8  
9 So, it's really about upskilling our education and  
10 childcare staff to know, well, how do I respond in that  
11 moment and how do I ensure that the child that's on the  
12 receiving end of the HSB is safe but also the person  
13 engaging in that behaviour is safe, so we're wanting to  
14 make sure we're safeguarding all of our children.

15  
16 Q. Is that support and guidance at the moment coming from  
17 the Department of Education?

18 A. I am unsure what other - I can't speak on behalf of  
19 the Department of Education, I'm unsure what other training  
20 they get. I obviously know I delivered an Advanced Keeping  
21 Kids Safe last week and there were quite a few school  
22 social workers in that training, which was great, but aside  
23 from our training I'm unsure what other support or training  
24 they're getting in that space.

25  
26 Q. Has SASS been in discussions about rolling out more  
27 training through schools or the Education Department?

28 A. Yeah, so I actually contacted Learning Services a  
29 little while ago because the AIM training that we've  
30 undertaken at SASS, they actually deliver a training that's  
31 specifically for education settings. And, part of our AIM  
32 Framework, we have a, I guess it's called a checklist. So,  
33 whenever we get a referral into SASS we can do a quick  
34 checklist to kind of identify where they might be on the  
35 continuum of behaviours; so, if this child's - you know, we  
36 can quickly do an assessment, it's very brief, but get an  
37 idea, is this child's behaviour in the normal kind of  
38 range, are they inappropriate or are they more up the  
39 abusive end. And that checklist is quite quick to do so  
40 that we can just get an idea, and then The AIM Framework is  
41 a much bigger assessment that we do, clinical assessment.

42  
43 But what - the educational training from AIM actually  
44 allows people in education settings to use that checklist,  
45 they get trained to use that so that they can also identify  
46 quickly, well, you know, where does this child's behaviour  
47 potentially sit.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

So, I contacted AIM, I contacted Carol Carson at AIM and just talked to her about that, and I contacted Learning Services to suggest that they look into that training, for a couple of reasons, because I thought it would help them to be able to identify a child's behaviour and assess it very quickly, briefly, a bit of an overview, and then that would help them know how to respond to that behaviour. It also means that we're all speaking the same language and we're using similar tools. So, if the Department of Education used the checklist and quickly identified, well, this child sits in the problematic space, if they then have to send a referral through to SASS, we know what they're talking about, we know where their head's at so we're using the same language.

So, I have put Carol Carson at The AIM Project and Learning Services in contact with each other, and I do believe they have had a conversation but I don't know much more than that.

Q. What about parent supports in relation to harmful sexual behaviour?

A. As in, parent supports that we provide or? DoE provide?

Q. No, sorry, SASS and whether or not there's training provided by SASS for parents?

A. Yeah. So, with our Consent is a Conversation training, as I said, they can do a parent session, so when they're going into the school they're talking to the parents about, this is what we're going to talk to your young person about and consent.

With the PAST program we haven't up until now had any parent training specifically but we've actually started developing that and we've got a couple of bookings in the next couple of months where we're delivering similar information to parents around how to identify, how to respond appropriately if you come across this behaviour, so we're starting to roll that out, develop that and roll that out now.

Q. We're speaking this week mainly about education, but while you are here are you able to tell us about the Keeping Kids Safe training at Ashley Youth Detention?

A. So, my understanding, the training side I'm not

1 always, you know, comfortable to talk about, but I do know  
2 that we have delivered two Advanced Keeping Kids Safe  
3 trainings at Ashley Youth Detention Centre last year, I  
4 believe; maybe one in November, one in December last year,  
5 and I think there was a third one that was meant to be done  
6 but I don't believe that's happened yet.

7  
8 Q. And, do you have any observations arising from those  
9 engagements?

10 A. The feedback from staff who did the training or who  
11 delivered the training, their feedback to me was, there was  
12 certainly a few staff members in the training that made the  
13 training a bit difficult, and their views of whether that  
14 training wasn't important or - I'm not sure exactly. But  
15 also the staff from Ashley indicated that a lot of their  
16 responses and their processes are quite - I don't think  
17 "punitive" is the word they necessarily use but they have  
18 very clear processes on what they have to do.

19  
20 So, if young people are engaging in harmful sexual  
21 behaviour or there's an incident, it's escalated very  
22 quickly to Child Safety or police, and there's very  
23 potentially punitive responses that happen there, so their  
24 ability to engage in a therapeutic way is quite limited,  
25 was our understanding from the staff that were there.

26  
27 Q. And, speaking generally, why is it important to be  
28 able to respond in a therapeutic way to harmful sexual  
29 behaviours exhibited by children?

30 A. Because a lot of people focus on the harmful - the  
31 sexual behaviour or the behaviour that's happening, and  
32 what's the most important thing is actually what need that  
33 behaviour is meeting, is the crucial bit. So, when we do a  
34 thorough assessment of young people that are coming through  
35 our program, what we really want to know is what is driving  
36 this behaviour? Because that's what needs addressing.  
37 Whereas most people will look at the behaviour and go,  
38 right, we need to address that behaviour, but it's like, if  
39 you don't know what's driving that behaviour it's very hard  
40 to decrease that behaviour or support any change, and  
41 that's why you need a therapeutic approach.

42  
43 We're seeing a lot of children with trauma  
44 backgrounds. If we think - and I, you know, could be  
45 making a total assumption, but if you think about Ashley  
46 Youth Detention Centre, I'd say the majority of young  
47 people that are going through that centre have a history of

1 trauma, you know, or some sort of chaotic lifestyle that  
2 has led them down that path to end up there, so the need  
3 for therapeutic intervention is crucial for those kids.  
4

5 We're not necessarily looking at bad kids, we're  
6 looking at unfortunate circumstances and events that have  
7 happened in their life to lead them down a path, and a lot  
8 of sexual behaviours we're seeing are not carried out to  
9 intentionally harm, they're not malicious necessarily;  
10 there's some need that's being met and we need to find out  
11 how to get those young people's needs met in safer ways.  
12

13 COMMISSIONER BROMFIELD: Q. Ms Pepper, can I just check:  
14 if in the education context you had a child whose harmful  
15 sexual behaviours were harmful and abusive, perhaps  
16 violent, I assume that in that context your advice would  
17 still be to contact Child Safety and to contact the police  
18 in compliance with legal requirements?

19 A. Yes, depends - it's very contextual, of course.  
20

21 Q. Let's think of the worst. So, let's say that a young  
22 person has sexually penetrated another young person using  
23 violent force .

24 A. Yes, absolutely. So, all referrals that come through,  
25 as you can imagine at SASS, for children need to be flagged  
26 with Advice & Referral Line Child Safety because we're  
27 mandatory reporters, so even if the behaviours aren't that  
28 violent, we still - a report's made.  
29

30 If they are violent, abusive in nature, then, yes,  
31 police do get contacted. Generally that's done by Advice  
32 & Referral Line or Child Safety rather than us, but that  
33 can be done by us. So, yeah, those things are definitely  
34 in place, I think --  
35

36 Q. Then, would that preclude you from engaging  
37 therapeutically?

38 A. No, no.  
39

40 Q. I'm just wondering what might be the difference at  
41 Ashley Youth Detention Centre?

42 A. I don't know.  
43

44 COMMISSIONER BROMFIELD: Thank you.  
45

46 PRESIDENT NEAVE: Q. Perhaps if I could just follow on  
47 with that. There is going to be - because of the way that

1 children are held at Ashley there will be a tension, an  
2 even greater tension --

3 A. Oh, absolutely.  
4

5 Q. -- between protecting other children and intervening  
6 therapeutically with the child who is displaying those  
7 behaviours. I mean, how would you resolve that tension?

8 A. I think people forget it's not one or the other; there  
9 can be parallel processes happening at the same time, and I  
10 think the difficulty we've had is that Ashley -  
11 historically Ashley have not referred children to us, they  
12 have not wanted us to be involved, and I kind of - I think  
13 that's problematic, I think we're withholding therapeutic  
14 services from young people who desperately need them.  
15

16 The really amazing thing about linking in external  
17 services to these young people while they're in Ashley is  
18 that, when they're released from Ashley, because we don't  
19 know how long they're going to be in there, often they're  
20 released with very short notice, is that, if they're  
21 engaged with a service already on the outside of that  
22 space, then they can continue that work.  
23

24 Whereas you might have a psychologist within Ashley  
25 who does an amazing job, but once that young person's out  
26 they don't have access to that psychologist anymore, that  
27 relationship is cut off, and we know that, as far as trauma  
28 and therapeutic work, the relationship - the therapeutic  
29 relationship is one of the most important parts of healing  
30 and intervention.  
31

32 COMMISSIONER BROMFIELD: Can I do one more follow-up and  
33 then we'll give your witness back to you, Ms Bennett?  
34

35 MS BENNETT: Not at all.  
36

37 COMMISSIONER BROMFIELD: Q. Is it your understanding  
38 from the research about treatment into harmful sexual  
39 behaviours, that children who complete treatment,  
40 therapeutic treatment, are they more or less likely to go  
41 on and offend again?

42 A. Most children, like many, many children who engage in  
43 harmful sexual behaviour at any time, will not go on to be  
44 adult offenders, because their drivers are not - they're  
45 not sexually interested in children or not necessarily  
46 anti-social behaviours. As I said, there are other needs  
47 that are needing to be met, but the research shows that the

1 majority of children will not go on to engage as adult  
2 perpetrators or offenders.

3

4 MS BENNETT: Q. Does a therapeutic intervention though  
5 make a difference to their trajectory about that?

6 A. I think there's not a lot of research on that, I think  
7 that's where the research gaps are. I know that, with our  
8 funders, we have to report back a lot of outcomes and it's  
9 quite hard because there's not a clear outcome measure to  
10 say, well, they came in like this and they're leaving like  
11 this, so it's a lot of anecdotal information. So, we try  
12 to have really transparent and open conversations with the  
13 young person themselves, the parents, the teachers  
14 involved, you know, to ascertain, well, have their  
15 behaviours decreased, what's that look like, you know, are  
16 they settled in whatever they're doing, but there's no  
17 actual clinical measure to sort of say before and after;  
18 it's very difficult to measure.

19

20 Q. I just wanted to conclude by asking about areas for  
21 improvement in your view, particularly the focus on the  
22 education space. I think you talk in your statement about  
23 the capacity for the further development of training and  
24 the rolling out training further to schools. What do you  
25 think is important in relation to harmful sexual behaviours  
26 to upskill the workforce that's most likely to encounter  
27 it?

28 A. Yeah. I think it's imperative that educators, whether  
29 they're in childcare settings or primary or secondary  
30 schooling, need to know how to deal with disclosures even  
31 more generally; so, whether that's disclosures of harmful  
32 sexual behaviour or disclosures of sexual abuse or sexual  
33 harm. I think we need to upskill people to know how to  
34 respond appropriately and whether or not that's SASS going  
35 in and providing training, whether or not that's getting in  
36 at a university level, so teachers who are going through  
37 their training or even social workers and psychs that are  
38 going through their training. I'm a psychologist and  
39 certainly know that in my qualification there was no  
40 mention of sexual behaviours, not much mention of sexual  
41 abuse generally, so we really need to upskill and look at  
42 that being a really important part.

43

44 Even training with - and I've put it in my statement -  
45 around policing. Police are very black and white in their  
46 responses: there's a perpetrator and a victim often in  
47 their world view, and sometimes that's completely correct,

1 but with harmful sexual behaviour often there's very grey  
2 areas, and so, knowing how to respond appropriately from  
3 their point of view is really important, and places like  
4 Advice & Referral Line and that sort of thing.

5  
6 So, I think training is really important in  
7 identifying and responding and also knowing your referral  
8 pathways too then of, like, if this is much more complex  
9 than you can manage, where do you go for that support?

10  
11 One of the things I noted in my statement is, we have  
12 not been able to, as you can appreciate, sort of promote  
13 our program because we're getting enough referrals as it is  
14 within our capacity that, if we actually actively promoted  
15 our program, we would be flooded and the demand would be  
16 too great and we wouldn't be able to do that work at all.  
17 So, yes.

18  
19 MS BENNETT: Commissioners, those are the matters that I  
20 wanted to raise with Ms Pepper.

21  
22 PRESIDENT NEAVE: Thank you so much, that was extremely  
23 helpful, and we all now have a much better understanding of  
24 how all of these programs that your organisation offers fit  
25 together, and congratulations for the work that you are  
26 doing, so thank you.

27  
28 **LUNCHEON ADJOURNMENT**

29  
30 PRESIDENT NEAVE: Thanks, Ms Bennett.

31  
32 MS BENNETT: Commissioners, the second session will be  
33 another panel session, and we have three witnesses who have  
34 come to give evidence today.

35  
36 I briefly wanted to just identify the reason that  
37 they're giving evidence, and that is that these are three  
38 representatives of different areas of what we might call  
39 the frontline interaction with children.

40  
41 We have Mr Nigel Russell, a teacher, Ms Monique  
42 Carter, a principal, and Ms Debra Drake, a social worker.  
43 So, if I could ask all three to come and be sworn in, that  
44 would be lovely.

1 <DEBRA DRAKE, affirmed: [1.33pm]

2

3 <NIGEL RANDALL RUSSELL, affirmed:

4

5 <MONIQUE KIRSTY CARTER, affirmed:

6

7 <EXAMINATION BY MS BENNETT:

8

9 MS BENNETT: Thank you all for coming to give evidence  
10 today. I'll just quickly identify you and your statements  
11 and then I'm going to speak to you each individually and  
12 then we're going to have a bit of a discussion about the  
13 themes that emerge.

14

15 Starting with you, Mr Russell, can you please tell the  
16 Commissioners your full name?

17

18 MR RUSSELL: Nigel Randall Russell.

19

20 MS BENNETT: You've made a statement to assist this  
21 Commission; is that right?

22

23 MR RUSSELL: Yes.

24

25 MS BENNETT: Have you read that statement recently?

26

27 MR RUSSELL: Yes.

28

29 MS BENNETT: Are the contents true and correct to the best  
30 of your knowledge and belief?

31

32 MR RUSSELL: Yes.

33

34 MS BENNETT: Thank you. Ms Drake, could you please tell  
35 the Commissioners your full name and professional address?

36

37 MS DRAKE: Debra Drake, and Learning Services North, 1  
38 Fenton Street, Devonport.

39

40 MS BENNETT: And you make this statement in a personal  
41 capacity?

42

43 MS DRAKE: Yes.

44

45 MS BENNETT: And you've made a statement that you've read  
46 recently?

47

1 MS DRAKE: Yes.  
2  
3 MS BENNETT: Are the contents true and correct to the best  
4 of your knowledge?  
5  
6 MS DRAKE: Yes.  
7  
8 MS BENNETT: Thank you. Ms Carter, can you please tell  
9 the Commissioners your full name and professional address?  
10  
11 MS CARTER: Monique Kirsty Carter, Lansdowne Crescent  
12 Primary School.  
13  
14 MS BENNETT: You've made a statement to assist the  
15 Commission in response to a notice?  
16  
17 MS CARTER: Yes.  
18  
19 MS BENNETT: Are the contents of that statement true and  
20 correct to the best of your knowledge?  
21  
22 MS CARTER: Yes.  
23  
24 MS BENNETT: Thank you. I'd like to explore with each of  
25 you your personal experiences and some of the issues that  
26 this Commission is examining this week, and I'd like to  
27 start with you, Mr Russell. You're a teacher and you've  
28 been a teacher since about 2001; is that right?  
29  
30 MR RUSSELL: Yes.  
31  
32 MS BENNETT: Where did you do your teacher training?  
33  
34 MR RUSSELL: UTAS.  
35  
36 MS BENNETT: Do you recall, when you were doing your  
37 teacher training, if you've had any training about what  
38 we've been talking about as harmful sexual behaviours or  
39 peer-to-peer sexual behaviours?  
40  
41 MR RUSSELL: No.  
42  
43 MS BENNETT: What about after you started teaching, was  
44 that something that you ever received any professional  
45 development about?  
46  
47 MR RUSSELL: Yes.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

MS BENNETT: Tell us about that.

MR RUSSELL: It was, first time I came across it was when I became an AST, senior teaching role, and it was mentioned in a brief teacher PL.

MS BENNETT: Any training about how to respond to it?

MR RUSSELL: No. How to report it, yes.

MS BENNETT: Okay, I see. And, was that in the context of mandatory reporting?

MR RUSSELL: Yes.

MS BENNETT: And so, do you remember if there were any policies and procedures about that particular topic? Sorry, let me be clear, about harmful sexual behaviours that you might encounter as a teacher?

MR RUSSELL: Apart from mandatory reporting, no.

MS BENNETT: So, what do you think - at the time that you were teaching, what was the sort of process you would have thought available to you if you had an incident of harmful sexual behaviour in your classroom?

MR RUSSELL: Alerting senior teachers, principal, AP.

MS BENNETT: You would have gone to a more senior teacher; is that right?

MR RUSSELL: Yes.

PRESIDENT NEAVE: Could I ask if you could speak up just a little bit, Mr Russell, if you wouldn't mind?

MR RUSSELL: Yes.

PRESIDENT NEAVE: Thank you.

MS BENNETT: You tell us, in about paragraph 15 of your statement, that sometimes there are some challenges about going to principals with some concerns because of the amount of discretion that they sometimes have. Can you talk to the Commissioners about that?

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

MR RUSSELL: Um, meaning, sorry?

MS BENNETT: Let me just step back. Well, why don't we go back to a time when you had an incident of child sexual abuse in a classroom that you were teaching.

MR RUSSELL: Yeah.

MS BENNETT: Can you tell the Commissioners, as far as you can, what happened when that issue arose in your classroom? This is at about paragraph 17 or so of your statement.

MR RUSSELL: So, yes, I had a female student who was sexually assaulted by a male student, and this was in one of my - it was in a PE class. The incident was caught on camera, security camera, and the female student reported it to my assistant principal, and during that lesson I had an AST, I had an assistant principal and myself, three teachers, you know, come to this one class where this student, the perpetrator, was just running riot really, and it was just - you know, just crowd control at best.

I left that day, I went to a staff meeting, went home, put my bag in the corner, it was reporting time, I finished my reports; at that point in time I was working two days a week, so I wasn't back into - this was on a Monday, I wasn't due back at school until a Wednesday, finished all my reports on the Tuesday, my spare day, and I just fell in a heap. I didn't go back to work till - this was in Term 1, I didn't go back to work until the last four weeks of Term 4 of that year.

So, getting back to your question about principal's response. When I did get back to class I found out that that victim had been expected to turn up to her place of learning, that classroom, with the perpetrator; there actually hadn't been - yeah, she was expected to turn up.

The boys who condoned the perpetrator's behaviour, who high-fived him and celebrated the incident, I asked if their behaviour had been addressed and it hadn't, and when I asked would it be, the response from my principal was, "Well, too much's time's passed, too much water's gone under the bridge".

MS BENNETT: Did you observe if there was any support for

1 the victim?

2

3 MR RUSSELL: I asked if there was any support and there  
4 was nothing more than a social worker, part-time social  
5 worker, she was able to see her but I don't think she'd  
6 taken up the offer. And when I asked about her peers who  
7 witnessed the event and what support there was for them, it  
8 was the same, the social worker.

9

10 MS BENNETT: And what about education for the whole class?  
11 It's obviously an incident that affected you, Mr Russell;  
12 is that fair?

13

14 MR RUSSELL: Yeah. Yeah, I drop my children off to school  
15 every day, I leave them with a group of adults that I trust  
16 will return them back to me in the same state that I  
17 delivered them, and on this day I didn't - I couldn't  
18 extend that same trust to this girl's family, her, her  
19 friends.

20

21 MS BENNETT: And obviously you're someone who takes that  
22 responsibility incredibly seriously, and the question I'd  
23 like to ask of you before leaving this topic for a moment  
24 is, did you feel supported to provide that safe  
25 environment?

26

27 MR RUSSELL: No, at the time school - there was a real  
28 push from our principal that kids needed to be in class all  
29 the time, and it's fair to say that not all kids can - can  
30 do that. And on the day the perpetrator had been in  
31 Home Ec, in the cooking room and turned all the hot plates  
32 on prior to a class coming in, had physically threatened  
33 one of our groundsman, you know, I don't think it's a bit  
34 of a stretch to suggest that that boy wasn't there for  
35 learning on this day, and yet, come the last two periods of  
36 the day he was put in my classroom and I think we could  
37 have done better, we could have cut - we could have avoided  
38 the situation by putting in some steps - or something in  
39 place before this, this point in time.

40

41 MS BENNETT: In the aftermath of that how supported have  
42 you felt from the school, from the department?

43

44 MR RUSSELL: I haven't felt at all supported, and it's  
45 pretty ironic; I received a phone call from HR today on my  
46 way down here; that's the first time - I've worked for the  
47 department for 20 years, and the first time someone's asked

1 me how my wellbeing is and offer of support, given you know  
2 what's ahead today.

3

4 MS BENNETT: How do you feel about that?

5

6 MR RUSSELL: Pretty angry. Really angry.

7

8 MS BENNETT: Now, I'm going to come back to you in a  
9 moment. I'm going to ask Ms Drake, you're a school social  
10 worker employed by the department; is that right?

11

12 MS DRAKE: Yes.

13

14 MS BENNETT: You've been a school social worker for  
15 25 years?

16

17 MS DRAKE: Yes.

18

19 MS BENNETT: What's the role of the school social worker  
20 to make a safe space for children?

21

22 MS DRAKE: Many and varied, really. Our role mainly is  
23 barriers to learning and addressing inequities when we see  
24 them in that, but more and more as outlined yesterday, it's  
25 basically risk assessments, whether or not that be mental  
26 health risk assessments or whether or not that be child  
27 safety risk assessments; that's the bulk of our load at the  
28 moment, and sadly it is, and it's the sheer numbers, it's  
29 the sheer numbers, we will do everything that we can to try  
30 and make a child safe.

31

32 MS BENNETT: You say in your statement that school social  
33 workers are run thin; what do you mean by that?

34

35 MS DRAKE: Kerri talked about yesterday how we've had  
36 eight on the ground for 35 schools.

37

38 MS BENNETT: If I can just pause there. Can you tell the  
39 Commissioners how you know Ms Collins?

40

41 MS DRAKE: Sorry, she's my senior social worker.

42

43 MS BENNETT: So she works in the same geographical area as  
44 you.

45

46 MS DRAKE: Absolutely.

47

1 MS BENNETT: And so, your views are obviously your own and  
2 based on your own observations?

3

4 MS DRAKE: Yes, absolutely. And I suppose over that time  
5 I've been in the department, say, longer than Kerri and  
6 have seen the allocations over that time not really vary,  
7 so it's the same pie. And, every time the department does  
8 a review of support services, it's the same pie just tried  
9 to be moved differently, and sadly there are schools really  
10 that we can't service but we're not allowed to say we can't  
11 service, and that --

12

13 MS BENNETT: Who says you're not allowed to say?

14

15 MS DRAKE: Well, that's top - basically, what comes down  
16 from, you know, the top.

17

18 MS BENNETT: Is that an implicit message you receive?

19

20 MS DRAKE: Yes.

21

22 MS BENNETT: Can you tell us anything about how you  
23 receive that implicit message?

24

25 MS DRAKE: I suppose it's the - you know, basically what's  
26 said, you know, basically come down really, that's the  
27 message that we've sort of been given. And even that  
28 on-call schools had to be changed to flexible provision,  
29 you know, so it's - when we hear those things, it's  
30 semantics but there's meaning behind it.

31

32 MS BENNETT: So just so I'm clear, so it used to be you  
33 were on-call for particular schools, and that got changed  
34 to flexible provision.

35

36 MS DRAKE: Yes.

37

38 MS BENNETT: So do I understand by that to mean that --

39

40 MS DRAKE: There's provision.

41

42 MS BENNETT: So when you're on-call you're specifically  
43 on-call for a particular school, and when it's flexible  
44 they can reach out to you and you might be available?

45

46 MS DRAKE: Which is, it's basically the same but, you  
47 know, you just can't do it - honestly, you can't do it very

1 well, because there's not enough of us, but you judge it,  
2 you try and judge it on the referral that comes in and the  
3 priority of that, and that's how we always try and judge it  
4 regardless of where it is, and we have a really strong  
5 focus in that in our team because we do cover rural and  
6 remote, so that is a big focus for us in terms of  
7 prioritising.

8  
9 MS BENNETT: You say that you're focused on Priority 1  
10 cases and you struggle to get to anything less urgent at  
11 about paragraph 18 of your statement. So, as I understand  
12 it, there's Priorities 2, 3 and 4; is that right? So, is  
13 it the case that you don't get to Priorities 2, 3 and 4?  
14

15 MS DRAKE: I can tell you, like the numbers for last year,  
16 mine 0.9, 117, right. Broken down, 91, 35, I work mainly  
17 in primary schools; Priority 1, 35; Priority 2, 30;  
18 Priority 3, 30; Priority 4, I think it's 22. In saying  
19 that, those numbers, what it details is, because that was  
20 the data we were asked to provide for - that will go to  
21 budget estimates, so that was really after wait list data,  
22 which again, we don't have wait lists because we're dealing  
23 with Priority 1s, so we will drop those lower ones to get  
24 to Priority 1s. They have to take precedence.  
25

26 So, in that though, in that data collection, and I  
27 really want to make this clear in saying Priority 2s and  
28 Priority 3s: that's only what the referral comes in as, it  
29 doesn't show what it ends up as or goes through the cycle  
30 of a case. So, really for us, and I hope I'm making sense  
31 here, because you can do an intervention that may be seen  
32 as a Priority 4 like a uniform bursary but they may be  
33 living in a tent. Do you understand what I'm saying?  
34

35 Q. So, who does the original categorisation?  
36

37 MS DRAKE: We have to because we were asked, like, to use  
38 this when it comes, like, to do it this way when it comes  
39 in and it is an attempt to capture the data and it is  
40 probably a first attempt to capture the data but it doesn't  
41 actually show how those 2s and 3s can go into 1s, or 3s can  
42 go up to 1s at any time and that's what happens. So, even  
43 though you look at these figures like that, that's how it  
44 works, that's how it is and how it works.  
45

46 MS BENNETT: So when we get these figures that we no doubt  
47 have somewhere, they reflect an initial assessment at the

1 time that the matter was referred.

2

3 MS DRAKE: From the information that's on the referral,  
4 yep.

5

6 MS BENNETT: I think we've heard a lot of evidence in the  
7 last week and a half that sometimes the presenting issue is  
8 just the first step.

9

10 MS DRAKE: Yep.

11

12 MS BENNETT: A child's feeling withdrawn, they're  
13 complaining of a sore throat and it turns into something  
14 more serious and is that not captured in the data?

15

16 MS DRAKE: It may not be in the initial referral.

17

18 MS BENNETT: But it's the initial referral categorisation  
19 that sticks?

20

21 MS DRAKE: Yes.

22

23 MS BENNETT: So your experience is, your time is taken up  
24 with category 1s?

25

26 MS DRAKE: Yes.

27

28 MS BENNETT: But that might not necessarily be reflected  
29 in the records?

30

31 MS DRAKE: Yes.

32

33 MS BENNETT: Thank you. Speaking of records can I ask you  
34 before I turn to Ms Carter, about the SSS system. What can  
35 you tell the Commissioners, this is the first time I think  
36 I've raised the SSS system in this set of hearings, so can  
37 you tell the Commissioners what it is?

38

39 MS DRAKE: It's called the student - well, it's the  
40 Student Recording System, the Student Support Recording  
41 System that the Education Department uses. So, there is a  
42 specific section for social work, so our notes are  
43 confidential, a specific section for psychologists whose  
44 notes are confidential, and the same for speech and  
45 language pathologists. But there's also a general part of  
46 it where teachers can enter observations, quick notes or  
47 anything, you know, about a child that they observe or have

1 spoken to a child about and it needs to be entered in, and  
2 also there's a section for parent contact as well, so any  
3 contact tried to be made at home by anyone to the school  
4 can be entered into that, but it's very cumbersome, it's  
5 very cumbersome and time-consuming.

6  
7 MS BENNETT: Is it used by social workers?

8  
9 MS DRAKE: Yes.

10  
11 MS BENNETT: And used by teachers?

12  
13 MS DRAKE: Yes.

14  
15 MS BENNETT: Mr Russell, you speak about this, don't you,  
16 that's the system that you can enter issues into about a  
17 student?

18  
19 MR RUSSELL: Yes.

20  
21 MS BENNETT: And in your experience is it consistently  
22 used?

23  
24 MR RUSSELL: No.

25  
26 MS BENNETT: What about you, Ms Drake, is it consistently  
27 used in your experience?

28  
29 MS DRAKE: It's consistently used by us as social workers  
30 because we have to, but school practice varies, yes.

31  
32 MS BENNETT: I'd like to turn to you, Ms Carter. Now,  
33 you're a principal of some experience?

34  
35 MS CARTER: Yes.

36  
37 MS BENNETT: Can you tell the Commissioners, perhaps  
38 without necessarily the names of the schools, but tell us  
39 very briefly about your teaching career to date.

40  
41 MS CARTER: So, I first started teaching in the north of  
42 the state and taught there for about eight years, and in a  
43 variety of socio-economic settings in the north of the  
44 state, and held a variety of roles. So, during that time I  
45 was an early childhood teacher but I also was part of what  
46 was then called a support team which supported students who  
47 had some learning and behavioural needs in classrooms,

1 supporting their teachers as well.

2

3

4

5

6

7

8

9

10 MS BENNETT: Thank you. I'd like to tap into that vast  
11 wealth of experience to help us to understand how these  
12 issues of harmful sexual behaviours can play out. So, can  
13 you tell us about an experience in your career where you've  
14 come across the issue of harmful sexual behaviours in the  
15 sense that we've been talking about it today?

16

17

18

19

MS CARTER: So, you'd like me to talk about what's in my  
statement, yes?

20

21

Q. At a very high level?

22

23

MS CARTER: Yes, yes.

24

25

26

27

28

MS BENNETT: Just to be very clear, we won't speak in  
terms of the school or the particular timeframe in which  
this occurred, you've had a long career, and so, we'll try  
and keep away from any particular school.

29

30

31

32

33

34

35

36

37

MS CARTER: The situation I'm talking about is in my  
statement because of the complexity of it and I think it's  
an illustration of how non black and white some issues can  
be, and it was a situation that was raised, concerns from a  
group of students were raised about a possible incident  
that had happened to another student by another student, so  
it was very complex, a period of time ago, so there was  
also a time factor as well.

38

39

40

41

42

43

44

45

46

47

So, it was, in our school a lot of this work falls - a  
lot of work around student behaviour or student welfare or  
student concerns falls to our senior staff team because we  
have a limited number of professional support staff that  
support our school, and so, the complexity of this issue  
was, we are quite aware of what to do if a student  
discloses an incident from an adult in their family or in  
the community or even within their teaching fraternity, the  
teaching group, but it was challenging when we had an issue  
raised perhaps, allegedly, about another student in this

1 time period with the historical implications and also the  
2 hearsay, I guess, that was going on in this situation very  
3 much.

4  
5 So, it took a lot of consultation. I was quite  
6 confused about how to begin the process. My mandatory  
7 training reporting had always told me about complexities of  
8 interviewing students, but being able to get a clear  
9 picture before knowing which way to progress supporting  
10 everybody in this process was not cut and dry, not black  
11 and white.

12  
13 MS BENNETT: So, was there a clear pathway, and let me  
14 perhaps leave that example aside and step forward to today  
15 and ask you, is there a clear pathway for you today as a  
16 principal about where to go to get help around an issue  
17 around harmful sexual behaviours?

18  
19 MS CARTER: There absolutely is now, yes, and so --

20  
21 MS BENNETT: So, when did that start?

22  
23 MS CARTER: At the end of last year. So, the Office for  
24 Safeguarding Children and Young Families now has really  
25 clear-cut flow charts that would absolutely have supported  
26 me in this situation that I found myself in that time ago,  
27 so, yes.

28  
29 MS BENNETT: So, at the time that this happened --

30  
31 MS CARTER: At the time that it did I wasn't sure. I had  
32 a confusion around who beyond my school would be the best  
33 people to go to first of all, and there are quite a range  
34 of people beyond our school, but sometimes it's that role  
35 clarity of who is the right people to speak to at that time  
36 as I didn't have my professional support staff on my site  
37 for a bit of time because of my provisional allocation.

38  
39 MS BENNETT: Let's talk about that. You mentioned before  
40 about limited support staff, so what sort of support do you  
41 as a principal have from social workers and other similar  
42 Allied Health support that might help in this situation?

43  
44 MS CARTER: Lansdowne is a high socio-economically viewed  
45 school so our allocation reflects that. So, we're very  
46 fortunate that we have a school psychologist one day per  
47 week that comes on site, we have a speech pathologist one

1 day per week. We have a school nurse now, that's been  
2 since the end of last year as well, one day per week, but  
3 until - well, we are classified as flexible provision  
4 on-call social work, and it was in 2018 we actually - a  
5 student was transferred to us who had high complex needs  
6 and we got a social work provision that year of a very  
7 small amount, which demonstrated to us absolutely that  
8 that's what we were needing.  
9

10 So, since that point, since 2020, we've chosen to  
11 purchase our own social worker out of what's called our  
12 School Resource Package. So, each school gets a package of  
13 funding which is over and above all the staffing that comes  
14 from DoE which is tagged and allocated to a variety of  
15 budgetary lines, but through - we have made some decisions  
16 about where some of that money might be spent rather than  
17 it being spent in other places so that we can provision  
18 ourselves with a social worker. That decision was made for  
19 two reasons mainly: one was the absolute growing need that  
20 we can see in student wellbeing across a raft of issues;  
21 the amount of self-referring that they were doing to the  
22 senior team, and our understanding that we lacked the  
23 capacity to support them in the most appropriate ways, so  
24 it was to support the students and to support us.  
25

26 MS BENNETT: And so, how does that interact with the  
27 office that Ms Drake works for? You had to fund your own  
28 social worker because the flexible provision wasn't  
29 sufficient; is that fair?  
30

31 MS CARTER: Yes. So, we still - we pay a sum of money to  
32 Learning Services and they still provision us with the  
33 staff, but we fund it out of our budget. So, they find us  
34 the social worker, and that's a positive because then  
35 they're quality assured, you know, good - with all of the  
36 necessary training and qualifications. The challenge is,  
37 is finding people to fill those roles.  
38

39 MS BENNETT: Are there any other specific sources of  
40 funding to assist children's wellbeing, for example, what  
41 about chaplaincy or similar?  
42

43 MS CARTER: There is a school chaplaincy program. My  
44 school association is very interested in the wellbeing and  
45 welfare of students and that was an avenue they considered  
46 our school looking into, so we did investigate that in - I  
47 think it was about 2020, and I actually received a grant

1 for a chaplain, and this is before we'd made the decision  
2 to fund the social worker. I had hoped that there was some  
3 flexibility with that funding and that may be a way of us  
4 accessing a social work provision, but they're very strong  
5 guidelines from the Commonwealth, so you can't.

6  
7 So I began to undergo a process of looking to employ a  
8 chaplain and I didn't feel that quality assurance; for the  
9 role that I wanted, I really wanted somebody to act in a  
10 social work role and I began to recognise that that wasn't  
11 going to meet that need in a way that I would feel really  
12 secure about, so I actually gave the money back, and then  
13 went back to our school budget and we now each year - we're  
14 not allowed - well, we are unable to save too much money at  
15 the end of each year from our budgets. So, my school  
16 business manager is very clever at looking ahead for  
17 budgets for working out how we can always quarantine some  
18 money now for that school social worker.

19  
20 PRESIDENT NEAVE: Can I just ask a question there? You, I  
21 think, said that where you're a head is a reasonably  
22 privileged socio-economic group?

23  
24 MS CARTER: Yes.

25  
26 PRESIDENT NEAVE: So this is you're struggling, I think,  
27 with what you have got. If this were an area which was  
28 much less privileged socio-economically, what sort of  
29 provision is made for them compared to --

30  
31 MS CARTER: I raised the socio-economic status or  
32 classification because that connects to Debra's levels of  
33 how we're considered. So, we're not a school that's  
34 considered to have a need for social work because the  
35 students fall into a higher socio-economic bracket, and  
36 that is why we always were considered on-call or flexible  
37 provision.

38  
39 MS DRAKE: Whereas for our - whereas for our network, we  
40 will judge referrals in on their merit regardless of from  
41 what school they came from, but there is provision - and  
42 that's above our social work team and above what we can  
43 control on the ground in terms of how big that pie is and  
44 where it goes to, so that's actually beyond us, but all I  
45 can say is within our team we would look on the content of  
46 the referral according to the priority of what's raised in  
47 that referral as what we would deem we respond to. But

1 yes, it's very, very tricky, and we've tried purchasing in  
2 our network too but we're - we're even further behind, in  
3 that, we can't get people to come to the northwest coast,  
4 and also, we can't - when you do - when schools do  
5 purchase, when we have and then, say, if we've had staffing  
6 issues where they've needed to change - when we can't even  
7 cover at a base level, how can we purchase? We can't.

8  
9 So, we had to pull some out in order to try and make  
10 it equitable. So, again, and really what you hear, schools  
11 are scrambling, are trying to find any way they can to try  
12 and put support in for children because there's such a big  
13 need there, and everyone has to try, and everyone tries the  
14 best they can to try and find some way of getting some help  
15 of getting people in to do the helping.

16  
17 COMMISSIONER BENJAMIN: Ms Carter, I think you were saying  
18 you fund this out of a different bucket of money?

19  
20 MS CARTER: Yes.

21  
22 COMMISSIONER BENJAMIN: But you still have difficulties in  
23 finding staff from time to time to fill that role?

24  
25 MS CARTER: Yes. So, the senior social worker will then  
26 try and find me a social worker that I pay for but they  
27 have trouble with recruitment, so we started this year  
28 without a social worker for the first five weeks of Term 1,  
29 so that's half of the first term, and that has been a  
30 pattern over time too; or there will be a change in the  
31 person. So, over the last three years of paying for my own  
32 social worker, we've had four different social workers fill  
33 that position.

34  
35 COMMISSIONER BROMFIELD: Q. Can I just check: how many  
36 days a week are you getting that social worker for?

37  
38 MS CARTER: So I'm paying - initially we paid for half a  
39 day a fortnight because we were very nervous about whether  
40 we could sustain going forward, and then we recognised that  
41 we needed to increase that, so we now pay for a day a  
42 fortnight; that costs our school about \$10,000, which  
43 doesn't sound a huge amount of money, but our budget is  
44 quite small. And, going up to what would be really good of  
45 one day a week is - I don't think I - I can't promise I can  
46 sustain that into the future so I have to be really  
47 realistic about --

1  
2 COMMISSIONER BENJAMIN: Is what you're saying though -  
3 you're a very experienced principal, you're in a school  
4 which is reasonably well off, but from your perspective you  
5 need a social worker at least one day a week to meet the  
6 needs of the cohort of students; is that the case?  
7

8 MS CARTER: M'mm, and I think that there's that - it goes  
9 back to what Debra said before; the need that the children  
10 are presenting with goes across socio-economic. So, they  
11 are presenting with anxiety issues, we have students who  
12 have very big domestic violence issues, restraining orders  
13 against certain members of the family. Being where we are  
14 doesn't, you know, quarantine the children from any of  
15 those things that are happening in other places in anywhere  
16 else, but they might present in a slightly different way  
17 when they first present.  
18

19 So, historically there was an idea that the higher  
20 socio-economic that you came from, perhaps there was less  
21 need, and they may not present with the Tier 1 behaviours  
22 initially, but it can, without support, certainly has been,  
23 you know, an outcome.  
24

25 COMMISSIONER BENJAMIN: And, Mr Russell, thank you for  
26 your evidence and the passion with which you gave it, but  
27 are you saying with that incident you described, if there'd  
28 been better resources and better support for you and for  
29 both students, that the escalation that you observed during  
30 the day may have been able to be stopped at a much earlier  
31 time?  
32

33 MR RUSSELL: Yes, I totally believe that. If a measure  
34 had been put in place when the student displayed these  
35 behaviours, then the incident, the sexual assault that  
36 occurred in my class would not have eventuated.  
37

38 COMMISSIONER BENJAMIN: And, of course, it's broader than  
39 the students themselves. I mean, you talked about the  
40 high-fivers, the other girls in the class, and of course  
41 the profound impact it's had on you, so that must disrupt  
42 the whole of the educational objectives of that school,  
43 would it not?  
44

45 MR RUSSELL: Yes, without doubt. When I went back into  
46 that classroom: you know, picture a classroom with maybe  
47 four or five, six tables, three or four students around

1 them, mixed gender; that's what I left. And I returned to  
2 this classroom where the boys who condoned the behaviour  
3 were sitting in the back left of the room facing the front  
4 of the room; the boys who didn't condone that behaviour,  
5 they were in the back right-hand corner, and all the girls  
6 were at one table right at the front of the room. I'd say  
7 that's fair to say that that had a profound effect on that  
8 cohort.

9

10 COMMISSIONER BENJAMIN: Yes, very much. Thank you for  
11 that.

12

13 MS BENNETT: Just imagining that group of girls right up  
14 the front at the table the safest place in the classroom;  
15 is that fair?

16

17 MR RUSSELL: Yeah, next to the teacher.

18

19 MS BENNETT: Was that how you read it?

20

21 MR RUSSELL: Instantly how I read it.

22

23 MS BENNETT: And without wanting to labour the point too  
24 much, was anyone else responding to that in the school?

25

26 MR RUSSELL: Given I'd spent such a long time away from  
27 the school, I don't know that I could answer that.

28

29 MS BENNETT: After that time, you've spent some time on  
30 leave; is that right?

31

32 MR RUSSELL: After the incident?

33

34 Q. Yes.

35

36 MR RUSSELL: Yeah, yep.

37

38 MS BENNETT: It's been hard to go back into a classroom?

39

40 MR RUSSELL: Yeah, it was that year. Yeah, yep, it  
41 definitely was, you know. You know, I spoke about the  
42 student and their cohort but, you know, I teach in the  
43 community I grew up in and I live in so, you know, it had  
44 an effect on the community as well: it's bigger than the  
45 individual.

46

47 Q. I'd like to just talk about some of the common themes

1 we've been hearing about and how they play out at a school  
2 level for each of you in your different roles.

3

4 We've been hearing about some of the early indicators  
5 or boundary violations that can take place in a school  
6 environment. Do you know what I'm talking about when I  
7 refer to that, Ms Carter, when I'm talking about overly  
8 friendly contact between teachers and students, boundary  
9 breaches; do you know what I mean when I speak about that?

10

11 MS CARTER: Yes.

12

13 MS BENNETT: Mr Russell, have you heard of that kind of a  
14 red flag in the past?

15

16 MR RUSSELL: Yes.

17

18 MS BENNETT: Ms Drake, is that something you've come  
19 across as well?

20

21 MS DRAKE: Yes.

22

23 MS BENNETT: We've heard some evidence that a helpful  
24 intervention is to have early discussions around concerns  
25 that relate to those kinds of boundary violations and I  
26 want to explore how realistic that is or some of the  
27 barriers to doing that in the real world environment.

28

29 Starting with you, Mr Russell, and I don't know if  
30 this has been an incident issue that you've come across,  
31 but how does it land with you the idea of pulling aside a  
32 colleague, a teacher you've worked with and saying, "I  
33 think you're being too friendly with this student". Is  
34 that a thing that's part of the culture of teaching that  
35 you grew up with?

36

37 MR RUSSELL: At one point in my - like I spoke about being  
38 a senior teacher, and I've had conversations around the  
39 nature of the subject.

40

41 MS BENNETT: Are they something that are generally  
42 received in the spirit of mentorship that they're intended  
43 or how are those conversations received?

44

45 MR RUSSELL: Well, sometimes, yes.

46

47 MS BENNETT: Ms Carter, what about in your role as a

1 principal, I take it that's something that comes up for  
2 you?

3  
4 MS CARTER: I find the policies and documents really  
5 useful in this situation, and ensuring that everyone is  
6 aware of those prior to having to have those, and we call  
7 them "important conversations". I would bring that  
8 important conversation back to those documents and note  
9 that there are some behaviours that were seen that are  
10 contrary to those documents, and I perhaps would raise them  
11 as, making sure you're protecting yourself, as well as of  
12 course protecting the children.

13  
14 My challenge is the note-taking, the accounting of  
15 that information. That record of those meetings would  
16 still live with me in my personal possession and my data  
17 collection system and I don't have anywhere to put those so  
18 that, if that person had had that important conversation  
19 with me and then three years later was somewhere else and  
20 there was another important conversation, there's not  
21 necessarily the history of my conversation that that  
22 principal could go and note and think, well, this is not  
23 the first conversation that's been had.

24  
25 MS BENNETT: Just to break it down first of all, you  
26 talked about the policies and procedures that would help  
27 you; is that the accountabilities toolkit that you referred  
28 to?

29  
30 MS CARTER: Yeah, so the policies within that. There's  
31 the Code of Conduct, then there's, they've got long names,  
32 but there's one about the protective - the professional  
33 standards of behaviour with --

34  
35 MS BENNETT: Staff policy and guidelines.

36  
37 MS CARTER: Yes, so that --

38  
39 MS BENNETT: With -

40  
41 MS CARTER: No, you go.

42  
43 MS BENNETT: So, when did this suite of documents come in,  
44 do you remember?

45  
46 MS CARTER: That's been around for a while, and it was in  
47 a form that was slightly different before that, there was a

1 Legal Services - the legal part of the department, Legal  
2 Services folder that we used to get replenished every year  
3 at principal's meetings that would come and we'd be taken  
4 through new policies, and the last, I want to say about  
5 four or five years, but it could be bit longer or a bit  
6 shorter, it's been distilled down into the accountabilities  
7 toolkit which comes to us, to principals in an updated form  
8 at the beginning of every year, and it could actually come  
9 to all staff but I'm just remembering now whether it does,  
10 but it comes to us, it gets updated and we are asked to  
11 ensure that all staff within the school are aware of that  
12 suite of documents, and it was actually ones that are  
13 prioritised as being the most important ones to read.

14  
15 MS BENNETT: That really loops back into something  
16 Mr Russell was talking about, which is the degree of -  
17 trying to put it neutrally - the degree of influence that a  
18 principal can have on the culture and priorities of a  
19 school. Would you agree that that's the case, that there  
20 can be a high level --

21  
22 MS CARTER: Yes, that could stop on my desk and never go  
23 anywhere, or it could be given out and ensured that we are  
24 aware and cognisant of it and it's checked in; yes, it is,  
25 it could be subject to a person's --

26  
27 MS BENNETT: A roadblock.

28  
29 MS CARTER: Yeah, it could be.

30  
31 MS BENNETT: So, to a significant extent does the school  
32 community depend on your example in embedding the  
33 importance of those policies and procedures?

34  
35 MS CARTER: Probably, yes.

36  
37 MS BENNETT: Is that something that you take seriously as  
38 part of your role?

39  
40 MS CARTER: Yes. I had an amazing teaching education in  
41 the late 90s with a department policy called Supportive  
42 School Environments and it was foundational in terms of my  
43 understanding of the importance of safe environments for  
44 students and staff, and so, that is sort of the number one  
45 priority in ensuring that we are all aware of what our role  
46 is in school in keeping children safe and supported and  
47 keeping ourselves safe and supported at school.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

MS BENNETT: Turning to you, Ms Drake, you obviously cover a range of different schools and have over your career, so without singling out particular areas, do you sometimes have to have informal discussions with teachers about their behaviour and how they need to ameliorate it or change it, or is that outside your scope?

MS DRAKE: I think we more notice it, and definitely in the context of social media times and with the training of the new teachers that come out, definitely have conversations with new teachers around, how do you keep yourself safe online and in this time of where everyone's friends with everyone is actually really trying to say, you really have to set some boundaries up around that because I'm not sure that they understand the implications of that.

If a teacher was doing something that I thought was inappropriate, and it may be, you know, out of naivete, I would definitely raise that with them, absolutely, and see that as my role. And, if I thought that, even if I'd had conversations with a teacher and the information wasn't really sinking in, I would definitely have a conversation with my senior social worker about that and also have a conversation with the school principal around that, definitely raise it

COMMISSIONER BENJAMIN: Would that go into the general comments or into the confidential comments or into comments at all?

MS DRAKE: So, this is where we are different in that. I can upload my - everything I do, so every single intervention I do in a school is uploaded under my social work case notes; whether or not that's - except, except - actually you do make a good point there. There's actually - if it's - I would probably upload it around the child, but this is where it gets difficult because I would have to upload it about - under a certain child's name, because there is nowhere for it actually to go under. So, yes: no, unless it was - unless so, unless it was to do with a case that I had open about a child, I would enter it under there.

COMMISSIONER BENJAMIN: That's what Ms Carter was saying, that you can make a comment and you keep it within your office, which is good in terms of running your school --

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

MS DRAKE: Yes.

COMMISSIONER BENJAMIN: -- but perhaps not good systemic running.

MS DRAKE: Yes.

COMMISSIONER BENJAMIN: And if you're talking to somebody you see --

MS DRAKE: Yes, and it's not about a child on my caseload, yes, that's right, yes, it's not actually recorded anywhere, other than I would write it up as a Word doc and save it on my computer and let my senior know it's there.

COMMISSIONER BENJAMIN: That's a really big ask, particularly in a school like that of Mr Russell's or in a smaller area where you've got to be very careful about relationships and how you do things in those sorts of places. That's what the evidence was earlier this week or last week.

MS DRAKE: Yes, absolutely.

PRESIDENT NEAVE: It would also mean, wouldn't it, that if you had been concerned about a particular teacher's "relationship" with a child, it might be uploaded by reference to the child; the teacher moves somewhere else, there's no linking of those pieces of information.

MS DRAKE: That's right, yes.

PRESIDENT NEAVE: Have I got that right?

MS DRAKE: And also, too, you would have to - because again the SSS is so cumbersome - I would say if it was about four children, I would have to upload it separate times.

PRESIDENT NEAVE: Each child?

MS DRAKE: Yes, and that's what I have to do every single time. So, every family, if it's to do with the context of a family, I have to upload things for every single child, every single time for every single child for everything.

1 MS BENNETT: I take it from your comments in your  
2 statement that you're stretched thin, you're only getting  
3 to Priority 1, and sometimes - I don't mean to suggest that  
4 you fall behind in your paperwork, but perhaps you fall  
5 behind in your paperwork?

6  
7 MS DRAKE: It's very cumbersome, yes.

8  
9 MS BENNETT: Ms Carter, I see you nodding along. Is that  
10 your experience as well? That in an ideal world there  
11 would be --

12  
13 MS CARTER: I absolutely agree, the SSS is a very  
14 cumbersome, and I was going to use the word clunky, system  
15 to use, and we are grateful that our school psychologists  
16 and social workers use it so diligently and upload all of  
17 their notes, but it isn't something that teachers would be  
18 able to do on a regular basis within their work and the  
19 breadth of their - they record the pointy end things.

20  
21 MS DRAKE: And sorry, if I may, it's not just case notes,  
22 it's every single email.

23  
24 MS CARTER: Yes, in the contact log, which hasn't got  
25 enough space to put the email in. But there isn't a  
26 parallel staff reporting system.

27  
28 MS BENNETT: I think, Mr Russell, you talk about this at  
29 paragraphs 13 and 14 of your statement. How do you find  
30 the SSS system? I think you make an observation that the  
31 students' information is viewable to all staff, not just to  
32 teachers. Why is that a concern, or is that a concern?

33  
34 MR RUSSELL: Well, yeah, it is a concern, you know, it's  
35 viewable and it's also editable.

36  
37 MS BENNETT: By any staff?

38  
39 MR RUSSELL: At that level, yes.

40  
41 MS BENNETT: I just want to run a hypothetical by you.  
42 Let's say you've entered something in the system about the  
43 behaviour of a colleague. Now, you've had to enter it into  
44 a child's SSS file. That colleague could look it up on  
45 SSS, couldn't they, as far as you recall?

46  
47 MR RUSSELL: Yes.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

MS BENNETT: And they could edit it?

MR RUSSELL: Yes.

MS BENNETT: Is that something that caused you concerns at times about using the system?

MR RUSSELL: Apart from being overwhelmed, yes.

MS BENNETT: I guess that's the other part of this is, you're a teacher who's running classes, planning classes, dealing with welfare issues, and on top of that is it, can I suggest it's just a bit much to then go do the paperwork at the end of the day?

MR RUSSELL: Yes, you can suggest that.

MS BENNETT: I don't mean to put words in your mouth, that's a genuine question.

MR RUSSELL: No, that's exactly what it's like. You know, I've got a family, I've got a home life as well.

PRESIDENT NEAVE: Can I also ask another question, and I don't understand how teachers are assigned to you, but suppose you were to have a teacher assigned to you, I don't know whether you go through your own independent interviewing process. That teacher's assigned to you, you after a while notice there's aspects of that teacher's behaviour which might be troubling : how would you find out if that had been the case in some other school, other than by making a phone call because you might know where they've come from?

MS CARTER: That's exactly what I would do, I'd make a phone call to HR.

PRESIDENT NEAVE: Education Department HR?

MS CARTER: Yes, Human Resources in the Education Department. So, unless I've employed the person straight from university and put them on a temporary contract, they've normally come to me through a transfer process through human resource, so I am trusting that they have done a vigilant process in looking through their background and been honest with me about any red flags that are there,

1 so I'd go back to the human resources people.

2

3

4

5

6

7

8

9

10 PRESIDENT NEAVE: Would HR necessarily know?

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

I have been around a long enough time that when somebody suggested to me as a transfer in, I would have already rung the previous principals of that person to do my own vetting process. But in this situation, if I was unaware of anything, I'd go back to HR and go back to that previous principal.

MS CARTER: Well, if it was a big incident, yes, but if it was one or two conversations that had been about, you know, perhaps you're being a bit too familiar with social media, you need to finish that, you know, deep, wipe your social media, those sorts of early conversations about some red flags behaviour, that's probably not gone to HR at that stage.

PRESIDENT NEAVE: Okay, thank you.

MS BENNETT: And sometimes I think you said you called the last principal, so the principal at school X. Is that a common thing to do?

MS CARTER: Yep.

MS BENNETT: And you sometimes get information there that you can't get any other way?

MS CARTER: Yes.

MS BENNETT: That suggests maybe there's been some --

MS CARTER: You get a cautionary bit of information.

MS BENNETT: Can you give an example?

MS CARTER: This person's strengths lie here but I've needed to have conversations with them about this.

MS BENNETT: Is there a code that principals use to say there are some red flags? It's unfair to ask you in public.

MS CARTER: We're pretty honest with each - we are actually really honest with each other. So, it would be

1 around, I've had to have a conversation about boundaries  
2 with students, so it would be that sort of - professional  
3 language, but it would be - they would be - yeah, I would  
4 expect them to be honest with me.

5

6 MS BENNETT: I didn't mean --

7

8 MS CARTER: No.

9

10 MS BENNETT: I meant as in code, do you say boundaries but  
11 you mean something else?

12

13 MS CARTER: I think in most cases, and not just because I  
14 have been around with my colleagues for a really long time,  
15 we actually have an off-the-record conversation about,  
16 "I've actually had to have this conversation, Monique, with  
17 this person".

18

19 MS BENNETT: Now, off which record?

20

21 MS CARTER: I don't know.

22

23 MS BENNETT: No, seriously, what record are you off when  
24 you're having that conversation with other principals?

25

26 MS CARTER: So I might send someone an email and say I  
27 need to talk to you about this person who's possibly a  
28 transfer into me and that person would say, "I'd rather  
29 talk to you on the phone".

30

31 MS BENNETT: Do you understand that to be a concern around  
32 privacy or defamation, what are the concerns?

33

34 MS CARTER: I think not wanting to put into writing  
35 something that may have been a lower level behaviour that  
36 was only, you know, noticed once, but they don't want to  
37 actually commit to putting down in paper somewhere.

38

39 MS BENNETT: In terms of articulating the concerns that a  
40 principal might have around that, I think I mentioned  
41 defamation; is that one?

42

43 MS CARTER: Not in the legal sense, no, of just of being  
44 cautious not to say things that - to label that person,  
45 yeah. I think also to give more explanation, and I'm  
46 thinking of not things about this particular focus that we  
47 have, but I've needed to - you know, this person's way with

1 parents is, you know, often gets them offside and then they  
2 might want to give a couple of examples, so it's to  
3 extrapolate in a way to give some more detail without  
4 necessarily putting it all in writing.

5

6 MS BENNETT: Again, I'd just like to return to this  
7 concept of the principal's discretion or power because it  
8 seems to me, with respect, that you're quite a diligent  
9 principal and there's no requirement that you carry out  
10 this due diligence, is there?

11

12 MS CARTER: No, possibly not. I mean, in terms, we have  
13 our own Codes of Conduct, I guess, and I guess that's what  
14 governs us to ensure that we've made wise decisions in  
15 terms of who's coming into our schools, so I guess that  
16 does govern us.

17

18 PRESIDENT NEAVE: Just one question: just as a matter of  
19 interest, do you write - is it the practice for a  
20 principal, where somebody's wants to change schools, for  
21 example, because their partner has got a job somewhere else  
22 or something, is it a practice for people to come to their  
23 principal and ask for a reference?

24

25 MS CARTER: No.

26

27 PRESIDENT NEAVE: So you don't have a reference.

28

29 MS CARTER: No, I would only write a reference if somebody  
30 was applying for a promotion, for a promotable position.

31

32 PRESIDENT NEAVE: So you wouldn't for a transfer, that  
33 people just - that happens?

34

35 MS CARTER: No, but they would know that I would do a  
36 verbal conversation at some point.

37

38 PRESIDENT NEAVE: Thank you.

39

40 MS BENNETT: Are you often asked to do that for people  
41 leaving your school?

42

43 MS CARTER: Yes, people don't leave our school very often,  
44 I was just thinking. But for promotions, yes. Yeah, you  
45 might have a couple of those conversations a year, and it  
46 may be - it often will be, like, an early career teacher  
47 who you can't hold on to because you don't have a position

1 for and they've gone back into the mix, and so, you do give  
2 a verbal reference around that person.

3

4 MS BENNETT: And, will HR tell you where that person's  
5 been in terms of around the state?

6

7 MS CARTER: You'll see their history on their transfer.  
8 When you get a list coming in for transfer, it will give  
9 the history of where they've been or you can ask. They  
10 also come out and have a conversation with you around  
11 transfer time so you've got the opportunity to ask those  
12 questions.

13

14 MS BENNETT: Ms Drake, are these conversations that you  
15 sometimes have with principals if you've got concerns, do  
16 you call, is that part of your office's role to be part of  
17 the informal information flow?

18

19 MS DRAKE: Um, not necessarily, like, personally, no, not  
20 at that level for me, and I'm a base grade, you know -  
21 well, not base grade, do you know what I mean, not  
22 personally for me. I've certainly raised it with, you  
23 know, principals if I think that a teacher, you know, has  
24 overstepped boundaries in any way. But I suppose I've been  
25 relatively lucky in that I've only had to deal with quite  
26 low level stuff in terms of that, so someone else's  
27 experience may be different.

28

29 MS BENNETT: I want to turn to ask about another network  
30 and that's the ARL we've heard a bit about. Ms Drake, it's  
31 something that you have an interface with. Do you have a  
32 view about its efficacy?

33

34 MS DRAKE: Yes.

35

36 MS BENNETT: Can you tell us briefly what that is?

37

38 MS DRAKE: It's not good.

39

40 MS BENNETT: Yeah, why is that?

41

42 MS DRAKE: I think - I think it's been deprofessionalised.  
43 I think for the intake system for the State of Tasmania,  
44 for the risk and safety assessments of children, it's  
45 just - it's not a good system and it's - I think it's been  
46 deprofessionalised.

47

1           And, I feel terrible saying this, because they're good  
2 people working and answering the phones, but when I explain  
3 it to teachers, when I do the mandatory reporting training  
4 to teachers, I have to say to them, because they think  
5 they're ringing the local team and I have to explain the  
6 difference: they're not local child safety response teams;  
7 it's a Safe Family, Safe Kids Advice & Referral Line so  
8 they have to think of it like a call centre, based in  
9 Hobart. And, the workers have said that they're not case  
10 managers, that's what they say to us, so it's a very  
11 task-orientated process where we make notifications,  
12 teachers make notifications, principals make notifications,  
13 we all make notifications, and that information's taken  
14 down. They deal with the presenting information and, in my  
15 experience, it's by phoning parents - it's by phoning  
16 parents, yes.

17  
18 MS BENNETT: Ms Carter, do you have an experience with the  
19 line?

20  
21 MS CARTER: M'mm.

22  
23 MS BENNETT: Can you tell us about it?

24  
25 MS CARTER: I'm just reflecting on the changes that really  
26 in my time ringing the various hotlines, and I feel now the  
27 response is to take down - it feels a bit safer for a  
28 teacher these days to call because they feel like they are  
29 being listened to and taken the information down: they're  
30 not quite sure what happens after that process, so there's  
31 some wonderings and questions around that. And there seems  
32 to be a response of perhaps offering the family a - and I'm  
33 going to forget the term - a family, what's the workers  
34 called?

35  
36 MS DRAKE: A family support worker.

37  
38 MS CARTER: Yes, a family support worker.

39  
40 MS DRAKE: However the parent has to agree to that.

41  
42 MS CARTER: The parent has to agree, yes.

43  
44 MS DRAKE: And they have to get in contact with the parent  
45 to get consent around that.

46  
47 MS CARTER: Sometimes the issue that you've raised, you

1 will be asked, "Can you get your school social worker to  
2 manage that?" So, in our situation we were unable to say  
3 "yes" to that often, or, "Do you now feel comfortable  
4 ringing the parent about this issue?", and if you've gone  
5 to that you're possibly not feeling confident to be calling  
6 the parent about that issue.

7

8 MS BENNETT: Does it feel like it's a pathway that doesn't  
9 go where you need it to go?

10

11 MS CARTER: I've done more ringing back recently in recent  
12 times to say what was the action that was taken, there  
13 doesn't seem to have been an engagement from the family  
14 support worker to do that checking. I'm not going to say  
15 that previous iterations were better, because they were  
16 very complex as well, but you did make a personal  
17 connection with a worker who would often ring you about the  
18 ongoing welfare checks of particular children and you  
19 could - and you had a, yeah, that connection there, so it  
20 has been a change.

21

22 MS BENNETT: Mr Russell, I'd like to ask you about your  
23 impressions around the cultural attitudes towards mandatory  
24 reporting in schools; do people take it seriously in your  
25 experience?

26

27 MR RUSSELL: Yeah, I think teachers take it serious, yes.

28

29 MS BENNETT: And is it something that you're supported and  
30 trained in?

31

32 MR RUSSELL: My experience, no. There is training, yeah,  
33 but might be a bit thin on the ground.

34

35 MS BENNETT: The training might be a bit thin on the  
36 ground?

37

38 MR RUSSELL: Yeah.

39

40 MS BENNETT: Does it vary from school to school from time  
41 to time?

42

43 MR RUSSELL: I'd say that's "yes" as well.

44

45 MS BENNETT: Does it also depend on the teacher bringing  
46 their own kind of commitment to it?

47

1 MR RUSSELL: Yeah, yep.

2

3 MS BENNETT: Do you remember if there was mandatory  
4 training each year when you were teaching?

5

6 MR RUSSELL: Not - definitely not each year. That may  
7 have changed but ...

8

9 MS BENNETT: Ms Drake, is there mandatory reporting  
10 training each year?

11

12 MS DRAKE: Well, again, the department says that each  
13 principal should ask or should put it in the PD once  
14 a year, so again, it's up to the principals to initiate  
15 that. What we hear is different places do it differently,  
16 but what we decided to do in our team, because the  
17 PowerPoint training that was up and put up - like, that had  
18 been up for too long and was old, so we actually, we  
19 modified it - well, we modified it, we used the good  
20 information that was in there but we added grooming. Like,  
21 we added that it was the ARL, that it wasn't gateway, like,  
22 we changed it to how it is. And so, when we're requested  
23 by principals to go and do that - again, that's another  
24 part that isn't counted in our statistics that we do, so we  
25 will go when we're asked by a principal, and sometimes  
26 we'll try and do it so it's two of us going, and that also  
27 is also if we have new workers, to help them too.

28

29 And each of us bring different skills. Like, we have  
30 workers who are used to working that system too, so we just  
31 try and do it the best way we can, and we would do it at a  
32 staff meeting, acknowledging it's a very heavy topic but a  
33 very important topic, and I think most teachers do take  
34 it - do take it seriously, they're overwhelmed sometimes by  
35 it and feel the weight of it, but some listen to it better  
36 than others, you know, like with any profession.

37

38 But we also, we also make a point too of trying to  
39 train the teacher aides, because again, there's more staff  
40 in schools who are mandatory reporters rather than just  
41 teachers; some schools do that well, some don't, but as a  
42 team we try and, you know, offer staff, ground staff, we  
43 try and get to as many people as we can, and we'll say that  
44 to principals if we're asked to do the training, and that's  
45 how as practitioners we try and do that to the best of our  
46 ability.

47

1           And also too, we say at the very start, "This may be  
2 triggering for people and, if it is, please let us know,  
3 and if there's anyone that we are concerned about in that,  
4 we will follow up with after. So, I suppose again, that's  
5 trying to us be best practice in what we're doing, but we  
6 had to modify what was up on the department website because  
7 it wasn't current.

8  
9           COMMISSIONER BROMFIELD: Ms Drake, can I ask what  
10 impression it gives to you when, in terms of the  
11 department's view about the importance of mandatory  
12 reporting training, when the central training has not been  
13 updated for years?

14  
15           MS DRAKE: I think it just, it highlights to me that  
16 perhaps there's no-one like us with our profession in  
17 positions where we can do oversight like that, where we can  
18 simply read policies and go, hey, that's still referring to  
19 an old system. So because, to be fair to the project  
20 officers or whoever they are writing it, you don't know  
21 what you don't know.

22  
23           So, personally, I would like to see more people like  
24 us in positions like that at that level, or being  
25 opportunities to even, you know, go, "Can you have a look  
26 at this?", but at the moment I'm not sure that that  
27 happens, I'm honestly not sure that that happens because  
28 we're already picking up things, like, from the new - the  
29 absolutely new thing that came out from Links, Interlinks  
30 that aren't correct. So, that's why I really doubt that  
31 there are people like us being referred to or asked to be  
32 in - if there's one - like, I hope that that changes, that  
33 we can be seen as resources because it's what we do every  
34 day and it's the knowledge that we have and knowledge that  
35 we know.

36  
37           But also asking someone to do it off the side of their  
38 desk isn't fair either with the day-to-day work that we're  
39 dealing with, when we've got kids that we need to see, and  
40 you're asked to be on some committee and you're constantly  
41 going, how can I do that when I've got to prioritise this  
42 as well? Because often when we're asked to do these things  
43 it's actually on top of our current caseloads, because we  
44 have no intake; every other service, government, has an  
45 intake, we have no intake. There's no way to cap our  
46 referrals, other than us, or meeting with the school  
47 principal individually to say, "I'm gonna have to put this

1 one down here". And as each other government department  
2 has become overwhelmed, I would say, with referrals they've  
3 narrowed their intake, which means we pick up more, because  
4 we're the only ones left.

5

6 So, I would say, long story short, I would just like  
7 to see that people like us are seen as professional, we  
8 know our stuff, and it doesn't take much to ask someone to  
9 read things to go, "Is this correct?"

10

11 COMMISSIONER BROMFIELD: And by "people like us" you mean  
12 social workers in the Department of Education?

13

14 MS DRAKE: Absolutely, absolutely, yeah.

15

16 MS BENNETT: Ms Carter, I'm going to go out on a limb and  
17 assume that you have mandatory reporting training your  
18 school?

19

20 MS CARTER: Well, since we haven't had a social worker for  
21 quite a while, it's only relatively recent that we've had  
22 regular training, and my concern is that that usually just  
23 hits teachers and then we can work in small groups with our  
24 teacher assistants, but the challenge is, how do you make  
25 that accessible for all of the other staff and volunteers  
26 who work in the school as well?

27

28 Q. So, is there no central provision of mandatory report  
29 training for staff in the Education Department?

30

31 MS CARTER: No.

32

33 MS BENNETT: You've got to source it yourself from within  
34 your extremely limited social work budget?

35

36 MS CARTER: Yes.

37

38 MS BENNETT: Just so I understand, at one stage quite  
39 recently you had, it was half a day a fortnight?

40

41 MS CARTER: Yes, prior to that none.

42

43 MS BENNETT: And it's better than none, but half a day a  
44 fortnight, and that person had to find the time to respond  
45 to students and upskill the workforce in making the school  
46 safe?

47

1 MS CARTER: Yes.

2

3 MS BENNETT: For students to, for example, make  
4 disclosures?

5

6 MS CARTER: Yes.

7

8 MS BENNETT: And to then react appropriately to those  
9 disclosures.

10

11 MS CARTER: Yes.

12

13 MS BENNETT: You're a teacher and principal of some  
14 experience; does that strike you as enough?

15

16 MS CARTER: No.

17

18 MS BENNETT: So, what do we need? Can you tell the  
19 Commissioners as bluntly as you can, what is needed to put  
20 children's safety first in a school environment?

21

22 MS CARTER: Well, we absolutely need a universal  
23 allocation of social workers and professional support staff  
24 to each of our schools with a realistic allocation, and  
25 consistency of that would be amazing; so, that's No.1,  
26 because those people, they're real people who get to know  
27 the staff and the students of the school and can upskill us  
28 in a variety of ways. I mean, training in a one-off  
29 session is good, but having the people there actually  
30 supporting you through is the best sort of professional  
31 learning so that you become confident and you grow your  
32 understanding.

33

34 We also need a universal - something that is  
35 universally accessible to all of our staff. So, if you  
36 consider my school, you've got groundsmen and cleaners,  
37 we've got quite a few volunteers, we've got literacy  
38 support staff, teacher assistants, office staff, teachers,  
39 and we might hold a staff meeting that's around mandatory  
40 reporting, but not all of those people are going to be  
41 there on that particular time. Not all of those people  
42 have access to devices if I was to send out - when I do  
43 send out the information. So, I have been grappling with  
44 that, you know, since knowing that I was coming here, is  
45 how do we make that available to people and have some  
46 accountability around that.

47

1           Several years ago we had the disability standards  
2 webinars that we all had to do, every single person in the  
3 department. We had to press a magic button to say we'd  
4 done it and there was a record somewhere that we had done  
5 it, and I don't want to be offering simplistic solutions,  
6 but it feels like something that is - you know, something  
7 that is updated every year with new information that I can  
8 quarantine time for my groundsmen, cleaning staff, to use a  
9 school device to undertake that I could run induction  
10 programs with new staff through, that volunteers could have  
11 access to; I think that would be a really practical  
12 possible solution.

13  
14 MS DRAKE: And, if I may, I still go back to old paper  
15 way, so we still do it in a conversational context, showing  
16 the information, but I still go back to an old paper way  
17 where I always check with the principal at that school.  
18 Go, "What's your process?" And I do a page, I basically do  
19 a page of written information to make it as simple as I can  
20 of what they have to do; you know, basically condense it  
21 all, all that important information with appropriate phone  
22 numbers, who they are, whatever, including ARL, including  
23 police, including whoever they have to do, and - and attach  
24 the policy, basically the policy, and I give that - we  
25 photocopy it, like, Kerri and I did that, and we give it  
26 out, we give it out so they always have a paper copy, like,  
27 and that's what we do - well, that's what I do in my  
28 schools. Because again, internet coverage in some schools,  
29 they don't have it, you know, or it's patchy and it's out.

30  
31 MS CARTER: It's a raft of materials that you need.

32  
33 MS DRAKE: So I personally, I always try and make it so  
34 someone has a paper copy of everything. But that's because  
35 I've worked in schools too where the internet goes down and  
36 you just don't have those systems to get the information.

37  
38 MS BENNETT: I have one last question for you, Ms Carter,  
39 and that really harks back to the informal conversations  
40 you have with other principals. What if there are teachers  
41 from interstate, do you sort of call up your Victorian  
42 counterparts as well and say --

43  
44 MS CARTER: Great question. They needed to have gone  
45 through the registration process, that's something we  
46 probably haven't mentioned through here, so there are those  
47 checks and balances through the registration cycle. And

1 also, so they will have needed to have been verified  
2 through that, and also the registration process for  
3 Tasmanian teachers undergoes a really comprehensive cycle  
4 every couple of years that a detailed investigation happens  
5 for every one of us, so there are some system checks and  
6 balances that I hadn't thought of until you mentioned  
7 those.

8  
9 But, yes, we would be - we probably haven't got  
10 something there; I mean, and this is very common across the  
11 Commonwealth in lots of systems, you know, that there is  
12 not a one Commonwealth system that has checks and balances  
13 or recorded information in there too, so that's of interest  
14 to note.

15  
16 And when you're asking me around solutions, I'm not  
17 sure if that's to reiterate the somehow keeping in a very  
18 professional way having a system-wide way to record some of  
19 those red flags that we've - you know, Code of Conduct  
20 conversation that you may have had with a staff member;  
21 having somewhere to keep.

22  
23 MS BENNETT: Would formalising that process deter people  
24 from doing it, do you think?

25  
26 MS CARTER: It could do, so interesting solutions,  
27 absolutely, yes.

28  
29 MS BENNETT: Mr Russell, what would you like to change in  
30 the system that you've worked in since 2001, what would you  
31 like to tell the Commissioners by way of concluding  
32 comment?

33  
34 MR RUSSELL: Over the last little, or maybe decade,  
35 there's been quite a little bit of austerity within the  
36 department and education has been distilled down to  
37 literacy primarily, numeracy secondary, and all the other  
38 subjects, PE, languages, the arts, are a tertiary concern.  
39 And, education's an investment in, you know, social  
40 investment, and just because I sit in English class I'm  
41 going to become a journalist or a writer? That's not true.

42  
43 So, the perpetrator of the sexual assault in my class,  
44 I would argue that he perhaps wasn't there - don't get me  
45 wrong, literacy and numeracy are important, but for that  
46 young man, he needed some social and emotional education,  
47 and it's not being offered - well, it is being offered, but

1 perhaps at a token suggestion because of the --

2

3 MS BENNETT: One day a fortnight.

4

5 MR RUSSELL: Yeah, because of the resourcing.

6

7 COMMISSIONER BROMFIELD: Mr Russell, the picture of that  
8 classroom that you painted for us, it's really stuck with  
9 me throughout this entire session, and it was months after  
10 the assault was when you first returned back. I wonder  
11 what you would like to have been offered to that classroom.  
12 You were told it was too late.

13

14 MR RUSSELL: Yeah, what would I liked offered? Well, you  
15 know, some support from some social workers to the victim,  
16 not only to the victim, to the - you know, to the  
17 perpetrator, to his colleagues, to the whole class. You  
18 know, that class, after they had rolling relief teachers,  
19 so you know, I'd question the consistency of the education  
20 and the quality of it and the reporting; yeah, there's a  
21 whole lot of things that could go into that.

22

23 You know, and even for the victim [sic], education's  
24 not a reward for good behaviour, and they dropped out of  
25 school at Grade 8: that's done nothing for him, his family,  
26 his community. We can do better than that.

27

28 COMMISSIONER BROMFIELD: And we certainly should be, thank  
29 you.

30

31 MS BENNETT: Ms Drake, do you have any concluding comments  
32 for the Commissioners?

33

34 Q. I know there's a lot, it doesn't need to cover  
35 everything, we have the benefit of your statement. Is  
36 there anything you would like to conclude on?

37

38 MS DRAKE: I think this is a really important process and  
39 it's given us an opportunity to have a voice that we  
40 haven't had certainly within our department, and these  
41 issues certainly need to be raised and be heard because  
42 every case we're talking about, every example that we're  
43 talking about, is a child.

44

45 And even, you know, and I take Nigel's point, even  
46 that - even we're not the answer to everything; I call it  
47 the hundreds and thousands, we're like hundreds and

1 thousands sprinkled everywhere, it feels like that, we're  
2 sprinkled and spread everywhere. And we're not the answer  
3 to everything either, everything feeds into everything  
4 else.

5  
6 We can't always - we can try and help with responding  
7 to things like that, but some of these things that need to  
8 be addressed are actually systemic and actually need to be  
9 addressed by Child Safety, and if we can't even get issues,  
10 you know, beyond the ARL to the local response teams,  
11 that's where the frustration is too, so everything feeds  
12 into each other.

13  
14 MS BENNETT: Can I thank the three of you for your frank  
15 engagement to the Commission today, those are the only  
16 questions I have. Can I hand over to the Commissioners for  
17 any further questions.

18  
19 COMMISSIONER BENJAMIN: No, I was just going to say this:  
20 that from my perspective you're a breath of fresh air. We  
21 see pretty sad things here on a regular basis, but seeing  
22 dedicated people such as you who care for our children is a  
23 really good start, so thank you.

24  
25 PRESIDENT NEAVE: Thank you very much indeed, it's been a  
26 wonderful conversation and some really good ideas I think  
27 have come out of what you've had to say and will help to  
28 inspire us, I hope, to make good recommendations at the end  
29 of our process. Thank you very much.

30  
31 **SHORT ADJOURNMENT**

32  
33 PRESIDENT NEAVE: Thanks, Ms Norton.

34  
35 MS NORTON: Thank you, Commissioner Neave. Our final  
36 witness for today is Xris Reardon, I ask that the witness  
37 be sworn in.

38  
39 **<XRIS LEA REARDON, affirmed and examined: [3.15pm]**

40  
41 **<EXAMINATION BY MS NORTON:**

42  
43 MS NORTON: Q. Xris, can I ask you to give your full  
44 name again?

45 A. My full name is Xris Lea Reardon.

46  
47 Q. And your professional address and occupation?

1 A. My professional address is 278 Argyle Street, North  
2 Hobart, and my title is LGBTIQA+ Lead Inclusion Officer.

3

4 Q. Thank you. You've prepared a statement to assist the  
5 Commission, that's a statement declared on 4 May 2022; is  
6 that right?

7 A. That's correct.

8

9 Q. Have you recently reviewed the contents of that  
10 statement?

11 A. I have.

12

13 Q. And are its contents true and correct to the best of  
14 your ability - to the best of your knowledge?

15 A. They are true and correct.

16

17 Q. Thank you, it's been a long day. You've provided as  
18 an attachment to your statement your CV. Would you like to  
19 offer the Commissioners a brief overview of your  
20 experience, focusing in particular on your experience and  
21 background supporting LGBTIQA+ children and young people?

22 A. Prior to taking up the position of Safe Schools  
23 Project officer in 2015 I worked in Victoria in mainly  
24 metro Melbourne area and I did some work around gender and  
25 gender stereotyping across five schools in the eastern  
26 suburbs of Melbourne. I also worked as an artistic  
27 director of a youth-based theatre company that came - well,  
28 involved out of a mental health practices commitment to  
29 ensuring more inclusive and arts-based activities for young  
30 LGBTIQA+ students.

31

32 And then, prior to that I've also worked around themes  
33 to do with intractable violence in the community, I've  
34 worked around preventative violence projects, and those  
35 were also arts-based practices, but they were also  
36 participatory action researched-based pieces looking at how  
37 we can work with marginalised communities who had had  
38 experiences of violence to address their needs and to  
39 generate what they saw was community-based initiatives for  
40 change.

41

42 Q. Thank you. Without wanting to put you off, I might  
43 just ask you, if you can, just to slow down your responses  
44 a little bit --

45 A. Slow down.

46

47 Q. -- just for the benefit of our stenographer towards

1 the end of the day. Thank you.

2 A. Sure.

3

4 Q. Your current role is with an organisation, Working  
5 It Out; can you explain what role Working It Out performs?

6 A. Working It Out evolved off the back of a research  
7 report that took place in northwest that looked at - was  
8 enquiring into the number of young people who died by  
9 suicide. I use that term "death by suicide" very purposely  
10 because I think language can mask the violence that's  
11 inherent in some of our institutional practices that young  
12 people are the end, were the result of. So, Working It Out  
13 does education advocacy and support, outreach work, and  
14 that's right across the State of Tasmania, so northwest,  
15 north and south. Our main office is here in the south. We  
16 do training, we train through to the Tasmanian Department  
17 of Education, and we work with the Tasmanian Police, we've  
18 worked in health and human services, Ambulance and Fire and  
19 our CEO sits on the LGBTIQ+ strategic working group plus a  
20 number of other LGBTIQ+ working groups, government working  
21 groups.

22

23 We also provide direct support to LGBTIQ+ community  
24 members and their families and allies.

25

26 Q. And that direct support includes counselling?

27 A. Direct support is a name that we've coined; it does  
28 loosely, I guess, imply that we counsel, but what we look  
29 at is, rather than providing more Mental Health Services to  
30 our community because we take an approach or an ideological  
31 stance, that our communities are probably positioned as  
32 having mental health issues and maybe the issues are really  
33 access and structural change that are the barriers, and so,  
34 pathways infers more that we want to work with you to  
35 identify what are the pathways out there in the community  
36 you might be able to access that you may not have your head  
37 around, you may not know.

38

39 Q. You say in your statement that Working It Out has 13  
40 staff, and up until recently you were the only staff member  
41 working with young people; is that correct?

42 A. Up until February this year I was the only person  
43 working with 18s and unders - no, I just want to correct  
44 the record on that because right at the back at the very  
45 beginning I did have a colleague who was based in the  
46 north, northwest actually, but that was only up until 2017.

47

1 Q. In recent years, been you --

2 A. Definitely, yes.

3

4 Q. And now it's you and another?

5 A. Just since February.

6

7 Q. Very recently?

8 A. Yeah.

9

10 Q. And that's as a result of funding from the Department  
11 of Premier and Cabinet. Is your role also funded by the  
12 Department of Premier and Cabinet?

13 A. My role is funded by the Tasmanian Department of  
14 Education.

15

16 Q. You also say in your statement that it's not uncommon  
17 to receive as many as 25 referrals or contacts in relation  
18 to young people seeking support services in a week. What  
19 are your wait lists like in terms of actually being able to  
20 provide services to those young people?

21 A. So, yes, this is not uncommon, last week we had 27  
22 contact calls and that can be calls from school support  
23 staff, it can be calls from teachers or principals or  
24 family members or from other agencies, or sometimes  
25 occasionally from young people themselves. And we haven't  
26 had a triage system really in the past, so what I have  
27 endeavoured to do is to at least get back to every one of  
28 those people that have contacted the agency, that's every  
29 one of those 27 people, and let them know that I'll be back  
30 in touch with them, I've emailed them or phoned them, and  
31 sometimes honestly I have hoped they haven't picked up the  
32 phone simply because of the sheer demand, the sheer volume.

33

34 In recent times, because we've had a new worker  
35 employed, I'm looking at how we might establish a triage  
36 system. Having said that, that's a very complicated and  
37 complex thing to do and it also is - I think from my  
38 perspective, it is complex and complicated because I know  
39 that there's not the services out there that I can refer  
40 those young people to, so then the question is, what does  
41 it mean to triage?

42

43 Q. I believe you were in the live stream room during the  
44 last session and you would have heard the evidence given by  
45 Ms Drake who's a social worker with the Department of  
46 Education, and she talked about the difficulties that  
47 social workers face where they're, I suppose, providing

1 catch-all services. Do you have any comments on that?

2 A. I work very closely with school social workers, so  
3 sometimes my way into schools, and so school social workers  
4 will contact me and say, "We need specialist support in  
5 relation to the needs of a young person who's come forward  
6 and wants to affirm their gender identity or who wants to  
7 talk about sexuality". And so, I know that our social  
8 workers are really under the pump, they're across a number  
9 of schools, and there isn't enough social workers to meet  
10 all those needs.

11  
12 Having said that, I also recognise that some of those  
13 social workers are contacting myself because they also  
14 don't feel like they have the expertise or the confidence  
15 to work with those young people. I also just want to say  
16 that some of those social workers, and this is according to  
17 young people, are not necessarily someone that the young  
18 person would want to go see and speak to about their issues  
19 simply because the school hasn't done enough to create a  
20 culture of inclusivity that makes it clear to that young  
21 person that that's a safe person to speak to.

22  
23 Q. I'd like to come back to the importance of cultures of  
24 inclusivity. Can I just ask, and you may not be able to  
25 give an answer, but you've just recently got an additional  
26 resource. How many resources would you ideally like in  
27 order to be able to provide timely services to all the  
28 young people who contact you on a weekly basis?

29 A. So, in 2017, when we shifted away from Safe Schools  
30 and I created the Valuing Diversity Framework, there's four  
31 pillars to that framework, and I know you're going to come  
32 back to this.

33  
34 So, if you think about four pillars to the work that I  
35 do across the state I'd like to see a person delivering on  
36 each of those pillars in every area, so in the northwest,  
37 in the north and in the south, that would make the work  
38 more sustainable, rather than one worker trying to deliver  
39 on four pillars across the whole of the state. Yeah,  
40 sorry, until February, that is.

41  
42 Q. I might call up a document in relation to four  
43 pillars, it's COM.0001.00050.0038. While that's being put  
44 up on the screen, can I ask a question about regional  
45 areas. Are there additional access areas in more remote -  
46 sorry, access issues in more remote parts of the state?

47 A. There are access issues across the entire State of

1 Tasmania, in my opinion. So, let's just take New Norfolk  
2 for example, even young people getting into our service or  
3 families getting into our service is difficult even from a  
4 place like New Norfolk. So then if we're going to talk  
5 about more --  
6

7 Q. I might just stop you there, so just for the benefit  
8 of Commissioners who are not Hobart-based, New Norfolk is  
9 about, what, 30 minutes north of Hobart?

10 A. 25 minutes, yes, and it is important, yes, because  
11 when I came across Melbourne, I thought, wow, 25 minutes,  
12 that's nothing and it's not nothing, it's a barrier. So,  
13 if we're talking about 25 minutes being a barrier, then  
14 yes, in regional and more remote areas in the northwest, in  
15 the northeast, Queenstown, for example, Smithton, lots of  
16 those areas are under-serviced and have access issues as  
17 well.  
18

19 Q. Now, we've put up on the screen a document that's part  
20 of the Valuing Diversity Framework, which I understand is  
21 one of the - is something that you've put together in your  
22 current role, and you can see on the right-hand side of the  
23 page, Commissioners, the four pillars, the VDF Pillars that  
24 Xris was referring to. Would you like to explain to the  
25 Commissioners what the framework is and the importance of  
26 each of those four pillars?

27 A. The framework was a response to the gaps that I saw  
28 that existed in the Safe Schools program that we rolled out  
29 from 2015 to 2017. Having come across from the mainland, I  
30 worked with some really great colleagues who made me very  
31 aware of the different kinds of cultural contexts that I  
32 would experience across the state, and what I was seeing  
33 was that we needed a framework so it was a holistic  
34 framework, so we had the opportunity in 2017 when we were  
35 applying for other funding, the Safe Schools Funding as I  
36 stated, to actually advocate for a more holistic framework.  
37

38 So this framework looks at a whole-schools response to  
39 addressing what we are calling cultures of inclusion or  
40 inclusive practices. So, the framework looks at working  
41 with the School Association, and each of these pillars is  
42 critically important; you can't remove one and then expect  
43 to actually develop a holistic practice.  
44

45 So, going back to Schools Association, that work is to  
46 educate those members of the School Association to be able  
47 to support senior leadership to embed policies that the

1 whole school community is across, so these are policies  
2 that are developed in consultation with the school  
3 community ideally - and that has been done here and I can  
4 give you examples of that, and then broadcast through  
5 mechanisms like the internet, and then the intranet through  
6 to the teachers, and then also communicated through  
7 newsletters and then made accessible to students. Because  
8 we know from research, where we have clear LGBTIQ+  
9 anti-bullying policies, but even more than that, policies  
10 of welcome that can make a commitment to the environment  
11 and the curriculum and other practices, we are going to do  
12 more to mitigate the harms that can be done by creating a  
13 culture where there's no visibility and there is no  
14 welcome. So, that's one pillar.

15  
16 The second pillar is around working to train up our  
17 school staff, so that's professional learning, and ideally  
18 when we're doing training we want every staff member to be  
19 on board. Initially when we were rolling out Safe Schools  
20 Training we had one hour in schools and that was just, to  
21 use the social theorists who say, when you're talking about  
22 something that sometimes is very controversial and  
23 politicised and where there's a lot of attacks related to  
24 those ideas about teaching around diversity, you need more  
25 time. So, the professional learning is three hours and  
26 it's really for ground staff ideally, it's for our  
27 cleaners, it's for admin, it's for teacher relief, it's for  
28 principals. We don't always get those people in the room  
29 but we request it and I do see that sometimes when a school  
30 understands the importance of what I'm talking about,  
31 they'll mobilise to make sure that everybody's in that  
32 professional learning environment with me, and that's for  
33 professional learning where I'm delivering PL 101.

34  
35 So, some of that - do you want me to talk further  
36 about that or?

37  
38 Q. Perhaps, if you move on to the next pillar.

39 A. And then the next pillar would be diversity groups, so  
40 what we saw was that there was a need to work to ensure  
41 that we had - and some of these pillars came out of Safe  
42 Schools but we adapted them. Based on research that was  
43 coming out of Canada we knew that if we had groups that  
44 were accessible to all students, not just LGBTIQ - sorry,  
45 I've got that acronym that I roll off all the time actually  
46 wrong - but they were accessible to all students. So, we  
47 wanted to build a culture in a school, a culture that

1 wasn't about supporting students or a therapeutic space for  
2 students, because it was really about engaging students'  
3 citizenship and student advocacy, so looking for how we can  
4 create a space of welcome for everybody.

5  
6 So, the Pride Group research says we have those  
7 groups, they're out in the open, they're not in the closet  
8 and they're durational over a three-year period of time.  
9 They decreased the risks of suicidality for our young  
10 heterosexual and cis-gendered, that means those young  
11 people who are aligned with a gender that was assigned to  
12 them at birth; it decreases the rates of suicidality for  
13 heterosexual cis-gendered boys by over 60 per cent. So,  
14 this work is for all of our students.

15  
16 Then finally the most important and probably the work  
17 that takes the longest to engage with is safety planning  
18 where we developed a gender affirmation plan and that came  
19 off the back of a practice in schools that actually put a  
20 young adult at risk who wanted to come out as a teacher in  
21 their school system. So, we created, thanks to some of my  
22 colleagues offering sort of examples of best practice from  
23 other states, we created what's called the gender  
24 affirmation plan that talks to a young person, and where  
25 safe, and I have to really emphasise this, where it's safe  
26 to do so we will engage their parents around where they're  
27 out, where their community of support is, we build a  
28 relational container and then we start to look at social  
29 affirmation, legal and administrative affirmation and  
30 medical pathways if we feel that that's a really critical  
31 thing for a young person to engage in a conversation  
32 around. We don't give medical advice, we refer out.

33  
34 Q. Thanks, Xris. That can come down. Is there anything  
35 else in terms of overview that you would like to say about  
36 the Valuing Diversity Framework? I'd like to come back to  
37 the second pillar, but anything in overview?

38 A. No, you might be asking me exactly what I'm about to  
39 talk about anyway, so ...

40  
41 Q. Let's see. I didn't mean to cut you off before, I  
42 wanted to come back to the learning pillar because you  
43 speak, and I'll take you to paragraph 25(a) of your  
44 statement, if that assists. But you talk there about some  
45 training that you delivered - sorry, you talk there about  
46 some recent rewrites to guidelines and some concerns that  
47 you have about the extent to which the obligations in those

1 guidelines were really embedded within schools. Can you  
2 explain a bit about that to the Commissioners?

3 A. So, when I was delivering on Safe Schools what I  
4 noticed is that a lot of the framing for the training that  
5 I had been taught to deliver was based on national  
6 priorities and also used a national, I guess, guidelines  
7 and, I was really interested in how we could ground in  
8 order to give some sense of context and seriousness to the  
9 work and some legislative mandates about why we need to do  
10 this work, and that was important because I was dealing  
11 with pushback.

12  
13 I found that the department of - someone introduced  
14 me, I'm not quite sure how that came about, the department  
15 here, the Tasmania Department of Education had guidelines  
16 for supporting same sex attracted and gender diverse  
17 students. These guidelines have been rewritten or, I don't  
18 know if the final draft's actually completed, they've been  
19 rewritten to include the Valuing Diversity Framework. But  
20 back in 2016/17 when I was running professional learning  
21 and I would ask teachers, "Are you aware of the Tasmanian  
22 Department of Education's guidelines for supporting same  
23 sex attracted and gender diverse students?" Only  
24 1 per cent of the room would ever hold up their hand to say  
25 they had any awareness. Most teaching staff, most people  
26 working in a school were surprised that there were any  
27 guidelines, they were surprised that there was a commitment  
28 made by the Tasmanian Department of Education to support  
29 that particular and vulnerable cohort of students in our  
30 schools.

31  
32 Those guidelines, by the way, came out of the history  
33 of decriminalisation here, so that's when the LGBTIQ+  
34 working group was set up, so those guidelines had been in  
35 existence for a long time.

36  
37 Q. Yet there wasn't a --

38 A. There wasn't an awareness around those guidelines.  
39 And I want to be really frank that I think the work that  
40 people do in schools, it's like it's an overwhelming job  
41 and they're up against a lot of different things that they  
42 have to negotiate: that doesn't let people off the hook.  
43 So, my question then becomes, how do we find out about  
44 these guidelines unless someone like myself or someone in  
45 my role is going in and teaching teachers that there are  
46 these guidelines, you need to know about them, just like  
47 the mandatory reporting requirements and I talk about those

1 now as well in the professional training I do around gender  
2 affirmation planning, which is not a 101 training at all.

3

4 Q. So, there's policies and guidelines, and that's one  
5 aspect of the Valuing Diversity Framework. You've talked  
6 now about the importance of training. You also mentioned  
7 before receiving pushback in some schools, and if I can  
8 just take you to a paragraph in your statement, you give an  
9 example about having delivered some training - it's  
10 paragraph 47. Those concepts, the concept of pushback and  
11 the limitations or the lack of traction that your training  
12 received intercept in that example, would you like to share  
13 it with the Commissioners?

14 A. Sorry, I may have to just --

15

16 Q. Paragraph 47.

17 A. Paragraph 47, okay. Yep, sure, okay. You want me to  
18 just speak to that specifically?

19

20 Q. Yes. Could I ask perhaps an initial question. So,  
21 this is a primary school, and I should say just for the  
22 benefit of the transcript and those in the room, because  
23 Xris does explain this in the statement, that not all of  
24 the examples in the statement concern public schools,  
25 they're just illustrative of their experiences in schools  
26 generally. But you talk about a primary school student  
27 being accosted by their peers on an ongoing basis and asked  
28 to confirm their gender. Are you able to explain and give  
29 some sense of how they were accosted?

30 A. Sure. So, this is a school that I - sorry, a young  
31 person I had worked with for some time, I'd worked with  
32 them in an early childhood setting and I had gone into the  
33 school when they enrolled and we had done some training  
34 with the staff. We also were reassured that, when they  
35 went into launching into learning, that there would be no  
36 breach in confidentiality around their gender identity;  
37 that didn't transpire, I think that's a context that's  
38 important to talk about. We could put that down to an  
39 error in administrative systems, but I think it actually  
40 highlights the gaps in working through things to do with  
41 legal and administrative affirmation.

42

43 Sometime later on in that same primary school setting  
44 once the child had - I think was - maybe had been into  
45 their second year, I had done professional learning, I had  
46 also talked about pedagogical approaches to affirming  
47 diverse identities, which really are about not focus on

1 othering but about belonging our students in our school  
2 community and ensuring all school students, siblings who  
3 have someone in their family who might be gender diverse  
4 has access to that information as well as other students.  
5

6 That student who was accosted had some students - so  
7 there were probably seven, I'm not sure at this point -  
8 they were accosted by some students in a more private space  
9 in the school ground and they were asked whether they were  
10 a girl or a boy. And, the student didn't really want to  
11 say, but according to the parents they continued to be  
12 pressed by the other students and were asked questions  
13 like, "Okay, but what's underneath your dress?" Sorry, I'm  
14 performing now. And, the student felt like they had no  
15 other response, like, they had no other way to respond  
16 except for truthfully, and they then disclosed what  
17 genitals they had to the other students. And that incident  
18 occurred, and that's one of many, many incidences that can  
19 occur where a student is accosted, or asked, or even  
20 sometimes felt up by other students who want affirmation  
21 about what the body parts are of this student who they're a  
22 little bit confused as to what their gender identity is.  
23

24 And so, when I was alerted to this by the parents I  
25 went back to the school and I asked them, what has happened  
26 to a school - like, "What's happened in the school that has  
27 meant these students don't have any access to education and  
28 that's put this young person at risk?" And the school said  
29 to me that, "Yes, even though we've had access to teaching,  
30 there's a concern about community pushback". And that's,  
31 again, highlighting the need for that other pillar to be  
32 operating and that's where, sort of okay, we need to work  
33 through with the School Association. I can do all the  
34 advocacy in the world around the importance of those  
35 pillars but a school has to take them up, and sometimes  
36 they only take them up in these reactive situations.  
37

38 Q. Forgive me if you've already said this, but did you  
39 have a sense of whether the pushback was within the staff  
40 body, or whether it was parents, or both?

41 A. I don't know if there was literally a pushback or a  
42 fear of pushback, and sometimes what we're dealing here  
43 with is a culture where people, I think who are adults, who  
44 are educators who should be taking up this responsibility  
45 to address what I call cultures of hate in school should  
46 actually be proactive about it, but they are concerned that  
47 they could experience pushback.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

Sometimes I haven't seen that pushback come. When principals have said to me, "We're concerned", and then we do something, and then I ask them and say, "Was there pushback?", and then they say, "Surprisingly not".

I also want to say that we live in a context, and this is a very contemporary current context where there is however pushback; it is out there, it exists, it exists on our media, it exists on social media, on mass media, and so I think that, when we're framing in that way that's also something that's really important to address, and I speak to that in my professional learnings.

I speak to cultures of hate and unbelonging our young people so that people can actually understand the importance of the implications of that on someone's identity within a school system, who's hearing those messages and then in their school system not seeing anything different; not having access to what pedagogically we would call windows, mirrors or doors.

Q. So would you say that, in those situations where there is real pushback from outside the school community, accepting your point that it's not always the case, but in those circumstances does that heighten the importance of the school environment being a safe and inclusive place for children who might not feel safe to be who they are at home, for example?

A. 100 per cent, but it also, for me, creates a mandate where that senior leadership has to take up a level of authority where they're actually disseminating information about processes that can be put in place to ensure that that does happen.

So we really need our senior leadership - and I'm sorry to put all the weight of this onto senior leadership, but that is how it goes, in that, we really need them to take active responsibility to put measure in place. And certainly in the gender affirmation planning training I talk about what those active measures are.

Q. And, when you say "senior leadership", do you mean senior leadership within the Department of Education, or within schools, or both?

A. I'm talking here about schools. I do think that there could be a potential opportunity for the Department of

1 Education to engage in some training that we might deliver  
2 and observing some of that training so there's a more  
3 embedded and on the ground and in the field, if you like,  
4 understanding about those practices.

5  
6 Q. I think you would have heard in the previous session  
7 the evidence of Ms Carter who is a school principal at a  
8 primary school here, and in answer to a question from  
9 Ms Bennett, I think she acknowledged that it really does  
10 come down to the principal, as you've said, to embed that  
11 sort of safety culture within a school.

12  
13 You've spoken or acknowledged in your evidence the  
14 incredible workload that staff, no doubt including  
15 principals, are subject to within schools. Do you have  
16 concerns that students across Tasmania may not be exposed  
17 to the same kind of safety environment at a school  
18 depending on - or that - let me take a step back.

19  
20 Are you concerned that children at schools in  
21 Tasmania, the extent to which they can access a safe and  
22 inclusive school environment comes down to their particular  
23 principal and whether they have the time, the capacity, the  
24 inclination to embed that at the school?

25 A. Ah, no, I don't always think it comes down to a  
26 principal for the young person. I think that, where the  
27 principal plays a key role is amongst - is in terms of  
28 determining the culture of the school.

29  
30 Q. Culture, yes.

31 A. And so, that's about disseminating information to  
32 educators and all staff members across the board, I think  
33 that's the critical role that a principal needs to be  
34 playing in thinking through what are the frameworks that we  
35 need to adopt to do that.

36  
37 I think for a young person there can be many, many  
38 potential people inside that school system - and they're  
39 not always, and I want to be clear that this is - that I  
40 understand how hard being a support person is in a school,  
41 but they're not always a support people.

42  
43 I worked with a young person yesterday in fact who  
44 does not want to and see the school psychologist and who  
45 does not want to go see the school social worker because  
46 they're concerned that that would stigmatise them even  
47 further.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

And there are some young people who feel like, because some of the support staff haven't had access to training, some of the support staff do not understand the implications of them phoning home. And we've had people where that's happened, where a support staff member have phoned home to talk to a parent about the fact that, "Do you know your child's going by this name and wearing a dress to school?", and immediately outed them and created a vulnerable situation.

So, sometimes that person in a school, a safe person in a school could be a teacher, and you may not even ever have a conversation with them; it could be something that they say in class, the way that they pick up homophobia or transphobia that makes you feel a little less like the school is hating on you, to be clear, yep.

Q. Can I go back to that example of the primary school student who was accosted. And, you refer in your statement, and there are a couple examples, I think, along these lines where the school's response was to explain away the behaviour of the children who had accosted that child by saying, "Well, they're just being curious". Is that an appropriate response in those circumstances?

A. I don't think that our institutions, our schools, are about devolving the responsibilities to educate people, to tell young people themselves. So, if we just say that that's okay, that person's being curious by default, then that curiosity is then played out in the school grounds in very unsafe ways where we're asking trans and gender diverse people to pick up the educational responsibilities and that, to me, is not okay.

As educators we have a responsibility, as tricky as it may be for some of us because of our age or for a whole range of other factors, and I don't want to always reduce it to age, it could be a whole range of other factors; it could be our face-based backgrounds or a whole - what we've been exposed to and what we think we're capable and have confidence around, but it's our responsibility to do that education and it's a preventive measure.

If we come into those classrooms across the curriculum and speak openly about those diversities, and that's any diversities, but in this case I'm here to speak about gender and sexuality and bodily status, then we are going

1 to do the job that we have been appointed to do as  
2 educators; we are going to actually intercept that  
3 curiosity that's played out over and over again in the  
4 many, many examples in my statement.

5

6 Q. The Commission has heard evidence last week from the  
7 National Children's Commissioner, Commissioner Anne  
8 Hollonds, and she spoke about the National Principles for  
9 Child Safe Organisations. Are you familiar with those  
10 National Principles in a general sense or at all?

11 A. Not familiar enough with them. I mean, in a general  
12 sense I know that they exist, but I'm not familiar enough  
13 with them, no.

14

15 Q. One of the principles talks about the importance of  
16 upholding equity and diverse needs being respected in both  
17 policy and practice. Is the, sort of, taking up the  
18 responsibility of educating children and young people about  
19 the importance of inclusivity consistent with that  
20 principle?

21 A. No at all, not in my opinion. Can you just say that  
22 again, maybe I actually just didn't understand it; thinking  
23 I just jumped ahead there.

24

25 Q. Sure. So, the principle is what you're talking about,  
26 I mean, it's just another expression of it, and I can read  
27 from the evidence of Commissioner Hollonds.

28

29 She said:

30

31 *When an institution does not respect*  
32 *diversity and promote equality it can*  
33 *create additional risks.*

34

35 Do you agree with that?

36 A. No, sorry, I agree 100 per cent, yeah.

37

38 Q. And, where a school explains away abusive behaviour,  
39 albeit abusive behaviour of quite young children, it seems,  
40 when it explains that away as curiosity and doesn't take up  
41 the opportunity to educate those children, is the school  
42 promoting equality?

43 A. Not at all. And what you have here is you have - and  
44 this is why the framework is so important - you have the  
45 desire to kind of tick the box at times. You know you need  
46 to do something, there's a mandate of responsibility, we  
47 have an Anti-Discrimination Act and a rights-based

1 framework, we also have the rights of the child, we have a  
2 duty of care, we have a privacy, we have a whole range of  
3 Acts in fact, and sometimes we want to just tick the box,  
4 tidy it up around that one young person, but we don't want  
5 to do the work of education and that does not safeguard the  
6 young person in that school.

7  
8 Because all of those other young people who are  
9 exposed to social media and all of that hate that exists  
10 out there don't have anywhere to take it, and there's no  
11 information for them to be able to bounce ideas off; so we  
12 have students who then think it's okay to target that  
13 individual, because that's the messaging that's happening  
14 for them out there in the world, that it's okay.

15  
16 Q. So, you've talked about the reasons why LGBTIQ+  
17 students are more vulnerable to abuse within schools, and I  
18 know your statement gives other examples, and the  
19 Commissioners have read and I'm sure will again look at  
20 that statement, we won't go to all of them.

21  
22 Can we shift slightly. It seems there are two key  
23 risks here: one is vulnerability to abuse, and that's  
24 heightened in environments that aren't inclusive. Would  
25 you speak to the Commissioners about the impact of  
26 non-inclusive environments on the ability of your clients  
27 to come forward and report abuse when it takes place?

28 A. I think that everybody in this room is more than aware  
29 how difficult it is to actually report on an incident of  
30 abuse. As an adult person, then on top of that as a young  
31 person where there's an additional level of vulnerability  
32 about feeling like you will be believed. And I was  
33 thinking about how many times I've heard young people's  
34 parents even say to me, when I am working with parents,  
35 like, "Oh well, you know, but that's just how it is.  
36 That's life, things will get better, you just have to  
37 endure".

38  
39 So, in a culture where young people are not sent  
40 affirming messages that, "We believe you, we affirm you,  
41 and we will uphold your dignity and your rights", then I  
42 think it's really a big ask to think that a young person is  
43 going to feel confident enough.

44  
45 And then combined with not seeing messages anywhere in  
46 your school culture - and we're just talking about schools  
47 right now - that affirm you, knowing that you also live in

1 a world where you're having messages coming back on social  
2 media saying people hate on you, they don't believe you,  
3 your identity is invalid, it's just a phase, you're being  
4 influenced by your friends, makes it that much more  
5 difficult, because those kids have to come out.  
6

7 And that's a challenge because, not only are you going  
8 to come out about the abuse and not necessarily feel like  
9 you are going to be believed, then you've come out and  
10 there's perceptions there that you've asked for it, because  
11 this is sometimes what perpetrators to say, "You wanted it.  
12 Isn't this what you like, you kind of people?" So this is  
13 what some young people are up against, so combined with all  
14 of those kind of realities, it's really thwart. I am  
15 surprised that any young person is capable of actually  
16 saying, "This is what happened to me".  
17

18 They say things to me, but I guess that's in a  
19 container where we have generally had a working  
20 relationship for a period of time. And also, I guess the  
21 value is that I come from a context because it's a LGBTIQ+  
22 advocacy-based organisation where I - I have forefront  
23 those myths. I say, "Is this possible?", so that they  
24 don't have to do the work. I do the work for them to make  
25 the space safer.  
26

27 Q. What can schools do to do some of the work for  
28 students in that space? Acknowledging, as you've said,  
29 that it's hard for anyone to come forward and disclose  
30 abuse?

31 A. I actually think that each of those pillars has things  
32 that you can do that are attached to them. So, as I said,  
33 they can't stand alone and I think that currently one of  
34 the things that I would really say is, we need to do much  
35 more safety planning and the whole school has to be across  
36 the board.  
37

38 I know it seems like mission impossible, but I  
39 actually think there are things that are - that the Gender  
40 Affirmation Planning is a process for schools to put in  
41 place to say this is best practice. It's come from  
42 seven years of working out there in the field, constantly  
43 critiquing the work going, what can we do better? So, it's  
44 not perfect, nothing is, you know, but it is a way that  
45 schools and schools in new leaderships can begin to think  
46 about, what do we need to do.  
47

1 Q. You talked a little about before about the need to  
2 indicate to students, LGBTIQ+ students, "We believe you,  
3 we affirm you". You also go a step further in your  
4 statement and talk about the importance of actually  
5 celebrating those identities.

6 A. Yep.

7  
8 Q. We're getting to the end of the day and it would be  
9 nice to end on a hopeful note; what are some of the ways  
10 that you've seen schools in Tasmania celebrate LGBTIQ+  
11 students?

12 A. I think across the seven years what I've seen is that  
13 we had last year the Department of Education endorsed us to  
14 do some work to deliver on Pride Group training. So, at  
15 the beginning of last year and we had saw a burgeoning of  
16 Pride Groups across the state; that's northwest to the  
17 north, northeast, south. There was some pushback sometimes  
18 but overall those groups have managed to sustain  
19 themselves, and those groups in schools are one - one  
20 vehicle, one way for young people to come together and to  
21 assert diversities as being a source of pride, a point of  
22 pride and celebration, and they're spaces in which young  
23 people can learn and be educated from.

24  
25 One incident that happened at a school just down here  
26 in the south, is that, that group lobbied to get a flagpole  
27 permanently erected on their school premise so they could  
28 fly the rainbow flag and create a level of visibility that  
29 all of the community that was coming into that area would  
30 then see and would then, you know, would also have to  
31 acknowledge the school's responsibility and commitment;  
32 it's not necessarily that that's grounded, that's the next  
33 step, but that was a very huge thing for that school to do  
34 in their particular region, and they flew that flag and  
35 it's a permanent commitment to fly that flag to recognise  
36 their support for LGBTIQ+ students.

37  
38 And it's interesting, if I can just say, the principal  
39 was asked why they were focusing on LGBTIQ+ students and  
40 the principal said, "Because this is a cohort that's not  
41 necessarily safe at home or safe at school", because some  
42 of these students can't go home and talk to their parents  
43 and their family members, and so, the school has to do that  
44 additional work in the face of a society that's still  
45 sending that hateful message, to say, you are welcome. So,  
46 that's just one example and there's many, many examples of  
47 schools doing great initiatives across the state that

1 should be supported and celebrated.

2

3 Q. You talk, I think it's in relation to that example,  
4 that although it was an overwhelmingly positive occasion  
5 - I'm just trying to find the paragraph - there was a group  
6 of individuals who behaved less than positively. Would you  
7 like to just explain what happened there?

8 A. Yeah, so we were moving from one area of the school to  
9 the other to go out to where the flagpole had been erected  
10 to raise the flag and, I don't know how many students heard  
11 it, but as I was passing through an open area I heard one  
12 student call out, "You bunch of faggots", and no-one  
13 called, no-one said anything. It was a very, sort of very  
14 kind of low volume level but it was still, I picked it up,  
15 and I went, yep, this is what these students are having to  
16 deal with every day.

17

18 So, that's what that flag is meant to do in some ways,  
19 is make a commitment, but of course it's an action that  
20 requires all the other changes to take place as well,  
21 because we can't just make all genders tall, it's about  
22 ensuring that we have curriculum content that's educating  
23 for change; picking up on and having clear anti-bullying  
24 policies that are not just based on restorative justice  
25 practices because they're not working for our kids in  
26 schools.

27

28 Q. Can you remember how the allies who were present at  
29 the flag ceremony reacted to that abuse?

30 A. The students that I can remember, because they have a  
31 cohort where they're together, there's still - they see it,  
32 they witness that all the time, it's not unusual for them.  
33 And so, the fact that they were together and the fact that  
34 they were in a group and they had people from outside of  
35 the community attend, the Mayor attended, other people from  
36 council attended and key business people made them feel  
37 like, okay, that's one voice, but we're together, we're  
38 united and we're in solidarity, we're doing something  
39 that's really important for our community.

40

41 It doesn't excuse what they heard, but that's what's  
42 required here. You will not address every young person who  
43 maybe has learned prejudicial and potentially has bigoted  
44 understandings about things, but you won't necessarily  
45 change all that behaviour, but you'll create enough of a  
46 cultural shift for other kids to feel like, there's people  
47 who have got our back.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

Q. Talking about pillars, what strikes me about that example is that you have a community that is both celebrating its LGBTIQ+ members, but also supporting them. Are those ideas of celebration and support key to building the sort of culture that you're talking about?

A. They're one aspect of it, definitely. And yeah, you know, look, if we just celebrate one week in the course of 52, it's not enough; like, there have to be embedded practices.

Q. Of course.

A. So, there definitely are and, you know, I think that that's probably enough said about that, that one aspect, yeah.

Q. One final question from me. You mentioned before, and I'd just like to highlight it, the benefits of the Valuing Diversity Framework for LGBTIQ+ students is obvious, but you talked before about research that it had showed that, where you have inclusive school environments, you can reduce suicidality in hetero cis-gendered students by up to 60 per cent. So --

A. That's the research that's come out of Canada, yeah.

Q. That's Canadian research?

A. Yep. We don't currently have research that maps onto that research, but I don't see why that research wouldn't be relevant here in this context.

Q. And so, isn't it the case that inclusive environments are safer environments not only for LGBTIQ+ students, but for all students?

A. And this is what this work is about fundamentally from my perspective, it is about our LGBTIQ+ students, but it is also importantly about all of our students because, where do I learn about diversity, where do I learn hate from except from school and what's out there in the media? We have a responsibility to all those students, and so, that our curriculum content needs to educate for all students to understand, welcome and celebrate, as you said, diversity.

MS NORTON: Thank you. Commissioners, anything that you'd like to ask Kris?

PRESIDENT NEAVE: I don't think we have any questions, but

1 thank you very much for your evidence. And, I was pleased  
2 that we ended on a note of celebrating diversity and your  
3 evidence that, not only does that help LGBTIQ+ students,  
4 but all students because it gives them a sense of safety.  
5 So, thank you very much for that.

6  
7 THE WITNESS: You're welcome.

8  
9 MS NORTON: Thank you, Commissioners.

10  
11 **AT 4.03PM THE COMMISSION WAS ADJOURNED TO**  
12 **WEDNESDAY, 11 MAY 2022 AT 10.00AM**

13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47



<p>782:25, 782:45, 792:33, 793:31, 795:44</p> <p><b>address</b> [10] - 719:29, 736:38, 741:35, 742:9, 778:47, 779:1, 779:38, 788:45, 789:12, 796:42</p> <p><b>addressed</b> [3] - 744:42, 778:8, 778:9</p> <p><b>addressing</b> [4] - 708:36, 736:36, 746:23, 783:39</p> <p><b>adequate</b> [1] - 712:12</p> <p><b>ADHD</b> [1] - 727:5</p> <p><b>ADJOURNED</b> [1] - 798:11</p> <p><b>ADJOURNMENT</b> [3] - 719:16, 740:28, 778:31</p> <p><b>admin</b> [1] - 784:27</p> <p><b>administrative</b> [3] - 785:29, 787:39, 787:41</p> <p><b>Administrative</b> [1] - 694:20</p> <p><b>admit</b> [3] - 708:31, 713:11, 713:14</p> <p><b>admittedly</b> [1] - 713:23</p> <p><b>adolescence</b> [1] - 732:25</p> <p><b>adolescent</b> [2] - 717:14, 721:6</p> <p><b>adolescents</b> [2] - 720:21, 731:37</p> <p><b>adopt</b> [1] - 790:35</p> <p><b>adult</b> [8] - 699:30, 712:10, 717:26, 738:44, 739:1, 751:44, 785:20, 793:30</p> <p><b>adults</b> [8] - 720:30, 720:37, 720:40, 721:5, 721:20, 722:8, 745:15, 788:43</p> <p><b>Advanced</b> [3] - 724:3, 734:20, 736:2</p> <p><b>advantage</b> [1] - 718:7</p> <p><b>advertise</b> [1] - 724:19</p> <p><b>advertised</b> [1] - 714:9</p> <p><b>advertising</b> [1] - 714:12</p> <p><b>Advice</b> [6] - 722:46, 733:44, 737:26, 737:31, 740:4, 769:7</p> <p><b>advice</b> [2] - 737:16, 785:32</p>	<p><b>advocacy</b> [4] - 780:13, 785:3, 788:34, 794:22</p> <p><b>advocacy-based</b> [1] - 794:22</p> <p><b>advocate</b> [1] - 783:36</p> <p><b>affected</b> [1] - 745:11</p> <p><b>affirm</b> [4] - 782:6, 793:40, 793:47, 795:3</p> <p><b>Affirmation</b> [1] - 794:40</p> <p><b>affirmation</b> [8] - 785:18, 785:24, 785:29, 787:2, 787:41, 788:20, 789:40</p> <p><b>affirmed</b> [6] - 695:39, 719:24, 741:1, 741:3, 741:5, 778:39</p> <p><b>affirming</b> [2] - 787:46, 793:40</p> <p><b>aftermath</b> [1] - 745:41</p> <p><b>afterwards</b> [1] - 728:6</p> <p><b>age</b> [9] - 722:3, 722:5, 722:21, 722:27, 724:35, 733:46, 734:5, 791:36, 791:38</p> <p><b>agencies</b> [1] - 781:24</p> <p><b>agency</b> [2] - 725:3, 781:28</p> <p><b>aggression</b> [1] - 726:5</p> <p><b>ago</b> [6] - 698:23, 731:6, 734:29, 751:35, 752:26, 775:1</p> <p><b>agonising</b> [1] - 710:42</p> <p><b>agree</b> [7] - 700:41, 760:19, 763:13, 769:40, 769:42, 792:35, 792:36</p> <p><b>agreed</b> [5] - 695:7, 721:23, 722:16, 722:19, 722:35</p> <p><b>ahead</b> [3] - 746:2, 754:16, 792:23</p> <p><b>aides</b> [1] - 771:39</p> <p><b>aim</b> [1] - 709:39</p> <p><b>AIM</b> [21] - 729:11, 729:24, 729:25, 731:28, 731:30, 731:42, 731:45, 732:4, 732:9, 732:21, 732:31, 732:32, 734:29, 734:31, 734:40, 734:43, 735:2, 735:17</p> <p><b>aimed</b> [1] - 724:1</p>	<p><b>air</b> [1] - 778:20</p> <p><b>albeit</b> [2] - 716:22, 792:39</p> <p><b>alerted</b> [1] - 788:24</p> <p><b>alerting</b> [1] - 743:29</p> <p><b>aligned</b> [1] - 785:11</p> <p><b>allegedly</b> [1] - 751:47</p> <p><b>Allied</b> [1] - 752:42</p> <p><b>allies</b> [2] - 780:24, 796:28</p> <p><b>allocated</b> [4] - 700:8, 730:44, 731:15, 753:14</p> <p><b>allocation</b> [7] - 730:1, 730:45, 730:46, 752:37, 752:45, 774:23, 774:24</p> <p><b>allocations</b> [1] - 747:6</p> <p><b>allowed</b> [5] - 720:3, 733:16, 747:10, 747:13, 754:14</p> <p><b>allows</b> [1] - 734:44</p> <p><b>almost</b> [3] - 696:45, 703:19, 729:34</p> <p><b>alone</b> [3] - 699:47, 727:7, 794:33</p> <p><b>alongside</b> [1] - 706:38</p> <p><b>altogether</b> [1] - 709:35</p> <p><b>AM</b> [1] - 694:30</p> <p><b>amazing</b> [6] - 732:21, 733:9, 738:16, 738:25, 760:40, 774:25</p> <p><b>ambitious</b> [1] - 703:23</p> <p><b>Ambulance</b> [1] - 780:18</p> <p><b>ameliorate</b> [1] - 761:6</p> <p><b>amount</b> [9] - 708:23, 727:19, 727:20, 727:21, 729:32, 743:46, 753:7, 753:21, 755:43</p> <p><b>anecdotal</b> [1] - 739:11</p> <p><b>angered</b> [1] - 709:41</p> <p><b>angry</b> [3] - 716:15, 746:6</p> <p><b>Anne</b> [1] - 792:7</p> <p><b>answer</b> [8] - 704:19, 706:22, 718:26, 757:27, 777:46, 778:2, 782:25, 790:8</p> <p><b>answering</b> [1] - 769:2</p> <p><b>antenatal</b> [1] - 717:25</p> <p><b>anti</b> [3] - 738:46, 784:9, 796:23</p> <p><b>Anti</b> [1] - 792:47</p> <p><b>anti-bullying</b> [2] - 784:9, 796:23</p> <p><b>Anti-Discrimination</b> [1] - 792:47</p>	<p><b>anti-social</b> [1] - 738:46</p> <p><b>anxiety</b> [2] - 704:22, 756:11</p> <p><b>anxious</b> [4] - 701:45, 704:20, 704:21, 726:45</p> <p><b>anyway</b> [2] - 721:9, 785:39</p> <p><b>AO</b> [1] - 694:28</p> <p><b>AP</b> [1] - 743:29</p> <p><b>apart</b> [5] - 708:5, 715:36, 718:15, 743:22, 764:9</p> <p><b>apologies</b> [1] - 716:26</p> <p><b>apologise</b> [3] - 705:37, 716:6, 726:10</p> <p><b>apologised</b> [2] - 716:8, 716:12</p> <p><b>apology</b> [10] - 716:12, 716:13, 716:14, 716:15, 716:21, 716:23, 716:25, 716:27, 716:31</p> <p><b>apparatus</b> [4] - 699:46, 700:16, 700:19, 700:27</p> <p><b>appearing</b> [1] - 710:3</p> <p><b>applying</b> [2] - 767:30, 783:35</p> <p><b>appointed</b> [1] - 792:1</p> <p><b>appreciate</b> [1] - 740:12</p> <p><b>appreciating</b> [1] - 698:23</p> <p><b>approach</b> [6] - 698:1, 698:18, 724:21, 731:40, 736:41, 780:30</p> <p><b>approached</b> [2] - 708:11, 721:8</p> <p><b>approaches</b> [1] - 787:46</p> <p><b>approaching</b> [1] - 720:44</p> <p><b>appropriate</b> [12] - 707:10, 715:11, 721:12, 722:11, 722:12, 723:26, 723:44, 724:46, 733:45, 753:23, 775:21, 791:25</p> <p><b>appropriately</b> [4] - 735:40, 739:34, 740:2, 774:8</p> <p><b>April</b> [4] - 696:2, 720:6, 724:32, 724:37</p> <p><b>area</b> [9] - 702:37,</p>	<p>746:43, 754:27, 762:19, 779:24, 782:36, 795:29, 796:8, 796:11</p> <p><b>areas</b> [10] - 722:40, 723:6, 739:20, 740:2, 740:38, 761:4, 782:45, 783:14, 783:16</p> <p><b>argue</b> [1] - 776:44</p> <p><b>Argyle</b> [1] - 779:1</p> <p><b>arising</b> [1] - 736:8</p> <p><b>ARL</b> [4] - 768:30, 771:21, 775:22, 778:10</p> <p><b>arm</b> [10] - 700:21, 700:30, 720:19, 725:22, 727:32, 728:4, 728:8, 730:27, 731:4</p> <p><b>arms</b> [1] - 728:17</p> <p><b>arose</b> [1] - 744:11</p> <p><b>arrange</b> [1] - 714:39</p> <p><b>arrived</b> [1] - 704:34</p> <p><b>articulating</b> [1] - 766:39</p> <p><b>artistic</b> [1] - 779:26</p> <p><b>arts</b> [3] - 776:38, 779:29, 779:35</p> <p><b>arts-based</b> [2] - 779:29, 779:35</p> <p><b>ascertain</b> [1] - 739:14</p> <p><b>ASD</b> [1] - 727:4</p> <p><b>ashamed</b> [2] - 712:2, 712:7</p> <p><b>Ashley</b> [11] - 735:46, 736:3, 736:15, 736:45, 737:41, 738:1, 738:10, 738:11, 738:17, 738:18, 738:24</p> <p><b>aside</b> [7] - 705:27, 706:34, 721:41, 729:16, 734:22, 752:14, 758:31</p> <p><b>aspect</b> [3] - 787:5, 797:7, 797:14</p> <p><b>aspects</b> [2] - 715:30, 764:30</p> <p><b>assault</b> [4] - 730:28, 756:35, 776:43, 777:10</p> <p><b>Assault</b> [2] - 719:31, 720:18</p> <p><b>assaulted</b> [1] - 744:15</p> <p><b>asserted</b> [1] - 795:21</p> <p><b>assess</b> [3] - 729:24, 732:33, 735:6</p> <p><b>assessed</b> [1] - 732:36</p> <p><b>assessing</b> [4] -</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>731:46, 732:24, 732:25, 732:41  <b>Assessment</b> [1] - 724:31  <b>assessment</b> [9] - 724:44, 729:26, 732:38, 733:1, 734:36, 734:41, 736:34, 748:47  <b>assessments</b> [5] - 724:43, 746:25, 746:26, 746:27, 768:44  <b>assigned</b> [5] - 700:29, 764:26, 764:27, 764:29, 785:11  <b>assist</b> [6] - 700:8, 719:34, 741:20, 742:14, 753:40, 779:4  <b>Assistance</b> [1] - 696:19  <b>Assistance</b> [1] - 696:11  <b>assistant</b> [2] - 744:18, 744:19  <b>assistants</b> [2] - 773:24, 774:38  <b>assisted</b> [1] - 732:26  <b>assisting</b> [1] - 730:30  <b>assists</b> [2] - 698:8, 785:44  <b>associated</b> [1] - 727:23  <b>Association</b> [4] - 783:41, 783:45, 783:46, 788:33  <b>association</b> [1] - 753:44  <b>assume</b> [2] - 737:16, 773:17  <b>assuming</b> [1] - 709:13  <b>assumption</b> [1] - 736:45  <b>assurance</b> [1] - 754:8  <b>assured</b> [1] - 753:35  <b>AST</b> [2] - 743:5, 744:19  <b>astounding</b> [1] - 710:40  <b>AT</b> [2] - 798:11, 798:12  <b>atmosphere</b> [1] - 698:15  <b>attack</b> [2] - 726:37, 775:23  <b>attached</b> [1] - 794:32  <b>attachment</b> [4] - 726:35, 726:39, 779:18</p>	<p><b>attacks</b> [1] - 784:23  <b>attempt</b> [2] - 748:39, 748:40  <b>attend</b> [2] - 703:6, 796:35  <b>attended</b> [6] - 698:7, 699:39, 703:1, 703:3, 796:35, 796:36  <b>attitudes</b> [1] - 770:23  <b>attracted</b> [2] - 786:16, 786:23  <b>audience</b> [3] - 713:40, 713:41, 714:5  <b>austerity</b> [1] - 776:35  <b>Australia</b> [5] - 725:2, 725:12, 725:19, 732:3, 732:15  <b>authoritative</b> [1] - 698:21  <b>authority</b> [1] - 789:32  <b>autism</b> [1] - 727:5  <b>autonomy</b> [1] - 725:29  <b>available</b> [5] - 695:32, 724:20, 743:26, 747:44, 774:45  <b>avenue</b> [1] - 753:45  <b>average</b> [1] - 731:9  <b>avoid</b> [2] - 709:37, 709:38  <b>avoided</b> [1] - 745:37  <b>aware</b> [1] - 721:40, 722:28, 722:32, 751:43, 759:6, 760:11, 760:24, 760:45, 783:31, 786:21, 793:28  <b>awareness</b> [2] - 786:25, 786:38  <b>awful</b> [1] - 718:23</p>	<p><b>barrier</b> [2] - 783:12, 783:13  <b>barriers</b> [3] - 746:23, 758:27, 780:33  <b>base</b> [3] - 755:7, 768:20, 768:21  <b>based</b> [17] - 717:42, 731:29, 747:2, 769:8, 779:27, 779:29, 779:35, 779:36, 779:39, 780:45, 783:8, 784:42, 786:5, 791:39, 792:47, 794:22, 796:24  <b>basic</b> [1] - 729:36  <b>basics</b> [2] - 718:16, 718:17  <b>basis</b> [5] - 720:10, 763:18, 778:21, 782:28, 787:27  <b>bath</b> [1] - 722:34  <b>bathroom</b> [1] - 722:33  <b>bawled</b> [1] - 706:16  <b>bearing</b> [2] - 697:12, 709:44  <b>beautiful</b> [2] - 696:37, 705:8  <b>became</b> [5] - 704:13, 705:6, 705:13, 743:5, 751:5  <b>become</b> [9] - 701:6, 718:10, 721:28, 721:40, 722:28, 722:32, 773:2, 774:31, 776:41  <b>becomes</b> [2] - 726:45, 786:43  <b>BEFORE</b> [1] - 694:26  <b>began</b> [3] - 751:3, 754:7, 754:10  <b>begin</b> [2] - 752:6, 794:45  <b>beginning</b> [8] - 703:45, 705:15, 705:16, 714:2, 714:14, 760:8, 780:45, 795:15  <b>behalf</b> [3] - 715:25, 716:14, 734:18  <b>behaved</b> [1] - 796:6  <b>behaving</b> [1] - 699:8  <b>behaviour</b> [59] - 698:26, 699:23, 700:9, 701:17, 703:8, 708:37, 722:2, 722:45, 723:1, 723:24, 723:25, 723:41, 724:43, 724:46,</p>	<p>726:25, 726:41, 730:29, 731:34, 731:41, 732:8, 733:14, 733:45, 734:7, 734:13, 734:37, 734:46, 735:6, 735:8, 735:23, 735:40, 736:21, 736:31, 736:33, 736:36, 736:37, 736:38, 736:39, 736:40, 738:43, 739:32, 740:1, 743:27, 744:40, 744:42, 751:39, 757:2, 757:4, 759:33, 761:6, 763:43, 764:31, 765:17, 766:35, 777:24, 791:23, 792:38, 792:39, 796:45  <b>Behaviour</b> [8] - 720:23, 721:38, 724:32, 728:30, 728:46, 729:23, 730:26, 731:9  <b>behavioural</b> [2] - 727:4, 750:47  <b>behaviours</b> [43] - 708:33, 721:42, 722:1, 722:4, 722:6, 723:13, 723:15, 723:42, 725:30, 725:44, 726:4, 726:31, 726:42, 729:35, 731:46, 732:24, 732:25, 732:43, 732:44, 733:3, 733:27, 734:35, 736:29, 737:8, 737:15, 737:27, 738:7, 738:39, 738:46, 739:15, 739:25, 739:40, 742:38, 742:39, 743:19, 751:12, 751:14, 752:17, 756:21, 756:35, 759:9  <b>behind</b> [5] - 701:5, 747:30, 755:2, 763:4, 763:5  <b>belatedly</b> [1] - 716:22  <b>belief</b> [1] - 741:30  <b>belonging</b> [1] - 788:1  <b>below</b> [3] - 715:6, 722:3, 722:4  <b>benefit</b> [4] - 777:35, 779:47, 783:7,</p>	<p>787:22  <b>benefits</b> [1] - 797:18  <b>BENJAMIN</b> [13] - 718:43, 755:17, 755:22, 756:2, 756:25, 756:38, 757:10, 761:28, 761:45, 762:4, 762:9, 762:17, 778:19  <b>Benjamin</b> [1] - 694:30  <b>Bennett</b> [5] - 719:18, 730:38, 738:33, 740:30, 790:9  <b>BENNETT</b> [146] - 719:20, 719:26, 719:28, 725:34, 728:35, 730:40, 738:35, 739:4, 740:19, 740:32, 741:7, 741:9, 741:20, 741:25, 741:29, 741:34, 741:40, 741:45, 742:3, 742:8, 742:14, 742:19, 742:24, 742:32, 742:36, 742:43, 743:2, 743:8, 743:12, 743:17, 743:24, 743:31, 743:43, 744:4, 744:10, 744:47, 745:10, 745:21, 745:41, 746:4, 746:8, 746:14, 746:19, 746:32, 746:38, 746:43, 747:1, 747:13, 747:18, 747:22, 747:32, 747:38, 747:42, 748:9, 748:46, 749:6, 749:12, 749:18, 749:23, 749:28, 749:33, 750:7, 750:11, 750:15, 750:21, 750:26, 750:32, 750:37, 751:10, 751:24, 752:13, 752:21, 752:29, 752:39, 753:26, 753:39, 757:13, 757:19, 757:23, 757:29, 757:38, 758:13, 758:18, 758:23, 758:41, 758:47, 759:25, 759:35, 759:39, 759:43,</p>
	<b>B</b>			
	<p><b>backed</b> [1] - 705:16  <b>background</b> [5] - 703:27, 715:36, 715:39, 764:46, 779:21  <b>backgrounds</b> [5] - 726:20, 726:22, 726:34, 736:44, 791:39  <b>bad</b> [1] - 737:5  <b>bag</b> [1] - 744:25  <b>balance</b> [1] - 699:33  <b>balances</b> [3] - 775:47, 776:6, 776:12  <b>Bands</b> [1] - 703:31  <b>Barrack</b> [1] - 694:21</p>			

<p>760:15, 760:27, 760:31, 760:37, 761:2, 763:1, 763:9, 763:28, 763:37, 763:41, 764:2, 764:6, 764:11, 764:19, 765:22, 765:28, 765:33, 765:37, 765:42, 766:6, 766:10, 766:19, 766:23, 766:31, 766:39, 767:6, 767:40, 768:4, 768:14, 768:29, 768:36, 768:40, 769:18, 769:23, 770:8, 770:22, 770:29, 770:35, 770:40, 770:45, 771:3, 771:9, 773:16, 773:33, 773:38, 773:43, 774:3, 774:8, 774:13, 774:18, 775:38, 776:23, 776:29, 777:3, 777:31, 778:14</p> <p><b>best</b> [2] - 701:41, 703:11, 703:14, 703:18, 706:19, 706:42, 719:12, 741:29, 742:3, 742:20, 744:22, 752:32, 755:14, 771:31, 771:45, 772:5, 774:30, 779:13, 779:14, 785:22, 794:41</p> <p><b>betrayal</b> [2] - 710:40, 717:5</p> <p><b>better</b> [13] - 705:40, 708:15, 708:19, 740:23, 745:37, 756:28, 770:15, 771:35, 773:43, 777:26, 793:36, 794:43</p> <p><b>between</b> [13] - 697:18, 704:1, 704:38, 707:21, 708:26, 716:1, 721:42, 722:10, 730:44, 732:44, 733:33, 738:5, 758:8</p> <p><b>beyond</b> [7] - 712:13, 752:32, 752:34, 754:44, 778:10</p> <p><b>big</b> [9] - 699:35, 702:1, 748:6, 754:43,</p>	<p>755:12, 756:12, 762:17, 765:12, 793:42</p> <p><b>bigger</b> [3] - 725:19, 734:41, 757:44</p> <p><b>bigoted</b> [1] - 796:43</p> <p><b>bin</b> [2] - 710:8</p> <p><b>birth</b> [1] - 785:12</p> <p><b>bit</b> [33] - 696:43, 697:8, 697:14, 697:25, 701:10, 713:19, 716:42, 723:45, 727:19, 730:14, 730:15, 732:40, 732:47, 735:7, 736:13, 736:33, 741:12, 743:37, 745:33, 752:37, 760:5, 764:14, 765:14, 765:35, 768:30, 769:27, 770:33, 770:35, 776:35, 779:44, 786:2, 788:22</p> <p><b>bitch</b> [1] - 710:18</p> <p><b>bitch</b> [1] - 710:18</p> <p><b>black</b> [3] - 739:45, 751:31, 752:10</p> <p><b>blame</b> [3] - 708:32, 718:23, 733:19</p> <p><b>blamed</b> [1] - 707:28</p> <p><b>blaming</b> [1] - 721:13</p> <p><b>bluntly</b> [1] - 774:19</p> <p><b>board</b> [4] - 731:38, 784:19, 790:32, 794:36</p> <p><b>bodies</b> [1] - 725:45</p> <p><b>bodily</b> [1] - 791:47</p> <p><b>body</b> [5] - 725:28, 725:29, 733:40, 788:21, 788:40</p> <p><b>bomb</b> [1] - 707:28</p> <p><b>bookings</b> [1] - 735:37</p> <p><b>bore</b> [1] - 714:24</p> <p><b>bother</b> [1] - 710:47</p> <p><b>bounce</b> [1] - 793:11</p> <p><b>boundaries</b> [5] - 727:9, 761:15, 766:1, 766:10, 768:24</p> <p><b>boundary</b> [3] - 758:5, 758:8, 758:25</p> <p><b>box</b> [3] - 717:17, 792:45, 793:3</p> <p><b>boy</b> [3] - 734:2, 745:34, 788:10</p> <p><b>boys</b> [4] - 744:40, 757:2, 757:4, 785:13</p> <p><b>boys'</b> [1] - 708:41</p>	<p><b>bracket</b> [1] - 754:35</p> <p><b>brain</b> [3] - 718:15, 721:6, 729:43</p> <p><b>bravery</b> [1] - 718:44</p> <p><b>breach</b> [1] - 787:36</p> <p><b>breaches</b> [1] - 758:9</p> <p><b>breadth</b> [1] - 763:19</p> <p><b>break</b> [5] - 705:15, 705:16, 705:39, 708:3, 759:25</p> <p><b>breasts</b> [1] - 700:33</p> <p><b>breath</b> [1] - 778:20</p> <p><b>breathing</b> [1] - 718:16</p> <p><b>bridge</b> [1] - 744:45</p> <p><b>brief</b> [3] - 734:36, 743:6, 779:19</p> <p><b>briefly</b> [5] - 695:21, 735:7, 740:36, 750:39, 768:36</p> <p><b>bring</b> [3] - 709:5, 759:7, 771:29</p> <p><b>bringing</b> [1] - 770:45</p> <p><b>broad</b> [2] - 720:1, 733:31</p> <p><b>broadcast</b> [1] - 784:4</p> <p><b>broaden</b> [3] - 699:26, 751:4, 756:38</p> <p><b>broadly</b> [1] - 733:43</p> <p><b>broken</b> [1] - 748:16</p> <p><b>BROMFIELD</b> [16] - 704:33, 707:24, 709:19, 710:39, 718:33, 718:38, 729:2, 737:13, 737:44, 738:32, 738:37, 755:35, 772:9, 773:11, 777:7, 777:28</p> <p><b>Bromfield</b> [1] - 694:29</p> <p><b>brother</b> [3] - 697:14, 697:18, 697:20</p> <p><b>brought</b> [1] - 698:39</p> <p><b>brush</b> [3] - 700:37, 702:10, 702:18</p> <p><b>brushing</b> [2] - 701:5, 704:1</p> <p><b>buck</b> [2] - 713:24, 713:25</p> <p><b>bucket</b> [3] - 729:13, 730:43, 755:18</p> <p><b>buckets</b> [1] - 729:5</p> <p><b>budget</b> [5] - 748:21, 753:33, 754:13, 755:43, 773:34</p> <p><b>budgetary</b> [1] - 753:15</p> <p><b>budgets</b> [2] - 754:15, 754:17</p> <p><b>build</b> [2] - 784:47, 785:27</p> <p><b>building</b> [2] - 708:7,</p>	<p>797:5</p> <p><b>built</b> [1] - 722:24</p> <p><b>bulk</b> [2] - 730:46, 746:27</p> <p><b>bullying</b> [2] - 784:9, 796:23</p> <p><b>bunch</b> [1] - 796:12</p> <p><b>burden</b> [1] - 704:24</p> <p><b>burgeoning</b> [1] - 795:15</p> <p><b>buried</b> [1] - 717:19</p> <p><b>bursary</b> [1] - 748:32</p> <p><b>bushwalking</b> [1] - 703:12</p> <p><b>business</b> [2] - 754:16, 796:36</p> <p><b>butt</b> [1] - 715:34</p> <p><b>buttocks</b> [2] - 700:31, 700:32</p> <p><b>button</b> [1] - 775:3</p> <p><b>BY</b> [4] - 695:41, 719:26, 741:7, 778:41</p>	<p><b>capture</b> [2] - 748:39, 748:40</p> <p><b>captured</b> [1] - 749:14</p> <p><b>car</b> [1] - 704:36</p> <p><b>care</b> [7] - 698:17, 698:21, 699:28, 721:31, 721:32, 778:22, 793:2</p> <p><b>career</b> [6] - 717:42, 750:39, 751:13, 751:26, 761:3, 767:46</p> <p><b>careful</b> [1] - 762:19</p> <p><b>caregivers</b> [1] - 726:36</p> <p><b>Carol</b> [3] - 732:21, 735:2, 735:17</p> <p><b>carried</b> [1] - 737:8</p> <p><b>carry</b> [1] - 767:9</p> <p><b>Carson</b> [3] - 732:22, 735:2, 735:17</p> <p><b>Carter</b> [14] - 740:42, 742:8, 742:11, 749:34, 750:32, 755:17, 758:7, 758:47, 761:45, 763:9, 769:18, 773:16, 775:38, 790:7</p> <p><b>CARTER</b> [71] - 741:5, 742:11, 742:17, 742:22, 750:35, 750:41, 751:17, 751:22, 751:29, 752:19, 752:23, 752:31, 752:44, 753:31, 753:43, 754:24, 754:31, 755:20, 755:25, 755:38, 756:8, 758:11, 759:4, 759:30, 759:37, 759:41, 759:46, 760:22, 760:29, 760:35, 760:40, 763:13, 763:24, 764:36, 764:41, 765:12, 765:26, 765:31, 765:35, 765:39, 765:46, 766:8, 766:13, 766:21, 766:26, 766:34, 766:43, 767:12, 767:25, 767:29, 767:35, 767:43, 768:7, 769:21, 769:25, 769:38, 769:42, 769:47, 770:11, 773:20, 773:31,</p>
<b>C</b>				
			<p><b>Cabinet</b> [2] - 781:11, 781:12</p> <p><b>camera</b> [2] - 744:17</p> <p><b>camp</b> [19] - 698:6, 698:9, 698:25, 698:26, 698:32, 698:39, 699:9, 699:38, 699:40, 703:1, 703:2, 703:6, 703:12, 703:24, 703:37, 703:43, 704:1, 706:25, 710:43</p> <p><b>Campbell</b> [1] - 751:6</p> <p><b>camp</b> [4] - 698:2, 699:29, 699:39, 703:12</p> <p><b>can</b> [1] - 715:42</p> <p><b>Canada</b> [2] - 784:43, 797:24</p> <p><b>Canadian</b> [1] - 797:26</p> <p><b>cannot</b> [2] - 714:26, 717:32</p> <p><b>canvassing</b> [1] - 699:10</p> <p><b>cap</b> [1] - 772:45</p> <p><b>capability</b> [1] - 733:1</p> <p><b>capable</b> [3] - 697:24, 791:40, 794:15</p> <p><b>capacity</b> [7] - 731:11, 731:14, 739:23, 740:14, 741:41, 753:23, 790:23</p>	

<p>773:36, 773:41, 774:1, 774:6, 774:11, 774:16, 774:22, 775:31, 775:44, 776:26</p> <p><b>case</b> [17] - 696:12, 697:2, 715:14, 725:4, 748:13, 748:30, 756:6, 760:19, 761:35, 761:42, 763:21, 764:32, 769:9, 777:42, 789:25, 791:46, 797:31</p> <p><b>caseload</b> [1] - 762:12</p> <p><b>caseloads</b> [1] - 772:43</p> <p><b>cases</b> [9] - 729:31, 729:32, 729:33, 729:37, 729:38, 733:13, 748:10, 766:13</p> <p><b>catch</b> [1] - 782:1</p> <p><b>catch-all</b> [1] - 782:1</p> <p><b>categorisation</b> [2] - 748:35, 749:18</p> <p><b>category</b> [1] - 749:24</p> <p><b>caught</b> [1] - 744:16</p> <p><b>caused</b> [1] - 764:6</p> <p><b>cautionary</b> [1] - 765:35</p> <p><b>cautious</b> [1] - 766:44</p> <p><b>celebrate</b> [3] - 795:10, 797:8, 797:41</p> <p><b>celebrated</b> [2] - 744:41, 796:1</p> <p><b>celebrating</b> [3] - 795:5, 797:4, 798:2</p> <p><b>celebration</b> [2] - 795:22, 797:5</p> <p><b>cent</b> [6] - 728:24, 785:13, 786:24, 789:30, 792:36, 797:23</p> <p><b>central</b> [2] - 772:12, 773:28</p> <p><b>centre</b> [2] - 736:47, 769:8</p> <p><b>Centre</b> [5] - 698:12, 698:16, 736:3, 736:46, 737:41</p> <p><b>centres</b> [1] - 723:23</p> <p><b>CEO</b> [1] - 780:19</p> <p><b>ceremony</b> [1] - 796:29</p> <p><b>certain</b> [9] - 705:14, 722:19, 727:19, 727:20, 727:21, 729:30, 729:32, 756:13, 761:39</p> <p><b>certainly</b> [14] - 698:27, 712:44, 721:2,</p>	<p>721:23, 730:35, 731:6, 736:12, 739:39, 756:22, 768:22, 777:28, 777:40, 777:41, 789:40</p> <p><b>challenge</b> [4] - 753:36, 759:14, 773:24, 794:7</p> <p><b>challenges</b> [1] - 743:44</p> <p><b>challenging</b> [2] - 696:32, 751:46</p> <p><b>chance</b> [1] - 718:47</p> <p><b>change</b> [18] - 696:16, 699:42, 700:44, 701:3, 708:33, 719:42, 736:40, 755:6, 755:30, 761:6, 767:20, 770:20, 776:29, 779:40, 780:33, 796:23, 796:45</p> <p><b>changed</b> [8] - 699:42, 700:20, 714:30, 720:12, 747:28, 747:33, 771:7, 771:22</p> <p><b>changes</b> [7] - 696:23, 718:9, 718:11, 769:25, 772:32, 796:20</p> <p><b>changing</b> [4] - 715:35, 715:36</p> <p><b>chaotic</b> [1] - 737:1</p> <p><b>chaplain</b> [2] - 754:1, 754:8</p> <p><b>chaplaincy</b> [2] - 753:41, 753:43</p> <p><b>charts</b> [1] - 752:25</p> <p><b>chastised</b> [1] - 710:33</p> <p><b>check</b> [3] - 737:13, 755:35, 775:17</p> <p><b>checked</b> [1] - 760:24</p> <p><b>checking</b> [1] - 770:14</p> <p><b>checklist</b> [5] - 734:32, 734:34, 734:39, 734:44, 735:11</p> <p><b>checks</b> [4] - 770:18, 775:47, 776:5, 776:12</p> <p><b>chemistry</b> [2] - 695:46, 696:28</p> <p><b>CHILD</b> [1] - 694:13</p> <p><b>Child</b> [8] - 722:46, 724:11, 736:22, 737:17, 737:26, 737:32, 778:9, 792:9</p> <p><b>child</b> [24] - 722:24, 733:30, 734:11,</p>	<p>735:12, 737:14, 738:6, 744:5, 746:26, 746:30, 749:47, 750:1, 761:38, 761:42, 762:12, 762:28, 762:29, 762:41, 762:45, 762:46, 769:6, 777:43, 787:44, 791:23, 793:1</p> <p><b>child's</b> [8] - 734:35, 734:37, 734:46, 735:6, 749:12, 761:39, 763:44, 791:8</p> <p><b>childcare</b> [4] - 723:23, 733:43, 734:10, 739:29</p> <p><b>childhood</b> [2] - 750:45, 787:32</p> <p><b>Children</b> [2] - 730:27, 752:24</p> <p><b>children</b> [57] - 696:45, 697:2, 697:4, 717:24, 717:41, 717:43, 718:9, 718:16, 720:19, 720:21, 720:31, 720:38, 721:32, 721:42, 722:8, 722:20, 722:31, 723:6, 724:34, 726:23, 726:34, 726:42, 731:39, 732:25, 734:1, 734:14, 736:29, 736:43, 737:25, 738:1, 738:5, 738:11, 738:39, 738:42, 738:45, 739:1, 740:39, 745:14, 746:20, 755:12, 756:9, 756:14, 759:12, 760:46, 762:38, 768:44, 770:18, 778:22, 779:21, 789:28, 790:20, 791:23, 792:18, 792:39, 792:41</p> <p><b>Children's</b> [1] - 792:7</p> <p><b>children's</b> [2] - 753:40, 774:20</p> <p><b>choice</b> [1] - 717:42</p> <p><b>chose</b> [3] - 716:34, 716:35</p> <p><b>chosen</b> [2] - 697:28, 753:10</p> <p><b>cigarettes</b> [1] - 699:46</p>	<p><b>circumstances</b> [3] - 737:6, 789:26, 791:25</p> <p><b>cis</b> [3] - 785:10, 785:13, 797:22</p> <p><b>cis-gendered</b> [3] - 785:10, 785:13, 797:22</p> <p><b>citing</b> [1] - 714:25</p> <p><b>citizenship</b> [1] - 785:3</p> <p><b>Civil</b> [1] - 694:20</p> <p><b>clarify</b> [1] - 731:31</p> <p><b>clarity</b> [1] - 752:35</p> <p><b>class</b> [35] - 699:42, 699:44, 700:5, 705:24, 705:25, 706:28, 706:30, 706:37, 706:44, 706:47, 707:10, 710:34, 710:35, 710:41, 711:1, 711:16, 717:46, 721:10, 721:11, 727:42, 744:16, 744:20, 744:35, 745:10, 745:28, 745:32, 756:36, 756:40, 776:40, 776:43, 777:17, 777:18, 791:15</p> <p><b>classes</b> [2] - 764:12</p> <p><b>classification</b> [1] - 754:32</p> <p><b>classified</b> [1] - 753:3</p> <p><b>classroom</b> [14] - 733:17, 733:28, 743:27, 744:6, 744:11, 744:37, 745:36, 756:46, 757:2, 757:14, 757:38, 777:8, 777:11</p> <p><b>classrooms</b> [2] - 750:47, 791:44</p> <p><b>cleaners</b> [2] - 774:36, 784:27</p> <p><b>cleaning</b> [1] - 775:8</p> <p><b>clear</b> [16] - 722:14, 736:18, 739:9, 743:19, 747:32, 748:27, 751:24, 752:8, 752:13, 752:15, 752:25, 782:20, 784:8, 790:39, 791:17, 796:23</p> <p><b>clear-cut</b> [1] - 752:25</p> <p><b>clearly</b> [1] - 715:47</p> <p><b>clever</b> [2] - 710:35, 754:16</p>	<p><b>clients</b> [5] - 730:6, 731:12, 731:15, 793:26</p> <p><b>clinical</b> [18] - 724:40, 725:11, 725:32, 725:34, 725:35, 728:4, 728:7, 729:19, 729:23, 729:30, 730:3, 730:4, 730:7, 730:9, 730:21, 731:4, 734:41, 739:17</p> <p><b>clinicians</b> [2] - 730:2, 732:30</p> <p><b>close</b> [3] - 702:32, 717:17, 717:34</p> <p><b>closely</b> [1] - 782:2</p> <p><b>closet</b> [2] - 702:14, 785:7</p> <p><b>club</b> [1] - 708:41</p> <p><b>clunky</b> [1] - 763:14</p> <p><b>coast</b> [2] - 698:3, 755:3</p> <p><b>code</b> [2] - 765:42, 766:10</p> <p><b>Code</b> [2] - 759:31, 776:19</p> <p><b>Codes</b> [1] - 767:13</p> <p><b>cognisant</b> [1] - 760:24</p> <p><b>cohesive</b> [1] - 722:15</p> <p><b>cohort</b> [6] - 756:6, 757:8, 757:42, 786:29, 795:40, 796:31</p> <p><b>coined</b> [1] - 780:27</p> <p><b>colleague</b> [5] - 699:22, 758:32, 763:43, 763:44, 780:45</p> <p><b>colleagues</b> [7] - 699:27, 708:42, 732:2, 766:14, 777:17, 783:30, 785:22</p> <p><b>collected</b> [2] - 704:27, 706:29</p> <p><b>collection</b> [2] - 748:26, 759:17</p> <p><b>Collins</b> [1] - 746:39</p> <p><b>COM.0001.00050.</b> <b>0038</b> [1] - 782:43</p> <p><b>combination</b> [2] - 701:26, 727:7</p> <p><b>combined</b> [2] - 793:45, 794:13</p> <p><b>comfortable</b> [2] - 736:1, 770:3</p> <p><b>comfy</b> [1] - 705:27</p> <p><b>coming</b> [16] - 725:38, 726:22, 726:41,</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>727:10, 731:32, 732:15, 734:16, 736:34, 741:9, 745:32, 767:15, 768:8, 774:44, 784:43, 794:1, 795:29</p> <p><b>comment</b> [2] - 761:46, 776:32</p> <p><b>comments</b> [8] - 714:6, 715:24, 761:29, 763:1, 777:31, 782:1</p> <p><b>COMMISSION</b> [2] - 694:12, 798:11</p> <p><b>Commission</b> [14] - 695:9, 695:14, 695:23, 696:2, 715:28, 719:20, 719:34, 720:25, 741:21, 742:15, 742:26, 778:15, 779:5, 792:6</p> <p><b>commissioned</b> [1] - 732:22</p> <p><b>COMMISSIONER</b> [29] - 704:33, 707:24, 709:19, 710:39, 718:33, 718:38, 718:43, 729:2, 737:13, 737:44, 738:32, 738:37, 755:17, 755:22, 755:35, 756:2, 756:25, 756:38, 757:10, 761:28, 761:45, 762:4, 762:9, 762:17, 772:9, 773:11, 777:7, 777:28, 778:19</p> <p><b>Commissioner</b> [7] - 694:28, 694:29, 694:30, 778:35, 792:7, 792:27</p> <p><b>Commissioners</b> [38] - 695:3, 696:27, 696:43, 697:7, 697:35, 697:36, 709:7, 716:43, 718:29, 719:29, 720:16, 721:46, 723:32, 740:19, 740:32, 741:16, 741:35, 742:9, 743:47, 744:10, 746:39, 749:35, 749:37, 750:37, 774:19, 776:31, 777:32, 778:16, 779:19, 783:8,</p>	<p>783:23, 783:25, 786:2, 787:13, 793:19, 793:25, 797:44, 798:9</p> <p><b>commit</b> [1] - 766:37</p> <p><b>commitment</b> [7] - 770:46, 779:28, 784:10, 786:27, 795:31, 795:35, 796:19</p> <p><b>committee</b> [1] - 772:40</p> <p><b>common</b> [4] - 724:10, 757:47, 765:24, 776:10</p> <p><b>Commonwealth</b> [3] - 754:5, 776:11, 776:12</p> <p><b>communicate</b> [1] - 709:38</p> <p><b>communicated</b> [3] - 705:11, 706:34, 784:6</p> <p><b>communication</b> [1] - 714:36</p> <p><b>communities</b> [3] - 695:19, 779:37, 780:31</p> <p><b>community</b> [20] - 751:45, 757:43, 757:44, 760:32, 777:26, 779:33, 779:39, 780:23, 780:30, 780:35, 784:1, 784:3, 785:27, 788:2, 788:30, 789:24, 795:29, 796:35, 796:39, 797:3</p> <p><b>community-based</b> [1] - 779:39</p> <p><b>company</b> [1] - 779:27</p> <p><b>compared</b> [1] - 754:29</p> <p><b>complaining</b> [1] - 749:13</p> <p><b>complete</b> [1] - 738:39</p> <p><b>completed</b> [1] - 786:18</p> <p><b>completely</b> [1] - 739:47</p> <p><b>complex</b> [7] - 729:37, 740:8, 751:35, 753:5, 770:16, 781:37, 781:38</p> <p><b>complexities</b> [1] - 752:7</p> <p><b>complexity</b> [2] - 751:30, 751:42</p> <p><b>compliance</b> [1] - 737:18</p>	<p><b>compliant</b> [1] - 726:15</p> <p><b>complicated</b> [3] - 727:8, 781:36, 781:38</p> <p><b>complicating</b> [1] - 727:3</p> <p><b>complicit</b> [1] - 709:41</p> <p><b>composure</b> [1] - 706:43</p> <p><b>comprehensive</b> [1] - 776:3</p> <p><b>computer</b> [1] - 762:15</p> <p><b>concept</b> [2] - 767:7, 787:10</p> <p><b>concepts</b> [1] - 787:10</p> <p><b>concern</b> [12] - 698:34, 699:9, 699:23, 721:16, 763:32, 763:34, 766:31, 773:22, 776:38, 787:24, 788:30</p> <p><b>concerned</b> [7] - 734:7, 762:27, 772:3, 788:46, 789:3, 790:20, 790:46</p> <p><b>concerning</b> [2] - 700:10, 725:47</p> <p><b>concerns</b> [13] - 698:26, 699:8, 733:18, 743:45, 751:32, 751:40, 758:24, 764:6, 766:32, 766:39, 768:15, 785:46, 790:16</p> <p><b>conclude</b> [2] - 739:20, 777:36</p> <p><b>concluding</b> [2] - 776:31, 777:31</p> <p><b>conclusion</b> [1] - 714:29</p> <p><b>condense</b> [1] - 775:20</p> <p><b>condone</b> [1] - 757:4</p> <p><b>condoned</b> [2] - 744:40, 757:2</p> <p><b>condoning</b> [1] - 708:39</p> <p><b>Conduct</b> [3] - 759:31, 767:13, 776:19</p> <p><b>conducted</b> [1] - 698:4</p> <p><b>confidence</b> [2] - 782:14, 791:41</p> <p><b>confident</b> [3] - 770:5, 774:31, 793:43</p> <p><b>confidential</b> [3] - 749:43, 749:44, 761:29</p> <p><b>confidentiality</b> [1] - 787:36</p> <p><b>confirm</b> [1] - 787:28</p>	<p><b>conflict</b> [1] - 732:40</p> <p><b>conformed</b> [1] - 701:27</p> <p><b>conformist</b> [1] - 701:35</p> <p><b>confronted</b> [1] - 701:17</p> <p><b>confused</b> [2] - 752:6, 788:22</p> <p><b>confusing</b> [2] - 701:43, 728:16</p> <p><b>confusion</b> [2] - 701:40, 752:32</p> <p><b>congratulations</b> [1] - 740:25</p> <p><b>conjunction</b> [1] - 725:2</p> <p><b>connection</b> [2] - 770:17, 770:19</p> <p><b>connects</b> [1] - 754:32</p> <p><b>Consent</b> [13] - 725:26, 727:32, 727:38, 727:41, 728:15, 728:21, 728:36, 728:41, 728:43, 729:4, 729:22, 733:38, 735:29</p> <p><b>consent</b> [5] - 725:29, 726:3, 733:40, 735:33, 769:45</p> <p><b>consider</b> [1] - 774:36</p> <p><b>considerations</b> [2] - 695:17, 695:19</p> <p><b>considered</b> [4] - 753:45, 754:33, 754:34, 754:36</p> <p><b>consistency</b> [2] - 774:25, 777:19</p> <p><b>consistent</b> [1] - 792:19</p> <p><b>consistently</b> [3] - 750:21, 750:26, 750:29</p> <p><b>constantly</b> [5] - 717:32, 727:26, 772:40, 794:42</p> <p><b>consultation</b> [2] - 752:5, 784:2</p> <p><b>consults</b> [1] - 730:30</p> <p><b>consuming</b> [1] - 750:5</p> <p><b>contact</b> [14] - 700:36, 715:17, 724:24, 735:18, 737:17, 750:2, 750:3, 758:8, 763:24, 769:44, 781:22, 782:4, 782:28</p> <p><b>contacted</b> [7] - 712:47, 734:28, 735:2, 735:3,</p>	<p>737:31, 781:28</p> <p><b>contacting</b> [2] - 714:33, 782:13</p> <p><b>contacts</b> [1] - 781:17</p> <p><b>container</b> [2] - 785:28, 794:19</p> <p><b>contemporary</b> [1] - 789:8</p> <p><b>content</b> [3] - 754:45, 796:22, 797:40</p> <p><b>contents</b> [6] - 719:41, 741:29, 742:3, 742:19, 779:9, 779:13</p> <p><b>context</b> [16] - 695:13, 722:26, 726:28, 733:21, 737:14, 737:16, 743:12, 761:10, 762:44, 775:15, 786:8, 787:37, 789:7, 789:8, 794:21, 797:29</p> <p><b>contexts</b> [1] - 783:31</p> <p><b>contextual</b> [1] - 737:19</p> <p><b>continue</b> [3] - 705:2, 710:5, 738:22</p> <p><b>continued</b> [5] - 705:10, 707:46, 709:28, 711:9, 788:11</p> <p><b>continuum</b> [3] - 732:7, 733:31, 734:35</p> <p><b>contract</b> [1] - 764:43</p> <p><b>contrary</b> [1] - 759:10</p> <p><b>contributed</b> [1] - 713:44</p> <p><b>control</b> [7] - 709:23, 726:25, 726:26, 726:29, 726:46, 744:22, 754:43</p> <p><b>controversial</b> [1] - 784:22</p> <p><b>conversation</b> [47] - 698:42, 698:47, 699:2, 699:31, 705:20, 705:22, 705:23, 706:32, 706:39, 706:46, 706:47, 707:1, 707:8, 707:15, 707:16, 707:17, 707:34, 707:40, 708:10, 708:21, 708:28, 709:8, 711:10, 711:31, 711:34, 711:36, 711:37, 715:18, 735:19, 759:8,</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>759:18, 759:20, 759:21, 759:23, 761:23, 761:25, 766:1, 766:15, 766:16, 766:24, 767:36, 768:10, 776:20, 778:26, 785:31, 791:14</p> <p><b>Conversation</b> [13] - 725:26, 727:32, 727:38, 727:42, 728:16, 728:21, 728:36, 728:41, 728:43, 729:4, 729:22, 733:38, 735:29</p> <p><b>conversational</b> [1] - 775:15</p> <p><b>conversations</b> [17] - 698:47, 699:1, 699:12, 699:15, 699:19, 732:2, 739:12, 758:38, 758:43, 761:12, 761:22, 765:13, 765:16, 765:40, 767:45, 768:14, 775:39</p> <p><b>conversations"</b> [1] - 759:7</p> <p><b>conveyed</b> [1] - 708:27</p> <p><b>cooking</b> [1] - 745:31</p> <p><b>cop</b> [3] - 709:11, 709:14, 709:22</p> <p><b>copy</b> [4] - 695:30, 695:32, 775:26, 775:34</p> <p><b>corner</b> [2] - 744:25, 757:5</p> <p><b>correct</b> [17] - 696:3, 696:4, 696:24, 703:38, 719:41, 720:11, 739:47, 741:29, 742:3, 742:20, 772:30, 773:9, 779:7, 779:13, 779:15, 780:41, 780:43</p> <p><b>corrections</b> [1] - 696:9</p> <p><b>corridors</b> [1] - 710:14</p> <p><b>cost</b> [2] - 727:23, 727:25</p> <p><b>costs</b> [1] - 755:42</p> <p><b>council</b> [1] - 796:36</p> <p><b>counsel</b> [1] - 780:28</p> <p><b>counselling</b> [2] - 708:19, 780:26</p> <p><b>counsellors</b> [2] - 720:20, 724:5</p> <p><b>counsellors'</b> [1] -</p>	<p>731:11</p> <p><b>count</b> [1] - 731:18</p> <p><b>counted</b> [1] - 771:24</p> <p><b>counterparts</b> [1] - 775:42</p> <p><b>couple</b> [11] - 703:47, 704:4, 721:2, 729:4, 735:5, 735:37, 735:38, 767:2, 767:45, 776:4, 791:21</p> <p><b>courage</b> [1] - 719:4</p> <p><b>course</b> [10] - 700:1, 711:13, 722:47, 737:19, 756:38, 756:40, 759:12, 796:19, 797:8, 797:12</p> <p><b>cover</b> [4] - 748:5, 755:7, 761:2, 777:34</p> <p><b>coverage</b> [1] - 775:28</p> <p><b>covering</b> [1] - 715:34</p> <p><b>covers</b> [1] - 723:35</p> <p><b>COVID</b> [1] - 732:18</p> <p><b>create</b> [7] - 720:41, 721:20, 782:19, 785:4, 792:33, 795:28, 796:45</p> <p><b>created</b> [4] - 782:30, 785:21, 785:23, 791:9</p> <p><b>creates</b> [1] - 789:30</p> <p><b>creating</b> [1] - 784:12</p> <p><b>Crescent</b> [1] - 742:11</p> <p><b>crickets</b> [1] - 712:42</p> <p><b>criminal</b> [9] - 708:13, 712:18, 712:25, 712:30, 713:9, 714:26, 714:29, 715:14, 718:12</p> <p><b>critical</b> [2] - 785:30, 790:33</p> <p><b>critically</b> [1] - 783:42</p> <p><b>critiquing</b> [1] - 794:43</p> <p><b>crossed</b> [2] - 699:4, 701:36</p> <p><b>crowd</b> [1] - 744:22</p> <p><b>crucial</b> [2] - 736:33, 737:3</p> <p><b>crying</b> [3] - 706:20, 706:28, 717:36</p> <p><b>cubicle</b> [1] - 706:43</p> <p><b>cultural</b> [3] - 770:23, 783:31, 796:46</p> <p><b>culture</b> [13] - 758:34, 760:18, 782:20, 784:13, 784:47, 788:43, 790:11, 790:28, 790:30, 793:39, 793:46,</p>	<p>797:6</p> <p><b>cultures</b> [4] - 782:23, 783:39, 788:45, 789:15</p> <p><b>cumbersome</b> [5] - 750:4, 750:5, 762:37, 763:7, 763:14</p> <p><b>curiosity</b> [5] - 725:43, 791:30, 792:3, 792:40</p> <p><b>curious</b> [2] - 725:44, 791:29</p> <p><b>curious"</b> [1] - 791:24</p> <p><b>current</b> [7] - 731:12, 733:1, 772:7, 772:43, 780:4, 783:22, 789:8</p> <p><b>curriculum</b> [5] - 721:28, 784:11, 791:44, 796:22, 797:40</p> <p><b>cut</b> [6] - 707:38, 738:27, 745:37, 752:10, 752:25, 785:41</p> <p><b>CV</b> [1] - 779:18</p> <p><b>cycle</b> [3] - 748:29, 775:47, 776:3</p>	<p><b>dealing</b> [6] - 723:36, 748:22, 764:13, 772:39, 786:10, 788:42</p> <p><b>dealt</b> [1] - 713:23</p> <p><b>death</b> [1] - 780:9</p> <p><b>Debra</b> [3] - 740:42, 741:37, 756:9</p> <p><b>DEBRA</b> [1] - 741:1</p> <p><b>Debra's</b> [1] - 754:32</p> <p><b>decade</b> [1] - 776:34</p> <p><b>December</b> [1] - 736:4</p> <p><b>decide</b> [1] - 728:13</p> <p><b>decided</b> [5] - 695:9, 713:32, 713:35, 717:44, 771:16</p> <p><b>decision</b> [4] - 728:23, 728:24, 753:18, 754:1</p> <p><b>decisions</b> [2] - 753:15, 767:14</p> <p><b>declared</b> [1] - 779:5</p> <p><b>declined</b> [1] - 714:25</p> <p><b>declining</b> [1] - 714:18</p> <p><b>decrease</b> [2] - 709:36, 736:40</p> <p><b>decreased</b> [2] - 739:15, 785:9</p> <p><b>decreases</b> [1] - 785:12</p> <p><b>decriminalisation</b> [1] - 786:33</p> <p><b>dedicated</b> [2] - 729:42, 778:22</p> <p><b>deem</b> [2] - 716:45, 754:47</p> <p><b>deep</b> [1] - 765:15</p> <p><b>defamation</b> [2] - 766:32, 766:41</p> <p><b>default</b> [1] - 791:29</p> <p><b>deference</b> [1] - 701:23</p> <p><b>definite</b> [1] - 699:17</p> <p><b>definitely</b> [13] - 700:39, 703:26, 737:33, 757:41, 761:9, 761:11, 761:20, 761:23, 761:26, 771:6, 781:2, 797:7, 797:13</p> <p><b>definition</b> [1] - 722:14</p> <p><b>degree</b> [3] - 721:25, 760:16, 760:17</p> <p><b>deliberate</b> [4] - 700:24, 700:38, 701:7, 702:28</p> <p><b>deliberately</b> [1] - 700:32</p> <p><b>deliver</b> [19] - 719:47, 725:25, 725:26, 727:19, 727:21, 727:26, 727:41,</p>	<p>728:18, 728:23, 728:44, 730:47, 731:30, 732:15, 733:42, 734:30, 782:38, 786:5, 790:1, 795:14</p> <p><b>delivered</b> [9] - 729:6, 729:7, 729:12, 734:20, 736:2, 736:11, 745:17, 785:45, 787:9</p> <p><b>delivering</b> [6] - 730:31, 731:19, 735:38, 782:35, 784:33, 786:3</p> <p><b>demand</b> [2] - 740:15, 781:32</p> <p><b>demonstrated</b> [1] - 753:7</p> <p><b>demonstrating</b> [1] - 700:22</p> <p><b>Department</b> [36] - 712:15, 712:20, 712:38, 713:14, 713:21, 714:8, 714:10, 715:26, 717:7, 724:6, 724:8, 728:17, 728:19, 728:22, 729:15, 733:2, 734:17, 734:19, 734:27, 735:10, 749:41, 764:39, 764:42, 773:12, 773:29, 780:16, 781:10, 781:12, 781:13, 781:45, 786:15, 786:22, 786:28, 789:44, 789:47, 795:13</p> <p><b>department</b> [17] - 712:47, 713:44, 745:42, 745:47, 746:10, 747:5, 747:7, 760:1, 760:41, 771:12, 772:6, 773:1, 775:3, 776:36, 777:40, 786:13, 786:14</p> <p><b>department's</b> [1] - 772:11</p> <p><b>deposited</b> [1] - 710:9</p> <p><b>depression</b> [2] - 717:25, 717:26</p> <p><b>deprofessionalised</b> [2] - 768:42, 768:46</p> <p><b>Deputy</b> [2] - 714:32, 716:5</p> <p><b>describe</b> [2] - 712:3, 712:10</p>
<b>D</b>				
		<p><b>dad</b> [2] - 697:13, 722:33</p> <p><b>damned</b> [2] - 709:10, 709:15</p> <p><b>dark</b> [2] - 702:38, 709:39</p> <p><b>data</b> [7] - 748:20, 748:21, 748:26, 748:39, 748:40, 749:14, 759:16</p> <p><b>date</b> [2] - 724:19, 750:39</p> <p><b>dated</b> [1] - 696:2</p> <p><b>day-to-day</b> [1] - 772:38</p> <p><b>days</b> [10] - 698:13, 702:26, 711:8, 714:38, 730:3, 730:25, 744:26, 755:36, 769:28</p> <p><b>deal</b> [12] - 716:40, 717:33, 718:5, 718:16, 718:17, 721:27, 723:6, 726:19, 739:30, 768:25, 769:14, 796:16</p>		

<p><b>described</b> [1] - 756:27  <b>designed</b> [1] - 724:3  <b>desire</b> [1] - 792:45  <b>desist</b> [1] - 707:46  <b>desk</b> [2] - 760:22, 772:38  <b>desperately</b> [1] - 738:14  <b>despite</b> [6] - 698:32, 712:22, 712:23, 712:29, 712:35  <b>destroyed</b> [1] - 717:10  <b>detail</b> [2] - 713:43, 767:3  <b>detailed</b> [1] - 776:4  <b>details</b> [1] - 748:19  <b>detective</b> [1] - 717:33  <b>Detention</b> [4] - 735:46, 736:3, 736:46, 737:41  <b>deter</b> [1] - 776:23  <b>determined</b> [1] - 701:45  <b>determining</b> [1] - 790:28  <b>devastated</b> [2] - 711:40, 716:39  <b>devastating</b> [4] - 707:42, 711:19, 711:29, 712:13  <b>develop</b> [3] - 730:35, 735:41, 783:43  <b>developed</b> [6] - 721:6, 721:7, 723:21, 723:29, 784:2, 785:18  <b>developing</b> [2] - 730:30, 735:37  <b>development</b> [6] - 722:14, 722:17, 722:34, 723:8, 739:23, 742:45  <b>developmental</b> [6] - 720:38, 722:5, 722:35, 723:11, 733:46  <b>developmentally</b> [3] - 722:11, 734:4  <b>device</b> [1] - 775:9  <b>devices</b> [1] - 774:42  <b>devolving</b> [1] - 791:27  <b>Devonport</b> [1] - 741:38  <b>diagnosis</b> [1] - 727:4  <b>diagram</b> [3] - 728:17, 729:15, 730:33  <b>died</b> [1] - 780:8  <b>difference</b> [4] - 708:26, 737:40, 739:5, 769:6</p>	<p><b>different</b> [27] - 697:13, 699:4, 703:33, 705:24, 722:40, 722:42, 725:31, 725:40, 726:28, 729:5, 734:3, 740:38, 755:18, 755:32, 756:16, 758:2, 759:47, 761:3, 761:32, 768:27, 771:15, 771:29, 783:31, 786:41, 789:20  <b>differently</b> [5] - 706:10, 706:11, 717:40, 747:9, 771:15  <b>difficult</b> [8] - 701:15, 719:4, 736:13, 739:18, 761:38, 783:3, 793:29, 794:5  <b>difficulties</b> [2] - 755:22, 781:46  <b>difficulty</b> [1] - 738:10  <b>dignity</b> [1] - 793:41  <b>diligence</b> [1] - 767:10  <b>diligent</b> [1] - 767:8  <b>diligently</b> [1] - 763:16  <b>direct</b> [3] - 780:23, 780:26, 780:27  <b>directed</b> [3] - 711:15, 727:36, 733:39  <b>direction</b> [1] - 699:42  <b>director</b> [1] - 779:27  <b>disability</b> [2] - 727:5, 775:1  <b>disagree</b> [1] - 700:35  <b>disclose</b> [2] - 712:1, 794:29  <b>disclosed</b> [1] - 788:16  <b>discloses</b> [1] - 751:44  <b>disclosure</b> [5] - 712:22, 712:23, 728:5, 728:10, 732:46  <b>disclosures</b> [9] - 721:27, 721:36, 723:1, 723:36, 739:30, 739:31, 739:32, 774:4, 774:9  <b>Discovery</b> [2] - 698:12, 698:15  <b>discretion</b> [2] - 743:46, 767:7  <b>Discrimination</b> [1] - 792:47  <b>discuss</b> [1] - 696:38  <b>discussed</b> [1] - 707:2  <b>discussion</b> [2] - 707:3, 741:12</p>	<p><b>discussions</b> [4] - 732:17, 734:26, 758:24, 761:5  <b>disdain</b> [3] - 710:10, 710:21, 712:15  <b>disjunct</b> [1] - 716:1  <b>dismissed</b> [1] - 733:29  <b>dismissive</b> [2] - 710:20, 733:32  <b>displayed</b> [1] - 756:34  <b>displaying</b> [2] - 731:33, 738:6  <b>disrupt</b> [1] - 756:41  <b>disseminating</b> [2] - 789:32, 790:31  <b>distance</b> [1] - 713:22  <b>distilled</b> [2] - 760:6, 776:36  <b>distinguish</b> [1] - 722:10  <b>diverse</b> [6] - 786:16, 786:23, 787:47, 788:3, 791:32, 792:16  <b>diversities</b> [3] - 791:45, 791:46, 795:21  <b>Diversity</b> [6] - 782:30, 783:20, 785:36, 786:19, 787:5, 797:19  <b>diversity</b> [6] - 784:24, 784:39, 792:32, 797:37, 797:42, 798:2  <b>divided</b> [1] - 702:29  <b>doc</b> [1] - 762:14  <b>document</b> [2] - 782:42, 783:19  <b>documents</b> [6] - 717:35, 759:4, 759:8, 759:10, 759:43, 760:12  <b>DoE</b> [2] - 735:24, 753:14  <b>dog</b> [3] - 698:39, 698:44, 698:46  <b>domestic</b> [2] - 726:22, 756:12  <b>done</b> [29] - 700:47, 709:24, 710:1, 711:24, 711:25, 713:13, 713:15, 713:16, 715:40, 715:42, 729:26, 731:1, 731:34, 732:29, 733:7, 736:5, 737:31, 737:33, 745:37,</p>	<p>764:46, 770:11, 775:4, 777:25, 782:19, 784:3, 784:12, 787:33, 787:45  <b>doors</b> [1] - 789:21  <b>doorway</b> [3] - 702:32, 702:33, 711:6  <b>doubt</b> [4] - 748:46, 756:45, 772:30, 790:14  <b>down</b> [31] - 698:13, 703:9, 705:28, 709:39, 712:11, 712:16, 730:4, 734:1, 737:2, 737:7, 745:46, 747:15, 747:26, 748:16, 759:25, 760:6, 766:37, 769:14, 769:27, 769:29, 773:1, 775:35, 776:36, 779:43, 779:45, 785:34, 787:38, 790:10, 790:22, 790:25, 795:25  <b>draft's</b> [1] - 786:18  <b>Drake</b> [14] - 740:42, 741:34, 741:37, 746:9, 750:26, 753:27, 758:18, 761:2, 768:14, 768:30, 771:9, 772:9, 777:31, 781:45  <b>DRAKE</b> [56] - 741:1, 741:37, 741:43, 742:1, 742:6, 746:12, 746:17, 746:22, 746:35, 746:41, 746:46, 747:4, 747:15, 747:20, 747:25, 747:36, 747:40, 747:46, 748:15, 748:37, 749:3, 749:10, 749:16, 749:21, 749:26, 749:31, 749:39, 750:9, 750:13, 750:29, 754:39, 758:21, 761:9, 761:32, 762:2, 762:7, 762:12, 762:24, 762:32, 762:36, 762:43, 763:7, 763:21, 768:19, 768:34, 768:38, 768:42,</p>	<p>769:36, 769:40, 769:44, 771:12, 772:15, 773:14, 775:14, 775:33, 777:38  <b>dramatic</b> [1] - 700:44  <b>dress</b> [2] - 788:13, 791:9  <b>driven</b> [1] - 723:14  <b>driver</b> [1] - 724:45  <b>drivers</b> [4] - 725:40, 727:1, 731:47, 738:44  <b>driving</b> [2] - 736:35, 736:39  <b>drop</b> [2] - 745:14, 748:23  <b>dropped</b> [2] - 707:27, 777:24  <b>dropping</b> [1] - 707:10  <b>drove</b> [1] - 704:39  <b>dry</b> [1] - 752:10  <b>due</b> [2] - 744:28, 767:10  <b>durational</b> [1] - 785:8  <b>during</b> [8] - 695:25, 698:16, 718:12, 728:32, 744:18, 750:44, 756:29, 781:43  <b>duties</b> [2] - 699:28, 706:8  <b>dutifully</b> [1] - 706:20  <b>duty</b> [4] - 698:17, 698:21, 721:31, 793:2</p>
<b>E</b>				
<p><b>eager</b> [1] - 697:16  <b>early</b> [9] - 697:9, 697:44, 702:26, 750:45, 758:4, 758:24, 765:16, 767:46, 787:32  <b>earshot</b> [1] - 699:15  <b>ease</b> [1] - 704:24  <b>east</b> [2] - 698:2, 698:3  <b>Easter</b> [2] - 714:15, 714:16  <b>eastern</b> [1] - 779:25  <b>Ec</b> [1] - 745:31  <b>economic</b> [6] - 750:43, 754:22, 754:31, 754:35, 756:10, 756:20  <b>economically</b> [2] - 752:44, 754:28  <b>edit</b> [1] - 764:2</p>				

<p><b>editable</b> [1] - 763:35  <b>educate</b> [4] - 783:46, 791:27, 792:41, 797:40  <b>educated</b> [1] - 795:23  <b>educating</b> [2] - 792:18, 796:22  <b>Education</b> [42] - 712:15, 712:20, 712:38, 713:1, 713:4, 713:14, 713:21, 713:33, 713:41, 714:7, 714:10, 714:24, 715:17, 715:26, 716:6, 716:21, 717:7, 721:39, 724:6, 724:8, 728:18, 728:19, 728:22, 729:15, 733:2, 734:17, 734:19, 734:27, 735:11, 749:41, 764:41, 773:12, 773:29, 780:17, 781:14, 781:46, 786:15, 786:28, 789:44, 790:1, 795:13  <b>education</b> [19] - 725:23, 726:1, 726:2, 734:9, 734:31, 734:44, 735:44, 737:14, 739:22, 745:10, 760:40, 764:39, 776:36, 776:46, 777:19, 780:13, 788:27, 791:42, 793:5  <b>education's</b> [2] - 776:39, 777:23  <b>Education's</b> [1] - 786:22  <b>educational</b> [3] - 734:43, 756:42, 791:32  <b>Educators</b> [3] - 728:46, 729:23, 733:41  <b>educators</b> [7] - 723:23, 733:43, 739:28, 788:44, 790:32, 791:35, 792:2  <b>effect</b> [2] - 757:7, 757:44  <b>effectively</b> [1] - 700:18  <b>efficacy</b> [1] - 768:32  <b>eight</b> [5] - 728:32,</p>	<p>733:36, 733:39, 746:36, 750:42  <b>either</b> [7] - 704:7, 709:15, 722:7, 730:29, 732:3, 772:38, 778:3  <b>elements</b> [2] - 727:31, 728:38  <b>eludes</b> [1] - 707:18  <b>email</b> [4] - 714:3, 763:22, 763:25, 766:26  <b>emailed</b> [1] - 781:30  <b>embarked</b> [1] - 713:9  <b>embed</b> [3] - 783:47, 790:10, 790:24  <b>embedded</b> [3] - 786:1, 790:3, 797:9  <b>embedding</b> [1] - 760:32  <b>emerge</b> [1] - 741:13  <b>emotion</b> [1] - 712:9  <b>emotional</b> [2] - 706:40, 776:46  <b>emotionally</b> [1] - 721:14  <b>emphasis</b> [1] - 721:3  <b>emphasise</b> [1] - 785:25  <b>employ</b> [1] - 754:7  <b>employed</b> [3] - 746:10, 764:42, 781:35  <b>encompassing</b> [1] - 718:20  <b>encoder</b> [2] - 739:26, 743:20  <b>encourage</b> [1] - 708:33  <b>end</b> [21] - 700:26, 704:11, 705:15, 705:32, 709:6, 714:33, 714:39, 733:26, 734:12, 734:39, 737:2, 752:23, 753:2, 754:15, 763:19, 764:15, 778:28, 780:1, 780:12, 795:8, 795:9  <b>endeavoured</b> [1] - 781:27  <b>ended</b> [2] - 704:12, 798:2  <b>endorsed</b> [1] - 795:13  <b>ends</b> [1] - 748:29  <b>endure</b> [1] - 793:37  <b>engage</b> [13] - 696:37, 698:36, 699:1, 699:11, 699:15,</p>	<p>733:17, 736:24, 738:42, 739:1, 785:17, 785:26, 785:31, 790:1  <b>engaged</b> [2] - 725:6, 738:21  <b>engagement</b> [2] - 770:13, 778:15  <b>engagements</b> [1] - 736:9  <b>engaging</b> [10] - 699:22, 722:4, 724:42, 726:24, 731:41, 733:14, 734:13, 736:20, 737:36, 785:2  <b>English</b> [1] - 776:40  <b>enjoy</b> [1] - 696:40  <b>enormous</b> [1] - 719:3  <b>enquiries</b> [2] - 699:43, 723:4  <b>enquiring</b> [1] - 780:8  <b>enrolled</b> [1] - 787:33  <b>ensure</b> [5] - 734:11, 760:11, 767:14, 784:40, 789:33  <b>ensured</b> [1] - 760:23  <b>ensuring</b> [5] - 759:5, 760:45, 779:29, 788:2, 796:22  <b>enter</b> [4] - 749:46, 750:16, 761:42, 763:43  <b>entered</b> [3] - 750:1, 750:4, 763:42  <b>entertainment</b> [1] - 698:40  <b>enthusiastic</b> [1] - 703:18  <b>enticing</b> [1] - 703:14  <b>entire</b> [2] - 777:9, 782:47  <b>environment</b> [12] - 720:35, 726:32, 733:18, 745:25, 758:6, 758:27, 774:20, 784:10, 784:32, 789:27, 790:17, 790:22  <b>Environments</b> [1] - 760:42  <b>environments</b> [6] - 760:43, 793:24, 793:26, 797:21, 797:31, 797:32  <b>equality</b> [2] - 792:32, 792:42  <b>equally</b> [4] - 698:45, 704:22, 707:8, 710:47</p>	<p><b>equipment</b> [2] - 700:29, 701:4  <b>equitable</b> [1] - 755:10  <b>equity</b> [1] - 792:16  <b>equivalent</b> [2] - 713:34, 731:19  <b>erected</b> [2] - 795:27, 796:9  <b>error</b> [1] - 787:39  <b>escalated</b> [3] - 700:26, 700:32, 736:21  <b>escalation</b> [1] - 756:29  <b>especially</b> [3] - 721:37, 723:23, 726:5  <b>essentially</b> [16] - 701:15, 701:19, 701:20, 701:28, 702:40, 705:32, 708:31, 708:33, 708:41, 709:9, 709:40, 710:36, 711:3, 711:42, 713:44, 717:26  <b>establish</b> [1] - 781:35  <b>estimate</b> [1] - 708:5  <b>estimates</b> [1] - 748:21  <b>event</b> [1] - 745:7  <b>events</b> [3] - 717:9, 717:15, 737:6  <b>eventually</b> [2] - 709:4, 709:40  <b>eventuated</b> [1] - 756:36  <b>everywhere</b> [6] - 725:12, 725:13, 725:14, 733:32, 778:1, 778:2  <b>Evidence</b> [1] - 712:31  <b>evidence</b> [23] - 695:18, 695:23, 695:25, 718:28, 718:34, 718:39, 719:9, 720:29, 731:29, 740:34, 740:37, 741:9, 749:6, 756:26, 758:23, 762:21, 781:44, 790:7, 790:13, 792:6, 792:27, 798:1, 798:3  <b>evidence-based</b> [1] - 731:29  <b>evident</b> [1] - 701:6  <b>evolved</b> [1] - 780:6  <b>exactly</b> [8] - 709:21, 710:8, 716:36, 736:14, 764:22, 764:36, 785:38</p>	<p><b>EXAMINATION</b> [4] - 695:41, 719:26, 741:7, 778:41  <b>examined</b> [2] - 695:39, 778:39  <b>examining</b> [1] - 742:26  <b>example</b> [16] - 752:14, 753:40, 760:32, 765:37, 767:21, 774:3, 777:42, 783:2, 783:15, 787:9, 787:12, 789:29, 791:19, 795:46, 796:3, 797:3  <b>examples</b> [8] - 767:2, 784:4, 785:22, 787:24, 791:21, 792:4, 793:18, 795:46  <b>except</b> [5] - 711:17, 761:35, 788:16, 797:38  <b>exceptionally</b> [2] - 716:23, 717:11  <b>excessive</b> [1] - 726:43  <b>excruciating</b> [1] - 711:41  <b>excuse</b> [1] - 796:41  <b>excuses</b> [3] - 709:32, 709:33, 709:34  <b>exert</b> [1] - 726:28  <b>exhibited</b> [1] - 736:29  <b>exist</b> [1] - 792:12  <b>existed</b> [1] - 783:28  <b>existence</b> [1] - 786:35  <b>exists</b> [4] - 789:9, 789:10, 793:9  <b>expect</b> [3] - 716:7, 766:4, 783:42  <b>expectations</b> [3] - 709:28, 709:30, 709:32  <b>expected</b> [7] - 703:18, 705:5, 707:47, 726:14, 734:4, 744:36, 744:38  <b>experience</b> [21] - 696:32, 715:46, 726:26, 732:47, 749:23, 750:21, 750:27, 750:33, 751:11, 751:13, 763:10, 768:27, 769:15, 769:18, 770:25, 770:32, 774:14, 779:20, 783:32, 788:47  <b>experienced</b> [3] - 719:6, 733:22, 756:3</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>experiences</b> [4] - 715:27, 742:25, 779:38, 787:25</p> <p><b>experiment</b> [2] - 700:6, 700:9</p> <p><b>experimentation</b> [1] - 701:1</p> <p><b>expertise</b> [1] - 782:14</p> <p><b>explain</b> [15] - 695:21, 698:29, 709:6, 721:46, 722:19, 722:20, 769:2, 769:5, 780:5, 783:24, 786:2, 787:23, 787:28, 791:22, 796:7</p> <p><b>explains</b> [2] - 792:38, 792:40</p> <p><b>explanation</b> [1] - 766:45</p> <p><b>exploded</b> [1] - 709:9</p> <p><b>explore</b> [2] - 742:24, 758:26</p> <p><b>exposed</b> [3] - 790:16, 791:40, 793:9</p> <p><b>expression</b> [1] - 792:26</p> <p><b>expressions</b> [1] - 710:15</p> <p><b>extend</b> [1] - 745:18</p> <p><b>extended</b> [4] - 698:10, 698:11, 702:36</p> <p><b>extends</b> [1] - 716:23</p> <p><b>extent</b> [5] - 699:32, 708:18, 760:31, 785:47, 790:21</p> <p><b>external</b> [1] - 738:16</p> <p><b>extra</b> [6] - 698:43, 700:5, 706:7, 706:8, 706:9, 725:5</p> <p><b>extracting</b> [1] - 699:46</p> <p><b>extrapolate</b> [1] - 767:3</p> <p><b>extremely</b> [5] - 701:43, 706:40, 725:47, 740:22, 773:34</p> <p><b>eyes</b> [1] - 706:17</p>	<p>712:6, 715:46, 717:42, 790:43, 791:7, 793:3, 796:33</p> <p><b>factor</b> [1] - 751:36</p> <p><b>factors</b> [4] - 702:21, 727:3, 791:37, 791:38</p> <p><b>faggots</b> [1] - 796:12</p> <p><b>fair</b> [9] - 723:20, 731:20, 745:12, 745:29, 753:29, 757:7, 757:15, 772:19, 772:38</p> <p><b>fairly</b> [2] - 697:11, 702:32</p> <p><b>faith</b> [1] - 716:2</p> <p><b>fall</b> [4] - 714:47, 754:35, 763:4</p> <p><b>fallen</b> [1] - 708:5</p> <p><b>fallout</b> [2] - 716:39, 716:44</p> <p><b>falls</b> [2] - 751:38, 751:40</p> <p><b>familiar</b> [7] - 698:34, 700:15, 732:4, 765:14, 792:9, 792:11, 792:12</p> <p><b>familiarity</b> [1] - 699:5</p> <p><b>families</b> [4] - 720:19, 720:21, 780:24, 783:3</p> <p><b>Families</b> [1] - 752:24</p> <p><b>Family</b> [1] - 769:7</p> <p><b>family</b> [25] - 696:42, 696:43, 697:12, 701:46, 709:22, 725:5, 725:7, 725:8, 726:22, 726:27, 745:18, 751:44, 756:13, 762:44, 762:45, 764:23, 769:32, 769:33, 769:36, 769:38, 770:13, 777:25, 781:24, 788:3, 795:43</p> <p><b>fantastic</b> [2] - 717:14, 733:8</p> <p><b>far</b> [9] - 699:19, 702:37, 704:7, 706:16, 708:21, 733:35, 738:27, 744:10, 763:45</p> <p><b>fast</b> [2] - 704:11, 716:20</p> <p><b>fast-forward</b> [2] - 704:11, 716:20</p> <p><b>fault</b> [1] - 706:12</p> <p><b>fawn</b> [1] - 701:20</p> <p><b>FAYE</b> [1] - 695:39</p>	<p><b>Faye</b> [1] - 695:45</p> <p><b>fear</b> [3] - 702:7, 717:32, 788:42</p> <p><b>feared</b> [1] - 705:34</p> <p><b>February</b> [3] - 780:42, 781:5, 782:40</p> <p><b>fee</b> [2] - 727:22, 729:7</p> <p><b>fee-for-service</b> [2] - 727:22, 729:7</p> <p><b>feedback</b> [2] - 736:10, 736:11</p> <p><b>feeds</b> [2] - 778:3, 778:11</p> <p><b>fell</b> [2] - 714:15, 744:29</p> <p><b>felt</b> [13] - 705:44, 705:46, 706:4, 706:12, 710:39, 712:9, 715:12, 716:11, 745:42, 745:44, 788:14, 788:20</p> <p><b>female</b> [2] - 744:14, 744:17</p> <p><b>Fenton</b> [1] - 741:38</p> <p><b>few</b> [7] - 724:7, 725:31, 725:40, 731:7, 734:21, 736:12, 774:37</p> <p><b>field</b> [3] - 699:10, 790:3, 794:42</p> <p><b>figure</b> [1] - 724:45</p> <p><b>figured</b> [1] - 730:47</p> <p><b>figures</b> [2] - 748:43, 748:46</p> <p><b>file</b> [1] - 763:44</p> <p><b>fill</b> [4] - 714:12, 753:37, 755:23, 755:32</p> <p><b>final</b> [3] - 778:35, 786:18, 797:17</p> <p><b>finally</b> [1] - 785:16</p> <p><b>fine</b> [2] - 700:19, 710:35</p> <p><b>finish</b> [2] - 705:8, 765:15</p> <p><b>finished</b> [3] - 715:14, 744:25, 744:28</p> <p><b>Fire</b> [1] - 780:18</p> <p><b>first</b> [22] - 701:46, 717:13, 718:3, 720:25, 721:35, 723:29, 725:30, 743:4, 745:46, 745:47, 748:40, 749:8, 749:35, 750:41, 752:33, 755:28, 755:29, 756:17, 759:23, 759:25, 774:20,</p>	<p>777:10</p> <p><b>fit</b> [1] - 740:24</p> <p><b>five</b> [6] - 727:46, 727:47, 755:28, 756:47, 760:5, 779:25</p> <p><b>fived</b> [1] - 744:41</p> <p><b>fivers</b> [1] - 756:40</p> <p><b>fixing</b> [1] - 715:38</p> <p><b>flag</b> [7] - 758:14, 795:28, 795:34, 795:35, 796:10, 796:18, 796:29</p> <p><b>flagged</b> [2] - 733:27, 737:25</p> <p><b>flagpole</b> [2] - 795:26, 796:9</p> <p><b>flags</b> [4] - 764:47, 765:17, 765:43, 776:19</p> <p><b>flattering</b> [2] - 703:24, 703:28</p> <p><b>flew</b> [1] - 795:34</p> <p><b>flexibility</b> [1] - 754:3</p> <p><b>flexible</b> [6] - 747:28, 747:34, 747:43, 753:3, 753:28, 754:36</p> <p><b>flipside</b> [1] - 708:34</p> <p><b>flood</b> [1] - 706:15</p> <p><b>flooded</b> [1] - 740:15</p> <p><b>floodgates</b> [1] - 705:46</p> <p><b>floor</b> [2] - 702:37, 704:38</p> <p><b>flow</b> [2] - 752:25, 768:17</p> <p><b>fly</b> [2] - 795:28, 795:35</p> <p><b>focus</b> [6] - 736:30, 739:21, 748:5, 748:6, 766:46, 787:47</p> <p><b>focused</b> [1] - 748:9</p> <p><b>focusing</b> [2] - 779:20, 795:39</p> <p><b>folder</b> [1] - 760:2</p> <p><b>follow</b> [10] - 696:39, 700:28, 706:41, 707:42, 716:35, 717:10, 727:43, 737:46, 738:32, 772:4</p> <p><b>follow-up</b> [3] - 707:42, 717:10, 738:32</p> <p><b>followed</b> [1] - 706:20</p> <p><b>following</b> [2] - 706:30, 714:29</p> <p><b>follows</b> [1] - 696:16</p> <p><b>fond</b> [1] - 717:11</p> <p><b>foot</b> [1] - 702:41</p>	<p><b>force</b> [1] - 737:23</p> <p><b>forefront</b> [1] - 794:22</p> <p><b>foremost</b> [1] - 718:3</p> <p><b>foreshadow</b> [1] - 714:28</p> <p><b>forget</b> [3] - 721:5, 738:8, 769:33</p> <p><b>forgive</b> [1] - 788:38</p> <p><b>forgotten</b> [2] - 714:17, 716:46</p> <p><b>form</b> [2] - 759:47, 760:7</p> <p><b>formalising</b> [1] - 776:23</p> <p><b>fortnight</b> [5] - 755:39, 755:42, 773:39, 773:44, 777:3</p> <p><b>fortunate</b> [1] - 752:46</p> <p><b>forward</b> [11] - 704:11, 708:10, 715:39, 715:45, 716:20, 720:39, 752:14, 755:40, 782:5, 793:27, 794:29</p> <p><b>foundational</b> [1] - 760:42</p> <p><b>four</b> [20] - 728:18, 728:23, 728:31, 728:41, 728:42, 728:43, 729:16, 730:25, 744:31, 755:32, 756:47, 760:5, 762:38, 782:30, 782:34, 782:39, 782:42, 783:23, 783:26</p> <p><b>framework</b> [16] - 720:31, 729:24, 731:42, 731:45, 732:32, 782:31, 783:25, 783:27, 783:33, 783:34, 783:36, 783:38, 783:40, 792:44, 793:1</p> <p><b>Framework</b> [9] - 729:25, 734:32, 734:40, 782:30, 783:20, 785:36, 786:19, 787:5, 797:19</p> <p><b>frameworks</b> [1] - 790:34</p> <p><b>framing</b> [2] - 786:4, 789:11</p> <p><b>frank</b> [2] - 778:14, 786:39</p> <p><b>fraternity</b> [1] - 751:45</p> <p><b>free</b> [1] - 729:6</p> <p><b>freezing</b> [1] - 701:14</p>
<b>F</b>				
<p><b>face</b> [3] - 781:47, 791:39, 795:44</p> <p><b>face-based</b> [1] - 791:39</p> <p><b>facial</b> [2] - 710:15, 710:20</p> <p><b>facing</b> [1] - 757:3</p> <p><b>fact</b> [11] - 711:30, 711:33, 711:40,</p>				

<p><b>frequency</b> [1] - 709:36  <b>frequent</b> [1] - 705:11  <b>fresh</b> [1] - 778:20  <b>friend</b> [6] - 703:11, 703:14, 703:18, 706:19, 706:25, 706:42  <b>friendly</b> [3] - 697:46, 758:8, 758:33  <b>friends</b> [9] - 698:31, 703:30, 710:17, 710:43, 711:9, 745:19, 761:14, 794:4  <b>frightened</b> [1] - 717:35  <b>front</b> [3] - 757:3, 757:6, 757:14  <b>frontline</b> [2] - 724:4, 740:39  <b>froze</b> [2] - 701:8, 701:12  <b>frustration</b> [1] - 778:11  <b>full</b> [9] - 695:44, 712:23, 719:29, 731:18, 741:16, 741:35, 742:9, 778:43, 778:45  <b>full-time</b> [1] - 731:18  <b>fully</b> [2] - 721:6, 721:7  <b>fume</b> [2] - 700:14, 700:15  <b>function</b> [3] - 699:47, 718:14, 718:15  <b>functional</b> [1] - 718:13  <b>fund</b> [6] - 728:18, 729:15, 753:27, 753:33, 754:2, 755:18  <b>fundamentally</b> [2] - 717:31, 797:34  <b>funded</b> [7] - 727:18, 727:26, 728:30, 729:17, 729:30, 781:11, 781:13  <b>funders</b> [3] - 720:2, 732:37, 739:8  <b>Funding</b> [1] - 783:35  <b>funding</b> [13] - 719:47, 727:21, 728:22, 728:29, 728:30, 728:31, 729:32, 730:23, 753:13, 753:40, 754:3, 781:10, 783:35  <b>funny</b> [2] - 697:17, 701:47  <b>future</b> [5] - 696:40, 709:12, 718:45,</p>	<p>719:12, 755:46</p> <p style="text-align: center;"><b>G</b></p> <p><b>game</b> [1] - 711:35  <b>gaps</b> [3] - 739:7, 783:27, 787:40  <b>gateway</b> [1] - 771:21  <b>gather</b> [1] - 724:43  <b>gear</b> [1] - 700:28  <b>Gender</b> [1] - 794:39  <b>gender</b> [17] - 757:1, 779:24, 779:25, 782:6, 785:11, 785:18, 785:23, 786:16, 786:23, 787:1, 787:28, 787:36, 788:3, 788:22, 789:40, 791:31, 791:47  <b>gendered</b> [3] - 785:10, 785:13, 797:22  <b>genders</b> [1] - 796:21  <b>general</b> [7] - 697:45, 699:28, 715:31, 749:45, 761:28, 792:10, 792:11  <b>generally</b> [10] - 697:42, 697:43, 723:37, 736:27, 737:31, 739:31, 739:41, 758:41, 787:26, 794:19  <b>generate</b> [1] - 779:39  <b>generic</b> [1] - 716:24  <b>genitals</b> [1] - 788:17  <b>genuine</b> [1] - 764:20  <b>geographical</b> [1] - 746:43  <b>geographically</b> [1] - 704:41  <b>gestures</b> [1] - 710:20  <b>girl</b> [3] - 704:35, 734:3, 788:10  <b>girl's</b> [1] - 745:18  <b>girls</b> [5] - 726:12, 726:13, 756:40, 757:5, 757:13  <b>given</b> [10] - 695:23, 706:40, 718:39, 724:26, 746:1, 747:27, 757:26, 760:23, 777:39, 781:44  <b>giver</b> [1] - 698:21  <b>goals</b> [3] - 702:1, 705:32, 709:12  <b>God</b> [1] - 718:17  <b>gonna</b> [1] - 772:47</p>	<p><b>goodness</b> [1] - 732:19  <b>goody</b> [3] - 697:26, 701:16, 707:6  <b>govern</b> [1] - 767:16  <b>government</b> [8] - 713:22, 715:24, 722:43, 722:44, 733:13, 772:44, 773:1, 780:20  <b>GOVERNMENT'S</b> [1] - 694:12  <b>governs</b> [1] - 767:14  <b>Grade</b> [5] - 697:16, 698:7, 703:2, 777:25  <b>grade</b> [2] - 768:20, 768:21  <b>grades</b> [1] - 709:11  <b>gradually</b> [1] - 700:20  <b>grant</b> [1] - 753:47  <b>grappling</b> [1] - 774:43  <b>grateful</b> [2] - 718:38, 763:15  <b>great</b> [13] - 698:32, 698:40, 703:29, 713:43, 718:5, 726:19, 732:5, 732:10, 734:22, 740:16, 775:44, 783:30, 795:47  <b>greater</b> [3] - 698:42, 716:24, 738:2  <b>grew</b> [3] - 697:11, 757:43, 758:35  <b>grey</b> [1] - 740:1  <b>grooming</b> [1] - 771:20  <b>ground</b> [10] - 715:37, 746:36, 754:43, 770:33, 770:36, 771:42, 784:26, 786:7, 788:9, 790:3  <b>grounded</b> [1] - 795:32  <b>grounds</b> [1] - 791:30  <b>groundsmen</b> [3] - 745:33, 774:36, 775:8  <b>group</b> [16] - 698:31, 698:47, 699:12, 699:18, 703:31, 708:45, 745:15, 751:33, 751:46, 754:22, 757:13, 780:19, 786:34, 795:26, 796:5, 796:34  <b>Group</b> [2] - 785:6, 795:14  <b>Groups</b> [1] - 795:16  <b>groups</b> [10] - 698:3, 720:4, 773:23, 780:20, 780:21,</p>	<p>784:39, 784:43, 785:7, 795:18, 795:19  <b>grow</b> [1] - 774:31  <b>growing</b> [1] - 753:19  <b>grown</b> [1] - 731:6  <b>gruff</b> [1] - 710:17  <b>guard</b> [1] - 717:32  <b>guess</b> [20] - 722:13, 722:14, 722:16, 725:40, 727:4, 730:7, 730:47, 731:5, 731:38, 733:4, 734:32, 752:2, 764:11, 767:13, 767:15, 780:28, 786:6, 794:18, 794:20  <b>guidance</b> [2] - 733:7, 734:16  <b>guidelines</b> [15] - 754:5, 759:35, 785:46, 786:1, 786:6, 786:15, 786:17, 786:22, 786:27, 786:32, 786:34, 786:38, 786:44, 786:46, 787:4</p> <p style="text-align: center;"><b>H</b></p> <p><b>Hackett</b> [1] - 732:8  <b>Hackett's</b> [1] - 732:6  <b>half</b> [6] - 704:40, 749:7, 755:29, 755:38, 773:39, 773:43  <b>halfway</b> [1] - 705:21  <b>hallway</b> [1] - 705:14  <b>hand</b> [7] - 700:17, 710:45, 710:47, 757:5, 778:16, 783:22, 786:24  <b>hands</b> [1] - 700:6  <b>happily</b> [1] - 699:14  <b>happy</b> [2] - 703:19, 704:36  <b>harassing</b> [1] - 716:16  <b>hard</b> [8] - 717:18, 718:22, 722:20, 736:39, 739:9, 757:38, 790:40, 794:29  <b>harder</b> [1] - 702:31  <b>harks</b> [1] - 775:39  <b>harm</b> [3] - 723:37, 737:9, 739:33  <b>harmful</b> [34] - 721:47,</p>	<p>722:2, 722:6, 722:7, 723:1, 723:40, 724:42, 726:24, 726:40, 730:29, 731:33, 731:41, 732:7, 732:23, 732:43, 733:2, 733:14, 735:22, 736:20, 736:28, 736:30, 737:14, 737:15, 738:38, 738:43, 739:25, 739:31, 740:1, 742:38, 743:19, 743:26, 751:12, 751:14, 752:17  <b>Harmful</b> [8] - 720:22, 721:37, 724:31, 728:29, 728:46, 729:22, 730:26, 731:8  <b>harms</b> [1] - 784:12  <b>hat</b> [1] - 701:47  <b>hate</b> [5] - 788:45, 789:15, 793:9, 794:2, 797:37  <b>hateful</b> [1] - 795:45  <b>hating</b> [1] - 791:17  <b>haunt</b> [1] - 707:11  <b>head</b> [6] - 709:9, 717:17, 732:22, 732:39, 754:21, 780:36  <b>head's</b> [1] - 735:14  <b>heads</b> [1] - 725:24  <b>healing</b> [1] - 738:29  <b>health</b> [5] - 733:19, 746:26, 779:28, 780:18, 780:32  <b>Health</b> [2] - 752:42, 780:29  <b>healthy</b> [1] - 726:16  <b>heap</b> [1] - 744:30  <b>hear</b> [10] - 710:19, 713:31, 713:33, 713:42, 713:43, 715:24, 747:29, 755:10, 771:15  <b>heard</b> [18] - 713:20, 713:21, 713:34, 713:41, 716:11, 720:36, 749:6, 758:13, 758:23, 768:30, 777:41, 781:44, 790:6, 792:6, 793:33, 796:10, 796:11, 796:41  <b>Hearing</b> [1] - 694:19  <b>hearing</b> [6] - 695:31,</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>719:21, 720:25, 758:1, 758:4, 789:18 <b>hearings</b> [1] - 749:36 <b>hearsay</b> [1] - 752:2 <b>heart</b> [1] - 701:42 <b>heavy</b> [1] - 771:32 <b>heighten</b> [1] - 789:26 <b>heightened</b> [1] - 793:24 <b>held</b> [2] - 738:1, 750:44 <b>hell</b> [1] - 705:46 <b>help</b> [19] - 700:5, 701:30, 716:28, 717:28, 725:3, 725:7, 725:20, 733:43, 735:5, 735:8, 751:11, 752:16, 752:42, 755:14, 759:26, 771:27, 778:6, 778:27, 798:3 <b>helpful</b> [3] - 730:33, 740:23, 758:23 <b>helping</b> [2] - 726:45, 755:15 <b>here</b>" [1] - 773:1 <b>herself</b> [2] - 697:18, 733:22 <b>hetero</b> [1] - 797:22 <b>heterosexual</b> [2] - 785:10, 785:13 <b>hidden</b> [1] - 709:25 <b>high</b> [12] - 697:44, 717:12, 717:13, 727:39, 730:22, 744:41, 751:20, 752:44, 753:5, 756:40, 760:20 <b>high-fived</b> [1] - 744:41 <b>high-fivers</b> [1] - 756:40 <b>higher</b> [2] - 754:35, 756:19 <b>highlight</b> [1] - 797:18 <b>highlighting</b> [1] - 788:31 <b>highlights</b> [2] - 772:15, 787:40 <b>himself</b> [4] - 704:23, 708:12, 708:35, 710:26 <b>hindsight</b> [1] - 707:11 <b>historical</b> [1] - 752:1 <b>historically</b> [2] - 738:11, 756:19 <b>history</b> [5] - 736:47, 759:21, 768:7, 768:9, 786:32 <b>hit</b> [1] - 732:18</p>	<p><b>hits</b> [1] - 773:23 <b>Hobart</b> [7] - 694:21, 697:15, 751:4, 769:9, 779:2, 783:8, 783:9 <b>Hobart-based</b> [1] - 783:8 <b>hold</b> [6] - 715:15, 716:22, 751:3, 767:47, 774:39, 786:24 <b>holds</b> [1] - 715:3 <b>holidays</b> [2] - 704:1, 704:12 <b>holistic</b> [3] - 783:33, 783:36, 783:43 <b>Hollonds</b> [2] - 792:8, 792:27 <b>hollow</b> [5] - 712:39, 715:33, 715:45, 716:37 <b>home</b> [13] - 698:4, 721:41, 726:26, 726:31, 726:36, 744:24, 750:3, 764:23, 789:29, 791:5, 791:7, 795:41, 795:42 <b>Home</b> [1] - 745:31 <b>homophobia</b> [1] - 791:15 <b>honest</b> [5] - 712:12, 764:47, 765:46, 765:47, 766:4 <b>honestly</b> [3] - 747:47, 772:27, 781:31 <b>Honourable</b> [2] - 694:28, 694:30 <b>hood</b> [2] - 700:14, 700:15 <b>hook</b> [1] - 786:42 <b>hope</b> [5] - 713:39, 719:9, 748:30, 772:32, 778:28 <b>hoped</b> [2] - 754:2, 781:31 <b>hopeful</b> [1] - 795:9 <b>hopefully</b> [1] - 696:39 <b>hopes</b> [1] - 725:30 <b>hopped</b> [1] - 704:36 <b>horrific</b> [1] - 712:14 <b>hot</b> [1] - 745:31 <b>hotlines</b> [1] - 769:26 <b>hour</b> [4] - 704:40, 711:23, 723:35, 784:20 <b>hours</b> [1] - 784:25 <b>house</b> [7] - 704:29, 704:31, 704:40, 704:42, 704:46,</p>	<p>704:47 <b>HR</b> [7] - 745:45, 764:37, 764:39, 765:7, 765:10, 765:17, 768:4 <b>HSB</b> [1] - 734:12 <b>huge</b> [2] - 755:43, 795:33 <b>Human</b> [1] - 764:41 <b>human</b> [3] - 764:45, 765:1, 780:18 <b>hundreds</b> [2] - 777:47 <b>hurdle</b> [1] - 702:16 <b>husband</b> [4] - 696:44, 697:2, 697:5, 718:11 <b>hypothesis</b> [1] - 699:44 <b>hypothetical</b> [1] - 763:41</p>	<p>787:25 <b>imagine</b> [3] - 703:23, 707:16, 737:25 <b>imagining</b> [1] - 757:13 <b>imbalance</b> [1] - 717:38 <b>immediately</b> [1] - 791:9 <b>impact</b> [5] - 695:17, 711:28, 717:4, 756:41, 793:25 <b>impediment</b> [1] - 715:21 <b>imperative</b> [1] - 739:28 <b>implement</b> [1] - 716:3 <b>implemented</b> [1] - 715:41 <b>implications</b> [4] - 752:1, 761:16, 789:17, 791:5 <b>implicit</b> [3] - 708:28, 747:18, 747:23 <b>imply</b> [1] - 780:28 <b>importance</b> [13] - 760:33, 760:43, 772:11, 782:23, 783:25, 784:30, 787:6, 788:34, 789:17, 789:26, 792:15, 792:19, 795:4 <b>important</b> [30] - 716:3, 716:23, 720:30, 720:32, 720:34, 736:14, 736:27, 736:32, 738:29, 739:25, 739:42, 740:3, 740:6, 759:7, 759:8, 759:18, 759:20, 760:13, 771:33, 775:21, 776:45, 777:38, 783:10, 783:42, 785:16, 786:10, 787:38, 789:12, 792:44, 796:39 <b>importantly</b> [1] - 797:36 <b>impossible</b> [1] - 794:38 <b>impression</b> [1] - 772:10 <b>impressions</b> [1] - 770:23 <b>improvement</b> [1] - 739:21 <b>IN</b> [1] - 694:13 <b>inappropriate</b> [8] - 708:13, 722:5,</p>	<p>723:10, 723:24, 723:42, 726:40, 734:38, 761:19 <b>incidences</b> [1] - 788:18 <b>incident</b> [16] - 736:21, 743:26, 744:5, 744:16, 744:41, 745:11, 751:33, 751:44, 756:27, 756:35, 757:32, 758:30, 765:12, 788:17, 793:29, 795:25 <b>inclination</b> [1] - 790:24 <b>include</b> [2] - 695:27, 786:19 <b>includes</b> [1] - 780:26 <b>including</b> [5] - 724:35, 775:22, 775:23, 790:14 <b>Inclusion</b> [1] - 779:2 <b>inclusion</b> [1] - 783:39 <b>inclusive</b> [8] - 779:29, 783:40, 789:27, 790:22, 793:24, 793:26, 797:21, 797:31 <b>inclusivity</b> [3] - 782:20, 782:24, 792:19 <b>inconsistencies</b> [1] - 733:12 <b>inconsistent</b> [1] - 733:5 <b>increase</b> [2] - 702:27, 755:41 <b>increased</b> [1] - 723:5 <b>increasingly</b> [1] - 718:10 <b>incredible</b> [1] - 790:14 <b>incredibly</b> [3] - 718:39, 718:40, 745:22 <b>incremental</b> [1] - 701:3 <b>indeed</b> [2] - 716:21, 778:25 <b>independent</b> [3] - 696:47, 699:43, 764:28 <b>indicate</b> [1] - 795:2 <b>indicated</b> [1] - 736:15 <b>indicators</b> [1] - 758:4 <b>individual</b> [4] - 697:1, 699:18, 757:45, 793:13 <b>individually</b> [2] - 741:11, 772:47</p>
<b>I</b>				
		<p><b>idea</b> [5] - 706:26, 734:37, 734:40, 756:19, 758:31 <b>ideal</b> [1] - 763:10 <b>ideally</b> [4] - 782:26, 784:3, 784:17, 784:26 <b>ideological</b> [1] - 780:30 <b>ideas</b> [4] - 778:26, 784:24, 793:11, 797:5 <b>identified</b> [5] - 695:8, 717:25, 723:20, 725:4, 735:11 <b>identify</b> [12] - 695:24, 695:28, 723:9, 723:24, 724:41, 734:34, 734:45, 735:6, 735:39, 740:36, 741:10, 780:35 <b>identifying</b> [5] - 723:40, 731:47, 732:7, 732:23, 740:7 <b>identities</b> [2] - 787:47, 795:5 <b>identity</b> [7] - 695:8, 695:15, 782:6, 787:36, 788:22, 789:18, 794:3 <b>ignore</b> [3] - 716:34, 716:36, 733:30 <b>ignoring</b> [1] - 710:44 <b>illustration</b> [1] - 751:31 <b>illustrative</b> [1] -</p>		

<p><b>individuals</b> [1] - 796:6  <b>induction</b> [1] - 775:9  <b>inequities</b> [1] - 746:23  <b>infer</b> [1] - 708:32  <b>infers</b> [1] - 780:34  <b>influence</b> [1] - 760:17  <b>influenced</b> [1] - 794:4  <b>informal</b> [3] - 761:5, 768:17, 775:39  <b>information</b> [30] - 695:24, 695:26, 695:28, 714:32, 719:43, 724:44, 735:39, 739:11, 749:3, 759:15, 761:22, 762:30, 763:31, 765:28, 765:35, 768:17, 769:14, 769:29, 771:20, 774:43, 775:7, 775:16, 775:19, 775:21, 775:36, 776:13, 788:4, 789:32, 790:31, 793:11  <b>information's</b> [1] - 769:13  <b>informed</b> [1] - 721:26  <b>ingrained</b> [1] - 711:43  <b>inherent</b> [1] - 780:11  <b>initial</b> [6] - 703:41, 712:22, 748:47, 749:16, 749:18, 787:20  <b>initiate</b> [1] - 771:14  <b>initiated</b> [1] - 723:29  <b>initiatives</b> [2] - 779:39, 795:47  <b>inner</b> [1] - 708:45  <b>INQUIRY</b> [1] - 694:12  <b>inquiry</b> [1] - 695:13  <b>Inquiry</b> [1] - 715:28  <b>inside</b> [2] - 704:47, 790:38  <b>insist</b> [2] - 704:19, 709:29  <b>insisted</b> [1] - 704:27  <b>insisting</b> [4] - 705:6, 705:8, 710:4  <b>inspire</b> [1] - 778:28  <b>instantly</b> [2] - 711:39, 757:21  <b>institution</b> [3] - 716:33, 716:34, 792:31  <b>institutional</b> [1] - 780:11  <b>INSTITUTIONAL</b> [1] - 694:13  <b>institutions</b> [1] -</p>	<p>791:26  <b>intake</b> [7] - 724:43, 730:8, 768:43, 772:44, 772:45, 773:3  <b>intellectual</b> [1] - 727:5  <b>intelligent</b> [1] - 697:19  <b>intended</b> [1] - 758:42  <b>intense</b> [1] - 705:6  <b>intensity</b> [1] - 705:5  <b>intentionally</b> [1] - 737:9  <b>interact</b> [2] - 718:11, 753:26  <b>interacted</b> [1] - 698:19  <b>interacting</b> [1] - 698:19  <b>interaction</b> [3] - 697:3, 716:19, 740:39  <b>interactions</b> [1] - 709:24  <b>intercept</b> [2] - 787:12, 792:2  <b>interest</b> [4] - 695:15, 732:40, 767:19, 776:13  <b>interested</b> [5] - 699:19, 710:43, 738:45, 753:44, 786:7  <b>interesting</b> [4] - 714:9, 714:12, 776:26, 795:38  <b>interests</b> [1] - 701:42  <b>interface</b> [1] - 768:31  <b>Interlinks</b> [1] - 772:29  <b>internet</b> [3] - 775:28, 775:35, 784:5  <b>interstate</b> [1] - 775:41  <b>intervene</b> [1] - 729:35  <b>intervening</b> [1] - 738:5  <b>intervention</b> [11] - 724:40, 724:46, 725:11, 729:12, 732:25, 737:3, 738:30, 739:4, 748:31, 758:24, 761:34  <b>interventions</b> [1] - 725:35  <b>interview</b> [1] - 717:36  <b>interviewing</b> [2] - 752:8, 764:29  <b>INTO</b> [1] - 694:12  <b>intractable</b> [1] - 779:33  <b>intranet</b> [1] - 784:5  <b>introduced</b> [1] - 786:13  <b>introductory</b> [2] -</p>	<p>723:34, 724:2  <b>invalid</b> [1] - 794:3  <b>investigate</b> [1] - 753:46  <b>investigation</b> [4] - 699:45, 700:47, 712:38, 776:4  <b>investigations</b> [4] - 700:2, 700:3, 703:44, 703:46  <b>investigative</b> [1] - 698:14  <b>investment</b> [2] - 776:39, 776:40  <b>invite</b> [2] - 703:11, 728:13  <b>invited</b> [1] - 703:24  <b>involve</b> [2] - 723:18, 725:46  <b>involved</b> [7] - 709:15, 714:26, 732:39, 732:40, 738:12, 739:14, 779:28  <b>involving</b> [1] - 732:44  <b>ironic</b> [1] - 745:45  <b>isolated</b> [1] - 733:19  <b>issue</b> [11] - 715:38, 744:11, 749:7, 751:14, 751:42, 751:46, 752:16, 758:30, 769:47, 770:4, 770:6  <b>issues</b> [23] - 713:23, 723:5, 725:38, 726:35, 727:4, 733:36, 742:25, 750:16, 751:12, 751:31, 753:20, 755:6, 756:11, 756:12, 764:13, 777:41, 778:9, 780:32, 782:18, 782:46, 782:47, 783:16  <b>it'll</b> [2] - 718:24, 718:25  <b>iterations</b> [1] - 770:15  <b>itself</b> [2] - 727:3, 734:7</p>	<p><b>journalist</b> [1] - 776:41  <b>judge</b> [4] - 748:1, 748:2, 748:3, 754:40  <b>jumped</b> [1] - 792:23  <b>justice</b> [1] - 796:24</p>	<p>790:17, 792:45, 794:12, 794:14, 796:14  <b>kinder</b> [1] - 722:21  <b>kindergarten</b> [1] - 734:1  <b>kinds</b> [2] - 758:25, 783:31  <b>KIRSTY</b> [1] - 741:5  <b>Kirsty</b> [1] - 742:11  <b>knowing</b> [9] - 703:14, 706:38, 711:24, 740:2, 740:7, 752:9, 774:44, 793:47  <b>knowledge</b> [7] - 708:18, 741:30, 742:4, 742:20, 772:34, 779:14  <b>known</b> [2] - 698:1, 712:33</p>
<b>K</b>				
<p><b>Katrina</b> [5] - 695:37, 695:45, 720:33, 720:43, 721:3  <b>KATRINA</b> [1] - 695:39  <b>keen</b> [2] - 697:24, 703:11  <b>Keep</b> [1] - 708:14  <b>keep</b> [10] - 702:14, 705:41, 712:40, 713:30, 715:46, 718:3, 751:27, 761:12, 761:46, 776:21  <b>keeping</b> [4] - 701:32, 760:46, 760:47, 776:17  <b>Keeping</b> [15] - 723:29, 723:33, 723:34, 724:2, 724:3, 725:25, 727:12, 727:29, 728:45, 729:3, 729:21, 733:41, 734:20, 735:46, 736:2  <b>kept</b> [2] - 717:19, 733:15  <b>Kerri</b> [3] - 746:35, 747:5, 775:25  <b>key</b> [4] - 790:27, 793:22, 796:36, 797:5  <b>kids</b> [10] - 723:13, 731:41, 737:3, 737:5, 745:28, 745:29, 772:39, 794:5, 796:25, 796:46  <b>Kids</b> [17] - 723:30, 723:33, 723:34, 724:2, 724:3, 725:25, 727:12, 727:29, 728:45, 729:3, 729:21, 732:16, 733:41, 734:21, 735:46, 736:2, 769:7  <b>kind</b> [14] - 729:34, 731:1, 733:27, 733:31, 734:34, 734:37, 738:12, 758:13, 770:46,</p>	<p>790:17, 792:45, 794:12, 794:14, 796:14  <b>kinder</b> [1] - 722:21  <b>kindergarten</b> [1] - 734:1  <b>kinds</b> [2] - 758:25, 783:31  <b>KIRSTY</b> [1] - 741:5  <b>Kirsty</b> [1] - 742:11  <b>knowing</b> [9] - 703:14, 706:38, 711:24, 740:2, 740:7, 752:9, 774:44, 793:47  <b>knowledge</b> [7] - 708:18, 741:30, 742:4, 742:20, 772:34, 779:14  <b>known</b> [2] - 698:1, 712:33</p>			
<b>L</b>				
<p><b>lab</b> [2] - 711:6, 711:7  <b>label</b> [2] - 702:19, 766:44  <b>labelled</b> [1] - 723:17  <b>labour</b> [1] - 757:23  <b>lack</b> [2] - 717:10, 787:11  <b>lacked</b> [1] - 753:22  <b>ladder</b> [1] - 713:30  <b>land</b> [1] - 758:31  <b>language</b> [6] - 721:12, 735:9, 735:15, 749:45, 766:3, 780:10  <b>languages</b> [1] - 776:38  <b>Lansdowne</b> [3] - 742:11, 751:7, 752:44  <b>large</b> [6] - 698:31, 702:29, 704:13, 710:12, 710:13  <b>larger</b> [1] - 702:33  <b>last</b> [25] - 696:20, 712:36, 724:33, 724:37, 734:21, 736:3, 736:4, 744:31, 745:35, 748:15, 749:7, 751:7, 752:23, 753:2, 755:31, 760:4, 762:22, 765:23, 775:38, 776:34, 781:21, 781:44, 792:6, 795:13, 795:15</p>	<p><b>lab</b> [2] - 711:6, 711:7  <b>label</b> [2] - 702:19, 766:44  <b>labelled</b> [1] - 723:17  <b>labour</b> [1] - 757:23  <b>lack</b> [2] - 717:10, 787:11  <b>lacked</b> [1] - 753:22  <b>ladder</b> [1] - 713:30  <b>land</b> [1] - 758:31  <b>language</b> [6] - 721:12, 735:9, 735:15, 749:45, 766:3, 780:10  <b>languages</b> [1] - 776:38  <b>Lansdowne</b> [3] - 742:11, 751:7, 752:44  <b>large</b> [6] - 698:31, 702:29, 704:13, 710:12, 710:13  <b>larger</b> [1] - 702:33  <b>last</b> [25] - 696:20, 712:36, 724:33, 724:37, 734:21, 736:3, 736:4, 744:31, 745:35, 748:15, 749:7, 751:7, 752:23, 753:2, 755:31, 760:4, 762:22, 765:23, 775:38, 776:34, 781:21, 781:44, 792:6, 795:13, 795:15</p>			
<b>J</b>				
<p><b>Jeremy</b> [1] - 713:5  <b>job</b> [7] - 696:34, 717:36, 718:3, 738:25, 767:21, 786:40, 792:1  <b>jobs</b> [1] - 714:9  <b>join</b> [1] - 727:25  <b>joke</b> [1] - 714:15</p>	<p><b>Jeremy</b> [1] - 713:5  <b>job</b> [7] - 696:34, 717:36, 718:3, 738:25, 767:21, 786:40, 792:1  <b>jobs</b> [1] - 714:9  <b>join</b> [1] - 727:25  <b>joke</b> [1] - 714:15</p>			

<p><b>late</b> [3] - 709:45, 760:41, 777:12</p> <p><b>latter</b> [1] - 710:30</p> <p><b>launching</b> [1] - 787:35</p> <p><b>lay</b> [2] - 704:37, 704:38</p> <p><b>Lea</b> [1] - 778:45</p> <p><b>LEA</b> [1] - 778:39</p> <p><b>lead</b> [2] - 725:3, 737:7</p> <p><b>Lead</b> [1] - 779:2</p> <p><b>leadership</b> [6] - 783:47, 789:31, 789:36, 789:37, 789:43, 789:44</p> <p><b>leaderships</b> [1] - 794:45</p> <p><b>leading</b> [1] - 732:10</p> <p><b>leaning</b> [1] - 732:6</p> <p><b>learn</b> [5] - 721:29, 722:27, 795:23, 797:37</p> <p><b>learned</b> [1] - 796:43</p> <p><b>Learning</b> [5] - 734:28, 735:3, 735:18, 741:37, 753:32</p> <p><b>learning</b> [14] - 726:3, 744:37, 745:35, 746:23, 750:47, 774:31, 784:17, 784:25, 784:32, 784:33, 785:42, 786:20, 787:35, 787:45</p> <p><b>learnings</b> [1] - 789:13</p> <p><b>least</b> [3] - 731:9, 756:5, 781:27</p> <p><b>leave</b> [7] - 709:47, 718:13, 730:42, 745:15, 752:14, 757:30, 767:43</p> <p><b>leaving</b> [4] - 710:10, 739:10, 745:23, 767:41</p> <p><b>led</b> [1] - 737:2</p> <p><b>left</b> [4] - 744:24, 757:1, 757:3, 773:4</p> <p><b>Legal</b> [2] - 760:1</p> <p><b>legal</b> [8] - 714:33, 715:6, 715:21, 737:18, 760:1, 766:43, 785:29, 787:41</p> <p><b>legislative</b> [1] - 786:9</p> <p><b>legs</b> [2] - 700:31, 700:32</p> <p><b>less</b> [9] - 717:45, 718:6, 726:45, 738:40, 748:10, 754:28, 756:20, 791:16, 796:6</p>	<p><b>lesson</b> [4] - 700:26, 705:15, 705:16, 744:18</p> <p><b>lessons</b> [1] - 701:2</p> <p><b>letter</b> [6] - 701:36, 714:3, 714:4, 714:16, 714:30, 714:37</p> <p><b>letters</b> [9] - 709:45, 710:3, 710:6, 710:10, 713:39, 713:40, 713:47, 714:22</p> <p><b>level</b> [17] - 715:37, 722:6, 724:42, 739:36, 751:20, 755:7, 758:2, 760:20, 763:39, 766:35, 768:20, 768:26, 772:24, 789:31, 793:31, 795:28, 796:14</p> <p><b>levels</b> [3] - 722:17, 723:33, 754:32</p> <p><b>LGBTIQ</b> [10] - 780:19, 780:20, 780:23, 784:8, 784:44, 786:33, 794:21, 795:36, 795:39, 798:3</p> <p><b>LGBTIQA</b> [10] - 779:2, 779:21, 779:30, 793:16, 795:2, 795:10, 797:4, 797:19, 797:32, 797:35</p> <p><b>library</b> [6] - 705:25, 705:28, 706:15, 706:20, 706:29, 720:44</p> <p><b>lid</b> [1] - 717:17</p> <p><b>lie</b> [1] - 765:39</p> <p><b>lies</b> [1] - 733:30</p> <p><b>life</b> [9] - 701:44, 705:32, 711:2, 717:11, 717:26, 718:17, 737:7, 764:23, 793:36</p> <p><b>lifestyle</b> [1] - 737:1</p> <p><b>likely</b> [3] - 721:35, 738:40, 739:26</p> <p><b>limb</b> [1] - 773:16</p> <p><b>limitations</b> [1] - 787:11</p> <p><b>limited</b> [7] - 695:27, 727:16, 727:18, 736:24, 751:41, 752:40, 773:34</p> <p><b>Line</b> [5] - 722:46, 737:26, 737:32,</p>	<p>740:4, 769:7</p> <p><b>line</b> [5] - 696:10, 696:20, 699:5, 701:36, 769:19</p> <p><b>lines</b> [4] - 696:19, 707:21, 753:15, 791:22</p> <p><b>linked</b> [1] - 732:8</p> <p><b>linking</b> [2] - 738:16, 762:30</p> <p><b>Links</b> [1] - 772:29</p> <p><b>list</b> [3] - 731:16, 748:21, 768:8</p> <p><b>listen</b> [2] - 704:24, 771:35</p> <p><b>listened</b> [2] - 715:10, 769:29</p> <p><b>listener</b> [1] - 699:12</p> <p><b>listening</b> [2] - 711:23, 715:27</p> <p><b>lists</b> [2] - 748:22, 781:19</p> <p><b>literacy</b> [3] - 774:37, 776:37, 776:45</p> <p><b>literally</b> [1] - 788:41</p> <p><b>live</b> [6] - 719:5, 757:43, 759:16, 781:43, 789:7, 793:47</p> <p><b>living</b> [1] - 748:33</p> <p><b>load</b> [1] - 746:27</p> <p><b>lobbied</b> [1] - 795:26</p> <p><b>local</b> [3] - 769:5, 769:6, 778:10</p> <p><b>location</b> [2] - 704:28, 704:34</p> <p><b>locker</b> [4] - 709:45, 709:46, 709:47, 710:3</p> <p><b>log</b> [1] - 763:24</p> <p><b>longest</b> [1] - 785:17</p> <p><b>look</b> [21] - 698:44, 699:26, 699:33, 705:14, 706:10, 706:11, 715:15, 724:24, 728:7, 735:4, 736:37, 739:15, 739:41, 748:43, 754:45, 763:44, 772:25, 780:28, 785:28, 793:19, 797:8</p> <p><b>looked</b> [2] - 701:34, 780:7</p> <p><b>looking</b> [21] - 698:23, 698:24, 699:7, 699:25, 699:29, 700:33, 706:32, 711:23, 712:40, 714:44, 714:47,</p>	<p>732:26, 737:5, 737:6, 753:46, 754:7, 754:16, 764:46, 779:36, 781:35, 785:3</p> <p><b>looks</b> [6] - 697:13, 723:8, 723:40, 726:16, 783:38, 783:40</p> <p><b>loops</b> [1] - 760:15</p> <p><b>loosely</b> [1] - 780:28</p> <p><b>loudly</b> [1] - 711:7</p> <p><b>love</b> [5] - 696:34, 696:36, 710:1, 718:2</p> <p><b>loved</b> [5] - 697:16, 697:32, 703:13, 705:7</p> <p><b>lovely</b> [4] - 696:44, 715:7, 717:34, 740:44</p> <p><b>loving</b> [2] - 717:12</p> <p><b>low</b> [3] - 710:17, 768:26, 796:14</p> <p><b>lower</b> [2] - 748:23, 766:35</p> <p><b>lucky</b> [1] - 768:25</p> <p><b>lunch</b> [1] - 733:15</p> <p><b>LUNCHEON</b> [1] - 740:28</p>	<p>792:46</p> <p><b>mandates</b> [1] - 786:9</p> <p><b>mandatory</b> [14] - 737:27, 743:13, 743:22, 752:6, 769:3, 770:23, 771:3, 771:9, 771:40, 772:11, 773:17, 773:28, 774:39, 786:47</p> <p><b>mapping</b> [1] - 730:23</p> <p><b>maps</b> [1] - 797:27</p> <p><b>MAREE</b> [1] - 719:24</p> <p><b>Maree</b> [1] - 719:30</p> <p><b>marginalised</b> [1] - 779:37</p> <p><b>Marine</b> [1] - 698:12</p> <p><b>marred</b> [2] - 706:7, 717:14</p> <p><b>mask</b> [1] - 780:10</p> <p><b>mass</b> [1] - 789:10</p> <p><b>massive</b> [3] - 717:10, 721:31</p> <p><b>masturbation</b> [1] - 726:44</p> <p><b>materials</b> [2] - 706:29, 775:31</p> <p><b>maths</b> [2] - 698:11, 731:18</p> <p><b>matter</b> [4] - 714:26, 714:29, 749:1, 767:18</p> <p><b>matters</b> [1] - 740:19</p> <p><b>mature</b> [1] - 722:27</p> <p><b>MAY</b> [1] - 798:12</p> <p><b>Mayor</b> [1] - 796:35</p> <p><b>me</b> [1] - 794:16</p> <p><b>mean</b> [24] - 707:37, 708:35, 721:35, 721:47, 738:7, 746:33, 747:38, 756:39, 758:9, 762:26, 763:3, 764:19, 766:6, 766:11, 767:12, 768:21, 773:11, 774:28, 776:10, 781:41, 785:41, 789:43, 792:11, 792:26</p> <p><b>meaning</b> [2] - 744:2, 747:30</p> <p><b>means</b> [4] - 711:36, 735:9, 773:3, 785:10</p> <p><b>meant</b> [7] - 698:46, 701:41, 723:9, 736:5, 766:10, 788:27, 796:18</p> <p><b>measure</b> [6] - 739:9, 739:17, 739:18,</p>
<b>M</b>				
			<p><b>m'mm</b> [2] - 756:8, 769:21</p> <p><b>magic</b> [1] - 775:3</p> <p><b>main</b> [2] - 715:38, 780:15</p> <p><b>mainland</b> [1] - 783:29</p> <p><b>majority</b> [4] - 722:42, 730:25, 736:46, 739:1</p> <p><b>male</b> [2] - 708:42, 744:15</p> <p><b>males</b> [2] - 717:36, 726:11</p> <p><b>malicious</b> [1] - 737:9</p> <p><b>man</b> [5] - 711:23, 711:24, 714:39, 715:6, 776:46</p> <p><b>manage</b> [2] - 740:9, 770:2</p> <p><b>managed</b> [2] - 709:36, 795:18</p> <p><b>management</b> [1] - 725:4</p> <p><b>manager</b> [2] - 728:26, 754:16</p> <p><b>managers</b> [1] - 769:10</p> <p><b>mandate</b> [2] - 789:30,</p>	

<p>756:33, 789:39, 791:42</p> <p><b>measures</b> [1] - 789:41</p> <p><b>mechanisms</b> [1] - 784:5</p> <p><b>media</b> [12] - 712:36, 715:15, 715:31, 761:10, 765:14, 765:16, 789:10, 793:9, 794:2, 797:38</p> <p><b>medical</b> [2] - 785:30, 785:32</p> <p><b>medication</b> [1] - 704:21</p> <p><b>meet</b> [3] - 754:11, 756:5, 782:9</p> <p><b>meeting</b> [13] - 714:39, 714:43, 716:5, 716:6, 716:11, 716:16, 723:16, 724:45, 736:33, 744:24, 771:32, 772:46, 774:39</p> <p><b>meetings</b> [3] - 714:25, 759:15, 760:3</p> <p><b>Melbourne</b> [3] - 779:24, 779:26, 783:11</p> <p><b>member</b> [5] - 708:31, 776:20, 780:40, 784:18, 791:6</p> <p><b>members</b> [9] - 699:30, 736:12, 756:13, 780:24, 781:24, 783:46, 790:32, 795:43, 797:4</p> <p><b>memories</b> [1] - 717:11</p> <p><b>memory</b> [1] - 729:44</p> <p><b>men</b> [1] - 717:33</p> <p><b>Mental</b> [1] - 780:29</p> <p><b>mental</b> [4] - 733:19, 746:25, 779:28, 780:32</p> <p><b>mention</b> [2] - 739:40</p> <p><b>mentioned</b> [9] - 696:27, 724:28, 743:5, 752:39, 766:40, 775:46, 776:6, 787:6, 797:17</p> <p><b>mentorship</b> [1] - 758:42</p> <p><b>merely</b> [2] - 717:2</p> <p><b>merit</b> [1] - 754:40</p> <p><b>message</b> [6] - 708:27, 708:28, 747:18, 747:23, 747:27, 795:45</p> <p><b>messages</b> [4] - 789:19, 793:40, 793:45, 794:1</p>	<p><b>messaging</b> [1] - 793:13</p> <p><b>met</b> [6] - 701:34, 704:27, 714:39, 737:10, 737:11, 738:47</p> <p><b>metro</b> [1] - 779:24</p> <p><b>middle</b> [1] - 721:10</p> <p><b>might</b> [5] - 704:19, 713:39, 720:11, 722:7, 722:21, 722:32, 723:42, 723:44, 724:4, 724:5, 724:24, 724:41, 726:10, 726:30, 726:37, 726:43, 727:24, 729:34, 729:36, 729:42, 730:33, 734:34, 737:40, 738:24, 740:38, 743:20, 747:44, 749:28, 752:42, 753:16, 756:16, 762:28, 764:31, 764:33, 766:26, 766:40, 767:2, 767:45, 770:33, 770:35, 774:39, 779:42, 780:36, 781:35, 782:42, 783:7, 785:38, 788:3, 789:28, 790:1</p> <p><b>mimicking</b> [1] - 726:31</p> <p><b>mind</b> [6] - 697:12, 708:6, 709:44, 713:10, 715:34, 743:37</p> <p><b>mine</b> [2] - 734:4, 748:16</p> <p><b>Minister</b> [8] - 712:47, 713:4, 713:33, 713:41, 714:1, 714:28, 715:16, 716:21</p> <p><b>Minister's</b> [2] - 714:24, 716:19</p> <p><b>minute</b> [2] - 712:19, 717:46</p> <p><b>minutes</b> [4] - 783:9, 783:10, 783:11, 783:13</p> <p><b>mirrors</b> [1] - 789:21</p> <p><b>Mission</b> [4] - 725:2, 725:7, 725:12, 725:19</p> <p><b>mission</b> [1] - 794:38</p> <p><b>mitigate</b> [1] - 784:12</p> <p><b>mix</b> [1] - 768:1</p>	<p><b>mixed</b> [1] - 757:1</p> <p><b>mobilise</b> [1] - 784:31</p> <p><b>model</b> [1] - 732:7</p> <p><b>modified</b> [2] - 771:19</p> <p><b>modify</b> [1] - 772:6</p> <p><b>moment</b> [12] - 706:5, 720:46, 721:17, 728:32, 731:14, 733:35, 734:11, 734:16, 745:23, 746:9, 746:28, 772:26</p> <p><b>Monday</b> [2] - 714:15, 744:27</p> <p><b>money</b> [12] - 729:5, 729:13, 730:43, 730:46, 731:1, 753:16, 753:31, 754:12, 754:14, 754:18, 755:18, 755:43</p> <p><b>Monique</b> [3] - 740:41, 742:11, 766:16</p> <p><b>MONIQUE</b> [1] - 741:5</p> <p><b>months</b> [8] - 704:4, 712:37, 718:14, 733:28, 735:38, 777:9</p> <p><b>morning</b> [3] - 695:3, 695:4, 720:26</p> <p><b>mortified</b> [3] - 705:31, 707:9, 707:43</p> <p><b>mortifying</b> [1] - 712:13</p> <p><b>most</b> [20] - 720:20, 721:41, 721:42, 723:25, 723:44, 724:46, 731:45, 733:45, 736:32, 736:37, 738:29, 738:42, 739:26, 753:23, 760:13, 766:13, 771:33, 785:16, 786:25</p> <p><b>mother</b> [1] - 718:9</p> <p><b>motives</b> [1] - 703:34</p> <p><b>mouth</b> [1] - 764:19</p> <p><b>move</b> [1] - 784:38</p> <p><b>moved</b> [3] - 697:14, 747:9, 751:3</p> <p><b>moves</b> [1] - 762:29</p> <p><b>moving</b> [2] - 718:40, 796:8</p> <p><b>MS</b> [285] - 695:3, 695:36, 695:41, 695:43, 704:45, 705:43, 707:37, 710:23, 711:27, 719:20, 719:26, 719:28, 725:34, 728:35, 730:40,</p>	<p>738:35, 739:4, 740:19, 740:32, 741:7, 741:9, 741:20, 741:25, 741:29, 741:34, 741:37, 741:40, 741:43, 741:45, 742:1, 742:3, 742:6, 742:8, 742:11, 742:14, 742:17, 742:19, 742:22, 742:24, 742:32, 742:36, 742:43, 743:2, 743:8, 743:12, 743:17, 743:24, 743:31, 743:43, 744:4, 744:10, 744:47, 745:10, 745:21, 745:41, 746:4, 746:8, 746:12, 746:14, 746:17, 746:19, 746:22, 746:32, 746:35, 746:38, 746:41, 746:43, 746:46, 747:1, 747:4, 747:13, 747:15, 747:18, 747:20, 747:22, 747:25, 747:32, 747:36, 747:38, 747:40, 747:42, 747:46, 748:9, 748:15, 748:37, 748:46, 749:3, 749:6, 749:10, 749:12, 749:16, 749:18, 749:21, 749:23, 749:26, 749:28, 749:31, 749:33, 749:39, 750:7, 750:9, 750:11, 750:13, 750:15, 750:21, 750:26, 750:29, 750:32, 750:35, 750:37, 750:41, 751:10, 751:17, 751:22, 751:24, 751:29, 752:13, 752:19, 752:21, 752:23, 752:29, 752:31, 752:39, 752:44, 753:26, 753:31, 753:39, 753:43, 754:24, 754:31, 754:39, 755:20, 755:25, 755:38, 756:8, 757:13, 757:19, 757:23,</p>	<p>757:29, 757:38, 758:11, 758:13, 758:18, 758:21, 758:23, 758:41, 758:47, 759:4, 759:25, 759:30, 759:35, 759:37, 759:39, 759:41, 759:43, 759:46, 760:15, 760:22, 760:27, 760:29, 760:31, 760:35, 760:37, 760:40, 761:2, 761:9, 761:32, 762:2, 762:7, 762:12, 762:24, 762:32, 762:36, 762:43, 763:1, 763:7, 763:9, 763:13, 763:21, 763:24, 763:28, 763:37, 763:41, 764:2, 764:6, 764:11, 764:19, 764:36, 764:41, 765:12, 765:22, 765:26, 765:28, 765:31, 765:33, 765:35, 765:37, 765:39, 765:42, 765:46, 766:6, 766:8, 766:10, 766:13, 766:19, 766:21, 766:23, 766:26, 766:31, 766:34, 766:39, 766:43, 767:6, 767:12, 767:25, 767:29, 767:35, 767:40, 767:43, 768:4, 768:7, 768:14, 768:19, 768:29, 768:34, 768:36, 768:38, 768:40, 768:42, 769:18, 769:21, 769:23, 769:25, 769:36, 769:38, 769:40, 769:42, 769:44, 769:47, 770:8, 770:11, 770:22, 770:29, 770:35, 770:40, 770:45, 771:3, 771:9, 771:12, 772:15, 773:14, 773:16, 773:20, 773:31, 773:33, 773:36, 773:38, 773:41, 773:43, 774:1, 774:3, 774:6,</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>774:8, 774:11, 774:13, 774:16, 774:18, 774:22, 775:14, 775:31, 775:33, 775:38, 775:44, 776:23, 776:26, 776:29, 777:3, 777:31, 777:38, 778:14, 778:35, 778:41, 778:43, 797:44, 798:9 <b>much's</b> [1] - 744:44 <b>mum</b> [3] - 697:13, 697:17, 722:33 <b>Munting</b> [5] - 695:37, 695:43, 695:45, 696:1, 712:46 <b>MUNTING</b> [1] - 695:39 <b>must</b> [6] - 695:23, 701:42, 710:2, 710:39, 719:4, 756:41 <b>myths</b> [1] - 794:23</p>	<p>718:31, 719:3, 719:18, 725:10, 725:16, 728:21, 729:29, 730:38, 737:46, 740:22, 740:30, 743:36, 743:41, 754:20, 754:26, 762:26, 762:34, 762:41, 764:25, 764:39, 765:10, 765:20, 767:18, 767:27, 767:32, 767:38, 778:25, 778:33, 797:47 <b>necessarily</b> [22] - 700:10, 709:29, 713:42, 720:39, 723:8, 723:17, 726:20, 736:17, 737:5, 737:9, 738:45, 749:28, 750:38, 759:21, 765:10, 767:4, 768:19, 782:17, 794:8, 795:32, 795:41, 796:44 <b>necessary</b> [1] - 753:36 <b>need</b> [68] - 702:24, 704:19, 704:33, 705:37, 710:36, 716:33, 716:36, 720:4, 720:41, 721:20, 723:5, 723:16, 723:20, 724:45, 725:5, 726:21, 726:44, 728:16, 729:15, 729:38, 733:7, 733:8, 736:32, 736:38, 736:41, 737:2, 737:10, 737:25, 738:14, 739:30, 739:33, 739:41, 753:19, 754:11, 754:34, 755:13, 756:5, 756:9, 756:21, 761:6, 765:15, 766:27, 770:9, 772:39, 774:18, 774:22, 774:34, 775:31, 777:34, 777:41, 778:7, 778:8, 782:4, 784:24, 784:40, 786:9, 786:46, 788:31, 788:32, 789:36, 789:38, 790:35, 792:45, 794:34, 794:46,</p>	<p>795:1 <b>needed</b> [16] - 710:5, 710:45, 713:33, 715:12, 725:20, 745:28, 755:6, 755:41, 765:40, 766:47, 774:19, 775:44, 776:1, 776:46, 783:33 <b>needing</b> [2] - 738:47, 753:8 <b>needs</b> [19] - 695:32, 713:31, 716:31, 726:25, 731:47, 733:47, 736:36, 737:11, 738:46, 750:1, 750:47, 753:5, 756:6, 779:38, 782:5, 782:10, 790:33, 792:16, 797:40 <b>neglect</b> [1] - 726:21 <b>negotiate</b> [1] - 786:42 <b>nerd</b> [1] - 697:26 <b>nerdy</b> [1] - 698:11 <b>nervous</b> [1] - 755:39 <b>network</b> [3] - 754:39, 755:2, 768:29 <b>neutrally</b> [1] - 760:17 <b>never</b> [8] - 701:16, 701:28, 701:29, 718:21, 718:24, 718:25, 760:22 <b>New</b> [4] - 719:32, 783:1, 783:4, 783:8 <b>new</b> [10] - 760:4, 761:11, 761:12, 771:27, 772:28, 772:29, 775:7, 775:10, 781:34, 794:45 <b>newsletters</b> [1] - 784:7 <b>next</b> [7] - 695:7, 719:20, 735:38, 757:17, 784:38, 784:39, 795:32 <b>nice</b> [3] - 703:21, 710:43, 795:9 <b>Nigel</b> [2] - 740:41, 741:18 <b>NIGEL</b> [1] - 741:3 <b>Nigel's</b> [1] - 777:45 <b>nights</b> [1] - 698:13 <b>no-one</b> [6] - 702:12, 702:15, 708:15, 772:16, 796:12, 796:13 <b>No.1</b> [1] - 774:25 <b>non</b> [5] - 713:22,</p>	<p>718:13, 722:44, 751:31, 793:26 <b>non-functional</b> [1] - 718:13 <b>non-government</b> [2] - 713:22, 722:44 <b>non-inclusive</b> [1] - 793:26 <b>none</b> [2] - 773:41, 773:43 <b>Norfolk</b> [3] - 783:1, 783:4, 783:8 <b>norm</b> [1] - 726:7 <b>normal</b> [12] - 705:30, 707:20, 708:23, 722:14, 722:23, 722:34, 723:8, 723:10, 723:41, 729:35, 733:46, 734:37 <b>normal"</b> [2] - 707:13, 707:33 <b>normally</b> [1] - 764:44 <b>norms</b> [3] - 722:25, 722:28, 727:9 <b>north</b> [10] - 730:2, 730:3, 730:11, 750:41, 750:43, 780:15, 780:46, 782:37, 783:9, 795:17 <b>North</b> [2] - 741:37, 779:1 <b>northeast</b> [2] - 783:15, 795:17 <b>northwest</b> [8] - 730:2, 755:3, 780:7, 780:14, 780:46, 782:36, 783:14, 795:16 <b>Norton</b> [3] - 695:1, 695:34, 778:33 <b>NORTON</b> [14] - 695:3, 695:36, 695:41, 695:43, 704:45, 705:43, 707:37, 710:23, 711:27, 778:35, 778:41, 778:43, 797:44, 798:9 <b>not</b> [1] - 789:5 <b>note</b> [7] - 720:6, 759:8, 759:14, 759:22, 776:14, 795:9, 798:2 <b>note-taking</b> [1] - 759:14 <b>noted</b> [1] - 740:11 <b>notes</b> [7] - 709:47, 749:42, 749:44,</p>	<p>749:46, 761:35, 763:17, 763:21 <b>nothing</b> [11] - 703:14, 707:14, 707:31, 709:13, 711:30, 717:7, 745:4, 777:25, 783:12, 794:44 <b>notice</b> [6] - 710:23, 724:7, 738:20, 742:15, 761:9, 764:30 <b>noticed</b> [12] - 705:29, 706:19, 706:35, 707:12, 707:32, 720:45, 723:22, 724:25, 725:41, 733:11, 766:36, 786:4 <b>notices</b> [1] - 708:15 <b>notifications</b> [4] - 769:11, 769:12, 769:13 <b>November</b> [1] - 736:4 <b>now</b> [1] - 715:18 <b>nowhere</b> [1] - 761:40 <b>nuclear</b> [1] - 697:12 <b>number</b> [17] - 697:15, 698:13, 698:33, 700:47, 701:1, 701:2, 710:13, 716:24, 727:16, 727:18, 727:30, 729:30, 751:41, 760:44, 780:8, 780:20, 782:8 <b>numbers</b> [5] - 746:28, 746:29, 748:15, 748:19, 775:22 <b>numeracy</b> [2] - 776:37, 776:45 <b>nurse</b> [1] - 753:1</p>
<b>N</b>		<b>O</b>		
<p><b>naivete</b> [1] - 761:19 <b>naked</b> [1] - 722:22 <b>name</b> [15] - 695:27, 695:44, 697:38, 712:31, 716:36, 719:29, 719:30, 741:16, 741:35, 742:9, 761:39, 778:44, 778:45, 780:27, 791:8 <b>namely</b> [1] - 695:17 <b>names</b> [2] - 750:38, 759:31 <b>naming</b> [1] - 697:1 <b>nappies</b> [1] - 722:22 <b>narrow</b> [3] - 701:4, 702:29, 702:30 <b>narrowed</b> [1] - 773:3 <b>national</b> [2] - 786:5, 786:6 <b>National</b> [3] - 792:7, 792:8, 792:10 <b>nature</b> [3] - 723:17, 737:30, 758:39 <b>NDIS</b> [1] - 725:6 <b>near</b> [2] - 704:28 <b>nearby</b> [1] - 698:15 <b>Neave</b> [3] - 694:28, 695:36, 778:35 <b>NEAVE</b> [34] - 695:1, 695:7, 705:39, 711:13, 711:21,</p>	<p>718:31, 719:3, 719:18, 725:10, 725:16, 728:21, 729:29, 730:38, 737:46, 740:22, 740:30, 743:36, 743:41, 754:20, 754:26, 762:26, 762:34, 762:41, 764:25, 764:39, 765:10, 765:20, 767:18, 767:27, 767:32, 767:38, 778:25, 778:33, 797:47 <b>necessarily</b> [22] - 700:10, 709:29, 713:42, 720:39, 723:8, 723:17, 726:20, 736:17, 737:5, 737:9, 738:45, 749:28, 750:38, 759:21, 765:10, 767:4, 768:19, 782:17, 794:8, 795:32, 795:41, 796:44 <b>necessary</b> [1] - 753:36 <b>need</b> [68] - 702:24, 704:19, 704:33, 705:37, 710:36, 716:33, 716:36, 720:4, 720:41, 721:20, 723:5, 723:16, 723:20, 724:45, 725:5, 726:21, 726:44, 728:16, 729:15, 729:38, 733:7, 733:8, 736:32, 736:38, 736:41, 737:2, 737:10, 737:25, 738:14, 739:30, 739:33, 739:41, 753:19, 754:11, 754:34, 755:13, 756:5, 756:9, 756:21, 761:6, 765:15, 766:27, 770:9, 772:39, 774:18, 774:22, 774:34, 775:31, 777:34, 777:41, 778:7, 778:8, 782:4, 784:24, 784:40, 786:9, 786:46, 788:31, 788:32, 789:36, 789:38, 790:35, 792:45, 794:34, 794:46,</p>	<p>795:1 <b>needed</b> [16] - 710:5, 710:45, 713:33, 715:12, 725:20, 745:28, 755:6, 755:41, 765:40, 766:47, 774:19, 775:44, 776:1, 776:46, 783:33 <b>needing</b> [2] - 738:47, 753:8 <b>needs</b> [19] - 695:32, 713:31, 716:31, 726:25, 731:47, 733:47, 736:36, 737:11, 738:46, 750:1, 750:47, 753:5, 756:6, 779:38, 782:5, 782:10, 790:33, 792:16, 797:40 <b>neglect</b> [1] - 726:21 <b>negotiate</b> [1] - 786:42 <b>nerd</b> [1] - 697:26 <b>nerdy</b> [1] - 698:11 <b>nervous</b> [1] - 755:39 <b>network</b> [3] - 754:39, 755:2, 768:29 <b>neutrally</b> [1] - 760:17 <b>never</b> [8] - 701:16, 701:28, 701:29, 718:21, 718:24, 718:25, 760:22 <b>New</b> [4] - 719:32, 783:1, 783:4, 783:8 <b>new</b> [10] - 760:4, 761:11, 761:12, 771:27, 772:28, 772:29, 775:7, 775:10, 781:34, 794:45 <b>newsletters</b> [1] - 784:7 <b>next</b> [7] - 695:7, 719:20, 735:38, 757:17, 784:38, 784:39, 795:32 <b>nice</b> [3] - 703:21, 710:43, 795:9 <b>Nigel</b> [2] - 740:41, 741:18 <b>NIGEL</b> [1] - 741:3 <b>Nigel's</b> [1] - 777:45 <b>nights</b> [1] - 698:13 <b>no-one</b> [6] - 702:12, 702:15, 708:15, 772:16, 796:12, 796:13 <b>No.1</b> [1] - 774:25 <b>non</b> [5] - 713:22,</p>	<p>718:13, 722:44, 751:31, 793:26 <b>non-functional</b> [1] - 718:13 <b>non-government</b> [2] - 713:22, 722:44 <b>non-inclusive</b> [1] - 793:26 <b>none</b> [2] - 773:41, 773:43 <b>Norfolk</b> [3] - 783:1, 783:4, 783:8 <b>norm</b> [1] - 726:7 <b>normal</b> [12] - 705:30, 707:20, 708:23, 722:14, 722:23, 722:34, 723:8, 723:10, 723:41, 729:35, 733:46, 734:37 <b>normal"</b> [2] - 707:13, 707:33 <b>normally</b> [1] - 764:44 <b>norms</b> [3] - 722:25, 722:28, 727:9 <b>north</b> [10] - 730:2, 730:3, 730:11, 750:41, 750:43, 780:15, 780:46, 782:37, 783:9, 795:17 <b>North</b> [2] - 741:37, 779:1 <b>northeast</b> [2] - 783:15, 795:17 <b>northwest</b> [8] - 730:2, 755:3, 780:7, 780:14, 780:46, 782:36, 783:14, 795:16 <b>Norton</b> [3] - 695:1, 695:34, 778:33 <b>NORTON</b> [14] - 695:3, 695:36, 695:41, 695:43, 704:45, 705:43, 707:37, 710:23, 711:27, 778:35, 778:41, 778:43, 797:44, 798:9 <b>not</b> [1] - 789:5 <b>note</b> [7] - 720:6, 759:8, 759:14, 759:22, 776:14, 795:9, 798:2 <b>note-taking</b> [1] - 759:14 <b>noted</b> [1] - 740:11 <b>notes</b> [7] - 709:47, 749:42, 749:44,</p>	<p>749:46, 761:35, 763:17, 763:21 <b>nothing</b> [11] - 703:14, 707:14, 707:31, 709:13, 711:30, 717:7, 745:4, 777:25, 783:12, 794:44 <b>notice</b> [6] - 710:23, 724:7, 738:20, 742:15, 761:9, 764:30 <b>noticed</b> [12] - 705:29, 706:19, 706:35, 707:12, 707:32, 720:45, 723:22, 724:25, 725:41, 733:11, 766:36, 786:4 <b>notices</b> [1] - 708:15 <b>notifications</b> [4] - 769:11, 769:12, 769:13 <b>November</b> [1] - 736:4 <b>now</b> [1] - 715:18 <b>nowhere</b> [1] - 761:40 <b>nuclear</b> [1] - 697:12 <b>number</b> [17] - 697:15, 698:13, 698:33, 700:47, 701:1, 701:2, 710:13, 716:24, 727:16, 727:18, 727:30, 729:30, 751:41, 760:44, 780:8, 780:20, 782:8 <b>numbers</b> [5] - 746:28, 746:29, 748:15, 748:19, 775:22 <b>numeracy</b> [2] - 776:37, 776:45 <b>nurse</b> [1] - 753:1</p>
<b>O</b>		<b>O</b>		
<p><b>objectives</b> [1] - 756:42 <b>obligations</b> [1] - 785:47 <b>oblivious</b> [1] - 711:10 <b>observation</b> [1] - 763:30 <b>observations</b> [4] - 697:45, 736:8, 747:2, 749:46 <b>observe</b> [2] - 744:47, 749:47 <b>observed</b> [3] - 699:22, 733:4, 756:29 <b>observing</b> [1] - 790:2</p>	<p>718:31, 719:3, 719:18, 725:10, 725:16, 728:21, 729:29, 730:38, 737:46, 740:22, 740:30, 743:36, 743:41, 754:20, 754:26, 762:26, 762:34, 762:41, 764:25, 764:39, 765:10, 765:20, 767:18, 767:27, 767:32, 767:38, 778:25, 778:33, 797:47 <b>necessarily</b> [22] - 700:10, 709:29, 713:42, 720:39, 723:8, 723:17, 726:20, 736:17, 737:5, 737:9, 738:45, 749:28, 750:38, 759:21, 765:10, 767:4, 768:19, 782:17, 794:8, 795:32, 795:41, 796:44 <b>necessary</b> [1] - 753:36 <b>need</b> [68] - 702:24, 704:19, 704:33, 705:37, 710:36, 716:33, 716:36, 720:4, 720:41, 721:20, 723:5, 723:16, 723:20, 724:45, 725:5, 726:21, 726:44, 728:16, 729:15, 729:38, 733:7, 733:8, 736:32, 736:38, 736:41, 737:2, 737:10, 737:25, 738:14, 739:30, 739:33, 739:41, 753:19, 754:11, 754:34, 755:13, 756:5, 756:9, 756:21, 761:6, 765:15, 766:27, 770:9, 772:39, 774:18, 774:22, 774:34, 775:31, 777:34, 777:41, 778:7, 778:8, 782:4, 784:24, 784:40, 786:9, 786:46, 788:31, 788:32, 789:36, 789:38, 790:35, 792:45, 794:34, 794:46,</p>	<p>795:1 <b>needed</b> [16] - 710:5, 710:45, 713:33, 715:12, 725:20, 745:28, 755:6, 755:41, 765:40, 766:47, 774:19, 775:44, 776:1, 776:46, 783:33 <b>needing</b> [2] - 738:47, 753:8 <b>needs</b> [19] - 695:32, 713:31, 716:31, 726:25, 731:47, 733:47, 736:36, 737:11, 738:46, 750:1, 750:47, 753:5, 756:6, 779:38, 782:5, 782:10, 790:33, 792:16, 797:40 <b>neglect</b> [1] - 726:21 <b>negotiate</b> [1] - 786:42 <b>nerd</b> [1] - 697:26 <b>nerdy</b> [1] - 698:11 <b>nervous</b> [1] - 755:39 <b>network</b> [3] - 754:39, 755:2, 768:29 <b>neutrally</b> [1] - 760:17 <b>never</b> [8] - 701:16, 701:28, 701:29, 718:21, 718:24, 718:25, 760:22 <b>New</b> [4] - 719:32, 783:1, 783:4, 783:8 <b>new</b> [10] - 760:4, 761:11, 761:12, 771:27, 772:28, 772:29, 775:7, 775:10, 781:34, 794:45 <b>newsletters</b> [1] - 784:7 <b>next</b> [7] - 695:7, 719:20, 735:38, 757:17, 784:38, 784:39, 795:32 <b>nice</b> [3] - 703:21, 710:43, 795:9 <b>Nigel</b> [2] - 740:41, 741:18 <b>NIGEL</b> [1] - 741:3 <b>Nigel's</b> [1] - 777:45 <b>nights</b> [1] - 698:13 <b>no-one</b> [6] - 702:12, 702:15, 708:15, 772:16, 796:12, 796:13 <b>No.1</b> [1] - 774:25 <b>non</b> [5] - 713:22,</p>	<p>718:13, 722:44, 751:31, 793:26 <b>non-functional</b> [1] - 718:13 <b>non-government</b> [2] - 713:22, 722:44 <b>non-inclusive</b> [1] - 793:26 <b>none</b> [2] - 773:41, 773:43 <b>Norfolk</b> [3] - 783:1, 783:4, 783:8 <b>norm</b> [1] - 726:7 <b>normal</b> [12] - 705:30, 707:20, 708:23, 722:14, 722:23, 722:34, 723:8, 723:10, 723:41, 729:35, 733:46, 734:37 <b>normal"</b> [2] - 707:13, 707:33 <b>normally</b> [1] - 764:44 <b>norms</b> [3] - 722:25, 722:28, 727:9 <b>north</b> [10] - 730:2, 730:3, 730:11, 750:41, 750:43, 780:15, 780:46, 782:37, 783:9, 795:17 <b>North</b> [2] - 741:37, 779:1 <b>northeast</b> [2] - 783:15, 795:17 <b>northwest</b> [8] - 730:2, 755:3, 780:7, 780:14, 780:46, 782:36, 783:14, 795:16 <b>Norton</b> [3] - 695:1, 695:34, 778:33 <b>NORTON</b> [14] - 695:3, 695:36, 695:41, 695:43, 704:45, 705:43, 707:37, 710:23, 711:27, 778:35, 778:41, 778:43, 797:44, 798:9 <b>not</b> [1] - 789:5 <b>note</b> [7] - 720:6, 759:8, 759:14, 759:22, 776:14, 795:9, 798:2 <b>note-taking</b> [1] - 759:14 <b>noted</b> [1] - 740:11 <b>notes</b> [7] - 709:47, 749:42, 749:44,</p>	<p>749:46, 761:35, 763:17, 763:21 <b>nothing</b> [11] - 703:14, 707:14, 707:31, 709:13, 711:30, 717:7, 745:4, 777:25, 783:12, 794:44 <b>notice</b> [6] - 710:23, 724:7, 738:20, 742:15, 761:9, 764:30 <b>noticed</b> [12] - 705:29, 706:19, 706:35, 707:12, 707:32, 720:45, 723:22, 724:25, 725:41, 733:11, 766:36, 786:4 <b>notices</b> [1] - 708:15 <b>notifications</b> [4] - 769:11, 769:12, 769:13 <b>November</b> [1] - 736:4 <b>now</b> [1] - 715:18 <b>nowhere</b> [1] - 761:40 <b>nuclear</b> [1] - 697:12 <b>number</b> [17] - 697:15, 698:13, 698:33, 700:47, 701:1, 701:2, 710:13, 716:24, 727:16, 727:18, 727:30, 729:30, 751:41, 760:44, 780:8, 780:20, 782:8 <b>numbers</b> [5] - 7</p>

<p><b>obvious</b> [3] - 704:14, 709:46, 797:19  <b>obviously</b> [9] - 706:27, 722:38, 723:37, 733:18, 734:20, 745:11, 745:21, 747:1, 761:2  <b>occasion</b> [1] - 796:4  <b>occasionally</b> [1] - 781:25  <b>occasions</b> [1] - 698:4  <b>occupation</b> [2] - 695:44, 778:47  <b>occur</b> [1] - 788:19  <b>occurred</b> [4] - 704:7, 751:26, 756:36, 788:18  <b>OF</b> [2] - 694:4, 694:12  <b>off-the-record</b> [1] - 766:15  <b>offend</b> [1] - 738:41  <b>offenders</b> [2] - 738:44, 739:2  <b>offer</b> [7] - 702:39, 712:35, 727:45, 745:6, 746:1, 771:42, 779:19  <b>offered</b> [5] - 703:33, 776:47, 777:11, 777:14  <b>offering</b> [3] - 769:32, 775:5, 785:22  <b>offers</b> [1] - 740:24  <b>Office</b> [1] - 752:23  <b>office</b> [8] - 702:36, 707:8, 714:3, 716:19, 753:27, 761:47, 774:38, 780:15  <b>office's</b> [1] - 768:16  <b>Officer</b> [1] - 779:2  <b>officer</b> [1] - 779:23  <b>officers</b> [1] - 772:20  <b>offside</b> [1] - 767:1  <b>offsider</b> [4] - 730:7, 730:17, 730:18, 732:29  <b>often</b> [13] - 704:16, 723:12, 723:14, 738:19, 739:46, 740:1, 767:1, 767:40, 767:43, 767:46, 770:3, 770:17, 772:42  <b>old</b> [6] - 722:31, 724:35, 771:18, 772:19, 775:14, 775:16  <b>older</b> [4] - 697:14, 697:46, 718:10,</p>	<p>722:8  <b>on-call</b> [6] - 747:28, 747:33, 747:42, 747:43, 753:4, 754:36  <b>once</b> [9] - 699:40, 704:13, 706:43, 711:34, 712:34, 738:25, 766:36, 771:13, 787:44  <b>One</b> [1] - 777:3  <b>one</b> [100] - 696:45, 697:19, 699:2, 699:15, 699:38, 699:40, 702:12, 702:15, 702:29, 704:26, 706:7, 706:26, 707:39, 707:46, 707:47, 708:15, 708:41, 709:16, 710:5, 711:5, 711:6, 711:17, 712:44, 714:10, 717:44, 717:45, 718:6, 719:42, 720:17, 721:22, 721:23, 723:35, 727:41, 729:29, 730:5, 730:24, 730:35, 731:10, 736:4, 736:5, 738:8, 738:29, 738:32, 740:11, 744:15, 744:20, 745:33, 752:46, 752:47, 753:2, 753:19, 755:45, 756:5, 757:6, 758:37, 759:32, 760:44, 765:13, 766:41, 767:18, 772:16, 772:32, 773:1, 773:38, 774:28, 775:38, 776:5, 776:12, 781:27, 781:29, 782:38, 783:21, 783:42, 784:14, 784:20, 787:4, 788:18, 792:15, 793:4, 793:23, 794:33, 795:19, 795:20, 795:25, 795:46, 796:8, 796:11, 796:12, 796:13, 796:37, 797:7, 797:8, 797:14, 797:17  <b>one-day</b> [1] - 723:35</p>	<p><b>one-off</b> [1] - 774:28  <b>one-on-one</b> [1] - 699:15  <b>ones</b> [4] - 748:23, 760:12, 760:13, 773:4  <b>ongoing</b> [2] - 770:18, 787:27  <b>online</b> [3] - 732:14, 732:19, 761:13  <b>open</b> [9] - 705:47, 724:13, 724:17, 727:12, 727:30, 739:12, 761:42, 785:7, 796:11  <b>openly</b> [1] - 791:45  <b>operating</b> [1] - 788:32  <b>opinion</b> [2] - 783:1, 792:21  <b>opportunities</b> [1] - 772:25  <b>opportunity</b> [7] - 703:29, 703:33, 768:11, 777:39, 783:34, 789:47, 792:41  <b>opposed</b> [4] - 698:20, 699:2, 699:31, 705:28  <b>opposite</b> [2] - 701:35, 711:1  <b>order</b> [10] - 695:4, 695:10, 695:14, 695:21, 695:22, 695:30, 695:31, 755:9, 782:27, 786:8  <b>orders</b> [1] - 756:12  <b>organisation</b> [3] - 740:24, 780:4, 794:22  <b>Organisations</b> [1] - 792:9  <b>organisations</b> [1] - 729:6  <b>organising</b> [2] - 699:27, 699:28  <b>orientated</b> [1] - 769:11  <b>original</b> [1] - 748:35  <b>othering</b> [1] - 788:1  <b>otherwise</b> [1] - 696:23  <b>ourselves</b> [2] - 753:18, 760:47  <b>outcome</b> [2] - 739:9, 756:23  <b>outcomes</b> [1] - 739:8  <b>outed</b> [1] - 791:9  <b>outlined</b> [1] - 746:24  <b>outreach</b> [1] - 780:13  <b>outs</b> [1] - 709:34  <b>outside</b> [7] - 695:31,</p>	<p>723:10, 733:17, 738:21, 761:7, 789:24, 796:34  <b>outweighed</b> [1] - 695:16  <b>overall</b> [1] - 795:18  <b>overcome</b> [1] - 706:21  <b>overly</b> [2] - 710:43, 758:7  <b>oversee</b> [4] - 720:19, 720:22, 724:40, 730:27  <b>overseeing</b> [3] - 730:6, 730:24, 731:38  <b>oversees</b> [1] - 730:8  <b>oversight</b> [1] - 772:17  <b>overstepped</b> [1] - 768:24  <b>overview</b> [5] - 723:37, 735:7, 779:19, 785:35, 785:37  <b>Overview</b> [2] - 728:46, 733:41  <b>overwhelmed</b> [3] - 764:9, 771:34, 773:2  <b>overwhelming</b> [1] - 786:40  <b>overwhelmingly</b> [1] - 796:4  <b>own</b> [14] - 699:44, 700:2, 715:34, 733:19, 747:1, 747:2, 753:11, 753:27, 755:31, 764:28, 765:6, 767:13, 770:46</p>	<p>763:5, 764:14  <b>paragraph</b> [14] - 696:10, 696:16, 696:20, 698:8, 705:20, 743:43, 744:12, 748:11, 785:43, 787:8, 787:10, 787:16, 787:17, 796:5  <b>paragraphs</b> [1] - 763:29  <b>parallel</b> [2] - 738:9, 763:26  <b>parent</b> [11] - 735:22, 735:24, 735:30, 735:36, 750:2, 769:40, 769:42, 769:44, 770:4, 770:6, 791:7  <b>parents</b> [22] - 704:18, 706:1, 706:11, 707:3, 709:14, 722:45, 725:13, 727:46, 735:28, 735:32, 735:39, 739:13, 767:1, 769:15, 769:16, 785:26, 788:11, 788:24, 788:40, 793:34, 795:42  <b>part</b> [25] - 698:10, 698:46, 701:40, 704:26, 706:9, 708:44, 708:45, 710:30, 711:33, 725:19, 727:44, 734:31, 739:42, 745:4, 749:45, 750:45, 758:34, 760:1, 760:38, 764:11, 768:16, 771:24, 783:19  <b>part-time</b> [1] - 745:4  <b>participant</b> [1] - 699:13  <b>participants</b> [1] - 703:12  <b>participatory</b> [1] - 779:36  <b>particular</b> [21] - 695:11, 697:19, 697:36, 698:31, 700:46, 705:25, 714:8, 743:18, 747:33, 747:43, 751:25, 751:27, 761:4, 762:27, 766:46, 770:18, 774:41, 779:20, 786:29, 790:22,</p>
<b>P</b>				
<p><b>pacify</b> [1] - 716:15  <b>pack</b> [1] - 700:27  <b>Package</b> [1] - 753:12  <b>package</b> [1] - 753:12  <b>page</b> [3] - 775:18, 775:19, 783:23  <b>paid</b> [1] - 755:38  <b>pain</b> [1] - 713:44  <b>painted</b> [1] - 777:8  <b>pair</b> [1] - 700:5  <b>palmed</b> [1] - 715:12  <b>panel</b> [2] - 717:36, 740:33  <b>pants</b> [2] - 722:22, 734:1  <b>paper</b> [5] - 766:37, 775:14, 775:16, 775:26, 775:34  <b>paperwork</b> [3] - 763:4,</p>				

<p>795:34  <b>particularly</b> [5] - 712:37, 715:14, 715:45, 739:21, 762:18  <b>parties</b> [1] - 707:3  <b>partner</b> [1] - 767:21  <b>parts</b> [9] - 699:47, 702:44, 703:9, 717:10, 723:18, 734:2, 738:29, 782:46, 788:21  <b>pass</b> [2] - 696:38, 701:5  <b>passed</b> [2] - 714:31, 744:44  <b>passing</b> [1] - 796:11  <b>passion</b> [3] - 696:38, 696:39, 756:26  <b>past</b> [7] - 700:30, 700:31, 702:15, 710:17, 758:14, 781:26  <b>PAST</b> [27] - 720:22, 724:22, 724:28, 724:30, 724:39, 725:22, 727:20, 727:30, 728:29, 728:38, 728:45, 729:13, 729:14, 729:17, 729:18, 729:27, 730:5, 730:6, 730:26, 730:42, 730:43, 731:28, 731:30, 732:34, 732:36, 735:35  <b>patchy</b> [1] - 775:29  <b>path</b> [2] - 737:2, 737:7  <b>pathetic</b> [1] - 708:16  <b>pathologist</b> [1] - 752:47  <b>pathologists</b> [1] - 749:45  <b>pathway</b> [4] - 696:39, 752:13, 752:15, 770:8  <b>pathways</b> [4] - 740:8, 780:34, 780:35, 785:30  <b>pattern</b> [2] - 711:43, 755:30  <b>pause</b> [2] - 723:47, 746:38  <b>pay</b> [4] - 729:7, 753:31, 755:26, 755:41  <b>paying</b> [2] - 755:31, 755:38  <b>PD</b> [1] - 771:13</p>	<p><b>PE</b> [2] - 744:16, 776:38  <b>pedagogical</b> [1] - 787:46  <b>pedagogically</b> [1] - 789:20  <b>peer</b> [7] - 698:20, 699:1, 699:12, 731:28, 733:15, 742:39  <b>peer-to-peer</b> [1] - 742:39  <b>peers</b> [7] - 706:38, 721:9, 722:8, 726:37, 733:17, 745:6, 787:27  <b>penetrated</b> [1] - 737:22  <b>people</b> [112] - 700:33, 701:32, 702:31, 703:31, 706:7, 710:19, 715:39, 719:11, 720:21, 720:34, 721:29, 722:3, 723:7, 724:6, 724:9, 724:23, 724:34, 725:28, 725:44, 726:2, 726:7, 726:20, 726:24, 726:36, 726:37, 726:39, 727:8, 727:44, 731:10, 731:32, 732:33, 732:44, 732:45, 733:39, 734:44, 736:20, 736:30, 736:34, 736:37, 736:47, 738:8, 738:14, 738:17, 739:33, 752:33, 752:34, 752:35, 753:37, 755:3, 755:15, 765:1, 767:22, 767:33, 767:40, 767:43, 769:2, 770:24, 771:43, 772:2, 772:23, 772:31, 773:7, 773:11, 774:26, 774:29, 774:40, 774:41, 774:45, 776:23, 778:22, 779:21, 780:8, 780:12, 780:41, 781:18, 781:20, 781:25, 781:28, 781:29, 781:40, 782:15, 782:17, 782:28, 783:2,</p>	<p>784:28, 785:11, 786:25, 786:40, 786:42, 788:43, 789:16, 790:38, 790:41, 791:2, 791:5, 791:27, 791:28, 791:32, 792:18, 793:8, 793:39, 794:2, 794:12, 794:13, 795:20, 795:23, 796:34, 796:35, 796:36, 796:46  <b>people's</b> [3] - 731:39, 737:11, 793:33  <b>People's</b> [1] - 730:27  <b>Pepper</b> [5] - 719:21, 719:28, 719:30, 737:13, 740:20  <b>PEPPER</b> [1] - 719:24  <b>per</b> [12] - 701:2, 727:16, 728:24, 733:36, 752:46, 753:1, 753:2, 785:13, 786:24, 789:30, 792:36, 797:23  <b>perceived</b> [3] - 702:4, 717:37, 721:13  <b>perception</b> [2] - 699:10, 705:32  <b>perceptions</b> [1] - 794:10  <b>perfect</b> [1] - 794:44  <b>performing</b> [1] - 788:14  <b>performs</b> [1] - 780:5  <b>perhaps</b> [16] - 737:15, 737:46, 750:37, 751:47, 752:14, 756:20, 759:10, 762:4, 763:4, 765:14, 769:32, 772:16, 776:44, 777:1, 784:38, 787:20  <b>period</b> [7] - 701:44, 706:27, 709:35, 751:35, 752:1, 785:8, 794:20  <b>periods</b> [2] - 721:33, 745:35  <b>permanent</b> [1] - 795:35  <b>permanently</b> [1] - 795:27  <b>perpetrator</b> [8] - 713:11, 713:12, 739:46, 744:21, 744:37, 745:30,</p>	<p>776:43, 777:17  <b>perpetrator's</b> [1] - 744:40  <b>perpetrators</b> [2] - 739:2, 794:11  <b>person</b> [57] - 695:11, 695:16, 695:25, 697:28, 701:46, 704:23, 713:33, 715:1, 715:6, 717:44, 717:45, 718:6, 724:42, 725:5, 725:24, 725:46, 728:6, 733:20, 733:21, 734:12, 735:33, 737:22, 739:13, 755:31, 759:18, 764:42, 765:5, 766:27, 766:28, 766:44, 768:2, 773:44, 775:2, 780:42, 782:5, 782:18, 782:21, 782:35, 785:24, 785:31, 787:31, 788:28, 790:26, 790:37, 790:40, 790:43, 791:12, 793:4, 793:6, 793:30, 793:31, 793:42, 794:15, 796:42  <b>person</b> [1] - 766:17  <b>person's</b> [7] - 722:45, 738:25, 760:25, 765:39, 766:47, 768:4, 791:29  <b>personal</b> [5] - 699:13, 741:40, 742:25, 759:16, 770:16  <b>personally</b> [7] - 699:4, 713:42, 716:7, 768:19, 768:22, 772:23, 775:33  <b>perspective</b> [4] - 756:4, 778:20, 781:38, 797:35  <b>pet</b> [1] - 697:26  <b>Peter</b> [17] - 697:38, 697:44, 698:16, 698:24, 698:34, 699:8, 700:4, 705:30, 706:1, 707:12, 707:35, 707:39, 708:11, 708:29, 709:11, 709:24, 711:38  <b>Peter</b> [1] - 695:26  <b>Peter's</b> [2] - 695:27,</p>	<p>698:26  <b>phase</b> [2] - 701:1, 794:3  <b>phased</b> [1] - 722:23  <b>phone</b> [10] - 704:19, 704:27, 705:4, 714:38, 733:5, 745:45, 764:33, 764:37, 775:21, 781:32  <b>phone</b> [1] - 766:29  <b>phoned</b> [2] - 781:30, 791:7  <b>phones</b> [1] - 769:2  <b>phoning</b> [3] - 769:15, 791:5  <b>photocopy</b> [1] - 775:25  <b>photography</b> [2] - 702:38, 702:39  <b>physical</b> [1] - 695:46  <b>physically</b> [4] - 709:37, 710:12, 721:14, 745:32  <b>physics</b> [1] - 696:28  <b>pick</b> [4] - 728:26, 773:3, 791:15, 791:32  <b>picked</b> [2] - 781:31, 796:14  <b>picking</b> [2] - 772:28, 796:23  <b>picture</b> [5] - 699:26, 699:35, 752:9, 756:46, 777:7  <b>pie</b> [3] - 747:7, 747:8, 754:43  <b>piece</b> [1] - 711:17  <b>pieces</b> [3] - 710:7, 762:30, 779:36  <b>pillar</b> [7] - 784:14, 784:16, 784:38, 784:39, 785:37, 785:42, 788:31  <b>pillars</b> [12] - 782:31, 782:34, 782:36, 782:39, 782:43, 783:23, 783:26, 783:41, 784:41, 788:35, 794:31, 797:2  <b>Pillars</b> [1] - 783:23  <b>pilot</b> [2] - 731:35, 731:36  <b>PL</b> [2] - 743:6, 784:33  <b>place</b> [19] - 709:27, 720:36, 725:31, 726:29, 732:45, 737:34, 744:36, 745:39, 756:34,</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>757:14, 758:5, 780:7, 783:4, 789:27, 789:33, 789:39, 793:27, 794:41, 796:20 <b>placed</b> [2] - 695:31, 721:4 <b>places</b> [6] - 722:42, 740:3, 753:17, 756:15, 762:21, 771:15 <b>placing</b> [1] - 701:4 <b>plan</b> [2] - 785:18, 785:24 <b>planning</b> [6] - 723:45, 764:12, 785:17, 787:2, 789:40, 794:35 <b>Planning</b> [1] - 794:40 <b>plates</b> [1] - 745:31 <b>play</b> [2] - 751:12, 758:1 <b>played</b> [2] - 791:30, 792:3 <b>playground</b> [1] - 734:6 <b>playing</b> [2] - 726:8, 790:34 <b>plays</b> [1] - 790:27 <b>pleased</b> [1] - 798:1 <b>plural</b> [1] - 713:47 <b>plus</b> [1] - 780:19 <b>pockets</b> [1] - 699:31 <b>point</b> [36] - 700:9, 700:11, 700:22, 701:7, 701:8, 703:8, 703:45, 708:3, 708:4, 709:8, 709:9, 709:40, 710:9, 711:18, 713:18, 713:26, 715:17, 715:20, 716:20, 718:12, 732:15, 732:38, 740:3, 744:26, 745:39, 753:10, 757:23, 758:37, 761:36, 767:36, 771:38, 777:45, 788:7, 789:25, 795:21 <b>pointy</b> [1] - 763:19 <b>Police</b> [1] - 780:17 <b>police</b> [9] - 712:28, 712:29, 713:19, 717:33, 736:22, 737:17, 737:31, 739:45, 775:23 <b>policies</b> [13] - 743:18, 759:4, 759:26, 759:30, 760:4,</p>	<p>760:33, 772:18, 783:47, 784:1, 784:9, 787:4, 796:24 <b>policing</b> [1] - 739:45 <b>policy</b> [6] - 715:35, 759:35, 760:41, 775:24, 792:17 <b>political</b> [1] - 714:6 <b>politicised</b> [1] - 784:23 <b>poor</b> [1] - 731:18 <b>popularity</b> [1] - 698:41 <b>pornography</b> [4] - 725:46, 725:47, 726:17, 727:6 <b>port</b> [1] - 721:35 <b>portion</b> [3] - 702:41, 704:13, 718:6 <b>pose</b> [1] - 714:2 <b>position</b> [7] - 709:46, 714:13, 721:30, 755:33, 767:30, 767:47, 779:22 <b>positioned</b> [2] - 704:23, 780:31 <b>positions</b> [2] - 772:17, 772:24 <b>positive</b> [4] - 714:43, 728:3, 753:34, 796:4 <b>positively</b> [1] - 796:6 <b>possession</b> [2] - 698:46, 759:16 <b>possible</b> [3] - 751:33, 775:12, 794:23 <b>possibly</b> [5] - 729:2, 733:23, 766:27, 767:12, 770:5 <b>postnatal</b> [1] - 717:24 <b>potential</b> [3] - 695:17, 789:47, 790:38 <b>potentially</b> [3] - 734:47, 736:23, 796:43 <b>power</b> [12] - 701:24, 701:37, 709:2, 711:43, 717:33, 717:37, 726:25, 726:29, 767:7 <b>powerful</b> [3] - 702:21, 718:40, 718:44 <b>PowerPoint</b> [1] - 771:17 <b>practical</b> [1] - 775:11 <b>practice</b> [10] - 724:9, 750:30, 767:19, 767:22, 772:5, 783:43, 785:19, 785:22, 792:17, 794:41 <b>practices</b> [9] - 721:26,</p>	<p>779:28, 779:35, 780:11, 783:40, 784:11, 790:4, 796:25, 797:10 <b>practitioners</b> [2] - 720:18, 771:45 <b>precedence</b> [1] - 748:24 <b>preclude</b> [1] - 737:36 <b>prejudicial</b> [1] - 796:43 <b>Premier</b> [4] - 713:7, 716:22, 781:11, 781:12 <b>premise</b> [1] - 795:27 <b>prep</b> [2] - 700:27, 702:28 <b>prepared</b> [2] - 696:1, 779:4 <b>prepubescent</b> [2] - 723:13, 732:24 <b>present</b> [6] - 707:1, 719:21, 756:16, 756:17, 756:21, 796:28 <b>presenting</b> [4] - 749:7, 756:10, 756:11, 769:14 <b>President</b> [2] - 694:28, 695:36 <b>PRESIDENT</b> [34] - 695:1, 695:7, 705:39, 711:13, 711:21, 718:31, 719:3, 719:18, 725:10, 725:16, 728:21, 729:29, 730:38, 737:46, 740:22, 740:30, 743:36, 743:41, 754:20, 754:26, 762:26, 762:34, 762:41, 764:25, 764:39, 765:10, 765:20, 767:18, 767:27, 767:32, 767:38, 778:25, 778:33, 797:47 <b>press</b> [1] - 775:3 <b>pressed</b> [1] - 788:12 <b>presumably</b> [1] - 721:19 <b>pretty</b> [5] - 702:1, 745:45, 746:6, 765:46, 778:21 <b>prevent</b> [1] - 702:17 <b>preventative</b> [1] - 779:34 <b>Prevention</b> [1] - 724:30</p>	<p><b>prevention</b> [3] - 725:23, 727:31, 728:35 <b>preventive</b> [1] - 791:42 <b>previous</b> [4] - 765:5, 765:8, 770:15, 790:6 <b>previously</b> [1] - 719:47 <b>pride</b> [2] - 795:21, 795:22 <b>Pride</b> [3] - 785:6, 795:14, 795:16 <b>primarily</b> [2] - 727:36, 776:37 <b>primary</b> [16] - 697:8, 697:15, 717:11, 725:23, 725:27, 726:36, 727:31, 727:39, 728:35, 739:29, 748:17, 787:21, 787:26, 787:43, 790:8, 791:19 <b>Primary</b> [1] - 742:12 <b>Princess</b> [1] - 751:5 <b>principal</b> [43] - 709:14, 713:24, 713:25, 713:27, 740:42, 743:29, 744:18, 744:19, 744:43, 745:28, 750:33, 751:5, 751:6, 752:16, 752:41, 756:3, 759:1, 759:22, 760:18, 761:25, 765:8, 765:23, 766:40, 767:9, 767:20, 767:23, 771:13, 771:25, 772:47, 774:13, 775:17, 790:7, 790:10, 790:23, 790:26, 790:27, 790:33, 795:38, 795:40 <b>principal's</b> [4] - 707:8, 744:34, 760:3, 767:7 <b>principals</b> [16] - 743:45, 760:7, 765:5, 765:42, 766:24, 768:15, 768:23, 769:12, 771:14, 771:23, 771:44, 775:40, 781:23, 784:28, 789:3, 790:15 <b>principle</b> [2] - 792:20, 792:25 <b>Principles</b> [2] - 792:8,</p>	<p>792:10 <b>principles</b> [1] - 792:15 <b>printed</b> [1] - 729:45 <b>priorities</b> [2] - 760:18, 786:6 <b>Priorities</b> [2] - 748:12, 748:13 <b>prioritise</b> [1] - 772:41 <b>prioritised</b> [1] - 760:13 <b>prioritising</b> [2] - 715:26, 748:7 <b>priority</b> [3] - 748:3, 754:46, 760:45 <b>Priority</b> [11] - 748:9, 748:17, 748:18, 748:23, 748:24, 748:27, 748:28, 748:32, 763:3 <b>privacy</b> [6] - 695:19, 722:25, 722:28, 722:32, 766:32, 793:2 <b>private</b> [5] - 721:11, 723:18, 724:9, 734:2, 788:8 <b>privileged</b> [2] - 754:22, 754:28 <b>proactive</b> [1] - 788:46 <b>proactively</b> [1] - 712:20 <b>problematic</b> [5] - 718:10, 723:10, 723:43, 735:12, 738:13 <b>procedures</b> [3] - 743:18, 759:26, 760:33 <b>proceed</b> [1] - 720:10 <b>PROCEEDINGS</b> [1] - 694:4 <b>proceedings</b> [3] - 712:30, 713:10, 718:13 <b>process</b> [18] - 713:11, 743:25, 752:6, 752:10, 754:7, 764:29, 764:44, 764:46, 765:6, 769:11, 769:30, 775:18, 775:45, 776:2, 776:23, 777:38, 778:29, 794:40 <b>processes</b> [5] - 722:35, 736:16, 736:18, 738:9, 789:33 <b>profession</b> [2] - 771:36, 772:16</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>professional</b> [23] - 717:28, 719:29, 741:35, 742:9, 742:44, 751:41, 752:36, 759:32, 766:2, 773:7, 774:23, 774:30, 776:18, 778:47, 779:1, 784:17, 784:25, 784:32, 784:33, 786:20, 787:1, 787:45, 789:13</p> <p><b>professionals</b> [1] - 732:6</p> <p><b>Professor</b> [2] - 694:29, 732:8</p> <p><b>profound</b> [2] - 756:41, 757:7</p> <p><b>program</b> [48] - 698:10, 720:22, 720:23, 723:30, 723:32, 724:22, 724:28, 724:30, 724:32, 724:34, 724:36, 724:39, 725:1, 725:20, 725:22, 727:12, 727:20, 727:30, 728:29, 728:38, 728:45, 729:17, 729:18, 729:27, 730:5, 730:6, 730:8, 730:21, 730:24, 730:26, 730:42, 731:19, 731:28, 731:30, 731:32, 731:35, 731:36, 732:34, 732:36, 732:38, 732:39, 735:35, 736:35, 740:13, 740:15, 753:43, 783:28</p> <p><b>Program</b> [5] - 703:32, 721:38, 729:11, 731:9, 731:28</p> <p><b>programs</b> [6] - 723:28, 731:27, 731:28, 731:29, 740:24, 775:10</p> <p><b>progress</b> [1] - 752:9</p> <p><b>project</b> [1] - 772:19</p> <p><b>Project</b> [6] - 731:42, 732:9, 732:21, 732:31, 735:17, 779:23</p> <p><b>projects</b> [1] - 779:34</p> <p><b>promise</b> [1] - 755:45</p> <p><b>promised</b> [1] - 714:37</p> <p><b>promises</b> [1] - 715:33</p>	<p><b>promotable</b> [1] - 767:30</p> <p><b>promote</b> [2] - 740:12, 792:32</p> <p><b>promoted</b> [1] - 740:14</p> <p><b>promoting</b> [1] - 792:42</p> <p><b>promotion</b> [1] - 767:30</p> <p><b>promotions</b> [1] - 767:44</p> <p><b>prompt</b> [1] - 714:38</p> <p><b>proportion</b> [2] - 699:27, 699:29</p> <p><b>protect</b> [3] - 695:8, 717:41, 717:42</p> <p><b>protected</b> [1] - 709:1</p> <p><b>protecting</b> [3] - 738:5, 759:11, 759:12</p> <p><b>protective</b> [1] - 759:32</p> <p><b>proud</b> [1] - 697:27</p> <p><b>provide</b> [12] - 720:35, 720:41, 729:5, 732:14, 733:35, 735:24, 735:25, 745:24, 748:20, 780:23, 781:20, 782:27</p> <p><b>provided</b> [3] - 732:13, 735:28, 779:17</p> <p><b>providers</b> [2] - 720:1, 727:37</p> <p><b>providing</b> [4] - 720:30, 739:35, 780:29, 781:47</p> <p><b>provision</b> [13] - 747:28, 747:34, 747:40, 753:3, 753:6, 753:17, 753:28, 753:32, 754:4, 754:29, 754:37, 754:41, 773:28</p> <p><b>provisional</b> [1] - 752:37</p> <p><b>pseudonym</b> [1] - 697:37</p> <p><b>psychiatrist</b> [2] - 717:23, 718:22</p> <p><b>psychologist</b> [6] - 720:17, 738:24, 738:26, 739:38, 752:46, 790:44</p> <p><b>psychologists</b> [5] - 717:23, 724:3, 724:5, 749:43, 763:15</p> <p><b>psychs</b> [1] - 739:37</p> <p><b>public</b> [4] - 695:15, 712:31, 765:44,</p>	<p>787:24</p> <p><b>publication</b> [2] - 695:4, 695:10</p> <p><b>published</b> [1] - 695:30</p> <p><b>pull</b> [1] - 755:9</p> <p><b>pulling</b> [1] - 758:31</p> <p><b>pump</b> [1] - 782:8</p> <p><b>punitive</b> [4] - 733:24, 733:32, 736:17, 736:23</p> <p><b>purchase</b> [3] - 753:11, 755:5, 755:7</p> <p><b>purchasing</b> [1] - 755:1</p> <p><b>purposely</b> [1] - 780:9</p> <p><b>push</b> [1] - 745:28</p> <p><b>pushback</b> [12] - 786:11, 787:7, 787:10, 788:39, 788:41, 788:42, 788:47, 789:2, 789:5, 789:9, 789:24, 795:17</p> <p><b>pushback"</b> [1] - 788:30</p> <p><b>put</b> [40] - 699:11, 700:27, 700:29, 710:34, 710:40, 717:17, 721:30, 724:33, 724:35, 729:2, 730:35, 733:20, 735:17, 739:44, 744:25, 745:36, 755:12, 756:34, 759:17, 760:17, 763:25, 764:19, 764:43, 766:34, 771:13, 771:17, 772:47, 774:19, 779:42, 782:43, 783:19, 783:21, 785:19, 787:38, 788:28, 789:33, 789:37, 789:39, 794:40</p> <p><b>putting</b> [3] - 745:38, 766:37, 767:4</p>	<p>732:16</p> <p><b>Queenstown</b> [1] - 783:15</p> <p><b>queries</b> [1] - 722:44</p> <p><b>questioned</b> [2] - 701:28, 701:29</p> <p><b>questions</b> [16] - 699:13, 706:21, 706:22, 710:36, 710:46, 718:29, 718:33, 718:43, 722:39, 722:41, 768:12, 769:31, 778:16, 778:17, 788:12, 797:47</p> <p><b>quick</b> [3] - 734:33, 734:39, 749:46</p> <p><b>quickly</b> [8] - 723:18, 729:34, 734:36, 734:46, 735:7, 735:11, 736:22, 741:10</p> <p><b>quiet</b> [1] - 711:30</p> <p><b>quiffs</b> [1] - 710:16</p> <p><b>quite</b> [43] - 697:14, 697:17, 697:18, 697:24, 697:47, 698:14, 698:31, 700:16, 700:29, 701:3, 701:4, 701:6, 701:44, 702:37, 702:41, 703:24, 704:20, 714:30, 727:8, 730:22, 731:23, 731:34, 733:24, 734:21, 734:39, 736:16, 736:24, 739:9, 751:43, 752:5, 752:33, 755:44, 767:8, 768:25, 769:30, 773:21, 773:38, 774:37, 776:35, 786:14, 792:39</p> <p><b>quo</b> [1] - 705:10</p>	<p>769:47, 777:41</p> <p><b>raising</b> [1] - 710:47</p> <p><b>ran</b> [2] - 706:15, 731:35</p> <p><b>RANDALL</b> [1] - 741:3</p> <p><b>Randall</b> [1] - 741:18</p> <p><b>range</b> [7] - 720:1, 725:43, 734:38, 752:33, 761:3, 791:37, 793:2</p> <p><b>rates</b> [1] - 785:12</p> <p><b>rather</b> [8] - 700:30, 707:39, 737:32, 753:16, 766:28, 771:40, 780:29, 782:38</p> <p><b>re</b> [1] - 719:5</p> <p><b>re-live</b> [1] - 719:5</p> <p><b>reach</b> [1] - 747:44</p> <p><b>reached</b> [4] - 712:20, 712:34, 731:43, 732:13</p> <p><b>reaching</b> [2] - 712:42, 715:46</p> <p><b>react</b> [2] - 701:12, 774:8</p> <p><b>reacted</b> [1] - 796:29</p> <p><b>reaction</b> [1] - 715:28</p> <p><b>reactive</b> [1] - 788:36</p> <p><b>read</b> [18] - 696:6, 696:12, 696:19, 705:43, 707:21, 708:16, 710:7, 719:38, 731:44, 741:25, 741:45, 757:19, 757:21, 760:13, 772:18, 773:9, 792:26, 793:19</p> <p><b>reads</b> [1] - 695:22</p> <p><b>real</b> [7] - 695:27, 701:24, 716:15, 745:27, 758:27, 774:26, 789:24</p> <p><b>realisation</b> [1] - 701:11</p> <p><b>realistic</b> [3] - 755:47, 758:26, 774:24</p> <p><b>realities</b> [1] - 794:14</p> <p><b>really</b> [87] - 696:40, 697:27, 701:28, 701:29, 701:31, 703:28, 707:27, 710:17, 713:20, 713:31, 714:9, 716:2, 717:18, 718:22, 720:32, 721:30, 722:26, 728:3, 731:39, 732:10, 733:4,</p>	
		<b>Q</b>	<b>R</b>		
		<p><b>qualification</b> [1] - 739:39</p> <p><b>qualifications</b> [1] - 753:36</p> <p><b>quality</b> [3] - 753:35, 754:8, 777:20</p> <p><b>quarantine</b> [3] - 754:17, 756:14, 775:8</p> <p><b>Queensland</b> [1] -</p>	<p><b>raft</b> [2] - 753:20, 775:31</p> <p><b>rage</b> [1] - 791:38</p> <p><b>rainbow</b> [1] - 795:28</p> <p><b>raise</b> [5] - 740:20, 759:10, 761:20, 761:26, 796:10</p> <p><b>raised</b> [9] - 749:36, 751:32, 751:33, 751:47, 754:31, 754:46, 768:22,</p>		

<p>733:42, 734:9, 736:35, 738:16, 739:12, 739:41, 739:42, 740:3, 740:6, 744:21, 746:6, 746:22, 747:6, 747:9, 747:26, 748:4, 748:21, 748:27, 748:30, 752:24, 754:9, 754:11, 755:10, 755:44, 755:46, 759:4, 760:15, 761:14, 761:15, 761:23, 762:17, 765:47, 766:14, 769:25, 772:30, 775:11, 775:39, 776:3, 777:8, 777:38, 778:23, 778:26, 780:32, 781:26, 782:8, 783:30, 784:26, 785:2, 785:25, 785:30, 786:1, 786:7, 786:39, 787:47, 788:10, 789:12, 789:36, 789:38, 790:9, 793:42, 794:14, 794:34, 796:39</p> <p><b>REARDON</b> [1] - 778:39</p> <p><b>Reardon</b> [2] - 778:36, 778:45</p> <p><b>reason</b> [2] - 723:16, 740:36</p> <p><b>reasonably</b> [2] - 754:21, 756:4</p> <p><b>reasons</b> [5] - 721:2, 721:23, 735:5, 753:19, 793:16</p> <p><b>reassured</b> [1] - 787:34</p> <p><b>receive</b> [4] - 714:36, 747:18, 747:23, 781:17</p> <p><b>received</b> [7] - 708:19, 742:44, 745:45, 753:47, 758:42, 758:43, 787:12</p> <p><b>receiving</b> [3] - 709:44, 734:12, 787:7</p> <p><b>recent</b> [5] - 770:11, 773:21, 781:1, 781:34, 785:46</p> <p><b>recently</b> [12] - 696:6, 719:38, 724:7, 724:21, 741:25, 741:46, 770:11,</p>	<p>773:39, 779:9, 780:40, 781:7, 782:25</p> <p><b>recess</b> [1] - 733:16</p> <p><b>recognise</b> [3] - 754:10, 782:12, 795:35</p> <p><b>recognised</b> [1] - 755:40</p> <p><b>recollects</b> [1] - 697:17</p> <p><b>recommendations</b> [2] - 719:10, 778:28</p> <p><b>record</b> [8] - 759:15, 763:19, 766:15, 766:19, 766:23, 775:4, 776:18, 780:44</p> <p><b>recorded</b> [2] - 762:13, 776:13</p> <p><b>Recording</b> [2] - 749:40</p> <p><b>records</b> [2] - 749:29, 749:33</p> <p><b>recruitment</b> [1] - 755:27</p> <p><b>rectify</b> [1] - 716:29</p> <p><b>red</b> [5] - 758:14, 764:47, 765:16, 765:43, 776:19</p> <p><b>redirecting</b> [1] - 718:23</p> <p><b>reduce</b> [2] - 791:37, 797:22</p> <p><b>reeks</b> [1] - 708:40</p> <p><b>refer</b> [8] - 697:37, 715:30, 723:13, 728:8, 758:7, 781:39, 785:32, 791:20</p> <p><b>reference</b> [8] - 696:11, 714:11, 720:29, 762:29, 767:23, 767:27, 767:29, 768:2</p> <p><b>referral</b> [12] - 725:18, 725:19, 734:33, 735:13, 740:7, 748:2, 748:28, 749:3, 749:16, 749:18, 754:46, 754:47</p> <p><b>Referral</b> [6] - 722:46, 733:44, 737:26, 737:32, 740:4, 769:7</p> <p><b>referrals</b> [15] - 721:38, 724:22, 724:26, 724:41, 725:11, 725:42, 725:45, 731:8, 731:20, 737:24, 740:13,</p>	<p>754:40, 772:46, 773:2, 781:17</p> <p><b>referred</b> [8] - 695:25, 695:26, 713:46, 726:43, 738:11, 749:1, 759:27, 772:31</p> <p><b>referring</b> [3] - 753:21, 772:18, 783:24</p> <p><b>reflect</b> [3] - 708:26, 712:14, 748:47</p> <p><b>reflected</b> [1] - 749:28</p> <p><b>reflecting</b> [3] - 720:32, 720:43, 769:25</p> <p><b>reflection</b> [2] - 698:33, 698:40</p> <p><b>reflects</b> [1] - 752:45</p> <p><b>regained</b> [1] - 706:43</p> <p><b>regardless</b> [3] - 709:21, 748:4, 754:40</p> <p><b>regards</b> [1] - 723:1</p> <p><b>region</b> [2] - 724:23, 795:34</p> <p><b>regional</b> [2] - 782:44, 783:14</p> <p><b>registration</b> [3] - 775:45, 775:47, 776:2</p> <p><b>regret</b> [1] - 710:6</p> <p><b>regular</b> [3] - 763:18, 773:22, 778:21</p> <p><b>regularity</b> [1] - 705:10</p> <p><b>regularly</b> [1] - 710:14</p> <p><b>reiterate</b> [1] - 776:17</p> <p><b>relate</b> [1] - 758:25</p> <p><b>related</b> [3] - 704:8, 727:2, 784:23</p> <p><b>relation</b> [11] - 695:10, 708:20, 719:44, 733:2, 733:36, 735:22, 739:25, 781:17, 782:5, 782:42, 796:3</p> <p><b>relational</b> [1] - 785:28</p> <p><b>relationship</b> [7] - 698:20, 726:16, 738:27, 738:28, 738:29, 762:28, 794:20</p> <p><b>relationships</b> [2] - 726:7, 762:20</p> <p><b>relatively</b> [2] - 768:25, 773:21</p> <p><b>relaxed</b> [4] - 697:47, 698:15, 698:16, 698:18</p> <p><b>released</b> [2] - 738:18, 738:20</p> <p><b>relevant</b> [4] - 695:9,</p>	<p>695:18, 695:19, 797:29</p> <p><b>relief</b> [2] - 777:18, 784:27</p> <p><b>remember</b> [11] - 698:9, 698:24, 703:42, 705:22, 705:23, 710:8, 743:17, 759:44, 771:3, 796:28, 796:30</p> <p><b>remembering</b> [1] - 760:9</p> <p><b>remote</b> [6] - 702:37, 704:28, 748:6, 782:45, 782:46, 783:14</p> <p><b>remove</b> [1] - 783:42</p> <p><b>removed</b> [3] - 700:29, 702:41, 721:9</p> <p><b>Renae</b> [2] - 719:20, 719:30</p> <p><b>RENAE</b> [1] - 719:24</p> <p><b>repeat</b> [1] - 716:46</p> <p><b>replenished</b> [1] - 760:2</p> <p><b>replies</b> [2] - 714:18, 714:20</p> <p><b>report</b> [6] - 739:8, 743:10, 773:28, 780:7, 793:27, 793:29</p> <p><b>report's</b> [1] - 737:28</p> <p><b>reported</b> [1] - 744:17</p> <p><b>reporters</b> [2] - 737:27, 771:40</p> <p><b>reporting</b> [14] - 695:15, 743:13, 743:22, 744:25, 752:7, 763:26, 769:3, 770:24, 771:9, 772:12, 773:17, 774:40, 777:20, 786:47</p> <p><b>reports</b> [2] - 744:26, 744:29</p> <p><b>representatives</b> [1] - 740:38</p> <p><b>reprimand</b> [1] - 711:38</p> <p><b>reputation</b> [2] - 706:6, 708:7</p> <p><b>request</b> [3] - 713:46, 714:18, 784:29</p> <p><b>requested</b> [2] - 713:40, 771:22</p> <p><b>requesting</b> [1] - 714:5</p> <p><b>required</b> [1] - 796:42</p> <p><b>requirement</b> [1] - 767:9</p> <p><b>requirements</b> [2] -</p>	<p>737:18, 786:47</p> <p><b>requires</b> [3] - 695:22, 734:6, 796:20</p> <p><b>research</b> [19] - 722:13, 722:15, 722:16, 725:41, 731:44, 738:38, 738:47, 739:6, 739:7, 780:6, 784:8, 784:42, 785:6, 797:20, 797:24, 797:26, 797:27, 797:28</p> <p><b>researched</b> [1] - 779:36</p> <p><b>researched-based</b> [1] - 779:36</p> <p><b>resolve</b> [1] - 738:7</p> <p><b>resonate</b> [1] - 718:45</p> <p><b>resource</b> [2] - 764:45, 782:26</p> <p><b>Resource</b> [1] - 753:12</p> <p><b>resources</b> [4] - 756:28, 765:1, 772:33, 782:26</p> <p><b>Resources</b> [1] - 764:41</p> <p><b>resourcing</b> [1] - 777:5</p> <p><b>respect</b> [3] - 721:17, 767:8, 792:31</p> <p><b>respected</b> [1] - 792:16</p> <p><b>respond</b> [14] - 701:19, 723:25, 723:43, 733:44, 734:10, 735:8, 735:40, 736:28, 739:34, 740:2, 743:8, 754:47, 773:44, 788:15</p> <p><b>responded</b> [3] - 717:6, 733:47</p> <p><b>responding</b> [4] - 723:40, 740:7, 757:24, 778:6</p> <p><b>response</b> [20] - 706:40, 714:44, 719:6, 721:17, 723:21, 733:1, 733:24, 734:6, 742:15, 744:35, 744:43, 769:6, 769:27, 769:32, 778:10, 783:27, 783:38, 788:15, 791:22, 791:25</p> <p><b>RESPONSES</b> [1] - 694:13</p> <p><b>responses</b> [9] - 720:34, 720:37, 733:5, 733:12, 733:31, 736:16,</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>736:23, 739:46, 779:43  <b>responsibilities</b> [4] - 706:9, 710:29, 791:27, 791:32  <b>responsibility</b> [11] - 698:43, 721:4, 745:22, 788:44, 789:39, 791:35, 791:41, 792:18, 792:46, 795:31, 797:39  <b>responsible</b> [2] - 714:32, 715:3  <b>rest</b> [1] - 711:2  <b>restate</b> [1] - 695:43  <b>restorative</b> [1] - 796:24  <b>restricted</b> [3] - 695:4, 695:10, 700:15  <b>result</b> [3] - 719:10, 780:12, 781:10  <b>retraining</b> [1] - 756:12  <b>retrospect</b> [1] - 700:23  <b>return</b> [3] - 709:10, 745:16, 767:6  <b>returned</b> [4] - 705:9, 706:28, 757:1, 777:10  <b>reverted</b> [1] - 710:42  <b>review</b> [1] - 747:8  <b>reviewed</b> [2] - 731:29, 779:9  <b>reward</b> [2] - 703:19, 777:24  <b>rewrites</b> [1] - 785:46  <b>rewritten</b> [2] - 786:17, 786:19  <b>right-hand</b> [3] - 700:17, 757:5, 783:22  <b>rights</b> [3] - 792:47, 793:1, 793:41  <b>rights-based</b> [1] - 792:47  <b>ring</b> [6] - 704:15, 704:16, 704:18, 704:26, 728:8, 770:17  <b>ringing</b> [4] - 769:5, 769:26, 770:4, 770:11  <b>riot</b> [1] - 744:21  <b>risk</b> [6] - 746:25, 746:26, 746:27, 768:44, 785:20, 788:28  <b>risks</b> [3] - 785:9, 792:33, 793:23  <b>Road</b> [1] - 719:31</p>	<p><b>roadblock</b> [1] - 760:27  <b>rock</b> [1] - 709:25  <b>Rockliff</b> [3] - 713:5, 713:7, 714:1  <b>role</b> [24] - 720:16, 720:19, 721:31, 730:24, 743:5, 746:19, 746:22, 752:34, 754:9, 754:10, 755:23, 758:47, 760:38, 760:45, 761:21, 768:16, 780:4, 780:5, 781:11, 781:13, 783:22, 786:45, 790:27, 790:33  <b>roles</b> [4] - 750:44, 751:4, 753:37, 758:2  <b>roll</b> [3] - 735:41, 784:45  <b>rolled</b> [1] - 783:28  <b>rolling</b> [4] - 734:26, 739:24, 777:18, 784:19  <b>room</b> [18] - 695:31, 700:28, 702:28, 702:38, 709:39, 717:37, 717:38, 719:21, 721:8, 745:31, 757:3, 757:4, 757:6, 781:43, 784:28, 786:24, 787:22, 793:28  <b>Rooms</b> [1] - 694:19  <b>rose</b> [1] - 704:22  <b>roughly</b> [1] - 729:47  <b>rubbish</b> [1] - 708:30  <b>ruined</b> [4] - 702:3, 702:4, 702:5, 702:8  <b>run</b> [9] - 706:19, 721:38, 722:21, 724:33, 725:1, 727:16, 746:33, 763:41, 775:9  <b>rung</b> [1] - 765:5  <b>running</b> [7] - 724:32, 724:37, 744:21, 761:47, 762:5, 764:12, 786:20  <b>rural</b> [1] - 748:5  <b>Russell</b> [15] - 740:41, 741:15, 741:18, 742:27, 743:37, 745:11, 750:15, 756:25, 758:13, 758:29, 760:16, 763:28, 770:22, 776:29, 777:7</p>	<p><b>RUSSELL</b> [53] - 741:3, 741:18, 741:23, 741:27, 741:32, 742:30, 742:34, 742:41, 742:47, 743:4, 743:10, 743:15, 743:22, 743:29, 743:34, 743:39, 744:2, 744:8, 744:14, 745:3, 745:14, 745:27, 745:44, 746:6, 750:19, 750:24, 756:33, 756:45, 757:17, 757:21, 757:26, 757:32, 757:36, 757:40, 758:16, 758:37, 758:45, 763:34, 763:39, 763:47, 764:4, 764:9, 764:17, 764:22, 770:27, 770:32, 770:38, 770:43, 771:1, 771:6, 776:34, 777:5, 777:14  <b>Russell's</b> [1] - 762:18</p> <hr/> <p style="text-align: center;"><b>S</b></p> <hr/> <p><b>sad</b> [1] - 778:21  <b>sadly</b> [2] - 746:28, 747:9  <b>Safe</b> [25] - 723:30, 723:33, 723:34, 724:2, 724:3, 725:25, 727:12, 727:29, 728:45, 729:3, 729:21, 733:41, 734:21, 735:46, 736:2, 769:7, 779:22, 782:29, 783:28, 783:35, 784:19, 784:41, 786:3, 792:9  <b>safe</b> [32] - 701:32, 717:47, 718:3, 718:4, 720:30, 720:35, 721:11, 721:14, 721:20, 726:30, 726:45, 732:45, 732:46, 734:12, 734:13, 745:24, 746:20, 746:30, 760:43, 760:46, 760:47, 761:13, 773:46, 782:21, 785:25, 789:27, 789:28,</p>	<p>790:21, 791:12, 795:41  <b>safeguard</b> [2] - 721:31, 793:5  <b>safeguarding</b> [1] - 734:14  <b>Safeguarding</b> [1] - 752:24  <b>safer</b> [4] - 737:11, 769:27, 794:25, 797:32  <b>safest</b> [1] - 757:14  <b>safety</b> [13] - 720:41, 723:45, 725:29, 733:40, 746:27, 768:44, 769:6, 774:20, 785:17, 790:11, 790:17, 794:35, 798:4  <b>Safety</b> [7] - 722:47, 724:11, 736:22, 737:17, 737:26, 737:32, 778:9  <b>sand</b> [1] - 717:17  <b>SASS</b> [20] - 720:16, 720:19, 720:20, 723:20, 723:38, 724:41, 725:41, 728:3, 728:32, 731:39, 733:35, 734:26, 734:30, 734:33, 735:13, 735:27, 735:28, 737:25, 739:34  <b>sat</b> [3] - 705:28, 711:9, 711:15  <b>satisfactory</b> [1] - 716:17  <b>satisfied</b> [1] - 695:14  <b>save</b> [2] - 754:14, 762:15  <b>saw</b> [4] - 779:39, 783:27, 784:40, 795:15  <b>scale</b> [1] - 733:26  <b>scared</b> [2] - 705:31, 706:6  <b>scenarios</b> [1] - 723:44  <b>scheme</b> [1] - 725:32  <b>School</b> [6] - 742:12, 753:12, 760:42, 783:41, 783:46, 788:33  <b>school</b> [191] - 695:18, 695:24, 697:1, 697:3, 697:4, 697:5, 697:8, 697:9, 697:16, 697:17, 697:20, 697:32, 697:36, 697:44,</p>	<p>699:41, 702:2, 702:24, 702:25, 702:38, 702:39, 702:41, 702:44, 703:9, 704:7, 704:8, 704:11, 704:12, 704:28, 705:8, 705:9, 705:21, 706:2, 706:8, 706:9, 706:10, 706:33, 708:46, 710:12, 710:33, 711:2, 711:25, 711:30, 712:11, 712:15, 713:22, 713:25, 713:26, 713:27, 713:35, 717:12, 717:13, 721:43, 724:24, 726:28, 727:32, 727:39, 727:40, 727:46, 728:13, 733:7, 733:13, 734:6, 734:21, 735:31, 744:28, 745:14, 745:27, 745:42, 746:9, 746:14, 746:19, 746:32, 747:43, 750:3, 750:30, 751:25, 751:27, 751:38, 751:42, 752:32, 752:34, 752:45, 752:46, 753:1, 753:12, 753:43, 753:44, 753:46, 754:13, 754:15, 754:18, 754:33, 754:41, 755:42, 756:3, 756:42, 757:24, 757:27, 758:1, 758:5, 760:11, 760:19, 760:31, 760:46, 760:47, 761:25, 761:34, 761:47, 762:18, 763:15, 764:32, 765:23, 767:41, 767:43, 770:1, 770:40, 772:46, 773:18, 773:26, 773:45, 774:20, 774:27, 774:36, 775:9, 775:17, 777:25, 781:22, 782:2, 782:3, 782:19, 784:1, 784:2, 784:17, 784:29, 784:47, 785:21, 786:26, 787:21,</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>787:26, 787:30, 787:33, 787:43, 788:1, 788:2, 788:9, 788:25, 788:26, 788:28, 788:35, 788:45, 789:18, 789:19, 789:24, 789:27, 790:7, 790:8, 790:11, 790:17, 790:22, 790:24, 790:28, 790:38, 790:40, 790:44, 790:45, 791:9, 791:12, 791:13, 791:17, 791:19, 791:30, 792:38, 792:41, 793:6, 793:46, 794:35, 795:25, 795:27, 795:33, 795:41, 795:43, 796:8, 797:21, 797:38</p> <p><b>school's</b> [2] - 791:22, 795:31</p> <p><b>school-related</b> [1] - 704:8</p> <p><b>schooling</b> [1] - 739:30</p> <p><b>Schools</b> [8] - 779:22, 782:29, 783:28, 783:35, 783:45, 784:19, 784:42, 786:3</p> <p><b>schools</b> [73] - 695:9, 695:10, 695:16, 697:1, 697:15, 722:43, 722:44, 723:6, 725:14, 725:26, 725:27, 727:36, 727:38, 728:18, 728:23, 728:24, 728:26, 728:31, 728:32, 729:16, 733:6, 733:27, 733:36, 733:39, 734:27, 739:24, 746:36, 747:9, 747:28, 747:33, 748:17, 750:38, 751:4, 755:4, 755:10, 761:3, 767:15, 767:20, 770:24, 771:40, 771:41, 774:24, 775:28, 775:35, 779:25, 782:3, 782:9, 783:38, 784:20, 785:19, 786:1, 786:30, 786:40,</p>	<p>787:7, 787:24, 787:25, 789:45, 789:46, 790:15, 790:20, 791:26, 793:17, 793:46, 794:27, 794:40, 794:45, 795:10, 795:19, 795:47, 796:26</p> <p><b>schools'</b> [1] - 733:12</p> <p><b>science</b> [2] - 698:10, 698:11</p> <p><b>sciences</b> [1] - 695:46</p> <p><b>scope</b> [2] - 695:13, 761:7</p> <p><b>scores</b> [1] - 717:43</p> <p><b>scrambling</b> [1] - 755:11</p> <p><b>scratch</b> [1] - 714:4</p> <p><b>screen</b> [2] - 782:44, 783:19</p> <p><b>seats</b> [3] - 704:39, 705:27, 705:28</p> <p><b>secluded</b> [2] - 702:44, 703:9</p> <p><b>second</b> [9] - 696:10, 696:20, 699:39, 703:1, 703:43, 740:32, 784:16, 785:37, 787:45</p> <p><b>second-last</b> [1] - 696:20</p> <p><b>secondary</b> [4] - 697:9, 725:27, 739:29, 776:37</p> <p><b>Secretary</b> [3] - 714:32, 715:5, 716:5</p> <p><b>section</b> [8] - 702:29, 702:30, 719:44, 731:39, 749:42, 749:43, 750:2</p> <p><b>secure</b> [2] - 720:35, 754:12</p> <p><b>security</b> [1] - 744:17</p> <p><b>see</b> [45] - 699:16, 702:34, 704:36, 710:2, 710:4, 710:14, 715:24, 715:44, 716:1, 720:20, 725:42, 726:10, 726:23, 726:34, 726:40, 726:42, 728:30, 729:21, 730:6, 731:37, 732:46, 743:12, 745:5, 746:23, 753:20, 761:20, 762:10, 763:9, 768:7, 772:23, 772:39,</p>	<p>773:7, 778:21, 782:18, 782:35, 783:22, 784:29, 785:41, 790:44, 790:45, 795:30, 796:31, 797:28</p> <p><b>seeing</b> [15] - 726:4, 726:6, 726:16, 726:19, 726:31, 727:10, 731:15, 732:5, 736:43, 737:8, 778:21, 783:32, 789:19, 793:45</p> <p><b>seek</b> [2] - 717:28, 726:38</p> <p><b>seeking</b> [1] - 781:18</p> <p><b>seem</b> [1] - 770:13</p> <p><b>segregated</b> [1] - 699:18</p> <p><b>self</b> [3] - 726:42, 726:44, 753:21</p> <p><b>self-referring</b> [1] - 753:21</p> <p><b>self-soothing</b> [2] - 726:42, 726:44</p> <p><b>semantics</b> [1] - 747:30</p> <p><b>send</b> [6] - 713:47, 714:3, 735:13, 766:26, 774:42, 774:43</p> <p><b>sending</b> [1] - 795:45</p> <p><b>senior</b> [25] - 695:45, 705:21, 705:26, 706:34, 708:27, 708:30, 709:22, 720:17, 743:5, 743:29, 743:31, 746:41, 751:4, 751:40, 753:22, 755:25, 758:38, 761:24, 762:15, 783:47, 789:31, 789:36, 789:37, 789:43, 789:44</p> <p><b>sense</b> [12] - 710:40, 723:4, 733:23, 748:30, 751:15, 766:43, 786:8, 787:29, 788:39, 792:10, 792:12, 798:4</p> <p><b>sent</b> [6] - 713:47, 714:2, 714:20, 715:5, 793:39</p> <p><b>separate</b> [1] - 762:38</p> <p><b>separately</b> [1] - 730:45</p> <p><b>September</b> [1] - 704:2</p> <p><b>series</b> [1] - 717:9</p>	<p><b>serious</b> [4] - 709:16, 729:37, 749:14, 770:27</p> <p><b>seriously</b> [5] - 745:22, 760:37, 766:23, 770:24, 771:34</p> <p><b>seriousness</b> [1] - 786:8</p> <p><b>Service</b> [2] - 719:31, 720:18</p> <p><b>service</b> [10] - 720:1, 727:22, 727:36, 729:7, 738:21, 747:10, 747:11, 772:44, 783:2, 783:3</p> <p><b>serviced</b> [1] - 783:16</p> <p><b>services</b> [10] - 731:4, 738:14, 738:17, 747:8, 780:18, 781:18, 781:20, 781:39, 782:1, 782:27</p> <p><b>Services</b> [8] - 734:28, 735:4, 735:18, 741:37, 753:32, 760:1, 760:2, 780:29</p> <p><b>session</b> [10] - 727:41, 727:45, 735:30, 740:32, 740:33, 774:29, 777:9, 781:44, 790:6</p> <p><b>sessions</b> [4] - 727:42, 727:43, 727:46, 727:47</p> <p><b>set</b> [13] - 699:44, 704:34, 704:35, 724:18, 724:19, 725:7, 727:23, 727:24, 729:9, 729:16, 749:36, 761:15, 786:34</p> <p><b>setting</b> [2] - 787:32, 787:43</p> <p><b>settings</b> [4] - 734:31, 734:44, 739:29, 750:43</p> <p><b>SETTINGS</b> [1] - 694:13</p> <p><b>settled</b> [2] - 697:15, 739:16</p> <p><b>seven</b> [3] - 788:7, 794:42, 795:12</p> <p><b>several</b> [3] - 724:22, 732:23, 775:1</p> <p><b>sex</b> [5] - 725:44, 726:1, 726:8, 786:16, 786:23</p> <p><b>sexual</b> [55] - 721:27, 722:1, 722:2, 722:4, 722:14, 722:17,</p>	<p>723:1, 723:2, 723:8, 723:13, 723:17, 723:36, 723:41, 724:42, 725:28, 725:44, 726:21, 726:24, 726:40, 730:28, 730:29, 731:33, 731:41, 732:7, 732:24, 732:43, 732:44, 733:3, 733:14, 735:23, 736:20, 736:28, 736:31, 737:8, 737:15, 738:38, 738:43, 739:25, 739:32, 739:40, 740:1, 742:38, 742:39, 743:19, 743:27, 744:5, 751:12, 751:14, 752:17, 756:35, 776:43</p> <p><b>Sexual</b> [10] - 719:31, 720:18, 720:23, 721:37, 724:31, 728:30, 728:46, 729:22, 730:26, 731:8</p> <p><b>SEXUAL</b> [1] - 694:13</p> <p><b>sexualisation</b> [1] - 702:28</p> <p><b>sexualised</b> [3] - 700:38, 703:8, 721:42</p> <p><b>sexuality</b> [1] - 791:47</p> <p><b>sexuality"</b> [1] - 782:7</p> <p><b>sexually</b> [5] - 723:14, 733:22, 737:22, 738:45, 744:15</p> <p><b>shallow</b> [1] - 715:33</p> <p><b>shame</b> [4] - 712:9, 712:32, 715:15, 718:24</p> <p><b>share</b> [4] - 695:24, 716:43, 725:18, 787:12</p> <p><b>shattered</b> [1] - 705:33</p> <p><b>sheer</b> [4] - 746:28, 746:29, 781:32</p> <p><b>sheets</b> [1] - 710:44</p> <p><b>shift</b> [2] - 793:22, 796:46</p> <p><b>shifted</b> [2] - 717:31, 782:29</p> <p><b>shocked</b> [1] - 701:12</p> <p><b>shoes</b> [3] - 697:26, 701:16, 707:6</p> <p><b>SHORT</b> [2] - 719:16, 778:31</p> <p><b>short</b> [3] - 714:47,</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>738:20, 773:6  <b>shorter</b> [2] - 728:47, 760:6  <b>shortly</b> [1] - 699:40  <b>shoulder</b> [4] - 700:18, 700:21  <b>shoulder-to-shoulder</b> [2] - 700:18, 700:21  <b>shove</b> [1] - 717:16  <b>show</b> [4] - 734:3, 734:4, 748:29, 748:41  <b>showed</b> [1] - 797:20  <b>showing</b> [1] - 722:34  <b>showing</b> [3] - 701:22, 734:1, 775:15  <b>shown</b> [1] - 721:16  <b>shows</b> [1] - 738:47  <b>shredded</b> [1] - 710:7  <b>shut</b> [1] - 715:13  <b>siblings</b> [1] - 788:2  <b>sic</b> [1] - 777:23  <b>side</b> [7] - 700:17, 711:31, 721:10, 725:1, 735:47, 772:37, 783:22  <b>sign</b> [2] - 724:13, 724:20  <b>signature</b> [1] - 714:24  <b>signed</b> [4] - 714:21, 714:22, 720:11, 731:7  <b>significant</b> [3] - 707:17, 707:18, 760:31  <b>significantly</b> [1] - 714:31  <b>signing</b> [1] - 717:35  <b>silencing</b> [1] - 702:21  <b>similar</b> [6] - 705:11, 713:23, 735:10, 735:38, 752:41, 753:41  <b>Simon</b> [1] - 732:8  <b>simple</b> [2] - 725:43, 775:19  <b>simplistic</b> [1] - 775:5  <b>simply</b> [3] - 772:18, 781:32, 782:19  <b>single</b> [8] - 733:16, 761:33, 762:43, 762:45, 762:46, 763:22, 775:2  <b>singling</b> [1] - 761:4  <b>sinking</b> [1] - 761:23  <b>sister</b> [1] - 697:22  <b>sit</b> [7] - 710:34, 711:21, 711:23, 717:36, 717:46,</p>	<p>734:47, 776:40  <b>site</b> [2] - 752:36, 752:47  <b>sits</b> [3] - 729:27, 735:12, 780:19  <b>sitting</b> [2] - 727:2, 757:3  <b>situation</b> [14] - 703:32, 709:20, 714:7, 721:4, 745:38, 751:29, 751:32, 752:2, 752:26, 752:42, 759:5, 765:6, 770:2, 791:10  <b>situations</b> [2] - 788:36, 789:23  <b>Six</b> [1] - 696:19  <b>six</b> [3] - 723:35, 731:13, 756:47  <b>six-hour</b> [1] - 723:35  <b>skills</b> [2] - 721:7, 771:29  <b>skip</b> [1] - 708:10  <b>sliding</b> [4] - 700:21, 700:30, 700:31  <b>slight</b> [1] - 705:13  <b>slightly</b> [3] - 756:16, 759:47, 793:22  <b>slow</b> [2] - 779:43, 779:45  <b>small</b> [6] - 698:3, 700:16, 702:29, 753:7, 755:44, 773:23  <b>smaller</b> [1] - 762:19  <b>Smithton</b> [1] - 783:15  <b>social</b> [70] - 721:7, 722:25, 722:26, 722:27, 724:5, 724:8, 727:9, 734:22, 738:46, 739:37, 740:42, 745:4, 745:8, 746:9, 746:14, 746:19, 746:32, 746:41, 749:42, 750:7, 750:29, 752:41, 753:4, 753:6, 753:11, 753:18, 753:28, 753:34, 754:2, 754:4, 754:10, 754:18, 754:34, 754:42, 755:25, 755:26, 755:28, 755:32, 755:36, 756:5, 761:10, 761:24, 761:34, 763:16, 765:14, 765:15, 770:1, 773:12,</p>	<p>773:20, 773:34, 774:23, 776:39, 776:46, 777:15, 781:45, 781:47, 782:2, 782:3, 782:7, 782:9, 782:13, 782:16, 784:21, 785:28, 789:10, 790:45, 793:9, 794:1  <b>society</b> [1] - 795:44  <b>socio</b> [8] - 750:43, 752:44, 754:22, 754:28, 754:31, 754:35, 756:10, 756:20  <b>socio-economic</b> [6] - 750:43, 754:22, 754:31, 754:35, 756:10, 756:20  <b>socio-economically</b> [2] - 752:44, 754:28  <b>solidarity</b> [1] - 796:38  <b>solution</b> [1] - 775:12  <b>solutions</b> [3] - 775:5, 776:16, 776:26  <b>someone</b> [17] - 698:17, 705:33, 706:41, 714:12, 715:4, 715:13, 745:21, 766:26, 768:26, 772:37, 773:8, 775:34, 782:17, 786:13, 786:44, 788:3  <b>sometimes</b> [1] - 787:43  <b>sometimes</b> [33] - 710:14, 710:15, 710:16, 714:6, 727:22, 733:5, 739:47, 743:44, 743:46, 749:7, 752:34, 758:45, 761:4, 763:3, 765:22, 765:28, 768:15, 769:47, 771:25, 771:34, 781:24, 781:31, 782:3, 784:22, 784:29, 788:20, 788:35, 788:42, 789:2, 791:12, 793:3, 794:11, 795:17  <b>somewhat</b> [2] - 704:14, 704:28  <b>somewhere</b> [8] - 711:37, 748:47, 759:19, 762:29, 766:37, 767:21, 775:4, 776:21</p>	<p><b>soon</b> [1] - 710:6  <b>soothing</b> [2] - 726:42, 726:44  <b>sore</b> [1] - 749:13  <b>sorry</b> [27] - 697:34, 705:35, 707:37, 712:28, 716:27, 716:28, 716:32, 716:33, 716:37, 716:38, 724:16, 729:42, 730:38, 735:27, 743:19, 744:2, 746:41, 763:21, 782:40, 782:46, 784:44, 785:45, 787:14, 787:30, 788:13, 789:37, 792:36  <b>sorry</b> [1] - 716:38  <b>sort</b> [45] - 697:9, 699:23, 703:13, 703:42, 709:23, 711:38, 716:2, 721:8, 721:15, 721:16, 722:3, 722:21, 723:33, 723:45, 724:4, 725:38, 725:41, 726:6, 727:43, 728:1, 728:10, 728:17, 730:20, 730:22, 730:47, 731:38, 731:44, 737:1, 739:17, 740:4, 740:12, 743:25, 747:27, 752:40, 754:28, 760:44, 766:2, 774:30, 775:41, 785:22, 788:32, 790:11, 792:17, 796:13, 797:6  <b>sorts</b> [6] - 722:47, 725:29, 725:45, 727:33, 762:20, 765:16  <b>sound</b> [2] - 707:27, 755:43  <b>sounds</b> [3] - 700:35, 700:36, 701:22  <b>source</b> [2] - 773:33, 795:21  <b>sources</b> [1] - 753:39  <b>south</b> [8] - 730:1, 730:11, 751:3, 780:15, 782:37, 795:17, 795:26  <b>space</b> [26] - 700:15, 701:4, 702:28, 702:29, 702:33,</p>	<p>702:40, 711:2, 721:11, 721:15, 721:21, 723:11, 723:43, 724:26, 725:23, 732:30, 734:24, 735:12, 738:22, 739:22, 746:20, 763:25, 785:1, 785:4, 788:8, 794:25, 794:28  <b>spaces</b> [3] - 709:37, 732:46, 795:22  <b>spare</b> [1] - 744:29  <b>speaking</b> [7] - 697:38, 713:19, 720:33, 735:9, 735:44, 736:27, 749:33  <b>specialist</b> [1] - 782:4  <b>specific</b> [5] - 720:4, 732:27, 749:42, 749:43, 753:39  <b>specifically</b> [5] - 729:8, 734:31, 735:36, 747:42, 787:18  <b>specifics</b> [1] - 702:25  <b>speech</b> [2] - 749:44, 752:47  <b>spend</b> [2] - 705:29, 730:25  <b>spending</b> [6] - 707:12, 707:20, 707:32, 707:33, 708:23, 720:45  <b>spent</b> [9] - 698:13, 699:27, 699:29, 708:7, 753:16, 753:17, 757:26, 757:29  <b>spirit</b> [1] - 758:42  <b>spoken</b> [3] - 709:29, 750:1, 790:13  <b>spread</b> [1] - 778:2  <b>sprinkled</b> [2] - 778:1, 778:2  <b>SSS</b> [7] - 749:34, 749:36, 762:37, 763:13, 763:30, 763:44, 763:45  <b>staff</b> [61] - 696:11, 696:12, 699:28, 699:30, 708:30, 709:22, 724:11, 727:45, 729:41, 731:19, 733:29, 733:43, 734:10, 736:10, 736:12, 736:15, 736:25, 744:24, 751:40, 751:41, 752:36,</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>752:40, 753:33, 755:23, 759:35, 760:9, 760:11, 760:44, 763:26, 763:31, 763:37, 771:32, 771:39, 771:42, 773:25, 773:29, 774:23, 774:27, 774:35, 774:38, 774:39, 775:8, 775:10, 776:20, 780:40, 781:23, 784:17, 784:18, 784:26, 786:25, 787:34, 788:39, 790:14, 790:32, 791:3, 791:4, 791:6</p> <p><b>staffing</b> [3] - 729:33, 753:13, 755:5</p> <p><b>stage</b> [4] - 723:11, 733:47, 765:18, 773:38</p> <p><b>stance</b> [1] - 780:31</p> <p><b>stand</b> [5] - 702:32, 712:31, 712:32, 727:7, 794:33</p> <p><b>stand-alone</b> [1] - 727:7</p> <p><b>standard</b> [1] - 697:11</p> <p><b>standards</b> [2] - 759:33, 775:1</p> <p><b>standing</b> [2] - 711:6, 712:30</p> <p><b>stands</b> [1] - 724:30</p> <p><b>start</b> [10] - 695:3, 700:13, 701:3, 725:30, 733:3, 742:27, 752:21, 772:1, 778:23, 785:28</p> <p><b>started</b> [14] - 702:24, 703:44, 703:46, 704:1, 705:2, 709:31, 709:44, 710:3, 724:36, 731:5, 735:36, 742:43, 750:41, 755:27</p> <p><b>starter</b> [1] - 698:43</p> <p><b>starting</b> [3] - 735:41, 741:15, 758:29</p> <p><b>State</b> [3] - 768:43, 780:14, 782:47</p> <p><b>state</b> [16] - 697:3, 697:4, 697:5, 713:26, 716:14, 729:6, 745:16, 750:42, 750:44, 768:5, 782:35,</p>	<p>782:39, 782:46, 783:32, 795:16, 795:47</p> <p><b>statement</b> [57] - 696:1, 696:2, 696:6, 696:23, 698:6, 698:8, 699:7, 705:19, 705:43, 709:5, 711:5, 712:46, 713:19, 714:42, 716:42, 717:4, 719:34, 719:38, 719:43, 720:6, 720:10, 721:24, 721:46, 729:43, 739:22, 739:44, 740:11, 741:20, 741:25, 741:40, 741:45, 742:14, 742:19, 743:44, 744:12, 746:32, 748:11, 751:18, 751:30, 763:2, 763:29, 777:35, 779:4, 779:5, 779:10, 779:18, 780:39, 781:16, 785:44, 787:8, 787:23, 787:24, 791:21, 792:4, 793:18, 793:20, 795:4</p> <p><b>statements</b> [3] - 715:29, 715:31, 741:10</p> <p><b>states</b> [1] - 785:23</p> <p><b>stating</b> [1] - 720:44</p> <p><b>statistics</b> [1] - 771:24</p> <p><b>status</b> [3] - 705:10, 754:31, 791:47</p> <p><b>stay</b> [1] - 733:30</p> <p><b>stayed</b> [1] - 698:15</p> <p><b>stenographer</b> [1] - 779:47</p> <p><b>step</b> [7] - 715:44, 744:4, 749:8, 752:14, 790:18, 795:3, 795:33</p> <p><b>steps</b> [2] - 709:5, 745:38</p> <p><b>stereotypical</b> [1] - 726:11</p> <p><b>stereotyping</b> [1] - 779:25</p> <p><b>sticks</b> [1] - 749:19</p> <p><b>stigma</b> [1] - 702:19</p> <p><b>stigmatise</b> [1] - 790:46</p> <p><b>still</b> [25] - 699:16, 703:33, 705:4,</p>	<p>709:30, 715:16, 721:5, 721:6, 721:10, 734:5, 734:6, 737:17, 737:28, 753:31, 753:32, 755:22, 759:16, 772:18, 775:14, 775:15, 775:16, 795:44, 796:14, 796:31</p> <p><b>stood</b> [3] - 706:13, 706:14, 717:34</p> <p><b>stop</b> [22] - 701:25, 704:12, 707:15, 707:45, 707:47, 709:4, 709:11, 709:35, 710:32, 711:33, 711:39, 711:40, 711:42, 711:45, 711:46, 713:24, 713:25, 716:16, 719:11, 760:22, 783:7</p> <p><b>stopped</b> [3] - 706:27, 710:9, 756:30</p> <p><b>storage</b> [1] - 702:40</p> <p><b>stories</b> [1] - 697:17</p> <p><b>story</b> [5] - 697:21, 713:42, 713:43, 718:44, 773:6</p> <p><b>straight</b> [1] - 764:42</p> <p><b>strangely</b> [1] - 698:39</p> <p><b>strategic</b> [1] - 780:19</p> <p><b>stream</b> [10] - 724:40, 725:11, 725:32, 725:34, 725:39, 729:18, 729:19, 729:24, 729:30, 781:43</p> <p><b>streams</b> [2] - 724:39, 725:32</p> <p><b>Street</b> [5] - 694:21, 741:38, 751:6, 779:1</p> <p><b>strengths</b> [1] - 765:39</p> <p><b>stretch</b> [1] - 745:34</p> <p><b>stretched</b> [1] - 763:2</p> <p><b>strike</b> [1] - 774:14</p> <p><b>strikes</b> [1] - 797:2</p> <p><b>strong</b> [4] - 712:14, 726:35, 748:4, 754:4</p> <p><b>structural</b> [1] - 780:33</p> <p><b>structured</b> [1] - 731:40</p> <p><b>struggle</b> [1] - 748:10</p> <p><b>struggling</b> [1] - 754:26</p> <p><b>stuck</b> [1] - 777:8</p> <p><b>Student</b> [2] - 749:40</p> <p><b>student</b> [45] - 697:9, 697:24, 697:25,</p>	<p>697:30, 698:11, 699:3, 699:43, 701:17, 703:3, 703:23, 706:46, 706:47, 707:2, 707:6, 707:14, 707:17, 707:19, 715:26, 717:12, 744:14, 744:15, 744:17, 744:21, 749:39, 750:17, 751:34, 751:39, 751:40, 751:43, 751:47, 753:5, 753:20, 756:34, 757:42, 785:3, 787:26, 788:6, 788:10, 788:14, 788:19, 788:21, 791:20, 796:12</p> <p><b>student</b> [1] - 758:33</p> <p><b>students</b> [84] - 695:46, 696:29, 696:37, 697:46, 698:1, 698:3, 698:18, 698:19, 698:35, 698:37, 698:41, 698:43, 699:14, 699:18, 699:32, 700:2, 700:3, 703:20, 710:13, 711:8, 716:26, 717:46, 721:29, 724:23, 750:46, 751:33, 752:8, 753:24, 753:45, 754:35, 756:6, 756:11, 756:29, 756:39, 756:47, 758:8, 760:44, 766:2, 773:45, 774:3, 774:27, 779:30, 784:7, 784:44, 784:46, 785:1, 785:2, 785:14, 786:17, 786:23, 786:29, 788:1, 788:2, 788:4, 788:6, 788:8, 788:12, 788:17, 788:20, 788:27, 790:16, 793:12, 793:17, 794:28, 795:2, 795:11, 795:36, 795:39, 795:42, 796:10, 796:15, 796:30, 797:19, 797:22, 797:32, 797:33, 797:35, 797:36, 797:39, 797:41,</p>	<p>798:3, 798:4</p> <p><b>students'</b> [2] - 763:31, 785:2</p> <p><b>studious</b> [1] - 707:6</p> <p><b>stuff</b> [7] - 715:39, 723:36, 725:42, 726:15, 732:26, 768:26, 773:8</p> <p><b>subject</b> [6] - 702:40, 705:24, 705:26, 758:39, 760:25, 790:15</p> <p><b>subjects</b> [1] - 776:38</p> <p><b>subsequent</b> [1] - 717:15</p> <p><b>subsequently</b> [1] - 712:18</p> <p><b>subtle</b> [2] - 700:44, 700:46</p> <p><b>suburb</b> [1] - 704:43</p> <p><b>suburbs</b> [1] - 779:26</p> <p><b>succeed</b> [1] - 702:9</p> <p><b>successful</b> [1] - 724:36</p> <p><b>sudden</b> [1] - 701:34</p> <p><b>suddenly</b> [1] - 701:42</p> <p><b>suffer</b> [2] - 709:12</p> <p><b>suffered</b> [1] - 717:26</p> <p><b>sufficient</b> [1] - 753:29</p> <p><b>suggest</b> [5] - 735:4, 745:34, 763:3, 764:14, 764:17</p> <p><b>suggested</b> [3] - 700:4, 732:16, 765:4</p> <p><b>suggestion</b> [1] - 777:1</p> <p><b>suggests</b> [1] - 765:33</p> <p><b>suicidal</b> [1] - 717:27</p> <p><b>suicidality</b> [3] - 785:9, 785:12, 797:22</p> <p><b>suicide</b> [2] - 780:9</p> <p><b>suite</b> [2] - 759:43, 760:12</p> <p><b>sum</b> [1] - 753:31</p> <p><b>summarise</b> [2] - 705:44, 706:4</p> <p><b>supervising</b> [2] - 700:1, 732:30</p> <p><b>supervision</b> [1] - 728:9</p> <p><b>support</b> [54] - 696:11, 696:12, 706:39, 707:1, 712:35, 717:16, 721:15, 721:28, 725:7, 734:16, 734:23, 736:40, 740:9, 744:47, 745:3, 745:7, 746:1, 747:8, 750:46, 751:41, 751:42, 752:36,</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>752:40, 752:42, 753:23, 753:24, 755:12, 756:22, 756:28, 769:36, 769:38, 770:14, 774:23, 774:38, 777:15, 780:13, 780:23, 780:26, 780:27, 781:18, 781:22, 782:4, 783:47, 785:27, 786:28, 790:40, 790:41, 791:3, 791:4, 791:6, 795:36, 797:5</p> <p><b>Support</b> [6] - 696:13, 696:20, 719:31, 720:18, 724:31, 749:40</p> <p><b>supported</b> [9] - 745:24, 745:41, 745:44, 750:46, 752:25, 760:46, 760:47, 770:29, 796:1</p> <p><b>supporting</b> [10] - 712:41, 715:47, 751:1, 752:9, 774:30, 779:21, 785:1, 786:16, 786:22, 797:4</p> <p><b>Supportive</b> [1] - 760:41</p> <p><b>supports</b> [3] - 725:6, 735:22, 735:24</p> <p><b>suppose</b> [11] - 698:43, 701:14, 704:14, 705:5, 707:6, 747:4, 747:25, 764:27, 768:24, 772:4, 781:47</p> <p><b>surely</b> [2] - 718:36</p> <p><b>surf</b> [1] - 698:2</p> <p><b>surprised</b> [3] - 786:26, 786:27, 794:15</p> <p><b>Surprisingly</b> [1] - 789:5</p> <p><b>survivor</b> [1] - 716:46</p> <p><b>survivors</b> [7] - 712:40, 712:41, 712:42, 715:27, 715:47, 719:10, 730:28</p> <p><b>suspicion</b> [1] - 707:19</p> <p><b>sustain</b> [3] - 755:40, 755:46, 795:18</p> <p><b>sustainable</b> [1] - 782:38</p> <p><b>sweeping</b> [1] - 716:25</p> <p><b>sworn</b> [4] - 695:37, 719:22, 740:43,</p>	<p>778:37</p> <p><b>System</b> [2] - 749:40, 749:41</p> <p><b>system</b> [25] - 697:3, 713:35, 749:34, 749:36, 750:16, 759:17, 763:14, 763:26, 763:30, 763:42, 764:7, 768:43, 768:45, 771:30, 772:19, 776:5, 776:12, 776:18, 776:30, 781:26, 781:36, 785:21, 789:18, 789:19, 790:38</p> <p><b>system-wide</b> [1] - 776:18</p> <p><b>systemic</b> [2] - 762:4, 778:8</p> <p><b>systems</b> [4] - 709:27, 775:36, 776:11, 787:39</p>	<p>721:25, 721:26, 750:42, 786:5</p> <p><b>teach</b> [8] - 697:44, 701:30, 710:31, 717:40, 718:5, 721:28, 757:42</p> <p><b>teacher</b> [60] - 695:45, 696:28, 696:44, 697:21, 697:27, 697:36, 697:37, 697:43, 698:25, 699:2, 699:22, 700:1, 700:3, 701:27, 701:41, 702:2, 702:3, 705:21, 705:24, 705:26, 706:33, 706:34, 706:36, 707:15, 707:19, 707:22, 707:27, 708:27, 709:2, 720:44, 721:12, 740:41, 742:27, 742:28, 742:32, 742:37, 743:6, 743:20, 743:31, 750:45, 757:17, 758:32, 758:38, 761:18, 761:22, 762:29, 764:12, 764:27, 767:46, 768:23, 769:28, 770:45, 771:39, 773:24, 774:13, 774:38, 784:27, 785:20, 791:13</p> <p><b>teacher's</b> [4] - 697:26, 762:27, 764:29, 764:30</p> <p><b>teachers</b> [42] - 697:18, 697:19, 697:34, 697:35, 701:23, 701:30, 706:9, 706:41, 721:19, 721:24, 721:28, 726:38, 739:13, 739:36, 743:29, 744:20, 749:46, 750:11, 751:1, 758:8, 761:5, 761:11, 761:12, 763:17, 763:32, 764:26, 769:3, 769:4, 769:12, 770:27, 771:33, 771:41, 773:23, 774:38, 775:40, 776:3, 777:18, 781:23, 784:6, 786:21, 786:45</p>	<p><b>teaching</b> [22] - 710:29, 710:35, 718:2, 721:25, 725:28, 733:29, 733:40, 742:43, 743:5, 743:25, 744:6, 750:39, 750:41, 751:45, 751:46, 758:34, 760:40, 771:4, 784:24, 786:25, 786:45, 788:29</p> <p><b>team</b> [12] - 720:20, 725:24, 728:26, 748:5, 750:46, 751:40, 753:22, 754:42, 754:45, 769:5, 771:16, 771:42</p> <p><b>teamed</b> [1] - 725:3</p> <p><b>teams</b> [2] - 769:6, 778:10</p> <p><b>tears</b> [1] - 706:15</p> <p><b>technician</b> [2] - 711:7</p> <p><b>technology</b> [1] - 732:26</p> <p><b>temporary</b> [1] - 764:43</p> <p><b>tender</b> [3] - 724:33, 724:36, 731:31</p> <p><b>tension</b> [3] - 738:1, 738:2, 738:7</p> <p><b>tent</b> [1] - 748:33</p> <p><b>term</b> [9] - 702:4, 703:45, 703:47, 704:2, 710:31, 755:29, 769:33, 780:9</p> <p><b>Term</b> [4] - 705:21, 744:31, 744:32, 755:28</p> <p><b>terms</b> [20] - 698:35, 698:41, 699:42, 703:45, 728:35, 729:41, 748:6, 751:25, 754:43, 760:42, 761:47, 766:39, 767:12, 767:15, 768:5, 768:26, 772:10, 781:19, 785:35, 790:27</p> <p><b>terrible</b> [2] - 719:6, 769:1</p> <p><b>terribly</b> [1] - 719:4</p> <p><b>tertiary</b> [1] - 776:38</p> <p><b>thankfully</b> [1] - 706:16</p> <p><b>THE</b> [8] - 694:12, 711:15, 718:36, 718:47, 719:14, 725:18, 798:7,</p>	<p>798:11</p> <p><b>theatre</b> [1] - 779:27</p> <p><b>them</b> [1] - 711:9</p> <p><b>themes</b> [4] - 725:38, 741:13, 757:47, 779:32</p> <p><b>themselves</b> [7] - 722:7, 727:44, 739:13, 756:39, 781:25, 791:28, 795:19</p> <p><b>theorists</b> [1] - 784:21</p> <p><b>therapeutic</b> [13] - 725:35, 729:12, 730:44, 736:24, 736:28, 736:41, 737:3, 738:13, 738:28, 738:40, 739:4, 785:1</p> <p><b>therapeutically</b> [2] - 737:37, 738:6</p> <p><b>there'd</b> [1] - 756:27</p> <p><b>thereof</b> [1] - 717:10</p> <p><b>they've</b> [10] - 712:33, 712:36, 755:6, 759:31, 764:33, 764:44, 768:1, 768:9, 773:2, 786:18</p> <p><b>thin</b> [4] - 746:33, 763:2, 770:33, 770:35</p> <p><b>thinking</b> [8] - 699:26, 726:7, 730:22, 766:46, 767:44, 790:34, 792:22, 793:33</p> <p><b>third</b> [2] - 710:31, 736:5</p> <p><b>thorough</b> [1] - 736:34</p> <p><b>thousands</b> [2] - 777:47, 778:1</p> <p><b>threatened</b> [1] - 745:32</p> <p><b>three</b> [19] - 703:45, 704:2, 711:22, 714:18, 718:14, 727:42, 727:43, 730:2, 730:3, 740:33, 740:37, 740:43, 744:19, 755:31, 756:47, 759:19, 778:14, 784:25, 785:8</p> <p><b>three-year</b> [1] - 785:8</p> <p><b>throat</b> [1] - 749:13</p> <p><b>throughout</b> [1] - 777:9</p> <p><b>throw</b> [1] - 710:46</p> <p><b>thwart</b> [1] - 794:14</p> <p><b>tick</b> [2] - 792:45, 793:3</p> <p><b>ticketed</b> [1] - 724:18</p>
<b>T</b>		<p><b>table</b> [2] - 757:6, 757:14</p> <p><b>tables</b> [1] - 756:47</p> <p><b>taboo</b> [1] - 702:13</p> <p><b>tackling</b> [1] - 715:38</p> <p><b>tagged</b> [1] - 753:14</p> <p><b>talks</b> [3] - 702:15, 785:24, 792:15</p> <p><b>tall</b> [1] - 796:21</p> <p><b>tap</b> [3] - 732:17, 732:47, 751:10</p> <p><b>tar</b> [1] - 699:46</p> <p><b>target</b> [5] - 720:2, 720:3, 724:21, 728:27, 793:12</p> <p><b>tarnished</b> [1] - 702:9</p> <p><b>tarred</b> [2] - 702:10, 702:18</p> <p><b>task</b> [1] - 769:11</p> <p><b>task-orientated</b> [1] - 769:11</p> <p><b>Tasmania</b> [7] - 768:43, 780:14, 783:1, 786:15, 790:16, 790:21, 795:10</p> <p><b>TASMANIAN</b> [1] - 694:12</p> <p><b>Tasmanian</b> [8] - 694:20, 733:2, 776:3, 780:16, 780:17, 781:13, 786:21, 786:28</p> <p><b>taught</b> [5] - 721:20,</p>	<p><b>teaching</b> [22] - 710:29, 710:35, 718:2, 721:25, 725:28, 733:29, 733:40, 742:43, 743:5, 743:25, 744:6, 750:39, 750:41, 751:45, 751:46, 758:34, 760:40, 771:4, 784:24, 786:25, 786:45, 788:29</p> <p><b>team</b> [12] - 720:20, 725:24, 728:26, 748:5, 750:46, 751:40, 753:22, 754:42, 754:45, 769:5, 771:16, 771:42</p> <p><b>teamed</b> [1] - 725:3</p> <p><b>teams</b> [2] - 769:6, 778:10</p> <p><b>tears</b> [1] - 706:15</p> <p><b>technician</b> [2] - 711:7</p> <p><b>technology</b> [1] - 732:26</p> <p><b>temporary</b> [1] - 764:43</p> <p><b>tender</b> [3] - 724:33, 724:36, 731:31</p> <p><b>tension</b> [3] - 738:1, 738:2, 738:7</p> <p><b>tent</b> [1] - 748:33</p> <p><b>term</b> [9] - 702:4, 703:45, 703:47, 704:2, 710:31, 755:29, 769:33, 780:9</p> <p><b>Term</b> [4] - 705:21, 744:31, 744:32, 755:28</p> <p><b>terms</b> [20] - 698:35, 698:41, 699:42, 703:45, 728:35, 729:41, 748:6, 751:25, 754:43, 760:42, 761:47, 766:39, 767:12, 767:15, 768:5, 768:26, 772:10, 781:19, 785:35, 790:27</p> <p><b>terrible</b> [2] - 719:6, 769:1</p> <p><b>terribly</b> [1] - 719:4</p> <p><b>tertiary</b> [1] - 776:38</p> <p><b>thankfully</b> [1] - 706:16</p> <p><b>THE</b> [8] - 694:12, 711:15, 718:36, 718:47, 719:14, 725:18, 798:7,</p>	<p>798:11</p> <p><b>theatre</b> [1] - 779:27</p> <p><b>them</b> [1] - 711:9</p> <p><b>themes</b> [4] - 725:38, 741:13, 757:47, 779:32</p> <p><b>themselves</b> [7] - 722:7, 727:44, 739:13, 756:39, 781:25, 791:28, 795:19</p> <p><b>theorists</b> [1] - 784:21</p> <p><b>therapeutic</b> [13] - 725:35, 729:12, 730:44, 736:24, 736:28, 736:41, 737:3, 738:13, 738:28, 738:40, 739:4, 785:1</p> <p><b>therapeutically</b> [2] - 737:37, 738:6</p> <p><b>there'd</b> [1] - 756:27</p> <p><b>thereof</b> [1] - 717:10</p> <p><b>they've</b> [10] - 712:33, 712:36, 755:6, 759:31, 764:33, 764:44, 768:1, 768:9, 773:2, 786:18</p> <p><b>thin</b> [4] - 746:33, 763:2, 770:33, 770:35</p> <p><b>thinking</b> [8] - 699:26, 726:7, 730:22, 766:46, 767:44, 790:34, 792:22, 793:33</p> <p><b>third</b> [2] - 710:31, 736:5</p> <p><b>thorough</b> [1] - 736:34</p> <p><b>thousands</b> [2] - 777:47, 778:1</p> <p><b>threatened</b> [1] - 745:32</p> <p><b>three</b> [19] - 703:45, 704:2, 711:22, 714:18, 718:14, 727:42, 727:43, 730:2, 730:3, 740:33, 740:37, 740:43, 744:19, 755:31, 756:47, 759:19, 778:14, 784:25, 785:8</p> <p><b>three-year</b> [1] - 785:8</p> <p><b>throat</b> [1] - 749:13</p> <p><b>throughout</b> [1] - 777:9</p> <p><b>throw</b> [1] - 710:46</p> <p><b>thwart</b> [1] - 794:14</p> <p><b>tick</b> [2] - 792:45, 793:3</p> <p><b>ticketed</b> [1] - 724:18</p>

<p><b>tidy</b> [1] - 793:4  <b>Tier</b> [1] - 756:21  <b>time's</b> [1] - 744:44  <b>time-consuming</b> [1] - 750:5  <b>timeframe</b> [1] - 751:25  <b>timely</b> [1] - 782:27  <b>tiny</b> [1] - 710:7  <b>title</b> [1] - 779:2  <b>TO</b> [2] - 694:13, 798:11  <b>today</b> [13] - 717:4, 718:39, 719:1, 720:34, 740:34, 741:10, 745:45, 746:2, 751:15, 752:14, 752:15, 778:15, 778:36  <b>together</b> [13] - 706:28, 706:30, 707:12, 707:13, 707:33, 708:24, 730:36, 740:25, 783:21, 795:20, 796:31, 796:33, 796:37  <b>toilets</b> [1] - 706:16  <b>token</b> [1] - 777:1  <b>took</b> [11] - 698:12, 701:1, 702:44, 704:29, 704:47, 706:34, 706:43, 709:5, 711:2, 752:5, 780:7  <b>tool</b> [5] - 731:46, 732:5, 732:11, 732:32, 732:34  <b>toolkit</b> [2] - 759:27, 760:7  <b>tools</b> [1] - 735:10  <b>top</b> [11] - 713:34, 713:35, 713:36, 727:2, 727:6, 728:44, 747:15, 747:16, 764:13, 772:43, 793:30  <b>topic</b> [5] - 699:44, 743:18, 745:23, 771:32, 771:33  <b>total</b> [4] - 701:35, 711:1, 728:33, 736:45  <b>totally</b> [1] - 756:33  <b>touch</b> [1] - 781:30  <b>touching</b> [3] - 700:31, 700:32, 703:41  <b>towards</b> [7] - 710:30, 726:5, 732:6, 733:14, 733:39, 770:23, 779:47  <b>Tower</b> [1] - 719:31</p>	<p><b>Town</b> [1] - 719:32  <b>traction</b> [1] - 787:11  <b>traffic</b> [1] - 702:42  <b>train</b> [3] - 771:39, 780:16, 784:16  <b>trained</b> [3] - 732:4, 734:45, 770:30  <b>trainers</b> [2] - 728:5, 728:8  <b>Training</b> [1] - 784:20  <b>training</b> [110] - 720:1, 720:2, 720:3, 723:21, 723:30, 723:35, 723:47, 724:17, 724:18, 724:19, 724:26, 725:23, 725:24, 725:25, 725:32, 727:12, 727:24, 727:31, 727:32, 727:40, 727:44, 727:47, 728:4, 728:26, 728:35, 728:36, 728:44, 728:45, 728:47, 729:3, 729:4, 729:18, 729:21, 729:26, 730:30, 730:31, 730:44, 731:44, 732:14, 732:16, 732:18, 732:29, 732:31, 733:35, 733:41, 733:42, 734:19, 734:22, 734:23, 734:27, 734:29, 734:30, 734:43, 735:4, 735:27, 735:30, 735:36, 735:46, 735:47, 736:10, 736:11, 736:12, 736:13, 736:14, 739:23, 739:24, 739:35, 739:37, 739:38, 739:44, 740:6, 742:32, 742:37, 743:8, 752:7, 753:36, 761:10, 769:3, 770:32, 770:35, 771:4, 771:10, 771:17, 771:44, 772:12, 773:17, 773:22, 773:29, 774:28, 780:16, 784:18, 785:45, 786:4, 787:1, 787:2, 787:6, 787:9, 787:11, 787:33, 789:40,</p>	<p>790:1, 790:2, 791:3, 795:14  <b>training's</b> [1] - 724:20  <b>trainings</b> [6] - 724:7, 724:9, 727:22, 727:23, 732:23, 736:3  <b>trajectory</b> [1] - 739:5  <b>trans</b> [1] - 791:31  <b>TRANSCRIPT</b> [1] - 694:4  <b>transcript</b> [1] - 787:22  <b>transfer</b> [7] - 764:44, 765:4, 766:28, 767:32, 768:7, 768:8, 768:11  <b>transferred</b> [1] - 753:5  <b>transparent</b> [1] - 739:12  <b>transphobia</b> [1] - 791:16  <b>transpire</b> [1] - 787:37  <b>trapped</b> [3] - 701:18, 704:14, 707:41  <b>trauma</b> [12] - 721:25, 721:26, 726:19, 726:20, 726:21, 726:34, 726:41, 727:2, 727:6, 736:43, 737:1, 738:27  <b>trauma-informed</b> [1] - 721:26  <b>trauma-related</b> [1] - 727:2  <b>Treatment</b> [1] - 724:31  <b>treatment</b> [3] - 738:38, 738:39, 738:40  <b>triage</b> [3] - 781:26, 781:35, 781:41  <b>trial</b> [2] - 712:18, 712:25  <b>Tribunal</b> [1] - 694:20  <b>tricky</b> [2] - 755:1, 791:35  <b>tried</b> [3] - 747:8, 750:3, 755:1  <b>tries</b> [1] - 755:13  <b>triggering</b> [1] - 772:2  <b>trip</b> [1] - 698:12  <b>trips</b> [1] - 698:2  <b>trouble</b> [7] - 701:17, 706:1, 707:40, 707:41, 708:44, 709:16, 755:27  <b>troubling</b> [1] - 764:31  <b>true</b> [9] - 696:24, 719:41, 720:10, 741:29, 742:3, 742:19, 776:41,</p>	<p>779:13, 779:15  <b>trust</b> [3] - 706:8, 745:15, 745:18  <b>trusting</b> [1] - 764:45  <b>trustworthy</b> [1] - 701:33  <b>truthfully</b> [1] - 788:16  <b>try</b> [20] - 718:21, 726:37, 726:38, 739:11, 746:29, 748:2, 748:3, 751:26, 755:9, 755:11, 755:13, 755:14, 755:26, 771:26, 771:31, 771:42, 771:43, 771:45, 775:33, 778:6  <b>trying</b> [12] - 699:1, 704:22, 711:41, 716:3, 733:23, 755:11, 760:17, 761:14, 771:38, 772:5, 782:38, 796:5  <b>Tuesday</b> [2] - 714:16, 744:29  <b>turn</b> [6] - 731:26, 744:36, 744:38, 749:34, 750:32, 768:29  <b>turned</b> [3] - 708:4, 710:10, 745:31  <b>turning</b> [1] - 761:2  <b>turns</b> [1] - 749:13  <b>two</b> [24] - 696:45, 697:2, 697:26, 699:39, 701:16, 703:45, 703:47, 704:2, 707:6, 714:17, 714:38, 717:13, 723:33, 724:39, 725:31, 728:17, 733:47, 736:2, 744:26, 745:35, 753:19, 765:13, 771:26, 793:22  <b>two-shoes</b> [3] - 697:26, 701:16, 707:6  <b>type</b> [1] - 703:21</p>	<p>715:3  <b>unable</b> [2] - 754:14, 770:2  <b>unaware</b> [1] - 765:7  <b>unbelonging</b> [1] - 789:15  <b>uncommon</b> [3] - 728:6, 781:16, 781:21  <b>under</b> [14] - 709:25, 727:20, 728:29, 728:31, 728:45, 729:27, 731:33, 744:45, 761:34, 761:39, 761:40, 761:43, 782:8, 783:16  <b>under-serviced</b> [1] - 783:16  <b>undergo</b> [1] - 754:7  <b>undergoes</b> [1] - 776:3  <b>underneath</b> [1] - 788:13  <b>unders</b> [1] - 780:43  <b>understandings</b> [1] - 796:44  <b>undertake</b> [4] - 699:43, 699:45, 723:38, 775:9  <b>undertaken</b> [1] - 734:30  <b>undertones</b> [1] - 726:17  <b>unfair</b> [1] - 765:43  <b>unfortunate</b> [1] - 737:6  <b>unfortunately</b> [2] - 721:30, 726:2  <b>ungrateful</b> [1] - 711:8  <b>uniform</b> [1] - 748:32  <b>united</b> [1] - 796:38  <b>universal</b> [2] - 774:22, 774:34  <b>universally</b> [1] - 774:35  <b>university</b> [4] - 701:47, 717:18, 739:36, 764:43  <b>unless</b> [5] - 761:41, 764:42, 786:44  <b>unreasonable</b> [1] - 713:46  <b>unsafe</b> [5] - 720:45, 721:1, 721:17, 726:27, 791:31  <b>unsatisfactory</b> [1] - 708:34  <b>unsure</b> [4] - 722:45, 734:18, 734:19, 734:23</p>
<b>U</b>				
<p><b>UK</b> [4] - 731:43, 731:46, 732:9, 732:21  <b>ulterior</b> [1] - 703:34  <b>ultimately</b> [2] - 715:2,</p>				

<p><b>unusual</b> [1] - 796:32  <b>up</b> [95] - 697:11, 698:2, 698:3, 702:3, 702:8, 706:13, 706:14, 706:41, 707:42, 710:9, 711:2, 711:47, 712:30, 712:31, 712:32, 713:30, 715:13, 716:35, 716:36, 717:10, 720:36, 724:13, 724:18, 724:20, 724:32, 724:34, 725:3, 725:8, 725:24, 725:42, 727:23, 727:24, 727:43, 728:1, 728:6, 728:11, 729:9, 730:3, 730:29, 731:32, 732:39, 734:38, 735:35, 737:2, 738:32, 743:36, 744:36, 744:38, 745:6, 748:29, 748:42, 749:23, 755:44, 757:13, 757:43, 758:35, 759:1, 761:15, 762:14, 763:44, 771:14, 771:17, 771:18, 772:4, 772:6, 772:28, 773:3, 775:41, 779:22, 780:40, 780:42, 780:46, 781:31, 782:42, 782:44, 783:19, 784:16, 786:24, 786:34, 786:41, 788:20, 788:35, 788:36, 788:44, 789:31, 791:15, 791:32, 792:17, 792:40, 793:4, 794:13, 796:14, 796:23, 797:22  <b>update</b> [1] - 720:11  <b>updated</b> [5] - 719:43, 760:7, 760:10, 772:13, 775:7  <b>uphold</b> [1] - 793:41  <b>upholding</b> [1] - 792:16  <b>upload</b> [6] - 761:33, 761:37, 761:39, 762:38, 762:45, 763:16  <b>uploaded</b> [2] - 761:34, 762:28</p>	<p><b>upset</b> [1] - 711:32  <b>upskill</b> [5] - 739:26, 739:33, 739:41, 773:45, 774:27  <b>upskilling</b> [1] - 734:9  <b>urgent</b> [1] - 748:10  <b>useful</b> [1] - 759:5  <b>uses</b> [2] - 729:13, 749:41  <b>UTAS</b> [1] - 742:34  <b>ute</b> [2] - 704:38, 704:39  <b>utter</b> [1] - 701:40</p>	<p><b>vigilant</b> [1] - 764:46  <b>violations</b> [2] - 758:5, 758:25  <b>violence</b> [8] - 726:22, 726:27, 756:12, 779:33, 779:34, 779:38, 780:10  <b>violent</b> [4] - 737:16, 737:23, 737:28, 737:30  <b>visibility</b> [2] - 784:13, 795:28  <b>voice</b> [3] - 710:18, 777:39, 796:37  <b>volume</b> [2] - 781:32, 796:14  <b>volunteers</b> [3] - 773:25, 774:37, 775:10  <b>vulnerability</b> [2] - 793:23, 793:31  <b>vulnerable</b> [3] - 786:29, 791:10, 793:17</p>	<p><b>week</b> [29] - 701:2, 711:22, 714:2, 714:10, 714:14, 714:30, 714:34, 714:40, 730:3, 730:5, 730:25, 734:21, 735:44, 742:26, 744:27, 749:7, 752:47, 753:1, 753:2, 755:36, 755:45, 756:5, 762:21, 762:22, 781:18, 781:21, 792:6, 797:8  <b>weekly</b> [1] - 782:28  <b>weeks</b> [12] - 700:47, 701:1, 703:47, 709:35, 711:19, 714:13, 731:7, 731:13, 733:16, 744:31, 755:28  <b>weight</b> [2] - 771:35, 789:37  <b>welcome</b> [6] - 784:10, 784:14, 785:4, 795:45, 797:41, 798:7  <b>welfare</b> [5] - 715:26, 751:39, 753:45, 764:13, 770:18  <b>wellbeing</b> [5] - 695:18, 746:1, 753:20, 753:40, 753:44  <b>whereabouts</b> [1] - 702:25  <b>whereas</b> [4] - 736:37, 738:24, 754:39  <b>white</b> [3] - 739:45, 751:31, 752:11  <b>whole</b> [18] - 701:31, 704:41, 705:25, 717:14, 717:26, 745:10, 756:42, 777:17, 777:21, 782:39, 783:38, 784:1, 791:36, 791:38, 791:39, 793:2, 794:35  <b>whole-schools</b> [1] - 783:38  <b>wide</b> [1] - 776:18  <b>widely</b> [1] - 731:45  <b>willingness</b> [1] - 714:28  <b>win</b> [1] - 709:19  <b>windows</b> [1] - 789:21  <b>wipe</b> [1] - 765:15  <b>wise</b> [1] - 767:14  <b>wish</b> [2] - 706:36, 719:12</p>	<p><b>withdrawn</b> [1] - 749:12  <b>withholding</b> [1] - 738:13  <b>witness</b> [9] - 695:7, 695:23, 719:20, 720:26, 729:42, 738:33, 778:36, 796:32  <b>WITNESS</b> [6] - 711:15, 718:36, 718:47, 719:14, 725:18, 798:7  <b>witnessed</b> [1] - 745:7  <b>witnesses</b> [1] - 740:33  <b>woman</b> [1] - 716:15  <b>women</b> [2] - 726:5, 726:13  <b>wonder</b> [1] - 777:10  <b>wonder"</b> [1] - 717:29  <b>wonderful</b> [1] - 778:26  <b>wondering</b> [1] - 737:40  <b>wonderings</b> [1] - 769:31  <b>Woodbridge</b> [1] - 698:12  <b>word</b> [5] - 707:18, 708:19, 712:14, 736:17, 763:14  <b>Word</b> [1] - 762:14  <b>wording</b> [1] - 715:35  <b>words</b> [13] - 705:5, 707:11, 707:14, 708:14, 710:15, 712:3, 712:10, 712:12, 712:35, 712:39, 715:33, 716:15, 764:19  <b>worker</b> [31] - 740:42, 745:4, 745:5, 745:8, 746:10, 746:14, 746:19, 746:41, 753:11, 753:18, 753:28, 753:34, 754:2, 754:18, 755:25, 755:26, 755:28, 755:32, 755:36, 756:5, 761:24, 769:36, 769:38, 770:1, 770:14, 770:17, 773:20, 781:34, 781:45, 782:38, 790:45  <b>workers</b> [25] - 724:4, 724:5, 724:8, 734:22, 739:37, 746:33, 750:7, 750:29, 752:41,</p>
<b>V</b>				
<p><b>value</b> [3] - 716:10, 716:20, 794:21  <b>Valuing</b> [6] - 782:30, 783:20, 785:36, 786:19, 787:5, 797:18  <b>varied</b> [1] - 746:22  <b>varies</b> [1] - 750:30  <b>variety</b> [4] - 750:43, 750:44, 753:14, 774:28  <b>various</b> [1] - 769:26  <b>vary</b> [4] - 729:38, 731:11, 747:6, 770:40  <b>vast</b> [1] - 751:10  <b>VDF</b> [1] - 783:23  <b>vehicle</b> [1] - 795:20  <b>verbal</b> [2] - 767:36, 768:2  <b>verified</b> [1] - 776:1  <b>vetting</b> [1] - 765:6  <b>via</b> [1] - 714:3  <b>victim</b> [9] - 702:13, 715:27, 716:45, 739:46, 744:36, 745:1, 777:15, 777:16, 777:23  <b>Victim</b> [4] - 696:11, 696:12, 696:19  <b>victim-survivors</b> [1] - 715:27  <b>Victoria</b> [1] - 779:23  <b>Victorian</b> [1] - 775:41  <b>view</b> [5] - 739:21, 739:47, 740:3, 768:32, 772:11  <b>viewable</b> [2] - 763:31, 763:35  <b>viewed</b> [1] - 752:44  <b>viewing</b> [1] - 726:4  <b>views</b> [2] - 736:13, 747:1</p>				
<b>V</b>				
		<b>W</b>		
		<p><b>wait</b> [8] - 705:7, 731:4, 731:10, 731:12, 731:16, 748:21, 748:22, 781:19  <b>waitlist</b> [1] - 731:10  <b>walked</b> [1] - 710:17  <b>wants</b> [4] - 702:13, 767:20, 782:6  <b>WAS</b> [1] - 798:11  <b>watch</b> [4] - 708:12, 708:16, 708:35  <b>Watch</b> [1] - 708:14  <b>watches</b> [1] - 695:22  <b>watching</b> [5] - 710:26, 721:47, 726:3, 726:11, 726:13  <b>water's</b> [1] - 744:44  <b>ways</b> [10] - 705:11, 709:38, 712:10, 726:40, 737:11, 753:23, 774:28, 791:31, 795:9, 796:18  <b>wealth</b> [1] - 751:11  <b>wear</b> [1] - 701:47  <b>wearing</b> [1] - 791:8  <b>webinars</b> [1] - 775:2  <b>website</b> [1] - 772:6  <b>WEDNESDAY</b> [1] - 798:12  <b>Wednesday</b> [1] - 744:28</p>		

<p>755:32, 763:16, 769:9, 769:33, 771:27, 771:30, 773:12, 774:23, 777:15, 781:47, 782:2, 782:3, 782:8, 782:9, 782:13, 782:16 <b>workforce</b> [2] - 739:26, 773:45 <b>workings</b> [1] - 708:45 <b>workload</b> [2] - 730:20, 790:14 <b>works</b> [6] - 697:5, 728:14, 746:43, 748:44, 753:27 <b>world</b> [12] - 702:10, 705:31, 707:28, 708:5, 722:36, 726:29, 739:47, 758:27, 763:10, 788:34, 793:14, 794:1 <b>worse</b> [3] - 707:44, 711:29, 716:40 <b>worst</b> [1] - 737:21 <b>worthwhile</b> [1] - 696:32 <b>wow</b> [2] - 717:28, 783:11 <b>wrath</b> [3] - 709:11, 709:14, 709:22 <b>write</b> [5] - 713:7, 714:14, 762:14, 767:19, 767:29 <b>writer</b> [1] - 776:41 <b>writing</b> [4] - 714:10, 766:34, 767:4, 772:20 <b>written</b> [1] - 775:19 <b>wrote</b> [3] - 714:4, 714:17, 714:21</p>	<p>728:31, 728:32, 729:16, 731:6, 733:37, 733:39, 736:3, 736:4, 744:32, 748:15, 752:23, 753:2, 753:6, 754:13, 754:15, 755:27, 757:40, 760:2, 760:8, 767:45, 771:4, 771:6, 771:10, 771:14, 775:7, 780:42, 785:8, 787:45, 795:13, 795:15 <b>Year</b> [12] - 695:46, 696:28, 699:38, 703:3, 703:6, 704:11, 705:2, 705:3, 705:10, 706:25, 710:30, 710:31 <b>years</b> [21] - 701:33, 712:33, 713:28, 717:13, 717:20, 722:31, 724:35, 731:33, 745:47, 746:15, 750:42, 751:7, 755:31, 759:19, 760:5, 772:13, 775:1, 776:4, 781:1, 794:42, 795:12 <b>yesterday</b> [3] - 746:24, 746:35, 790:43 <b>you</b> [2] - 710:3, 795:3 <b>Young</b> [2] - 730:27, 752:24 <b>young</b> [88] - 720:21, 720:34, 721:29, 722:3, 722:20, 722:23, 722:45, 723:12, 724:23, 724:34, 724:42, 725:5, 725:28, 725:43, 725:46, 726:2, 726:7, 726:19, 726:23, 727:8, 727:44, 728:6, 731:32, 731:39, 732:33, 732:44, 732:45, 733:15, 733:20, 733:21, 733:39, 733:47, 735:33, 736:20, 736:34, 736:46, 737:11, 737:21, 737:22, 738:14, 738:17,</p>	<p>738:25, 739:13, 776:46, 779:21, 779:29, 780:8, 780:11, 780:41, 781:18, 781:20, 781:25, 781:40, 782:5, 782:15, 782:17, 782:20, 782:28, 783:2, 785:9, 785:10, 785:20, 785:24, 785:31, 787:30, 788:28, 789:15, 790:26, 790:37, 790:43, 791:2, 791:28, 792:18, 792:39, 793:4, 793:6, 793:8, 793:30, 793:33, 793:39, 793:42, 794:13, 794:15, 795:20, 795:22, 796:42 <b>younger</b> [1] - 722:8 <b>yourself</b> [5] - 698:25, 708:36, 759:11, 761:13, 773:33 <b>yourself</b> [2] - 708:14, 708:16 <b>youth</b> [1] - 779:27 <b>Youth</b> [4] - 735:46, 736:3, 736:46, 737:41 <b>youth-based</b> [1] - 779:27</p>
<b>X</b>		
<p><b>Xris</b> [7] - 778:36, 778:43, 778:45, 783:24, 785:34, 787:23, 797:45 <b>XRIS</b> [1] - 778:39</p>		
<b>Y</b>		
<p><b>year</b> [41] - 699:39, 703:25, 703:26, 703:31, 704:12, 713:18, 724:33, 724:37, 727:16, 728:19, 728:23,</p>		