

# Affidavit – Family law and child support proceedings

Federal Circuit and Family Court of Australia (Family Law) Rules 2021 – RULE 8.15

## Filed in:

- Federal Circuit and Family Court of Australia (Division 1)
- Federal Circuit and Family Court of Australia (Division 2)
- Other (specify) \_\_\_\_\_

## Type of proceedings:

- Family law proceedings
- Other (specify) \_\_\_\_\_

## Filed on behalf of:

Full name: Stephen Christopher Cooke

## COURT USE ONLY

Client ID COO8342167 \_\_\_\_\_

File number (P)NCC3896/2023 \_\_\_\_\_

Filed at **61 BOLTON ST, NEWCASTLE**

Filed on 29th October 2024

Court location 61 BOLTON ST., NEWCASTLE

Court date 3/2/2025 at  
11:30 am

## Name of person swearing/affirming this affidavit:

Stephen Christopher Cooke

Date of swearing/affirming 12/10/2024

## Part A About the parties

### APPLICANT 1

Family name (as used now)

Cooke

Given names (as required)

Stephen Christopher

### RESPONDENT 1

Family name (as used now)

Cooke

Given names (as required)

Heather Anne

### APPLICANT 2

Family name (as used now)

\_\_\_\_\_

Given names (as required)

\_\_\_\_\_

### RESPONDENT 2

Family name (as used now)

\_\_\_\_\_

Given names (as required)

\_\_\_\_\_

What is the contact address (address for service) in Australia for the party filing this affidavit?

You do not have to give your residential address. You may give another address at which you are satisfied that you will receive documents. If you give a lawyer's address, include the name of the law firm. You must also give an email address.

PO Box 33

SHORTLAND

State NSW

Postcode 2307

Phone 0412846712

Lawyer's code

Email stephencooke.c@gmail.com



## Part B About the independent children's lawyer (if appointed)

Independent children's lawyer family name	Given names
Markham	Jo
Firm name	
JLM Family Lawyers	

## Part C About you (the deponent)

Family name (as used now)	Given names
Cooke	Stephen Christopher
Gender	Usual occupation (if applicable)
<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> X	I.T.

What is your address?

You do not have to give your residential address if you are concerned about your safety. You may give another address at which you are satisfied that you will receive documents.

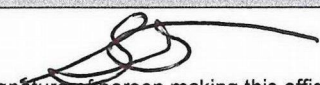
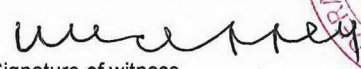
7a Bakeri Cct		
Warabrook		
	State NSW	Postcode 2304

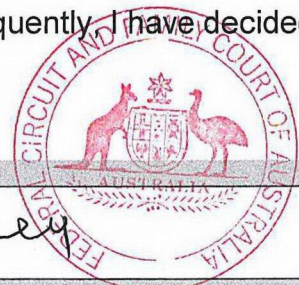
## Part D Evidence

- Set out the facts divided into consecutively numbered paragraphs. Each paragraph should be confined to a distinct part of the subject matter.
- Attach extra page(s) if you need more space. Make sure that the page containing the signature (Part E or F) is always the last page of the form. You and the witness to your affidavit must sign the bottom of each additional page.

### Part 1: Rationale for Self-Representation

1. Throughout this matter, I faced delays and challenges with my previous legal representation. Although my legal team acted in my best interests, differing approaches led to delays in addressing critical issues, such as my drug and alcohol test results not being presented to the Family Report writer earlier this year.
2. During a recent dispute resolution conference, a proposal was made to modify alcohol restrictions to apply solely to me, suggesting concerns about my compliance despite my adherence to interim orders. Consequently, I have decided

 Signature of person making this affidavit (deponent)	 Signature of witness
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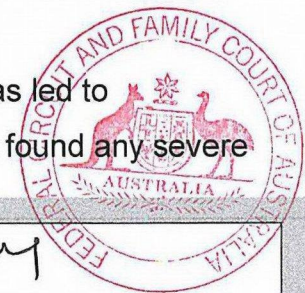


to take direct responsibility for my case to ensure my concerns and key evidence are fully considered by the court.

3. I respectfully request that the Family Report writer considers the content of this affidavit, as it is essential for evaluating my parenting capacity, commitment to Christian and Joshua, and desire for a balanced shared parenting arrangement.
4. I have realized a financial settlement, alleviating immediate concerns about my ability to provide for myself, Christian, and Joshua. With this settlement resolved, I have focused on securing long-term stability for Christian and Joshua. I terminated my internship at Diamond I.T. due to the disruption caused by ongoing litigation, which hindered my ability to complete required certifications by the September 30th deadline.
5. I am actively seeking stable employment, such as a position at Costco, and have registered a small business to develop when possible. Additionally, I plan to continue pursuing my studies in CompTIA Network+, CompTIA Security+, Windows Azure, and Microsoft 365 certifications at my own pace as time permits. This will help provide ongoing stability while allowing me to prioritize my children during our time together.

**Part 2: Clarification on Relevance of Subpoenaed Material**

6. I wish to bring to the Court's attention the results of my drug and alcohol tests from November 2023 to September 2024, which demonstrate my compliance with ADHD medication and address any substance use concerns.
7. **Attached and marked as "Annexure A" are two letters from Dr. Suraiya Moisey detailing my ADHD medication dosage. "Annexure B" contains the results from my drug and alcohol tests, which indicate no significant alcohol use, despite the emotional challenges I faced when Heather announced her departure in December 2023.**
8. The test results consistently show no positive tests for illicit drugs or alcohol, with the only exceptions being amphetamines from my prescribed ADHD medications. Dr. Moisey's comments regarding the expected presence of amphetamines in a drug screening are supported by documents subpoenaed from ATUNE Health, confirming that there is no evidence of substance misuse.
9. Dr. Moisey's assessments indicate that my ADHD treatment has led to improvements in managing my mental health, and she has not found any severe



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Signature of witness

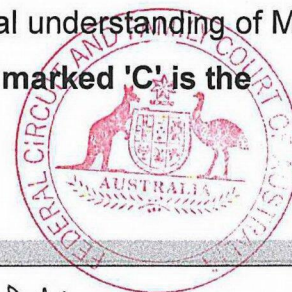
comorbidities. This supports my claim of sobriety and compliance with treatment throughout the legal proceedings. I respectfully request that the court consider the subpoenaed materials from both Chromis Occupational Medicine and ATUNE Health as critical evidence for the Family Report.

### **Part 3: Managing Screen Time and Online Safety**

10. I do my best to ensure that Christian and Joshua's screen time is balanced and that they are protected from inappropriate content. I maintain a separate wireless network, DATA\_SAFETY, using NextDNS for parental controls.
11. I restrict access to certain platforms, encouraging outdoor activities such as regular weekend bike rides and healthy screen time habits.

### **Part 4: Christian's Engagement with Five Nights at Freddy's (FNAF) and ADHD**

12. Christian's engagement with Five Nights at Freddy's (FNAF) is significantly influenced by his ADHD. I have observed that he tends to gravitate towards FNAF more when his medication begins to wear off, particularly after school or on the way home. Given the stimulating and exciting nature of FNAF, it appears to help him manage his focus and emotions during these times.
1. Despite its origins as a mature-themed franchise, FNAF has been rebranded and adapted by YouTube creators, making it more accessible to younger audiences. This broader appeal is evident in Christian's school environment, where many of his peers share his interest. His engagement with FNAF has fostered friendships and a sense of community, illustrated by gifts such as FNAF plush toys from friends like Joshua's good friend, McKenzie.
2. Christian's Lab Learning teacher Michelle recognized and supported his passion for FNAF. They developed a strong relationship, and upon her departure, she gifted him a personalized bookmark acknowledging his interest. This thoughtful gesture made Christian feel understood and encouraged him to balance his enthusiasm for FNAF with his schoolwork and other activities.
3. After receiving the personalized bookmark, I shared this meaningful gift with Heather through a Signal message, highlighting our mutual understanding of Ms. Michelle's support for Christian's interests. **Annexed and marked 'C' is the personalized bookmark and our message exchange.**



Signature of person making this affidavit (deponent)

Signature of witness

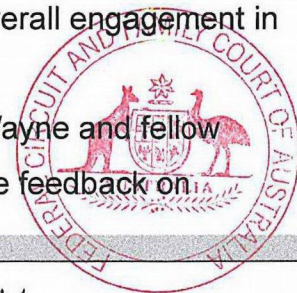
4. Considering the significant role FNAF has played in Christian's life, along with the support from both parents prior to our separation, I believe it serves as an outlet for him to navigate his emotions and foster connections with his peers. Eliminating this source of comfort could disrupt this balance and adversely affect his emotional well-being.

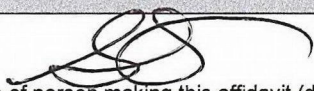
**Part 5: Effects of Christian's Medication: Emotional Blunting**

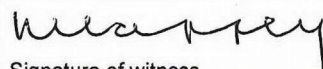
5. Mr. Kane M. Becker, MAPS, from Oracle Psychology, evaluated Christian on February 25, 2022. He observed age-appropriate emotional expression and understanding during structured sessions, as detailed in the attached report (**see Annexure G**).
6. I became aware of concerns raised by Pillar Allied Health regarding Christian's lack of empathy during the recent Family Dispute Resolution Conference held on September 18th, 2024, by Judicial Registrar Kelly. These findings contrast with those documented in the Oracle Psychology report, which assessed him prior to starting his ADHD medication.
7. This discrepancy suggests that the effects of Christian's ADHD medication, Ritalin, and its current dosage may influence his ability to express empathy or make it challenging for others to recognize it while he is medicated.
8. My own experience with ADHD medication has improved my emotional intelligence and intellectual functioning. I believe similar support for Christian, through appropriate adjustments to his medication, could enhance his emotional development.

**Part 6: Christian's ADHD Management and Its Social Implications**

9. Christian's ADHD and the effects of his medication can influence his emotional regulation, particularly in the late afternoon when his medication begins to wear off. This can lead to increased anxiety or withdrawal during social interactions.
10. I believe that Christian could benefit from a longer-acting medication that would allow him to come down at a time that aligns more closely with his bedtime. This adjustment may help improve his emotional stability and overall engagement in social situations.
11. I have discussed these observations with our neighbour Wayne and fellow churchgoer, who has been supportive and provided positive feedback on



  
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Signature of witness

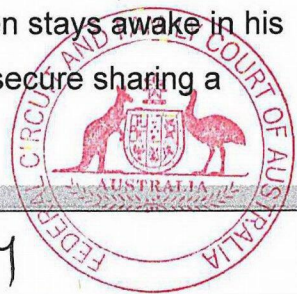
Christian's and Joshua's progress at church. Despite these challenges, Wayne has noted that both Christian and Joshua have settled into the church environment well.


**Part 7: The Impact on Christian and Joshua's Emotional and Academic Well-Being**

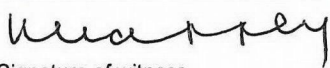
- 12. The limited time with Christian and Joshua has emotional effects, leading them to maximize our moments together. They express urgency during visits, resulting in heightened emotions.
- 13. Christian exhibits joy in activities but also frustration when expectations aren't met, showing empathy towards Joshua. His friendships, particularly with Luke, remain strong despite physical distance, maintained through digital communication.
- 14. I have met with Christian's teachers, who highlighted his strengths in communication and reading comprehension. His progress in math is supported by dedicated tutoring, while I have purchased engaging books to nurture his love for reading.
- 15. I also met with Joshua's teacher, who noted his progress in reading and math. Joshua surprises me with his skills, and I have provided him with books to encourage his reading.
- 16. We enjoy reading together, strengthening our bond. Both boys desire more time with me and are disappointed when visits end. A more balanced schedule, such as a 50/50 arrangement, would provide the stability they need.
- 17. **Annexed and marked "D" are the boys' report cards, offering insight into their academic progress.**

**Part 8: Sleep and Routine Challenges**

- 18. The limited time I have with Christian and Joshua makes it difficult to maintain consistent sleep routines. Despite my encouragement for the boys to sleep in their own beds, they frequently choose to sleep with me. They currently share the largest room in the house, which has ample space for their two king single beds.
- 31. While I understand the importance of transitioning to their own beds, I respect their wishes to co-sleep during our time together. Christian has mentioned that he struggles to fall asleep alone at their mother's house and often stays awake in his room. This indicates that he may feel more comfortable and secure sharing a space with Joshua.



  
Signature of person making this affidavit (deponent)

  
Signature of witness

32. Establishing a more balanced parenting arrangement could help create healthier sleep patterns and positively impact their emotional well-being. Allowing more time together will facilitate a gradual transition to independent sleeping in the future.

### Part 9: Landlord Routine Inspection Report

33. I submit the Routine Inspection report for my residence at 7A Bakeri Cct, Warabrook, NSW 2304, conducted on October 9, 2024. The report highlights the positive presentation of the property, reflecting my commitment to maintaining a clean and welcoming environment for Christian and Joshua. I prepared the former marital home for sale largely by myself, and the new residence underwent deep cleaning and repairs by myself before the boys visited, demonstrating my dedication to providing a stable space for them.
34. The report, from Courtney Simpson at JCS Real Estate, confirmed that the property is well cared for, and I appreciate their acknowledgment of my efforts. It noted a couple of minor issues, including the removal of blinds and a missing weather strip on the front door, which I have already addressed with my landlord.
35. This positive assessment supports my ability to provide a nurturing environment for my children during this transitional period.

**See Annexure F: Routine Inspection Report Email from JCS**

### Part 10: Parenting Approach and Commitment

19. To support my parenting, I have completed two Triple P courses:
- Family Transitions Triple P Online Certificate, achieved on April 7, 2024.
  - Triple P Online Certificate, achieved on April 6, 2024.

**Annexed and marked 'E' are the certificates of completion.**

20. A 50/50 shared parenting arrangement would allow consistent application of these strategies, supporting the boys' stability and emotional needs while fostering a healthier relationship between parents.

### Part 11: Involvement with Church and Community Support

21. Christian and Joshua have developed a close friendship with two boys, Everet (age 7) and Boston (age 10), living across the street. Their parents, Wayne and Katlin, have welcomed us, fostering a nurturing environment for play and exploration.



Signature of person making this affidavit (deponent)



Signature of witness



22. Wayne and Katlin introduced us to Hunter Bible Church, where we participate in community activities that provide moral guidance and spiritual support. This church has been integral to our new family life, as both boys were raised with a strong belief in God and Jesus, reflecting the values that Heather and I embraced during our marriage. We were married in the church where I attended in my youth, emphasizing the importance of faith in our family.
23. Both boys were baptized at an early age, reinforcing their connection to our faith. I have actively taught them the Lord's Prayer, the Glory Be, and the Hail Mary, which we cycle through nightly. As a result, they have these prayers memorized, demonstrating their understanding and commitment to our spiritual practices.
24. The church offers programs for children and families, teaching empathy, kindness, and responsibility through community service. This involvement significantly contributes to the values I instill in Christian and Joshua, and I believe that maintaining this spiritual foundation is crucial for their emotional and moral development.
25. Our church community provides a reliable support system, encouraging open discussions about faith and life challenges. This environment helps both boys grow into compassionate individuals, enhancing their emotional well-being and reinforcing essential values for their growth.

## **Part 12: Support for 50/50 Co-Parenting Relationship**

40. I genuinely support a 50/50 co-parenting relationship for Christian and Joshua. While this represents a stark shift from my initial application, it is essential to understand my reasoning at the time and the context in which those decisions were made. Before Christian's diagnosis of ADHD, we had a successful marriage, and I believe that both Heather and I have a duty to maintain and support the care of our children. The absence of such support puts Christian and Joshua at risk of being less than they were.
41. Although our journey has had its challenges, we have been co-parenting successfully since our separation, and we share a decade of marriage during which our co-parenting efforts were effective. I deny any claims that I have made statements in front of the children regarding intimacy issues with Heather during our time together. I have always prioritized their well-being above all else.

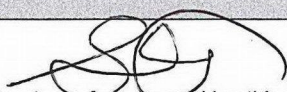


Signature of person making this affidavit (deponent)

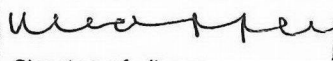


Signature of witness

42. While I recognize Heather's perseverance and success as a cardiologist in Newcastle, I also take responsibility for being a supportive partner, especially with two energetic boys. Now that the financial settlement is finalized, I wish to move forward for the betterment of the boys. Continuing costly litigation seems pointless, particularly given the strong foundation I have established as a supportive father and husband during the marriage.
43. I firmly believe that Christian and Joshua will benefit most from a 50/50 co-parenting arrangement. This structure not only aligns with their wishes but also reflects my ongoing commitment to their care and well-being. Maintaining a balanced schedule would provide them with the stability and support they need during this transitional period in their lives.



Signature of person making this affidavit (deponent)




Signature of witness




# Part E Signature

I swear\* / ~~affirm~~\* the contents of this affidavit are true

Signature of Deponent 

Place Newcastle Date 29/10/2024

  
Before me (signature of witness)

Full name of witness (please print) **Kristine Anne Claffey**  
**A Justice of the Peace in and for**  
**the State of New South Wales**  
**Reg. No. 146449**

- Justice of the Peace
- Notary public
- Lawyer
- Other authorised person (specify)

This affidavit was prepared / settled by  deponent/s  
 lawyer

STEPHEN CHRISTOPHER  
COOKE

PRINT NAME AND LAWYER'S CODE



05/04/2024

To Whom It May Concern

Dear Sir/Madam,

**RE: MrStephen COOKE DOB: 27/10/1981**  
**1/213 Morgan Street, MEREWETHER NSW 2291**  
**Consultation date: 04/04/2024**

**This page is Annexure "A" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me \_\_\_\_\_  
COO8342167 \_\_\_\_\_**

This is the annexure marked with the letter 'A'  
referred to in the affidavit of *Stephen Cooke*  
sworn before me at Newcastle on the *29th*  
day of *October* 2024

**MEDICAL INFORMATION**

*W. Hapley*  
Justice of the Peace

Stephen has been a private patient of mine since September 2023 where he was referred by his GP, Dr Alexander Tonkin for assessment of ADHD.

Stephen is a married man, father of 2 and a stay home dad which was a mutual agreement between the couple to allow Heather, his wife to focus on her career and income while his responsibility was the home and kids.

I had conducted to completion a thorough assessment over two sessions and made the official diagnosis of ADHD.

There were no concerns of axis 1 mood disorder of either major depression or generalised anxiety disorder.

There were some personality traits that I noted and discussed of an anankastic nature which encompasses an obsessional/compulsive behaviour structure often seen in the ADHD population but insufficient to diagnose as a disorder.

Stephen has no prior mental health history nor has he been on medications.

He has no medical co morbidities either.

The only history noted was alcohol use which he has been cognisant in managing once he himself identified it was being used to manage social anxiety.

Upon diagnosis, he was commenced on Lisdexamphetamine, 20mg.

At the third appointment, I had augmented Lisdexamphetamine with short acting Dexamphetamine 5mg, one tablet twice a day to boost the long acting/ when needed to help higher order cognitive demanding tasks.



2.

Stephen has maintained regular check in's with me in between appointments on medication effect, discuss concerns or if he had any clinical questions.

Stephen was always adherent to advice on medication dosing and prescribing instructions.

He demonstrated accountability in his management, recognising that medications are only a tool and not the solution.

The clinical stability has allowed him to implement and maintain changes in his routine, improve on time management, all areas of executive dysfunction, efficacy in task conduction of home chores and child care while balancing self care needs.

Since being medicated, he has progressed beyond a paralysis he once found himself in his career and has completed courses, tidied his resume and made connections in the IT and corporate field to secure work.

Objectively there has been an improvement clinically and psychologically in sense of self, capabilities and confidence levels to balance a healthy work and home life.

I am unable to comment on Stephen's parenting skills as this is out of my remit of expertise, however from when I first met Stephen before diagnosis and medication to now, he has always prioritised his two boys.

In every assessment, Stephen has always been keen to learn/improve skills and tools further to be the best father to his boys.

Stephen has had 2 monthly reviews since his first appointment and I will continue to see him moving forward on a 2-3 monthly period.

Stephen has an excellent prognosis moving forward.

**This page is Annexure "A" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me \_\_\_\_\_  
COO8342167 \_\_\_\_\_**

3.

Kind regards,

A handwritten signature in black ink, appearing to be 'S. Moisey', written over a horizontal line.

**Dr Suraiya Moisey BMed FRANZCP**

Consultant Psychiatrist

Provider No: 430478WF

This page is Annexure "A" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me \_\_\_\_\_  
COO8342167 \_\_\_\_\_

07/08/2024

To Whom It May Concern

Dear Pharmacist,

**RE: MrStephen COOKE DOB: 27/10/1981**  
**1/213 Morgan Street, MEREWETHER NSW 2291**  
**Consultation date: 21/06/2024**

**EARLY RELEASE OF STIMULANTS**

I have increased Stephen's dose of dexamphetamine to 2 a day.

I am therefore authorising for him to have his last pick up of dex this week from the script done on the 21st of June.

Kind regards,



**Dr Suraiya Moisey BMed FRANZCP**  
Consultant Psychiatrist  
Provider No: 430478WF

**This page is Annexure "A" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me \_\_\_\_\_  
COO8342167 \_\_\_\_\_**



**PSYCHEMEDICS**  
SUPERIOR SCIENCE SUPERIOR RESULTS

RECEIVED 04 OCT 2024

**HAIR ANALYSIS DRUG TEST RESULTS**  
Patented Technologies

The Worldwide Leader in Hair Drug Testing

Page : 1 of 2

Account : BRASSETS PTY LTD  
Account ID : CO115151  
Client Code : BRAADS  
Location ID : 11476629

Subject Name : Cooke, Stephen  
Subject ID : XXX-XXX-AADS  
CCF ID : A2693659  
LAN : 217827199

BRASSETS GROUP AWDTS DRUG SAFE PROGRAM

Source : Head Hair  
Reason for Test : Unknown  
Collected : Sep 25, 2024 11:20 AM  
Received at Lab : Oct 01, 2024 11:11 AM  
Released by Lab : Oct 03, 2024 12:32 PM  
Sample Length : 0 to 3.9cm

Test Panel : 781 Hair AMad3 CO ET KT OP PH D89

Test	Result	Screening Cutoff	Confirmation Cutoff
<b>COCAINE</b>	<b>NEGATIVE</b>		
Cocaine Screen		5 ng/10 mg	
Cocaine	Negative		5 ng/10 mg
Benzoylcegonine	Negative		0.5 ng/10 mg
Cocaethylene	Negative		0.5 ng/10 mg
Norcocaine	Negative		0.5 ng/10 mg
<b>OPIOIDS</b>	<b>NEGATIVE</b>		
Opiates Screen		2 ng/10 mg	
Codeine	Negative		2 ng/10 mg
Morphine	Negative		2 ng/10 mg
6-MAM	Negative		2 ng/10 mg
Hydrocodone	Negative		2 ng/10 mg
Hydromorphone	Negative		2 ng/10 mg
Oxycodone Screen		2 ng/10 mg	
Oxycodone	Negative		2 ng/10 mg
Oxymorphone	Negative		2 ng/10 mg
<b>PHENCYCLIDINE (PCP)</b>	<b>NEGATIVE</b>		
Phencyclidine Screen		3 ng/10 mg	
Phencyclidine	Negative		3 ng/10 mg
<b>AMPHETAMINES</b>	<b>POSITIVE</b>		
Amphetamines Screen		5 ng/10 mg	
Methamphetamine	Negative		5 ng/10 mg
MDMA	Negative		5 ng/10 mg
MDEA	Negative		5 ng/10 mg
<b>D-Amphetamine Screen</b>		3 ng/10 mg	
Amphetamine	Positive MS 4.69 ng/10 mg		3 ng/10 mg
MDA	Negative		3 ng/10 mg
<b>MARIJUANA</b>	<b>NEGATIVE</b>		
Cannabinoids/THC Screen		10 pg/10 mg	
Delta 9 CarboxyTHC	Negative		1 pg/10 mg
Delta 8 CarboxyTHC	Negative		1 pg/10 mg

CHECKED

- 4 OCT 2024

Continued on next page...

Test Performed by PSYCHEMEDICS Corporation

This is the annexure to the affidavit of Stephen Cooke

sworn before me at Newcastle on the 29th day of October 2024

Print Date: 10/03/2024 01:05:42 PM STN6-CL



Justice of the Peace

This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me



RECEIVED 04 OCT 2024

**HAIR ANALYSIS DRUG TEST RESULTS**  
 Patented Technologies

The Worldwide Leader in Hair Drug Testing

Page 2 of 2

 Account : BRASSETS PTY LTD  
 Account ID : CO115151  
 Client Code : BRAADS  
 Location ID : 11476629

 Subject Name : Cooke, Stephen  
 Subject ID : XXX-XXX-AADS  
 CCF ID : A2693659  
 LAN : 217827199

... Continued

Test	Result	Screening Cutoff	Confirmation Cutoff
<b>ALCOHOL</b>			
Ethyl Glucuronide MS Screen	<b>NEGATIVE</b>		
Ethyl Glucuronide MS	Negative	2 pg/mg	2 pg/mg
<b>KETAMINE</b>			
Ketamine Screen	<b>NEGATIVE</b>		
Ketamine	Negative	5 ng/10 mg	5 ng/10 mg
Norketamine	Negative		0.5 ng/10 mg

- SUPPLEMENTAL ADDERALL SCREEN: For this Test Panel, the Amphetamines class includes screening and confirmation for Methamphetamine, MDMA, MDEA at cutoffs of 5 ng/10 mg and screening for D-Amphetamine (e.g., Adderall) at cutoffs of 3 ng/10 mg. Adderall (a brand name) will report as Amphetamine Positive.
- \*\*\* SECTIONAL ANALYSIS \*\*\* Be sure to view test results for all sections before making a determination about subject's drug use. The segment of this section is specified by Segment Length.
- Negative - is defined as an EtG level that is less than 2.0 pg/mg.
- Sample received with Chain of Custody Intact.
- Screening by Enzyme Immunoassay and Confirmation by Mass Spectrometry (MS). ETG, Marijuana Cannabinoids and Synthetic Cannabinoids Screening and Confirmation by MS. A "Negative" result means that the drug was not detected in an amount that meets or exceeds the cutoff. A "Positive" result means that the drug was detected in an amount that meets or exceeds the MS cutoff.
- Technical questions concerning these results should be directed to the Laboratory Director. Please contact your Client Services Representative for assistance.
- Psychemedics conforms to the recommendations of the Society of Hair Testing and utilizes a Thermo Quantum GC/MS/MS instrument (tandem MS) with deuterated internal standards for the accurate measurement of Ethyl Glucuronide in hair.

I Certify that the sample identified by the Lab Accession Number (LAN) on this result has been examined upon receipt, handled and analyzed in accordance with applicable procedures, and that the results set forth above are for that specimen.



Certifying Scientist : Ping Guan, BS

PSYCHEMEDICS Alcohol Reference Ranges	
LEVEL	RESULT
0 - 1.9 pg/mg	Negative
2 - 29.9 pg/mg	Positive: Low to Moderate Consumption
30+ pg/mg	Positive: Excessive Consumption

\*\*\* END OF REPORT \*\*\*

All testing was conducted between the date Received at Lab and the date Released at Lab. This test report applies to only the sample submitted and shall not be reproduced except in full, without written approval of Psychemedics Corporation.

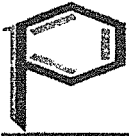
Test Performed by PSYCHEMEDICS Corporation

Tel: 800-522-7424 / 5832 Uplander Way, Culver City, CA 90230

Print Date: 10/03/2024 01:05:42 PM STN6-CL



This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me



Account : BRASSETS PTY LTD  
Account ID : CO115151  
Client Code : BRAADS  
Location ID : 11476629

Subject Name : Cooke, Stephen  
Subject ID : XXX-XXX-AADS  
CCF ID : A2693659  
LAN : 217827200

BRASSETS GROUP AWDTS DRUG SAFE PROGRAM

Source : Head Hair  
Reason for Test : Unknown  
Collected : Sep 25, 2024 11:20 AM  
Received at Lab : Oct 01, 2024 11:12 AM  
Released by Lab : Oct 03, 2024 12:32 PM  
Sample Length : 3.9 to 7.8cm

Test Panel : 781 Hair AMad3 CO ET KT OP PH D89

Test	Result	Screening Cutoff	Confirmation Cutoff
<b>COCAINE</b>	<b>NEGATIVE</b>		
Cocaine Screen		5 ng/10 mg	
Cocaine	Negative		5 ng/10 mg
Benzoylcegonine	Negative		0.5 ng/10 mg
Cocaethylene	Negative		0.5 ng/10 mg
Norcocaine	Negative		0.5 ng/10 mg
<b>OPIOIDS</b>	<b>NEGATIVE</b>		
Opiates Screen		2 ng/10 mg	
Codeine	Negative		2 ng/10 mg
Morphine	Negative		2 ng/10 mg
6-MAM	Negative		2 ng/10 mg
Hydrocodone	Negative		2 ng/10 mg
Hydromorphone	Negative		2 ng/10 mg
Oxycodone Screen		2 ng/10 mg	
Oxycodone	Negative		2 ng/10 mg
Oxymorphone	Negative		2 ng/10 mg
<b>PHENCYCLIDINE (PCP)</b>	<b>NEGATIVE</b>		
Phencyclidine Screen		3 ng/10 mg	
Phencyclidine	Negative		3 ng/10 mg
<b>AMPHETAMINES</b>	<b>NEGATIVE</b>		
Amphetamines Screen		5 ng/10 mg	
Methamphetamine	Negative		5 ng/10 mg
MDMA	Negative		5 ng/10 mg
MDEA	Negative		5 ng/10 mg
D-Amphetamine Screen		3 ng/10 mg	
Amphetamine	Negative		3 ng/10 mg
MDA	Negative		3 ng/10 mg
<b>MARIJUANA</b>	<b>NEGATIVE</b>		
Cannabinoids/THC Screen		10 pg/10 mg	
Delta 9 CarboxyTHC	Negative		1 pg/10 mg
Delta 8 CarboxyTHC	Negative		1 pg/10 mg

CHECKED  
- 4 OCT 2024

Continued on next page...

Test Performed by PSYCHEMEDICS Corporation  
Tel: 800-522-7424 / 5832 Uplander Way, Culver City, CA 90230

Print Date: 10/03/2024 01:05:40 PM STN6-CL



This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me

*The Worldwide Leader in Hair Drug Testing*

Page : 2 of 2

 Account : BRASSETS PTY LTD  
 Account ID : CO115151  
 Client Code : BRAADS  
 Location ID : 11476629

 Subject Name : Cooke, Stephen  
 Subject ID : XXX-XXX-AADS  
 CCF ID : A2693659  
 LAN : 217827200

... Continued

<u>Test</u>	<u>Result</u>	<u>Screening Cutoff</u>	<u>Confirmation Cutoff</u>
<b>ALCOHOL</b>	<b>NEGATIVE</b>		
Ethyl Glucuronide MS Screen		2 pg/mg	
Ethyl Glucuronide MS	Negative		2 pg/mg
<b>KETAMINE</b>	<b>NEGATIVE</b>		
Ketamine Screen		5 ng/10 mg	
Ketamine	Negative		5 ng/10 mg
Norketamine	Negative		0.5 ng/10 mg

- SUPPLEMENTAL ADDERALL SCREEN: For this Test Panel, the Amphetamines class includes screening and confirmation for Methamphetamine, MDMA, MDEA at cutoffs of 5 ng/10 mg and screening for D-Amphetamine (e.g., Adderall) at cutoffs of 3 ng/10 mg. Adderall (a brand name) will report as Amphetamine Positive.
- \*\*\* SECTIONAL ANALYSIS \*\*\* Be sure to view test results for all sections before making a determination about subject's drug use. The segment of this section is specified by Segment Length.
- Negative - is defined as an EtG level that is less than 2.0 pg/mg.
- Sample received with Chain of Custody Intact.
- Screening by Enzyme Immunoassay and Confirmation by Mass Spectrometry (MS). ETG, Marijuana Cannabinoids and Synthetic Cannabinoids Screening and Confirmation by MS. A "Negative" result means that the drug was not detected in an amount that meets or exceeds the cutoff. A "Positive" result means that the drug was detected in an amount that meets or exceeds the MS cutoff.
- Technical questions concerning these results should be directed to the Laboratory Director. Please contact your Client Services Representative for assistance.
- Psychemedics conforms to the recommendations of the Society of Hair Testing and utilizes a Thermo Quantum GC/MS/MS instrument (tandem MS) with deuterated internal standards for the accurate measurement of Ethyl Glucuronide in hair.



Certifying Scientist : Ping Guan, BS

PSYCHEMEDICS Alcohol Reference Ranges	
LEVEL	RESULT
0 - 1.9 pg/mg	Negative
2 - 29.9 pg/mg	Positive: Low to Moderate Consumption
30+ pg/mg	Positive: Excessive Consumption

\*\*\* END OF REPORT \*\*\*

All testing was conducted between the date Received at Lab and the date Released at Lab. This test report applies to only the sample submitted and shall not be reproduced except in full, without written approval of Psychemedics Corporation.

Test Performed by PSYCHEMEDICS Corporation

Tel: 800-522-7424 / 5832 Uplander Way, Culver City, CA 90230

Print Date: 10/03/2024 01:05:40 PM STN6-CL



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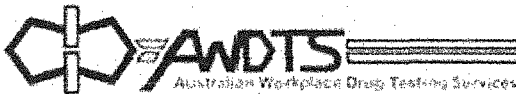
**Sarah Wishney**

---

**From:** results@awdts.com.au  
**Sent:** Friday, 4 October 2024 2:13 PM  
**To:** Zoe Phillips  
**Cc:** Maitland  
**Subject:** CONFIDENTIAL Hair Drug and/or Alcohol EtG Test Results SC CONFIDENTIAL  
**Attachments:** CCF COOKE, Stephen A2693659.pdf; SECTION1.PDF; SECTION2.PDF

**This page is Annexure "B" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me**

---



Dear Ms Phillips,

Please find attached Hair Drug and/or Alcohol EtG Test Results with Custody and Control Form and other relevant documents.

Unless attached, no Federal Circuit/Family Court Order in relation to this matter has been sighted by the author. Court Orders are used to determine who is to be provided with results. Failing sighting of said Orders by the author or his authorised agent, an Authorisation to Release Results form may be relied upon. In the case of an Authorisation being relied upon we request that the recipient(s) ensure that this email and results in its entirety is forwarded to any/all relevant party/ies as per any extant Orders that may be in the possession of the recipient(s).

Please be aware that the sample length as stated represents testing of the entire length of hair to the maximum length nominated. For further results interpretation click on the below link.

**Results Interpretation:** <https://irp-cdn.multiscreensite.com/a9694cff/files/uploaded/Hair-Drugs-and-Alcohol-Tests-Interpretation-Document-Rev1.0-1.pdf>

Please get back to us with any queries or concerns after reading through the results interpretation. A report may be provided in an expanded version via sworn affidavit if so required. Charges will vary based on the complexity of the report. AWDTS is able to offer the services of Australia's most eminent forensic experts in hair drug testing should you require written opinion or expert witness services.

Kind Regards,

*TG*

**Tony Graham BA Dip Mgt MTIAFT**

**FACTA SoHT FLPA**

**Managing Director**

**Mobile: +61 403 42 44 90**



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Affidavit of Stephen Christopher Cooke  
sworn before me**

---

RECEIVED 19 FEB 2024



HAIR ANALYSIS DRUG TEST RESULTS  
Patented Technologies

The Worldwide Leader in Hair Drug Testing

Page : 1 of 2

Account : BRASSETS PTY LTD  
Account ID : CO115151  
Client Code : BRAADS  
Location ID : 11476629

*19/2/2024*

Subject Name : Cooke, Stephen  
Subject ID : XXX-XXX-AADS  
CCF ID : A2402753  
LAN : 217548753

BRASSETS GROUP AWDTS DRUG SAFE PROGRAM

Source : Head Hair  
Reason for Test : Unknown  
Collected : Feb 08, 2024 11:27 AM  
Received at Lab : Feb 15, 2024 11:51 AM  
Released by Lab : Feb 17, 2024 08:59 AM  
Sample Length : 0 to 3.9cm

Test Panel : 818 Hair AM CO ET OP PH TE

Test	Result	Screening Cutoff	Confirmation Cutoff
<b>COCAINE</b>	<b>NEGATIVE</b>		
Cocaine Screen		5 ng/10 mg	
Cocaine	Negative		5 ng/10 mg
Benzoylcegonine	Negative		0.5 ng/10 mg
Cocaethylene	Negative		0.5 ng/10 mg
Norcocaine	Negative		0.5 ng/10 mg
<b>OPIOIDS</b>	<b>NEGATIVE</b>		
Opiates Screen		2 ng/10 mg	
Codeine	Negative		2 ng/10 mg
Morphine	Negative		2 ng/10 mg
6-MAM	Negative		2 ng/10 mg
Hydrocodone	Negative		2 ng/10 mg
Hydromorphone	Negative		2 ng/10 mg
Oxycodone Screen		2 ng/10 mg	
Oxycodone	Negative		2 ng/10 mg
Oxymorphone	Negative		2 ng/10 mg
<b>PHENCYCLIDINE (PCP)</b>	<b>NEGATIVE</b>		
Phencyclidine Screen		3 ng/10 mg	
Phencyclidine	Negative		3 ng/10 mg
<b>AMPHETAMINES</b>	<b>NEGATIVE</b>		
Amphetamines Screen		5 ng/10 mg	
Methamphetamine	Negative		5 ng/10 mg
MDMA	Negative		5 ng/10 mg
MDEA	Negative		5 ng/10 mg
Amphetamine	Negative		5 ng/10 mg
<b>MARIJUANA</b>	<b>NEGATIVE</b>		
Cannabinoids/THC Screen		10 pg/10 mg	
CarboxyTHC	Negative		1 pg/10 mg
<b>ALCOHOL</b>	<b>NEGATIVE</b>		
Ethyl Glucuronide MS Screen		2 pg/mg	
Ethyl Glucuronide MS	Negative		2 pg/mg

Continued on next page...

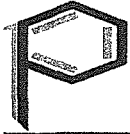
Test Performed by PSYCHEMEDICS Corporation

Tel: 800-522-7424 / 5832 Uplander Way, Culver City, CA 90230

Print Date: 02/17/2024 09:33:32 AM STN6-CL



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Affidavit of Stephen Christopher Cooke  
sworn before me



Account : BRASSETS PTY LTD  
Account ID : CO115151  
Client Code : BRAADS  
Location ID : 11476629

Subject Name : Cooke, Stephen  
Subject ID : XXX-XXX-AADS  
CCF ID : A2402753  
LAN : 217548753

... Continued

- Negative - is defined as an EtG level that is less than 2.0 pg/mg.
- Sample received with Chain of Custody Intact.
- Screening by Enzyme Immunoassay and Confirmation by Mass Spectrometry (MS). ETG, Marijuana Cannabinoids and Synthetic Cannabinoids Screening and Confirmation by MS. A "Negative" result means that the drug was not detected in an amount that meets or exceeds the cutoff. A "Positive" result means that the drug was detected in an amount that meets or exceeds the MS cutoff.
- Technical questions concerning these results should be directed to the Laboratory Director. Please contact your Client Services Representative for assistance.
- Psychemedics conforms to the recommendations of the Society of Hair Testing and utilizes a Thermo Quantum GC/MS/MS instrument (tandem MS) with deuterated internal standards for the accurate measurement of Ethyl Glucuronide in hair.
- For the identification of abstinence or Low to Moderate Consumption, no further testing is necessary. For the identification of Excessive Alcohol Consumption, it is generally recommended that an additional hair, blood, or urine test specifically designed to identify other ethanol-consumption indicators be used.

*Alberto C. Posis, Jr.*

Certifying Scientist : Alberto C. Posis, Jr. CLS

PSYCHEMEDICS Alcohol Reference Ranges	
LEVEL	RESULT
0 - 1.9 pg/mg	Negative
2 - 29.9 pg/mg	Positive: Low to Moderate Consumption
30+ pg/mg	Positive: Excessive Consumption

\*\*\* END OF REPORT \*\*\*

**This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me**

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*Test Performed by PSYCHEMEDICS Corporation*

Tel: 800-522-7424 / 5832 Uplander Way, Culver City, CA 90230

Print Date: 02/17/2024 09:33:32 AM STN6-CL



Stephen COOKE  
DOB: 27.10.81  
Today: 08.02.24  
Chromis Occ Med  
Maitland ID: 940

Company: Individual

**Initial Drug and Alcohol Results**

DRUG	SENSITIVITY	+VE	-VE
Marijuana/tetrahydrocannabinol (THC)	50ng/ml		
Opiates/morphine	300ng/ml		
Cocaine	300ng/ml		
Benzodiazepine	200ng/ml		
Methamphetamine	300ng/ml		
Amphetamine	300ng/ml		

Action:

- Further action required. Y / N
- Sample to be Lab Tested Only. (Y) / N
- Sent for GCMS testing. Y / N Authorised by: \_\_\_\_\_

This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me

Breath Alcohol Result: 0.00%

Further action required: Y / N

**Final Drug and Alcohol Results**

Negative

(Y) / N

Consistent with Declared Use

(Y) / N

Positive / Non-Negative

Y / N

Valid sample

(Y) / N

Dilute

Substituted

Outside Temperature Range

Adulterated

**Comments**

**NEGATIVE** - Controlled SK  
prescribed medication

Signed: \_\_\_\_\_

**Doctors Only**

Date: 12-2-2023

Stamp

**Dr Mary McGinty**  
CHROMIS

Provider No. 043840FB

PO Box 19 Lorn NSW 2320

Ph (02) 4936 9999 Fax (02) 4936 9900

Collected and tested in accordance with AS/NZS 4308 2008

Report to **CHROMIS OCCUPATIONAL, MEDICINE -**  
47 Church Street  
Maitland, NSW, 2320

Patient **COOKE, STEPHEN**  
1/213 MORGAN ST MEREWETHER NSW  
2291  
Phone 0412846712  
D.O.B 27/10/1981 Age 42 years Sex M

Ref. by/copy to **CHROMIS OCCUPATIONAL, MEDICINE -** Collect date 08/02/2024 Lab ref 24-25158608  
Collect time 01:00 PM Your ref  
Reported 09/02/2024 04:25 PM

Tests requested **DL, ALC**

Clinical notes

**This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me**

**RECEIVED - 8 FEB 2024**

Clinical Notes : TEMP 35°C

**URINE DRUG TEST - CHAIN OF CUSTODY**

**SUMMARY OF AS/NZ 4308 RESULTS**

The following drugs were confirmed to be present by mass spectrometry at levels above the cut-offs stated in the AS4308:2008 standard:  
Amphetamine

**SAMPLE INTEGRITY**

TEST	RESULT	UNIT	
Creatinine	3.8	mmol/L	
Urea	138	mmo1/L	
pH	7.4		(4.5-10.0)
Specific Gravity	1.004		
Oxidant Check	Passed		

**NEGATIVE**  
*can be high  
we can best  
medication*  
**CHECKED**  
08 FEB 2024

**INITIAL TESTING (Immunoassay)**

DRUG	RESULT	CUTOFF (ug/L)
Methadone Metabolite (EDDP)	Not Detected	100
Opiates	Not Detected	300
Amphetamine Type Substances	Require further testing	300
Benzodiazepines	Not Detected	200
Cannabis Metabolites	Not Detected	50
Cocaine Metabolites	Not Detected	300

**\*FURTHER CONFIRMATORY TESTING (Mass Spectrometry)**

Amphetamine Type Substances: Confirmatory Testing by Mass Spectrometry

DRUG	RESULT	CUTOFF (ug/L)
Amphetamine	867	150
Methylamphetamine	NOT DETECTED	150
Methylendioxyamphetamine (MDMA)	NOT DETECTED	150
Methylendioxyamphetamine (MDA)	NOT DETECTED	150
Phentermine	NOT DETECTED	500
Ephedrine	NOT DETECTED	500
Pseudoephedrine	NOT DETECTED	500

Mass Spectrometry confirms the Amphetamine Type Substances finding and indicates a pattern consistent with the ingestion of amphetamine.

Lavery Pathology has accreditation to the Standard AS/NZS 4308:2008 drugs of abuse testing in urine. This specimen was not collected by Lavery Pathology. From the time of receipt by Lavery Pathology sample

**SURGE USE**  
Normal  
No Action  
Patient Notified  
Make Appointment  
Further Test  
Notes Required  
Speak with Dr  
On Correction Treatment

Report to **CHROMIS OCCUPATIONAL, MEDICINE -**  
47 Church Street  
Maitland, NSW, 2320

Patient **COOKE, STEPHEN**  
1/213 MORGAN ST MEREWETHER NSW  
2291

Phone 0412846712  
D.O.B 27/10/1981      Age 42 years      Sex M

Ref. by/copy to **CHROMIS OCCUPATIONAL, MEDICINE -**      Collect date 08/02/2024      Lab ref 24-25158608  
Collect time 01:00 PM      Your ref  
Reported 09/02/2024      04:25 PM

Tests requested **DL, ALC**

Clinical notes

handling, transportation, analysis and reporting has been in accordance with AS/NZS4308:2008 (Barbiturates and Methadone metabolites are not included in AS/NZS 4308:2008).

Results authorised by Dr. Charles Appleton.

**This page is Annexure "B" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me**

Report to **CHROMIS OCCUPATIONAL, MEDICINE -**  
47 Church Street  
Maitland, NSW, 2320

Patient **COOKE, STEPHEN**  
1/213 MORGAN ST MEREWETHER NSW  
2291  
Phone 0412846712  
D.O.B 27/10/1981 Age 42 years Sex M

Ref. by/copy to **CHROMIS OCCUPATIONAL, MEDICINE -** Collect date **08/02/2024** Lab ref **24-25158608**  
Collect time **01:00 PM** Your ref  
Reported **09/02/2024** 04:25 PM

Tests requested **DL, ALC**

Clinical notes

Clinical Notes : TEMP 35°C

Specimen Alcohol	<b>ALCOHOL</b> Urine Not Detected
---------------------	---

**This page is Annexure "B" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me**

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- SURGEI  
USE**
- Normal
- No Action
- Patient  
Notified
- Make  
Appoint.
- Further Te
- Notes  
Required
- Speak  
with Dr.
- On Corre  
Treatment

**Kate Schultz**

---

**From:** results@awdts.com.au  
**Sent:** Monday, 19 February 2024 4:41 PM  
**To:** Zoe Phillips  
**Cc:** Maitland  
**Subject:** CONFIDENTIAL Hair Drug and/or Alcohol EtG Test Results SC CONFIDENTIAL  
**Attachments:** CCF COOKE Stephen, A2402753.pdf; 20240217\_0933340221AM.PDF



Dear Ms Phillips,

Please find attached Hair Drug and/or Alcohol EtG Test Results with Custody and Control Form and other relevant documents.

Unless attached, no Federal Circuit/Family Court Order in relation to this matter has been sighted by the author. Court Orders are used to determine who is to be provided with results. Failing sighting of said Orders by the author or his authorised agent, an Authorisation to Release Results form may be relied upon. In the case of an Authorisation being relied upon we request that the recipient(s) ensure that this email and results in its entirety is forwarded to any/all relevant party/ies as per any extant Orders that may be in the possession of the recipient(s).

This page is Annexure "A" in the Affidavit of Stephen Christopher Cooke sworn before me

Please be aware that the sample length as stated represents testing of the entire length of hair to the maximum length nominated. For further results interpretation click on the below link.

**Results Interpretation:** <https://irp-cdn.multiscreensite.com/a9694cff/files/uploaded/Hair-Drugs-and-Alcohol-Tests-Interpretation-Documents-Rev1.0-1.pdf>

Please get back to us with any queries or concerns after reading through the results interpretation. A report may be provided in an expanded version via sworn affidavit if so required. Charges will vary based on the complexity of the report. AWDTS is able to offer the services of Australia's most eminent forensic experts in hair drug testing should you require written opinion or expert witness services.

Kind Regards,

*tg*

**Tony Graham BA Dip Mgt MTIAFT  
FACTA SoHT FLPA  
Managing Director  
Mobile: +61 403 42 44 90**

**This page is Annexure "B" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me**

---





# Hair Drug & Alcohol Test Interpretation

This page is Annexure "B" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me



**Psychemedics** pioneered the use of hair testing over 30 years ago, after years of research proved that drugs deposited in the hair can be accurately measured. Hair analysis is a test in which a sample of a person's hair is sent to a laboratory to detect illicit drug use.

The technology capitalizes on the way the body metabolizes ingested drugs as they flow through the blood stream and deposit in the cortex of the hair. Hair is stable and the deposits are permanently embedded in the hair, so hair acts like a tape recorder — “recording” drug deposits in proportion to the use over time as drugs are deposited in proportion to use.

The two tests used by Psychemedics to analyse hair samples for the presence of drugs of abuse are an FDA-cleared immunoassay test followed by confirmation by mass spectrometry (MS/MS in most instances).

**Brassets Group** act as the Third Party Administrators for Psychemedics Hair Drug and Alcohol Tests throughout the Asia Pacific Region. Brassets Group provide specialist medical services and medical transports throughout the world.

**AWDTS** consists of forensic practitioners who have spent their professional lives in drug and alcohol testing. They have vast experience in detection, prevention, counselling and rehabilitation pertaining to drugs & alcohol misuse and abuse.

On the following pages we offer information to assist with the interpretation of Hair Drug and Alcohol test results.

For more in depth analysis we provide a Toxicologists report from our Toxicologist for an additional cost if required.

**This page is Annexure "B" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me**

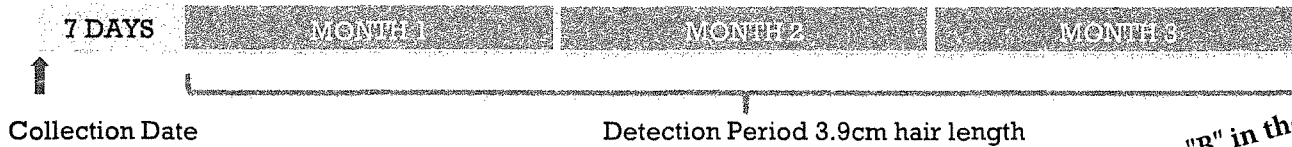
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# DRUG & ALCOHOL TEST INTERPRETATION

This document provides general information on the interpretation of a Psychomedics drug and alcohol hair test result.

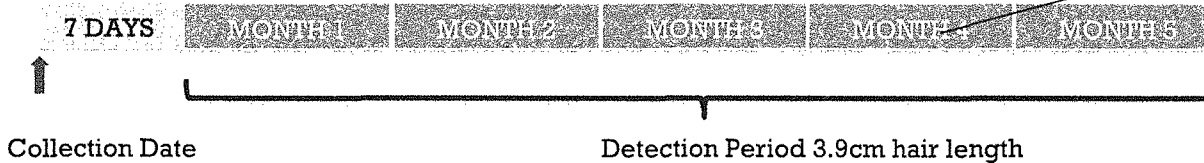
## DETECTION PERIOD OF THE TEST

- ▶ Detection Period (**HEAD HAIR**) - A standard hair test tests a 3.9cm length of hair. This equates to an approximate three (3) month detection period. Head hair grows at a rate of 1.3cm per month. Approximately seven (7) days of hair growth resides below the skin surface.



- ▶ Detection Period (**BODY HAIR**) - a standard hair test tests the entire length of body hair. This is determined by the length of the body hair. Body hair grows in three stages with a 3.9cm length providing up to an approximate five (5) month detection period.

*This page is Annexure "B" in the Affidavit of Stephen Christopher Cooke sworn before me*



## CUT OFF LEVELS

- ▶ **Screening Cutoff** - The cutoff level is set to detect the present of drugs in an initial immunoassay. If detected the sample is then tested by triple mass spectrometry in a **Confirmation Cutoff**.
- ▶ **Confirmation Cutoff** - The Confirmation Cutoff is the level set to confirm the presence of drugs in the hair sample. These levels are set in accordance with the Society of Hair Testing. This level is set to detect when several ingestions have occurred.

Screening Cutoff	Confirmation Cutoff
5 ng/10 mg	5 ng/10 mg
	0.5 ng/10 mg
	0.5 ng/10 mg
	0.5 ng/10 mg

## POSITIVE RESULTS

- ▶ Positive Result – We illustrated below a Positive drug test which illustrates the level of drug detected.

MARIJUANA	POSITIVE	
Cannabinoids/THC Screen		10 pg/10 mg
CarboxyTHC	Positive MS 27.1 pg/10 mg	1 pg/10 mg

## POSITIVE RESULTS INTERPRETATION

- ▶ Interpretation – Illicit drugs vary in potency and dosage is not medically determined. A positive drug test cannot therefore determine how many times the drug was ingested. A "Sectional" drug test can section the hair into one month segments so we can identify the level of drug use month by month. (This incurs additional costs and must be specified at the time of collection). The cut off levels are set to detect several ingestions, the higher the level detected the higher the level of ingestion. For more detailed information we can provide a Toxicologists report and more detailed information.



BrassetsGroup

# Hair Test Interpretation

## PSYCHEMEDICS

CORPORATION

The Worldwide Leader in Hair Drug Testing

### HAIR ANALYSIS DRUG TEST RESULTS

Patented Technologies

Page 1 of 2

Account : BRASSETS PTY LTD  
Account ID : CO115151  
Client Code : BRAADS  
Location ID : 11476629

BRASSETS GROUP DRUG SAFE

Subject Name : Example, Stephen  
Subject ID : XXX-XXX-AADS  
CCF ID : Y1234567  
LAN : 123456789

Source : Head Hair  
Reason for Test : Unknown  
Collected : Jun 09, 2019 04:15 PM  
Received at Lab : Jun 12, 2019 10:50 AM  
Released by Lab : Jun 17, 2019 10:21 AM  
Sample Length : 0 to 3.9cm

Test Panel : B18 Hair AM CO ET OP PH TE

Test	Result	Screening Cutoff	Confirmation Cutoff
<b>COCAINE</b>	<b>NEGATIVE</b>		
Cocaine Screen		5 ng/10 mg	5 ng/10 mg
Cocaine	Negative		5 ng/10 mg
Benzoylcegonine	Negative		0.5 ng/10 mg
Cocobutylone	Negative		0.5 ng/10 mg
Ecgonic acid	Negative		0.5 ng/10 mg
<b>OPIOIDS</b>	<b>NEGATIVE</b>		
Opiates Screen		2 ng/10 mg	2 ng/10 mg
Codaine	Negative		2 ng/10 mg
Morphine	Negative		2 ng/10 mg
6-AM	Negative		2 ng/10 mg
Hydrocodone	Negative		2 ng/10 mg
Hydrobromic acid	Negative		2 ng/10 mg
Oxycodone Screen		2 ng/10 mg	2 ng/10 mg
Oxycodone	Negative		2 ng/10 mg
Oxycodone	Negative		2 ng/10 mg
Oxycodone	Negative		2 ng/10 mg
<b>PHENCYCLIDINE (PCP)</b>	<b>NEGATIVE</b>		
Phencyclidine Screen		3 ng/10 mg	3 ng/10 mg
Phencyclidine	Negative		3 ng/10 mg
<b>AMPHETAMINES</b>	<b>NEGATIVE</b>		
Amphetamines Screen		5 ng/10 mg	5 ng/10 mg
Methamphetamine	Negative		5 ng/10 mg
MDEA	Negative		5 ng/10 mg
MDEA	Negative		5 ng/10 mg
Amphetamine	Negative		5 ng/10 mg
<b>Cannabinoids/THC</b>	<b>POSITIVE</b>		
Cannabinoids/THC Screen		10 pg/10 mg	10 pg/10 mg
CarboxyTHC	Positive MS 35.1 pg/10 mg		1 pg/10 mg
<b>Alcohol</b>	<b>POSITIVE</b>		
Ethyl Glucuronide MS Screen		2 pg/mg	2 pg/mg
Ethyl Glucuronide MS	Confirmed MS 11.0 pg/mg		2 pg/mg

Continued on next page...

Test Performed by: PSYCHEMEDICS Corporation

1800-222-7124 | 5574 Uplander Way | 6109 Bassett Parkway | Olathe, KS 66061

Print Date: 06/17/2019 10:55:37 AM STNS-CL



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- Account:** The details here may vary depending on the collection agency. Brassets Group are the Administrators for Psychemedics in the Asia Pacific Region but we also have several laboratory certificated Doctors, Pathology and Drug Testing companies that we facilitate tests for.
- Subject Name:** This is the Donors name
- CCF ID:** This is the unique Identifier for the Drug test. This number is on the "Chain of Custody Document" the "Sample Acquisition Card" and the Laboratory Result.
- Source:** The Source is either "Head Hair" or Body Hair"
- Reason for Test:** This is often reported as Unknown, or Pre-Employment. The reason for this is to ensure a priority status at the Laboratory. If the reason is recorded as "Court" or "Legal" they are subject to USA legal processes that significantly holds up the Test.
- Collected:** This is the date the Hair Sample was collected in Australian Time.
- Released by Lab:** This is the date the result is released by the Laboratory in USA time.
- Sample Length:** This is the length of hair that was tested at the laboratory (Not the sample length). Each test will test a 3.9cm length (Approx 3 month detection period) of Head hair or else the total length of Body Hair.
- Confirmation Cutoff:** This is the cut-off level, a detection below this is reported as negative.
- Screening Cutoff:** This is the cut-off level for the initial test (immunoassay)
- Result:** This is the confirmed result confirmed by a certifying scientist.
- Test:** This column lists each drug class tested and the specific metabolites tested.
- Positive Drug Test Result:** All Positive drug test results are framed with a Blue header as illustrated in this sample report.
- Positive Drug / Alcohol Test Level:** The level of the drug detected in the hair is stated. This is the accumulative amount of drug in the hair over the detection period.

With Illicit drugs, the "Potency" and "Amount Ingested" are uncontrolled and subsequently vary significantly, therefore it is difficult to determine the frequency of use, or the amount ingested. The cut off levels are set to detect multiple ingestions of the drug during the detection period.

THE LEVEL OF DRUG DETECTED in a POSITIVE drug test indicates multiple ingestions of the drug substance. For a scientific report on the drug test result Brassets Group Toxicologist can provide a report for an additional cost.

## DETERMINING FREQUENCY AND QUANTITY USED IS NOT POSSIBLE DUE TO THE LARGE VARIATION IN POTENCY AND AMOUNTS INGESTED BY DIFFERENT DONORS.

Determining the frequency and quantity used is not possible due to the large variation in potency and amounts ingested by different Donors.

A longer term addict will use substantially more substance than a person in early stages of addiction. What constitutes a high level for one Donor may be a medium level for another Donor. On this basis we do not generally provide a Low, Medium or High level use indication.

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## DETERMINING HOW MUCH IS USED IS NOT POSSIBLE DUE TO THE LARGE VARIATION IN POTENCY AND AMOUNTS INGESTED BY DIFFERENT DONORS.

In order to assess the level of use we offer the below graph that shows the Australian results for over two thousand Hair drug tests in 2019 divided up into ten percentile groups.

A Patient that returns a Positive Drug Test Result of **Methamphetamine 64 ng/ 10 mg** is in the 70<sup>th</sup> percentile, that is, an average of 100 Methamphetamine detections in a Psychomedics Hair Drug Test in Australia a level of between 45.5 and 84.6 ng/ 10 mg there would be approximately 70 people with a lower detection level and 30 with a higher detection level.

PERCENTILE	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
EtG ALCOHOL	6.1	8.7	12.7	16.2	21.6	34.6	58.3	89.5	143	> 143
METHAMPHETAMINE	7.21	8.92	12	17.4	21.4	31.7	45.5	84.6	150	> 150
MARIJUANA	2.5	5.5	11.3	18.1	31	44.9	73	94.6	151	> 151
COCAINE	5.77	8.16	10.2	12.9	15	19.5	24.1	50	107	> 107
MDMA	6.93	8.24	12.7	14.6	21.9	22.4	30.2	41	47.6	> 47.6
AMPHETAMINES	5.86	6.98	9	11.4	13.8	18	26.8	35	42.9	> 42.9
OPIATES	2.57	2.79	3.43	4.26	6.24	8.23	10.8	16.7	27.1	> 27.1

Where the outcome of the Drug Test results may impact a persons life, career or family we recommend a suitable experienced Toxicologist provide an interpretation that takes into consideration additional factors including medication, other substances detected, polydrug impacts etc.

We recommend a Toxicologists interpretation report can be provided where required however an additional fee is required for a Scientists report.

## General Hair Drug Test Facts

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### What is hair drug testing?

Hair testing analyses for drugs within the hair shaft, rather than body fluids like ~~urine~~ or saliva, to determine whether drugs of abuse are present. Compared to analysis of body fluids, hair testing is highly resistant to evasion by adulterating or substituting samples, or by simply abstaining from drug use for a few days. Psychemedics' patented method for detecting drugs in hair uses proprietary immunoassay and state-of-the-art GC/MS/MS or LC/MS/MS confirmation to measure the drug molecules and metabolites permanently entrapped in hair which were incorporated following ingestion. This technology offers significantly greater detection ability than other methods of analysing hair or body fluids.

### Who is using hair drug testing?

Thousands of corporations use Psychemedics' test to screen applicants and perform random drug tests on their employees. Schools have been using the Psychemedics test since 1997 to help their students stay drug-free. Courts routinely use Psychemedics' test in their probation, parole, and diversionary programs. The use of hair is well established, and Psychemedics has been doing hair tests since 1987.

### What drugs are included in a standard hair drug test?

Cocaine, marijuana, opiates (including heroin, codeine, morphine, oxycodone, oxymorphone, hydrocodone and hydromorphone), methamphetamine, Ecstasy (MDMA), Eve (MDEA) and phencyclidine (PCP).

### Does a Psychemedics hair test pull hair out of the scalp to examine the follicle?

No. Testing a hair follicle would require a painful collection process. Psychemedics requires the smallest sample in the industry, snipping above the scalp. No hair is "pulled" out of the scalp, and the hair follicle is not disturbed. Sample collection is a completely painless, quick procedure.

### What time period does a standard test cover?

A standard test of one-and-one-half inches of head hair cut close to the scalp can provide a several month window to detect drug ingestion.

### How fast does head hair grow?

Studies indicate that hair collected at the crown of the head grows on the average approximately 1.3 cm (or ½ inch) per month. This growth rate may vary among people; consequently, the same 3.9cm length of hair may represent slightly different time periods.

### How does hair analysis compare to urinalysis?

The primary difference is the wider window of detection with hair. Cocaine, methamphetamine, opiates, and PCP are rapidly excreted and usually undetectable in urine 72 hours after use. Rather than the hours or days covered by a body fluid test, a hair test covers a period of months, ensuring that a drug user cannot evade the test by simply abstaining for a few days. Additional advantages include: non-intrusive collection procedures, virtual elimination of test evasion through substitution or adulteration, and greater accuracy through test repetition capability. The combination of an increased window of detection and resistance to evasion makes hair testing far more effective than urinalysis in correctly identifying drug users.

### **How soon after drug use can a drug be detected in hair?**

It takes approximately 5-7 days from the time of drug use for the portion of the hair containing that drug to grow above the scalp.

### **What is the shortest time period that can be evaluated?**

In most situations, the minimum time period is approximately one month. A hair test does not determine drugs used on a particular day or week.

### **How sensitive is hair testing in detecting drug users?**

Comparison studies have proven that Psychemedics' testing is up to 6-10 times more effective in identifying drug users than urinalysis. In other words, 85% of the drug users identified by a Psychemedics test could get through a urine screen and enter the workforce.

### **Is all hair testing alike?**

No, Psychemedics uses its proprietary digestion method to remove virtually 100% of the drugs from the hair, thereby increasing detection capabilities. Other laboratories may leach drug from the hair, leaving behind or destroying some of the drug in the process. Psychemedics also employs an extensive wash procedure on test samples, and analyses the wash to ensure that any potential contamination has been removed or taken into account. Other labs may use a less effective wash and/or do not analyze the wash, putting their clients at risk for making employment decisions based on a result that may be reflective of external contamination.

### **How does Psychemedics establish its cut-off levels?**

These levels are based on field studies that establish the presence of the drugs following ingestion. These levels are included in Psychemedics' FDA submissions, and are similar to the cut-off levels in the 2004 proposed SAMHSA mandatory guidelines.

### **How much hair is needed for a hair drug test?**

Psychemedics' standard screen, along with GC/MS/MS or LC/MS/MS confirmation, usually requires a cosmetically undetectable lock of hair preferably snipped from the back of the head, just below the crown. In general, the amount needed is the thickness of a shoelace tip. Hair analysis methods used by other laboratories may require significantly more hair.

### **Can hair drug tests be run on people with little or no hair?**

Yes. Hair can be collected from several locations on the head and combined to obtain the required amount of hair. If head hair is not available, certain body hair can be used as an alternative.

### **Can hair collected from a brush be used?**

No. For workplace drug testing, Psychemedics requires a hair sample to be collected using the proper chain-of-custody protocols that will withstand a legal challenge. Psychemedics requires that the sample be submitted with Psychemedics Sample Acquisition Materials. The test subject must initial the sample to certify the authenticity of the sample at the time of collection.

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## **How are collections performed on candidates that use artificial hairpieces or attachments to their own hair?**

The collection process allows the collector only to take the candidate's natural hair. Natural head hair or nape hair can be taken. Body hair can also be taken when hair from those two sources is not available.

## **Where do I get help regarding collection?**

Psychemedics provides detailed instruction through a written training manual and video. Both are available in English and Spanish. Additional help is available through Client Service Managers dedicated to each client, and from Psychemedics' professional trainer.

## **Does chemical treatment of the hair affect the test results?**

Commonly used hair procedures (e.g., shampoos, conditioners, sprays, mousses and gels) have no significant effect on results. In fact, normal hair washing helps to remove external contamination. Normal hair treatments such as bleaching, perming and dyeing generally will not significantly lower the quantitative results. If the protein matrix of the hair has been damaged to the point of breaking (cortex damage) the level of drug can be significantly affected. However, severely treated or damaged hair can be readily identified from the wash ratios and/or staining procedure.

## **Is there a risk that the results of a hair test can be affected by environmental contamination?**

Psychemedics utilizes several independent approaches which, in various combinations, rule out the possibility of a positive result from external contamination. The first method involves extensive chemical washing of the hair specimen prior to screening, followed by analysis of the content of the wash. This wash analysis is a critical step to ensure that any contamination is effectively accounted for. Additionally, Psychemedics measures the presence of metabolites. If drugs were in the air or on a person's hands and thereby got on a person's hair from outside, the drug would be present as the drug substance itself, and not as certain metabolites or with metabolite/parent drug ratios which are known to be produced by ingestion. Psychemedics' ability to distinguish and measure metabolites with its highly sensitive GC/MS/MS or LC/MS/MS equipment is one criteria used to eliminate the possibility of false positives from external contamination. In addition, any positive internal contamination (e.g., from passive inhalation or even poppy seed consumption) is distinguished from deliberate drug use by setting GC/MS/MS or LC/MS/MS cut-off levels above those which can be produced by passive internal exposure. Studies have shown that the combination of extensive washing, metabolite analysis, and proper cut-off levels are necessary to avoid false positives due to external contamination.

## **Does Psychemedics perform GC/MS/MS or LC/MS/MS confirmation of all positive results?**

Psychemedics provides automatic confirmation for samples which screen positive.

## **What is done with the excess hair that is not tested?**

The hair not used from the time period being tested and all remaining hair is stored in the chain-of-custody sample acquisition pouch. Negative hair is stored for approximately 1 month. Positive hair is stored for two years.

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## How long are positive test result reports kept on file?

Laboratory records and test results are kept for a five-year period.

## Has Psychemedics' drug testing been admitted in court?

Yes. The use of Psychemedics' hair testing for drugs of abuse has been routinely admitted in both state and federal courts, as well as arbitrations and agency hearings. The test results are routinely upheld. Some court systems use hair analysis as part of their probation, parole, and diversionary programs.

## Is hair testing included in SAMHSA/NIDA guidelines?

Under SAMHSA/NIDA's current guidelines for federally-mandated testing, urine is the only specimen included for testing certain government employees and that segment of private sector testing that falls under the Department of Transportation or other agency guidelines. In a November 2008 press release, SAMHSA states that HHS will continue to pursue substance abuse testing using alternative matrices, including hair specimens, and anticipates issuing further revisions to the Mandatory Guidelines addressing the use of hair specimens.

### 1 External Exposure Triggers Positive Results.

No. Scientists from the Federal Bureau of Investigation (FBI) extensively researched Psychemedics and published their findings in peer-reviewed journals. Their conclusion? The Psychemedics extensive washing process eliminates external contamination as a factor in test results. A positive result indicates "ingestion" or "systemic" presence rather than "exposure" to a drug.

### 2 Hair Color Or Type Effects Results.

**Wrong.** A number of independent studies over the years have concluded neither hair color nor hair type effects the results of a hair test for drugs of abuse. In fact, a comprehensive study presented in *Criminal Justice Review* concluded that "no evidence that one group (i.e., race) was more adversely affected by hair testing compared to urine testing."

### 3 A Psychemedics Test Is A Follicle Test.

**Incorrect.** While sometimes referred to as follicle testing, the Psychemedics drug test using hair analysis does not affect the hair follicle. The sample to be tested is snipped with scissors above the scalp line. In the event head hair is too short to collect a one-half inch sample the diameter of a pencil lead, body hair is collected. The follicle is **never** removed or disturbed.

## MEASURING ALCOHOL IN HAIR

Psychemedics uses a triple quad mass spectrometry test to determine the level of ethyl glucuronide (EtG) present in hair. EtG is measured in pg/mg and we follow the guidelines determined by the World Health Organization in association with the Society of Hair Testing.

LEVEL	RESULT
0-1.9 pg/mg	Negative
2.0 pg/mg	Mild to Moderate Consumption
30+ pg/mg	Excessive Alcohol Consumption

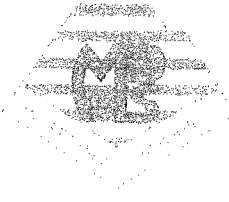
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The test will identify those consuming as few as 2-3 alcoholic drinks (on average) per week, resulting in a level reported in the "Mild to Moderate Consumption" category. To be considered in the category of "excessive alcohol consumption" and fall into the category of 30 pg/mg or greater, an average of at least 4-6 alcoholic drinks per day would have to be consumed over an average of 3 months.



All 1 [Heart] 1

[Profile] Heather Cooke [Heart]



# Merewether Heights Public School

## Semester 1, 2024



**Name:** Christian COOKE  
**Year:** 4  
**Class:** 3/4C  
**Teacher:** Mat Casserly

Our school reports a summary of your child's progress with written reports twice a year and provides ongoing detail through interviews or meetings.

### Assessment Overview

Achievement	Grade	Achievement Description
Outstanding	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
Limited	E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Effort is shown using the scale 5, 4, 3, 2, 1 from most to least effort.

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sworn before me**

### Attendance

Whole Days Absent	1	Partial Days Absent	11
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This is the annexure marked with the letter 'D'  
referred to in the affidavit of *Stephen Cooke*  
sworn before me at Newcastle on the *29th*  
day of *October* 20*24*

*W. Casserly*  
Justice of the Peace

# English

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic	Limited			
Oral language and communication - communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting.				✓					
Vocabulary - builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words.				✓					
Reading fluency - sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning.				✓					
Reading comprehension - reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension.				✓					
Creating written texts - plans, creates and revises written texts for a variety of purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience.						✓			
Spelling - selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts.						✓			
Handwriting and digital transcription - forms legible joined letters to develop handwriting fluency and uses digital technologies to create texts.						✓			
Understanding and responding to literature - identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts.				✓					

**Demonstrated confidence to:**

Contribute to discussions with peers and stay on topic, build on others' ideas and express own ideas.  
 Build topic knowledge, including key vocabulary and activate background knowledge prior to and during reading.  
 Use exclamatory sentences to emphasise a point or express a strong emotion.

**Future directions:**

Use an orientation, complication, resolution structure to create narratives centred on time, place and characters.  
 Understand that legible handwriting is consistent in size and spacing and can support learning.

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# Mathematics

Overall Achievement	Basic	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic		Limited		
Representing numbers - applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands.							✓		
Additive relations - selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers.							✓		
Additive relations - completes number sentences involving addition and subtraction by finding missing values.				✓					
Multiplicative relations - represents and uses the structure of multiplicative relations to 10 × 10 to solve problems.							✓		
Fractions - represents and compares halves, quarters, thirds and fifths as lengths on a number line and their related fractions formed by halving (eighths, sixths and tenths).							✓		
Geometric measure - uses grid maps and directional language to locate positions and follow routes.				✓					
Geometric measure - measures and estimates lengths in metres, centimetres and millimetres.							✓		
Two-dimensional spatial structure - performs transformations by combining and splitting two-dimensional shapes.							✓		
Three-dimensional spatial measure - makes and sketches models and nets of three-dimensional objects including prisms and pyramids.				✓					
Data - collects discrete data and constructs graphs using a given scale.							✓		
Data - interprets data in tables, dot plots and column graphs.				✓					
Chance - records and compares the results of chance experiments.							✓		

**Demonstrated confidence to:**

- Record lengths using the abbreviation for millimetres.
- Record some numbers using standard place value form.
- Use count by one strategies to add and subtract one-digit and two-digit numbers.

**Future directions:**

- Represent numbers up to and including thousands using physical or virtual manipulatives, words, numerals, diagrams and digital displays.
- Use a scaled instrument to relate 1000 millilitres to one litre.

## Human society and its environment

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic	Limited			
History - describes and explains how significant individuals, groups and events contributed to changes in the local community over time.				✓					
History - applies skills of historical inquiry and communication.				✓					
Geography - describes the ways people, places and environments interact.				✓					
Geography - compares and contrasts influences on the management of places and environments.					✓				
Geography - acquires and communicates geographical information using geographical tools for inquiry.					✓				

**Demonstrated confidence to:**

Investigate the location of Australia's neighbours.  
 Explain how and why people in the past may have lived and behaved differently from today.

**Future directions:**

Represent information collected in a table or concept map.  
 Describe and explain how and why an area has changed or that has remained the same in the local area, region or state/territory since colonial times.

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### Science and technology

Overall Achievement	Sound	Effort				
		5	4	3	2	1
Outcomes	Outstanding	High	Sound	Basic	Limited	
Working scientifically - questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations.		✓				
Design and production - defines problems, and designs, modifies and follows algorithms to develop solutions.			✓			
Living world - compares features and characteristics of living and non-living things.			✓			
Material world - describes how adding or removing heat causes a change of state.			✓			

**Demonstrated confidence to:**

Make predictions based on prior knowledge.  
Represent and communicate observations, ideas and findings, using formal and informal representations.

**Future directions:**

Collect data and identify patterns to group living things according to their external features and distinguish them from non-living things.

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**Personal development, health and physical education**

Overall Achievement	Sound	Effort				
		5	4	3	2	1
Outcomes	Outstanding	High	Sound	Basic	Limited	
Health, wellbeing and relationships - explains how empathy, inclusion and respect can positively influence relationships.		✓				
Health, wellbeing and relationships - demonstrates self-management skills to respond to their own and others' actions.			✓			
Health, wellbeing and relationships - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations.			✓			
Movement skill and performance - performs and refines movement skills in a variety of sequences and situations.			✓			
Movement skill and performance - applies strategies to solve movement challenges.			✓			
Healthy, safe and active lifestyles - explains and uses strategies to develop resilience and to make them feel comfortable and safe.			✓			
Healthy, safe and active lifestyles - describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.			✓			

**Demonstrated confidence to:**

Describe behaviours that show empathy and respect for the rights of others.  
Participate and use equipment in a variety of games and modified sports.

**Future directions:**

Recognise his own emotional responses to different situations and how these might differ to others.

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**Creative arts**

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic		Limited		
Visual arts - represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.				✓					
Visual arts - uses the forms to suggest the qualities of subject matter.				✓					
Visual arts - acknowledges that artists make artworks for different reasons and that various interpretations are possible.				✓					
Visual arts - identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.				✓					
Drama - takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.				✓					
Drama - builds the action of the drama by using the elements of drama, movement and voice skills.				✓					
Drama - sequences the action of the drama to create meaning for an audience.				✓					
Drama - responds to, and interprets, drama experiences and performances.				✓					

**Demonstrated confidence to:**

Develop his artistic intentions in art-making and consider how these affect the look of the work, its details and an audience's response.

Make drama by interacting with the teacher and others and by using his imagination to create roles and dramatic situations.

**Future directions:**

Interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist. Confidently share his drama with others.

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### Attitudes to Learning

Commitment to Social Values	C	U	S	R	Commitment to Social Values	C	U	S	R
Cooperative	✓				Listens		✓		
Respectful	✓				Follows directions		✓		
Confident			✓		Shows perseverance		✓		
Responsible	✓				Strives for excellence	✓			
Participates	✓				Stays on task		✓		
Resilient		✓			Organises self	✓			

C = Consistently, U = Usually, S = Sometimes, R = Rarely

### School Activities

Activity	Activity
Class public speaking	Class spelling bee
Library borrowing	

### General Comment

Christian is a kind student who has shown some progress this year. He settles to work quickly and works well during independent learning tasks. Christian is still developing his confidence to undertake more collaborative learning tasks with peers in the class. He is encouraged to work on his active listening skills as he can often miss key information or instruction even when modelled and repeated. It has been great to see Christian become more self-assured when sharing his insights during whole class discussions as he has made some poignant statements this year.



\_\_\_\_\_  
Mat Casserly



\_\_\_\_\_  
Timothy Beaven

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## 2024 Attendance Report

Attendance Period (1/2/2024 - 3/7/2024)

### Merewether Heights Public School



Report for:

Christian COOKE

Year Four - Class 3/4C



## Whole Day Attendance Percentage - 94.50%

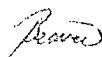
This report seeks to provide families with information around their child's attendance at Merewether Heights Public School.

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Research shows that children, regardless of gender, socioeconomic status or ethnicity, lose out when they are chronically absent (Change & Romero, 2008; AITSL, 2019). Chronic absence refers to students missing more than 10% of school days in a year. Studies of chronic absenteeism show that regardless of the type, absence has a compounding negative impact on student academic performance (Gershenson et al., 2017; Gottfried, 2009).

*Please note: Attendance data may be impacted by public health orders regarding isolation during COVID-19. Students who continued to complete work from home were not recorded as official absences against school rolls during this time.*

Parents and caregivers should contact individual teachers regarding any class based attendance concerns.



Principal: Timothy Beaven

This report has been issued without alteration or erasure 03/07/24

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sworn before me**

### Further Reading

AITSL (2019). *Spotlight: Attendance Matters*. Retrieved from <https://aitsl.edu.au/docs/default-source/research-evidence/spotlight/attendance-matters.pdf>

Chang, H.N., & Romero, M. (2008). *Present, engaged and accounted for: The critical importance of addressing chronic absence in the early grades*. New York: National Centre for Children in Poverty.

Gershenson, S., Jackowitz, A., & Brannegan, A. (2017). Are student absences worth the worry in U.S. primary schools? *Education Finance and Policy*, 12(2), 137-185. Retrieved from [https://doi.org/10.1162/EDFP\\_a\\_000207](https://doi.org/10.1162/EDFP_a_000207)

Gottfried, M.A. (2009). Excused versus unexcused: How student absences in elementary school affect academic achievement. *Educational Evaluation and Policy Analysis*, 31(4), 392-415. Retrieved from <https://doi.org/10.3102/0162373709342467>



# Merewether Heights Public School

## Semester 1, 2024



**Name:** Joshua COOKE

**Year:** 2

**Class:** 2M

**Teacher:** AMANDA MITCHELL

Our school reports a summary of your child's progress with written reports twice a year and provides ongoing detail through interviews or meetings.

### Assessment Overview

Achievement	Grade	Achievement Description
Outstanding	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
Limited	E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Effort is shown using the scale 5, 4, 3, 2, 1 from most to least effort.

### Attendance

Whole Days Absent	2	Partial Days Absent	9
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# English

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outcomes	Outstanding	High	Sound	Basic	Limited		
Oral language and communication - communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.				✓					
Vocabulary - understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas.				✓					
Phonic knowledge - uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts.				✓					
Reading fluency - sustains reading unseen texts with automaticity and prosody and self-corrects errors.				✓					
Reading comprehension - comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning.				✓					
Creating written texts - plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure.				✓					
Spelling - applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.				✓					
Handwriting - uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts.			✓						
Understanding and responding to literature - understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.				✓					

**Demonstrated confidence to:**

Form all letters with consistent size and slope in NSW Foundation Style from memory.  
 Identify the sequence of events that make up a narrative in own and others' texts.  
 Use noun groups to build descriptions of people and things.

**Future directions:**

Create paragraphs that contain a single idea, beginning with a topic sentence and including supporting evidence with elaborations.  
 Understand that his own texts can be improved by incorporating feedback and editing.

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### Mathematics

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic	Limited			
<b>Outcomes</b>									
Representing numbers - applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers.									
Combining and separating quantities - uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning.									
Forming groups - uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems.									
Geometric measure - measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres.									
Two-dimensional spatial structure - recognises, describes and represents shapes including quadrilaterals and other common polygons.									
Two-dimensional spatial structure - measures and compares areas using uniform informal units in rows and columns.									
Non-spatial measure - measures, records, compares and estimates the masses of objects using uniform informal units.									
Three-dimensional spatial measure - recognises, describes and represents familiar three-dimensional objects.									
Data - gathers and organises data, displays data in lists, tables and picture graphs.									
Chance - recognises and describes the element of chance in everyday events.									

**Demonstrated confidence to:**

Apply the terms 'add', 'plus', 'equals', 'is equal to', 'is the same as', 'take away', 'minus' and 'the difference between' to describe combining and separating quantities.

Describe three-dimensional objects (prisms) using the terms 'face', 'edge' and 'vertex'.

Create, record and recognise combinations of two numbers that add to numbers from 11 up to and including 20.

**Future directions:**

Create, model and solve word problems, using number sentences.

Use the equals sign to record equivalent number sentences involving addition and to mean 'is the same as', rather than as an indication to perform an operation.

### Human society and its environment

Overall Achievement	Sound	Effort				
		5	4	3	2	1
Outcomes	Outstanding	High	Sound	Basic	Limited	
History - communicates an understanding of change and continuity in family life using appropriate historical terms.			✓			
History - demonstrates skills of historical inquiry and communication.			✓			
Geography - describes features of places and the connections people have with places.			✓			
Geography - identifies ways in which people interact with and care for places.			✓			
Geography - communicates geographical information and uses geographical tools for inquiry.			✓			

**Demonstrated confidence to:**

Discuss the similarities and differences of technology from the past through a range of sources and sequence them over time.  
 Recognise that people in the local community may have lived differently in the past.  
 Consideration of how a place can be cared for e.g. a park, farm, beach, bushland.

**Future directions:**

Identify an historical site in the local community, discussing their significance, why these sites have survived and the importance of preserving them.  
 Collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations.

### Science and technology

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic	Limited			
Working scientifically - plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions.									
Design and production - plans and uses materials, tools and equipment to develop solutions for a need or opportunity.									
Living world - describes observable features of living things and their environments.									
Material world - describes how the properties of materials determine their use.									

**Demonstrated confidence to:**

Describe the external features of a variety of living things.  
Observe, question and collect data to communicate and compare ideas.

**Future directions:**

Record observations accurately using observational drawings, labelling and informal measurements.

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### Personal development, health and physical education

Overall Achievement	Sound	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic	Limited			
Health, wellbeing and relationships - describes the qualities and characteristics that make them similar and different to others.				✓					
Health, wellbeing and relationships - recognises and describes the qualities that enhance inclusive and respectful relationships.				✓					
Health, wellbeing and relationships - demonstrates self-management skills in taking responsibility for their own actions.				✓					
Health, wellbeing and relationships - describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong.				✓					
Movement skill and performance - proposes a range of alternatives to solve movement challenges through participation in a range of activities.				✓					
Healthy, safe and active lifestyles - recognises and describes strategies people can use to feel comfortable, resilient and safe in situations				✓					
Healthy, safe and active lifestyles - understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity.				✓					

**Demonstrated confidence to:**

Perform locomotor skills using different body parts to travel in different directions, such as walking, running, galloping, hopping, sliding, skipping, jumping and leaping.  
 Use a range of equipment to perform object control skills to bounce, roll, throw, catch, kick, strike and dribble.  
 Recognise how people feel when they are included and excluded from groups and activities.

**Future directions:**

Identify appropriate strategies or tactics to influence achievement in games and physical activities.  
 Recognise his own emotions and demonstrating positive ways to respond to different situations.

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### Creative arts

Overall Achievement	High	Effort			5	4	3	2	1
		Outstanding	High	Sound	Basic	Limited			
Visual arts - makes artworks in a particular way about experiences of real and imaginary things.			✓						
Visual arts - uses the forms to make artworks according to varying requirements.			✓						
Drama - takes on roles in drama to explore familiar and imagined situations.				✓					
Drama - conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.				✓					
Drama - interacts collaboratively to communicate the action of the drama with others.				✓					
Drama - appreciates dramatic work during the making of their own drama and the drama of others.			✓						

**Demonstrated confidence to:**

Make meaning through the forms of drama, such as improvisation, movement, mime, storytelling, readers theatre and puppetry.  
Explore different kinds of subject matter and concepts in his making of artworks.

**Future directions:**

Learn about drama through the experience of making decisions about role, situation, space, voice and movement.  
Discuss how artists make artworks for different reasons.

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### Attitudes to Learning

Commitment to Social Values	C	U	S	R	Commitment to Social Values	C	U	S	R
Cooperative	✓				Listens	✓			
Respectful	✓				Follows directions	✓			
Confident	✓				Shows perseverance	✓			
Responsible	✓				Strives for excellence	✓			
Participates	✓				Stays on task	✓			
Resilient	✓				Organises self	✓			

C = Consistently, U = Usually, S = Sometimes, R = Rarely

### School Activities

Activity	Activity
Class public speaking	Library borrowing

### General Comment

Joshie always lends a helping hand in the classroom and is kind to his peers. He is a cooperative student who is able to sustain concentration for long periods of time. Joshie works well independently and with others. He assists in ensuring the class is a cooperative and collaborative learning environment. Joshie delivered his speeches using a loud, clear voice with appropriate body language and effective use of palm cards. He is a hard-working student who demonstrates a strong performance.



AMANDA MITCHELL



Timothy Beaven

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## 2024 Attendance Report

Attendance Period (1/2/2024 - 3/7/2024)

### Merewether Heights Public School



Report for:

Joshua COOKE

Year Two - Class 2M



## Whole Day Attendance Percentage - 94.50%

This report seeks to provide families with information around their child's attendance at Merewether Heights Public School.

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

Research shows that children, regardless of gender, socioeconomic status or ethnicity, lose out when they are chronically absent (Change & Romero, 2008; AITSL, 2019). Chronic absence refers to students missing more than 10% of school days in a year. Studies of chronic absenteeism show that regardless of the type, absence has a compounding negative impact on student academic performance (Gershenson et al., 2017; Gottfried, 2009).

*Please note: Attendance data may be impacted by public health orders regarding isolation during COVID-19. Students who continued to complete work from home were not recorded as official absences against school rolls during this time.*

Parents and caregivers should contact individual teachers regarding any class based attendance concerns.

Principal: Timothy Beaven

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This report has been issued without alteration or erasure 03/07/24

### Further Reading

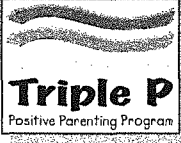
AITSL (2019). *Spotlight: Attendance Matters*. Retrieved from <https://aitsl.edu.au/docs/default-source/research-evidence/spotlight/attendance-matters.pdf>

Chang, H.N., & Romero, M. (2008). *Present, engaged and accounted for: The critical importance of addressing chronic absence in the early grades*. New York: National Centre for Children in Poverty.

Gershenson, S., Jacknowitz, A., & Brannegan, A. (2017). Are student absences worth the worry in U.S. primary schools? *Education Finance and Policy*, 12(2), 137-185. Retrieved from [https://doi.org/10.1162/EDFP\\_a\\_000207](https://doi.org/10.1162/EDFP_a_000207)

Gottfried, M.A. (2009). Excused versus unexcused: How student absences in elementary school affect academic achievement. *Educational Evaluation and Policy Analysis*, 31(4), 392-415. Retrieved from <https://doi.org/10.3102/0162373709342467>

# Certificate



## Family Transitions Triple P Online Positive Parenting Program

Awarded to

**Stephen Cooke**

in recognition of completing Family Transitions Triple P Online.

This is the annexure marked with the letter 'E'  
referred to in the affidavit of *Stephen Cooke*  
sworn before me at Newcastle on the *29th*  
day of *October* 20 *24*

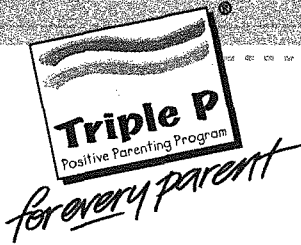
*W. Jeffrey*  
Justice of the Peace

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sworn before me

*M. Sanders*  
Professor Matt Sanders

Date: Apr 07, 2024

# Certificate



## Triple P Online Positive Parenting Program

Awarded to

**Stephen Cooke**

in recognition of completing Triple P Online.

This page is Annexure "E" in the  
Affidavit of Stephen Christopher Cooke  
sworn before me

Professor Matt Sanders

Date: Apr 06, 2024

Badges earned





Stephen Cooke <stephencooke.c@gmail.com>

### Routine Inspection at 7A Bakeri Cct, Warabrook 2304

1 message

**Courtney Simpson** <messaging-service@ipropertyexpress.com>  
Reply-To: Courtney Simpson <courtney@jcsre.com.au>  
To: Stephen Christopher Cooke <stephencooke.c@gmail.com>

Thu, Oct 10, 2024 at 12:32 PM

Dear Stephen Christopher,

**Property:** 7A Bakeri Cct, Warabrook 2304  
**Date of Inspection:** Wed 09/10/2024

Thank you for allowing us through your home to conduct a Routine Inspection.

We were happy with the overall presentation of the property and we'd like to thank you for taking care of it.

We have noted that blinds that have been removed and stored away and the missing weather strip on the front door. We will seek landlord approval to have these rectified.

Should you have any queries, please contact me on 0402 337 577 to discuss.

**Yours sincerely,**  
Courtney Simpson  
Licensee in Charge  
JCS Collective Pty Ltd trading as JCS Real Estate Newcastle  
P: 0402 337 577  
E: courtney@jcsre.com.au



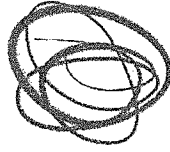
**Do Not Share This Email With Unauthorised Recipients**

This email contains a secure link to Inspection Express. Please do not share this email, link or access code with others who are not the intended recipients.

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day of *October* 20*24*

*Whalley*  
Justice of the Peace

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# ORACLE

- PSYCHOLOGY -

This is the annexure marked with the letter 'G' referred to in the affidavit of Stephen Cooke sworn before me at Newcastle on the 29th day of October 2024

*Justice of the Peace*  
Justice of the Peace

## ASSESSMENT REPORT

### Confidential

**Name:** Christian Cooke

**Date of birth:** 20 August 2014

**Chronological age:** 7 years 6 months

**Assessment date:** February 2022

**Report date:** 25 February 2022

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*The following tests were used in the assessment across multiple sessions:*

1. Clinical Diagnostic Interview
2. Wechsler Intelligence Scale for Children – Fifth Edition: Australian (WISC-V)
3. Wechsler Individual Achievement Test – Third Edition: Australian (WIAT-III)
4. The Neuropsychological Assessment: NEPSY – Second Edition (NEPSY-II)
5. The Conners Comprehensive Behaviour Rating Scales (CBRS)

### Executive Summary

The summary provides an overview of the current assessment.

Christian was referred for clinical and neuropsychological assessment to investigate difficulties with academic performance.

Based on the current evaluation, Christian demonstrated **age-appropriate verbal comprehension and visual-spatial skills** with **below average working memory**. His **processing speed and fluid reasoning were quite delayed** compared to peers. Christian also displayed **multiple weaknesses in literacy and numeracy**.

Weaknesses in executive functioning skills were also indicated. Specifically, Christian **struggled to efficiently inhibit impulses and filter out extraneous information in tasks**. This was consistent with reports across settings.

Based on the overall assessment, Christian meets the criteria for a **Specific Learning Disorder in Reading and Mathematics (Developmental Dyslexia & Dyscalculia) with comorbid Attention Deficit Hyperactivity Disorder - Combined Presentation (ADHD)** according to the Diagnostic and Statistical Manual – Fifth Edition (DSM-V). Ongoing multidisciplinary support is required.

The following interventions are recommended:

1. Psychological intervention with review at Oracle Psychology in 24 months to monitor progress
2. Consultation with a Paediatrician to seek a medical opinion
3. Targeted intervention through a specialized teacher, such as that offered by LAB Learning Clinic ([www.lablearningclinic.com.au](http://www.lablearningclinic.com.au)), to further develop literacy and numeracy skills
4. Christian should be provided with additional time to complete academic tasks and assessments within his classroom
5. Results of assessment to be shared with Christian's General Practitioner, relevant professionals, and his school
6. Several strategies are included at the end of this report and should be applied with Christian at home and school

**Background Information**

1. A Clinical Diagnostic Interview is used to assess behaviours and developmental history which may be indicative of a range of conditions. It is a clinician led investigation conducted with an individual and/or their carers by an experienced Psychologist. The interview covers various domains including learning, quality of reciprocal social interaction, attention and concentration, communication and language, and repetitive, restricted and stereotyped patterns of behaviour. The clinician assesses the information obtained in relation to formal diagnostic criteria.

The following information was obtained from interviews with Christian and his mother Marika.

## Academic/School

- Year 2 at Merewether Heights Public School
- Reportedly enjoys school and engages well in class
- Reported as significantly struggling in most academic areas, with his mother reporting he struggles to complete below age-appropriate school tasks.
- Falling behind in class significantly from age-appropriate expectations
- Long term-difficulties with reading and writing (struggles to read more than a few sight words)
- Long-term difficulties with mathematics
- Quite capable of answering questions verbally
- Displays good persistence on tasks
- Struggles with reading and writing
- Mother noted difficulties with initiating tasks

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- Requires tasks broken down for ease of understanding

#### Behaviour

- Reported to struggle to cope with frustration especially when outside of his comfort zone
- According to mother, he shows little interest in the emotions of others and can struggle to identify emotions or feelings of others
- Lacks the confidence to try new things

#### Emotions

- No reported or observed difficulties with emotional understanding or expression
- Confident and willing to attempt tasks despite difficulties with focus and attention

#### Social

- Likes being around other people when playing however, requires to be in control of the game or play
- Struggles socially when not in control or according to his agenda
- Very one-sided and tangential in conversations as reported by mother
- Can become fixated on particular interests and get stuck on topics, becoming quite cognitively rigid.

#### Sensory

- Reportedly avoids many foods and has a limited diet
- Chews the collars of his uniforms
- Copes well with loud and unexpected noises

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#### Developmental/Medical

- Normal pregnancy and reached all developmental milestones at age-appropriate times
- Previous speech therapy for 10 weeks at age 5, none since
- No access to Occupational therapy
- Unremarkable medical history
- No reported trauma
- Reported family history of anxiety on the maternal side and possible learning difficulties on the paternal side

### **Behavioural Observations**

It is important to note that the following observations were observed under one-to-one and highly structured conditions. The individual's behaviours may differ in alternative settings.

#### Behaviour

- Struggled to follow and initiate tasks
- Struggled to focus on tasks that require multiple steps

- Required instructions to be broken down into smaller steps and required prompting
- Confident and willing to attempt tasks despite difficulties with focus and attention
- Had significant difficulty remaining seated for periods of time, often fidgeting in chair, rocking back and forth or side to side during tasks

#### Emotional

- Displayed a range of emotions and feelings that were congruent with conversation content
- Responded well to the clinician's emotional cues
- Appeared happy and relaxed
- No reported or observed difficulties with emotional understanding or expression

#### Attention/Concentration

- Hyperactivity – Difficulty observed remaining still while seated
- Attention – Minimal issues observed in a controlled setting, slight distraction at times with outside noise
- Impulsivity – Difficulties observed remaining focused on tasks

### Assessment Results and Clinical Impressions

Christian's results are considered to be a valid assessment of his abilities.

2. The Wechsler Intelligence Scale for Children (WISC-V) is used to assess general thinking and reasoning skills of children aged 6 to 16 years. It compares an individual's current performance to others their own age. The test has five main indexes, Verbal Comprehension, Visual-Spatial, Fluid Reasoning, Working Memory and Processing Speed. Additionally, a Full Scale index is derived from the combination of the main indexes. When deemed valid, the WISC-V Full Scale index is one way to evaluate a child's overall thinking and reasoning skills.

The Verbal Comprehension index indicates how well a child performed on tasks that required them to listen to questions and give spoken answers to them. These tasks evaluate skills in understanding verbal information, thinking with words, and expressing thoughts as words.

The Visual Spatial index involves organizing visual information, understanding part-whole relationships, attending to visual detail, and integrating visual and motor functions.

The Fluid Reasoning index measures a child's inductive reasoning skills, broad visual intelligence, simultaneous thinking, conceptual thinking and classification ability.

The Working Memory index indicates how well an individual performed on tasks requiring them to hold and manipulate information in short-term memory. These tasks rely on the individual's skills in attention and concentration.

The Processing Speed index indicates how a child performed on tasks requiring them to quickly scan symbols, locate them and make judgments about them. The tasks measure the child's skills in speed of mental problem solving, attention and eye-hand coordination. The skills in this index are linked to a child's development in reading and their reading abilities.

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(P) 02 4929 2223 - (F) 02 4929 3637 - admin@oraclepsych.com.au  
www.oraclepsychology.com.au  
ACN: 164 275 709 - ABN: 4716 427 5709

The *Full-Scale* index indicates the level of global cognitive abilities in a child. It is closely related to success in other life domains. The Full-Scale index was not reported due to significant discrepancies between scores.

An overview of Christian's WISC-V scores is provided below in Table 1.

Table 1

*Christian's WISC-V Results*

Composites		Qualitative Range	Percentile Rank*
<b>Verbal Comprehension</b>	<b>(VCI)</b>	: Average	: 58 Percentile
<b>Visual Spatial</b>	<b>(VSI)</b>	: Average	: 30 Percentile
<b>Fluid Reasoning</b>	<b>(FRI)</b>	: Extremely Low	: 1 Percentile
<b>Working Memory</b>	<b>(WMI)</b>	: Low Average	: 12 Percentile
<b>Processing Speed</b>	<b>(PSI)</b>	: Very Low	: 6 Percentile
<b>Full-Scale</b>	<b>(FSIQ)</b>	: Not Available	: Not Available

\* 'Percentile' means the percentage of others his own age that Christian performed **as well as** or **better than**.

Christian demonstrated age-appropriate verbal comprehension and visual-spatial skills with below average working memory. His processing speed and fluid reasoning were quite delayed compared to peers.

3. The Wechsler Individual Achievement Test - Third Edition (WIAT-III) is an achievement test for individuals aged 4 to adulthood. The WIAT-III provides an assessment of an individual's current level of functioning in specific academic areas. It is made up of a number of subtests which are combined to produce reading, mathematics, language and writing composites.

An overview of Christian's WIAT-III scores is provided below in Table 2.

Table 2

*Christian's WIAT-III Results*

Composite		Qualitative Range	Age Equivalent	Percentile Rank*
<b>Reading</b>				
<b>Word Reading</b>		: Extremely Low	: <6yrs 0mths	: 2 Percentile
<b>Pseudoword Decoding</b>		: Average	: 6yrs 0mths	: 25 Percentile
<b>Writing</b>				
<b>Alphabet Writing Fluency</b>		: Very Low	: 4yrs 8mths	: 3 Percentile
<b>Spelling</b>		: Very Low	: 5yrs 4mths	: 5 Percentile
<b>Maths</b>				
<b>Numerical Operations</b>		: Extremely Low	: 5yrs 4mths	: 1 Percentile
<b>Maths Problem Solving</b>		: Very Low	: 5yrs 4mths	: 3 Percentile

\* 'Percentile' means the percentage of others his own age that Christian performed **as well as** or **better than**.

The Reading Composite involved tasks that required Christian to read a series of single words and correctly apply phonetic decoding rules. He displayed weaknesses in word reading with a slower rate of reading (1 percentile). While his decoding skills were age appropriate for accuracy, Christian was slower to decode than peers (10 percentile).

The Writing Composite required Christian to write the alphabet as well as spell dictated words. He displayed weaknesses in both areas.

The Maths Composite required Christian to use maths problem-solving skills to work out simple maths solutions at an age-appropriate level. Christian struggled with the maths tasks.

4. The Neuropsychological Assessment: NEPSY-Second Edition (NEPSY-II) is a neuropsychological test battery. It allows the clinician to create a tailored assessment across six domains, specific to a child's situation in order to answer referral questions or diagnostic concerns. The results provide information relating to typical childhood disorders, which can lead to accurate diagnosis and intervention planning for success in school and at home.

#### Inhibition

- Below Expected Level

This timed subtest is designed to assess the ability to inhibit automatic responses in favour of novel responses and the ability to switch between response types. The child looks at a series of black and white shapes or arrows and names either the shape or direction or an alternative Christian response, depending on the colour of the shape or arrow.

#### Phonological Processing

- Below Expected Level

This subtest is composed of two phonological processing tasks designed to assess phonemic awareness. Word Segment Recognition requires identification of words from word segments. Phonological Segmentation is a test of elision. It is designed to assess phonological processing at the level of word segments (syllables) and of letter sounds (phonemes). The child is asked to repeat a word and then to create a new word by omitting a syllable or a phoneme, or by substituting one phoneme in a word for another.

5. The Conner's Comprehensive Behaviour Rating Scales (CBRS) is used to assess emotional, social and behaviour patterns for individuals aged 6 to 18 years old. It indicates whether an individual is experiencing or is at risk of an emotional, social or behaviour problem. It measures the level to which behaviour is typical compared to other individuals the same age.

Christian's parent and teacher completed the CBRS Parent and Teacher forms. An overview of Christian's CBRS Parent and Teacher scores is provided below in Table 3.

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Table 3

*Christian's CBRS Results*

Subscale	Parent	Teacher
<b>Emotional Distress</b>	: Elevated	: Omitted Items
<b>Upsetting Thoughts</b>	: Elevated	: Omitted Items
<b>Worry</b>	: Elevated	: NA
<b>Separation Fears</b>	: Elevated	: Average
<b>Social Anxiety</b>	: NA	: Average
<b>Defiant/Aggressive</b>	: Elevated	: Elevated
<b>Academic Difficulties</b>	: Elevated	: Elevated
<b>Language Difficulties</b>	: Elevated	: Elevated
<b>Maths Difficulties</b>	: Elevated	: Elevated
<b>Hyperactivity/Impulsivity</b>	: Elevated	: Elevated
<b>Social Problems</b>	: Elevated	: Elevated
<b>Perfectionism/Compulsions</b>	: Average	: Average
<b>Physical Symptoms</b>	: Average	: Average

\* NA = Not Applicable; \*Average Scores indicate Typical Levels of Concern

The results of the CBRS indicated multiple areas of concern across the home and school settings. Based on the levels of difficulty, ongoing support is recommended.

### Summary & Recommendations

Christian meets the criteria for a Specific Learning Disorder in Reading and Mathematics (Developmental Dyslexia & Dyscalculia) with comorbid Attention Deficit Hyperactivity Disorder - Combined Presentation (ADHD). Ongoing multidisciplinary support is required.

The below strategies may be of assistance in aiding Christian across settings:

- It is important to provide ongoing learning opportunities which allow academic flourishing. An Individual Education Plan (IEP) could be developed using the above results in order to specifically meet academic and intellectual needs.
- Practise and reward focussing on “quality” not “quantity” of work. Promote considering all information carefully before responding and develop self-checking behaviours.
- Continued remedial intervention, with explicit, systematic and intensive focus on phonics and phonological awareness (such as Multi-Lit or similar programs) will assist to improve fluent and efficient decoding and reading skills.
- All individuals with a formal Dyslexia (Specific Learning Disorder of Reading) diagnosis are eligible to apply for free access to audio books via Vision Australia. Get set up in minutes by calling Library general enquiries: 1300 654 656; [library@visionaustralia.org](mailto:library@visionaustralia.org); <https://www.visionaustralia.org/services/library/contact>

- Provide additional time for the processing of new information in academic tasks, especially in formal assessments.
- Prime the student's memory before reading tasks by utilising visuals and discussing keyword vocabulary meanings in order to enhance storage and retrieval on information. Providing a glossary of keywords and discussing the student's pre-existing knowledge on a topic can also assist in scaffolding reading comprehension.
- Develop consistency and set routines for completing classwork so a clear understanding is developed for what is required for each task. Use visuals to reinforce step by step instructions.
- Use a range of strategies when explaining new concepts, including visual, practical and verbal explanations. Model different ways of approaching and solving problems across each academic area and reinforce attempts to use these skills.
- Monitor frustration and comprehension of instructions to avoid 'busy' work which can mask a lack of understanding.
- Incorporate extrinsic reward systems to encourage explicit on task behaviours. For example, a reward chart for when looking, listening and engaged.
- Encourage strengths and participation. Place emphasis on trying a task rather than succeeding and encourage giving tasks our best go. Praise positive behaviours individually with the child to increase positive attention.
- Provide copies of written information to the student rather than requiring them to copy information and content from the board.
- Reduce distractions and consider seating placement in the classroom to promote engagement in lessons.
- Scaffold activities to gradually increase confidence and competence.
- Surround the student with positive role models and encourage peer tutoring or cooperative learning.

#### INSTRUCTIONAL MODIFICATIONS

- Ask for feedback, have the student repeat the task outline to aid in his understanding.
- Give short one-step directions (no more than a list of three instructions at a time).
- If the directions are in written form have the student underline or highlight keywords.
- Make sure you have the student's attention before giving instructions by maintaining eye contact, using verbal cues such as "this is important" and maintaining a close physical proximity.
- Some individuals show a surprising sensitivity to the personality of the teacher. Effective teaching will be enhanced by those who demonstrate understanding through kindness, humour and a willingness to compromise when appropriate.
- Reduce extraneous visual stimuli on a page by highlighting the target stimulus (underline key words), covering extraneous stimuli (using a marker when reading) or increasing the size of a stimulus (enlarge print). Also, when writing or solving math problems is required on a page, provide ample white space and encourage attempts at visually working it out.

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## ENVIRONMENTAL MODIFICATIONS

### SEATING

- Preferential seating-next to the teacher, close to the whiteboard, away from high traffic areas such as doors, pencil sharpeners, areas in which teachers give individualised instruction, or windows.
- Seat student away from talkative classmates.
- Surround the student with positive role models and encourage peer tutoring or cooperative learning.

### OTHER

- Assign a buddy to help structure English based assignments and homework.
- Allow the use of a computer for English based schoolwork.

## GENERAL RECOMMENDATIONS

Students with learning difficulties and disabilities will benefit from the provision of accommodations at school, aimed at lessening the functional impact of their difficulties. Accommodations allow them opportunities to demonstrate their skills and knowledge in a manner more consistent with their classmates and intellectual ability. Some of the following strategies may assist these students within the classroom:

- Encourage the student to seek assistance when unsure of the steps to take.
- Recognise that when setting homework tasks, a student with learning difficulties is likely to take far longer than other students who do not have difficulties with learning. It is better that they produce a sentence or paragraph that is written correctly than a whole page with numerous errors. Gradually, one sentence can be increased to two and so on.
- Offer alternative modes of assessment, such as allowing them to demonstrate knowledge and understanding in oral or taped presentations. This is particularly the case whenever literacy is not a specific outcome.
- Demonstration of what a task requires is also strongly encouraged. This can be achieved through teacher modelling, at a class or individual level, as well as peer modelling.
- Provide an example of the finished piece of work so that expectations are clear
- Allow extra time to complete activities or reduce the amount of work the student is expected to complete.
- Provide positive reinforcement through praise and small rewards. Positive and meaningful reinforcement should be provided for both good work and sustained task concentration.

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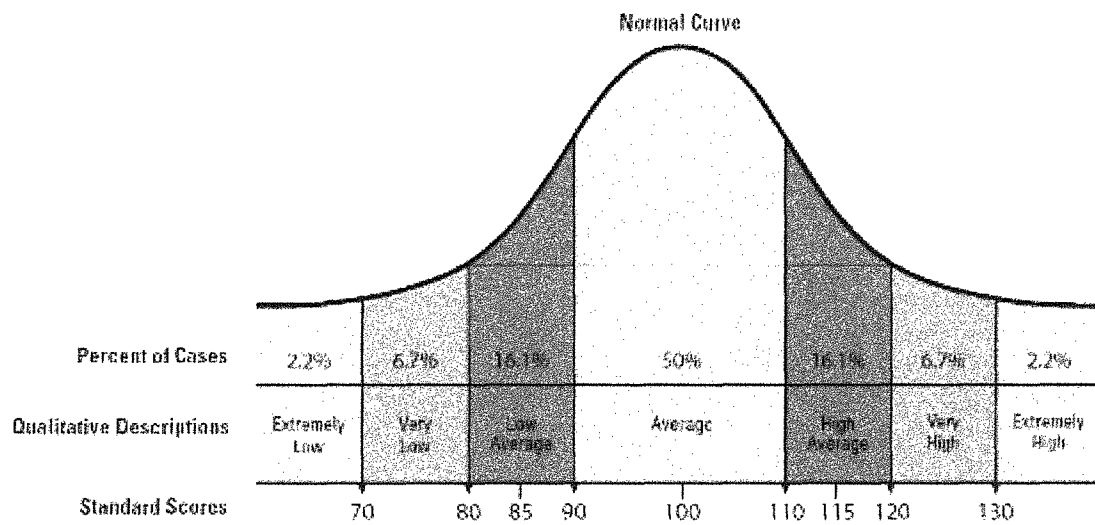

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Due to the changing nature of children’s physical and intellectual development, achievement and behaviour, the results and recommendations contained in this report are meant for current use. Any reference to these results and recommendations in the future should be made with these reservations in mind.

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