

Independent Children's Lawyer's Information Form

Personal details

Child's name Date of birth:

Child's cultural background:

Current address (where child lives):

1. Please list the names and date of birth of others also living at that address.

Name	Date of birth (DD/MM/YY)
Stephen Christopher Cooke	27/10/1981
Joshua Finn Cooke	27/01/2017
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

2. Please list any previous addresses (in the last two years).

Previous addresses	Dates lived there (DD/MM/YY)
<input type="text" value="Adamstown,"/>	02/12/2023
1/213 Morgan Street, Merewether, NSW, 2291	29/10/2018
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Full name/s of other residents living with you

Name	Date of birth (DD/MM/YY)
nil	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

3. Please list schools the child has attended in the last two years.

Name of school	Date attended (DD/MM/YY)
Merewether Heights Public School	05/10/2021 - Current
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

4. Please list any pre-schools or day care centres the child has attended in the last 12 months.

Name and address of pre-school or centre	Date attended (DD/MM/YY)
<input type="text" value="OOSH"/>	27/06/2024
<input type="text" value="OOSH"/>	15/08/2024
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Health history

5. Please list any instances your child, either of the parents or your spouse or partner have been seen by a doctor, medical practitioner, hospital or health clinic within the last two years. Please provide as many details as possible.

Name of practitioner/hospital or clinic address

Phone number

Date seen

Name of practitioner/hospital or clinic address

Phone number

Date seen

Name of practitioner/hospital or clinic address

Phone number

Date seen

Lined area for writing details of orders.

9. Please provide details of any apprehended violence order, court orders or parenting plans.

Details of Orders/AVO/Parenting Plans

Type of order

The Court where the order was made

Approximate date of the order

What the order provided for

Type of order

The Court where the order was made

Approximate date of the order

What the order provided for

Type of order

The Court where the order was made

Approximate date of the order

What the order provided for

OTHER IMPORTANT INFORMATION

If your child has any special needs in relation to health or education please write down what they are.

See pages 7 -8

If there are any events (e.g special religious, cultural or family events) that are of particular significance to your child or your family please provide details below.

I was raised in the Catholic faith, a tradition that Heather supported throughout our relationship. We were married in a Catholic church, and both of our sons, Christian and Joshua, have been baptized. Faith plays an important role in our lives, and I have taught both boys the Lord's Prayer, Hail Mary, and Glory Be, which we say together every night before bed when we are together. Joshua learned a more modern version of the Our Father at school, and I taught him the pre-1980s version, which I grew up with. We often say both versions before bed. Heather used to participate in these prayers as well, but the boys have shared with me that they no longer say prayers before bed when they are with her.

Please write down any concerns about the welfare of your child which the independent children's lawyer should be aware of (and which you have not already told us about in your affidavit material)

See pages 9 - 17

Please return your completed form to:

**JLM Family Lawyers
PO Box 67
Blaxland NSW 2774**

Christian Cooke

Arranged by:	Appointment with:	Appt. Date / Time	Reason
Stephen Cooke	Dr Alison Freeth, Paediatrician 26 Lookout Rd, New Lambton Heights NSW 2305 Tel: 02 4952 6599	Thursday July 19 2022	ADHD Routine Checkup, discuss concerns, response to medication, feedback from school
Stephen Cooke	Dr. Fergus (Gus) Elder, Consultant Paediatrician 26 Lookout Rd, New Lambton Heights NSW 2305 Tel: 02 4952 6599	Thursday Feb 2022 at 10:30am	ADHD Routine Checkup, discuss concerns, response to medication, feedback from school
Stephen Cooke	Dr. Fergus (Gus) Elder, Consultant Paediatrician 26 Lookout Rd, New Lambton Heights NSW 2305 Tel: 02 4952 6599	August 1 2023 at 2:30pm	ADHD Routine Checkup, etc but also to address seperation anxiety result of which was to act upon and referal to see Mr Kane Becker
Stephen Cooke	Mr Kane Becker, MAPS (Psychologist) Tel: 02 4929 2223	Friday, 11 August 2023 Client 11:00 am	Seperation anxiety (Christian started having trouble disconnecting/breaking from me at school drop-offs)
Stephen Cooke	Mr Kane Becker, MAPS (Psychologist) Tel: 02 4929 2223	Tuesday, 29 August 2023 Treatment 2:00 pm	Seperation anxiety
Stephen Cooke	Mr Kane Becker, MAPS (Psychologist) Tel: 02 4929 2223	Thursday, 14 September 2023 Treatment 11:00 am	Seperation anxiety
Stephen Cooke	Mr Kane Becker, MAPS (Psychologist) Tel: 02 4929 2223	Wednesday, 27 September 2023 Treatment 11:00 am	Seperation anxiety
Stephen Cooke	Mr Kane Becker, MAPS (Psychologist) Tel: 02 4929 2223	Thursday, 19 October 2023 Treatment 10:00 am	Seperation anxiety
Stephen Cooke	Mr Kane Becker, MAPS (Psychologist) Tel: 02 4929 2223	Monday, 30 October 2023 Treatment 2:00pm	Seperation anxiety
Origionally by Stephen Cooke, Heather later re-scheduled to this date and time	Dr. Fergus (Gus) Elder, Consultant Paediatrician 26 Lookout Rd, New Lambton Heights NSW 2305 Tel: 02 4952 6599	March 12 2024	ADHD Routine Checkup, etc but was asked to leave shortly after Heather arrived with the boys, so I was unable to attend.
Stephen Cooke	Dr. Tonkin - Newcastle GP 62 Denison Street, Hamilton East, NSW, 2303 Tel: 02 4946 6000	Wednesday, 24 April 2024 at 11:15am	Sick

Joshua Cooke

Appointment with:	Reason
Stephen Cooke Lake Macquarie Emergency Room	Thursday, Jan 18 2024 Infected mosquito bites
Stephen Cooke Dr. Tonkin - Newcastle GP 62 Denison Street, Hamilton East, NSW, 2303 Tel: 02 4946 6000	Friday, Jan 18 2024 Staph infection from scratching mosquito bites.
Stephen Cooke Dr. Tonkin - Newcastle GP 62 Denison Street, Hamilton East, NSW, 2303 Tel: 02 4946 6000	Friday, June 14 2024 Vomiting due to persistant cough

Stephen Cooke

Appointment with:	Reason
Stephen Cooke Dr. Dean Miller Newcastle GP 62 Denison Street, Hamilton East, NSW, 2303 Tel: 02 4946 6000	June Stress at home with Heather
Stephen Cooke Dr. Alexander Amory 235 Darby St, Cooks Hill NSW 2300 Tel: (02) 4064 8200	Wednesday, 3 July 2024 at 12:30pm Switched GP's and routine checkup for renewal medications; Esomeprazole, Atorvastatin and Perindopril
Stephen Cooke Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	Friday, 9 February at 11:30am ADHD Routine Checkup, discuss concerns, response to medication, feedback

Stephen Cooke	Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	Tuesday, 7 May 2024 2:00pm	ADHD Routine Checkup, discuss concerns, response to medication, feedback
Stephen Cooke	Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	Thursday, 20 June at 1:00pm	ADHD Routine Checkup, discuss concerns, response to medication, feedback
Stephen Cooke	Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	27 September 2023 at 11:00am	ADHD Routine Checkup, discuss concerns, response to medication, feedback
Stephen Cooke	Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	13 September 2023 at 1:30pm	ADHD Routine Checkup, discuss concerns, response to medication, feedback
Stephen Cooke	Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	2 November 2023 at 11:00am	ADHD Routine Checkup, discuss concerns, response to medication, feedback
Stephen Cooke	Dr. Moisey 52 Ada St, Cardiff NSW 2285 Tel: 0249544511	1 December 2023 at 11:30am	ADHD Routine Checkup, discuss concerns, response to medication, feedback

Overview of Christian Health and Educational Needs

Health Needs:

- **Asthma Management:** Christian effectively manages his asthma with prescribed medication and a spacer, as per his asthma plan.
- **Seasonal Allergies:** I address his seasonal allergies with Claratyne antihistamine chewable and ensure regular bathing to reduce symptoms. Eye drops help with itchy eyes, and warm showers assist in calming him when frustrated. He is also allergic to cats, dogs, and mould, so we take steps to minimize exposure.
- **ADHD Management:** Christian is currently on Ritalin for ADHD, which I've found helps him respond well to clear communication. As I am on Vyvanse, I plan to discuss with Dr. Elder why Ritalin was chosen over other commonly recommended medications like Vyvanse and Dextroamphetamine, which I've frequently seen mentioned in ADHD communities.

Educational Progress:

- Christian shows strong abilities in communication, vocabulary, and reading comprehension, demonstrating a solid understanding of complex concepts.
 - **Mr. Casserly (Classroom Teacher):** I had the opportunity to meet with Mr. Casserly earlier this year, and he praised Christian's willingness to participate in class discussions and his ability to grasp complex ideas, particularly regarding interpersonal relationships. He noted Christian's unique perspective and approach, which is not typical for children his age. However, Mr. Casserly mentioned that Christian needs some assistance in mathematics.
 - **John (Lab Learning Teacher):** I've only had a chance to meet with John a couple of times, but he has provided positive feedback on Christian's progress, especially in math. Christian is doing well with multiplication tables but occasionally struggles with place holding. John has been working with him on these areas, and Christian is making steady progress.
 - While Christian excels in areas like communication and reading, he requires additional support in written tasks, spelling, and certain mathematical concepts. His report card highlights areas such as Geometric Measure and Multiplicative Relations where additional focus is needed.

Personality Observations:

- Christian can be quite stubborn and often prefers to take the lead during play. This can sometimes put him at a disadvantage when others are unwilling to follow, and I've observed that some peers may take pleasure in his resulting frustration. I regularly remind Christian to be mindful of these situations, not let others manipulate his emotions, and encourage him to give others the opportunity to take the lead in play. However, for the most part, others allow Christian to take the lead because his creativity shines through. Despite these challenges, Christian is exceptionally bright, and his intelligence is evident in many aspects of his life. I am extraordinarily proud of Christian—his creativity and the kindness he shows others.

Overview of Joshua Cooke's Health and Educational Needs

Health Needs:

- Joshua is in good overall health. His emotional well-being is incredibly important to me, and the bond we share is incredibly strong. He is highly self-aware, which is wonderful, but navigating identity decisions, such as his request to get his ear pierced around the time of the separation, has made me realize I may not be fully equipped to guide him through some of these complexities. While both Heather and I fully support Joshua in exploring his identity, I am also concerned about societal pressures that might push Joshua into being categorized as either a boy or a girl. I regularly remind him to "just be Josh" and enjoy being himself.

Educational Progress:

- Classroom Teacher: Joshua is in Year 2 with Ms. Mitchell as his teacher. As noted in his report card, he's making steady progress in his education and handles his schoolwork independently and confidently, which is how he is at home with his schoolwork as well. His reading comprehension is improving, and while his writing is also progressing, he could still benefit from more practice in organizing his paragraphs more clearly. His spelling and handwriting are neat, and he remains motivated to keep improving.
- I had the opportunity to meet with Ms. Mitchell earlier this year, and she shared positive comments about Joshua. In math, Joshua understands basic concepts like addition and subtraction and is developing his skills in measurement and geometry. He excels in interactive tasks but sometimes gets bored with solitary activities. Ms. Mitchell observed that Joshua stays more engaged with hands-on or social tasks.

Areas for Improvement:

- According to his report card, Joshua is doing well but could use more help organizing his writing. He sometimes finds it tricky to structure his ideas clearly, especially when forming paragraphs. In math, he's making good progress but needs additional support in understanding concepts like using the equals sign correctly.

Personality Observations:

- Joshua can be a bit of a drama queen, and I say that with affection! He tends to express his emotions in big, theatrical ways, which is part of his character. He has a fantastic sense of humour—right up there with mine—and often surprises me with his ability to engage in adult-like conversations, especially for a 7-and-a-half-year-old. Joshua confidently embraces what he enjoys, regardless of gender norms, as seen in his comfort in asking for an ear piercing.
- One concern of mine, based on the incident surrounding Joshua while under my care in June, is that Joshua may start to believe that speaking negatively about one parent, when the other isn't present, could earn approval or rewards from the parent he's with. Without proper guidance, this behaviour could develop, and he might not fully understand the long-term negative effects. This ties into a broader concern that Heather and I might unintentionally influence Joshua in ways we don't fully grasp—while also being subtly manipulated ourselves. If this dynamic exists, it could complicate Joshua's emotional development and his understanding of relationships.
- Socially, Joshua is a natural leader and thrives in environments where he can interact with others and express himself. He's a social butterfly, often taking charge during group activities, and his best friend, McKenzie, and her family have been a tremendous source of support for Joshua, Christian, and Heather. His creativity and love for drama truly shine through, and he connects with people in meaningful ways. Joshua has a natural charm and leadership quality that helps him engage with others socially and express himself creatively. I am extraordinarily proud of Joshua—his creativity, his kindness, and the way he embraces new experiences with fearlessness and curiosity. He explores the world around him with confidence, always eager to learn and express himself.

Parenting Report of Stephen Cooke

I am writing to provide an overview of my current parenting situation with my sons, Christian and Joshua, and to raise concerns about their well-being in light of recent events. I have had the boys for 5 nights a fortnight, while their mother has them the remaining time. My sons have expressed a clear desire to spend more time with me, and I believe it would be in their best interests for this to be reflected in a revised parenting schedule.

Willingness to Co-Parent:

From the outset, I have been committed to fostering a healthy and supportive environment for Christian and Joshua. I believe strongly in co-parenting and have made consistent efforts to work collaboratively with their mother. I have remained flexible with schedules, communicated effectively, and prioritized the boys' needs above all else. For example, I have willingly accommodated changes and encouraged the boys to maintain strong, positive relationships with both parents.

Despite these efforts, co-parenting has become increasingly difficult due to a lack of reciprocity from their mother. Nevertheless, I remain committed to collaboration in the best interests of the children. I believe we can provide them with the stability and care they need if both parents work together effectively.

Concerns About the Current Parenting Dynamic:

While I have tried to foster a cooperative environment, I am deeply concerned about specific behaviours on the part of their mother that I believe are harmful to Christian and Joshua's emotional and psychological well-being. These concerns are rooted in several documented incidents that suggest a pattern of conduct causing distress to the boys.

- On August 20, 2024, Christian's birthday, both boys informed me that their mother had said, "I am your home, your home will never be with dad!" and "You will never get more time with your father." These types of comments, I believe, undermine the boys' sense of security and belonging, and they have a detrimental impact on their emotional health.
- Joshua has been particularly affected by his inability to bring sentimental items, such as toys, between homes. During a handover at a petrol station, Joshua sought permission from his mother to bring back his Disney Infinity characters to her house. He was denied permission and returned to me visibly disappointed, saying, "Here you go dad, she said no." This restriction, I believe, creates unnecessary emotional barriers that affect the boys' well-being.
- On May 12, 2024, Christian expressed confusion when he told me that I had agreed to less time with them during mediation. Shortly thereafter, he informed me that his mother had forbidden him from bringing back plush toys I had given them, contributing to his frustration and sense of separation.
- On April 16, 2024, I overheard a troubling conversation between Joshua and his mother. She instructed him to keep her address a secret from me and encouraged him to destroy sentimental items I had given her. One particularly troubling moment involved a teacup named Chip from *Beauty and the Beast*, a gift I had given Heather during our marriage. Heather told Joshua, "I don't need it anymore, so go to the kitchen and smash it." Joshua sounded uncomfortable and avoided responding by humming.

- Medication Dispensing Issues: Prior to the separation, I managed the boys medications, collecting Christian's from Terry White Junction Pharmacy (evidence attached) and attended Christian's paediatrician appointments alone or with Heather. However, on March 12, 2024, I arrived early to Christian's paediatrician appointment but was excluded from attending. Since then, Heather assumed responsibility for dispensing Christian's medication, complicating the process for me. Recently, I was informed that the medication had not been ordered, despite following the correct procedures.

I find it contradictory that, while Heather insists on concealing her residential address from me and requires that handovers take place at a petrol station—despite the negative impact on the children—she has no issue arranging for me to collect Christian's medication from her workplace. It raises concerns about how genuine her security concerns are, especially when convenience seems to be prioritized over consistency in ensuring the well-being of our children.

- Additionally, on June 28, 2024, I received a letter from Delaney Roberts Family Lawyers, in which Heather claimed that Joshua had been physically disciplined during a weekend visit with me. Heather alleged that Joshua was distressed after I disciplined him with extended time-outs and physical punishment, which I deny. Following this, Heather took Joshua to see Dr. Miller, who made a report to Child Protection Services. As a result of this allegation, Heather proposed that I only have supervised contact with the boys at a contact centre until a court determination is made.

As I was unsure at the time if I would be permitted to see my boys again, I took it upon myself to post our happy moments from the weekend in question publicly on Facebook in an effort to diffuse the allegation. **I was deeply saddened for Joshua, concerned that he might not fully understand the situation and the potential harm it could cause to our relationship.** I was incredibly relieved to see both Joshua and Christian the following week, which gave me the chance to shield them from future emotional harm by reassuring them, *"No matter what happens: a) know it's not your fault, b) I forgive you both and will always forgive you no matter what happens, never think for a second I will not forgive you and c) You will always have a home with me, where you will always be welcome."*

Additionally, the boys have told me that they haven't had any playdates in a while, which further concerns me as it suggests they might be feeling isolated or lacking social interaction outside of our time together.

The Boys' Wishes:

Christian and Joshua have consistently expressed a strong desire to spend more time with me. They frequently ask how many days remain before they must return to their mother's house, and their visible disappointment when our time together ends reflects the comfort and happiness they experience in my care. This ongoing distress suggests they not only feel secure but that they thrive in the stable, supportive environment I provide.

Since our move to 7A Bakeri Circuit, Warabrook NSW 2304, we've settled into a wonderful community that has added to the boys' sense of security and well-being. Our home features a large front and back yard, significantly larger than the yard at the marital home in Merewether, providing the boys with ample space to play and explore. The house itself has three bedrooms, although the boys are currently sharing one. The remaining third bedroom is being utilized as a music and study room for the time being—Christian plays the drums, and Joshua plays guitar,

fostering their creative interests. The boys across the street, whom we've befriended, play the piano, which adds to the shared musical activities in the neighbourhood.

Our home is located in an enclosed circuit with minimal non-residential traffic, which makes it an ideal and safe neighbourhood for the boys to explore. We're only a five-minute walk from a lovely park, where they can play and meet friends. We've already become friendly with the neighbours across the street, who have two boys similar in age to Christian and Joshua. This sense of community has provided a great opportunity for the boys to socialize and feel more at ease in their surroundings.

As a result, I feel more comfortable allowing Christian and Joshua to explore the area freely compared to our previous residence on Morgan St, Merewether. While it was a 50km zone, it wasn't uncommon for non-residential commuters to rush through the street, often exceeding the speed limit by 20km or more. In our new, safer, and more welcoming environment, I feel much more at ease giving the boys this independence. This newfound freedom has greatly contributed to their happiness and sense of belonging. We are also about a 20-minute commute to Merewether Heights Public School, ensuring that the boys remain connected to their school and friends.

To further support my ability to meet their wishes, I have compiled data from my Google Timeline for 2023. It highlights my day-to-day participation in their lives during that year, including school pickups, attendance at after-school activities, and support in their extracurricular learning sessions. This evidence underscores my dedication and consistency in providing the boys with a stable and nurturing environment. I believe their desires for more time with me should be given significant weight when considering any revisions to the current parenting arrangement.

Financial Stability:

I am currently completing an internship and studies in my field, which will enhance my long-term ability to provide for my children. Financially, I am stable and able to meet the boys' needs. My current situation ensures that I can support them emotionally, physically, and financially, and I remain dedicated to their well-being in every respect.

Google Timeline Data for stevecooke.c@gmail.com

Kids Afterschool Schedule 2023

Date	Check-In	Check-Out	Check-In	Check-Out	Check-In	Check-Out	Check-In	Check-Out
JANUARY								
Monday, 30 January 2023	LAB Learning Clinic	9:30:00 AM	10:26:00 AM	Music Lessons: Reynolds	3:18:00 PM	4:37:00 PM		
FEBRUARY								
Wednesday, 1 February 2023	Merewether Heights Public School		3:29:00 PM	Hunter Ice Skating	5:22:00 PM	6:01:00 PM		
Monday, 6 February 2023	LAB Learning Clinic	9:33:00 AM	10:31:00 AM	Merewether Heights Public School	10:45:00 AM	3:25:00 PM	Music Lessons: Reynolds	4:15:00 PM 5:04:00 PM
Wednesday, 8 February 2023	Hunter Ice Skating	5:09:00 PM	6:01:00 PM					
Monday, 13 February 2023	LAB Learning Clinic	9:34:00 AM	10:31:00 AM	Merewether Heights Public School	10:39:00 AM	12:55:00 PM	Music Lessons: Reynolds	4:19:00 PM 5:05:00 PM
Wednesday, 15 February 2023	Merewether Heights Public School	9:21:00 AM	3:26:00 PM	Hunter Ice Skating	5:13:00 PM	6:14:00 PM		
Monday, 20 February 2023	LAB Learning Clinic	9:33:00 AM	10:21:00 AM	Merewether Heights Public School	9:18:00 AM	3:27:00 PM	Music Lessons: Reynolds	4:21:00 PM 5:03:00 PM
Wednesday, 22 February 2023	Merewether Heights Public School	9:25:00 AM	3:28:00 PM	Hunter Ice Skating	5:10:00 PM	6:16:00 PM		
Monday, 27 February 2023	LAB Learning Clinic	9:31:00 AM	10:26:00 AM	Merewether Heights Public School	10:36:00 AM	3:24:00 PM	Music Lessons: Reynolds	4:25:00 PM 5:09:00 PM
MARCH								
Wednesday, 1 March 2023	Merewether Heights Public School	9:13:00 AM	3:25:00 PM	Hunter Ice Skating	5:26:00 PM	6:23:00 PM		
Wednesday, 8 March 2023	Merewether Heights Public School	9:18:00 AM	3:35:00 PM	Hunter Ice Skating	5:15:00 PM	6:15:00 PM		
Thursday, 9 March 2023	LAB Learning Clinic	9:39:00 AM	10:25:00 AM	Merewether Heights Public School	9:18:00 AM	3:35:00 PM		
Thursday, 16 March 2023	LAB Learning Clinic	9:35:00 AM	10:22:00 AM	Merewether Heights Public School	9:18:00 AM	3:35:00 PM		
Monday, 13 March 2023	Merewether Heights Public School	9:13:00 AM	3:25:00 PM	Music Lessons: Reynolds	4:28:00 PM	5:03:00 PM		
Wednesday, 15 March 2023	Merewether Heights Public School	9:15:00 AM	3:28:00 PM	Hunter Ice Skating	5:34:00 PM	6:37:00 PM		
Monday, 20 March 2023	Merewether Heights Public School	9:15:00 AM	3:26:00 PM	Music Lessons: Reynolds	4:23:00 PM	5:05:00 PM		
Wednesday, 22 March 2023	Merewether Heights Public School	9:18:00 AM		Hunter Ice Skating	5:14:00 PM	6:25:00 PM		
Thursday, 23 March 2023	LAB Learning Clinic	9:33:00 AM	10:22:00 AM	Merewether Heights Public School	10:34:00 AM	3:26:00 PM		
Monday, 27 March 2023	Merewether Heights Public School			Music Lessons: Reynolds	4:31:00 PM	5:03:00 PM		
APRIL								
Monday, 3 April 2023	Merewether Heights Public School	9:16:00 AM	3:25:00 PM	Music Lessons: Reynolds	4:30:00 PM	5:03:00 PM		
Wednesday, 5 April 2023	Merewether Heights Public School	9:19:00 AM	3:25:00 PM	Hunter Ice Skating	5:10:00 PM	6:13:00 PM		
Thursday, 6 April 2023	LAB Learning Clinic	9:19:00 AM	9:42:00 AM	Merewether Heights Public School	12:50:00 PM	3:11:00 PM		
Monday, 24 April 2023	Merewether Heights Public School			Music Lessons: Reynolds	4:15:00 PM	5:05:00 PM	Hunter Ice Skating	5:29:00 PM 6:25:00 PM
Thursday, 27 April 2023	LAB Learning Clinic	8:27:00 AM	9:20:00 AM	Merewether Heights Public School	9:40:00 AM	3:21:00 PM		
MAY								
Monday, 1 May 2023	Merewether Heights Public School		3:23:00 PM	Music Lessons: Reynolds	4:41:00 PM	5:05:00 PM	Hunter Ice Skating	5:30:00 PM 6:24:00 PM
Thursday, 4 May 2023	LAB Learning Clinic	8:28:00 AM	9:19:00 AM					
Monday, 8 May 2023	Merewether Heights Public School	9:17:00 AM	3:26:00 PM	Music Lessons: Reynolds	4:33:00 PM	5:02:00 PM	Hunter Ice Skating	5:31:00 PM 6:21:00 PM
Thursday, 11 May 2023	LAB Learning Clinic	8:31:00 AM	9:24:00 AM	Merewether Heights Public School	11:34:00 AM	3:24:00 PM		
Monday, 15 May 2023	Merewether Heights Public School	9:09:00 AM	3:24:00 PM	Music Lessons: Reynolds	4:29:00 PM	5:03:00 PM		
Thursday, 18 May 2023	LAB Learning Clinic	8:30:00 AM	9:26:00 AM					
Monday, 22 May 2023	Merewether Heights Public School	9:18:00 AM	3:26:00 PM	Music Lessons: Reynolds	4:28:00 PM	5:04:00 PM	Hunter Ice Skating	5:30:00 PM 6:21:00 PM
Thursday, 25 May 2023	LAB Learning Clinic	8:33:00 AM	9:20:00 AM	Merewether Heights Public School		3:26:00 PM		
Monday, 29 May 2023	Merewether Heights Public School	9:22:00 AM	3:20:00 PM	Music Lessons: Reynolds	4:25:00 PM	5:04:00 PM	Hunter Ice Skating	5:28:00 PM 6:27:00 PM
JUNE								
Thursday, 1 June 2023	LAB Learning Clinic	8:35:00 AM	9:25:00 AM	Merewether Heights Public School	9:40:00 AM	3:26:00 PM		
Monday, 5 June 2023	Merewether Heights Public School	9:18:00 AM	3:24:00 PM	Music Lessons: Reynolds	4:25:00 PM	5:04:00 PM	Hunter Ice Skating	5:28:00 PM 6:27:00 PM
Thursday, 15 June 2023	LAB Learning Clinic	9:33:00 AM	9:26:00 AM	Merewether Heights Public School	9:44:00 AM	3:19:00 PM		
Monday, 19 June 2023	Music Lessons: Reynolds	4:22:00 PM	5:04:00 PM	Hunter Ice Skating	5:31:00 PM	6:20:00 PM		
Thursday, 22 June 2023	LAB Learning Clinic	8:41:00 AM	9:22:00 AM					
Monday, 26 June 2023	Music Lessons: Reynolds	4:27:00 PM	5:04:00 PM	Hunter Ice Skating	5:30:00 PM	6:24:00 PM		
Tuesday, 27 June 2023	LAB Learning Clinic	8:40:00 AM	9:46:00 AM	Merewether Heights Public School	9:55:00 AM	3:19:00 PM		
JULY								
Tuesday, 4 July 2023	Arnold's Swim Centre	5:19:00 PM	6:09:00 PM					
Wednesday, 12 July 2023	Arnold's Swim Centre	5:19:00 PM	6:09:00 PM					
Monday, 17 July 2023	Hunter Ice Skating	5:29:00 PM	6:23:00 PM					
Wednesday, 19 July 2023	Merewether Heights Public School	9:12:00 AM	3:22:00 PM	Arnold's Swim Centre	5:20:00 PM	6:08:00 PM		
Monday, 24 July 2023	Merewether Heights Public School	9:12:00 AM	3:15:00 PM	Hunter Ice Skating	5:28:00 PM	6:20:00 PM		
Tuesday, 25 July 2023	LAB Learning Clinic	8:42:00 AM	9:35:00 AM	Merewether Heights Public School	9:54:00 AM	3:23:00 PM		
Wednesday, 26 July 2023	Merewether Heights Public School	9:16:00 AM	3:22:00 PM	Arnold's Swim Centre	5:26:00 PM	6:12:00 PM		
Thursday, 27 July 2023	Merewether Heights Public School	7:56:00 AM	3:20:00 PM	Tennis (Joshua)	3:39:00 PM	4:09:00 PM		
AUGUST								
Tuesday, 1 August 2023	LAB Learning Clinic	8:46:00 AM	9:35:00 AM	Merewether Heights Public School	9:44:00 AM	1:54:00 PM	The Newcastle Paediatric Clinic	2:13:00 PM 3:15:00 PM
Wednesday, 2 August 2023	Merewether Heights Public School	9:09:00 AM	3:22:00 PM	Arnold's Swim Centre	5:26:00 PM	6:12:00 PM		
Thursday, 3 August 2023	Merewether Heights Public School	8:47:00 AM	3:18:00 PM	Tennis (Joshua)	3:32:00 PM	4:17:00 PM		

	Activity	Duration	Start	End
Monday	Reynolds & Co Studios Music	30 mins	4:30pm	5:00pm
Tuesday	Lab Learning	45 mins	8:45am	9:30am
Wednesday	Michael Mills Tennis	30 mins	3:30pm	4:00pm
Wednesday	Arnold's Swim	30 mins	5:30pm	6:00pm
Thursday	Hunter Ice Skating	30 mins	5:30pm	6:00pm

****NOTE** Tennis starts concurrently with the conclusion of the school day.**

Date	Check-In	Check-Out	Check-In	Check-Out	Check-In	Check-Out	Check-In	Check-Out	Activity	Duration	Start	End
Monday, 7 August 2023	Merewether Heights Public School	9:19:00 AM	3:25:00 PM	Hunter Ice Skating	5:38:00 PM	6:20:00 PM						
Wednesday, 9 August 2023	Merewether Heights Public School	8:56:00 AM	3:23:00 PM	Arnold's Swim Centre	5:21:00 PM	5:53:00 PM						
Thursday, 10 August 2023	Merewether Heights Public School	8:46:00 AM	3:13:00 PM	Tennis (Joshua)	3:42:00 PM	4:04:00 PM						
Monday, 14 August 2023	Merewether Heights Public School		3:10:00 PM	Hunter Ice Skating	5:38:00 PM	6:24:00 PM						
Tuesday, 15 August 2023	LAB Learning Clinic	8:23:00 AM	9:27:00 AM	Merewether Heights Public School	9:58:00 AM	3:23:00 PM						
Wednesday, 16 August 2023	Merewether Heights Public School	8:54:00 AM		Arnold's Swim Centre	5:26:00 PM	6:11:00 PM						
Thursday, 17 August 2023	Merewether Heights Public School	8:55:00 AM	3:13:00 PM	Tennis (Joshua)	3:44:00 PM	4:05:00 PM						
Tuesday, 22 August 2023	LAB Learning Clinic	8:39:00 AM			9:35:00 AM							
Wednesday, 23 August 2023	Merewether Heights Public School	9:16:00 AM	3:24:00 PM	Arnold's Swim Centre	5:27:00 PM	6:12:00 PM						
Thursday, 24 August 2023	Merewether Heights Public School		3:14:00 PM	Tennis (Joshua)	3:38:00 PM	4:02:00 PM						
Monday, 28 August 2023	Hunter Ice Skating	5:30:00 PM	6:22:00 PM									
Tuesday, 29 August 2023	LAB Learning Clinic	8:36:00 AM	9:43:00 AM	Merewether Heights Public School	9:54:00 AM	3:22:00 PM						
Wednesday, 30 August 2023	Merewether Heights Public School	8:56:00 AM	3:24:00 PM	Arnold's Swim Centre	5:19:00 PM	6:07:00 PM						
Thursday, 31 August 2023	Merewether Heights Public School	8:48:00 AM	3:22:00 PM	Tennis (Joshua)	3:36:00 PM	4:03:00 PM						
SEPTEMBER												
Tuesday, 5 September 2023	LAB Learning Clinic	8:50:00 AM	9:41:00 AM	Merewether Heights Public School	9:51:00 AM	3:24:00 PM						
Wednesday, 6 September 2023	Merewether Heights Public School	9:18:00 AM	3:25:00 PM	Arnold's Swim Centre	5:28:00 PM	6:11:00 PM						
Thursday, 7 September 2023	Merewether Heights Public School	8:54:00 AM	3:13:00 PM	Tennis (Joshua)	3:39:00 PM	4:04:00 AM						
Monday, 11 September 2023	Merewether Heights Public School			Hunter Ice Skating	5:38:00 PM	6:24:00 PM						
Tuesday, 12 September 2023	LAB Learning Clinic	8:34:00 AM	9:30:00 AM	Merewether Heights Public School	9:54:00 AM	3:22:00 PM						
Wednesday, 13 September 2023	Merewether Heights Public School	9:06:00 AM	3:24:00 PM	Arnold's Swim Centre	5:26:00 PM	6:09:00 PM						
Thursday, 14 September 2023	Merewether Heights Public School	10:28:00 AM	3:11:00 PM	Tennis (Joshua)	3:40:00 PM	4:17:00 PM						
Monday, 18 September 2023	Merewether Heights Public School			Hunter Ice Skating	5:38:00 PM	6:23:00 PM						
Tuesday, 19 September 2023	LAB Learning Clinic	8:44:00 AM	9:40:00 AM	Merewether Heights Public School	9:51:00 AM	3:21:00 PM						
Thursday, 21 September 2023	Merewether Heights Public School		3:15:00 PM	Tennis (Joshua)	3:37:00 PM	4:03:00 PM						
OCTOBER												
Tuesday, 3 October 2023	Newcastle Museum	10:23:00 AM	12:19:00 PM									
Wednesday, 4 October 2023	Arnold's Swim Centre	5:12:00 PM	6:07:00 PM									
Monday, 9 October 2023	Merewether Heights Public School	9:06:00 AM	3:25:00 PM	Hunter Ice Skating	5:35:00 PM	6:21:00 PM						
Tuesday, 10 October 2023	LAB Learning Clinic	8:52:00 AM	9:40:00 AM	Merewether Heights Public School	9:48:00 AM	3:24:00 PM						
Wednesday, 11 October 2023	Merewether Heights Public School	9:16:00 AM	3:25:00 PM	Arnold's Swim Centre	5:12:00 PM	6:07:00 PM						
Thursday, 12 October 2023	Merewether Heights Public School	9:03:00 AM	3:17:00 AM	Tennis (Joshua)	3:37:00 PM	4:03:00 PM						
Tuesday, 17 October 2023	LAB Learning Clinic	8:33:00 AM	9:42:00 AM	Merewether Heights Public School	9:50:00 AM	3:23:00 PM						
Wednesday, 18 October 2023	Merewether Heights Public School	9:01:00 AM	3:24:00 PM	Arnold's Swim Centre	5:24:00 PM	6:06:00 PM						
Thursday, 19 October 2023	Merewether Heights Public School	9:01:00 AM	3:23:00 PM	Tennis (Joshua)	3:42:00 PM	4:03:00 PM						
Tuesday, 24 October 2023	LAB Learning Clinic	8:35:00 AM	9:41:00 AM									
Wednesday, 25 October 2023	Merewether Heights Public School	8:59:00 AM	3:23:00 PM	Arnold's Swim Centre	5:25:00 PM	5:43:00 PM						
Tuesday, 31 October 2023	LAB Learning Clinic	8:30:00 AM	9:37:00 AM	Merewether Heights Public School	9:47:00 AM							
NOVEMBER												
Wednesday, 1 November 2023	Merewether Heights Public School	8:59:00 AM	3:24:00 PM	Arnold's Swim Centre	5:18:00 PM	5:50:00 PM						
Thursday, 2 November 2023	Merewether Heights Public School	9:10:00 AM	3:11:00 PM	Tennis (Joshua)	3:38:00 PM	4:04:00 PM						
Tuesday, 7 November 2023	LAB Learning Clinic	8:30:00 AM	9:41:00 AM	Merewether Heights Public School	10:02:00 AM	3:22:00 PM						
Wednesday, 8 November 2023	Merewether Heights Public School	8:59:00 AM	3:14:00 PM	Arnold's Swim Centre	5:23:00 PM	5:57:00 PM						
Thursday, 9 November 2023	Merewether Heights Public School	9:14:00 AM	3:22:00 PM	Tennis (Joshua)	3:37:00 PM	4:05:00 PM						
Tuesday, 14 November 2023	LAB Learning Clinic	8:35:00 AM	9:39:00 AM	Merewether Heights Public School	9:49:00 AM	3:24:00 PM						
Wednesday, 15 November 2023	Merewether Heights Public School	9:17:00 AM	3:18:00 PM	Arnold's Swim Centre	5:22:00 PM	6:02:00 PM						
Thursday, 16 November 2023	Merewether Heights Public School		3:24:00 PM	Tennis (Joshua)	3:39:00 PM	4:04:00 PM						
Tuesday, 21 November 2023	LAB Learning Clinic	8:37:00 AM	9:43:00 AM	Merewether Heights Public School	9:52:00 AM	3:24:00 PM						
Thursday, 23 November 2023	Merewether Heights Public School	9:00:00 AM	3:25:00 PM	Tennis (Joshua)	3:40:00 AM	4:07:00 AM						
Wednesday, 22 November 2023	Merewether Heights Public School	9:13:00 AM	3:10:00 PM	Arnold's Swim Centre	5:30:00 PM	6:12:00 PM						
Tuesday, 28 November 2023	LAB Learning Clinic	8:37:00 AM	9:45:00 AM	Merewether Heights Public School	9:55:00 AM	3:24:00 PM						
Wednesday, 29 November 2023	Merewether Heights Public School	9:08:00 AM	3:22:00 PM	Arnold's Swim Centre	5:31:00 PM	5:48:00 PM						
Saturday, 2 December 2023	Kids unilaterally removed from my care											

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

MEDICAL INFORMATION

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.

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

Certificate



Family Transitions Triple P Online Positive Parenting Program

Awarded to

Stephen Cooke

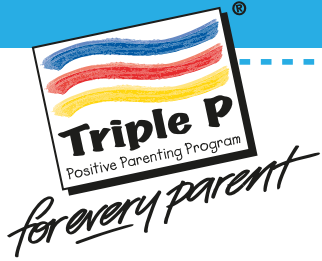
in recognition of completing Family Transitions Triple P Online.

A handwritten signature in black ink, appearing to read "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.

A handwritten signature in black ink that reads 'MSanders'.

Professor Matt Sanders

Date: **Apr 06, 2024**

Badges earned





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.

Attendance

Whole Days Absent	1	Partial Days Absent	11
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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.

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.

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.

Personal development, health and physical education

Overall Achievement	Sound	Effort			5	4	3	2	1
		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.

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.

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

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

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

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
		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.

Mathematics

Overall Achievement	Sound	Effort			
		5	4	3	2
Outcomes	Outstanding	High	Sound	Basic	Limited
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
		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.

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.

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.

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

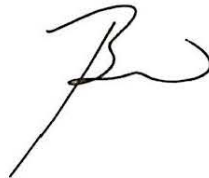
Activity	Activity
Class public speaking	Library borrowing

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

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

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., 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

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>

Message Report

Generated: 09/06/2024 at 11:21 AM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 09/06/2024 at 09:47 AM
From: Heather Cooke
To: Stephen Cooke (*First Viewed: 09/06/2024 at 11:21 AM*)
Subject: Re: Medication last repeat

Hi Stephen,

I dropped script in 2 weeks ago. Split is the same for Sept and communicated with the team at docs a fortnight ago.

I don't have time to drop Christian meds to school for him today. You'll need to be more organised in future.

Regards

Heather

On 09/06/2024 at 09:23 AM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 09/06/2024 at 09:41 AM*)
Subject: Re: Medication last repeat
Attachments: 20240906_091043.jpg (2 MB)
20240906_091116.jpg (2 MB)

Hi Heather,

Please see the attached note from the pharmacist regarding the inability to collect Christian's medication this morning. It seems the pharmacy was unprepared, and this has happened the last few times. Are you still notifying them about the medication splitting arrangements?

I've also noticed I've been paying the full price recently; we should start using the OFW billing feature for these expenses.

Anyways, as I have already dropped the kids off at 9:08 this morning. Could you drop the medication at the school for Christian today?

Thanks,

Stephen

On 08/08/2024 at 04:50 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 08/21/2024 at 03:40 PM*)

Subject: Re: Medication last repeat

They've issued the last repeat this afternoon, I've taken 10 and have left you 20.

Regards,

Stephen

On 07/31/2024 at 11:43 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 07/31/2024 at 11:55 AM*)

Subject: Re: Medication for Christian

Sure, I'll send 3 doses, which will get you through the next month.

I'll leave them with school office for you to pick up.

On 07/31/2024 at 11:24 AM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 07/31/2024 at 11:41 AM*)

Subject: Medication for Christian

Hi Heather,

I tried to pick up Christian medication for ADHD today from Doc's Paramacy, John Hunter but was advised they are unable to dispense further medication until after August 2.

Can you please arrange for me to pick Christian medication up from school tomorrow?

Thank you.

Stephen

To whomever it may
concern,

Dou Pharmacy did
not have the medication
available to dispense
on the 6/09/24.

* Ritalin 20mg Capsules.
Medication has been

ordered for 7.09.24

Many thanks, Aleks.

Dou JH Pharmacy
4/1 Lookout Rd
New Lambton

NSW 2305.

(02) 4922 3950.

Aleksandar Gavriloski

Commonwealth of Australia
STATUTORY DECLARATION
Statutory Declarations Act 1959

1 Insert the name, address and occupation of person making the declaration

1,1 David Robert West. (Pharmacist)
Junction Fair Shopping Centre
Union St The Junction NSW 2291

make the following declaration under the *Statutory Declarations Act 1959*:

2 Set out matter declared to in numbered paragraphs

2 Can confirm that Stephen Cooke is the regular & consistent carer for his children with their medication needs & supply. I recall only Stephen to ever pick up or seek medical advice for his children.

I understand that a person who intentionally makes a false statement in a statutory declaration is guilty of an offence under section 11 of the *Statutory Declarations Act 1959*, and I believe that the statements in this declaration are true in every particular.

3 Signature of person making the declaration

3 

4 [Optional: email address and/or telephone number of person making the declaration]

4

5 Place
6 Day
7 Month and year

Declared at ⁵ Junction Fair on ⁶ 20th of ⁷ December 2023
Shopping Centre

Before me,

8 Signature of person before whom the declaration is made (see over)

8 

9 Full name, qualification and address of person before whom the declaration is made (in printed letters)

9 Danielle Miller
Pharmacist
PHA0001677372.

10 [Optional: email address and/or telephone number of person before whom the declaration is made]

10

Note 1 A person who intentionally makes a false statement in a statutory declaration is guilty of an offence, the punishment for which is imprisonment for a term of 4 years — see section 11 of the *Statutory Declarations Act 1959*.

Note 2 Chapter 2 of the *Criminal Code* applies to all offences against the *Statutory Declarations Act 1959* — see section 5A of the *Statutory Declarations Act 1959*.

Business : 001 TWC Junction Fair, A.B.N. 56 413 768 602

**MAST CHRISTIAN COOKE

Date	Rx #	Drug Name	GST	Price
24/01/23	144	WEBSTER PACK \$4.80	0.00	9.60
13/03/23	60	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
09/05/23	100	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
26/06/23	70	PAVTIDE-MDI INHR 50MCG/25MCG 120X1	0.00	30.00
26/06/23	71	PAVTIDE-MDI INHR 50MCG/25MCG 120X1	0.00	30.00
26/06/23	72	ZEMPREON-MDI INH-DC 100MCG 1X200D	0.00	17.98
26/06/23	73	ZEMPREON-MDI INH-DC 100MCG 1X200D	0.00	17.98
26/06/23	74	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
28/08/23	156	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
29/08/23	117	BACTROBAN CRM 2%/15G 1	0.00	24.00
09/10/23	189	PAVTIDE-MDI INHR 50MCG/25MCG 120X1	0.00	30.00
09/10/23	190	ZEMPREON-MDI INH-DC 100MCG 1X200D	0.00	17.98
09/10/23	192	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
08/11/23	167	ZEMPREON-MDI INH-DC 100MCG 1X200D	0.00	18.00
08/11/23	168	PAVTIDE-MDI INHR 50MCG/25MCG 120X1	0.00	30.00
08/11/23	169	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
02/12/23	30	RITALIN-LA CAP-MR 20MG 30	0.00	30.00
TOTAL			0.00	435.54

17 Records Printed.

Message Report

Generated: 09/03/2024 at 10:13 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 05/11/2024 at 10:00 AM
From: Heather Cooke
To: Stephen Cooke (*First Viewed: 05/11/2024 at 11:31 AM*)
Subject: Re: Asthma

I would like to clear up the communication difficulties in relation to the children's health care and to clearly reiterate some themes that I've already noted in prior communications.

- 1) The children live with me and thus I propose that for all chronic health conditions that require routine review (ADHD, learning difficulties, asthma) that I schedule and attend appointments and communicate the outcomes with you.
 - 2) In the event that you have observations that you would like to discuss with the treating practitioner I would suggest if it's simple that you communicate it to me and I share that. If the observation is more complicated if you could let me know ahead of time then I can arrange for you to participate by way of telephone at the time of the appointment. I do not consent to being in the same location as you.
 - 3) For restricted medications (currently Ritalin) which can only be dosed as 30 tablets every 25 days. I will organise the script and a pharmacy to split the dosages according to the custody arrangements.
 - 4) For non-restricted medications (ventolin, Seretide, prednisone) each parent is responsible for maintaining scripts and supply. It is obviously not suitable to pass medications over at school.
 - 5) I would suggest to obtain scripts for non-restricted medications you have 2 options one is to book an appointment in your name and ask for prescriptions as required. This is not unreasonable as you have a number of chronic health issues requiring at least 2 yearly visits to the GP for your own medications. The second option is to book a telephone consult for the child, but in that event please communicate to me that you have done so that I can confirm the appointment for you.
 - 6) In the event that either child need to go to hospital, I would suggest that I take that child, and that you keep the other child in your care to maintain their routine at home/school and activities until a normal routine can be resumed. I would note that there is only 1 person allowed to stay with an admitted paediatric patient and only one recliner chair/bed per child provided by the hospital. It is impractical to suppose that you keep the well child in your care for this and a multitude of other reasons despite what the orders say about days of the week etc.
 - 7) In the event of an asthma exacerbation or health issue, communication between each parent in a handover style should be used.
 - 8) In the event of an asthma exacerbation or health issue, communication between the parent with custody and school should be attended by email or visiting the school office.
-

On 05/09/2024 at 01:57 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 05/09/2024 at 05:50 PM*)
Subject: Re: Asthma

Hi Heather,

I want to assure you that there's no need for alarm. As someone who also has asthma, I am well-versed in managing the condition, and I have been diligently overseeing Christian's care for the past decade.

I apologize if there was any oversight on my part regarding your email inquiry about Christian's asthma update previously. However, I don't recall receiving such correspondence. Nonetheless, I genuinely appreciate your vigilance in monitoring Christian's well-being. However, I fell it's important to note, managing Christian's asthma under my supervision in such an instance would be consistent with what is expected in a

single-parent scenario. And as you are aware, I have consistently collaborated with Christian's GP and school to ensure his asthma remains well-controlled over the years.

Furthermore, please rest assured that I have all necessary medical documentation, including Medicare cards and Bupa Health benefits, to facilitate Christian's medical care. Additionally, as you are aware, I have accompanied the boys to the emergency department on numerous occasions during our marriage without you being present, demonstrating my commitment to their health and well-being.

Regarding Christian's asthma management plan, it's noted that prednisone may have been made available to you as per the plan. If this is the case, I wanted to confirm if arrangements have been made for me to pick it up perhaps from the school? Ensuring that I have access to necessary medications is crucial for Christian's well-being, especially during my parenting time.

Regarding your inquiry about being notified if Christian requires a visit to the emergency department (ED), it's both socially appropriate and essential for several reasons. However, it's imperative that the children continue to remain under my care during my allocated time as mandated by court orders for their well-being. Maintaining stability and consistency for the boys is paramount, as past instances, such as your erratic and hysterical behavior during crucial moments like Christian's paediatrician, have shown its distressing impact on them. Therefore, it's crucial to ensure smooth transitions during handovers by providing necessary items and medications to prioritize their stability and comfort.

I hope this clarifies any concerns you may have had. If you have further questions or would like to discuss this matter in more detail, please feel free to reach out.

On 05/09/2024 at 07:48 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 05/09/2024 at 11:42 AM*)

Subject: Asthma

Hi,

Christian has an exacerbation of asthma and has required Ventolin through the night.

I'll give him claratyne this morning and 8 puffs of Ventolin as per line 3 of his asthma management plan.

He will get his second lot of Ventolin at school and you'll need to administer a dose i the afternoon and at bedtime.

If he needs Ventolin more frequently than this to control symptoms then he'll need Prednisone and possibly review at the ED. If this occurs you will need to notify me.

Additionally I would appreciate if you could let me know what happens over the weekend. On the previous occasion that Christian had an exacerbation this year you did not respond to the email which places Christian at risk.

DR ALEX TONKIN

BMed, FRACGP, 208817JA

62 Denison St

Hamilton East 2303

P: 49466000 F: 49964038 E: reception@newcastlegp.com.au

24/4/2024

ASTHMA ACTION PLAN

For -Mast Christian Finn Cooke
1/213 Morgan St
Merewether 2291

PREVENTER MEDICATION IS: Seretide 2 puffs twice a day via a spacer with mask

RELIEVER MEDICATION IS : Ventolin via a spacer + mask

IF BECOMES UNWELL

- If unwell with a runny nose or sore throat then take ventolin 2 puffs 3 times a day & take 5 mg claratyne at night if nose blocked or runny /snuffly

- If develops a cough then take ventolin 8 puffs 4 times a day.Repeat dose sooner as required

- If develops wheezing, breathing difficulty or shortness of breath then take ventolin 8 puffs every 3-4 hours.....& see your GP & administer prednisone syrup.

IF NEED RELIEVER MEDICATION MORE THAN EVERY 3 HOURS THIS IS POTENTIALLY SERIOUS & YOU SHOULD BE SEEN AT HOSPITAL.

Dr Alexander Tonkin
62 Denison St
Hamilton East 2303

Dr Alexander Tonkin
62 Denison St
Hamilton East 2303
Ph: 49466000 Fax: 49964038
Prescriber no. 2003650

Dr Alexander Tonkin
62 Denison St
Hamilton East 2303
Ph: 49466000 Fax: 49964038
Prescriber no. 2003650



Patient's Medicare no. **2564560537-3**

Pharmaceutical benefits entitlement no.
 PBS Safety Net entitlement cardholder (cross relevant box) Concessional or dependant RPBS beneficiary or PBS Safety Net concession cardholder

Patient's name **Joshua Cooke (Age: 6 yrs)**
Address **1/213 Morgan St
Merewether 2291
D.O.B.: 27/01/2017**
Date **19/01/2024** Script ID: 116600
PBS RPBS Brand substitution not permitted

Patient's Medicare no. **2564560537-3**

Pharmaceutical benefits entitlement no.
 PBS Safety Net entitlement cardholder (cross relevant box) Concessional or dependant RPBS beneficiary or PBS Safety Net concession cardholder

Patient's name **Joshua Cooke (Age: 6 yrs)**
Address **1/213 Morgan St
Merewether 2291
D.O.B.: 27/01/2017**
Date **19/01/2024** Script ID: 116600
PBS RPBS Brand substitution not permitted

Pharmacist patient COPY

Cefalexin 250mg/5mL Suspension
5 ml Four times a day As directed to complete a 1 week course.
Quantity: 1*100mL. No repeats.
1 item printed

Dr Alexander Tonkin
BMed, FRACGP

If not a Medical Practitioner, tick your prescriber type:
Dentist Nurse Practitioner Midwife Optometrist

Medicine/Drug

Cefalexin 250mg/5mL Suspension
5 ml Four times a day As directed to complete a 1 week course.
Quantity: 1*100mL. No repeats.
1 item printed

Dr Alexander Tonkin
BMed, FRACGP

Prescriber to sign original and duplicate

Turn over for privacy notice

I declare that I have received this/these medicine(s) and the information relating to any entitlement to a pharmaceutical benefit is correct.

Turn over for privacy notice

eRx:~



Issued under clause 35 of the Poisons Reg. 2008

Patient's or agent's signature	Date of supply
	/ /
Agent's address	

Issued under clause 35 of the Poisons Reg. 2008

Other prescription details ONLY

Message Report

Generated: 09/03/2024 at 10:21 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 05/01/2024 at 02:34 PM
From: Heather Cooke
To: Stephen Cooke (*First Viewed: 05/01/2024 at 03:13 PM*)
Subject: Re: Asthma

Hi Stephen,

You could organise a phone consultation for medications as Christian has just been reviewed.

The tone meter would suggest my tone is appropriate.

Thanks

On 05/01/2024 at 02:28 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 05/01/2024 at 02:32 PM*)
Subject: Re: Asthma

Hi Heather,

I have been giving Christian his preventer Asthma medication for months now and am nearing depletion of the reserve you make mention of, hence, the reason for me reaching out to you in this regard in the first place.

As I have said previously, I'm happy to arrange an appointment myself for Christian to see Dr. Tonkin if need be to secure a another script.

I have asked you nicely more than once to try to sort this out for Christian and feel your responses to be unhelpful and a bit passive aggressive.

Can I confirm, you are suggesting I arrange a seperate appointment with Christian while he is under my care to secure a script for his asthma preventer medication?

Thank you.

On 04/26/2024 at 07:32 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 04/26/2024 at 09:35 AM*)
Subject: Asthma
Attachments: Asthma_Management_Plan_-_Christian_Cooke_Apr_2024.pdf (92 KB)

Hi,

Please find updated Asthma management plan for Christian. Notable changes are to stay on seretide 2 puffs twice daily until review in spring

of 2025.

Currently Christian has a runny nose so he's taking claratyne and ventolin as per step 1 of the plan.

In regards to medications on the 1st of December there were three seretide puffers on the top shelf of the storage closet. Thus I estimate you have enough supply for 2-3 months currently. I think you should be responsible for maintaining your own supply of medications that are not highly restricted (ie the ritalin).

Thanks

Membership Certificate



017 / 3142309P01000009
Mr Stephen C Cooke
Unit 1 213 Morgan St
MEREWETHER NSW 2291

Membership number: 35099746

Date of issue: 26/12/2023

Information provided is valid as at the issue date quoted above. Any changes to details processed after that date are not included as part of this certificate.

Policy						
#	Name	Relationship	Sex	DOB	Joined	End
00	Stephen Cooke	Contributor	M	27/10/1981	26/12/2023	
01	Christian Cooke	Dependant	M	20/08/2014	26/12/2023	
02	Joshua Cooke	Dependant	M	27/01/2017	26/12/2023	

Lifetime Health Cover						
Person	CAE	Absent Days	Hospital End Date	Paid Hospital Days	LHC % override	% Loading
Stephen	NA	NA		nil	N	NA

Age Based Discount			
Person	Certified Discount Age	Percentage	Hospital End Date
Stephen		0%	

Membership Cover History				
From	To	Product Name	Scale	Product Type
26/12/2023		Bronze Plus Simple Hospital \$500 Excess with Freedom 60 Boost Extras	Single Parent	Hospital & Ancillary

Membership Certificate & General Enquiries **134 135**

LHCMRATE



Stephen Cooke <stevecooke.c@gmail.com>

Josh elbow 17 Jan

15 messages

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Wed, Jan 17, 2024 at 6:27 PM

Hi,

Josh has a large abscess over his right elbow that needs medical attention. Can you please mark the borders tonight and have him medically reviewed tomorrow. Infections over joint spaces are particularly risky.

If you are unable to have him reviewed can you let me know. If he needs admission to hospital I'm happy to help out.

Thanks

Heather

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 7:35 AM

Have you organised a review for Joshua's elbow today ?

Thanks

Heather

[Quoted text hidden]

Stephen Cooke <stevecooke.c@gmail.com>
To: Heather finn <heather111finn@gmail.com>

Thu, Jan 18, 2024 at 10:22 AM

Hi Heather,

Just wanted to update you on Joshua's elbow. He has an appointment with Dr. Tokin tomorrow at 10:45 am, which is the earliest slot available. Thankfully, his elbow seems to be improving; the borders have mostly subsided.

Initially, when Joshua came under my care, he had a bothersome abscess on his right hip. I had scheduled an appointment with Dr. Tonkin for Tuesday, January 16, at 3:45 pm. However, we had to cancel it because the issue resolved itself (revleaved itself) earlier that day while playing at Merewether Ocean Baths. Joshua confirmed that it wasn't bothering him anymore as well.

Surprisingly, the next morning, he started complaining about his elbow. I contacted Newcastle GP again to book an appointment, but they didn't have any availability until next week. They suggested calling the following day for potential cancellations, and that's exactly what I did. Fortunately, we secured an appointment for Friday at 3:45 to see Dr. Tonkin and Joshua is currently in good spirits.

I'm determined to find out why the boys are prone to these issues. Currently, I have them bathing daily and using a cleaning cloth. His GP has previously recommended using PhisoHex Antibacterial Face Wash (<https://www.chemistwarehouse.com.au/buy/7120/phisoHex-antibacterial-face-wash-500ml>), but it's a bit pricey. I'll be picking some up from the chemist today.

Best,

Stephen

[Quoted text hidden]

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 11:26 AM

Thanks for the update.

I would clarify that Josh came to you with a mosquito bite on his hip that was not infected.

Your email states you are seeing Dr Tonkin at two different times but both are tomorrow. Either way it is irrelevant. Josh has a soft tissue collection over a joint space with potential serious implications and needs medical assessment today. Please arrange to have him reviewed today.

Thanks

Heather

[Quoted text hidden]

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 5:26 PM

Have you had Joshua medically assessed?

I can pick him up and take him if you are unable

[Quoted text hidden]

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 6:07 PM

Your options tonight include

GP access 1300 130 147

ED at John Hunter or Lake Macquarie Private

Doctor to your door 1 300 968 736.

Let me know how you go

Thanks

Heather

[Quoted text hidden]

Stephen Cooke <stevecooke.c@gmail.com>
To: Heather finn <heather111finn@gmail.com>

Thu, Jan 18, 2024 at 7:54 PM

Heather, the "mosquito bite" was oozing puss by Tuesday afternoon and appeared to be quite painful earlier that day... I'm sure Joshua will tell you all about it.

Attached are pictures of Joshua's elbow. It seems to have improved. Need I take him to the emergency room? Can we not wait until 10:45 am tomorrow to see his GP?.

Stephen

On Thu, 18 Jan 2024, 11:26 am Heather finn, <heather111finn@gmail.com> wrote:

[Quoted text hidden]

3 attachments



20240118_194842.jpg
2063K



20240118_194807.jpg
2785K



20240118_102419.jpg
1830K

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 8:09 PM

The swelling extends significantly beyond the sores pictured.

Please understand I'm concerned for Joshua's welfare, delaying treatment can have serious consequences. I would prefer if a medically trained expert review him today that is all.

Heather

[Quoted text hidden]

Stephen Cooke <stevecooke.c@gmail.com>
To: Heather finn <heather111finn@gmail.com>

Thu, Jan 18, 2024 at 8:25 PM

We are on our way to Lake Macquarie Private. I'll let them know you sent us?

Stephen

[Quoted text hidden]

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 8:45 PM

Thankyou

[Quoted text hidden]

Stephen Cooke <stevecooke.c@gmail.com>
To: Heather finn <heather111finn@gmail.com>

Thu, Jan 18, 2024 at 10:08 PM

I have antibiotics. Will see Dr. Tonkin tomorrow morning as well.

Stephen

[Quoted text hidden]

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Thu, Jan 18, 2024 at 10:09 PM

Thanks for letting me know

[Quoted text hidden]

Stephen Cooke <stevecooke.c@gmail.com>
To: Heather finn <heather111finn@gmail.com>

Fri, Jan 19, 2024 at 5:30 PM

Hi Heather,

One of the abscesses on Joshua's elbow has spontaneously drained this afternoon, and according to Dr. Tonkin, his elbow is showing signs of improvement. Dr. Tonkin has issued a second prescription to ensure Joshua completes the full one-week course of Cefalexin, as the medication obtained from Lake Macquarie will only last until day 5.

I have attached copies of the prescriptions provided today. Additionally, Dr. Tonkin managed to collect a sample and sent it to the lab for further analysis.

I've emphasized to the kids the importance of not sharing towels and advised them to avoid sharing baths. Additionally, I am carefully monitoring and maintaining their fingernails at a reasonable length to minimize the risk of introducing bacteria to sensitive areas or worsening a mosquito bite through scratching.

I will include the script for Cefalexin in the swim bag at handover.

Stephen

[Quoted text hidden]

3 attachments

 **Mupirocin Ointment Script.pdf**
469K

 **Recurrent staphylococcal skin infection.pdf**
1004K

 **Cefalexin Script.pdf**
505K

Heather finn <heather111finn@gmail.com>
To: Stephen Cooke <stevecooke.c@gmail.com>

Fri, Jan 19, 2024 at 5:37 PM

Thankyou for letting me know.

There's a script for mupiricin also, what are the instructions for that?

[Quoted text hidden]

Stephen Cooke <stevecooke.c@gmail.com>
To: Heather finn <heather111finn@gmail.com>

Fri, Jan 19, 2024 at 9:29 PM

Small quantity about the size of a matchstick head in each nostril twice a day.

[Quoted text hidden]

Message Report

Generated: 09/03/2024 at 10:14 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 06/17/2024 at 05:12 PM
From: Heather Cooke
To: Stephen Cooke (*First Viewed: 06/17/2024 at 05:16 PM*)
Subject: Re: Josh sick

Josh has been well without symptoms all weekend.

Hasn't required antibiotics

On 06/17/2024 at 11:45 AM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/17/2024 at 05:11 PM*)
Subject: Re: Josh sick

How is Josh today?

Newcastle General Practice called this morning to check in on him mentioning they have appointments available this week to see him if he does deteriorate.

On 06/15/2024 at 06:14 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/15/2024 at 06:15 PM*)
Subject: Re: Josh sick

Yes I did thanks

He has been well today. No fever cough or vomiting. If he has antibiotics left on Thursday I'll let you know

On 06/15/2024 at 06:11 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/15/2024 at 06:12 PM*)
Subject: Re: Josh sick
Attachments: Screenshot_20240615_180813_Messages.jpg (380 KB)

Please see attached. Joshua tested positive for mycoplasma pneumonia.

Did you get the antibiotic script I had enclosed in Joshua bag?

On 06/14/2024 at 01:03 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/14/2024 at 01:17 PM*)

Subject: Re: Josh sick

Will you please have Josh at school for pick up at 3:25 please

On 06/14/2024 at 08:48 AM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/14/2024 at 11:58 AM*)

Subject: Re: Josh sick

I watched him in the washroom. It was a proper vomit, 3-4 of them. His cough is mucus sounding so I'd assume productive but not too frequent.

He says he's fine now however and wants to go to school.

Im going to try and get him in to see someone this morning and will likely drop him off school shortly thereafter for so long as I get the clear to do so.

On 06/14/2024 at 08:36 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/14/2024 at 08:41 AM*)

Subject: Re: Josh sick

It's your call. I'd check his temperature.

Cough is not productive and infrequent, unlikely bacterial requiring antibiotics.

Did he vomit or spit up his food? He's been spitting his food up at breakfast this week and saying he's vomited when he really hasn't

On 06/14/2024 at 08:20 AM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/14/2024 at 08:32 AM*)

Subject: Josh sick

Josh started vomiting shortly after a single apple slice this morning and does not have an appetite. He has also had wet cough for weeks now, I think he may need antibiotics.

I can try to book him in this morning to see Dr. Tonkin in an effort to secure a script.

What are your thoughts?

Message Report

Generated: 09/03/2024 at 10:42 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 05/24/2024 at 10:10 AM
From: Stephen Cooke
To: Heather Cooke (*First Viewed: 05/24/2024 at 10:27 AM*)
Subject: Re: Josh absence

He vomitted while in bed last night due to coughing and is quite tired this morning because of the disruption it caused so I thought it appropriate to keep him home today.

I've called the school to let them know.

On 05/24/2024 at 09:53 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 05/24/2024 at 10:04 AM*)
Subject: Josh absence

Why is Josh absent from school?

Dr Alexander Tonkin
62 Denison St
Hamilton East 2303
Ph: 49466000 Fax: 49964038
Prescriber no. 2003650

Dr Alexander Tonkin
62 Denison St
Hamilton East 2303
Ph: 49466000 Fax: 49964038
Prescriber no. 2003650



Patient's Medicare no. **2564560537-3**

Pharmaceutical benefits entitlement no.
 PBS Safety Net entitlement cardholder (cross relevant box) Concessional or dependant RPBS beneficiary or PBS Safety Net concession cardholder

Patient's name **Joshua Cooke (Age: 6 yrs)**
Address **1/213 Morgan St
Merewether 2291**

Date **19/01/2024** Script ID: 116599
PBS XXXXXXXXXXXX Brand substitution not permitted
Non PBS

Patient's Medicare no. **2564560537-3**

Pharmaceutical benefits entitlement no.
 PBS Safety Net entitlement cardholder (cross relevant box) Concessional or dependant RPBS beneficiary or PBS Safety Net concession cardholder

Patient's name **Joshua Cooke (Age: 6 yrs)**
Address **1/213 Morgan St
Merewether 2291**

Date **19/01/2024** Script ID: 116599
PBS XXXXXXXXXXXX Brand substitution not permitted
Non PBS

Mupirocin 2% Ointment
apply Twice a day As directed to nostrils for 5 days to eradicate staph carriage.
Quantity: 1*15g. No repeats.
1 item printed

Dr Alexander Tonkin
BMed, FRACGP

If not a Medical Practitioner, tick your prescriber type:
Dentist Nurse Practitioner Midwife Optometrist

Prescriber to sign original and duplicate

Turn over for privacy notice

eRx



2VPKWYFWPT1F82FRT6

Issued under clause 35 of the Poisons Reg. 2008

Mupirocin 2% Ointment
apply Twice a day As directed to nostrils for 5 days to eradicate staph carriage.
Quantity: 1*15g. No repeats.
1 item printed

Dr Alexander Tonkin
BMed, FRACGP

I declare that I have received this/these medicine(s) and the information relating to any entitlement to a pharmaceutical benefit is correct.

Turn over for privacy notice

Patient's or agent's signature _____ Date of supply ____/____/____

Agent's address _____

Issued under clause 35 of the Poisons Reg. 2008



Galaxy Z Fold5
18 January 2024



Galaxy Z Fold5
18 January 2024

MAMBO



Stephen Cooke <stevecooke.c@gmail.com>

Christian Cooke - Dr Alison Feedback form

4 messages

Stephen Cooke <stevecooke.c@gmail.com>

Mon, May 30, 2022 at 2:11 PM

To: Jeremy.Maher2@det.nsw.edu.au

Cc: Heather Cooke <heather111finn@gmail.com>

Hi Jeremy,

We're trialing a new medication for Christian (Ritalin) and his Dr. has asked us to forward the attachment for feedback.

Can you kindly get this back to her by the end of the week?

Best regards,

Stephen Cooke

**Christian Cooke - Dr Alison Feedback form.pdf**

888K

Jem Maher (Jeremy Maher) <Jeremy.Maher2@det.nsw.edu.au>

Tue, May 31, 2022 at 3:49 PM

To: Stephen Cooke <stevecooke.c@gmail.com>

Hi Stephen,

Thanks for the message and I will make sure to get the form sent by Friday. I had actually already noticed that Christian was very settled and able to focus on activities for longer upon his return. He has had another positive day, particularly this morning.

Regards,

Jem

From: Stephen Cooke <stevecooke.c@gmail.com>**Sent:** 30 May 2022 14:11**To:** Jem Maher (Jeremy Maher) <Jeremy.Maher2@det.nsw.edu.au>**Cc:** Heather Cooke <heather111finn@gmail.com>**Subject:** Christian Cooke - Dr Alison Feedback formYou don't often get email from stevecooke.c@gmail.com. [Learn why this is important](#)

[External Email] This email was sent from outside the NSW Department of Education. Be cautious, particularly with links and attachments.

[Quoted text hidden]

*** This message is intended for the addressee named and may contain privileged information or confidential information or both. If you are not the intended recipient please notify the sender and delete the message. ***

Stephen Cooke <stevecooke.c@gmail.com>

Wed, Jun 1, 2022 at 10:38 AM

To: "Jem Maher (Jeremy Maher)" <Jeremy.Maher2@det.nsw.edu.au>

That's great to hear!

Best regards,

Stephen Cooke

[Quoted text hidden]

Mon, Jun 6, 2022 at 8:40 AM

Stephen Cooke <stevcooke.c@gmail.com>

To: merewethnt-p.school@det.nsw.edu.au

Cc: Heather Cooke <heather111finn@gmail.com>

Hi Dorothy,

Christian has been prescribed Ritalin going forward (kindly see attached)

What do you need from us to enable you to administer on site going forward for the Midday/Lunch dose?

Kind regards,

Stephen Cooke

----- Forwarded message -----

From: **Stephen Cooke** <stevcooke.c@gmail.com>

Date: Mon, 30 May 2022, 2:11 pm

Subject: Christian Cooke - Dr Alison Feedback form

To: <Jeremy.Maher2@det.nsw.edu.au>

Cc: Heather Cooke <heather111finn@gmail.com>

[Quoted text hidden]

2 attachments

 **Christian Cooke - Dr Alison Feedback form.pdf**
888K

 **Christian Cooke ADHD schedule.pdf**
298K

Message Report

Generated: 09/03/2024 at 10:42 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 05/24/2024 at 10:10 AM
From: Stephen Cooke
To: Heather Cooke (*First Viewed: 05/24/2024 at 10:27 AM*)
Subject: Re: Josh absence

He vomitted while in bed last night due to coughing and is quite tired this morning because of the disruption it caused so I thought it appropriate to keep him home today.

I've called the school to let them know.

On 05/24/2024 at 09:53 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 05/24/2024 at 10:04 AM*)
Subject: Josh absence

Why is Josh absent from school?



Recurrent staphylococcal skin infection

Recurrent staphylococcal skin infection

Boils (furuncles) and other skin infections caused by *Staphylococcus aureus* may recur. Recurrent infections are more likely in patients who smoke or have poorly controlled diabetes.

For patients with recurrent staphylococcal skin infections, emphasise basic skin care and personal hygiene measures (eg covering open wounds, regular bathing and hand washing with soap or alcohol-based hand washes, not sharing personal hygiene items).

Consider and address dermatological conditions (eg eczema) that can promote ongoing *S. aureus* colonisation.

Treat acute lesions (eg boils and carbuncles, folliculitis, impetigo).

Decolonisation regimens are used for some patients with recurrent staphylococcal skin infections but should not be used until acute lesions have healed. Decolonisation aims to eradicate staphylococcal carriage, but is only successful in around half of patients treated.

Before decolonisation is attempted, collect nasal and/or perineal swabs to confirm *S. aureus* colonisation. Extended susceptibility testing is not required for the initial attempt at decolonisation because rates of mupirocin resistance are low in Australia.

Decolonising household contacts, in addition to the index case, is more effective in preventing recurrent infections than decolonising the index case alone. Therefore, consider household decolonisation if a household contact has a history of recurrent staphylococcal skin infection.

For decolonisation, use:

(Bactroban)

① mupirocin 2% nasal ointment inside each nostril, twice daily for 5 days *staphylococcal skin infection, recurrent*

PLUS EITHER

for use in showers—an antiseptic wash or soap containing chlorhexidine 2%, wash once daily for at least 5 days; pay particular attention to areas of hairy skin

OR

for use in baths—60 mL of sodium hypochlorite solution (household bleach) [Note 1] per bathtub, wash once daily for at least 5 days.

Advise patients to wash bed linen in hot water and repeat at least weekly, and wash towels in hot water after each use.

If household decolonisation is not performed initially and infection recurs in the index case, consider household decolonisation.

If infection recurs despite decolonisation of both the index case and household contacts, treatment with an oral rifampicin-based regimen, together with the topical decolonisation regimen above, is required. The specific oral regimen should be based on the susceptibility of the isolate—seek expert advice. Although this approach can reduce colonisation, data demonstrating a reduced risk of infection recurrence are lacking.

An alternative to repeated decolonisation combined with an oral rifampicin-based regimen, is 12 months of mupirocin 2% nasal ointment applied inside each nostril twice daily for the first 5 days of every month.

Note 1: The clinical trial that demonstrated efficacy for this approach used 1/4 of a cup (approximately 60 mL) of 6% sodium hypochlorite solution (household bleach) per bathtub.

Key references: Recurrent staphylococcal skin infections

Key references: Recurrent staphylococcal skin infections

- Creech CB, Al-Zubeidi DN, Fritz SA. Prevention of recurrent staphylococcal skin infections. *Infect Dis Clin North Am* 2015;29(3):429–464 <https://pubmed.ncbi.nlm.nih.gov/26311356/>.
- Ellis MW, Griffith ME, Dooley DP, McLean JC, Jorgensen JH, Patterson JE, et al. Targeted intranasal mupirocin to prevent colonization and infection by community-associated methicillin-resistant *Staphylococcus aureus* strains in soldiers: a cluster randomized controlled trial. *Antimicrob Agents Chemother* 2007;51(10):3591–3598 <https://pubmed.ncbi.nlm.nih.gov/17327190/>.
- Falagas ME, Bliziotis IA, Fragoulis KN. Oral rifampin for eradication of *Staphylococcus aureus* carriage from healthy and sick populations: a systematic review of the evidence from comparative trials. *Am J Infect Control* 2007;35(2):106–114 <https://www.ncbi.nlm.nih.gov/pubmed/21828967>.
- Fritz SA, Camins BC, Eisenstein KA, Fritz JM, Epplin EK, Burnham CA, et al. Effectiveness of measures to eradicate *Staphylococcus aureus* carriage in patients with community-associated skin and soft-tissue infections: a randomized trial. *Infect Control Hosp Epidemiol* 2011;32(9):872–880 <https://pubmed.ncbi.nlm.nih.gov/21828967/>.
- Fritz SA, Hogan PG, Hayek G, Eisenstein KA, Rodriguez M, Epplin EK, et al. Household versus individual approaches to eradication of community-associated *Staphylococcus aureus* in children: a randomized trial. *Clin Infect Dis* 2012;54(6):743–751 <https://pubmed.ncbi.nlm.nih.gov/22198793/>.
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- Raz R, Miron D, Colodner R, Staler Z, Samara Z, Keness Y. A 1-year trial of nasal mupirocin in the prevention of recurrent staphylococcal nasal colonization and skin infection. *Arch Intern Med* 1996;156(10):1109–1112 <https://pubmed.ncbi.nlm.nih.gov/8638999/>.

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Dr Alison Freeth MBBS (Hons) FRACP

Consultant Paediatrician Prov. No 450033AH

General Paediatrician

Suite 1.2, Medical Suites, 26 Lookout Rd, New Lambton Hts ph 61-2-49526599 fax 61-2-49526659



Letter Date: 23/05/2022

Consultation Date: 23/05/22

Re: Christian COOKE DOB: 20/08/14
213/1 Morgan Street
MEREWETHER NSW 2291
Phone: 0412 846 712dad 0431 016 494

This letter is to inform you that the above child is commencing medication, **Ritalin 10mg short acting tablet**, for the treatment of ADHD. The medication should be administered as per the following schedule. Please note the "optional" increases depend on the child's response to medication.

Week	Breakfast dose	Midday/Lunch dose
Week 1	½ tablet =5mg	nil
Week 2	½ tablet =5mg	½ tablet =5mg
Week 3	1 tablet =10mg	½ tablet=5mg
Week 4	1 tablet =10mg	1 tablet =10mg
Week 5 (Optional)	1 ½ tablets =15mg	1 tablet =10mg
Week 6 (Optional)	1 ½ tablets =15mg	1 ½ tablets =15mg

Can the child's teacher please complete the feedback questionnaire provided and return to me via email reception@tnpc.com.au

Kind Regards,

Dr Alison Freeth

BEFORE MEDICATION

Dr Alison Freeth
The Newcastle Paediatric Clinic
Suite 102, Newcastle Private Specialist Centre
26 Lookout Road, New Lambton Heights, NSW 2305
Ph 4952 6599, Fax 4952 6659
Email: reception@tnpc.com.au

Child's name _____ Date _____

Person completing form _____ Relationship to child: _____

Any Medication No/Yes. (*Please circle*) If yes, name of medication: _____

Please score as best describes the child's behaviour as it appears at present and return to me at The Newcastle Paediatric Clinic (details above) via email, fax or post. This should be completed before starting medication and again 1-2 months after starting medication.

0- Not at all 1- Just a little 2 - Often 3 - Very often

Inattention/overactivity	Morning Score	Afternoon Score
Fidgeting	0 1 2 3	0 1 2 3
Hums and makes other odd noises	0 1 2 3	0 1 2 3
Excitable, impulsive	0 1 2 3	0 1 2 3
Inattentive, easily distracted	0 1 2 3	0 1 2 3
Fails to finish things s/he starts (short attention span)	0 1 2 3	0 1 2 3
Oppositional/Defiant		
Quarrelsome	0 1 2 3	0 1 2 3
Acts "smart"	0 1 2 3	0 1 2 3
Temper outbursts	0 1 2 3	0 1 2 3
Defiant	0 1 2 3	0 1 2 3
Uncooperative	0 1 2 3	0 1 2 3

Do you have any other observations or comments about the child's behaviour or medication?

TAKING MEDICATION

Dr Alison Freeth
 The Newcastle Paediatric Clinic
 Suite 102, Newcastle Private Specialist Centre
 26 Lookout Road, New Lambton Heights, NSW 2305
 Ph 4952 6599, Fax 4952 6659
 Email: reception@tnpc.com.au

Child's name _____ Date _____

Person completing form _____ Relationship to child: _____

Name of medication _____

Please score as best describes the child's behaviour as it appears at present and return to me at The Newcastle Paediatric Clinic (details above) via email, fax or post. This should be completed before starting medication and again 1-2 months after starting medication.

0- Not at all 1- Just a little 2 - Often 3 - Very often

Inattention/overactivity	Morning Score	Afternoon Score
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Hums and makes other odd noises	0 1 2 3	0 1 2 3
Excitable, impulsive	0 1 2 3	0 1 2 3
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Fails to finish things s/he starts (short attention span)	0 1 2 3	0 1 2 3
Oppositional/Defiant		
Quarrelsome	0 1 2 3	0 1 2 3
Acts "smart"	0 1 2 3	0 1 2 3
Temper outbursts	0 1 2 3	0 1 2 3
Defiant	0 1 2 3	0 1 2 3
Uncooperative	0 1 2 3	0 1 2 3

Do you have any other observations or comments about the child's behaviour or medication?

Message Report

Generated: 09/03/2024 at 10:24 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 03/22/2024 at 12:51 AM
From: Heather Cooke
To: Stephen Cooke (*First Viewed: 03/22/2024 at 08:49 AM*)
Subject: Re: Swim class

Hi Stephen,

This is not a decision for the children to make and as I said it should have been discussed with them after we (the parents) have decided. Asking them their preference keeps putting them in the middle of our conflict and is unhealthy for them.

The options do not include more visitation for you. If you are not agreeable to taking kids to swim on Thursday then that is okay. I will not be taking them going forwards on a Wednesday.

Heather

On 03/21/2024 at 08:40 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 03/22/2024 at 12:42 AM*)
Subject: Re: Swim class

Hi Heather,

Sorry for the delay in getting back to you.

I talked to the kids about it. Christian is not agreeable as it would mean seeing less of dad. He is very bright to have spotted that.

Don't know what to counter propose as a solution other than to suggest perhaps smoothing it over for him by giving up another day on the alternate week so instead of just Thursday every second week I would have the boys Wednesday or Friday both weeks as well? No reason for him to say no to your proposal then.

I sure would enjoy taking the boys to swim again.

On 03/20/2024 at 06:47 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 03/21/2024 at 07:46 PM*)
Subject: Swim class

Going forward I've rearranged the kids swim class to a Thursday afternoon.

Josh at 4

Christian at 4:30.

They are scheduled to start next Thursday the 28th March.

I will not attend.

Can you confirm if you are agreeable with this plan and then I can prepare the children

Message Report

Generated: 09/03/2024 at 10:16 PM by Stephen Cooke

Number of messages: 1

Timezone: Australia/NSW

Parents: Stephen Cooke, Heather Cooke

Child(ren): Christian Cooke, Joshua Cooke

Third Party:

OurFamilyWizard
ourfamilywizard.com
info@ourfamilywizard.com
(866) 755-9991

Message 1 of 1

Sent: 06/26/2024 at 11:28 AM
From: Heather Cooke
To: Stephen Cooke (*First Viewed: 06/26/2024 at 11:56 AM*)
Subject: Re: Math assessment

To summarise

- 1) you have agreed to have the children on school holidays from Jul 5-12
- 2) Christian has the opportunity to undertake a single 45min session to help us assist him with his learning disorder.
- 3) Those sessions are avatin the 9th, 10th or 11th of July.
- 4) we are scheduled to be in court on jul 9 at 11:30

Your options are

- 1) agree and organise to take Christian.
- 2) confirm that you will not prioritise his need over yours, I will then be asking to have the children for Wednesday the 10th from 8:30-5:30 as I will need to take a day off work so that I can do the best thing for our son.

Please consider these proposals and let me know by 5pm. The sessions are booking up.

Thanks

On 06/26/2024 at 12:32 AM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/26/2024 at 06:17 AM*)
Subject: Re: Math assessment

I propose we swap the holiday schedule and you take him for this term because the boys don't get as much time with me as they do you. The holiday time is very important for them and I to spend time together.

On 06/25/2024 at 11:27 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/26/2024 at 12:25 AM*)
Subject: Re: Math assessment

We are scheduled to be in court at 11:30 on that day you might like to reconsider

On 06/25/2024 at 08:41 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/25/2024 at 11:24 PM*)
Subject: Re: Math assessment

I'm okay to take him to an hour session one day during that period; 12:00pm on Tuesday would be my preference.

On 06/25/2024 at 08:31 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/25/2024 at 08:37 PM*)

Subject: Re: Math assessment

One session is all that is required as outlined in email

On 06/25/2024 at 08:26 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/25/2024 at 08:28 PM*)

Subject: Re: Math assessment

Just to confirm you suggesting we book him in for 6 sessions July 9-11, to each day (morning and afternoon)?

On 06/25/2024 at 08:19 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/25/2024 at 08:24 PM*)

Subject: Re: Math assessment

It is step 1 in the email.

I've cut and paste to signal.

On 06/25/2024 at 08:14 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/25/2024 at 08:15 PM*)

Subject: Re: Math assessment

There was no link in your previous message

On 06/25/2024 at 08:02 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/25/2024 at 08:12 PM*)

Subject: Re: Math assessment

Please see the link. He attends for 45 mins. The available sessions are grouped into morning and afternoon slots. So when booking you select the date, then the session and see what times are available.

On 06/25/2024 at 06:28 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/25/2024 at 08:00 PM*)

Subject: Re: Math assessment

So he would attend those days both in the morning and the afternoon?

On 06/25/2024 at 06:27 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/25/2024 at 06:27 PM*)

Subject: Re: Math assessment

9-11th. Mor I g and afternoon.

I'll send you the booking link

On 06/25/2024 at 06:25 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/25/2024 at 06:26 PM*)

Subject: Re: Math assessment

Please clarify the days and times the assessment runs for during that week.

On 06/25/2024 at 05:44 PM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/25/2024 at 06:23 PM*)

Subject: Re: Math assessment

Hi Stephen,

It is in Christian's best interest to undergo this assessment. It is not acceptable to book and cancel last minute as it incurs costs and disrupts the calendar of the service provider.

As I see it there are 2 options

1) Book him in and take him

2) I'll take a day off work (given I'm securely employed) and take the boys from 8.30 and return them to you at 5.30 and ensure that he goes to the session.

Please let me know by tomorrow by 5 so I can make the necessary arrangements, I cannot stress how few sessions there are left.

Regards

On 06/25/2024 at 04:55 PM, Stephen Cooke wrote:

To: Heather Cooke (*First Viewed: 06/25/2024 at 05:33 PM*)

Subject: Re: Math assessment

Hi Heather,

I am happy to take him for the session if I am still in the job search phase by then.

Given the dynamics of starting new employment, if I have secured a position by that time, it may be challenging to take time off during the initial probationary period. However, let's tentatively plan for me to take him that week in the morning, provided I am still available.

Could you please proceed with booking that slot? I will confirm closer to the date once my job situation is clearer.

Thanks for your understanding.

Best,

Stephen

On 06/23/2024 at 07:21 AM, Heather Cooke wrote:

To: Stephen Cooke (*First Viewed: 06/23/2024 at 05:13 PM*)

Subject: Math assessment

Hi,

John, Christian's lab learning math tutor has recommended that we have Christian assessed in the school holidays to check his progress. Sessions are Jul 9-11 when you have the children.

Are you free to take Christian? If so can you give me a date and (morning or afternoon) and I'll arrange it. Sessions are booking fast so you'll need to get back to me this afternoon or he may miss out



Galaxy Z Fold5
04 August 2024



Galaxy Z Fold5
04 August 2024



Galaxy Z Fold5
04 August 2024



Galaxy Z Fold5
04 August 2024



Galaxy Z Fold5
04 August 2024



Galaxy Z Fold5
13 August 2024



Galaxy Z Fold5
13 August 2024







A promotional sign for 'Free fruit for kids' is displayed. The sign features a close-up of a child with curly red hair eating a green apple. The text on the sign reads: 'Free fruit for kids', 'our kids enjoy a fresh piece of fruit while you shop.', and 'Fresh Food Kids'. The sign is mounted on a black metal frame. In the background, there are stacks of green plastic baskets, a yellow sign, and various retail products on shelves, including a 'New \$40' tag and a 'Zen Buddha Bird Bath'.

Galaxy Z Fold5
16 August 2024



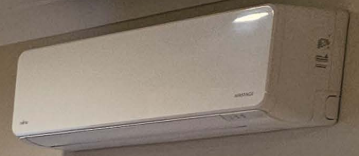


Galaxy Z Fold5
17 August 2024



Galaxy Z Fold5
17 August 2024

Galaxy Z Fold5
17 August 2024



Galaxy Z Fold5
17 August 2024





Galaxy Z Fold5
20 August 2024



Galaxy Z Fold5
20 August 2024



Galaxy Z Fold5
20 August 2024



Galaxy Z Fold5
20 August 2024



Galaxy Z Fold5
22 August 2024



Galaxy Z Fold5
22 August 2024



Galaxy Z Fold5
22 August 2024



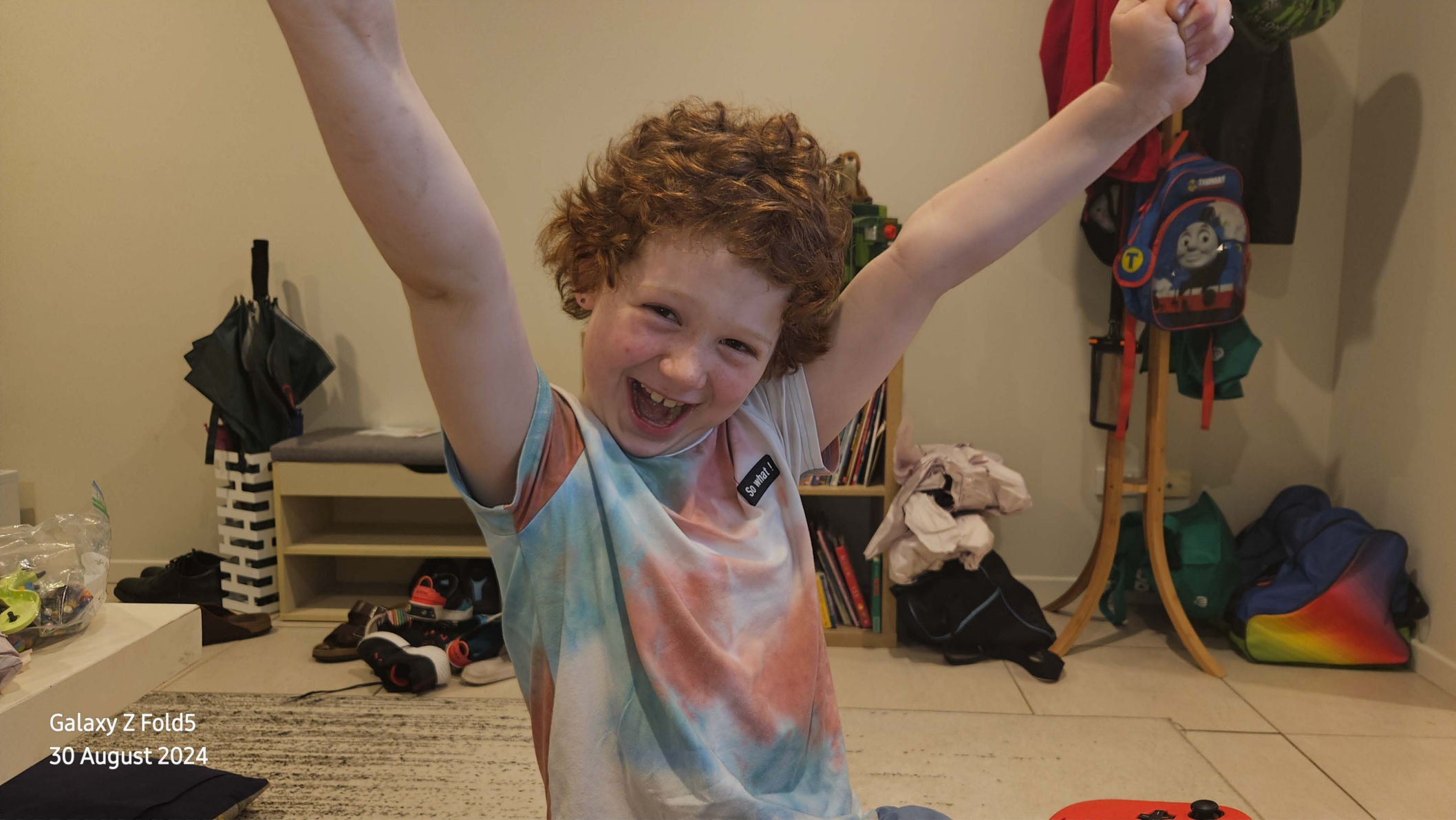
Galaxy Z Fold5
22 August 2024



Galaxy Z Fold5
22 August 2024



Galaxy Z Fold5
22 August 2024



Galaxy Z Fold5
30 August 2024



Galaxy Z Fold5
31 August 2024



Galaxy Z Fold5
01 September 2024



Galaxy Z Fold5
01 September 2024



Galaxy Z Fold5
01 September 2024



Galaxy Z Fold5
01 September 2024





Galaxy Z Fold5
01 September 2024



Galaxy Z Fold5
05 September 2024



Galaxy Z Fold5
05 September 2024



Galaxy Z Fold5
05 September 2024



Galaxy Z Fold5
05 September 2024