

1016

**CHILD PROTECTION ALLEGATION – ANALYSIS OF EVIDENCE****Allegation Identifier: 2****Allegation:**

In 2002, soon after the date of allegation 1, you contacted Mrs. **REDACTED** and indicated that you wanted to be the English Coach for **ASA**, even if he left Knox.

**Analysis:****Documentary Information:**

Contemporaneous notes provided by the Headmaster (FOLIO 1003)

File note re Headmaster's conversation with alleged victim's father (FOLIO 1014)

**Response from Person Subject of Allegations (PSOA):**

Adrian Nisbett pages 13 - 15

**GW:** Alright. Let's, let's move on to the second allegation, which is, in 2002 soon, soon after the date of allegation one, you contacted Mrs. **REDACTED** and indicated that you wanted to be the English coach for **ASA** even if he left Knox. What is your response to this allegation?

**AN:** Um, that allegation is, there's one word in that which is, is quite wrong and that is that I wanted to be his English coach. Wanted is not an accurate um portrayal of it at all. Um in discussion with **ASA** talking about his school this, that is 2003 Killara High School, ah talking about his subjects and so on, he said that English was his weakest subject, and he was worried about that and I said to him 'if you ever need any help just give me a call' and you can ask me questions over the phone. I said that same thing to his mother, that I would be very happy to help him with his English if, if he needed help. I did not offer to be an English coach. I don't coach in English. I don't enjoy coaching. I find after teaching for a day that the last thing I want to do is coach, but I felt that um probably one of the few things I could do for **ASA** at least is to be a sort of resource to him if needed to ask questions about English and I remember him saying poetry in particular was a weak area for him, and I simply left that offer open for him, and that was the message I conveyed to his mother. Ah I, I would never have conceived of being an English coach for him. I certainly wouldn't have wanted to get money for it anyway, I mean, it wasn't a, ah gesture to try and get myself a job um. And it was simply an offer in response to **ASA**

himself saying I'm not very strong at English and I believe he actually said to me, can you help me if I need help?

**GW:** Um. Was this in the same conversation that you were talking with her about the events that, you know, with him being upset at your home, do you recall?

**AN:** I don't, I don't recall. I think ah Mrs. **REDAC** and I probably had a couple of conversations and it may well have been another one. I can't recall whether it's the same conversation, no.

**GW:** Right. Um. But you're very clearly saying, and again I want to just reflect back to you, that you're very clearly saying that you simply offered the opportunity for some contact for assistance as opposed to a coaching offer, which is of a more formal nature

**AN:** Exactly.

**GW:** It would be, you know, I mean. I would have ah the same understanding as I think you're indicating of coaching is something that would happen on a regular basis.

**AN:** Yes, and that was never my intent and in fact I know that I would not, I made clear to her that it was help on an ad hoc basis and I, it was a phone, it was get him him to give me a call if he needed help and I'd explain something to him on the phone and that was it.

**GW:** Um. Did she ever indicate to you, this is Mrs **REDA**, did she ever say to you that ah, he'd expressed any upset in any way about being at your home?

**AN:** No, none whatsoever.

**GW:** She didn't question anything about anything that had occurred at your home?

**AN:** No, none whatsoever. In fact any conversation I'd had with her I felt was, was very positive. She seemed to be very understanding of her son's situation and very sympathetic towards it as well and that was the sole indication I had from her, that she was supporting her son and um she never gave any indication at all that she was worried about any aspect of um what I'd said to him.

**GW:** Um, did you have any further contact with **ASA** after the night he was at you home?

**AN:** I believe we spoke twice earlier this year. Um, I had called him I think when school started to ask him how the new school was and he said it was going well. He'd made some friends um, that he was going out to a party so he was quite happy and I said well that's terrific to hear and that was the extent of it, and there may have been another, one other. I asked the same question, how's school going and that was it. And they were very brief phone calls.

**GW:** So you telephoned him at home.

**AN:** I believe so yes. I think so. I, he did give me a mobile phone number and I'm not sure whether I used the home number or the mobile number.

**GW:** Ah, and on those one or two occasions that you did contact him, did he appear upset in any way with you contacting him?

**AN:** Not at all. As I say, the phone call that I remember which was the first one, um he seemed very sort of lighthearted and happy that he'd settled into the school, that he'd made a new group of friends, that he was going out to parties and so on. He, he seemed very happy.

**GW:** Um. Is there anything that you wish to say about either allegation or any further general comment that you wish to make?

**AN:** Um. I don't want to be repetitious but um, I, I obviously was horrified when I read this and that I just didn't occur to me that this could have been what this was all about and of course, once I read it and thought about it, then I realised that yes I'd made a mistake in judgement here. Um however it worries me a lot that behind the allegation there is ah, is a suggestion of a motive on my part that simply was not there and it worries me too that I can't really address that. I mean I can only say that my record and my job, the respect that I have for students and would, would negate any such motive behind this. Um I think it's, it's an unfortunate set of circumstances. I think I'm, if I'm guilty of anything it's, it's allowing my emotions to override my common sense and my judge, my professional judgement. Um and I know my emotions were strong. I really felt very very deep sympathy for what he was going through and um, that, that motivated my actions and I'm just, just devastated that this can be construed in any other way and I'm devastated to think that he has clearly formed an impression that there was, there was a motive other than helping him in this and that his mother has apparently formed the same motive. I, I didn't think it at the time, I didn't get any signal, message, direct or indirect to indicate that. Um and this came absolutely out of the blue and um it has, it's devastated me because obviously it, it hits very hard at my job, which I've been very proud of the way I've done, um because of the respect that I'm held in in this school. So it's, it's affected me very deeply. And ah, I don't know what I can do except say well I apologise to them for anything that they might have um read into what I did, um or said um. I guess I'm only thankful that there's no allegation there that is, is a lie, is a vexatious thing and I want to make clear that I do have a lot of respect of ASA and his mother and I, I'm not suggesting anything other than that they've told what they believe to be the truth. I've told what I believe to be the truth and there is obviously nothing but my concern for that boy behind the actions which resulted in this allegation.

**Finding:**

Reference should be made to the detailed explanation for the finding relating to allegation 1 (FOLIO 1015).

Mr Nisbett's explanation of his offer to assist ASA with his English is very plausible.

In my opinion, this allegation does not constitute an allegation of child abuse or professional misconduct.

I find the allegation misconceived.

**Investigator's signature:**



**Investigator's name: Grahame Wilson**

**Date: 4 / 12 / 03**