

**ROYAL COMMISSION INTO INSTITUTIONAL
RESPONSES TO CHILD SEXUAL ABUSE**

**Public Hearing - Case Study 32
(Day C096)**

County Court of Victoria
250 William Street, Melbourne, VIC

On Tuesday, 1 September 2015 at 10.00am

Before
The Presiding Member: Justice Jennifer Ann Coate
Commissioner: Professor Helen Milroy

Counsel Assisting: Mr David Lloyd

1 THE PRESIDING MEMBER: Good morning, Mr Lloyd.

2

3 MR LLOYD: Morning, Your Honour.

4

5 Your Honour, this is a public hearing conducted under
6 the Royal Commissions Act 1902 (Cth) and the Evidence
7 (Miscellaneous Provisions) Act 1958 (Vic). My name is
8 Lloyd and I appear as Counsel Assisting the Commission.

9

10 Your Honour and Commissioner, there are a number of
11 other appearances and I invite those others at the Bar
12 table appearing to announce those.

13

14 MR TOHME: Joseph Tohme from Tolhurst Druce & Emmerson,
15 appearing on behalf of Robert John Bugg.

16

17 MR O'BRIEN: My name's O'Brien, I appear with leave
18 already granted for Mr Powys, P-O-W-Y-S.

19

20 THE PRESIDING MEMBER: Thank you, Mr O'Brien.

21

22 MR McKENNA: May it please the Commission, my name is
23 McKenna, initial J, I appear on behalf of [BKL],
24 instructed by Ryan Carlisle Thomas.

25

26 THE PRESIDING MEMBER: Thank you.

27

28 MR CAHILL: If the Commission pleases, Cahill is my name
29 and I appear for Mr John Lewis, Mr Lister Hannah, Mr John
30 Hendry, Mr Anthony Inkster, and Dr John Court.

31

32 THE PRESIDING MEMBER: Thank you, Mr Cahill.

33

34 MR STANLEY: If the Commission pleases I appear with my
35 learned friend Mr Hooper on behalf of Geelong Grammar
36 School, and on behalf of Mr Stephen Meek, the current
37 principal of the school, Mr Andrew Moore, the current
38 commercial director of the school, and Mr Jeremy Kirkwood,
39 the chairman of the School Council.

40

41 THE PRESIDING MEMBER: Thank you, Mr Stanley.

42

43 MR GEORGE: If Your Honour and Commissioner please, I
44 appear on behalf of Mr John Harvey; my name is Andrew
45 George.

46

47 THE PRESIDING MEMBER: Thanks, Mr George.

1
2 MS KOTHRAKIS: If Your Honour pleases, my name is
3 Kothrakis, I seek leave to appear on behalf of Malcolm
4 John.
5
6 THE PRESIDING MEMBER: You have nothing to say about that
7 application?
8
9 MR LLOYD: No.
10
11 THE PRESIDING MEMBER: Leave is granted, Ms Kothrakis,
12 thank you.
13
14 MR NOONAN: If it please the Commission, my name is
15 Patrick Noonan. I appear on behalf of Catherine Parsons
16 pursuant to leave granted previously.
17
18 THE PRESIDING MEMBER: Thanks, Mr Noonan.
19
20 MR MCGREGOR: If it pleases the Commission, my name is
21 McGregor and I have been given leave to appear on behalf of
22 Mr Sutherland.
23
24 THE PRESIDING MEMBER: Thank you, Mr McGregor.
25
26 MR FORDHAM: May it please the Commission, my name is
27 Fordham, I appear in the interests of Mr Sampson pursuant
28 to leave granted on 20 August.
29
30 THE PRESIDING MEMBER: Thank you, Mr Fordham.
31
32 DR MARICH: If the Commission pleases, my name is Marich
33 and I appear on behalf of Dr Robert Llewellyn-Jones, leave
34 having already been granted.
35
36 THE PRESIDING MEMBER: Yes, thank you.
37
38 MR LLOYD: Your Honour, Mr Tohme to my immediate right,
39 who appears for Mr Bugg, needs to seek leave to appear and
40 I don't oppose that application.
41
42 THE PRESIDING MEMBER: I was going to ask you about that.
43
44 MR TOHME: Yes, Your Honour, I do seek leave to appear.
45 The reason we haven't retained leave so far is the lateness
46 of the application. Mr Bugg was the master of Highton
47 Campus. He has been summonsed as a witness, we believe he

1 has a substantial interest in this matter and we
2 respectfully seek leave to appear.

3
4 THE PRESIDING MEMBER: That application is not opposed,
5 Mr Lloyd?

6
7 MR LLOYD: Quite.

8
9 THE PRESIDING MEMBER: Leave is granted.

10
11 MR BALL: If the Commission pleases, my name is Ball, I
12 appear for Professor Fergus Cameron and I seek leave that
13 he be excused from attending to give evidence.

14
15 MR LLOYD: Yes, it's not proposed to call that witness to
16 give evidence, Your Honour, so I have no opposition to
17 that.

18
19 THE PRESIDING MEMBER: Thank you. Effectively, both of
20 those applications are granted.

21
22 MR LLOYD: Your Honour has in chambers already made a
23 pseudonym direction, and that was done on 31 August 2015.
24 As I understand it, all of those at the Bar table have a
25 copy of that pseudonym list.

26
27 Your Honour and Commissioner, what's proposed for
28 today is that I will deliver an opening address; once that
29 is concluded, there be a short adjournment, followed by the
30 evidence of [BKU] and then the evidence of
31 Dr Llewellyn-Jones, and that we return tomorrow to have the
32 further evidence as per the witness list which has been
33 distributed.

34
35 THE PRESIDING MEMBER: Thank you.

36
37 MR LLOYD: Your Honour and Commissioner, this is the Royal
38 Commission's 32nd Case Study. This Case Study concerns
39 allegations of child sexual abuse of a number of former
40 students at Geelong Grammar School, Victoria.

41
42 The principal focus of the hearing will be the manner
43 in which Geelong Grammar responded to those allegations.

44
45 Geelong Grammar is a prestigious independent school
46 located in Geelong, Victoria. It is a school of
47 long-standing. It was established in 1855.

1
2 Geelong Grammar is Australia's largest co-educational
3 boarding school, catering for approximately 1,500 students
4 from pre-school to Year 12. Former students of Geelong
5 Grammar include prominent figures in business, politics,
6 law and medicine.

7
8 A number of former teachers employed by Geelong
9 Grammar have been convicted of child sexual abuse offences
10 committed against a significant number of former students.
11 The time period during which the abuse occurred ranges from
12 the late 1950s until 2007, a period of more than 47 years.

13
14 In this public hearing there will be particular focus
15 on the responses of the school to the conduct of the
16 following convicted perpetrators of child sexual abuse:

17
18 Graham Leslie Dennis, who was employed at Geelong
19 Grammar in the 1950s. In 2008, he was charged with and was
20 ultimately convicted of two counts of gross indecency with
21 a male Geelong Grammar student and two counts of indecent
22 assault on a male Geelong Grammar student in the late
23 1950s. He was sentenced to a term of imprisonment.

24
25 John Hamilton Buckley, who was employed at Geelong
26 Grammar between about 1962 and 1991. In 2014, he was
27 charged with a number of counts of child sexual abuse of a
28 student at Geelong Grammar. He pleaded guilty to 14
29 charges, including five counts of indecent assault on a
30 male person, four counts of gross indecency with a person
31 under the age of 16, one count of sexual penetration of a
32 person aged between 16 and 17, and three counts of indecent
33 assault. He also pleaded guilty to a single charge for
34 possessing child pornography in 2013. Buckley is currently
35 in custody in Port Phillip Prison on remand awaiting
36 sentencing.

37
38 Jonathan Harvey was first employed by Geelong Grammar
39 in 1969 for two terms before returning to England. He
40 returned in 1971 and was again employed by the school in
41 that year. He remained employed until 2004.

42
43 In 2007, Harvey pleaded guilty to 10 counts of sexual
44 abuse and gross indecency with a male committed against a
45 student, [BLF], between 1976 and 1978. He was sentenced to
46 a total of two years and eight months gaol, of which
47 10 months were to be served immediately and 22 months were

1 suspended.

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Phillipe Trutmann was employed by Geelong Grammar as a live-in boarding house assistant at Highton House on the Highton Campus between about 1985 and 1996. In April 2005, Trutmann pleaded guilty to 19 counts of gross indecency, 22 counts of indecent acts of a child under age 16, and one charge of possessing 485 images and 159 videos of pornography involving children.

With the exception of the charges for possessing pornography, all of these offences were committed on students of Geelong Grammar. Trutmann was subsequently convicted. In total, he was convicted of sexually abusing 40 students at Geelong Grammar between 1985 and 1995. He was sentenced to six and a half years in gaol. Subsequently, Trutmann was charged with indecently assaulting [BIW], a former student. He pleaded guilty to this charge and was sentenced to 12 months imprisonment wholly suspended.

Stefan van Vuuren was employed as a teacher by Geelong Grammar. On 30 October 2007 van Vuuren took pictures up the skirts of female students while on a field trip. He admitted the allegations and in April 2008 was convicted. He received a community based order for nine months.

Your Honour and Commissioner, I wish to make something very clear at this point: I have mentioned that John Hamilton Buckley has been convicted of sexually abusing students at Geelong Grammar. There was another teacher by the name of John Buckley employed at Geelong Grammar whose employment overlaps with John Hamilton Buckley's employment; that other teacher's full name is John Michael Buckley.

To the knowledge of the Commission, there has never been any suggestion of wrongdoing on the part of John Michael Buckley and, to the Commission's knowledge, he has an unblemished record. I will refer to the perpetrator John Hamilton Buckley by his full name to attempt to avoid any confusion.

This public hearing will enquire into the following matters:

1. The experience of former students at Geelong

1 Grammar.

2
3 2. The responses of the School Council, principals
4 and other members of staff of Geelong Grammar School to the
5 concerns raised about inappropriate conduct, or complaints
6 about child sexual abuse, where the concerns raised or
7 complaints made related to the behaviour of teaching and
8 non-teaching staff of Geelong Grammar towards students.

9
10 3. The past and current practices, policies and
11 procedures in place at Geelong Grammar in relation to
12 raising and responding to concerns and complaints about
13 child sexual abuse.

14
15 4. Any related matters.

16
17 There will be particular emphasis during this public
18 hearing on the question of what information was known by
19 employees of Geelong Grammar and members of the Geelong
20 Grammar School Council about the sexual abuse by staff
21 members and when that information was known.

22
23 To the extent that the evidence reveals that employees
24 of Geelong Grammar and/or members of the School Council
25 were aware of allegations of child sexual abuse or
26 inappropriate conduct, the hearing will focus on whether
27 their response to that knowledge was sufficient to protect
28 the students of Geelong Grammar and whether at any time
29 there has been a culture at Geelong Grammar which does not
30 treat the issue of child sexual abuse seriously.

31
32 I now turn to briefly describe aspects of the history
33 and structure of Geelong Grammar.

34
35 Geelong Grammar is an independent, non-selective
36 co-educational school which houses day students and
37 boarders. The main campus is located on a 245 hectare site
38 and on the edge of Corio Bay in Victoria.

39
40 Geelong Grammar is Australia's largest co-educational
41 boarding school catering for approximately 1,500 students
42 from pre-school to Year 12. This includes about 900
43 boarders from Year 5 to Year 12. The school presently has
44 more than 350 staff members, 181 of whom are teaching
45 staff.

46
47 The school was established in 1855 as a private

1 Anglican school in Geelong. It became a public school in
2 1857, but closed in 1860 due to debt. It reopened in late
3 1862, under a new constitution, and from 1896 the school
4 has been controlled by the School Council.
5

6 As well as the main campus in Corio, in 1933 the
7 Geelong Church of England Grammar Preparatory School was
8 made part of Geelong Grammar and renamed Bostock House.
9 Bostock House was later moved to a new site in Highton,
10 which is about 15 kilometres from Corio.
11

12 In January 1947, Toorak Preparatory Grammar School,
13 more commonly known as Glamorgan, became part of Geelong
14 Grammar. Glamorgan was later renamed the Toorak Campus.
15

16 In 1953, the Timbertop Campus was established by the
17 then principal, James Darling, now deceased. Timbertop is
18 a campus set on over 325 hectares of bush and farming land
19 in the foothills of the Victorian Alps. Students at
20 Geelong Grammar spend one academic year at Timbertop.
21 Originally, this was undertaken in 4th Form or in Year 10,
22 but in more recent times it is undertaken in Year 9.
23

24 At Timbertop the students live together in a small
25 community and are exposed to the intellectual and physical
26 challenges of living, working and studying in the bush.
27 There is no television, no mobile phone use and no regular
28 access to emails. While the students at Timbertop still
29 attend classes, the focus of the campus is outdoor life.
30

31 In 1961, Thomas Ronald Garnett, now deceased, was
32 appointed principal. In 1970, for the first time and as a
33 trial, girls attended 6th Form classes at the Corio Campus.
34 By 1972, 33 girls in 5th and 6th Form attended Geelong
35 Grammar.
36

37 On 2 January 1973, the school was incorporated under
38 the Companies Act (Vic). In January 1974, Charles Douglas
39 Fisher was appointed principal. During his time as
40 principal, two schools were amalgamated with Geelong
41 Grammar: the Hermitage and the Clyde School. The
42 amalgamation of these schools with Bostock House in 1976
43 produced the Highton Campus.
44

45 Charles Fisher was principal until he died in 1978 in
46 a car accident on his way to Timbertop. Following the
47 sudden death of Charles Fisher, there was a caretaker

1 principal. John Elliot Lewis was then appointed principal
2 in 1980. Mr Lewis was principal until 1994, and he was
3 succeeded by Lister Hannah.
4

5 Nicholas Sampson was appointed to succeed Mr Hannah
6 in January 2001 and Mr Sampson was principal until
7 mid-2004.
8

9 The school's current principal, Stephen Meek, took up
10 his position in October 2004. In October 2014 Mr Meek was
11 re-appointed by the School Council for a further five year
12 term.
13

14 In approximately 2006 a new constitution was adopted.
15 The constitution sets out the duties and powers of the
16 School Council. The School Council is responsible for the
17 strategic direction of Geelong Grammar, the management of
18 the business and affairs of Geelong Grammar and the custody
19 and control of the funds and property of Geelong Grammar.
20

21 The School Council consists of between 10 and 16
22 members. The principal of the school is a member of the
23 Council and the Council must have three members approved by
24 the Archbishop-in-Council of the Anglican Church. Up to 11
25 members of the School Council are nominated by the Council
26 and are then eligible for election.
27

28 The principal of the school is appointed by the
29 Council. The principal is required to attend and
30 participate in all meetings of the Council.
31

32 The school currently operates across four campuses.
33 The main campus is still at Corio where the Middle School
34 and Senior School are located. There is the campus at
35 Timbertop which, as I have said, houses Year 9 students for
36 a year.
37

38 Bostock House in the Geelong suburb of Newtown and the
39 Toorak campus, formerly Glamorgan, provide early learning
40 and primary schooling and today only house day students.
41 Corio houses both boarding and day students and Timbertop
42 requires full-time boarding.
43

44 I now turn to describe the experience of some of the
45 former students at Geelong Grammar.
46

47 It is anticipated that in this public hearing the

1 Royal Commission will hear evidence from a number of former
2 students of Geelong Grammar who were subjected to serious
3 and, in some cases, repeated sexual abuse while they were
4 there. The anticipated evidence of those former students
5 in summary is as follows:
6

7 [BKU] started as a student at Geelong Grammar in 1957.
8 He attended the Glamorgan Campus until 1963 and in 1964
9 started at the Corio Campus as a boarder.

10
11 It is anticipated that [BKU] will give evidence that,
12 when he was in Year 7, his resident house tutor, John
13 Hamilton Buckley, offered to help him remove body paint
14 after a drama performance. In doing so, John Hamilton
15 Buckley insisted that [BKU] remove all his clothes and
16 underwear and began stroking and feeling [BKU]'s penis.
17

18 It is also anticipated that [BKU] will give evidence
19 that, while he was at Timbertop, he was summoned to the
20 quarters of Reverend Norman Smith, now deceased, the
21 assistant chaplain of the school who had arrived from
22 England. When [BKU] went to Reverend Smith's quarters,
23 Reverend Smith chased [BKU] and another boy around and
24 wanted the boys to sit on his lap so he could fondle them.
25

26 On another occasion, when [BKU] was alone with
27 Reverend Smith, [BKU] will give evidence that Smith dragged
28 [BKU] onto his lap and thrust his erect penis into [BKU]'s
29 buttocks.
30

31 [BKU] will give evidence that he did not report these
32 incidents while at school because his perception was that
33 Geelong Grammar had a punishing culture and because of
34 bullying he had received while he attended the school.
35

36 Dr Robert Llewellyn-Jones commenced at Geelong Grammar
37 in 1968. It is anticipated that Dr Llewellyn-Jones will
38 give evidence that in 1971 he was befriended by the school
39 chaplain, Reverend John Davison, now deceased.
40

41 On one evening Reverend Davison began to swing a watch
42 in front of Dr Llewellyn-Jones. During this episode
43 Reverend Davison spoke to Dr Llewellyn-Jones about sexual
44 topics, offered to teach him about sex and placed his hand
45 on Dr Llewellyn-Jones' upper thigh.
46

47 It is anticipated that Dr Llewellyn-Jones will also

1 give evidence of extensive bullying which he suffered while
2 he was a student at Geelong Grammar, of which the school
3 was aware. He will give evidence of being witness to
4 assaults of students by other students, including
5 witnessing one student forcibly masturbating another
6 student in the boarding house.

7
8 Dr Llewellyn-Jones did not report this abuse or the
9 bullying because of a code of silence which formed part of
10 the school culture.

11
12 [BK0] attended the Glamorgan Campus from 1968. In
13 1969 he attended a school weekend trip with a boarding
14 master at Glamorgan, [BIM]. It is anticipated that the
15 student [BK0] will give evidence that during that trip
16 [BIM] asked [BK0] to get into bed with him while [BIM] was
17 wearing only underpants and while [BIM] may have had an
18 erection. [BKU] did not report the incident.

19
20 [BK0] then attended the Corio Campus from 1970. It is
21 anticipated that [BK0] will give evidence that during his
22 time at the Corio Campus, he was involved in two after
23 school sessions in which Reverend John Davison attempted to
24 hypnotise a group of students. During one of these
25 occasions Davison placed his hand on [BK0]'s genitals,
26 unzipped [BK0]'s fly and fondled his genitals.

27
28 [BK0] will give evidence that in 1971 he reported this
29 incident to Jonathan Harvey. He will give evidence that he
30 found the subsequent process very threatening and that he
31 was told that he may be expelled. He will give evidence
32 that Davison continued to work at the school following this
33 report. [BK0] will also give evidence that he was told
34 that, if he wrote a letter to the media, he would be
35 expelled.

36
37 [BKV] was a boarder at the Corio Campus of Geelong
38 Grammar from 1971. [BKV] will give evidence that in 1971
39 he was directed to go to the teacher [BIM]'s room and to
40 get into bed with [BIM]. [BIM] then played with [BKV]'s
41 penis for some time.

42
43 [BKV] will give evidence that he did not feel able to
44 report the abuse because he did not know who he could
45 report it to, and because he did not feel that he would be
46 safe if he reported the abuse .

47

1 [BKL] was part of the first group of girls to attend
2 Geelong Grammar and attended Bostock House. It is
3 anticipated that [BKL] will give evidence that during music
4 lessons her music teacher, Max Guzelian, now deceased,
5 fondled her legs and placed his finger in her vagina. It
6 is anticipated that [BKL] will give evidence that this
7 abuse continued for three years.

8
9 [BKL] will give evidence that she told her mother
10 about the abuse and then met with the head of the music
11 department, Malcolm John, to inform him. [BKL] will give
12 evidence that she was told that Max Guzelian had lost his
13 job, although she later found out that he had remained at
14 the school.

15
16 It is anticipated that [BKL] will say that she was
17 also told by Malcolm John that the abuse was partly her
18 fault and that, as a result, she was not permitted to play
19 in the band. Mr John denies this. [BKL] will also give
20 evidence that when she was in the Year 12 she was
21 repeatedly sexually abused by a teacher at the school.

22
23 [BKM] was a student at Geelong Grammar from 1970-1972
24 and again from 1979-1982. It is anticipated that [BKM]
25 will give evidence that in 1982, although he did not board
26 at the school, he frequently slept at the school in his
27 study room due to extracurricular commitments.

28
29 He will give evidence that Jonathan Harvey offered for
30 him to sleep at his house on campus. [BKM] will give
31 evidence that over a number of visits Harvey spoke to [BKM]
32 about sexual topics, gave [BKM] a massage and touched
33 [BKM]'s genitals several times.

34
35 It is also anticipated that [BKM] will give evidence
36 that around a month and a half after these incidents he
37 told his mother, [BIA], about them. [BKM] will give
38 evidence that he and [BIA] met with Mr John Lewis and
39 informed him of what had occurred. [BKM] will give
40 evidence that after this report, Harvey remained at the
41 school.

42
43 [BIA] is also expected to give evidence. From 1972
44 until 1985 [BIA] worked at Geelong Grammar at the
45 pre-school which was located at the Highton Campus. It is
46 anticipated that [BIA] will give evidence that after the
47 initial meeting with Mr Lewis, he visited her at home. She

1 felt that, if she said anything further about her son's
2 complaints, her job may be at risk.
3

4 [BIZ] bordered at the Highton Campus from 1983-1987.
5 [BIZ] will give evidence that in 1985 or in 1986 he awoke
6 and found the boarding house assistant, Phillipe Trutmann,
7 kneeling next to his bed and fondling him. [BIZ] will give
8 evidence that this occurred on multiple occasions and that
9 after the second or third time this occurred, he went to
10 see the matron of the boarding house, Jenny Davis, now
11 deceased.
12

13 He said to her, "Mr Trutmann has been playing with me
14 in my bed". She responded, "He must have been looking for
15 the cat". [BIZ] remembers thinking that his bed was an
16 unusual place for Trutmann to be looking for the cat.
17

18 The abuse continued after this conversation and [BIZ]
19 will give evidence of the steps he took to try and prevent
20 Trutmann from abusing him. [BIZ] provided a statement to
21 the police as part of the criminal charges brought against
22 Trutmann in 2005.
23

24 I now turn to describe some of the evidence of Geelong
25 Grammar's knowledge of the abuse and inappropriate conduct.
26

27 It is anticipated that there will be evidence that
28 employees of Geelong Grammar, including very senior staff,
29 knew about a number of allegations of sexual abuse at the
30 school at or around the time that the abuse was occurring.
31

32 I only propose to mention some of the evidence about
33 knowledge on the part of those at Geelong Grammar of that
34 abuse and their response to that knowledge in this opening.
35 It's not practical to set out all the anticipated evidence
36 about that knowledge at this stage. Other examples in
37 addition to those I am about to describe will be explored
38 in the evidence.
39

40 Phillipe Trutmann was a live-in boarding house
41 assistant at the Highton Campus Boarding House between
42 about 1985 and 1996. During the period of Trutmann's
43 employment until 1993, Mr Robert John Bugg was the master
44 of Highton Campus.
45

46 The Highton Campus at that time housed day students
47 and boarders who lived during term in the boarding house.

1 The campus housed male and female students aged between 9
2 and 14 years. The boarding house was managed by a boarding
3 house master who oversaw the boarding house assistants.
4 All staff were answerable to the master, Mr Bugg.

5
6 Mr Bugg's deputy master at Highton between 1986 and
7 mid-1993 was Mr Paul Claridge. As I've already said,
8 Trutmann regularly sexually abused boys during his time at
9 Highton House. He has been convicted of sexually abusing
10 40 students.

11
12 Trutmann was well-known for giving boys back rubs,
13 including at times while he was alone with them in their
14 rooms at night. The boys often saw him lingering around
15 the shower area. Some called him, "filthy Phil".

16
17 Trutmann would regularly go into boys' rooms at night
18 when they were asleep and sexually abuse them. Sometimes
19 the boys did not wake. At other times they were awake, but
20 did not move because they were frozen with fear.

21
22 The evidence is expected to reveal that the first time
23 the school was notified of Trutmann's abuse was as early as
24 1985 or 1986 in the incident I have described when [BIZ]
25 says that Trutmann abused him in his room and [BIZ] told
26 the then matron, Jenny Davis. There is no record of any
27 action being taken in response to [BIZ]'s complaint.

28
29 In about August 1989 a student, [BIW], came to see the
30 then matron, Catherine Parsons. [BIW] told Ms Parsons that
31 he had been sexually abused in his room; he was not sure by
32 whom. At the time of the abuse, [BIW] had been at the
33 school for about three days.

34
35 Ms Parsons said that there were only two people on
36 duty at the time of the abuse who fitted the description
37 given by [BIW], one of whom was Trutmann. She called Paul
38 Claridge, the deputy master of Highton. Ms Parsons says
39 that there was then a meeting between her, [BIW],
40 Mr Claridge and Mr Bugg.

41
42 Precisely what occurred at that meeting is the subject
43 of contested evidence and I note that Mr Bugg does not
44 recall the meeting occurring at all.

45
46 [BIW] recalls that at the meeting his allegations were
47 not accepted and he was told not to talk about what had

1 occurred.

2

3 It is anticipated that Mr Claridge will say that he
4 informed the then principal, Mr Lewis, of the incident.
5 The next day [BIW] discussed the matter with another
6 student. This came to the attention of Mr Claridge and
7 Mr Bugg. The school's response was that [BIW] was
8 immediately expelled.

9

10 There is no record, documentary or otherwise, of any
11 investigation into [BIW]'s allegations. Indeed, it appears
12 that the allegations were not put to Trutmann. There was
13 no report to the police.

14

15 In about 1990, Mr Claridge saw Trutmann in Trutmann's
16 room with three boys aged 13 or 14. Trutmann had one child
17 on his knee and was caressing him on the nape of his neck
18 and his back. Mr Claridge thought Trutmann's behaviour was
19 inappropriate and raised it with a matron. She said that
20 she would raise it with the boarding master. There is no
21 record of any investigation of this incident.

22

23 In 1992, Mr Claridge recalls that Mr Chris Noble, a
24 former boarding master at Highton, raised with him his
25 concern that Trutmann should not be allowed to be near
26 children. There is no record of any action being taken to
27 investigate Mr Noble's concerns.

28

29 After these matters came to the attention of the
30 school between 1985 or 1986 and 1992, Trutmann went on to
31 sexually abuse more children at the school.

32

33 In mid-1996, two female staff members raised further
34 concerns about Trutmann's behaviour towards boys with
35 Mr Inkster, the then boarding master of Highton.
36 Mr Inkster raised this matter with Mr Malcolm Powys, who by
37 then was the master of Highton.

38

39 Mr Powys then directed Trutmann to cease to have
40 contact with the children forthwith and asked him to leave
41 the boarding house.

42

43 Jonathan Harvey was first employed as a teacher at
44 Geelong Grammar in 1969 for two terms. He returned to the
45 school in 1971. He taught mathematics.

46

47 In 1976, he was appointed house master of Allen House.

1 Allen House was occupied by day students in their high
2 school years.

3
4 Between 1976-1978 Harvey sexually abused a student,
5 [BLF]. As I've already said, Harvey was already convicted
6 of that sexual abuse in 2007.

7
8 As I have said, in 1982, a student of Allen House,
9 [BKM], told his mother that Harvey was touching him and
10 making him feel uncomfortable. His mother, [BIA], was a
11 pre-school teacher employed at the school.

12
13 [BIA] says that she immediately told Mr Lewis that
14 Harvey had made sexual advances on her son, and that
15 Mr Lewis's response was to not mention the situation until
16 he had a chance to deal with it.

17
18 When Mr Lewis next spoke to [BIA], he said that she
19 needed to be sure of the facts before making allegations,
20 and during this meeting [BIA] felt that her job at the
21 school was threatened.

22
23 I should point out that Mr Lewis's account of these
24 events differs from the accounts of [BIA] and [BKM]. He
25 says that he understood the complaint was that Harvey had
26 tried to massage [BKM]'s thigh after a rugby injury. He
27 says that he spoke to Harvey about this matter and that
28 Harvey said that he apologised to [BKM] and [BIA].
29 Mr Lewis denies making the statements to [BIA] and [BKM]
30 that they say were made.

31
32 On a date which is unclear, but while Harvey was
33 employed by the school and during the period when Mr Lewis
34 was principal, a father of a student raised concerns with
35 Mr Lewis about Harvey on a couple of occasions while the
36 father and Mr Lewis were attending cricket matches.

37
38 The father was concerned about the treatment of his
39 son by Harvey while they were on an overseas trip.
40 Mr Lewis says that the father did not give Mr Lewis
41 authorisation to investigate. Mr Lewis considered that,
42 without that authorisation, he could not investigate.

43
44 In approximately 1991, Mr Lewis became aware of
45 concerns raised by several senior members of staff about
46 Harvey's conduct. Harvey by this time was living with a
47 young Malaysian exchange student, [BKS]. It was believed

1 by some staff at the school that Harvey and [BKS] were
2 involved in a homosexual relationship.
3

4 The precise details of the matters which concern these
5 senior staff members are unclear and will be explored in
6 the evidence. However, it is clear that the then deputy
7 headmaster, Mr Alby Twigg, was sufficiently concerned that
8 in mid-1991 he recorded in a note that:
9

10 *On the evidence Harvey's conduct is bad*
11 *enough to have him dismissed from the*
12 *school.*
13

14 Around this time, Mr Lewis prepared a document which
15 appears to be a draft letter to Harvey which says:
16

17 *A real problem for your continuing to work*
18 *in the school (I perceive it to be a real*
19 *problem whether you do or not) is that*
20 *barriers of distrust have grown up between*
21 *you and a good number of your senior*
22 *colleagues. Without wishing to find*
23 *members in that sort of situation, several*
24 *housemasters for instance (not just from*
25 *the current group) have found themselves in*
26 *situations where they are torn between the*
27 *trust which they would like to exhibit in a*
28 *colleague and their responsibility. Their*
29 *concern is over relationships with some*
30 *pupils which they do not believe to be in*
31 *the best interests of those pupils. It is*
32 *also the case that some of your colleagues*
33 *believe themselves to have information*
34 *about activities outside the school which*
35 *they find distressing.*
36

37 The substance of the concerns referred to by Mr Lewis
38 about Harvey's relationships with some pupils, and the
39 activities of Harvey outside the school which some of
40 Harvey's colleagues found distressing are unclear and will
41 be explored in the evidence.
42

43 It is unclear what ultimately was done about these
44 concerns. On 10 February 1992, Harvey wrote to Mr Lewis
45 foreshadowing that he would move out of his residence at
46 school and into a purchased residence in April of
47 that year.

1
2 In a letter to Mr Lewis he said that he had told
3 housemasters that students would only visit him under
4 strictly prescribed arrangements. Harvey also referred to
5 an upcoming trip to Singapore and Sarawak in April, which
6 was the last school trip that he was going to take. He was
7 planning to take 14 students with him, seven boys and seven
8 girls. Harvey remained on the staff of the school until
9 2004.

10
11 As I've already said, in 1994 Mr Lewis ceased to be
12 principal. In June 2004 Mr Nicholas Sampson was principal
13 of the school. In June 2004 Mr Sampson was visited by
14 [BLW]. [BLW] told Mr Sampson that his brother, [BLF], had
15 been sexually abused by Harvey between 1976 and 1978.

16
17 Mr Sampson made enquiries and was told that Harvey had
18 been moved off campus because of a complaint about his
19 behaviour. Mr Sampson reviewed the school's records and
20 found evidence of a previous investigation and complaint in
21 relation to Harvey, evidently being the matters I have
22 referred to earlier involving the concerns of senior staff
23 members about Harvey.

24
25 Mr Sampson spoke to Harvey. What was discussed will
26 be explored in the evidence. Shortly after that meeting,
27 Harvey told Mr Sampson that he had decided to retire.
28 Harvey remained on the staff until the end of 2004 and was
29 paid his full salary until the end of 2005. Mr Sampson
30 left Geelong Grammar for another job the following month.
31 No report of the complaint about Harvey was made to the
32 police or to the Victorian Institute of Teachers.

33
34 [BIM] was first employed at Geelong Grammar in 1967 as
35 a tutor. He left after a year, but then returned in 1970
36 to take up a full-time teaching position. A former
37 student, [BKV], says that in about 1971, whilst he was a
38 boarder at the Corio Campus, [BIM] sexually abused him.

39
40 It is anticipated that the evidence will reveal that
41 there was an incident in a classroom involving [BIM] some
42 time before 1974 which was described by the school as [BIM]
43 "blotting his copy book". This may or may not be the
44 incident involving [BKV].

45
46 It appears that the then headmaster, Mr Thomas
47 Garnett, in response to the classroom incident transferred

1 [BIM] to teach at the Glamorgan Campus which housed primary
2 school students.

3
4 When Mr Charles Fisher took over as headmaster in
5 1974, he read [BIM]'s file and ordered that [BIM] be sacked
6 and this evidently occurred. The only notes of this,
7 however, were created when a claim was made against the
8 school in 1997 by a former student who alleges he had been
9 abused by [BIM]. No contemporaneous notes exist of the
10 sacking in 1974.

11
12 Some years later, probably in 1980, [BIM] was brought
13 in as an emergency teacher at the Glamorgan Campus by Ivan
14 Sutherland who was then head of the Glamorgan Campus.

15
16 While [BIM] was teaching at the Glamorgan Campus in
17 1980, the evidence is expected to reveal that he sexually
18 assaulted a student, [BIR]. When [BIR]'s allegation came
19 to light in 1997, the then head of the Glamorgan Campus,
20 Ms Phillipa Beeson, said this in a facsimile:

21
22 *[The student] [BIR] started at Glamorgan in*
23 *prep with Claire Morton. He was in Gary*
24 *Peters' class when the incident occurred.*
25 *Peters had left. [The student] [BIR] felt*
26 *Peters had been sacked. [The teacher]*
27 *[BIM] was brought in as an emergency by*
28 *Ivan and to promote [REDACTED] at the*
29 *school. I spoke to Ivan who said he knew*
30 *when he was at Corio about the teacher*
31 *[BIM] who was [REDACTED]. He did not*
32 *remember bringing him to Glamorgan which*
33 *was some years after [the teacher] [BIM]*
34 *had left Corio.*

35
36 Ms Beeson went on to say:

37
38 *My nightmare is knowing about [the teacher]*
39 *[BIM], Ivan still let him take boys on a*
40 *[REDACTED] weekend. If [the student] [BIR]*
41 *gets wind of this, we could have a real*
42 *problem on our hands.*

43
44 The apparent transfer of [BIM] to the Glamorgan Campus
45 after the incident where [BIM] "blotted his copybook", and
46 the subsequent decision to employ [BIM] as an emergency
47 teacher in 1980, are matters which will be explored in the

1 evidence.

2

3 John Hamilton Buckley was first employed by the school
4 as a teacher in about 1962 until about 1968. After an
5 absence in 1979, he was re-employed as a teacher and
6 boarding house master.

7

8 In 2014, John Hamilton Buckley was convicted of a
9 number of counts of child sexual abuse dating from 1980.
10 John Hamilton Buckley left the school in 1991.

11

12 The school records do not record what prompted his
13 departure. A note records that his employment should be
14 terminated, however it appears that he ultimately resigned
15 and was given a positive reference. The reasons for his
16 departure will be explored in the evidence.

17

18 Andrew MacCulloch was first employed at the school as
19 a teacher in 1985. In 1986 he was a tutor at Fraser House
20 which housed first year high school students.

21

22 In 1986, concerns were first raised with Mr Lewis
23 about MacCulloch's relationship with a Year 10 boy.
24 Mr Lewis and another staff member spoke to MacCulloch. The
25 evidence is expected to disclose that MacCulloch was told
26 to stay away from the boy. There is no record that any
27 further action was taken.

28

29 In about 1987, Mr Peter Dunn, the then house master of
30 Manifold House, informed Mr Twigg, who was then master of
31 Corio, of another relationship between MacCulloch and a boy
32 which was of concern. Mr Twigg says he passed this on to
33 Mr Lewis.

34

35 In 1988 or 1989, Mr Twigg was concerned about the
36 relationship between MacCulloch and a boy MacCulloch was
37 coaching in athletics. Mr Twigg understood that the boy's
38 parents raised their concerns with Mr Lewis.

39

40 Concerns were again raised with Mr Lewis in mid-1990
41 of a similar nature to the concerns raised about
42 MacCulloch's relationship with the Year 10 boy I have
43 described earlier.

44

45 In around 1990 or 1991, the father of the student
46 reported to Mr Lewis that his son was disturbed by the
47 interest taken in him by MacCulloch, although Mr Lewis says

1 that the father did not report any sexual abuse.

2

3 In November 1990, Mr Twigg became aware of problems
4 between MacCulloch and a student, [BKY]. Mr Twigg met with
5 [BKY] and was shown a letter which suggested that the
6 relationship between [BKY] and MacCulloch was homosexual.
7 [BKY] was aged about 15 or 16 at the time. Mr Twigg says
8 that he informed Mr Lewis of this matter.

9

10 I should pause to note that there is no evidence of
11 any investigation, formal or informal, into any of these
12 matters which came to the school's attention.

13

14 In September 1991, Mr Lewis became aware of a
15 relationship between MacCulloch and a student, [BLD], which
16 was of concern. To use Mr Lewis's words, "The relationship
17 in question was interpreted as being homosexual".

18

19 Mr Lewis asked MacCulloch to apologise, which he did.
20 He also told MacCulloch that he would be sacked.
21 MacCulloch asked Mr Lewis to reconsider. Mr Lewis did
22 reconsider and rescinded his decision, but only on the
23 basis that MacCulloch would seek counselling.

24

25 In November of that year, Mr Lewis found out that
26 MacCulloch had not sought counselling. Mr Lewis then
27 sacked MacCulloch. A few days after he was dismissed,
28 MacCulloch committed suicide.

29

30 Why it was that, despite there being a number of
31 concerns raised about MacCulloch's relationships with boys
32 from 1986, including documentary evidence of concerns about
33 a relationship that may have been sexual with a 15 or
34 16 year-old student, there does not appear to have been any
35 investigation undertaken into his conduct or report to the
36 police and will be explored in the evidence.

37

38 In October 2007, it was reported that while on a
39 geography field trip with Year 10 students, a teacher
40 employed by the school, Stefan van Vuuren, had taken
41 pictures up the skirts of some female students. The
42 students reported the matter to their head of house.

43

44 The actions of the school were swift. The head of
45 house reported the incident to the head of campus at Corio,
46 who in turn referred the matter to the principal of the
47 school, Mr Meek. An investigation was immediately

1 launched. This included speaking to the girls in order to
2 obtain their version of events.

3
4 Mr Meek decided that the police should be informed,
5 which he immediately did. The police said that they did
6 not want van Vuuren to be alerted about the matter because
7 they were going to speak to him that evening. Mr Meek
8 followed the police advice. He did, however, inform the
9 chairman of the Council.

10
11 After the police had interview van Vuuren, Mr Meek saw
12 van Vuuren at the earliest available opportunity, which was
13 the next morning, to inform him that he would be suspended
14 on full pay pending the outcome of the investigation.

15
16 Later that day, Mr Meek received a report of the
17 investigation by the head of campus, who concluded that
18 there was a case to answer.

19
20 Van Vuuren was asked to attend a disciplinary hearing
21 under the school's Discipline and Misconduct Policy. He
22 admitted to taking pictures up the skirts of the girls and
23 he was immediately dismissed for gross professional
24 misconduct. Mr Meek then immediately informed the VIT of
25 the action that he had taken.

26
27 I'll turn to say something about the policies and
28 procedures of the school in relation to child sexual abuse.

29
30 Prior to about 1993 or 1994, the school does not
31 appear to have had any written policies or procedures with
32 regard to child sexual abuse.

33
34 In 1994, the school issued a 7-step policy relating to
35 mandatory reporting of child sexual abuse. The steps can
36 be summarised as follows:

37
38 1. Document concerns or behaviour that have led to a
39 belief that a report may be necessary.

40
41 2. Discuss the concerns in the first instance with
42 the head of campus.

43
44 3. The teacher who formed the belief would then
45 report to Child Protection Services or, if there are
46 numerous teachers who hold the same belief, one nominated
47 person contact Child Protection Services on behalf of the

1 group.

2

3 4. If a report is made to Child Protection Victoria,
4 the reporting teacher should formally inform the head of
5 campus, who will subsequently inform the principal.

6

7 5. The head of campus decides if anyone else should
8 be informed.

9

10 6. If, following a report, a family approaches the
11 school, any interview should be conducted with a minimum of
12 two school staff members present.

13

14 7. Support for stakeholders, such as
15 student/reporting teacher et cetera, should be arranged.

16

17 In 2001 the Senior School Students Handbook included a
18 short section on sexual harassment. A separate stand-alone
19 policy on harassment also was prepared.

20

21 The school also implemented a Criminal Record Policy
22 in 2002 which required all new staff to apply for a
23 criminal record check as a pre-requisite to being employed
24 at Geelong Grammar.

25

26 Existing staff had the option of completing a criminal
27 record check at the school's expense. In 2005, the school
28 amended the policy so that undertaking a police records
29 check was a compulsory condition of employment for all
30 staff at the school.

31

32 A police records check is required every five years to
33 be deemed current. The 2007 edition of the policy notes
34 that the principal is responsible for ensuring the
35 implementation of the policy and the head of campus is
36 responsible for ensuring all staff in fact demonstrate that
37 they have obtained a national police records check.

38

39 In 2004, a document entitled, "Responsibility of
40 Health Care Staff for Students Who Present With Health
41 Issues Related to Sexual Activity" was prepared by
42 Dr Court. He also prepared what seems to be the first
43 guidelines for response to a claim of sexual assault.

44

45 In 2005, the school issued a document which discussed
46 duty of care issues. Section 4 noted that allegations of
47 impropriety between a student and teacher would result in

1 an investigation and, if proven, would be grounds for
2 summary dismissal, suspension or other disciplinary action.

3
4 At some point after the introduction of Working With
5 Children Checks in 2005, the school implemented guidelines
6 for reference checks of new staff, a policy designed to
7 review an external applicant's eligibility and
8 qualifications to work at Geelong Grammar. These
9 guidelines outline a criteria for reference checking,
10 including mandatory questions to be asked of all referees
11 and external applicants and a requirement to maintain
12 documentation, particularly the responses to the mandatory
13 questions.

14
15 Standard forms were created to record both the
16 responses given to the person responsible for recruitment,
17 and the referee must provide a signed statement.

18
19 In 2006, the school introduced a Discipline and
20 Misconduct Policy, which has been updated in 2008 and 2011,
21 to outline the procedures that apply when a staff member
22 breaches the staff code of conduct and engages in
23 unacceptable behaviour. All employees are required to
24 report incidents of misconduct immediately to supervisory
25 staff who, where the incident is corroborated by evidence,
26 must subsequently report the alleged incident to the
27 principal as soon as possible.

28
29 The principal has the authority to terminate an
30 employment contract with an employee as an outcome of an
31 investigation into allegations of misconduct.

32
33 All records of investigations and the outcome from
34 hearings will be retained by the school for the duration of
35 the employee's employment and then for a minimum of
36 seven years.

37
38 In 2015, Geelong Grammar updated its pastoral
39 policies. It now includes detailed sections on the
40 obligation to disclose sexual offences committed against a
41 child, the mandatory reporting policy, guidelines for
42 response to a claim of sexual assault, and the initial
43 response of staff to a student reporting or alleging sexual
44 assault.

45
46 There are four compulsory management steps for staff
47 when responding to a student reporting or alleging sexual

1 assault:

2

3 1. Treat the report seriously and without delay.

4

5 2. Inform a senior staff member.

6

7 3. Medical involvement may be necessary.

8

9 4. Document all information and action taken.

10

11 It is expected that 23 witnesses will be called to
12 give evidence at this public hearing as follows:

13

14 [BKU]; Dr Robert Llewellyn-Jones; [BKO]; [BKL]; [BKM];
15 [BIA]; Luke Benson; [BIW]; Catherine Parsons; Anthony
16 Inkster; Lister Hannah; Paul Claridge; Malcolm Powys;
17 Jonathan Harvey; Ivan Sutherland; Dr John Court; John
18 Lewis; Nicholas Sampson; John Hendry; Stephen Meek; Andrew
19 Moore; Jeremy Kirkwood and Robert Bugg.

20

21 Mr Bugg is unavailable during the period set aside for
22 this public hearing, and so his evidence will be taken on a
23 later date yet to be scheduled.

24

25 As the Commission pleases.

26

27 THE PRESIDING MEMBER: Thank you, Mr Lloyd.

28

29 Just before we take a short break, for those of you
30 who are not familiar with the way in which the Royal
31 Commission operates in these public hearings, I'll just say
32 a few words.

33

34 The normal sitting hours of the public hearing are
35 from 10 until 1, and 2 until 4. We will normally take a
36 mid-morning break around about 11.30 - that may be adjusted
37 depending on where we are with the evidence at any
38 particular time, and similarly, sometimes the finish time
39 at the end of the day or indeed the start time can be
40 altered slightly to accommodate matters as they arise or
41 indeed for the benefit of witnesses completing their
42 evidence.

43

44 It's well understood by the Royal Commission that a
45 considerable amount of the evidence that comes before the
46 Commission may well cause considerable distress to some who
47 are watching these proceedings.

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There are a number of members of the Royal Commission staff in attendance here at this public hearing to offer assistance and support for any person who wishes to approach those members of the Commission.

If you feel at any time that you would prefer to watch the proceedings of the Commission not present in the hearing room, you are free to move in and out of the hearing room if that is your preference.

We only ask that that movement in and out of the hearing room be done as quietly as possible to ensure that any witness that's giving evidence is caused minimal disruption by the movement in and out of the room.

The proceedings are being streamed live over the internet and there is at least one screen available immediately outside the hearing room for those who at any given time would prefer to watch at a distance rather than be present in the hearing room.

Other than that, we'll take a short break now and prepare the hearing room for the first witness, Mr Lloyd.

MR LLOYD: Thank you.

SHORT ADJOURNMENT

MR LLOYD: Your Honour, I call [BKU]. [BKU] will take an affirmation and wishes for the camera not to be on him while he's giving his evidence.

THE PRESIDING MEMBER: Thank you.

<MR [BKU], affirmed: [11.43am]

THE PRESIDING MEMBER: Thank you, if you'd take a seat right where you are, please.

<EXAMINATION BY MR LLOYD:

MR LLOYD: Q. There should be a pseudonym list in front of you, Mr [BKU]; can you look at that pseudonym list. Are you [BKU], as identified on that list?
A. That's correct.

1 Q. You have made a statement to the Royal Commission,
2 most recently on 31 August 2015?

3 A. That's correct.
4

5 Q. There's a few additions to that statement that you've
6 made to an earlier statement that you made on 19 August; is
7 that right?

8 A. That's correct.
9

10 Q. What you said in your 31 August 2015 statement is the
11 truth?

12 A. That's correct.
13

14 MR LLOYD: I tender that statement, Your Honour, it's
15 found behind tab 2 in the statements bundle.
16

17 THE PRESIDING MEMBER: And it's now 32.2.
18

19 **EXHIBIT #32.2 STATEMENT OF [BKU] DATED 31/08/2015**
20

21 MR LLOYD: I understand the statement made, which I've
22 tendered, on 31 August 2015 has been served on all of the
23 parties and they have had access to it overnight.
24

25 Q. Mr [BKU], I now invite you to read the statement that
26 you've made dated 31 August 2015.

27 A. Thank you. Commissioner, "This statement made by me
28 accurately sets out the evidence that I am prepared to give
29 the Royal Commission Into Institutional Responses to Child
30 Sexual Abuse.
31

32 The statement is true and correct to the best of my
33 knowledge and belief.
34

35 My full name is known to the Commission and I was born
36 in 1952.
37

38 My father left school when he was around the age of 14
39 and went on to become a highly respected businessman on the
40 board of the Commonwealth Bank, another bank and various
41 other organisations and corporations. He was a gentle,
42 kind, liberal humanitarian who seldom drank. My mother was
43 raised in a remote community and went to boarding school at
44 the age of 10. She was dux at her school twice, obtained a
45 bachelor of arts with honours at Melbourne University, was
46 a colleague of Geoffrey Blainey and edited a number of his
47 books. She was intelligent, quiet, gentle and never swore.

1 I had a very good relationship with my parents.

2

3

4

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1
2 I never stole, swore, absconded or deliberately
3 disobeyed. Mostly, I was punished for chatting with other
4 boys after lights out.

5
6 In the Year 7 Easter break, I was extremely upset and
7 sobbing at the prospect of returning to Geelong Grammar. I
8 presume my mother was concerned and even alarmed. After
9 those holidays, I was in my dormitory one night after
10 lights out, I must have been talking with other students.
11 John Anderson, a teacher in the boarding house, called me
12 out. I recall the chill as he, with sharp loathing, said,
13 "You dare to complain to your mother and now you wonder why
14 you get into trouble?" He then caned me.

15
16 I learned not to complain to my parents about the
17 school. I learned to harden my veneer, not to show my
18 feelings and not to show hurt. Anderson had implied he had
19 received a call from my mother. Because of the
20 repercussions I put off ever complaining about the school
21 again.

22
23 Anderson was a former All Black, who I believe had
24 been my Grade 5 teacher at Glamorgan and had moved to Corio
25 the same year as I did. I remember him being easier and
26 less strict at Glamorgan. I never got into any trouble
27 with him or other teachers at Glamorgan, however at Corio
28 he seemed to single me out for frequent punishment.

29
30 Also in Year 7, I was first sexually abused by John
31 Buckley in his room. Buckley was a Junior House resident
32 master, took me for art classes and some sport.

33
34 In the second term I attended a drama performance and
35 had extensive body paint on me. Buckley offered to help me
36 remove it. He took me to his study where he insisted that
37 I remove all my clothes and underwear to allow him to
38 remove the paint. I was acutely embarrassed. He began
39 stroking and feeling my penis. I was so timid, I kept
40 turning away.

41
42 Buckley also used to come into the showers in the
43 boarding house and watch us. Occasionally house tutors
44 would pass through the showers to hurry us up or tell us to
45 be quiet but Buckley would come in and watch.

46
47 I became sullen and unable to respond in his presence.

1 Buckley would tease me. He referred to my silence in his
2 presence as me having "a spasm" - once playing cricket on
3 Biddlecombe Oval and also in the art school. I used to be
4 a keen painter but never followed through, even though I'd
5 come from a highly artistic family.
6

7 In later years Buckley became a friend of one of my
8 brothers - who by the way I've never told about any of
9 these issues at the school. That brother was a good
10 painter. This friendship has complicated my journey in
11 later life and this is part of the reason why I'm estranged
12 from that brother.
13

14 In Years 8 and 9, when I was aged 12-14 years, I was
15 in Barabool House. One house tutor was John Fison, a young
16 English man in his mid-20s. He used to lure me into his
17 study with the attraction of a comfortable room, friendly
18 talk, and on a few occasions late evening glasses of
19 sherry. Some teachers would invite students into their
20 rooms more often than others; it was not an uncommon
21 occurrence.
22

23 In Year 10, when I was 14 years old, I went to
24 Timbertop. This was the year after Prince Charles had
25 spent some time there. I remember taking the train to
26 Mansfield and the bus to Timbertop. The headmaster of
27 Timbertop was a man called Hanley, who we called Rock, he
28 was reading the roll at the first assembly just after we
29 arrived. When he came to my name on the roll he said,
30 "Hang on, where are you, I want to get a good look at you".
31 He then said something to the effect that my brothers were
32 trouble. I was the only person singled out at the assembly
33 and, although I only became aware of the circumstances
34 some years later, I'm aware that I had more attention from
35 teachers at Timbertop because of my brothers.
36

37 My oldest brother, who went on to become a highly
38 successful publisher and who passed away in 2010, had
39 written a letter complaining about the school food, which
40 was published in the Bulletin magazine in 1964. I
41 understand this was a considerable embarrassment and was
42 discussed at the School Council. The same year, he also
43 advertised the school for sale in the local paper, the
44 Geelong Advertiser.
45

46 I almost liked Timbertop. We had less contact with
47 teachers than at the Corio Campus and we could leave school

1 for 51 hours a week to go bushwalking. I did a lot of
2 bushwalking partly for the physical enjoyment but mainly to
3 be away from the school and its teachers.
4

5 I was sexually abused on two occasions whilst at
6 Timbertop by the chaplain.
7

8 In 1967, Reverend Smith had arrived at Timbertop from
9 Corio. I don't think he stayed a full year. He was a
10 short fat man with short ginger hair. He was known as
11 "Possum" or "Norm".
12

13 We were required to take turns assisting Reverend
14 Smith for a week in chapel services, which were held each
15 day after breakfast before class. When it was my turn to
16 assist in the chapel, I was summoned to Reverend Smith's
17 quarters one evening. The first occasion I was sexually
18 abused by Reverend Smith another boy was present; he was a
19 much smaller boy. The Reverend Smith chased us around his
20 private quarters, he wanted us on his lap so he could
21 fondle us. He tried drawing us both onto his lap and we
22 had to fight and push him away. I never spoke with the
23 other student about this incident afterwards.
24

25 The second assault was by Smith some nights later. I
26 was alone. Again, he dragged me onto his lap and thrust
27 his erect penis into my buttocks. I punched and pushed him
28 away and I jumped over the couch. I had to use a lot of
29 force to eventually elude him and get away.
30

31 I returned to Corio Campus in 1968. I was 15, it was
32 for my last two years of school. I expect it was an escape
33 from a sense of hopelessness and helplessness that I began
34 to drink alcohol. I had little money, so I funded my
35 drinking by supplying alcohol to fellow students. I took
36 orders from students, snuck into Geelong and came back in a
37 taxi with a boot full of booze. In 1969 the student
38 drinking on this campus, or specifically this boarding
39 house, became such a problem that the students in my house
40 were asked by the housemaster to confess. 69 out of 72
41 students owned up to drinking that term, but no one
42 disclosed the source. We all had to spend a day at the
43 You Yongs removing boneseed weed as a punishment.
44

45 Not long later, my house master in Francis Brown
46 House, Barney Hutton, said I needed a break. This was
47 totally out of character for a distant, severe and aloof

1 man.

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He drove me to his own house at Mount Macedon, unlocked his liquor cupboard and left me there for several days, as he said, "to get good and drunk". Even then at aged 16 I thought this was extraordinary. With hindsight it remains a remarkable acknowledgement by my house master that something was profoundly wrong.

The environment at Geelong Grammar was so heavily steeped in a punishing culture devoid of pastoral care that I never raised the issues while at school. I had been punished by Anderson for telling my parents about how I was going at school, was beaten by senior students for my brothers' perceived behaviour, I was singled out because of embarrassment suffered by the school, and I knew that I would be bullied by the students if I showed weakness. The staff such as priests or the matron did not provide any kind of support that would today be called pastoral care. I couldn't talk to anyone about my treatment at the school and so I internalised my feelings and kept my thoughts to myself.

I have tried to put my experiences at school behind me. Many things in my life have been overshadowed by my experience of this repulsive boarding school culture.

I have not reported the abuse to the police and have never sought compensation from Geelong Grammar but I did seek engagement.

The first time I ever mentioned the abuse was to a psychologist some 30 years after the fact. I had begun seeing her between 1998 and 2000 for marriage counselling. One day, using what with hindsight seems like remarkable intuition, she asked quite directly if I'd ever been abused at boarding school. I told her about the abuse from Reverend Smith. Even discussing it was traumatising and caused guilt and despair. Initially, I wouldn't discuss it at all in any depth and I'd be in tears and feel the guilt and shame and wanted to just get away from it. I didn't mention Buckley at all, and over the next 10 years I mentioned the abuse by Smith to just three people.

The first time I ever spoke about the abuse by Buckley in 1964 was to a friend about this in March of this year. Before then, I had never spoken about that particular

1 incident to anyone.

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2 My letter asked, "Did the school have any record of
3 other boys who were sexually molested by him, either at
4 Timbertop in 1967 or in other years?" I had the view that
5 I would only report the perpetrator if mine was not an
6 isolated case.

7
8 I got a letter back from Stephen Meek on
9 5 December 2012, so nearly a month later. He asked me to
10 send a formal complaint and said:

11
12 *In response to the specific questions*
13 *raised in your letter the school does not*
14 *have any record of a class teacher or*
15 *chaplain at Timbertop in 1967 called*
16 *Reverend Norman Osbourne.*

17
18 Quite correct. This response upset me as it did not
19 reflect what I would have considered to be a reasonable or
20 responsible approach. There was no interest to discover
21 more about whether or not I was a victim, no supportive
22 environment and no explanation of process, as I had
23 requested. I found the principal's response guarded,
24 dismissive and aimed at derailing my questions.

25
26 I realised that in an environment totally ruled by
27 nicknames, I had confused two priests in my first letter,
28 the Reverend Norman Smith and the Reverend Norman Osbourne,
29 but only one priest named Norman had been at Timbertop
30 that year. That was, I believe, Norman Smith, the man I
31 knew as Norm or Possum.

32
33 I wrote again to Mr Kirkwood in March 2013,
34 reiterating my request for clarification regarding the
35 complaints process. The school took two months to respond.
36 Either because I moved to Adelaide three months later, or
37 because the post got lost, I only received the school's
38 response via the Royal Commission just last month.
39 Regardless, I find that response unsatisfactory. The only
40 approach offered to me to resolve any concerns is via the
41 principal, once again with no explanation of process.

42
43 I had initiated contact with the school to reassure
44 myself that my treatment had been unique and that I was
45 right to deal with it on my own. I had expected the school
46 would want to explore my concerns rather than seek to
47 deflect them or dismiss them. I remain concerned that the

1 school expects victims to engage with the principal about
2 their complaints as I believe the person in this role lacks
3 the independence and perspective to deal with such matters.
4

5 I note the School Council, with one exception,
6 comprises former students or parents of students. This
7 Council accepts its appointed principal as its
8 representative in these matters. This circumstance would
9 suggest the fundamentally in-bred and self-serving response
10 of the school, ill-placed to address contemporary or
11 mainstream moral perception. I anticipate a legalistic
12 engagement.
13

14 In the face of the school's response, it was then that
15 I decided to lodge a submission in 2013 with the Victorian
16 Inquiry into the Handling of Child Abuse by Religious and
17 Other Organisations and to lodge a complaint regarding my
18 treatment with the Royal Commission the following year.
19

20 Through the Royal Commission, I was linked with
21 Knowmore. Following the response I had then received, I
22 wanted to hold the school to account. On my behalf,
23 Knowmore requested copies of my school records from Geelong
24 Grammar. The response from the school was that it had
25 mostly lost or destroyed all historical records relating to
26 me.
27

28 My feelings in respect of my treatment whilst at the
29 school can be summed up as loss and betrayal. The school's
30 response to my approaches over the past three years has
31 resulted in feelings of disappointment. These feelings
32 remained in check until late May 2015. It was then that my
33 brother in Africa told me that Stephen Meek had written to
34 the "community members", as he called them, expressing that
35 the school was "appalled at any form of abuse". He also
36 said the school deeply regretted any abuse by its past
37 staff. He "assured" readers that "the current school
38 leadership is doing all that it can to address these
39 matters in an understanding and caring manner to support
40 those who have been affected".
41

42 I read the letter and was appalled. I was upset that
43 the school appeared to have one approach with me and a
44 different face for the wider community. How could the
45 leadership be capable of regret that its staff were so
46 abusive, despite allowing an uncompassionate and
47 self-protecting school culture?

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I do not accept the school's representation that it is doing "all that it can" to help victims. I personally have heard nothing from the school since I first wrote. My name is readily discoverable on Google. The school has found my brother in Africa, my other brother in Melbourne, but has failed to contact me. That wouldn't have been a concern if I hadn't have read that letter. It wouldn't have been a surprise either.

The school had received correspondence from me since November 2014 and yet has failed still to communicate any support or concern. This is not a question of admitting liability, it is a moral one of expressing empathy, care or concern. This has been totally absent.

I believe that Geelong Grammar is conservative, not just in social values but in terms of process and moral engagement. I don't believe that the school will change without a significant overhaul at leadership level. It is a culture that seeks to protect itself.

The first time I travelled to Corio in 1964, I was nervous. All subsequent times I went back to school after school holidays. I would cry for about three days before I left home. By the time I finished school in 1969, I was hardened and crying generally only lasted for one to two days. I was shattered by the place. I was strong and coping on the outside but I had been rather intimidated by the school.

Academically, I was a huge under-achiever. Within four months of leaving, I had renounced knowing anyone from the school except two boys I used to walk and climb with, and even those relationships dissolved. I have never attended any school reunions, I avoid contact with anyone I know who has been to the school and I have retained no contact with anyone from the school. I have learned never to mention the school in my CV. I have learned that whatever I achieved in life would be despite my years at Corio.

In 1965 I was diagnosed by the Corio doctor as having stomach pains requiring medication and further examination. I believe these pains were caused by extreme anxiety at the school. Nonetheless, I was medicated. Since leaving the school I was taken to a psychiatric unit by my mother once

1 and have frequently had to deal with suicidal thoughts,
2 especially between 1969 and 1972. Others may be better
3 placed to diagnose the causes for these self-doubts, but my
4 immediate failure socially and in my first three years at
5 university suggests a link to my experiences at the school.
6 I was isolated, had few friends, had trouble keeping
7 friends through lack of trust and was under-achieving.

8
9 I have had a lifelong anxiety about groups of men.
10 Even today, I socialise quite well with one male at a time
11 or in mixed company but I avoid all-male activities. I
12 have a suspicion of males in groups and a mistrust of
13 individual males. The repercussions of my school life
14 still comes out in my behaviour all these years later. A
15 few weeks ago I was going to have lunch with a colleague
16 when a colleague turned and asked another man to come along
17 too. The thought of sitting with more than two men made me
18 immediately anxious.

19
20 The main impacts of abuse upon me have been a
21 generalised lack of trust, a disrespect for authority and a
22 tendency to shut down emotionally.

23
24 I have spent what seems like a lifetime in
25 counselling. I have had long term psychological
26 counselling and have seen a number of counsellors during
27 this time.

28
29 I have a stoic and reflective nature and these aspects
30 of my personality have assisted me. However, I remain
31 caught between ploughing on and stopping to unpack the
32 trauma as I fear the consequence of examining what has
33 happened to me.

34
35 I believe that neither the chairman of the School
36 Council nor the principal have been able to display
37 appropriate leadership responsibility or emotional
38 intelligence on the matter.

39
40 I would like to see the school display some interest
41 in knowing whether or not its staff had hurt children in
42 the school's care, whether it accepts a breach of duty in
43 its in locus parentis and display a moral response. I would
44 have been satisfied with engagement, explanation, regret
45 and compassion.

46
47 I would like to see the school show more transparency

1 in its handling of complaints and be more accountable for
2 their actions and staff. This means, it must place the
3 management of complaints at arm's-length.
4

5 I would not have come to the Royal Commission had
6 Geelong Grammar had a better response to my concerns and I
7 would like the school to be held accountable."
8

9 I wrote that statement, as was indicated before, some
10 days ago and, hearing myself read it, I reflect on how life
11 is now heavily overshadowed with sadness.
12

13 "I am here before the Commission some 50 years after
14 the fact. Those facts carry a lifetime of repercussion. I
15 did not find the environment to address them as an
16 11 year-old. At what point between those times and
17 these years that stand between should I have raised them?
18

19 To my credit, or perhaps shame, I tried to ignore the
20 shadow over my life. I even managed to forget many of the
21 details of their perpetration and the organisational
22 denial.
23

24 I am not sure how I feel about the perpetrators - my
25 emotions are a strange mix of shame, denial, revulsion and
26 bitterness.
27

28 However, I am clear about the immediate circumstances
29 of my story.
30

31 For those who have been hurt, the most healing process
32 would be engagement and explanation.
33

34 It appears this has been denied me.
35

36 Those who have in one context expressed regret and
37 support and in others sought to duck and weave I hold them
38 in contempt. In my view, they lack courage, are devoid of
39 leadership and have failed morally and have shown
40 themselves to be two-faced and self-serving.
41

42 Finally, I would like to express my thanks to the
43 Royal Commission for granting me this opportunity to speak.
44 I would like to thank the staff of the Royal Commission who
45 have demonstrated extraordinary and selfless care,
46 compassionate professionalism and objectivity. They remain
47 in my appreciation. Thank you.

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THE PRESIDING MEMBER: Mr Lloyd?

MR LLOYD: No further questions.

THE PRESIDING MEMBER: Anyone from the first Bar table have any questions of [BKU]?

MR STANLEY: Yes, Commissioner.

THE PRESIDING MEMBER: Mr Stanley. I'm sorry to interrupt you, I did omit to mention to the representatives at the Bar table just to take into account the witnesses who may not know who you are, to please introduce yourselves and indicate who you are acting for, and it also then is of benefit to those who are watching these proceedings being live streamed. Sorry to interrupt you, Mr Stanley.

<EXAMINATION BY MR STANLEY:

MR STANLEY: Q. Witness, my name is Stanley and I appear on behalf of the school, Geelong Grammar, and also the current principal, Mr Meek, and the chairman of the School Council, Mr Kirkwood, both of whom you've mentioned in your evidence.

I just want to take you back to the correspondence that you had with the school following your decision to take action in 2012.

Is it the position that, up until that time, you had never at any time made any complaint to any member of the School Council or any principal of the school?

A. That's correct.

Q. You had first sought assistance with respect to your problems in about the year 1998-2000. Is that correct?

A. No, I think from my statement it's clear that that's not correct. My statement made clear that I received all sorts of help, even identified by the school, at a much earlier time and that I received and sought subsequent assistance, but that I did not specifically link that with any specific allegations regarding the school's behaviour or the school's representatives.

Q. Let me take you to the steps that you did take in 2012. You wrote a letter dated 14 November 2012. This

1 letter is numbered GGS.0008.002.0001_R, and it is at
2 tab 270 of the tender bundle.

3

4 THE PRESIDING MEMBER: It should come up in front of you
5 directly on the screen, as well as on the large screens.

6

7 MR STANLEY: Q. This was the first occasion that you
8 attempted to raise the matter with anyone at the school; is
9 that so?

10 A. That's correct.

11

12 Q. If we look at that letter, you address it to
13 Mr Kirkwood, the chairman of the School Council; correct?

14 A. That's correct.

15

16 Q. You say to him that you:

17

18 *... write to make a number of specific*
19 *enquiries for which I would appreciate a*
20 *direct, confidential and prompt response.*

21

22 Correct?

23 A. Correct.

24

25 Q. Apart from then some issues that were not directly
26 relevant, you said:

27

28 *I write with regard to the Reverend Norman*
29 *Osbourne who was both a class teacher and*
30 *chaplain while I was at Timbertop in 1967.*

31

32 Correct?

33 A. Correct.

34

35 Q. So at that stage it was in your mind that the Reverend
36 Osbourne who was the person who had been responsible for
37 any abuse that you had suffered at Timbertop?

38 A. Correct.

39

40 Q. What you were seeking in this letter was information
41 about the Reverend Osbourne, wasn't it?

42 A. Correct.

43

44 Q. You raise three matters, three questions that you
45 wanted answers to, the first being:

46

47 *Does the school know where the Reverend*

1 Osbourne went to after leaving the school?

2

3 Correct?

4 A. Correct.

5

6 Q. The next one again relates to Reverend Osbourne by
7 asking:

8

9 *[Whether] the school have any record of*
10 *other boys who were sexually molested by*
11 *him either at Timbertop in 1967 or in*
12 *other years?*

13

14 Correct?

15 A. Correct.

16

17 Q. The third question again is specifically related to
18 Reverend Osbourne when you ask:

19

20 *What action did the school take in regard*
21 *to these complaints [that is, complaints*
22 *about Reverend Osbourne] both in terms of*
23 *its behaviour to Reverend Osbourne and in*
24 *terms of its response to current or former*
25 *students?*

26

27 Correct?

28 A. Correct.

29

30 Q. You then indicated that you intended to lodge a formal
31 complaint shortly, but you wanted a response to those
32 questions, relating to Reverend Osbourne, first?

33 A. Correct.

34

35 Q. You then asked, if you were to lodge a complaint, to
36 whom the complaint should be addressed and what processes
37 the school had to address such issues.

38 A. That's correct.

39

40 Q. You then in fact received a response from the chairman
41 of the School Council, didn't you, dated --

42 A. That's correct.

43

44 Q. -- 29 November. That letter is at tab 272 of the
45 tender bundle, its number is GGS.0008.002.0003_R. This
46 letter comes from the chairman of the School Council,
47 Mr Kirkwood, to whom you've written. Firstly, he thanks

1 you for your letter and says:

2
3 *I was most concerned to read about the*
4 *issues raised in your letter and I can*
5 *assure you that any complaint will be dealt*
6 *with in an appropriate [manner]. Given the*
7 *seriousness of your complaint, I have*
8 *passed your letter on to the principal of*
9 *the school, Mr Stephen Meek, who will write*
10 *to you separately.*

11
12 *Mr Meek will be your best contact for all*
13 *future enquiries.*

14
15 *Kind regards.*
16

17 When you received that letter, did that cause you any
18 concern or were you somewhat satisfied that at least your
19 letter had been acknowledged and that steps were going to
20 be taken?

21 A. No. Can I just say that, even this line of
22 questioning, I find it fascinating that in the previous
23 letter you referred to, and the bit you chose not to quote
24 was my reference to being stripped naked by a member of
25 staff, of which the school showed no concern, which you
26 choose to ignore now and you chose not to read out to the
27 Commission.
28

29 I wrote to the school referring to Buckley, not by
30 name; the school had no interest. Even today, your sole
31 appears in the questions to be around a self-serving
32 judgment that you've taken some form of action.
33

34 It is quite well-known at that school that a culture
35 of nicknames ruled. I frequently did not know people's
36 names. In some of the rolls, my name was read out by
37 nickname and not by family name and I think it's quite
38 understandable.
39

40 The other thing about that which is quite
41 understandable I believe, but not from a personal
42 experience but from what I've read, that it's quite natural
43 for some of these things to have been suppressed in some
44 extensive nature of the detail down to and including name
45 recollection. I am quite clear --
46

47 Q. Mr --

1 A. I am quite clear, if I can finish please, that if I
2 was given a photo of a number of people I would readily
3 identify the perpetrator, that the person was named as Norm
4 or Poss, and he was at Timbertop and he was a priest in
5 1967. I was disappointed the letters didn't seem to show
6 any concern about an independent process from the school.
7

8 Q. All I am trying to do is take you to the dealings that
9 you had with the school as evidenced by the correspondence
10 to show what in fact occurred after you had made your
11 complaint; do you understand?

12 A. I do understand, I'm just noting for the Commission
13 that you are being quite selective with the correspondence
14 and choosing to ignore some sections to paint your position
15 in a brighter light.
16

17 MR LLOYD: Can I just interrupt there, there's the use of
18 names in circumstance where there's the pseudonym direction
19 that's been made. Can I just remind, with respect,
20 Mr Stanley, to use the pseudonyms. That's a difficulty
21 with the live feed if the pseudonym direction is not
22 complied with.
23

24 MR STANLEY: I'll do my best, I'm sorry, Your Honour.
25

26 Q. The next thing that happened after you received the
27 letter from Mr Kirkwood, was that you in fact did receive a
28 letter from Mr Meek, the principal, which is tab 273, the
29 number is GGS.0008.002.0004.
30

31 In that letter Mr Meek advises you that he'd been
32 provided with a copy of your letter by Mr Kirkwood and he
33 said:

34
35 *As you will appreciate, I share his concern*
36 *as to the matters which you have raised.*
37

38 He then tells you that:

39
40 *To enable a review of the matters raised in*
41 *your letter, it would be most helpful to*
42 *have clarification of the circumstances to*
43 *which you refer. I would therefore ask*
44 *that you send me your formal complaint in*
45 *writing ...*
46

47 Then there are details of his address. Then he

1 concludes by saying:

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In response to the specific questions raised in your letter, the school does not have any record of a class teacher or chaplain at Timbertop in 1967 called Reverend Norman Osbourne.

Best wishes, Stephen Meek.

That was received by you, presumably, on or about 6 December; correct?

A. It is some time that month, yes.

Q. Following that, you took some steps that you've not mentioned in your statement, namely, you communicated with the Geelong Grammar Archives Centre, making a request for an access to the school roll and list of staff at Timbertop in 1967, didn't you?

A. Correct.

Q. I refer to the document which appears at tab 274, numbered GGS.0008.002.0005. Why did you make this request of the archives?

A. To me it was a fairly obvious step. I understood there was a priest called Norm or Poss. I thought his name was Norm Osbourne as I stated in my first letter. When that was denied I wanted to see whether the letter was accurate or who the staff had been. That determined it was Norm Smith, not Norm Osbourne, hence my sworn statement to the Commission reflects the correct name.

Q. Did you make this request because you were using it for a memoir that you were writing?

A. No.

Q. Did you, when you made the request, indicate that you were wanting it because you were using it for a memoir that you were writing?

A. No, I don't believe so.

Q. Would you look, please, at the request for access that I think is in front of you. If you look at the bottom of the page, you will see you were asked:

Please outline your enquiry and the reason for this request.

1
2 Do you see that question? On the third-last line on
3 the page. Do you see it?
4
5 THE PRESIDING MEMBER: It's still not there, is it?
6
7 MR STANLEY: I'm sorry. It's under the heading, "Your
8 Enquiry".
9
10 Q. Do you see the words "Your Enquiry"?
11 A. Yes, I do.
12
13 Q. Below that you were asked:
14
15 *Please outline your enquiry and the reason*
16 *for this request.*
17
18 You've answered:
19
20 *I request access to a school roll and list*
21 *of staff at Timbertop in 1967. I am using*
22 *this for a memoir I am writing.*
23
24 Is that what you said?
25 A. Yes, it is.
26
27 Q. And, was it true?
28 A. I'm not sure, in a manner it may have been; I
29 certainly used it for making notes about what had happened
30 with me, yes.
31
32 Q. Did you receive a response to that request?
33 A. I believe so.
34
35 Q. What did the response tell you?
36 A. I don't have it; I expect you might tell me.
37
38 Q. On 14 March, three months later, you wrote a further
39 letter back to Mr Kirkwood, didn't you?
40 A. Yes.
41
42 Q. This is GGS.0008.0002.0007, and it's at tab 278. Do
43 you have that letter?
44 A. Yes, I do.
45
46 Q. This was written after the last correspondence you had
47 from the school; it came from Mr Meek telling you that he

1 was the person who would be investigating or looking into
2 your matter; correct?

3 A. Correct.
4

5 Q. Why did you write back to Mr Kirkwood rather than to
6 Mr Meek?

7 A. Because I did not believe that the response from
8 Mr Meek was one which I thought would be open to a
9 conversation.
10

11 Q. Why did you form that view, from the letter that we've
12 looked at from Mr Meek, when he told you in fact that, we
13 can't --

14 A. I reiterate, I reiterate, my knowledge of the school
15 culture, which is one of - sorry, let me go through this in
16 detail, I've already said it but I don't mind restating it.
17

18 My understanding of the knowledge of people who have
19 suffered some sort of abuse, especially males, there's a
20 period of at least 30 years before there is any discussion
21 whatsoever and there's frequently periods, I've been told
22 by psychologists, of suppression. So, some confusion
23 around the name on that ground alone is not surprising.
24

25 The second reason is because, the school was a school
26 of really extensive use of nicknames and, as I've said,
27 down to the point that even in roll calls my nickname was
28 sometimes used rather than my family name. So it's quite
29 obvious to my mind that there's some basis or potential for
30 confusion, especially if there's two Reverend Norms.
31

32 The third reason is; and I think it's been indicated
33 by your line of questioning today, that the school is
34 selective about how it responds, that you've been selective
35 in your questioning; you haven't alluded to the reference
36 to being stripped naked by a teacher, which is a reference
37 to John Buckley, and have sought to only isolate the one
38 factor that you cling to, which is that I had made an
39 inappropriate or incorrect reference to name.
40

41 There wasn't an interest about what was the nature of
42 the abuse, what was the nature of the allegation. There
43 was no expression of care or concern in my view, and that
44 is the reason I had no trust then in the principal, nor now
45 in the chairman.
46

47 Q. The letter you wrote on 14 March back to Mr Kirkwood

1 says that you thank him for the prompt reply to your letter
2 of 14 November, and also for the sentiment contained
3 therein. You then said:

4
5 *Following your recommendation I await a*
6 *response from the principal and regret to*
7 *report that he appears to have neither the*
8 *grasp nor feel for the topic.*

9
10 But you had had a response from the principal, hadn't
11 you?

12 A. Yes. As that letter just indicates:

13
14 *... and that I report back to the chairman,*
15 *Mr Kirkwood, that the principal appeared to*
16 *have neither the grasp nor feel for the*
17 *topic.*

18
19 It's as stated there as you read out.

20
21 Q. What was it in the letter that Mr Meek wrote to you
22 that made you feel that he had no grasp nor feel for the
23 topic?

24
25 THE PRESIDING MEMBER: I think -

26
27 THE WITNESS: Can I --

28
29 THE PRESIDING MEMBER: I think [BKU] has given a clear
30 understanding to the Commission, Mr Stanley, as to why he
31 didn't have that confidence and you're really only asking
32 him to repeat himself.

33
34 MR STANLEY: If Your Honour pleases.

35
36 Q. In fact, you did receive - sorry, I withdraw that. In
37 fact, you are now aware that a letter was sent to you on
38 23 May by Mr Meek, in effect giving you a response to your
39 concerns that he was trying to fob you off. I gather,
40 until the Commission showed it to you, you were unaware of
41 that letter?

42 A. That is correct.

43
44 Q. That letter confirms, from Mr Meek, that:

45
46 *As outlined in my earlier letter to you*
47 *last year, I will require more specific*

1 *details of the circumstances to which you*
2 *refer. I am happy to discuss any issues*
3 *you may have either by telephone or by*
4 *responding to your written account of*
5 *events.*

6
7 That's so, is it not? Since March 2013, have you made
8 any further approach to either Mr Meek or Mr Kirkwood with
9 respect to your concerns?

10 A. No, not personally, no.

11
12 THE PRESIDING MEMBER: Anyone else have any questions of
13 [BKU]? Mr Lloyd, any matters for re-examination?

14
15 MR LLOYD: Just two matters, Your Honour.

16
17 **RE-EXAMINATION BY MR LLOYD:**

18
19 MR LLOYD: Q. [BKU], you were just asked about whether
20 you had made any further more recent attempts to make
21 contact with Mr Meek; do you remember that question?

22 A. I do.

23
24 Q. Your answer to the Commission was that, not you
25 personally.

26 A. That's correct.

27
28 Q. Was an approach to your knowledge made on your behalf
29 by someone else?

30 A. I believe there has been.

31
32 Q. Could tab 289 please be shown. This is a letter,
33 23 December 2014. Scrolling to the bottom, it's from
34 Mr Meek. Do you see that? This letter is to Caitlin
35 Le Feuvre at Knowmore. Do you see that?

36 A. Yes, I do.

37
38 Q. This is a letter in response to a letter written on
39 your behalf of 12 November 2014; is that right?

40 A. I believe so.

41
42 Q. Is this what you had in mind when you had told the
43 Commission that there had been some communication
44 essentially on your behalf?

45 A. That's correct.

46
47 Q. You were asked some questions about the document at

1 tab 274; could that be shown please. This is the request
2 for access to school archives. Do you remember that? Do
3 you recall whether you received a response to your request
4 for access to a school roll and list of staff at Timbertop
5 in 1967?

6 A. No, I don't.

7

8 Q. That is to say, you don't recall whether you received
9 a response?

10 A. That's correct.

11

12 MR LLOYD: Those are my questions, Your Honour.

13

14 THE PRESIDING MEMBER: Thank you. Thank you, Mr [BKU],
15 thank you for your attendance at the Commission and you are
16 now excused.

17

18 <THE WITNESS WITHDREW

19

20 MR LLOYD: I call Dr Robert Llewellyn-Jones. His
21 statement is found behind tab 6 of the statements bundle.

22

23 THE PRESIDING MEMBER: Doctor, just before you take a
24 seat, can I just ask you to remain standing to take either
25 the oath or the affirmation.

26 A. I'd like the affirmation please.

27

28 <DR ROBERT HUGH LLEWELLYN-JONES, affirmed: [12.36pm]

29

30 THE PRESIDING MEMBER: Thank you, doctor, take a seat
31 right where you are.

32

33 <EXAMINATION BY MR LLOYD:

34

35 MR LLOYD: Q. What is your name?

36 A. My name is Dr Robert Llewellyn-Jones.

37

38 Q. And your occupation?

39 A. I am a senior consultant psychiatrist in private
40 practice.

41

42 Q. Dr Llewellyn-Jones, you've made a statement to the
43 Commission, you did that on 19 August 2015?

44 A. That is correct.

45

46 Q. What you say in that statement is true?

47 A. It is true.

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MR LLOYD: Your Honour, I tender Dr Llewellyn-Jones' statement, but I do so on the basis that the photograph which appears at page 3 and also page 11, when it's made available to the public and posted on the Commission's website, will de-identify all of the people in that photograph apart from Dr Llewellyn-Jones.

THE PRESIDING MEMBER: All of the students, all of the other students.

MR LLOYD: Yes.

THE WITNESS: Yes.

THE PRESIDING MEMBER: Thank you, so that statement will be marked 32.3.

EXHIBIT #32.3 STATEMENT OF DR LLEWELLYN-JONES DATED 19/08/2015

MR LLOYD: Q. Dr Llewellyn-Jones, you've identified some of the most key paragraphs in the statement that you wish to read out in your oral evidence?

A. I have.

Q. Could I invite you to do that.

A. Thank you.

Q. If you weren't proposing, in doing that, to read paragraph 2, can I invite you to add that to the paragraphs you were proposing to read.

A. I shall do so.

THE PRESIDING MEMBER: Doctor, perhaps I should indicate just before you commence, we'll take the lunch break at 1, so that probably will mean that your statement will be interrupted at that point and we'll return at 2.

A. I understand. There will be no problem, thank you.

THE PRESIDING MEMBER: Thank you. Please commence.

THE WITNESS: "Your Honour, Royal Commissioner Milroy, Counsel Assisting, ladies and gentlemen, this statement offers the Royal Commission a unique perspective. I speak as a senior practising psychiatrist who assists and treats child abuse survivors. I am also a survivor of child

1 abuse.

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I was born in 1955 in Kuala Lumpur, Malaysia, and emigrated with my family to Sydney in 1965. Whilst still in Kuala Lumpur, I was sexually abused. I attended a local primary school in Sydney in Years 4-6. Then, in 1968, I commenced at Otway Boarding House at Geelong Grammar, which I will refer to as GGS in Form 2, which is now known as Year 8.

I mention the earlier abuse in my childhood because it may help to understand why I may have been more vulnerable to being abused at GGS. Survivors of childhood sexual assault are more likely to be sexually assaulted in adolescence. Up to 20 per cent of Australian children experience significant sexual abuse. Many of these children will experience mental and physical health problems in adulthood as a result.

The total cost to our nation of all childhood trauma and abuse is more than \$9 billion every year.

I have long kept private what I am about to disclose. I am publicly identifying myself in this statement because I believe the shame, the secrecy and the silence surrounding sexual abuse in our society must be eliminated.

Sexual abuse survivors often feel ashamed when it is the perpetrators of abuse that should feel ashamed. I acknowledge the courage of all survivors who have provided evidence to this Royal Commission irrespective of whether they have identified themselves or not.

I will now move on to paragraphs 5-18 of my statement.

The events that I am about to describe are about my life as a child at GGS.

I was small for my age and late to start puberty. This photo of me at age 14 highlights my relatively small size. I am the blonde child, third from the left.

In 1969, I repeatedly witnessed several of my peers being indecently assaulted at Otway House by one of the students, [REDACTED], who was then aged 14. Otway was at times a hot house of violent acts and testosterone. The abuse may have begun as teenage sexual exploration, but it

1 ended in indecent assault. Self-styled [REDACTED] was
2 obsessed with sex. He boasted that he had already had sex
3 with girls. In Year 9, he engaged in sexually abusive
4 behaviour.

5
6 In 1969, I repeatedly witnessed [REDACTED] getting
7 into bed with other boys without their consent, demanding
8 sex and grabbing at their genitals. He was often told to
9 "fuck off" but refused to leave. I heard his victims
10 telling him to leave them alone and saying "don't touch
11 me". When he was unable to coerce his victim into mutual
12 masturbation, he proceeded to ejaculate in the bed adjacent
13 to or over his victim.

14
15 He was the leader of a group of bullies in the
16 dormitory who sexually intimidated several boys who, like
17 myself, were late developers. His behaviour occurred in
18 the context of lights out conversations when the bullies
19 would toss sexual comments back and forth across the dorm
20 before going to sleep.

21
22 Wet dreams, masturbation and derogatory sexual
23 comments about me and other boys were frequent topics of
24 such conversations. He and his bullying friends, who we
25 knew were capable of assault, intimidated many of us. On
26 many nights I was scared that [REDACTED] would pick me as
27 his victim, but fortunately he never did.

28
29 In 1969, a 13-year-old boy, [REDACTED], became my
30 friend at Otway. He was bullied mercilessly for his
31 sporting ineptitude and for being different. One day I
32 came into the dorm to find a mob of boys at the far end
33 chanting, "Do it! Do it! Do it!" I saw that my friend
34 had been spreadeagled by [REDACTED] and several other
35 bullies. One of them was wiping black boot polish over my
36 friend's genitals. This was known as "blackballing" at
37 GGS. My friend lay rigid and terrified. I desperately
38 wanted to rescue him but, outnumbered, I feared that if I
39 intervened, I would also be sexually assaulted. I felt
40 guilty and a coward because I hung back. The chanting
41 reached a crescendo as [REDACTED] forcibly masturbated my
42 friend. My friend was whimpering. The mob's chanting then
43 erupted into cheering. The deed was done.

44
45 Mr Bedggood, the housemaster, suddenly came down the
46 corridor, he loudly asked what the noise was about, and the
47 mob dispersed. Everyone apart from my friend was now in

1 bed. Mr Bedggood demanded to know, "Who did this?" But
2 no one responded. Mr Bedggood threw a towel over my friend
3 and led him from the room, to begin the difficult process
4 of washing the boot polish off his genitals.
5

6 Until today, I have rarely spoken about the events
7 that I will now describe because they were too painful to
8 talk about. The sexual abuse that I experienced in 1971
9 and the response by GGS to it can only be understood by
10 recognising that this sexual abuse occurred in the context
11 of other physical and psychological abuse that I also
12 experienced at the school.
13

14 In 1971, when I was 15 years old, the school chaplain,
15 Reverend Davison, suggested that we have regular evening
16 meetings in his study. He explained that these meetings
17 were for him to answer my questions about Christianity. He
18 said that he knew that I was being bullied and wanted to
19 offer me support. He told me that the meetings would help
20 me overcome my doubts about Christianity.
21

22 We met regularly over several months. As these
23 meetings progressed, he became increasingly friendly.
24 Indeed, he said he wanted to be my friend. Over time, I
25 formed a trusting relationship with Reverend Davison, which
26 felt like a father/son relationship. He listened to my
27 troubles, discussed my doubts and was kind and supportive.
28 Looking back, and knowing what followed, I have since
29 wondered if this was not some form of grooming.
30

31 One day in the middle of 1971 Reverend Davison asked
32 to meet me alone in his study. I have a good memory of
33 what then occurred. Reverend Davison greeted me saying,
34 "Do come in LJ, do come in". My friends knew me as LJ, but
35 our school masters usually addressed us by our surnames.
36 His familiar greeting puzzled me. I followed him into his
37 study. He locked the door; this made me feel uneasy. He
38 sat in an armchair opposite me. He asked me if I wanted
39 coffee or tea, and when I asked for tea he disappeared and
40 returned with a mug of tea and some biscuits. He asked,
41 "All going well with your readings of the books I
42 suggested?" This referred to our discussions about
43 elements of the Christian faith. We talked about my
44 spiritual doubts for a period. He was a liberal theologian
45 and accepted my questioning traditional views. The
46 conversation lapsed. There was a long silence. I didn't
47 know what to say. His tone was so very different to our

1 previous meetings.

2

3 He looked at me intently. I can still remember how
4 tense and uncomfortable I felt. He told me that he wished
5 to talk to me about something that he thought would help
6 me. He said that boys didn't get much chance to talk about
7 such things and that it helped to be open. I felt nervous
8 and didn't know how to respond. He then said I would find
9 it easier if I relaxed, and drew a watch from his trouser
10 pocket and started to swing it gently in front of me at eye
11 level. He told me to follow the motion of the watch with
12 my eyes and spoke to me about relaxing.

13

14 He spoke to me about feeling heavier and heavier, and
15 told me I felt warm, relaxed and safe and comfortable with
16 him. He told me that sex was natural, that it was good for
17 me. He told me to tell him everything about my sex life.
18 He asked me how often I masturbated and what my sexual
19 fantasies were about. He told me to tell him what the
20 other boys had told me about sex. He wanted to know if I
21 was sexually attracted to any of the other boys. To each
22 question I said words to the effect, "It's private, sir.
23 Please sir, I don't want to talk about it", and refused to
24 answer his questions. He told me that he could teach me
25 about sex and that I could do it with him so that I would
26 get very good at it. He told me that he only wanted to
27 help me and that I could trust him.

28

29 I squirmed in the chair and tried to shake off the
30 drowsiness that he had cast over me. I was quite aware and
31 wanted no part in it. I felt panicky and somehow that I
32 was drowning. But he ignored me and my distress and
33 persisted with his questions. I heard him get out of his
34 chair. I was scared he was going to start kissing me and
35 touching my genitals. Suddenly, his hand was on my upper
36 thigh and I yelled at him - I yelled at him to stop.

37

38 I saw that the Reverend Davison was sexually aroused.
39 I bolted for the door, but it was locked. I turned back
40 shaking. I was scared that he was going to force himself
41 on me. We had a brief exchange where he told me that it
42 was not going to go down well with Mr Hayward, the deputy
43 headmaster, that I had propositioned the school chaplain.
44 I told him that I had done nothing wrong and that he had
45 propositioned me. I asked him to let me go. He looked
46 deflated and told me that I had misinterpreted him, that I
47 was imagining things and that it had had been a

1 misunderstanding. He told me that no one would believe me
2 if I said anything. The door slammed outside and his wife
3 called out to him. He flicked the latch and in an instant,
4 I was gone. Subsequently, Reverend Davison acted towards
5 me as if this incident had never happened. I was too
6 intimidated to confront him about it.

7
8 I recently received an email from a GGS friend who
9 told me that Reverend Davison had tried to hypnotise all of
10 them as a group. I was also told that the Reverend had
11 left GGS under a cloud because it had gone too far with one
12 younger boy. Another GGS friend told me that when some of
13 the senior students became aware that he had sexually
14 abused students, they were told by a senior staff member
15 not to disclose this matter to anyone. They were informed
16 that the Reverend would be leaving the school to work in
17 another parish.

18
19 I have also been told that, subsequent to GGS,
20 Reverend Davison worked as the vicar of St Augustine's
21 Church in Mont Albert in Melbourne's eastern suburbs and
22 that he died in that role. As far as I am aware, neither
23 GGS nor the Anglican Church took remedial action to prevent
24 Reverend Davison sexually abusing children in his new
25 parish.

26
27 My experience of institutional sexual abuse can only
28 be understood by taking into account the abusive subculture
29 in which I lived. During my time at GGS, I was subjected
30 to persistent verbal abuse by some of my peers. This was
31 euphemistically called "mocking" by the masters, our
32 teachers. Such "mocking" in my case included repeatedly
33 being called "retarded", "dickhead", "cuntface", "fuckface",
34 "dog shit", "poofter", "chicken head", "spastic" and
35 "cretin" by a gang of peers who used me as their whipping
36 boy. I was shunned for long periods by some of my peers.
37 My homework was stolen, so that I would be punished for not
38 completing it. The contents of my personal diary were
39 distributed amongst my fellow students and ridiculed.
40 Several of my peers, [REDACTED], expressed a deep hatred of
41 me. This included repeatedly slapping me in the face,
42 pushing me to the ground and twisting my arms painfully.

43
44 There was a subculture of brutality at GGS. As part
45 of this subculture, it was a given that the brutality had
46 to be kept hidden from the outside world. I never spoke
47 about the brutality I witnessed or experienced because my

1 persecutors told me that they would punish me for
2 "blabbing" to my parents and/or the masters.

3
4 Moving on to paragraph 23.

5
6 There is one shocking incident of abuse that sums up
7 the cruelty of the abusive subculture at GGS."

8
9 Your Honour, may I comment that this description may
10 take about 10 minutes to read. I could read it after the
11 break or I can continue and stop halfway through.

12
13 THE PRESIDING MEMBER: Which would you prefer, doctor?

14 A. I would prefer, if it is possible, to read it after
15 the break.

16
17 Q. Let's do that.

18 A. Is that okay?

19
20 THE PRESIDING MEMBER: Absolutely. We'll take the lunch
21 adjournment now and return at 2.

22
23 **LUNCHEON ADJOURNMENT**

24
25 THE PRESIDING MEMBER: Thank you, Dr Llewellyn-Jones, are
26 you ready to proceed?

27 A. I am, Your Honour.

28
29 THE PRESIDING MEMBER: Please go on.

30
31 THE WITNESS: "There is one shocking incident of abuse
32 that sums up the cruelty of the abusive subculture at GGS.

33
34 In February 1970 I had recently commenced Year 10 at
35 the school's Timbertop Campus. In my time, it was for boys
36 only. Prince Charles was a student at Timbertop in 1966.
37 Each weekend we went on hikes in the surrounding area in
38 parties of four.

39
40 On this occasion my party included a fellow named
41 [REDACTED]. We were aged 14 or 15. On a Saturday we hiked
42 to Buttercup and pitched our tents. The masters told us
43 that we needed to be back at the school by 4pm on the
44 Sunday and that each hiking party must remain together. If
45 we broke this rule, we would be punished - caned. The
46 other hiking parties left in good time to meet the 4pm
47 deadline, but [REDACTED] decided that we should leave at

1 the last moment. I was increasingly anxious about our
2 increasingly late departure, but I couldn't leave without
3 the other members of my party. [REDACTED] tormented me
4 about my anxiety.

5
6 We eventually moved out. He led the others laughing.
7 He insulted me and I lagged behind, feeling humiliated.
8 About halfway to the school, the others in the group ahead
9 of me stopped in a small clearing. All the other hiking
10 parties were well ahead of us.

11
12 My memories of what happened next are fragmented. I
13 will describe them in the present tense because this is how
14 they used to return to me. [REDACTED] is sitting on a log;
15 the others are blurry figures beside him. One of them bars
16 the way ahead. There is a cow pat not far from
17 [REDACTED]'s feet. A blowfly buzzes around, repeatedly
18 landing on the cow shit and circling around it. All I
19 wanted to do was to get back to the relative safety of the
20 school.

21
22 [REDACTED] refuses to let me walk back to the school
23 until I lick some mud from his boots. Because I'm afraid
24 that he has stepped in the cow shit and am disgusted by the
25 thought of eating it, I tell him to "f-off". I try to push
26 past but I am shoved to the ground and ordered to get onto
27 my hands and knees. I was helpless.

28
29 One of them says that they should stick a tree branch
30 up my bum. Thoughts race through my mind, but I can't
31 grasp them. The "mud" on his boot makes me gag. I try to
32 convince myself that it is just mud. I tell myself that
33 I've been brought down hard in rugby and got a mouthful of
34 dirt. I think that, if I do as he orders, it will prevent
35 me from worse abuse.

36
37 "Lick it!" [REDACTED] orders. Now the sole of his
38 boot is in front of my face. I'm startled when one of them
39 suddenly tries to stop him persecuting me and says, "Come
40 on, lay off him!" But [REDACTED] orders again, "Lick it
41 off!" I'm terrified of being raped. Slowly, my tongue
42 protruded from my mouth and I started to lick at the sole
43 of his boot. The gritty taste revolts me. I hear
44 triumphant yelling. One of the bullies yells that I've
45 just eaten dog shit.

46
47 I am filled with rage; rage at myself for not seeing

1 [REDACTED]'s trap, rage at having given in to my fear of
2 being raped, rage at licking the dog shit that I thought
3 was mud and rage because I have been desecrated.
4

5 I make a run for it, leaving [REDACTED]'s humiliating
6 laughter behind me. The smell is worse than the taste of
7 it, worse than the grit between my teeth. I grab my water
8 bottle and try to rinse out my mouth, but nothing will take
9 away the taste, the stench and the grit away. I feel
10 contaminated. Nothing can remove my humiliation at having
11 licked the shit on his boot. I feel as if I am no better
12 than an animal for having given in. As I run through the
13 bush I am tormented by all the names that they have called
14 me in the previous years, "shithead", "dickhead",
15 "weakling", "girl", "cretin", "psycho", "stupid cunt", but
16 these are no longer insults that I can brush away. This
17 humiliation has made them real. They are now alive. They
18 are now what I believe I am at my very core. I feel broken
19 because I gave in ".
20

21 As you can see, I was only a child.
22

23 I would now like to move to paragraph 35.
24

25 "Institutional Responses
26

27 For weeks after the indecent assault, the blackballing
28 on [REDACTED], Mr Bedggood or one of the other teachers
29 made unpredictable visits to our dorm after lights out.
30 Anyone caught out of bed without a reasonable explanation
31 was punished, sometimes with the cane. As far as I'm
32 aware, this was the only response by the institution to the
33 incident.
34

35 I never reported the abuse to the school authorities
36 because I didn't think I would be believed or that action
37 would be taken. I didn't disclose the abusive incidents
38 because of the deep code of silence embedded in the overall
39 culture of the school. Those that broke this code were
40 further victimised. I therefore felt strongly discouraged
41 from reporting the abuse. I also felt ashamed about being
42 abused.
43

44 I didn't report the abusive incidents to the police
45 because I feared that I would be punished by the school for
46 doing so. I didn't think that the police would be
47 sympathetic or consider the abuse to be significant.

1
2 The overall culture of the school had convinced me
3 that I had few rights. The adverse impact of child sexual
4 abuse has only recently received widespread recognition in
5 Australia. At the time, the overall culture of the school
6 was, to use a cliché, "If you can't stand the heat, get out
7 of the kitchen".
8

9 I was unable to tell the teachers or my parents about
10 being victimised because I felt very isolated. GGS was
11 several hours by road from Melbourne, it was surrounded by
12 countryside, and was a bus ride from Geelong. We were
13 forbidden to leave the school without permission, which in
14 my early years at the school was rarely given.
15

16 At best, I only saw my parents at mid-term and holiday
17 breaks. In an emergency, we could ask to call home.
18 Calling Sydney involved the housemaster supervising the
19 phone call. Thus, a private phone conversation with my
20 parents was impossible. For most of my time at GGS my only
21 communication with the outside world was via letters, which
22 I gave to a teacher to post. It was suspected that the
23 masters read our mail and, therefore, that we should be
24 careful about what we said about GGS in our letters."
25

26 Moving on to paragraphs 40 and 42.
27

28 "I learned early on that at GGS weeping was seen as a
29 sign of weakness and that it led to greater bullying.
30 Therefore, I hid my distress as much as I could.
31

32 I returned home one holiday in 1969 and, unable to
33 hide my distress, wept for hours because I was so
34 traumatised by the sexual abuse that I had witnessed and by
35 repeated physical and psychological abuse.
36

37 When my mother asked why I was unhappy, I couldn't
38 tell her. I was scared that she would tell my house master
39 and that he would confront my persecutors. I feared that
40 they would punish me for blabbing. My worried mother
41 did tell my housemaster that I was unhappy, but he adopted
42 an authoritarian approach to questioning me about my
43 unhappiness and I didn't feel safe to disclose the abuse to
44 which I was being subjected. Had he been more sympathetic,
45 I may have been able to explain what was happening and more
46 able to overcome my fear of being punished by the bullies
47 for breaking the code of silence.

1
2 After these events, from the age of about 14 to the
3 age of 19, I was unable to weep, even after the death of a
4 very close family member.

5
6 Overall, the school's use of the cane made boys who
7 were bullies more brutal. This encouraged peer-on-peer
8 abuse. The cane was not an effective deterrent for
9 misbehaviour. I was bullied more harshly on days after
10 certain students received the cane, even though I had
11 nothing to do with the offence that led to the caning.
12

13 At aged 24 in late 1979, I returned to GGS seeking
14 answers for the troubling memories of my time there. It is
15 the only time that I have returned to GGS in the past
16 43 years. On that visit Mr Bedggood said words to the
17 effect that the verbal bullying, or "mocking" as he put it,
18 that I experienced was among the worst he had seen in
19 his years as a school master.
20

21 He said that he hoped that this bullying had not
22 damaged me. At the time, I was still too intimidated to
23 talk about the abuse or ask why he had done nothing,
24 nothing to protect me. I didn't feel safe to disclose the
25 sexual abuse and didn't feel comfortable telling him that
26 the abuse had impacted me adversely.
27

28 I appreciated that Mr Bedggood hoped I'd not been
29 damaged by the bullying, but what I really needed him to
30 say was something like, "The bullying you suffered was
31 really awful. I hope that you have been able to put it
32 behind you. You need to know that you did nothing to
33 deserve it and I'm sorry that I didn't put an end to it".
34

35 In November 2011, I emailed Mr Bedggood, who was then
36 retired, to ask whether he would be willing to talk with me
37 about certain experiences that I had had at the school that
38 have troubled me in order for me to make sense of them. He
39 replied by email, stating:
40

41 *I am uneasy about undertaking the sort of*
42 *discussion you have perhaps in mind without*
43 *knowing something of the nature of the*
44 *experiences you refer to. In any case,*
45 *apart from anything else, GGS and*
46 *particularly the school of 40 or so years*
47 *ago is a place of dimming memories, and*

1 *I am not sure how much help I could be to*
2 *you.*

3
4 Although he offered to "renew our acquaintance" by
5 speaking on the phone, I concluded that he was reluctant to
6 talk with me about my experiences.

7
8 In November 2013, I emailed Mr Bedggood, informing him
9 that the purpose of my contact with him in 2011 had been to
10 talk with him about his understanding as a teacher and
11 former house master of the intense mocking that some of the
12 boys in Middle School delivered to certain boys when I was
13 at GGS in 1968 and 1969.

14
15 I went on to say that I was mocked incessantly for a
16 long period; I could never understand what I had done to
17 incur the displeasure of certain peers and why they were so
18 intent at telling me how much they hated me and why.

19
20 In my email, I used the word "mocking" which was the
21 school's euphemism for verbal bullying. I chose not to
22 mention the physical and sexual abuse because I was
23 concerned that the advent of this Royal Commission may have
24 heightened the sensitivities of retired teachers who were
25 in positions of authority at the time I was abused.

26
27 Mr Bedggood's response was as follows:

28
29 *I don't know why some people are so very*
30 *nasty to others; all I am sure about is*
31 *that it is nothing for which the target*
32 *bears any responsibility.*

33
34 He said that he would email me again, once he had time
35 "to try to think of something useful to say". To date, he
36 has not emailed me again.

37
38 On April 4, 2014 I met with Archbishop Freier, who is
39 the Archbishop of Melbourne and the Primate of the
40 Australian Anglican Church. Reverend Davison was a
41 clergyman within the Melbourne diocese when he indecently
42 assaulted me in 1971. GGS is located within this diocese.
43 I informed Archbishop Freier of the physical, psychological
44 and sexual abuse that I experienced at GGS in the years
45 1968-1972. I hoped that he would make, spontaneously, a
46 specific apology to me related to the indecent assault
47 perpetrated by a former chaplain from his diocese. This

1 spontaneous apology was not offered. At the end of a two
2 and a half hour meeting, I asked Archbishop Freier if there
3 was going to be an apology, and he said words to the effect
4 of, "I thought that was taken as read".
5

6 A survivor wants one thing above all - a humane,
7 compassionate response. The apology that I wanted the
8 Archbishop to spontaneously offer was something like, "I'm
9 so sorry that these terrible things happened to you. Our
10 institution should have done more to protect you. Those in
11 charge at the time let you down badly and I am sorry about
12 that. The church is sorry about it. We apologise to you
13 and all those who were victimised like you. We realise
14 that our predecessors let down many children and I want you
15 to know that we are committed to learning from the mistakes
16 of the past and doing all we can to make sure it doesn't
17 happen again. On behalf of the church, I want you to know
18 that we want to do all we can to help you heal and put this
19 behind you". But the Archbishop did not say words such as
20 these.
21

22 Moving on to paragraph 64.
23

24 It concerns me that there have been no consequences
25 for the perpetrators of the abuse that I experienced at the
26 school, nor for the staff who failed to protect me. As
27 this Royal Commission has shown in its hearings into sexual
28 abuse at Hutchins School in Hobart and Knox Grammar in
29 Sydney, I am but one of many students at an elite boys'
30 school that was abused.
31

32 As already stated, the abuse that I have described was
33 rooted in a subculture of bastardisation that dates back to
34 the culture of the "Great Public Schools" of the 19th and
35 early-to-mid-20th Century in Britain and Australia.
36

37 The teachers at GGS in my day should not have been
38 permitted to ridicule, bully, or intimidate students. The
39 use of corporal punishment should have been forbidden. In
40 examining an institutional culture, it is obviously
41 critical to look not just at publicly stated institutional
42 values and promotional material, but also to look at the
43 actions of members of the institution and to assess the
44 processes in place which are intended to prevent abuse and
45 to encourage appropriate reporting and resolution when
46 abuse does occur.
47

1 It is possible that an abusive subculture at the
2 school was perpetuated from one generation to the next
3 because the abuse was normalised by way of euphemisms, such
4 as, "Oh, it's all just innocent sexual exploration" or "it
5 never did me any harm".
6

7 I ask this Royal Commission not to underestimate the
8 influence of vested interests in elite institutions. In my
9 opinion, the power and prestige of the school served to
10 discourage victims from breaking their silence about the
11 abuse that they experienced.
12

13 In 2010, The Age reported that GGS was ranked second
14 among Australian schools based on the number of alumni who
15 had received one of the top Order of Australia honours.
16 Several former students that I contacted regarding their
17 independent recollections of our time at GGS wished to
18 remain anonymous. They feared, by publicly exposing the
19 abuse at the school, they might be joined in legal action
20 which they could not afford.
21

22 It may be that this Royal Commission hearing will
23 prove that their fears are unfounded. I sincerely hope
24 that GGS is willing for the wrongs of its past to be held
25 up to public scrutiny so that lessons are learned and abuse
26 of all types is prevented in the future.
27

28 Moving to paragraph 70.
29

30 Child abuse has repeatedly occurred within
31 institutions of varying denominations and affiliations.
32 The stated values of these institutions proscribe sexual
33 abuse and other forms of child abuse, but subcultures of
34 abuse have existed for many decades within many
35 institutions and they continue to do so. Their
36 characteristics need to be understood if child abuse is to
37 be prevented and, when it occurs, adequately responded to.
38

39 Previous inquiries into child sexual abuse in
40 institutions have shown that vested interests can
41 perpetuate an institutional culture which blames victims
42 and turns a blind eye to abuse.
43

44 Staff who have perpetrated abuse may be quietly "moved
45 on" and the systematic factors that allow abuse to occur
46 are not addressed.
47

1 Further down this paragraph:
2

3 The capacity to commit abusive acts is an inherent
4 part of the human psyche because, in the absence of
5 cultural controls, individuals or groups will be tempted to
6 abuse the power that they have over others. What prevents
7 abuse is for the members of an institution to live their
8 lives according to core human values which promote dignity
9 and respect. Openness and transparency are critical if
10 abuse is to be prevented.
11

12 It is up to each generation to establish and maintain
13 communities that are free of the scourge of child abuse.
14 This work is never completed. It is for this reason that
15 institutions should not avoid being accountable by stating
16 that institutionalised sexual abuse is a thing of the past.
17

18 The abusive nature of certain institutions can be
19 finely nuanced and not readily apparent. There may be a
20 slippery slope whereby adult carers and the children for
21 whom they care can slip gradually into tolerating and
22 ignoring a wide range of abusive behaviours.
23

24 Institutions that tolerate adults or children bullying
25 others via isolation, exclusion, disproportionate
26 punishment or verbal or physical abuse provide fertile
27 ground for sexual abuse. Cultural rationalisations such as
28 "boys will be boys" or that certain abusive experiences are
29 "good for the soul" or "toughen you up" are often at the
30 base of these abusive subcultures and must be challenged
31 and eliminated.
32

33 Sexual abuse in institutions is a complex matter.
34 Stereotyped explanations must be avoided. It is possible
35 for a perpetrator to commit sexual abuse but act ethically
36 in other areas of life. A perpetrator may treat the
37 majority of the children in their care well and only abuse
38 one or two children.
39

40 The perpetrators of my abuse largely restricted their
41 abusive acts to situations when they were unlikely to be
42 observed, so the abuse continued.
43

44 Recent Australian history tells us that there are many
45 examples where institutional response to sexual abuse has
46 primarily been about limiting damage to the institution,
47 its reputation and its employees rather than a genuine

1 concern for the victim of the abuse. Institutions have
2 quietly moved on perpetrators to other locations where they
3 were free to re-offend. Harsh penalties for such
4 institutional behaviour should be mandated by law.

5
6 I believe it to be vital that this Royal Commission
7 makes recommendations mandating an institution's
8 responsibility to ensure that all of its members are aware
9 of the serious adverse impact of abuse on survivors. The
10 cultural denial of these adverse consequences must be
11 challenged and eliminated.

12
13 The language we use for sexual abuse should emphasise
14 that it is a serious crime. The use of euphemisms, for
15 example, "he was caught playing with little boys", is not
16 acceptable. There is a great need for public education
17 about the short and long-term adverse impacts of sexual
18 abuse.

19
20 Individuals who experience mental health difficulties
21 are often reluctant to disclose them because of societal
22 stigma. This stigma is magnified in the case of sexual
23 abuse which is so often associated with shame and
24 humiliation. To create a child-safe society, this stigma
25 must be addressed by challenging community ignorance about
26 the frequency of sexual abuse and about its aversive
27 effects.

28
29 Laws should be enacted to make it mandatory for all
30 individuals aged 18 and above to report incidents of child
31 abuse or suspected child abuse to the police or another
32 designated authority that can independently investigate
33 such allegations. Failure to report actual or suspected
34 sexual abuse should be a punishable offence.

35
36 Because it can take many decades for survivors to feel
37 able to disclose the abuse that they experienced, the
38 statute of limitations on prosecuting such crimes should be
39 removed in all states and territories. It is greatly
40 encouraging that the Victorian Parliament did so for such
41 crimes effective from July 2015.

42
43 It should be a legal requirement for every institution
44 to have a publicly available child abuse policy. This
45 policy should address physical, psychological, verbal and
46 sexual abuse and outline how the institution responds to
47 incidents of child abuse and bullying and how it seeks to

1 prevent them.

2

3 It should outline a whole-of-institution approach to
4 the prevention of bullying and abuse, including
5 cyber-bullying and abuse.

6

7 Moving on to paragraph 81:

8

9 Education about mental health should be part of the
10 school curriculum at all levels of all schools. Students
11 experiencing mental health problems should have ready
12 access to confidential specialist mental health care.

13

14 Education about sexual abuse should be included in the
15 school curriculum of all schools so that children are aware
16 from an early age that they can tell the staff about any
17 incident where they feel they have been touched
18 inappropriately. This education should be age-appropriate
19 and include specific education about personal safety,
20 privacy, sexuality and how a child should respond if they
21 feel unsafe.

22

23 School students should receive education about human
24 sexuality. This education should make it clear that the
25 school will notify the police about incidents of child
26 sexual abuse. Schools should also make clear that
27 non-consensual sexual activity between peers will not be
28 tolerated. Schools should offer counselling and support to
29 survivors of psychological, physical and sexual abuse.

30

31 All those who care for children within institutions
32 should receive adequate training about the adverse impact
33 of sexual abuse, as well as education on how to assist
34 survivors.

35

36 Adults must protect children from, and respond
37 appropriately to, child abuse. Educators and childcare
38 workers should receive mandatory education about early
39 indicators that a child may be being bullied or abused.

40

41 Paragraph 86:

42

43 It is very important that creative ways be found to
44 assist survivors of institutional sexual abuse to reclaim
45 their human dignity and to discover that the power of the
46 human spirit may be bowed, but it need not be broken. This
47 task goes beyond clinical counselling. The offending

1 institutions and society generally must offer greater
2 public acknowledgment of the wrongs of the past as well as
3 meaningful forms of redress and compensation. This
4 reparation must make it clear that each abused individual
5 is valued and will be provided with assistance to heal so
6 that they can finally feel that they are worthy members of
7 society and do not feel like pariahs for having experienced
8 things that no child should be expected to endure.

9
10 Legislation should be enacted to make it mandatory for
11 each state and territory to establish and fund independent
12 child protection in institutions commissions, abbreviated
13 here as CPICs.

14
15 In many states Child Protection Services are
16 fragmented, involve multiple agencies and have at times
17 been criticised for being slow to respond. Some states
18 have inter-agency models to better coordinate services for
19 abused children and young people, but putting protocols in
20 place, putting memorandums of understandings and policy in
21 place are not enough. The purpose of the proposed CPICs is
22 to better integrate the independent investigation of and
23 response to allegations of child abuse occurring in
24 institutional settings.

25
26 Existing statutory bodies such as the Ombudsman and
27 the Department of Community Services would hand over to the
28 CPIC the responsibility for responding to institutional
29 child abuse allegations, thereby avoiding duplication.

30
31 Appropriate police involvement in such matters would
32 still occur in collaboration with the CPIC. The processes
33 adopted by each CPIC should be modelled on those of this
34 Royal Commission, which has adopted exemplary
35 trauma-informed practices.

36
37 Child abuse allegations should be promptly
38 investigated in a fair and impartial manner. Institutional
39 inertia and self-interest can only be overcome by having an
40 independent investigative body.

41
42 The proposed CPICs could also assist victims to obtain
43 redress from the relevant institution or compensation fund.
44 Such redress could include an apology from the institution,
45 a public acknowledgment of the wrongs committed, as well as
46 practical assistance to heal and financial compensation.

1 The CPICs remit could also include raising public
2 awareness of the damage caused by institutional sexual
3 abuse and educating institutions about how to prevent
4 sexual abuse in the future.

5
6 This Royal Commission, with great respect, should
7 recommend that funding be made available to institutions to
8 implement programs that have been shown to promote
9 resilience in children and young people.

10
11 To paragraph 93:

12
13 Over recent years I have tried to understand why the
14 perpetrators of the abuse acted as they did and to have
15 compassion for them since they too were the victims of a
16 subculture of abuse that existed at the school at the time.

17
18 Further down this paragraph:

19
20 It is the responsibility of the culture of each
21 individual's family of origin, the responsibility of the
22 culture within our schools, institutions and society to
23 promote, in Lincoln's words "the better angels of our
24 nature". Biological and personality factors, cognitive
25 impairment and substance abuse may be linked to anti-social
26 behaviour and paedophilia, but if there is a single lesson
27 I take away from the abuse that I endured, it is this:
28 culture is of fundamental importance in determining whether
29 humans engage in abusive behaviour.

30
31 Recovery and Reconciliation, paragraph 95:

32
33 I think that the following would assist me and other
34 survivors of sexual and other abuse at GGS.

35
36 GGS apologising to all survivors of sexual trauma at
37 the school for failing in its duty of care to create a safe
38 environment for all its students.

39
40 GGS holding some form of reparative ceremony and
41 installing a garden of remembrance as symbols for its
42 regret for the pain and suffering that we experienced at
43 the school.

44
45 Knowing that some of the suggestions outlined in this
46 statement will be put into practice so that what happened
47 to me and happened to many others does not happen again.

1
2 Knowing that this Royal Commission will receive
3 sufficient funding and resources and adequate time to
4 complete its vital work and that its recommendations will
5 be enacted to reduce the risk of institutional abuse in the
6 future. It is vital that sufficient funding is provided so
7 that all survivors wanting a private hearing with this
8 Royal Commission can be provided with one.

9
10 This Royal Commission making a recommendation that
11 sufficient ongoing funding is provided for specialist
12 mental health services to assist abuse survivors. Such
13 assistance is difficult for survivors to find and too few
14 mental health professionals fully understand the impact of
15 child abuse on survivors.

16
17 It is critical that institutions provide a formal
18 public acknowledgment of the wrongs of their past. To
19 misquote Santayana, "Those that do not learn from history
20 are condemned to repeat it".

21
22 I would like to see Commonwealth, state and territory
23 governments establish a national research centre to
24 investigate the impact of child abuse as well as focus on
25 its treatment and prevention. This research centre could
26 include a permanent national memorial, a formal
27 commemoration of all those who have experienced childhood
28 trauma and abuse in our nation's history. This memorial
29 can recognise the childhood trauma experienced by
30 Australia's first peoples as a result of European
31 colonisation and can recognise the many stories of
32 childhood trauma that are part of our nation's wider
33 narrative.

34
35 With respect, I ask that this Royal Commission consult
36 with survivor stakeholder groups about a national child
37 abuse memorial. It may be that memorials in each state and
38 territory will be preferred, allowing survivors ready
39 access to a place that symbolises our society's commitment
40 to doing everything possible to prevent child abuse and to
41 care for child abuse survivors.

42
43 By recognising the many faces of trauma, a national
44 memorial within the context of a national research centre
45 can also be an inclusive symbol of our nation's commitment
46 to a just and humane society, an Australia of the 21st
47 Century which has, as core values, respect for the human

1 dignity of every individual and the right of every
2 individual to be protected from abuse. Thank you.

3
4 MR LLOYD: There's just two matters, Your Honour and
5 Commissioner.

6
7 Q. First, Dr Llewellyn-Jones, do you believe that there
8 was a link between the culture that you described and the
9 child sexual abuse which occurred at Geelong Grammar?

10 A. It might appear to some observers that incidents of
11 psychological and physical abuse within institutions are
12 unrelated to child sexual abuse. But it is my strong
13 personal and professional opinion that the non-response by
14 the school to incidents of peer-on-peer bullying and abuse
15 set up everything else that eventually resulted in the
16 sexual abuse that happened to me and to many other boys at
17 GGS.

18
19 You can't divorce the culture that permitted this type
20 of bullying and intimidation from the sexual abuse that
21 this Royal Commission is investigating. They are welded
22 together.

23
24 If an institution is incapable of responding to
25 blatant incidents of physical and psychological child
26 abuse, it is never going to respond appropriately to child
27 sexual abuse when it does occur .

28
29 The sexual abuse at GGS was an extension of the
30 physical and psychological abuse that was so prevalent when
31 I was a student there.

32
33 With great respect, this Royal Commission must examine
34 the institutional responses to the culture promoted within
35 institutions which permits sexual abuse and in certain
36 institutions enable it to thrive.

37
38 Q. The second matter is, in your view, is it sufficient
39 for institutions to rely upon Working With Children Checks
40 and the like in order to prevent child sexual abuse at the
41 institutions?

42 A. I feel that all those checks and balances are
43 important, very important, and I'm greatly heartened to
44 have heard today about the many policies and procedures for
45 child protection that now exist at Geelong Grammar School.

46
47 But I think it's simplistic for us to rely on

1 screening out deviance to ensure child protection.
2 Screening out deviance is common-sense, but it's not as
3 easy as we might think.
4

5 Not all perpetrators are typically deviant. Some are
6 ordinary people with psychological problems who violate
7 boundaries because they think they can get away with it,
8 and because the culture in which they work has not made it
9 explicit that child abuse will never be tolerated.

10
11 In my opinion, child sexual abuse is less likely to
12 occur in a school culture where there is zero tolerance for
13 any form of child abuse. In such a school, if sexual abuse
14 occurs, it will be more readily identified and
15 appropriately responded to.
16

17 MR LLOYD: Those are my questions, Your Honour.
18

19 THE PRESIDING MEMBER: Thank you, Mr Lloyd. Anyone else
20 at the first Bar table? Second Bar table, any questions?
21 Dr Marich?
22

23 DR MARICH: No, thank you, Your Honour.
24

25 THE PRESIDING MEMBER: Thank you, Dr Llewellyn-Jones.
26 Thank you for your attendance at the Royal Commission, and
27 you are now formally excused.
28

29 <THE WITNESS WITHDREW
30

31 MR LLOYD: Your Honour, those are the witnesses who I
32 propose to call today. As identified in the witness list
33 which has been circulated, there's a series of witnesses
34 who I propose to call tomorrow.
35

36 The only other thing that could be done today is, I
37 can tender the tender bundle, the two-volume tender
38 bundle which all the parties have had access to, if that's
39 a convenient course.
40

41 THE PRESIDING MEMBER: Yes, so both volumes into, now
42 exhibit 32.4.
43

44 **EXHIBIT #32.4 TWO VOLUMES OF TENDER BUNDLES**
45

46 THE PRESIDING MEMBER: And otherwise, 10 tomorrow.
47 **AT 2.46PM THE COMMISSION WAS ADJOURNED**

TO WEDNESDAY, 2 SEPTEMBER 2015

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