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**TRANSCRIPT OF PROCEEDINGS**

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**INDEPENDENT COMMISSION OF INQUIRY INTO QUEENSLAND POLICE  
SERVICE RESPONSES TO DOMESTIC AND FAMILY VIOLENCE**

**COMMISSIONER: HER HONOUR JUDGE DEBORAH RICHARDS**

**COUNSEL ASSISTING: RUTH O'GORMAN QC  
ANNA CAPPELLANO**

**Court 17, Level 4, Brisbane Magistrates Court,  
363 George Street, Brisbane.**

**Tuesday, 12 July 2022**

1 COMMISSIONER: Yes.

2

3 MS O'GORMAN: Commissioner, we have a number of witnesses  
4 this morning who will speak about recruitment and training.  
5 In respect of the hearings list and a slight amendment to  
6 it, there was a police officer Sinclair-Ford due to give  
7 evidence today. He's required to complete some training  
8 elsewhere today and we propose to call him tomorrow, if  
9 that's convenient.

10

11 COMMISSIONER: Yes, that's fine.

12

13 MS O'GORMAN: That will leave for today's purposes the  
14 remaining five witnesses commencing with Acting  
15 Assistant Commissioner for People, Capability and Command  
16 Mark Kelly. Unless any of the parties have anything to  
17 raise before we start, I would be in a position to call  
18 him.

19

20 MR HUNTER: Your Honour, with respect to Acting  
21 Commissioner Kelly there are two appendices to the  
22 statement --

23

24 COMMISSIONER: Can you just hang on for one second. Yes,  
25 sorry, Mr Hunter.

26

27 MR HUNTER: There are two appendices to his statement, A  
28 and B. A, the technical questions are asked of recruits as  
29 part of the assessment process; and B is the behavioural  
30 based questions. We'd seek non-publication orders in  
31 respect of those two annexures. We have a draft order.

32

33 COMMISSIONER: Yes. So that seems reasonable. We don't  
34 want new recruits getting advance notice of what there  
35 might be. So I'll make that order and sign it.

36

37 MS O'GORMAN: Thank you, Commissioner. In those  
38 circumstances, I now call Acting Assistant Commissioner  
39 Mark Kelly.

40

41 <MARK KELLY, sworn:

42

43 <EXAMINATION BY MS O'GORMAN:

44

45 Q. Assistant Commissioner, your statement provides that  
46 you are currently the Acting Assistant Commissioner for  
47 People Capability Command for the QPS. Is that a still

1 current description of your role?

2 A. That's correct.

3

4 Q. And you have been relieving in a temporary way as the  
5 Acting Chief Superintendent at People Capability Command  
6 since January of this year?

7 A. It was January 2021.

8

9 Q. Sorry, January 2021. I want to start by asking you  
10 some questions about the police recruitment process,  
11 particularly insofar as it relates to potential recruits or  
12 applicants who have a relevant domestic and family violence  
13 history. Your statement makes clear that on the QPS  
14 website there is an eligibility quiz which can be completed  
15 by potential recruits?

16 A. That's correct.

17

18 Q. Is the purpose of that quiz simply to alert the  
19 potential applicants to the eligibility criteria as may  
20 affect them before they make their application?

21 A. Yes.

22

23 Q. And alert them to potential impediments to their being  
24 accepted as a recruit?

25 A. That's correct.

26

27 Q. Now, one of those relates to the question of whether  
28 or not they presently have a domestic violence order or  
29 have in their history a domestic violence order; is that  
30 right?

31 A. Yes.

32

33 Q. And I think that it's made clear to potential  
34 applicants that in addition to being able to demonstrate  
35 that they're of good character they would also have to meet  
36 the recruiting integrity guidelines?

37 A. That's correct.

38

39 Q. Now, you've provided in your statement the link to the  
40 recruitment integrity guideline.

41 A. Yes.

42

43 Q. Can we just go to those briefly?

44 A. Yes.

45

46 Q. If you need us to bring it up online I can arrange for  
47 that to happen, but it may be that you can answer these

1 questions without having recourse to it. So we'll just see  
2 how you go.

3 A. Okay.

4  
5 Q. Pursuant to the guidelines it's the case, isn't it,  
6 that an applicant who is the subject of an interim domestic  
7 and family violence order is ineligible to apply while the  
8 order is in effect?

9 A. That's right.

10  
11 Q. Okay. And then there's two further guidelines, one of  
12 which provides in a box in the table accessible at that  
13 link, "An applicant named as the respondent in a current  
14 domestic and family violence protection order or previous  
15 order"?

16 A. Yes.

17  
18 Q. And then there's a column off to the right with the  
19 words "up to ineligible"?

20 A. I think it says "up to unsuitable".

21  
22 Q. "Up to unsuitable". Does that indicate that if an  
23 applicant is named as the respondent in that current  
24 protection order that whether or not they're able to  
25 continue with the application process at that time at all  
26 or whether there needs to be some sort of exclusion period  
27 or whether they're deemed unsuitable will be determined on  
28 a case-by-case basis?

29 A. That's correct.

30  
31 Q. All right. And then the third of the boxes relevant  
32 to the domestic and family violence history of a potential  
33 applicant is worded in this way, "An applicant with a  
34 finding of guilt for contravening a domestic and family  
35 violence order" with the exclusion period being up to  
36 "unsuitable"?

37 A. That's right.

38  
39 Q. And again at the appropriate time enquiries will be  
40 made and assessments will be made as to the nature of that  
41 contravention and what the appropriate exclusion period, if  
42 any, should be before the person is able to progress  
43 through the application process?

44 A. That's correct.

45  
46 Q. All right. Now, in practice will a prospective  
47 applicant ever be successful to continue through the

1 application process while they're subject to a current  
2 domestic and family violence protection order?

3 A. No.

4  
5 Q. Okay. In your statement you provide an example of an  
6 applicant who made application and the application was  
7 unsuccessful at that time and then appealed to the RAB?

8 A. Yes.

9  
10 Q. Could I bring that document up so I could just ask you  
11 a question in respect of it. Mr Operator, the doc ID is  
12 [MAK.005.0001]. While that's being enlarged and before we  
13 go to it, can I ask you this: at what stage during the  
14 application process would someone who does not meet the  
15 recruiting integrity guidelines because of their domestic  
16 and family violence history get told that they're not  
17 proceeding further through the process?

18 A. So it can depend. So we changed our process so that  
19 people can do different parts of the recruitment process at  
20 different times. So essentially the first part of the  
21 recruiting process is someone completes the cognitive test  
22 through ASA. If someone passes that test they're then  
23 advised to apply. The first thing that we're trying to do  
24 at this stage, and this is so we can try and make the  
25 processes as efficient as we can is to schedule an  
26 interview. At the same time the person can go away and do  
27 their physical test at a local PCYC and we do some vetting  
28 at that front end. Something like that would be identified  
29 pretty well straight away in terms of vetting because  
30 sometimes vetting takes more detailed analysis. So an  
31 example is intelligence may take more time than a DV order.  
32 So if that was identified the person would be - receive a  
33 letter to say, "This is your history. Show cause as to why  
34 you should be considered for the Queensland Police  
35 Service," and a person's given - they're actually given  
36 some natural justice and told why they're not going to  
37 proceed any further.

38  
39 COMMISSIONER: Assistant Commissioner, would you mind just  
40 speaking up a bit?

41 A. Sorry.

42  
43 COMMISSIONER: And into the microphone because the tech  
44 people are telling me you need to do that?

45 A. Apologies, Your Honour.

46  
47 MS O'GORMAN: It might be easier, is it possible to bring

1 - pull the microphone a little closer to you? Or maybe  
2 not. Would there be any efficiency created in that  
3 application process if applicants were asked right at the  
4 very beginning of the process when they submit an initial  
5 application whether or not they have any domestic and  
6 family violence history?

7 A. Certainly we ask applicants to disclose all their  
8 history, and we have had instances where people haven't  
9 disclosed information as well pertaining to international  
10 events.

11  
12 Q. All right. And they'll get picked up at the vetting  
13 process even if it hasn't been self disclosed by the  
14 applicant?

15 A. Correct.

16  
17 Q. All right. I understand.

18  
19 COMMISSIONER: Sorry, can I just ask when you're talking  
20 about intelligence is that looking at associations and  
21 things like that?

22 A. It's all information, Your Honour, that's held within  
23 our databases. So it's all information that's available to  
24 the QPS in terms of our databases.

25  
26 COMMISSIONER: Okay. So whether there are charges or not?

27 A. Correct.

28  
29 MS O'GORMAN: If a person, an applicant, has made an  
30 application and they have a relevant domestic and family  
31 violence history and they're informed after the natural  
32 justice process has been gone through that their  
33 application is not going to be successful at that point in  
34 time there is nonetheless an appeals process, is there not,  
35 for that applicant to seek to have that decision  
36 overturned?

37 A. That's correct.

38  
39 Q. And the Recruitment Appointment Board has the  
40 responsibility of dealing with those appeals in those  
41 circumstances?

42 A. That's correct.

43  
44 Q. Now, the document up on the screen is appendix D to  
45 your statement. This is an email which was sent to a  
46 potential applicant after the point at which they had  
47 appealed their unsuccessful application to the recruitment

- 1 appointment board; that's right, isn't it?  
2 A. Yes.  
3  
4 Q. And that potential or that applicant did in fact have  
5 a domestic and family violence order in his or her past?  
6 A. Yes.  
7  
8 Q. And it seems reading between the lines that that order  
9 had been made for a period of five years?  
10 A. Yes.  
11  
12 Q. And that that person had been asked to provide some  
13 further details in relation to not only the order and the  
14 conduct around it but their insight in respect of the  
15 making of that order  
16 A. Yes.  
17  
18 Q. And ultimately a decision was made on appeal that the  
19 original decision to exclude the applicant at that point in  
20 time was not to be overturned?  
21 A. That's correct.  
22  
23 Q. And it was communicated to that applicant that in fact  
24 they would not be eligible to apply for application to  
25 become a recruit while that domestic and family violence  
26 order was on foot?  
27 A. Yes.  
28  
29 Q. I asked you before whether in practice that will  
30 always be the case, and I understood your answer was that  
31 that's so?  
32 A. Yes.  
33  
34 Q. So whilst what you've provided us here is but one  
35 example it is nonetheless illustrative of the position that  
36 will always be taken by the QPS in respect of applicants  
37 who are on a current domestic and family violence order?  
38 A. That's correct.  
39  
40 Q. All right.  
41 A. And I can advise the proceedings that the RAB has  
42 considered about five matters of a similar nature in the  
43 last 18 months.  
44  
45 Q. Yes.  
46 A. And separate to that I've also conducted I think three  
47 I suppose when someone's actually submitted a second review

1 about the decision of the RAB at least one of those matters  
2 related to matters of domestic and family violence.

3  
4 Q. All right.

5 A. And that person was excluded.

6  
7 Q. Excluded. It appears again perhaps reading through  
8 the lines a little bit in respect of this particular matter  
9 that one concern might have been that this potential  
10 applicant did not demonstrate a great deal of insight into  
11 the reasons for the making of the domestic and family  
12 violence order?

13 A. Yes.

14  
15 Q. Nonetheless, regardless of the level of insight that's  
16 demonstrated by an applicant, if they're on the order, it  
17 doesn't matter what their attitude to it is, they're simply  
18 not eligible at that time?

19 A. That's correct. All right. Thank you for that.

20  
21 COMMISSIONER: Sorry, I've read this differently. Is that  
22 order - was that order current or had it expired and then  
23 you'd excluded them from applying for five years?

24 A. I believe it was still current, Your Honour.

25  
26 COMMISSIONER: Was it? Okay. So it says that, "You are  
27 listed as respondent which expired on 12 April 2018." .

28  
29 MS O'GORMAN: It would appear - I'm more than happy for  
30 you to answer, Assistant Commissioner, but I had read  
31 through this a few times. It appears that the expiry might  
32 relate to a temporary order that was imposed and the  
33 permanent order started then.

34  
35 COMMISSIONER: All right. Thank you.

36  
37 MS O'GORMAN: But if I'm reading that incorrectly  
38 please --

39 A. No, that was my understanding.

40  
41 COMMISSIONER: Okay. Thank you.

42  
43 MS O'GORMAN: Now, what about if after 12 April 2023 this  
44 applicant was to re-apply at that time what are the sorts  
45 of considerations that would be given by the QPS as to  
46 whether or not he or she would be accepted as a recruit at  
47 that time?



1 A. Certainly we would have to look at what a person had  
2 done in terms of rehabilitation, in terms of what they had  
3 done after the events. But by way of example I know  
4 recruiting the other day excluded a person whose order had  
5 expired. They had looked at the circumstances and where  
6 the partner had actually agreed to the order being  
7 discontinued at a particular point. That person was still  
8 excluded. They looked at the history. They saw that what  
9 warranted the order was an assault where the lady was  
10 punched in the face, and that person was excluded.  
11

12 Q. What about in these circumstances, and I appreciate  
13 that I'm now asking you a somewhat hypothetical question  
14 but if you can assist us if you can? Here we can see that  
15 this particular applicant suggested that the making of the  
16 order was a vengeful act by an ex-partner as a means of  
17 controlling and manipulating them, the potential applicant.  
18 If that person was to re-apply after April 2023 and  
19 maintained that position in relation to the making of the  
20 order but independent evidence satisfied the QPS that that  
21 is not the way in which the order came about would that be  
22 taken into account by the QPS in determining whether that  
23 person was an appropriate applicant and recruit?

24 A. In my view they'd be excluded.  
25

26 Q. All right. We can take that document down now, thank  
27 you, Mr Operator. Can I ask you now some further questions  
28 about the recruiting process?

29 A. Yes.  
30

31 Q. We've heard evidence already that up to 40 per cent of  
32 a police officer's time can be spent attending to domestic  
33 and family violence calls for service or investigations?

34 A. Yes  
35

36 Q. Is there any point during the recruitment process that  
37 a prospective recruit is informed about the very high  
38 volume of work and in particular the fact that it might be  
39 on average 40 per cent of their work spent in dealing with  
40 domestic and family violence?

41 A. So I suppose the touch points for people apart from  
42 them ringing or talking on the phone, particularly the  
43 interviews, so there's an interview by two police personnel  
44 with applicants and during those - and you'll see some of  
45 those technical questions they used to talk about were the  
46 demands.  
47

1 Q. Yes?

2 A. I believe also on the website where you do the  
3 eligibility test it talks about having to deal with not  
4 specifically domestic and family violence but difficult  
5 matters, I guess, whether it be use of force or also  
6 potential trauma. Then for our psych testing there's also  
7 another interview which is conducted by our trained  
8 psychologists, and they ask a series of questions around  
9 someone's ability to be able to do the difficult role of  
10 policing. There's no specific questions in that psych  
11 interview that relate to domestic and family violence, when  
12 I say "specific". But they do do two tests. One's a PAI  
13 and one is an NEO. The NEO test, as I understand it, is  
14 trying to determine a person's personality, introverted,  
15 extroverted, some of their behaviours, whether someone is  
16 potentially controlling, whether they display empathy,  
17 different parts about their ability to be a police officer.  
18

19 Q. One of the things that we're hearing is the importance  
20 of having police officers, particularly frontline officers,  
21 who are attending to calls for service in the community in  
22 relation to domestic and family violence being people who  
23 want to be there essentially?

24 A. Yes.

25  
26 Q. Would you see any utility in building into either the  
27 interview process with the two member panel that you spoke  
28 of or at some other point in the recruitment process an  
29 advisory session to potential recruits about the extent of  
30 time that they're going to be spending in domestic and  
31 family violence?

32 A. Certainly. I also see the importance of explaining  
33 the importance of policing domestic and family violence as  
34 well. So we have people that start at the academy and  
35 sometimes they may only last a day or a week. There're  
36 small numbers. That's been the same - when I started as a  
37 police cadet in 89 there were some people who didn't even  
38 turn up on the first day, some that lasted a few days. And  
39 there's others of us that have stayed longer. So I think  
40 when people sort of get into the program they do understand  
41 it. These things are explained to people along the  
42 continuum of the training at the academy. But it is  
43 something that we need to try and make sure that we're  
44 building people's resilience and that they are able to do  
45 the task, and a very important task.  
46

47 Q. Another thing that we're hearing is the importance

1 of - well, firstly, the ever increasing complexity of the  
2 way in which domestic and family violence can occur in our  
3 community?

4 A. Yes.

5  
6 Q. And as a result of that the importance of having  
7 police officers who are sufficiently sophisticated and well  
8 educated in their understanding of domestic and family  
9 violence to be able to deal with the issues as they arise.  
10 A few days ago on 30 June 2022 Commissioner Carroll  
11 announced that the minimum age for applicants to the  
12 Police Service would be dropped to 17 such that, as  
13 I understand it, an applicant can apply essentially  
14 straight out of school so that they can begin their  
15 training at the age of 18 rather than applying at the age  
16 of 18.

17 A. Yes.

18  
19 Q. I appreciate as we'll come to that there's some very  
20 significant difficulties for the Police Service in terms of  
21 resourcing and the numbers of frontline officers available  
22 to you, but is there potentially any difficulty in taking  
23 into the service more people at that age right on 18 who  
24 may not have very much life experience outside of having  
25 completed high school?

26 A. So having been someone who started at the academy when  
27 I was 16, and I think - and it was a different program. It  
28 was cadets, all school leavers in one group, so our minimum  
29 age requirement at the start of the academy hasn't changed.  
30 So it's still 18. We currently have people who are 18 that  
31 start at the academy. Any of these people that do apply,  
32 so we're trying to attract people from school leavers so  
33 that we can engage a workforce that represents the  
34 community, they do the same testing as any other person.  
35 They do the same cognitive testing. They do the same psych  
36 testing. They do the same interview. In difference  
37 probably to when I started, a lot of young people now have  
38 experiences in work experience. Both my sons, whilst they  
39 were at school, probably did part-time work for three or  
40 four years in hospitality. They're involved in sporting  
41 groups and the like. They do have an advantage as well.  
42 They generally don't have biases. They can be taught new  
43 processes and they can come from diverse backgrounds. They  
44 can be people who have come from backgrounds of domestic  
45 and family violence themselves. It's about what they want  
46 to contribute to the community. I'm not sure how many  
47 applicants we're actually going to get from that group of

1 people, but this just allows people to forward-look past  
2 year 12 to start the application process. The youngest you  
3 could possibly be is 18 and with an eight-month program at  
4 the academy you would be 18 years and 8 months old.

5  
6 Q. Do you see any need for or benefit in having some  
7 further training for recruits, particularly the younger  
8 cohort coming through who are probably unlikely to have had  
9 significant relationship experience themselves in  
10 explaining and exploring the nature of relationships,  
11 whether they be DFV relationships or otherwise?

12 A. I think we can always train more. I think we should  
13 train everyone the same way, is my personal opinion, and  
14 that we train them understanding the relationships,  
15 understanding the different cultures that exist in the  
16 community and the different groups so that people have got  
17 the best information to deal with a large community and  
18 different types of people in the community.

19  
20 Q. All right. Now, in September of 2020 there was an  
21 announcement of a different kind made and I'm referring to  
22 the 2025 by 2025 initiative announced I think jointly by  
23 the Commissioner and the Premier at that point in time.

24 A. Yes.

25  
26 Q. Essentially what that will mean if the hope is met is  
27 that there would have been 2,025 new police officers  
28 provided to the service by the year 2025; is that right?

29 A. Yes, that's correct.

30  
31 Q. And that initiative or promise comes with a price tag  
32 of some \$624 million or thereabouts; correct?

33 A. Yes.

34  
35 Q. Can I ask you how that's going? How are your numbers  
36 looking?

37 A. So our plan for what we planned for the first two  
38 years we've delivered on that growth, which was some 248  
39 positions, and we've also recruited earlier another 60  
40 positions which are effective for the 1 July. We've got  
41 the lowest unemployment rate in 50 years. It's less than  
42 4 per cent. So there are challenges around recruiting  
43 people. But what we're not going to do, we're going to keep  
44 our standards the same. We need to make sure that we're  
45 recruiting the best possible people to be police officers.  
46 So our program is that we need to recruit enough people,  
47 not only for the government election commitment but also

1 attrition when people leave the service.

2

3 Q. All right. Now, I know that you can't guarantee this  
4 by any means but looking forward and using the projections  
5 that you have are you expecting that by 2025 you will have  
6 gained those additional 2025 positions?

7 A. Our aim is to achieve the 2025 by 2025. It's 1450  
8 police positions and 575 staff member positions which  
9 include assistant watch house officers, prosecutors, and  
10 other roles that have been identified as priority for the  
11 service.

12

13 Q. All right. Can we move to the recruit training  
14 program now, please. You've set out in your statement what  
15 the recruit training program looked like in 2017 and we can  
16 see that by comparison there are extra days built into the  
17 current recruit training program. As I calculate that  
18 there's essentially eight days plus eight hours under the  
19 current regime, am I correct about that?

20 A. That's correct. That's correct.

21

22 Q. All right. Thank you. And so the difference between  
23 the current program and the 2017 program is the extra day  
24 and the eight hours or thereabouts?

25 A. That's correct.

26

27 Q. Okay. In paragraph 67 of your statement you refer to  
28 an extra one day computer training for domestic and family  
29 violence and whole of service online products which take up  
30 to those eight hours to complete. When you refer to  
31 computer training for domestic and family violence what is  
32 it exactly that's involved there?

33 A. So it's working using QPRIME, which is the principal  
34 database and also the associated forms that are completed  
35 for domestic and family violence.

36

37 Q. And what about training on the Qlite? Is that  
38 presently happening for recruits?

39 A. There is training for Qlites, that's correct.

40

41 Q. All right. Does having somebody come in to the  
42 academy to talk about their lived experience of domestic  
43 and family violence currently form part of the recruit  
44 training program?

45 A. No, there are some videos that are used, but certainly  
46 for our new curriculum which we're developing it will be  
47 very important that we do have people come in to actually

1 personally deliver those stories as victims and survivors.

2

3 Q. We have heard from Micah Projects that one of their  
4 projects, "Resound" used to come and have people present.  
5 They were victim survivors who were willing to come and  
6 share their stories with recruits at the academy, I think  
7 until a couple of years ago, maybe up until the time of  
8 COVID?

9 A. I believe so, yes.

10

11 Q. Do you recall that aspect of the training back then?

12 A. I don't, because I wasn't at the academy then. But I  
13 have been advised that we did have people coming to the  
14 academy to share their stories.

15

16 Q. All right. One of the things that you mention in your  
17 statement is a review commissioned by the QPS to be  
18 conducted or I think has been conducted by Abby McLeod?

19 A. Yes.

20

21 Q. And I think in particular she conducted a longitudinal  
22 study of recruits from the calendar year 2021?

23 A. That's right.

24

25 Q. One of the findings I think that she found was that  
26 recruits more often than not felt that they hadn't had  
27 sufficient training in the use of the systems, namely  
28 Qlite, and the processes that were required for recording  
29 domestic and family violence. Is that something that has  
30 been communicated back to you and is currently being  
31 addressed?

32 A. Yes, it is. What we're doing with the computer type  
33 training is we've been funded just over \$1 million for  
34 personal laptop devices which we can rotate through recruit  
35 groups so that it's actually interactive when you're doing  
36 the training. So, for instance, at the moment computer  
37 training is done separately in a large room with a number  
38 of desktop computers. The same will be for Qlites. So  
39 that when they're in class and they're going through, say,  
40 for example, a PPN or talking about taking out a PPN they  
41 can actually go on their device while they're in class and  
42 doing the theory and look at the form and maybe start  
43 entering the details into the form and be more familiar  
44 with the form. The same with the Qlite process. We are  
45 building - they call them sand pits. So they're not live  
46 systems so that you're not actually accessing real  
47 information so that there's better training platforms for

1 the recruits at the academy.

2

3 Q. And is there the possibility of being able to provide  
4 a Qlite device even within that sand pit mode to new  
5 recruits coming through to use and interact with throughout  
6 the entire time that they're at the academy?

7 A. Yes.

8

9 Q. All right. Is that presently being done or something  
10 that will be a new initiative?

11 A. So the computers have arrived.

12

13 Q. Yes?

14 A. And the Qlites - we're aiming for the September group,  
15 but it's subject to I guess making sure we've got the sand  
16 pit environments for them. Like, we can give them a Qlite  
17 and do some work, but we need to develop those sand pits  
18 where they can actually practice.

19

20 Q. All right. Presumably having recruits who finish at  
21 the academy and are hitting the ground running attending to  
22 domestic and family violence incidents in the community who  
23 are sufficiently familiar with the Qlite device that they  
24 can put their eyes up from the screen and deal with what's  
25 in front of them is a benefit to the service?

26 A. Definitely. Yeah, it is definitely a skill and Qlites  
27 do create that I suppose where people may be looking at a  
28 Qlite it's about a victim-centric approach, talking to  
29 people, getting that information, working in pairs to make  
30 sure you're giving the best service to a victim.

31

32 Q. One of the recommendations that Abby McLeod made  
33 following on from her longitudinal study was that the QPS  
34 ought to consider whether communication skills,  
35 interpersonal communication skills, are assessed adequately  
36 at the academy before recruits hit the ground and are  
37 dealing with DV matters?

38 A. Yes.

39

40 Q. Is that something that is going to be addressed as  
41 part of the increased amount of time spent on domestic and  
42 family violence at the academy?

43

44 A. Yes, and it's more practical applications. So  
45 Dr McLeod spoke about doing more end-to-end processes, more  
46 practising, more assessments.

47

1 Q. Yes.

2 A. So we have -- there's the theory component, then you  
3 do this scenario based training, and then you do scenario  
4 based assessments. In that scenario based training area  
5 we'll be doing more assessment, but they're not final  
6 assessments. So at the moment they give them feedback  
7 during the scenario based training so we can provide more,  
8 I suppose, written feedback to officers or recruits while  
9 they're at the academy, and it's about the length of time  
10 that you're actually spending on the recruit training  
11 program. So the operational skills section of the program  
12 is six weeks now, which is done at the Bob Atkinson  
13 operational centre. That's not increasing that period.  
14 It's the theory and then the practice that happens with the  
15 scenario based training, scenario based assessments. In  
16 that last segment there is also revision where the last  
17 week there will be more going back to different types of  
18 scenarios and trying to, I guess, increase the complexity  
19 of some of the scenarios so that people are not only  
20 revised on what they've learnt but also practising at that  
21 point as well. Communication features all through our  
22 program. So whether it be a recruit, how they address the  
23 sergeants and how they communicate with them, how they  
24 communicate with their peers in the scenario based training  
25 particularly there's a lot of communication because it's  
26 about actually turning up to a job, communicating who you  
27 are, why you're there, understanding the environment, all  
28 those types of things.

29  
30 Q. Now, the recruit training program we talked about  
31 earlier is presently about nine days; that's right, isn't  
32 it?

33 A. Of domestic and family violence?

34  
35 Q. Sorry, yes, in respect of domestic and family  
36 violence.

37 A. Yes. If I can just clarify it's nine days  
38 specifically to that.

39  
40 Q. I understand. There's the additional investigative  
41 skills aspect which obviously has some relevance to  
42 domestic and family violence?

43 A. That's correct.

44

45 Q. But content matter wise nine days presently devoted to  
46 domestic and family violence?

47 A. That's correct.



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Q. As I understand it, that's soon to be increased to 19 days. Now, no doubt that's an improvement and a significant number of days added. But is it going to be enough?

A. I think we can always train people more regardless, whatever the material is. What we need to do is make sure that it's repeated in the program so that people are gradually improving their knowledge throughout the recruit program. So it will roughly be over eight months. They then move to the first year constable program. In that first year constable program they'll do at least one training day on domestic and family violence. Some areas are doing two days. Specifically this is on top of any other service, whole-of-service training. Some areas do the two days, and your point around having agencies and lived experience is what happens in the district. Say, in Toowoomba I know with the Domestic Violence Action Centre they come in, they bring people in to tell stories on that second day. That's where the real value is around understanding.

Our program also now mandates that it is two weeks minimum working in a vulnerable persons unit or with a domestic violence coordinator or in I suppose a dedicated team focusing on domestic and family violence, and then during the first year constable program there's also workplace activities for different - I think there's nine competencies. One of them is domestic and family violence. They have to produce evidence of activities where they can demonstrate that they've fulfilled the competencies. Their field training officer signs off that they have actually completed the competency and then that's assessed by an education and training officer who has a certificate IV in workplace assessment in terms of their competency for those.

Q. Now, I understand that the program extends right through from the academy and then into the first year constable training program as you've just described?

A. Yes.

Q. But if we limit our attention for the moment only to the recruit training that occurs at the academy and the 19 days that will be devoted to domestic and family violence content do you expect that that will be sufficient time allocated to training new recruits whilst at the

1 academy in relation to domestic and family violence?

2 A. I think it will give them a good grounding in how they  
3 can be a constable who's going to be supported as - by a  
4 field training officer for 100 per cent of the first two  
5 months and what on average is 80 per cent of time for the  
6 other 10 months of the year.

7

8 Q. Thereafter, who will review it? Once the new 19-day  
9 program is in effect whose responsibility is it going to be  
10 to review its success?

11 A. So PCAP has that responsibility. What I can say is  
12 that I think over the next couple of years, and we'll  
13 probably talk about what annual DV training should look  
14 like, we're going to need to continue to reinforce the  
15 information that police get in relation to domestic and  
16 family violence. There will also be new legislation and  
17 policy. Coercive control becomes an offence. Video  
18 recorded evidence. So if that trial is successful and  
19 supported then there's another day's training that would  
20 have to go into the recruit training program.

21

22 Q. I understand.

23 A. So it's not something - I think it's really the  
24 quality of the training and the experience. As I said,  
25 I think bringing people in to explain their lived  
26 experience as victims and survivors is particularly  
27 important, understanding the cultural sensitivities is also  
28 important.

29

30 Q. On those two points I think you said a little earlier  
31 that as part of this 19-day new program there is going to  
32 be the inclusion of victim survivors coming and talking  
33 about their lived experience; is that right?

34 A. Yes.

35

36 Q. And in terms of cultural capability training is that  
37 going to be incorporated as part of those additional  
38 10 days?

39 A. Yes. So there's two days for cultural capability  
40 that's currently planned. A half day of that is really  
41 centred around domestic and family violence and  
42 particularly the First Nations, understanding the nuances  
43 of that and obviously trying to make sure that  
44 First Nations women are protected.

45

46 Q. Will that involve attempting to develop recruits'  
47 understanding of issues such as the risk of

1 misidentification of perpetrators, particularly as it  
2 applies to First Nations communities?

3 A. Yes.

4  
5 Q. Will it include helping recruits to develop their  
6 understanding of our colonial history and the way that's  
7 impacted upon and created trauma for First Nations people?

8 A. Certainly.

9  
10 Q. And two days will be spent on those sorts of issues;  
11 am I right about that?

12 A. That's correct.

13  
14 Q. Is there currently any training in that regard or is  
15 that an entirely new initiative?

16 A. That's a new initiative. The products there at the  
17 moment are online products. Again this needs to be like in  
18 a two-day workshop where discussions and people are  
19 reflecting on conversations during the workshops, I think  
20 that's where you get the best understanding of how that  
21 really works. You can do some of that on line to get some  
22 sort of preliminary knowledge and understanding. But to  
23 really understand it those two days will be very important.

24  
25 Q. Now, did the QPS, First Nations and Multicultural  
26 Affairs Unit have any part to play in developing the  
27 content for those two days?

28 A. They are, definitely.

29  
30 Q. And when you say they are do I take it from that that  
31 they have been critical or instrumental in developing that  
32 aspect?

33 A. They're assisting us. Similar to the PCAP is  
34 responsible for delivering training, we then go to the  
35 capability owner, so, for example, for domestic and family  
36 violence it is the Domestic and Family Violence and  
37 Vulnerable Persons Unit Command for their city CCE, which  
38 is communication, culture and engagement, and the  
39 First Nations Unit is within that group. Again, because  
40 we've mapped this so far how long that may end up being is  
41 at least two days. So by way of example I gave a statement  
42 for Hannah Clarke and the children for the inquest where  
43 I made the commitment for the Police Service to do two days  
44 of domestic and family violence training which was cultural  
45 and the piece around coercive control investigations. When  
46 we initially mapped that it came out as three days. So  
47 I guess what I'm saying is once we get further into the

1 detailed design and actually writing the curriculum there  
2 may be some modifications.

3  
4 Now, the police training is there's a lot of things to  
5 know. The Police Powers and Responsibilities Act is a very  
6 large act. Our policies are very - you know, there's pages  
7 and pages. So it's about trying to identify what's  
8 critical. Domestic and family violence training is  
9 critical.

10  
11 Q. In terms of the cultural capability aspect of that  
12 that you were speaking of just a little earlier do you know  
13 if there's presently any intention to have First Nations  
14 community leaders come and talk to recruits as part of it?

15 A. Yes.

16  
17 Q. Okay. And will that happen both in Brisbane and  
18 Townsville?

19 A. Yes.

20  
21 Q. Is there otherwise any difference or I shouldn't say  
22 "otherwise". Is there any difference between the way the  
23 recruit program is rolled out at the academy here in  
24 Brisbane compared to in Townsville in relation to the  
25 domestic and family violence or in relation to cultural  
26 capability issues?

27 A. No. The program is the same. They do do some things  
28 different in terms of scheduling. So, for instance, our  
29 program has six weeks, the operational skills. So the  
30 theory component which will come in at about 14-week, and  
31 then there is a six weeks block at the operational centre.  
32 In Townsville they will do it differently to coincide with  
33 trainers. So in different parts - it's still the same  
34 content except it will be scheduled potentially not in  
35 blocks. We are looking at whether we can go to a block  
36 system in Townsville. But there's things like driver  
37 training. The trainers come from Brisbane. So there's a  
38 scheduling issue.

39  
40 Q. Now, returning to the increase in the days devoted to  
41 domestic and family violence, we've talked about the fact  
42 that there will be an increase from about nine days to  
43 19 days at the academy?

44 A. Yes.

45  
46 Q. In developing those extra 10 days has either your  
47 command or the QPS more generally engaged with any external

1 specialist domestic violence agencies to develop that  
2 content?

3 A. So the three days holistic approach training that  
4 we're doing --

5  
6 Q. I'll come to that separately perhaps. So leaving  
7 those three days aside, the other ones?

8 A. The others apart from Abby McLeod's study, it's  
9 limited. But we do have a training and development  
10 section. So the inspector that leads that has got a  
11 doctorate in actual cultural change. We also employ  
12 education designers around how we deliver that training.  
13 Some of our training programs have been evaluated by  
14 universities in the past. But specifically relating to a  
15 DV agency or ANROWS or someone like that coming in, no.

16  
17 Q. Could you see any benefit in reaching out to some of  
18 those external agencies that are well known to the QPS as  
19 being experts in the field and I'm thinking off the top of  
20 my head about the sector representatives that  
21 Assistant Commissioner Brian Codd spoke about as being part  
22 of the advisory group that he stood up, perhaps people from  
23 Red Rose, I mean there are a number of different  
24 organisations who have expertise in this area. Could there  
25 be benefit in bringing them in and trying to get some input  
26 from them about content that you're delivering to the  
27 recruits?

28 A. Definitely.

29  
30 Q. And is there any capacity to do that?

31 A. Yes, certainly.

32  
33 Q. Is there any intention?

34 A. Yes. So again we've started with this three day  
35 program coming directly into the recruit program, which  
36 we've had some feedback from ANROWS and DJAG, as  
37 I understand. The other parts of our program definitely we  
38 can seek engagement with those agencies, and that's  
39 something we would work with Mr Codd's command.

40  
41 Q. All right. Now, it may be that this is something  
42 that's fairly new or in its infancy and you can't give us  
43 any further information about, but I'm interested to know  
44 is it something that's being progressed at the moment?  
45 Have organisations presently been reached out to by the QPS  
46 or is it an intention for the future?

47

1 A. We haven't this stage with the recruit training  
2 program. But I guess what we do is we talk to the DV  
3 command and they inform us how we can improve our training.  
4 So the three-day training program which is being lifted  
5 straight into the recruit training program on top of any  
6 original training we did, it has - there's been  
7 consultation with other agencies and we rely on the DV  
8 command to do that. We would work with the DV command who  
9 have got the relationships with the other agencies and  
10 groups to perhaps look at our product that we develop for  
11 this new curriculum review which will be written hopefully  
12 by September. It may mean that the implementation of that  
13 gets delayed. But certainly we can engage through Mr Codd  
14 with those agencies.

15  
16 Q. Okay. Finally in respect of recruit training you  
17 mentioned before that one of the new initiatives is going  
18 to be a requirement that recruits do a two-week attendance  
19 at either a vulnerable persons unit or with a domestic and  
20 family violence coordinator. That's new in the sense that  
21 there wasn't a requirement for recruits to do any of that  
22 previously; is that correct?

23 A. That's correct.

24  
25 Q. Do you see any utility in increasing the number of  
26 station days that recruits have separate to an attendance  
27 at a vulnerable persons unit or with a specialist role so  
28 that they get a very good understanding of the fact that  
29 once at a station things are going to be busy and they're  
30 going to be frequently called on to attend to domestic and  
31 family violence calls for service?

32 A. I'm just a bit confused. They are already at stations  
33 doing domestic and family violence.

34  
35 Q. My question really is is there any utility or benefit  
36 to increasing the number of days that they would do that  
37 before they leave the academy, or is the number of days  
38 they do that presently sufficient?

39 A. As station duty?

40  
41 Q. Yes.

42 A. Sorry, yes, so the two-week work that they do in the  
43 vulnerable persons units and DV coordination units is  
44 whilst they're a first year constable. We do do - at the  
45 academy we have station duty. So the station duty, we're  
46 writing I suppose the learning for the week of station duty  
47 that relates, we want them to reflect on domestic and

1 family violence and how it's policed and their involvement  
2 with that. Sometimes our recruits won't go because they  
3 haven't got accoutrements to say like a code 2 incident  
4 where there's risk of harm. So they mightn't go to those  
5 incidents. But the station duty will be particularly  
6 important for them to get an understanding of  
7 domestic violence, victims, the processes that we apply for  
8 police, and we want a reflection - there's going to be a  
9 reflection document so they're coming back and they're  
10 talking to their sergeants and submitting paperwork about  
11 what they've learnt whilst they're on station duty, whereas  
12 at the moment they go on station duty and they work in  
13 different areas depending on the local station, whereas we  
14 want to try and target that towards them - a specific  
15 outcome, so that week of station duties around domestic and  
16 family violence.

17

18 Q. I'm going to move on now to other training that's  
19 available or required for police officers once they've  
20 progressed past the academy and are sworn and working in  
21 the field. You've spoken about in your field the previous  
22 vulnerable persons training unit that was rolled out in  
23 2017?

24 A. Yes.

25

26 Q. And undertaken by some 11,000 odd officers?

27 A. That's correct.

28

29 Q. In more recent times is it right that the QPS has made  
30 mandatory the domestic and family violence policing  
31 enhancement training?

32 A. Yes.

33

34 Q. And that that's an online product?

35 A. Yes.

36

37 Q. Which must mandatorily be completed I think by 30 June  
38 just gone?

39 A. That's correct.

40

41 Q. All right. Who was it that designed that program?

42 A. So that was designed by the DV command. I think they  
43 worked with other agencies, I believe ANROWS.

44

45 Q. All right. Do you know whether your command or the  
46 QPS more generally keeps data on how long it takes  
47 participants to complete that online program?

1 A. My understanding is that when they create the training  
2 product they work out a time. I think that one might have  
3 been three hours, from memory.  
4

5 Q. Yes.

6 A. But in terms of how long it takes individuals to do  
7 it, I don't believe so.  
8

9 Q. All right. And as I understand it there is an  
10 assessment aspect to that online product?

11 A. Yes. So years ago you used to be able to do the  
12 theory or go through the products, and years ago they were  
13 very theory based, you know. It was section (indistinct)  
14 what are your - and then at the end you'd do an assessment  
15 piece which was multiple choice, general questions, whereas  
16 now questions are staged through the learning products and  
17 they're informed by videos, case studies, they're more  
18 interactive in terms of explaining topics such as coercive  
19 control.  
20

21 Q. All right. A student fails that particular online  
22 product. Are they able to just continue to go through the  
23 process again until they pass?

24 A. My understanding is you can't move through the steps  
25 until you've got the question right.  
26

27 Q. All right. And you can continue as many times as is  
28 needed to pass?

29 A. Yes, it's based on the adult learning principles where  
30 it's self directed, self motivated.  
31

32 Q. Okay. Is time given to police officers on a shift to  
33 complete that three hours or do they have to complete it in  
34 amongst their other tasks on any given--

35 A. It's not rostered time. So you won't see on a roster  
36 online products for, say, Mark Kelly. It will be managed  
37 in the work that's got to be completed.  
38

39 Q. Should it be rostered? I mean, if we consider the  
40 fact that if perhaps the (indistinct) are attending a  
41 face-to-face program it's necessarily rostered into their  
42 shift, should the three hours to do an online product  
43 properly be rostered into a shift?

44 A. It's a balance between trying to provide operational  
45 capacity. So if I was rostered today and there was only  
46 one crew left then I wouldn't be available for the  
47 training. So the best way I can talk about this training



1 is that it's just a program where people can start their  
2 learning. So there are opportunities for some people at  
3 different times to do these products in amongst their work.  
4 I accept that there are difficulties because of the  
5 constraints of operational policing sometimes for that.  
6 That's why important topics like this need to be blended  
7 with face-to-face. Developing that product actually gives  
8 you a base to actually go back on as well so that people  
9 can look at - they can return to something to get more  
10 information. In a time of, say, COVID where we couldn't do  
11 face-to-face training if we didn't have those online  
12 products then we would have had nothing there for our  
13 police. There are police, I think I mentioned in my  
14 statement, who they've done a survey, I think about 70 or  
15 80 per cent, high 70s, said they actually learnt from  
16 the online product.

17  
18 Q. Okay. Returning to the question of whether or not it  
19 should be rostered into a person's shift do I take it from  
20 your answer that the QPS present position is that the  
21 balance of favour weighs against rostering it into shift  
22 because of the potential operational ramifications?

23 A. I guess it's hard to manage all the - unless you say  
24 for the whole workforce they're all going to on this  
25 particular day or schedule training to do the online  
26 products, that would be the best case scenario, to be able  
27 to do that, but in the past it hasn't happened.

28  
29 Q. Okay. Could I ask you, please, to go to page 21 of  
30 your statement, if you would. Mr Operator, it's document  
31 [MAK.001.0021] and I'm interested in the table in paragraph  
32 111. This for context, Assistant Commissioner Kelly, is  
33 the records that you had current as of 23 June 2022 in  
34 respect of how many staff members and police officers had  
35 completed this program that we're talking about right now?

36 A. Yes.

37  
38 Q. Do you know what those figures looked like at the end  
39 of the financial year, that is at the point at which all of  
40 the staff members and police officers should have completed  
41 it, what that final column looked like?

42 A. I believe the police officers end up in the 10  
43 thousands. The staff members I can actually provide that  
44 for the proceedings separate to this in a document. But  
45 not all staff members will potentially do that training.  
46 For instance, this coercive control training that we're  
47 running at the moment, it's focused on staff members that

1 have contact with the community, people who work on front  
2 counters, people who work in watch houses, police liaison  
3 officers. So there will be a shorter number there.  
4 I guess the numbers that - if there's roughly about  
5 - I think it's less than 12,000 police, it's 11,700 or  
6 thereabouts. By way of example I know say the Bundaberg  
7 patrol group I was talking to the person in charge of that  
8 training office. He's got about 166 people that police  
9 that have to do OST training. He indicated to me that  
10 there were 29 people with exemptions, so they're people on  
11 long-term leave, pre-retirement leave, maternity leave,  
12 maybe absent from the workplace because of illness over a  
13 long period of time. So it will be very difficult to get  
14 100 per cent.

15  
16 Q. And people who haven't completed it by the end of this  
17 financial year just gone will there be a requirement that  
18 they be followed up and do in fact complete it perhaps next  
19 year?

20 A. So we've sent - we'd grab a training dashboard, so all  
21 the districts can see their compliance with all aspects of  
22 compulsory training. So districts can access that  
23 information. We also periodically send out lists of people  
24 who still need to complete their online training

25  
26 Q. All right. Now, the other online training product  
27 that you speak of in your statement here is the coercive  
28 control OLP. As I understand it that was designed as an  
29 online learning product significantly because it was  
30 designed during COVID. Now that the operational  
31 restrictions for the QPS around COVID have eased somewhat  
32 is there any intention to move that training product into a  
33 face-to-face training product?

34 A. Yes. So that's the three-day holistic approach.

35  
36 Q. Sorry, I was talking about the coercive control OLP?

37 A. For coercive. Yes, so the coercive control content is  
38 in the three-day program.

39  
40 Q. I see. So if somebody hasn't --

41 A. Whilst there's more than that - in that three days  
42 there's more than just coercive control. But even in the  
43 online product there's information about the protective  
44 assessment framework, investigations on the online product.  
45 So there is cross over between the two topics.

46  
47 Q. I see. If someone hasn't yet completed the coercive

1 control OLP will they not have to once the new holistic  
2 approach program is rolled out?

3 A. Preferably we would rather people complete the  
4 program, which is the preliminary information or the online  
5 product where they can gain that information. But the  
6 three day - it's blended learning. So before you start you  
7 have an understanding. Most of our people will because  
8 they're working in the space of domestic and family  
9 violence. So they should still have an understanding of  
10 all the concepts in the online product. But it's about  
11 enhancing their capability.

12  
13 Q. Now, you talk in your statement about a survey having  
14 been conducted of those officers who have already completed  
15 the coercive control OLP and the benefits that they feel  
16 that they derived from it in terms of developing their own  
17 understandings of domestic and family violence?

18 A. Yes.

19  
20 Q. The results of that survey appeared promising. Has  
21 the QPS undertaken any survey that is not reliant upon  
22 self-assessment to measure how successful that program has  
23 been?

24 A. I don't know. The DV command would obviously  
25 implement any programs around changes in behaviours or  
26 cultures or beliefs.

27  
28 Q. I see. That would sit separate to your  
29 responsibilities in PCAP?

30 A. Yes. Our imperative is to create the products and  
31 make sure they're of benefit. Again surveys are always  
32 done. I think there are questions in the annual Working  
33 for Queensland Survey about different responses. I'm not  
34 sure that it's been every year for domestic and family  
35 violence. So that would give you some indication. You  
36 could include a question there, "Has the training regarding  
37 domestic and family violence improved your capability?"  
38 There's certainly opportunities for surveys like that to  
39 garner that information. Other than that, we do studies  
40 like Dr Abby McLeod's where we try and understand whether  
41 our programs need improving. And there's evaluations done  
42 at the end of each of the courses. So our pilot course for  
43 the three-day holistic course there was evaluations and  
44 feedback. We will continue doing those for the 12-odd  
45 courses for the train the trainers that we have between now  
46 and September.

47

1 Q. Okay. Can I ask you about the iSecure course for  
2 detectives. You set out some of the features of that in  
3 your statement and I don't need to go over it. My question  
4 is really about whether or not there's any scope for  
5 adapting that in some way to be specific to domestic and  
6 family violence for detectives training?

7 A. There potentially is, although we need to probably  
8 make sure we're including people's ability to investigate  
9 other offences as well. So the more we combine our  
10 victim-centric approach into all of our detective  
11 training - and I think I've listed there the detective, the  
12 phases, and the ICQ of course where that's embedded. The  
13 specialist course that we develop which will have our first  
14 pilot course for the specialist, the five-day specialist  
15 course in November, I think that would be a good avenue  
16 because we cannot only involve detectives but we can also  
17 involve our DV specialists, prosecutors and other people  
18 that work closely in and around the coordination and the  
19 management of domestic and family violence. So I think  
20 that course - the iSecure course relies on presenters from  
21 predominantly Brisbane. We did try to run a course  
22 recently in the region. It didn't have the same impact  
23 because it was - we had technical issues using live  
24 streaming and those types of things. But we do find that  
25 the courses run better in Brisbane.

26  
27 Q. You mentioned the specialist course that's undergoing  
28 some redevelopment, and in respect of that course you say  
29 that the course will provide opportunities for  
30 co-facilitation with external government and non-government  
31 agencies. Who are the agencies that are going to be  
32 co-facilitating that program?

33 A. So the DV command is working on whether it's Red Rose  
34 or other groups that will help present on those courses.  
35 Again our priority has been to make sure we get the  
36 coercive control holistic approach course up. By early  
37 September we would have trained over 250 trainers and over  
38 this new financial year 22/23 we'll train everyone. It's  
39 then about the development of that course because the  
40 three-day course has eight of the previous 12 learning  
41 outcomes of the specialist course. So the last specialist  
42 course was a five-day course run in 2019. It had 12  
43 learning outcomes. Eight of those are included in the  
44 three-day training for all police and relevant staff  
45 members. Before that we don't cover other high-risk teams,  
46 working in a VPU, domestic and family violence coordination  
47 and eCrime. I'm not saying that some aspects of eCrime

1 aren't covered in the three-day course, and again we'll  
2 need to do more training in the next - it will have to be  
3 annual training. But there will be more sort of - more  
4 than just an annual training over the next two years once  
5 we factor in coercive control becomes an offence,  
6 reinforcing the principles that we're currently teaching  
7 around a victim-centric approach, investigating coercive  
8 control, and also understanding our own culture.  
9

10 Q. In terms of that specialist course in your statement  
11 you indicate that it's presently intended or expected to be  
12 completed by about 100 members, and you've nominated who  
13 that target group will be. In future will it be completed  
14 by DVLOs to your knowledge?

15 A. To date it's been held centrally, that course, because  
16 it is a particularly important course and having a DV  
17 command to inform that to make sure it's contemporary.  
18 I think we might run into the same problems as we've had  
19 with the iSecure course if we decentralise it, particularly  
20 if we're going to partner with agencies in Brisbane.  
21

22 Q. Is there not the possibility of bringing DVLOs from  
23 around the state into Brisbane to do that?

24 A. Definitely. Certainly, yes. It is focused on - did  
25 you say DV coordinators or DVLOs?  
26

27 Q. I said DVLOs but I was going to ask about the  
28 coordinators as well?

29 A. Yes, both. Our priorities should be, in the Mark  
30 Kelly view, is that we focus on those that are currently  
31 working as DV coordinators working in vulnerable persons  
32 units, specialist prosecutors and detectives, but also move  
33 to other people. So by way of example I know there's two  
34 new positions in the Darling Downs district for domestic  
35 and family violence coordinators. They'll be advertised.  
36 Two people will go on to those jobs. They wouldn't have  
37 done a course so we would prioritise them to make sure that  
38 they're trained.  
39

40 Q. Okay. I want to ask you briefly about First Nations  
41 training which you address in your statement. You say that  
42 in the 2021/2022 training calendar year the SBS inclusion  
43 program for First Nations people was a mandatory online  
44 training program for QPS members. When you refer to that  
45 SBS inclusion program are you talking about the inclusion  
46 program designed by SBS for general use that's available  
47 for purchase from the SBS?

1 A. Yes.

2

3 Q. So in that part of your statement you're not talking  
4 about something that's been adapted for police  
5 specifically?

6 A. No. And CCE and the First Nations Unit came to the  
7 training governance committee and asked to include that  
8 particular training because it was training that was  
9 available and that we could roll out to all police.

10

11 Q. Now, it's another online product; is that right?

12 A. Yes, that's correct.

13

14 Q. I might just bring up the table which you include in  
15 your statement then which sets out other First Nations  
16 training. Mr Operator, could we please go to document  
17 [MAK.008.0001]. This is attachment G to your statement.  
18 In the top part of that page there's a table under the  
19 heading "QPS First Nations related online training  
20 products", Assistant Commissioner. You can see that table  
21 there?

22 A. Yes.

23

24 Q. The top row is the SBS inclusion program that we've  
25 just spoken of; is that right?

26 A. That's correct.

27

28 Q. The three rows underneath that, are they also online  
29 products?

30 A. Yes.

31

32 Q. Okay. And does the column to the right-hand side  
33 indicate - well, as we can see - how many people have  
34 either completed enrolment of that or have completed the  
35 course in its entirety?

36 A. Yes.

37

38 Q. Those numbers obviously except for the first one are  
39 very, very low, are they not?

40 A. Yes.

41

42 Q. Is there any way that the QPS is looking to boost the  
43 number of people who are undertaking education in that  
44 regard?

45 A. Certainly. So again PCAP or the People Capability  
46 Command are provided the recommendations by communication,  
47 culture, engagement division around products that should be

1 delivered to the broader QPS. We'll continue to work with  
2 them to develop those programs. I know currently in terms  
3 of the community specific courses that CCE are currently  
4 reviewing those products to make them better products and  
5 more relevant products. So that's where we work with CCE  
6 to deliver the products that they recommend or the  
7 contemporary issues that they want or see as critical to  
8 training all police in.

9  
10 Q. Okay. Those are the questions that I have for the  
11 Assistant Commissioner. That document can be taken down,  
12 please, Mr Operator.

13  
14 COMMISSIONER: Thank you. Just before I call on you,  
15 Ms Hillard, Assistant Commissioner, Bob Atkinson Centre,  
16 can you tell me a bit about that?

17 A. So it is an operational skills centre, Your Honour.  
18 It's based at Wacol. It's staffed by both police officers  
19 and staff members who are training trainers in operational  
20 skills. There is I suppose a mock but a pretty realistic  
21 mock environment of shops, a train station, those sort of  
22 places that police will have to - that mimic where you may  
23 have to respond to real policing issues.

24  
25 COMMISSIONER: So is that where they do the scenario-based  
26 training?

27 A. No. So the scenario-based training is done in all  
28 different locations over the academy. So it may be, for  
29 instance, I think your team came to the academy where they  
30 saw them doing some scenario-based assessments and they  
31 were responding to a domestic and family violence incident.  
32 It was a classroom which had a door. So they would  
33 approach the door and then talk to the people in the  
34 scenario in the classroom, not in front of normally other  
35 people. There would be an assessor, a sergeant and some  
36 role players who are other recruits, and then the two  
37 police that are responding to the particular incident.

38  
39 COMMISSIONER: So does the Bob Atkinson centre have a  
40 house?

41 A. It would have. I guess what - so that centre is used  
42 not only to train recruits but also in-service police for  
43 scenarios. So whilst today we'll have a recruit group at  
44 the academy doing scenario-based training there will also  
45 be people there doing operational skills in that location  
46 as well. So there is potentially a cross over.

47

1 COMMISSIONER: Okay. So would there be any benefit in  
2 them actually going to a house?

3 A. Potentially. I mean, it might seem more real to them.  
4 But, I mean, we've got some old houses at the academy.

5  
6 COMMISSIONER: You do, yes.

7 A. I guess it's about making sure that there's the  
8 capability to not only go there for the operational skills  
9 and have people training for operational skills in a  
10 different recruit group as to a group who's doing  
11 scenario-based training today. I think with our  
12 scenarios - and this is with the group - is developing more  
13 scenarios, more practice in difference to having a mimicked  
14 location is probably more critical than having a location  
15 that maybe looks like a house.

16  
17 COMMISSIONER: Yes. So the other thing that occurs to me  
18 about the scenarios is having done a few moot courts over  
19 the years when you pick people involved in the program such  
20 as recruits some are going to be better at acting out the  
21 scenario than others?

22 A. Correct.

23  
24 COMMISSIONER: So would you see any benefit in actually  
25 getting actors in to do those scenarios?

26 A. We could. We would - the only thing I think is people  
27 learn when they're the actors as well. You learn from  
28 other people's - if I'm there and I'm the person who's in  
29 the scenario, I'm the victim, it may give you a better  
30 insight as a police officer to what a victim might be  
31 thinking. I think years ago they did try that. It was  
32 very difficult, particularly with the different groups.  
33 But I certainly think if you're the primary officer going  
34 through the scenario or the assisting officer or the role  
35 player or an observer you're getting rather than just going  
36 in for the one training episode I'm going to do and then  
37 going out, I think there's benefits in people seeing it  
38 through different eyes. Yes, I take your point. Even in  
39 the districts for some of our operational skills training  
40 we've got people who are I'll say good yellers and who make  
41 the tempo of things ramp up, and that's something we could  
42 look at in term of our program. If we're going to have  
43 more scenarios or maybe really lift perhaps for the  
44 revision week where we're going to have different  
45 scenarios, bring people in for that to sort of - in two  
46 weeks before they get sworn in they go from a recruit to  
47 being a constable of police.



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COMMISSIONER: Yes, I suppose people could watch and learn. The other thing is you said there are two days cultural training coming, and there will not be any cultural groups coming in for that; is that right?

A. No, there will be.

COMMISSIONER: And what will the groups be?

A. Certainly First Nations. I think we need to look at the environment and groups where we have a greater touch point. Can we bring in every culture?

COMMISSIONER: No, but you could bring in some of the more problematic ones?

A. Multicultural Australia potentially could help us. So we have an effective partnership with them in Toowoomba to - and maybe we could rotate different groups and to make sure that it is definitely meaningful. So it will depend on the place you're in. So Toowoomba has a large refugee population.

COMMISSIONER: A large African population?

A. Probably larger Syrian now and who knows what will happen with migration policy. So I think we need to be attuned to whether the groups that we're focusing on.

COMMISSIONER: So does the cultural training cover, for example, Pacific islands, African nations, Syrian nations and their different cultural needs?

A. Whether we can cover different presenters from all those groups in two days, this is that point around mapping and groups, but we rely also on our police liaison officers. So we have African, First Nations. So bringing those people in to also then inform the group on cultural aspects. But we definitely need people who haven't got a uniform who are from outside to give that broader understanding.

COMMISSIONER: All right. So if you're covering various nations then you're not covering - spending a lot of time on First Nations?

A. Sorry?

COMMISSIONER: If you're covering a lot of different nations you're not spending much time on First Nations?

A. That will be the challenge. I guess that's around a decision whether we want to be broader than just

1 First Nations or - you know, I definitely support that our  
2 program needs to be inclusive as much as we can of  
3 First Nations, or at least give the ability for people to  
4 understand the broader cultural environment. So whether  
5 that be Multicultural Australia, who can present overviews,  
6 to make sure that the time for the two days, the current  
7 planned two days, is valuable.

8  
9 COMMISSIONER: All right. Can we turn to the LGBTQI+  
10 community. So is there any training specific in relation  
11 to that other than the SBS inclusion program which I see  
12 does include that community?

13 A. So the three-day holistic program and some of  
14 the - the two online products, certainly the coercive  
15 control product, do refer to that in supporting the LGBTI  
16 community and having an understanding. It's covered in  
17 the --

18  
19 COMMISSIONER: It refers to it in passing?

20 A. Yes, it definitely - and we've had these interim  
21 discussions with the training inspector at DV command  
22 around how we build our training in the future not only for  
23 LGBTI but also First Nations because it is covered to some  
24 extent in the three days but it needs more detailed  
25 training. This three days, as I suppose we put the limit  
26 on the three days because if you try and push more material  
27 in it won't get the attention that it deserves.

28  
29 COMMISSIONER: Yes?

30 A. So we need to map it out to make sure that it is  
31 meaningful for all police. But it can be involved in the  
32 same - you know, those issues but specifically relating to  
33 domestic and family violence.

34  
35 COMMISSIONER: Okay. There's one more group I'm  
36 interested in and that's under 18. So is there any  
37 appetite for giving some sort of guidance about how to deal  
38 with young people on domestic violence orders in terms of  
39 one of the concerns I have is them understanding an order  
40 they're placed on because it seems as though there's  
41 increasing numbers of young people on orders?

42 A. They're obviously concerned parties for orders?

43  
44 COMMISSIONER: Yes, where they're eligible to get an order  
45 against them obviously. So I understand they have to be in  
46 an intimate partner relationship to have an order against  
47 them. But is there any discussion in the training about

1 that sort of situation?

2 A. In our recruit training certainly around what is a  
3 relationship is covered. Specific information about  
4 recruit - talking to different age groups, I couldn't say  
5 that there's a communication session that relates to  
6 communicating with people under 18, except for in the space  
7 of youth justice.

8

9 COMMISSIONER: Yes. All right. We've also heard from  
10 someone, I can't remember who now sorry, that there's  
11 difficulty attracting recruits from remote and regional  
12 areas. Firstly, is that so?

13 A. I suppose it depends on your definition of remote and  
14 regional areas.

15

16 COMMISSIONER: I think we're talking out west, that sort  
17 of scenario?

18 A. Yes, or western Queensland, far north-western  
19 Queensland. When you say recruit are you talking about  
20 police going to those locations or people from those local  
21 communities and joining the police?

22

23 COMMISSIONER: People from those locations joining, yes?

24 A. Our numbers are generally - south-east Queensland is  
25 the largest. Townsville is the next largest. The  
26 Townsville academy has been very good for recruiting people  
27 for north Queensland. We've got a district recruiting  
28 officer program where in each district we've got officers  
29 who are actively trying to recruit people in their local  
30 areas through marketing and skill programs, and anything  
31 else they can do in the community to market the benefits of  
32 becoming a police officer and trying to attract the right  
33 people.

34

35 I think the issue with those places is mainly that  
36 they're not large populations so you're not going to get  
37 the numbers of people. I think I've looked at some data  
38 from the last two years. Our recruitment of First Nations  
39 people is about 3.5 per cent of all the recruits that are  
40 inducted. I think about another close to 3 per cent are  
41 people who were born in a non-English speaking country.  
42 And our current program, the "You're Made For It" campaign,  
43 features people from different backgrounds, certainly  
44 people who have had backgrounds in abusive relationships so  
45 that we can attract those people to the Police Service but  
46 also people from First Nations communities. So our  
47 campaigns need to be broader than just Brisbane; we get

1 that. So that's why the district recruiting officers, and  
2 we brought them all to Brisbane, trained them, we've  
3 provided funding so that they can reach out to their  
4 communities, and more recently I progressed - I suppose a  
5 request to the other Assistant Commissioners in the regions  
6 to market locally for people.

7  
8 COMMISSIONER: Okay. All right. Thank you. Ms Hillard.

9  
10 **<EXAMINATION BY MS HILLARD:**

11  
12 Q. Assistant Commissioner, in respect of - Acting  
13 Assistant Commissioner, I apologise?

14 A. Thank you.

15  
16 Q. Just in respect of a couple of the issues, we'll go  
17 through them mostly in order of your statement?

18 A. Yes.

19  
20 Q. Dealing first of all with some fundamental issues  
21 about funding, obviously funding has to be provided by the  
22 Department of Justice and Attorney-General; isn't that  
23 correct?

24 A. For?

25  
26 Q. Sorry, policing gets their funding from the Department  
27 of Justice and the Attorney-General in order for training  
28 to then be delivered; is that right?

29 A. The Police Services is funded by the government to  
30 whatever the budget is and then the budget is allocated to  
31 PCAP for training.

32  
33 Q. And that's the police capability adaptive model or  
34 something program I think it stands for. Moving on, in  
35 terms of the training that is delivered and the funding  
36 that is required is command the ones that give you a budget  
37 to work within or you map things out to develop and then  
38 say, "This is the budget we need to deliver it." Which way  
39 does it work?

40 A. For instance, the current training, that's a  
41 partnership between the People Capability Command and DV  
42 command. To deliver that training. So it hasn't been  
43 costed. We've seen it as an imperative. We've worked out  
44 we need to deliver this three-day training and both  
45 Assistant Commissioners have agreed that we will co-fund  
46 the delivery of that training, which is obviously the  
47 development of the training, the products, the work books,

1 then the trainers travelling to Brisbane from all over the  
2 state, 250 of them, we do have some accommodation there,  
3 but there's still costs with that, we deliver that, they go  
4 back to their local areas, and they deliver that training.  
5 If they need venues the People Capability will fund the  
6 venues. The police will be rostered. The training is  
7 coordinated - the face-to-face training is coordinated by  
8 the education training officers who work with the officers  
9 in charge of stations and roster clerks to try and schedule  
10 the training throughout the financial year to make sure  
11 it's delivered: so that's how that particular training has  
12 been delivered.

13  
14 Q. And you were asked a number of questions about  
15 engagement with external agencies and you've just spoken  
16 about co-delivery, perhaps, and co-funding arrangements.  
17 When you have a co-funding arrangement and it's a joint  
18 presentation with another organisation as that one is that  
19 you're speaking of who has the final say in what actually  
20 gets delivered?

21 A. So the delivery of training is a joint decision  
22 between the People Capability Command and the capability  
23 owner. So in this instance it's the Domestic and Family  
24 Violence Command. I think one of the recommendations from  
25 the Clarke family coronial inquest was that the five-day  
26 specialist training is funded by the Queensland government.  
27 From my point of view we get on with developing the best  
28 training that we can do and we deliver that training, the  
29 first training in November for that specialist course, and  
30 we invite other groups to help participate in the delivery  
31 of that training. So whilst there may be a submission done  
32 by the DV command in relation to that recommendation from  
33 the coronial, they own the implementation of the  
34 recommendations. So if they want to - they might go to  
35 cabinet to get funding for that particular program, but  
36 what I'm saying is we're getting on and we're going to  
37 develop this training so that we can give our police the  
38 best capability in terms of doing our roles as DV  
39 specialists.

40  
41 Q. And if we talk about the involvement of external  
42 agencies Counsel Assisting asked you a couple of questions  
43 or a series of questions around the involvement of Micah  
44 for example, and you referred to them reviewing some of  
45 the programs that are delivered. That was mostly in the  
46 context of the recruitment, but the other programs that get  
47 to be delivered. If we can just focus on the role of maybe

1 Micah and other types of organisation and the review. The  
2 review still is subject to Police Service decision about  
3 what gets delivered; isn't that right?

4 A. In terms of specialist training or?

5  
6 Q. Well, just as a general speaking, if we put the  
7 specialist training off to the side, the other trainings  
8 that you speak of in your statement delivered by Queensland  
9 Police Service officers, aren't they?

10 A. Yes, they are delivered by Queensland police officers.

11  
12 Q. And in respect of external engagement, whilst there is  
13 consultation on some levels on some of the different  
14 programs, would you see a benefit in having those external  
15 agencies be more active in delivering things to your  
16 constables through the recruitment training program that  
17 they have and all the other programs that you have?

18 A. Certainly we could look at the benefits of having  
19 other people involved from different agencies in our  
20 programs, certainly. What that is and what it looks like  
21 obviously we would be informed by the DV command because  
22 they are the coordinators or the capability owner for the  
23 Queensland Police Service. So we would rely on - as I said  
24 earlier - their relationships to best inform that and if  
25 there was going to be a secondary how we need to fund that,  
26 that may result in the DV command progressing a funding  
27 submission to further enhance training.

28  
29 Q. And in respect of one of the questions that the  
30 Commissioner asked you about the role playing, for example,  
31 would you accept as a general proposition that  
32 domestic violence service providers would value add to that  
33 scenario-based training because you've already identified  
34 how important that scenario-based training is?

35 A. We could certainly involve agencies in critiquing our  
36 program and how we could improve our scenarios to make them  
37 more contemporary. Certainly we could talk with other  
38 DV - again, we would work with the DV command to work out  
39 how that is progressed. Now, they've got a training unit  
40 that's been established which have the, I guess,  
41 understandings of the imperatives that they wish to  
42 achieve. But any information that we can provide to our  
43 program to improve it is very important.

44  
45 Q. Probably picking up on that as well risk assessment,  
46 identifying risk, identifying who is in most need of  
47 protection features very heavily in these outgoing programs

1 and the adjustments of programs that you've spoken of?

2 A. Yes.

3  
4 Q. In respect of those parts of it and identifying risk,  
5 would you see a value in external agencies co-delivering or  
6 delivering separately things about the risk assessment?  
7 I'm not talking about the PAF, just identifying risk  
8 generally in responding. Would there be benefit from that  
9 external agency?

10 A. I think there's always benefit of external agency.  
11 I'll give the example in Toowoomba was - that's where I'm  
12 from, the embedding of counsellors at the station which  
13 does help in that broader understanding and building trust.  
14 How we would deliver that in our recruit training program  
15 would be something that we'd work with the DV command on.  
16

17 Q. Just in respect of your recruitment process you were  
18 asked a number of questions and the age of recruits has  
19 dropped down to 17 years of age at present or it will  
20 shortly?

21 A. They can apply at 17. They can't start at the academy  
22 until they're 18.  
23

24 Q. Sorry. The point that I was going to make was that is  
25 there any benefit, do you think, in trying to recruit  
26 people with the social work, social services, social  
27 sciences type degrees into the police force and actively  
28 recruiting those people?

29 A. So we try and I suppose recruit from a broad community  
30 base. So we have different people sworn in. They'll talk  
31 about on their induction booklet their previous employment,  
32 their studies, where they've worked. Our current  
33 recruiting campaign does have a focus on people who have  
34 been the victims of domestic and family violence and also  
35 being, I suppose, brought up where they've had to be very  
36 resilient during their younger years. There is always a  
37 benefit of trying to get a blend of people and people who  
38 come from previous experience in social work can provide  
39 definite benefits to the Police Service.  
40

41 Q. In respect of the panel interviews that you mention at  
42 paragraph 27, a couple of the questions you were asked by  
43 Counsel Assisting were around cultural issues for lack of a  
44 better phrase, sexism, addressing those kinds of issues of  
45 culture in the police force. Can I ask about the panel  
46 interview. It has two officers and an admin officer. Is  
47 there any requirement for diversity in that panel? For

1 example, is there a requirement that there be a woman on  
2 the panel or from another diverse background?

3 A. My understanding is there's always a gender mix on the  
4 panels, although sometimes it can be two females as  
5 I understand. We used to have a program where we relied on  
6 community members as well to come in for the interviews.  
7 But like all volunteer processes I guess we had that faded  
8 away. So we have two people now that make that assessment.  
9 But the other thing I want to point out is that they've  
10 already been through psych testing and, unless you're rated  
11 as low from the testing, which is a face-to-face testing  
12 process that they do over about three or four hours, then  
13 you get an interview with a trained psychologist who are  
14 then asking questions based on their responses to tests.  
15 Anyone who is high risk doesn't come in. An example of  
16 someone who is high risk is someone who may be viewed as  
17 controlling and lack of empathy, then they'd come up as  
18 high risk and wouldn't be included.

19  
20 Q. You mentioned there was an occasion where you had  
21 community members. Would there be a benefit in a formal  
22 agreement or arrangement with domestic violence service  
23 providers perhaps at that level of the panel interview as  
24 well?

25 A. I guess it would come down to their capacity to be  
26 able to - I know that many DVOs they do an outstanding job,  
27 but they've got the same demand problem as we have.

28  
29 Q. Imagine that capacity isn't an issue. Would it be  
30 beneficial for that to form part of the panel

31 A. It may be, yes.

32  
33 Q. In respect of a number of the questions about the  
34 recruit training one of the aspects of the recruit training  
35 and the program that's delivered to them covers PPN  
36 training or police protection notice training. If I can  
37 just focus in on that. I notice that from your paragraph  
38 69 of your statement, and feel free if you want to turn it  
39 up or not?

40 A. Thank you.

41  
42 Q. At paragraph 69 is where you speak about there being  
43 two days where the police protection notices are covered  
44 and Counsel Assisting asked you some questions and they  
45 were focused more so on demonstrating competency and the  
46 use of the forms and the completion of the forms. One of  
47 the things that I want to ask you about that is the



1 perceptions and experiences of the women about the  
2 conditions on the PPNs. I know you mention it here. What  
3 level of focus is involved or amount of time can you even  
4 say about appropriate conditions on a PPN?

5 A. I'd have to check that information. I couldn't  
6 accurately tell the proceedings what time is specifically  
7 spent on the conditions. The conditions are definitely  
8 covered. But what actual length of time or detail I'd have  
9 to check for the proceedings.

10  
11 Q. And you may or may not know this answer. One of  
12 the perceptions and experiences of women engaging with  
13 police on a PPN is often there's a couple of different  
14 scenarios, one will be every single condition and it's  
15 difficult to remove them, or bare minimum conditions, it's  
16 difficult to add them. Is that something that is addressed  
17 in the training or you're not really sure?

18 A. Yes, certainly in the three-day training which will  
19 become part of all the recruit training, it's about the  
20 victim being involved and understanding of the possible  
21 conditions and the protection that we can provide or help  
22 try and get the court to provide for the victim. That is  
23 very critical, and that's - I guess in the protective  
24 assessment framework you're assessing risk and fear across  
25 the indicators. It's really about the conversations.  
26 That's that victim-centric approach where we're improving  
27 the police ability to listen, to understand, to try and put  
28 themselves as best they can in the shoes of the victim or  
29 survivor.

30  
31 Q. In respect of the risk assessment, because you mention  
32 it there in your answer, the risk assessment or the PAFs,  
33 they may or may not continue to exist but they exist now,  
34 in terms of the training that is provided in the  
35 recruitment level and that program that is associated with  
36 recruits I know that the OPM speaks about it forming part  
37 of the decision-making framework. What level of training  
38 or how much of the training is involved now and in the  
39 proposed 19-day coming up is going to focus on how they  
40 deal with the risk and how it informs every decision that  
41 they make in the entire process?

42 A. So the theory part of the program currently has that  
43 in terms of the PAF. I think it's covered on the first  
44 day, from memory. I think it's an afternoon. The three  
45 days training that we will provide - that we're providing  
46 to all police obviously includes that content. The  
47 three-day DV breach scenario will include it because it's

1 particularly important to continue those assessments as  
2 offending is escalating. So you don't just once do a PAF.  
3 You need to do it at every incident and particularly for  
4 breaches because it's transpired into them actually  
5 committing an offence. So the risk environment, certainly  
6 the fear environment has changed. So it's about the  
7 repetition, I think, of the learnings around the PAF across  
8 the program, whether it be the theory or the scenarios  
9 they're doing or the scenario assessments that people are  
10 doing is really important.

11  
12 Q. And if we just deal with two parts of your answer  
13 there, the first about the escalation, is that something  
14 that's going to feature more heavily in the upcoming  
15 training, being able to track the escalation of risk and  
16 identifying when there are escalating features?

17 A. So the training includes the PAF and the fact that you  
18 need to assess that at each indication, but also you need  
19 to do it holistically, which is certainly from the  
20 recommendations from Hannah Clarke and the family we look -  
21 and Ms Doreen Langham that we look holistically at what's  
22 occurred, whether it's in a stage previously, perhaps even  
23 previously but different partner, what criminal history  
24 people have to really - and potentially what intelligence  
25 we also hold in our databases around the risk that may be  
26 presented to a victim.

27  
28 Q. And just focusing in on the risk is that going to  
29 feature more in the upcoming training? I think you've  
30 identified from perhaps those inquests it's more likely to?

31 A. Yes.

32  
33 Q. And in respect of the risk assessment, the PAFs, we  
34 know from one of those inquests, the Hannah Clarke inquest,  
35 that the officers don't actually ask the questions on the  
36 PAFs and they're supposed to perceive them or the victim is  
37 supposed to be expected to self volunteer. Is that going  
38 to change?

39 A. I understand Acting Inspector Dwyer will give evidence  
40 around how that's actually delivered, because they're the  
41 content experts. But we definitely need to understand the  
42 importance and get the information. I think it needs to be  
43 a combination where we ask questions and we also observe  
44 and we also look at what information we have.

45  
46 Q. In respect of annual training you say at the end of  
47 your statement that there will be annual training. You've

1 given some evidence about it today?

2 A. Yes.

3

4 Q. That will be for all officers across the board?

5 A. Yes.

6

7 Q. And that will be maybe repeating core issues but  
8 adjusting it from year to year as certain issues emerge; is  
9 that right?

10 A. Yes, and it will require a face-to-face component.  
11 This is my view now and we will be informed by the DV  
12 command. Coercive control as it evolves as an offence will  
13 be critical, the PAF or what program there is to assess  
14 risk, because I think we need something to assess risk, our  
15 investigation techniques and how we can improve our  
16 investigations, and also understanding ourselves as an  
17 organisation.

18

19 Q. In relation to the video evidence or the video  
20 training you mention that at paragraph 154 of your  
21 statement. You haven't been asked any questions by  
22 Counsel Assisting, but there were a few questions raised  
23 around that yesterday. Just in respect of the  
24 video-recorded evidence that's a trial or pilot program,  
25 as I understand it there is a pamphlet that has been  
26 delivered - developed to be provided to police to assist  
27 them in that process; is that right?

28 A. Yes.

29

30 Q. And this pamphlet includes information on it, for  
31 example, it reads a bit of a script - sorry, it has a  
32 script that they're supposed to read it out to the  
33 aggrieved or to the victim about "this might be used in  
34 evidence in a proceeding, do you wish to proceed." Do you  
35 remember that part? Are you first of all familiar --

36 A. I know there's a pamphlet. But to give you detail,  
37 exact detail of what's in there, I couldn't provide  
38 accurate information.

39

40 Q. You weren't involved in the development of the  
41 pamphlet? Okay.

42 A. Not me personally.

43

44 Q. Not you personally?

45 A. I believe it was produced with the DV command with  
46 PCAP because we assisted in developing the training. So  
47 there's an online component of that and then there was a

1 two-day train the trainer program, and then there's the  
2 actual officer course which is a one day course, and  
3 I think those one day courses start at Ipswich and Gold  
4 Coast on 21 and 22 July.

5  
6 Q. Is there any specific training about the types of  
7 questions to ask in the recorded evidence trial that's  
8 under way?

9 A. So it's about taking a victim-centric approach.  
10 Obviously it's about trying to make sure that the evidence  
11 that we're getting is admissible so that, one, the evidence  
12 is adduced at that point on that contact. For example,  
13 Ms Doreen Langham, I saw one video of that event where she  
14 was asked to come for a statement. The next day in that  
15 context a video recorded interview had been done there and  
16 then in her private dwelling.

17  
18 Q. And will the training include information or tools to  
19 equip the police officers doing that trial to be able to  
20 identify when it's appropriate to do it at the house in  
21 that scenario or where perhaps it needs to be deferred  
22 because it's a traumatic experience and there might be  
23 injuries on board, some of our women have concussions, for  
24 example, things like that?

25 A. Children, all those. So it's about working with  
26 the victim to gather the evidence that we need to  
27 commence - to hold the perpetrator to account and also to  
28 keep them safe, which is the most important part. But it  
29 does - understanding investigative interviewing techniques,  
30 so our detective training area, they do investigative  
31 interviewing which we've - in our recruit training program  
32 we've been able to put that product into this training for  
33 the video-recorded evidence so that people are trying to  
34 adduce the best possible evidence to start the proceeding  
35 and to convict the offender.

36  
37 Q. And in respect of investigative training, whether it  
38 is for the videos or whether it's for completions of PPNs  
39 or it's for investigating a charge, the CIB specialists  
40 they get four-week training, CPIU gets a number of weeks of  
41 training, domestic violence areas they don't get specific  
42 training at present on asking those questions; is that  
43 something that is contemplated?

44 A. So this I think is a good start to us and hopefully  
45 we'll be able to roll it out statewide that it's a  
46 dedicated training program for interviewing victims of  
47 domestic violence and obviously the criminal offences that

1 it also relates to. We will work with the DV command, the  
2 specialist course, so there will be investigators involved  
3 in those courses. So that will also involve how we get the  
4 best possible evidence, and it's also about corroborative  
5 evidence because the best corroborative evidence we can get  
6 also may save the victim having to give evidence because it  
7 may result in a plea of guilty. So the detective training  
8 programs, yes, they achieve that training but every recruit  
9 does five days of investigative interviewing training at  
10 the academy. So every police officer that leaves there has  
11 done at least five days of investigative interviewing,  
12 which not only relates to interviewing offenders but also  
13 interviewing witnesses. We use the same programs that are  
14 designed by detective training.

15  
16 Q. There are studies and one of the things that has been  
17 raised is that victims who experience domestic and family  
18 violence often don't disclose the domestic violence unless  
19 they're asked particular questions. I'm not talking about  
20 screening of risk, but particularly in those scenarios.  
21 How can that be overcome in the training? Is there  
22 anything that is in the pipeline or that would be  
23 considered or consultation for that?

24 A. Certainly we would consider any material that was  
25 available or input or advice that was about the experiences  
26 of victims and survivors around what may have helped them  
27 provide the information and evidence that the police needed  
28 to hold the perpetrator to account, and I guess the trial  
29 in Toowoomba you're seeing the involvement of counsellors  
30 and there's been other locations in the state where they're  
31 available to form that connection with victims straight  
32 away and they may get better information than initially a  
33 police officer because there also can be - there might be  
34 where we've attended that address for a different matter  
35 where they mightn't trust us. So I think those  
36 opportunities and us working with other agencies and  
37 continually, particularly people who are the victims of  
38 repeat domestic violence, we need to work with the support  
39 agencies to try and get victims to the point where they're  
40 willing to proceed with criminal charges or information  
41 that will guide that.

42  
43 Q. You mentioned the Toowoomba program. That's referring  
44 to a station where they have a 24/7 access to a  
45 domestic violence specialist?

46 A. I don't think it's actually 24/7. It started as two  
47 days and probably two shifts, and I think they've focused

1 in on afternoon shifts which is - there's a lot of demand  
2 in the afternoon as opposed to in terms of reporting. Then  
3 it grew to four days, and then they were also doing work at  
4 the DV court which was located right next door.

5  
6 Q. So recognising the benefits of engaging with a social  
7 worker, for example, or a domestic violence specialist will  
8 that form part of the training around the videos and the  
9 other training that you've been talking about about whether  
10 one should rush to get a statement from a victim?

11 A. I wouldn't say "rush". I think we should make  
12 attempts to try and --

13  
14 Q. My word, perhaps a considered approach to getting  
15 statements?

16 A. Yes, there is. There is. But it's also balanced with  
17 trying to respond at the time as well because the  
18 complexity of this is sometimes we can understand what the  
19 risk is or we can think what the risk is, but to really  
20 understand it, unless we get inside the head of the  
21 perpetrator, we may not understand. So it's a balance  
22 between us going, getting the information about what's  
23 happened, considering everything that's happened, and  
24 trying to get more information about what's not on the  
25 report already. Because our system won't be a complete  
26 history of what's occurred. It's only a history of what  
27 we've attended or what's been reported.

28  
29 Q. Because we're incident event and we're event based  
30 when you get called out?

31 A. Yes, but we're moving to a holistic approach and we'll  
32 have good governance systems with VPUs and DV coordinations  
33 to try to improve that. But importantly we need to work  
34 with those DV agencies to try and get the best outcomes for  
35 victims.

36  
37 Q. And one of the questions Counsel Assisting asked you  
38 was about online learning, and it was specifically around  
39 I think part of the recruitment and the constable training  
40 program, and you refer to them having to get a pass on the  
41 particular question before moving on to the next question.  
42 Can I just clarify something about online portals or the  
43 online training. That's not the case with all online  
44 training, though, is it? There are other modules where  
45 people can log on, do the online and they can just - if  
46 they fail it repeat it, repeat it, and repeat it until they  
47 get a pass?

1 A. My understanding with the two DV products that we have  
2 now is you answer questions as you move through it in  
3 milestone approaches, and I'll just clarify the recruits at  
4 the academy, they do four exams during theory. So it's  
5 exams that they do, say, separate to the online products.  
6 They do exams. They are also assessed in the scenarios and  
7 scenario-based assessments, and they're provided with  
8 feedback. They're told where they do well, told where they  
9 could still improve. If they don't pass, they've got to  
10 resit that assessment. If you have a number of critical  
11 fails then you would be issued with a show cause and you  
12 leave the academy. So that recruit training, they do  
13 exams. The two online products, it's about people being  
14 self directed, looking at case studies, videos, stories  
15 from victims, and the benefit of it is that we can  
16 distribute it to the whole service and have what is a  
17 really compelling story presented to every police officer  
18 and relevant staff member from a victim or a case study so  
19 that's how those two CPDs work or online products.  
20

21 Q. They definitely have a purpose and they have a quicker  
22 delivery than the face-to-face programs?

23 A. You ask distribute it very quickly. So if I give the  
24 example of COVID over two years where we've had police  
25 deployed to borders for a majority of two years, quarantine  
26 hotels compliance, we were able to still distribute  
27 information, training, case studies, messages, things that  
28 will inform people to try and carry out their job to a  
29 better standard.  
30

31 Q. And just talking about the training and the  
32 assessments that you're talking about, they're scenario  
33 based, what they've done well, what they haven't, once they  
34 graduate that's not an ongoing assessment from a  
35 domestic violence perspective, is it?

36 A. So in their first 12 months as a first year  
37 constable--  
38

39 Q. Once they finish that first 12-month period and  
40 they're finished that's when - what I mean when I say  
41 graduate, they finish all of that training, any ongoing  
42 training doesn't have competence or assessment connected to  
43 it?

44 A. So the video-recorded evidence, so they will do a  
45 practical application and do an interview and be deemed  
46 competent or not competent. Our three-day program is  
47 workshops, discussions because it's designed at giving

1 people information, sharing information because it is about  
2 improving our culture and our ability to provide the best  
3 possible service to victims. But there is no assessment in  
4 that three days.

5  
6 Q. And back to the undeveloped work in progress annual  
7 training there is not at present as I understand it  
8 intended to have competence assessment connected with that;  
9 is that the case?

10 A. There's been no decision around what that will look  
11 like yet. So, for instance, the annual training - if we  
12 talk about annual training, I think next year there's a lot  
13 of topics to cover still. So, as I said earlier,  
14 I committed to two days in the statement I provided for the  
15 Clarke family inquest. We mapped it at three. I think we  
16 need to look at what we need to deliver, how can we deliver  
17 it the best way, then map it and however long that training  
18 is that's how long it's going to be. But for the annual  
19 training, so once we deliver increased capability as  
20 quickly as we can because it's very important that we  
21 respond quickly. What that annual training would look like  
22 we would work with the DV command and determine whether  
23 there needs to be assessments, what's the biggest benefit  
24 for the police and most importantly the victims.

25  
26 Q. And if we talk about the annual matters, and  
27 I appreciate what you've just said, there would be a  
28 benefit, wouldn't there, in having a competence assessment  
29 component of any annual training, particularly if it's  
30 going to have scenario-based training to make sure that  
31 your officers are delivering on the job?

32  
33 A. Yes. So the annual training, would that be scenarios,  
34 and they're dealing with scenarios every day. I think it's  
35 about giving them better knowledge and information so that  
36 they fully understand - the example you gave earlier was  
37 the conditions around how do we best get information from  
38 victims to determine what the conditions will be. Could  
39 you do a test for that? I'm not sure. I think you  
40 certainly can create capability by saying, "Here are the  
41 factors that a victim may be feeling about different  
42 conditions. Here's how you talk to the victim." It's a  
43 soft skill, I think. It's very hard to assess a soft skill  
44 to gain information; whereas an operational skills may be  
45 I've got to fire at a target and achieve X.

46  
47 Q. 90 per cent accuracy or 95 per cent or whatever it is,



1 yes?

2 A. I think we should continually assess our performance  
3 in domestic violence and we use that through leadership,  
4 our governance systems, so our vulnerable persons unit, our  
5 DV coordinators, our DVLOs, the leadership frameworks that  
6 we have which are sergeant team leaders, officers in  
7 charge, inspectors who are working with those stations to  
8 make sure that there's good processes and robust processes  
9 in place, and ensuring that there's relentless follow-up to  
10 the investigation of breaches.

11

12 Q. Just appreciating what you've just said and returning  
13 to the assessment based and, for example, scenarios the  
14 Commissioner asked you some questions about employing  
15 actors. Could not hypothetically there be a situation  
16 where you have an actor who is briefed and the officer has  
17 to elicit and tick particular things to get certain  
18 information? They get whatever the 40 pieces or the  
19 20 pieces of information and they get the feedback, they  
20 get rated and they get assessed. That would certainly be  
21 possible?

22 A. We would certainly work with the DV command as to the  
23 best way of increasing people's capability. It may be hard  
24 to get an actor at Goondiwindi and other places in the  
25 state. These are the complexities. We have police  
26 divisions certainly here in Brisbane, but they're all over  
27 the state. Some of these stations are one and two officer  
28 stations. So they may travel 300 kilometres to go to  
29 Mt Isa, say. It may be difficult to roll that out  
30 statewide.

31

32 Q. Whether is it's an actor, whether it's someone from a  
33 domestic violence service, whether it is someone who is  
34 equipped with the personal experience or knowledge to be  
35 able to perform the role doesn't really matter?

36 A. I guess what we can do is this is where online  
37 products - we can actually get that information, we can  
38 tell those stories across the state. But local areas are  
39 always available to deliver different training, refresher  
40 information. Like, I know Townsville district have been  
41 doing some DV refresher sessions this year. So that's not  
42 training that's recorded. Locally they've taken that on  
43 board and also their VPU's are sending out tips and  
44 instructions to help people deliver the best service they  
45 can. So there's always opportunities locally to enhance  
46 training. But to mandate to say we're going to have actors  
47 everywhere I think would be difficult.

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Q. Just talking about the district parts there would be a benefit, though, wouldn't there, rather than leaving it to individual districts because if VPUs and the DVLOs in those districts have to work with all those officers, is there not a benefit from command taking charge and delivering things in addition to what they're doing to reinforce?

A. Yes, so that's what we're doing with the three-day program, and then the specialist course and the VRE, they're state programs. But I also think locally if there's - locally if they want to improve training or they want to increase capability, they can do that as well. Again it comes down to operational resourcing and they've got to meet different priorities. But it may be a particular problem that they've identified locally and it could be, as you say, around conditions or it could be particularly in a location say with First Nations people where there is overrepresentation as respondents amongst the First Nations ladies.

Q. While I appreciate the district level involvement and what they may identify sounds a bit trite but they don't know what they don't know, do they?

A. No, so that's why we work with the DV commands, develop these other training programs. That's why it needs to be informed because they're working with those other agencies. So we definitely need to have programs that are all QPS. But I guess what I'm saying is that it doesn't inhibit our local ability to provide extra training or particularly to groups of police that are responding to more domestic and family violence.

Q. Or they could have a tailored response for their particular area in addition to?

A. Yes.

MS HILLARD: Thank you, Commissioner.

MR McCAFFERTY: No questions, thank you, Commissioner.

**<EXAMINATION BY MR HUNTER:**

Q. Assistant Commissioner, can I just ask you about a figure that has been mentioned a few times already in evidence, and that's the figure of 40 per cent as reflecting the proportion or percentage of domestic and family violence work undertaken by police, in particular

1 frontline police. Was there some work done recently  
2 concerning a particular cohort that graduated from the  
3 academy in terms of tracking precisely what it was that  
4 they were doing during their first year?

5 A. Yes, it was to give some insight as to how much  
6 training is actually delivered in the field in the first  
7 year constable program. So you graduate from the academy,  
8 you start in the 12-month program, you do a number of  
9 workplace assessments. From memory there was a group of  
10 78, and the average number of DV occurrences that that  
11 group went to was 74.

12  
13 Q. And over what period?

14 A. Twelve months.

15  
16 Q. So they were attending a little less than one and a  
17 half DV occurrences a week?

18 A. That particular group, yes.

19  
20 Q. All right. Is there any reason to doubt or to wonder  
21 whether that's in fact reflective of a common experience or  
22 was it unique to that cohort?

23 A. It was spread over a different geographic area. I do  
24 recall looking at the Excel sheet which had 155 for one  
25 officer, but the average has ended up at that 74. So it  
26 was 5,700 roughly occurrences that all those people went  
27 to. I think it would be reflective. Our first year  
28 constable - it was during the COVID period. So unless that  
29 particular group was doing more border and quarantine  
30 duties, but I don't think so because generally - say, for  
31 instance, I know the police that worked at Goondiwindi, the  
32 first year constables didn't do duty on the border because  
33 it's about their development during the period. So I think  
34 it would be reflective. The only way to really assess that  
35 would be to pick another group and do the same process.

36  
37 Q. Did this project have a title?

38 A. No. It was more just about understanding what sort  
39 of - what is the volume of the numbers of occurrences that  
40 first year constables do, and obviously those incidents  
41 varied. So again one incident could be a very protracted  
42 incident. Others could be shorter.

43  
44 Q. Can I ask you about the service's concerns regarding  
45 the psychological impact of witnessing traumatic events on  
46 individual police officers, and by that I'm talking not  
47 only about the witnessing of single events but also

1 repeated exposure to trauma?

2 A. Yes.

3

4 Q. Did you prepare a document which summarises the  
5 various services that are available to members, both  
6 serving and no longer serving, to assist the Inquiry?

7 A. Yes.

8

9 Q. I tender that document.

10

11 COMMISSIONER: Have we seen this?

12

13 MR HUNTER: Copies have been distributed to the other  
14 parties.

15 A. I can talk to it, if you like.

16

17 COMMISSIONER: Exhibit 4

18

19 **EXHIBIT #4 DOCUMENT WHICH SUMMARISES THE VARIOUS SERVICES**  
20 **AVAILABLE TO POLICE MEMBERS**

21

22 COMMISSIONER: Is this my copy, Mr Hunter?

23

24 MR HUNTER: That's your copy.

25

26 Perhaps I'll ask you about, firstly, the internal  
27 support options for members. You refer to employee  
28 wellbeing being a network of senior psychologists and  
29 senior social workers. How does that system work?

30 A. So there's the human services officers. So there's 23  
31 human services officer positions. Those people are trained  
32 social workers, psychologists, and their role is to provide  
33 a point of contact for people that are seeking confidential  
34 assistance in all sorts of challenges that we have in life,  
35 not only work challenges but also personal challenges.  
36 That network has been in place for some time. They are  
37 part of our safety and wellbeing division.

38

39 COMMISSIONER: So are they full-time?

40 A. The majority of them are full-time, Commissioner.

41

42 COMMISSIONER: And is there 23 positions currently filled?

43 A. No.

44

45 COMMISSIONER: So how many?

46 A. They've done a recruitment process recently where  
47 they've selected three or four.

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COMMISSIONER: So how many are employed at the moment?

A. I couldn't give you the exact number. I just know there's 23 positions. I know there's definite vacancies. I think it's probably linked to the same challenge that every organisation has with recruiting people. I could find that information out for the proceedings.

MR HUNTER: And do I understand you to be saying that these are people whom members can from their own initiative seek out; correct?

A. Yes.

Q. Is there any sort of system of ongoing surveillance of police officers?

A. If I can also talk about the peer support officers. So they're police and they then also have a linkage to the human - police and staff members. So, registered, there's 748 of those. Again for me to give you the exact number of people that are actively doing the PSO role now, I'd have to check. So they also provide that contact with police officers, try and assist people to talk to HSOs, talk to officers in charge of stations, and to try and best support and get people to come forward to get support. Then they also - the HSOs can refer people to the early intervention program where they're funded sessions with counsellors and whatever support they particularly need. Again I think COVID has put pressures on that external market everywhere is my advice, not so much the QPS but if someone wants to get psychological support in the private world it's become more difficult in the last couple of years because of demand.

There's a health screening process, psychological health screening process. My understanding is there has been about 1,800-odd people that have voluntarily done that online screening.

Q. Again, is that up to the initiative of an individual member?

A. Yes, totally voluntary. We have a number of --

COMMISSIONER: Over what period of time?

A. That's two years, Your Honour. A number of phone numbers, 1800 Help, there's 1800 which I understand is the same - Banner Star is the organisation that support that number, and there's a number there around domestic and

1 family violence. We've also had two online products.  
2 One's psychological first aid, and that's really getting  
3 those peer support officers when there's a critical  
4 incident such as a fatality or an unlawful killing or any  
5 sort of death related critical incident that they attend  
6 and provide that support. The human service officers used  
7 to provide that support, but the complexity and the number  
8 of the incidents that we have, those people go to the  
9 incident, the PSOs, and that's their sole job, is to  
10 provide support to our members and to - it's all about  
11 trying to intervene early. On top of that I think about  
12 13,000 people did the online product for that, and there  
13 was also the psychological health online product, which  
14 about 11,000 officers have completed.

15  
16 MR HUNTER: So my question a moment ago was about whether  
17 there was a process whereby other than the member's  
18 initiative, that is the organisation decides that a regular  
19 program of surveillance or psychological surveillance is to  
20 be put in place to monitor the psychological wellbeing of  
21 members who work in roles that expose them to particular  
22 trauma?

23 A. There's no mandatory program.

24  
25 Q. Is there a structured program, though, where there is  
26 some sort of regular review of psychological health of  
27 members; for example, people who work in the areas of child  
28 abuse or child exploitation material?

29 A. Certainly child exploitation material, and if I'm  
30 unwell then we've got injury managers and they're the point  
31 of contact for people. Officers in charge should be still  
32 maintaining contact with those injured members. Our injury  
33 management people are talking and generally in writing with  
34 the medical people, the psychologists and whoever they're  
35 getting treatment from about their treatment, their  
36 progress, and then also their ability to safely return to  
37 the workplace to do what needs to be done as a police  
38 officer.

39  
40 Q. We heard yesterday from Assistant Commissioner Codd a  
41 study that suggested that of frontline police of 10 years  
42 and more seniority in excess of 10 per cent of them showed  
43 symptoms consistent with PTSD. Can you tell us a bit about  
44 what the service does to proactively manage an issue such  
45 as that?

46 A. So our programs, again as I've outlined, they are the  
47 support services. Officers in charge monitor their people.

1 Frontline policing is very difficult, particularly when you  
2 do it over a long period of time. There are people who  
3 come forward to the officers in charge say they need a  
4 break. There are some opportunities. So you might be in  
5 the watch house, to go and work in a watch house for a  
6 period of time, or go and do different type of work such as  
7 property crime, youth justice and property crime related,  
8 where it's I guess probably a less - it's less  
9 unpredictable. It's more predictable as to what you're  
10 going to be doing today.

11  
12 Then I'm not sure the service design project that  
13 they're currently doing in Logan may provide some  
14 opportunities to the people to have a change of work  
15 environment. It's balanced with having enough people to be  
16 able to deliver what needs to be delivered. So that's why  
17 we have an officer in charge. A lot of their work is  
18 around HR and working with - we are a big organisation of  
19 nearly 12,000 people. It needs to be broken down into  
20 manageable sizes where there are people who are officers in  
21 charge who can try to provide some interventions to make  
22 sure that people are travelling okay. But I think as  
23 I said earlier there's a lot of - life's pretty complex  
24 these days for everyone. So it's the pressures of work,  
25 but it would also be the pressures of what's happening in  
26 our own lives.

27  
28 Q. Am I right, though, that the service trains its senior  
29 people to be vigilant to watch for the signs of  
30 psychological distress amongst colleagues?

31 A. So those training programs are about self-awareness  
32 but also identifying people in the workplace that might  
33 need assistance. I guess there are conversations that  
34 occur which may then involve a person then reporting unwell  
35 and then going to a doctor and getting assistance. So it's  
36 really difficult. I guess it's about trying to get as much  
37 information from people that they're prepared to provide  
38 about what their current challenges are. Again, using our  
39 systems and promoting the systems that we've got of HSOs,  
40 PSOs, the other program that we'll have soon is Self-refer  
41 which will be through Banner Star, where people can -  
42 again, it's self-directed but if officers in charge and  
43 people are talking to their staff they're probably more  
44 likely to avail themselves of those support services.

45  
46 MR HUNTER: Those are the only questions I have.

47

1 COMMISSIONER: So how often are the 23 or however many  
2 there are, the less than 23 human services officers,  
3 contacted by police?

4 A. I'm not sure.

5  
6 COMMISSIONER: Can you find out?

7 A. I can try and find out, but there should - and  
8 I didn't mention our police chaplains, who are also very  
9 valued by our police officers. So there's eight full-time  
10 chaplains, I think 13 part-time and 15 volunteers based all  
11 around the state. So again there's a great - there's a  
12 high level of confidence in our police - with the police  
13 chaplains.

14  
15 COMMISSIONER: That wasn't actually what I asked.

16 A. No, but I can find out the numbers.

17  
18 COMMISSIONER: That would be great.

19 A. But I think they should be included in the numbers as  
20 well, if you so wish, because I know that they --

21  
22 COMMISSIONER: You can break them down separately. That  
23 would be good.

24 A. Yes.

25  
26 COMMISSIONER: And the external support providers?

27 A. Numbers?

28  
29 COMMISSIONER: How often are they contacted?

30 A. Yes, I can do that.

31  
32 COMMISSIONER: Okay.

33  
34 MS O'GORMAN: I just have one further question if I may.

35  
36 **<EXAMINATION BY MS O'GORMAN:**

37  
38 Q. Assistant Commissioner Kelly, you mentioned earlier in  
39 response to a question from Her Honour that there's  
40 presently about 3 per cent First Nations recruit rate. I'm  
41 interested to know whether or not there's presently any  
42 specific recruitment programs being undertaken by the  
43 police to attract First Nations applicants?

44 A. So there is a multicultural program. What we've found  
45 is that people have met the generic standards. So they're  
46 offered that program as an introduction. They've already  
47 me the open standard; they've started in I suppose the



1 normal recruit or the generic recruit program we have. The  
2 other program was a six-week program. It was called  
3 something differently. I think the last course we ran was  
4 late last year.

5  
6 Q. We might be at cross-purposes. I think you're talking  
7 about some additional training or assistance that might be  
8 offered to recruits. What I'm interested to know is  
9 whether or not the QPS is presently targeting specific  
10 cohorts and in particular First Nations people and how  
11 you're going about doing that.

12 A. My apologies.

13  
14 Q. No problem.

15 A. So our "You're made for it" campaign, there are  
16 First Nations people who are currently police that feature  
17 in that advertising campaign. The First Nations unit also  
18 go to events. They've actually got the recruiting vehicle,  
19 which is a marked vehicle. There was an event, say, for  
20 example, on the weekend at Nambour as part of the NAIDOC  
21 celebrations where a district recruiting officer that  
22 I spoke about earlier was at that event. I know the  
23 inspector from Townsville is teaching and doing some work  
24 at the local TAFE there around trying to recruit people  
25 from First Nations backgrounds.

26  
27 MS O'GORMAN: Thank you. That was the question that  
28 I had.

29  
30 COMMISSIONER: Sorry, just arising from that, 3 per cent  
31 recruits, is that 3 per cent who come into the academy to  
32 do the training or is it 3 per cent who graduate at the end  
33 of the training?

34 A. Graduate. So of the data I had there were 35 of 994.

35  
36 COMMISSIONER. Who were graduates, okay.

37 A. That was from graduate data.

38  
39 COMMISSIONER: And is that the same for CALD, that's the  
40 graduates, 3 per cent?

41 A. It was of the same numbers, 27 of 994. So  
42 2.7 per cent.

43  
44 COMMISSIONER: Okay.

45 A. And then there's where your parents were born in a  
46 non-English speaking country, there was another 44 of 994.  
47 So you would have been --

1  
2 COMMISSIONER: So that's 71 in total.  
3 A. Yes.  
4  
5 COMMISSIONER: Okay. And then the other question I wanted  
6 to ask you along that line was the Police Service generally  
7 has a pretty low attrition rate, doesn't it?  
8 A. It has. It has increased in the last six months.  
9  
10 COMMISSIONER: Okay. So what is it, can you tell me?  
11 A. I understand it's currently 3.7 per cent.  
12  
13 COMMISSIONER: 3.7 per cent?  
14 A. It's still pretty low.  
15  
16 COMMISSIONER: And do you know what the attrition rate is  
17 of the First Nations people?  
18 A. No.  
19  
20 COMMISSIONER: Or the CALD people?  
21 A. No.  
22  
23 COMMISSIONER: Can you find out?  
24 A. I can.  
25  
26 COMMISSIONER: Okay. Thank you. I'll send you off with  
27 that homework then, I think. We'll stand you down. Thank  
28 you, Assistant Commissioner.  
29 A. Thank you.  
30  
31 COMMISSIONER: And we'll just adjourn until two.  
32  
33 **<THE WITNESS WITHDREW**  
34  
35 **LUNCHEON ADJOURNMENT**  
36  
37 MS O'GORMAN: Commissioner, I call Inspector Melissa  
38 Dwyer.  
39  
40 **<MELISSA DWYER, sworn:**  
41  
42 **<EXAMINATION BY MS O'GORMAN:**  
43  
44 Q. Inspector Dwyer, you're presently the Acting Inspector  
45 of Police attached to the domestic and family violence and  
46 vulnerable persons training portfolio within the command  
47 itself?

- 1 A. That's correct.
- 2
- 3 Q. And I understand that you're there in a temporary
- 4 capacity and have been since May of 2022?
- 5 A. That's correct.
- 6
- 7 Q. That training portfolio that you describe, is it a
- 8 permanent ongoing position?
- 9 A. At this stage it's temporary in nature.
- 10
- 11 Q. All right. And was it created just recently when you
- 12 started in the position in about May?
- 13 A. Correct.
- 14
- 15 Q. Why was it created?
- 16 A. It was created to establish a training product for the
- 17 QPS specific to domestic and family violence.
- 18
- 19 Q. All right. And that's the work that you've been doing
- 20 in recent times developing and in turn rolling out to the
- 21 DFV the holistic approach course?
- 22 A. Correct. That's right.
- 23
- 24 Q. I'll come to that briefly, but can I ask you firstly
- 25 about the graduate certificate in domestic and family
- 26 violence that you refer to in your statement?
- 27 A. Yes.
- 28
- 29 Q. I understand that in about January of 2018 while you
- 30 yourself were working within the Prosecution Corps you had
- 31 arranged to have offered to a number of different civilian
- 32 and sworn prosecutors the option to complete the graduate
- 33 certificate in domestic and family violence?
- 34 A. That's correct.
- 35
- 36 Q. And I understand from your statement that a number of
- 37 officers, approximately 40 in total if my calculations are
- 38 correct, took up that opportunity and completed the course
- 39 in either 2018 or 2019?
- 40 A. Yes, that's right.
- 41
- 42 Q. Now, that course comes with a price tag of something
- 43 in excess of \$9,000?
- 44 A. That's right, at that time, yes.
- 45
- 46 Q. And is an online course or was an online course that
- 47 took approximately at that time 12 months to complete and

1 later six months to complete?

2 A. That's correct.

3

4 Q. Okay. Have any other police prosecutors completed the  
5 course since that cohort of 40 or so in 2019?

6 A. Not to my knowledge.

7

8 Q. All right. Do you know why that is the case?

9 A. Without having worked there I can only make an  
10 assumption that it has something to do with budgetary  
11 issues, but I couldn't speak to that with any certainty.

12

13 Q. Why was it back in 2018 that you - presumably you  
14 investigated the course and sought permission to have it  
15 rolled out in the way that you did?

16 A. So at that stage there was the establishment of the  
17 domestic and family violence specialist courts in  
18 Queensland and as a component of that there was a  
19 specialisation of prosecutors. This course was considered  
20 to be appropriate to enhancing prosecutors' knowledge and  
21 understanding of domestic and family violence.

22

23 Q. You say in your statement that you observe some  
24 beneficial outcomes as a result of that number of  
25 prosecutors having completed the course. Could you explain  
26 for the benefit of the Commission what those outcomes were?

27 A. So I guess very broadly it is an enhanced  
28 understanding of domestic and family violence specifically.  
29 Two of the topics which is about lethality and dynamics of  
30 domestic and family violence were significant in terms of  
31 enhancing my understanding of domestic and family violence.  
32 So I had what I thought to be quite a good understanding of  
33 domestic and family violence, at the completion of that  
34 course enhanced my understanding. So it's delving into on  
35 a really deep level lethality indicators, risk indicators  
36 for children, for example, the impact of trauma on young  
37 people and children. So it's a really deep dive into  
38 domestic and family violence.

39

40 Q. Now, obviously enough by their title we know that  
41 prosecutors aren't out on the frontline attending to  
42 domestic and family violence calls for service, nor are  
43 prosecutors investigating any alleged incidents within the  
44 community in that regard. Why is it important that  
45 prosecutors then have a detailed knowledge of how domestic  
46 and family violence works and in particular the lethality  
47 risks that you've spoken of?

1 A. So prosecutors have a really unique role in the end to  
2 end system. So they need to have an enhanced understanding  
3 because they have a critical role in determining whether a  
4 matter continues or is to be withdrawn.

5  
6 Q. Now, can I stop you there. What discretion does a  
7 prosecutor have in that regard?

8 A. So it's dependent upon their rank or role within that  
9 prosecution office. So certain members are delegated the  
10 responsibility to withdraw a criminal charge or an  
11 application for a domestic violence order. So, regardless  
12 of whether they hold that delegation or that capability,  
13 they still need to have an awareness by which they can then  
14 engage with the person who does have that responsibility to  
15 arrive at a decision as to what should happen with that  
16 charge or that application.

17  
18 Q. For prosecutors what rank do they have to hold in  
19 order to have the delegation to be able to discontinue or  
20 withdraw proceedings?

21 A. So the officer in charge of a prosecution court.

22  
23 Q. And if they don't have that delegation themselves it's  
24 the officer in charge that they would go to to seek such  
25 permission?

26 A. Correct, or a commissioned officer.

27  
28 Q. Thank you. I had cut you off. You were explaining  
29 what the benefits were. If you could just continue?

30 A. I think I was explaining the criticality of a  
31 prosecutor in having these skill sets. Invariably a  
32 prosecutor's role is to review each application prior to it  
33 being mentioned in the courtroom. So that might be the  
34 very first appearance, that might be for a contested  
35 hearing or that might be for a criminal charge. So in the  
36 event of a cross-application, which has been my experience  
37 at Redcliffe Prosecutions, if I was to receive an  
38 application or cross-applications naming either party as  
39 the aggrieved/respondent, then I can make a determination  
40 engaging with the applicant officer or officers as to what  
41 is the appropriate course of action to take in that  
42 circumstance. So their role is pivotal. They can  
43 determine the appropriateness of that charge or that  
44 application continuing.

45  
46 Q. All right. We've heard some suggestions around the  
47 challenges facing prosecutors who are confronted with

1 applications accompanied by submissions that in fact the  
2 perpetrator has been misidentified and the aggrieved is in  
3 fact the respondent and the respondent aggrieved. In your  
4 view, having done that graduate certificate and having  
5 watched other prosecutors who have done it, do you consider  
6 that such prosecutors, those who have completed the course,  
7 are in a better position to make some judgments about  
8 submissions like that than those who have not completed the  
9 course?

10 A. Absolutely.

11  
12 Q. And that's for the reasons that you've described being  
13 that they're in a better position to understand the  
14 dynamics and make decisions around how to move forward  
15 through the court system?

16 A. Correct.

17  
18 Q. All right. You mention in your statement that in  
19 addition to those 40 or so prosecutors there were in  
20 I think about 2019 some 17 domestic and family violence  
21 coordinators or liaison officers who completed the course  
22 as well?

23 A. Yes.

24  
25 Q. Do you know whether any more DFVCs or DVLOs have  
26 completed the course since 2019?

27 A. Just to clarify between 2016 I think it was and 2019  
28 those 17 members undertook that course.

29  
30 Q. Thank you.

31 A. But I do not believe that any further domestic and  
32 family violence coordinators or liaison officers have  
33 completed the course.

34  
35 Q. Again as someone who has yourself completed that  
36 course and knowing what you know about the current training  
37 that's offered within the QPS and the training which is  
38 about to be rolled out do you see merit in police officers  
39 where the budget allows for it completing that course even  
40 knowing new training that is going to be available for  
41 DVFCs and DVLOs?

42 A. I wouldn't say that there would be merit in every  
43 police officer completing it, as long as those components,  
44 those critical components are embedded or included in the  
45 training provided by the QPS.

46  
47 Q. Now, you're in a pretty good position to understand

1 the training that is presently provided by the QPS and will  
2 be into the future; is that right?

3 A. Yes.

4

5 Q. That being so, do you consider that the core  
6 components of the graduate certificate course are wholly  
7 reflected or embedded within the QPS training or is there  
8 still a role for the graduate certificate to play for  
9 police officers who are lucky enough to be able to complete  
10 it?

11 A. There is still a role for that to play at this point  
12 in time. I would like to think, though, that into the  
13 future that that won't - that requirement or that need  
14 won't exist anymore, that those critical elements will be  
15 infused into our training. That's the hope. That's what  
16 I'm trying to work towards.

17

18 Q. All right. Thank you. Let's move then to your  
19 involvement in recent times in the development of the DFV,  
20 the holistic approach course?

21 A. Yes.

22

23 Q. As I understand it that work started at least in a  
24 substantive way in about April of this year?

25 A. Yes.

26

27 Q. You had earlier commenced work on it back in about  
28 2018 and it got paused or put to one side because of COVID?

29 A. Correct.

30

31 Q. Okay. Back in 2018, as I understand it, Nous Group or  
32 the Nous Group was engaged to assist you with the  
33 development of that course?

34 A. They were engaged, just to be clear, with regards to a  
35 specific component of that course which is cultural  
36 enhancement. So the three-day course includes other  
37 matters for which were not included in that initial Nous  
38 content.

39

40 Q. Okay. Now as the course looks it involves both  
41 cultural enhancement content and domestic and family  
42 violence specific content?

43 A. Correct.

44

45 Q. Whose idea was it to combine the two, because on one  
46 view of it they're quite distinct topics, aren't they?

47 A. They're so interrelated that it was incredibly

1 important to include them together. So to answer your  
2 question it was a decision made between the Domestic and  
3 Family Violence Command and the People Capability Command  
4 to understand when we mapped, as Assistant Commissioner  
5 Kelly indicated previously, that mapping exercise discussed  
6 this very issue.  
7

8 Q. Okay. Now, we've talked about the involvement of the  
9 Nous Group in the cultural enhancement aspect of the  
10 course. In the development of the course to date have you,  
11 the QPS, engaged with any other external agencies to inform  
12 the content and in particular have you engaged with any  
13 domestic and family violence specialists within the  
14 community?

15 A. So we have engaged with ANROWS, Australia's National  
16 Research Organisation for Women's Safety, and they have  
17 reviewed the content and provided some feedback in which to  
18 refine our product.  
19

20 Q. I'll come to a couple of questions around that review  
21 process, but if we could step back even earlier in time in  
22 the actual development phase were any domestic and family  
23 violence specialist agencies involved in formulating the  
24 content?

25 A. No, not that I recall.  
26

27 Q. Okay. In it might be Assistant Commissioner Kelly's  
28 statement there's reference to the hope that once the train  
29 the trainer phase has been completed and those trainers go  
30 back out to their localities and roll out the course that  
31 there would be scope for input from local support services  
32 at that stage. Does that accord with your understanding of  
33 how the end product will look, that there may be some input  
34 from domestic and family violence specialists at that  
35 point?

36 A. Absolutely. It will depend upon, I guess, their  
37 capability, their existence in those locations, those  
38 locales where we deliver that. But absolutely.  
39

40 Q. All right. In your statement you say that the course  
41 content has been informed by internal and external reviews  
42 of DFV policing practices, policies and procedures. When  
43 you refer to external reviews there in that context are you  
44 talking about the Nous Group review?

45 A. As well as the inquests that were recently conducted.  
46

47 Q. All right. Thank you. Now, you did mention a little



1 earlier that ANROWS has been involved in conducting a  
2 review of the product?

3 A. Correct.

4

5 Q. Members of the Commission came and saw various days of  
6 the pilot which was conducted recently.

7 A. Yes.

8

9 Q. And I think at that point the ANROWS review was  
10 pending?

11 A. Yes.

12

13 Q. Has that been completed now?

14 A. The ANROWS review was received late Friday afternoon  
15 and we're working to incorporate those suggestions into our  
16 product.

17

18 Q. And what was the purpose of the ANROWS review? What  
19 was it in particular that you were asking them for input  
20 into: content or mode of delivery or some other thing?

21 A. So it was both. So they provided feedback in relation  
22 to the content and also the approach that was envisaged to  
23 be adopted, and an indication as to whether that would - an  
24 adult learner would be able to embed what was hoped to be  
25 taught throughout that process through the learning  
26 outcomes.

27

28 Q. I appreciate that you've indicated that that review  
29 has only come through to you within the last few days, and  
30 you may not have been able to go through it, and if that's  
31 the case please just say so, but firstly in relation to the  
32 feedback that you got in respect of content was it helpful  
33 feedback?

34 A. Absolutely. All feedback is helpful and all  
35 of - I should say the majority of the feedback from ANROWS  
36 has been incorporated, and where it hasn't been  
37 incorporated I've discussed that with People Capability  
38 Command as to where we could perhaps embed that in future  
39 learning products or training products.

40

41 Q. All right. In respect of the delivery mode aspect of  
42 their feedback did any of that include suggestions for  
43 lived experience in person presentations?

44 A. So there was really strong feedback from ANROWS that  
45 the pedagogical approach was really well done. There was  
46 nothing, to address your question, about in person lived  
47 experience. But our product - when I say "our" the

1 DV Command and People Capability Command product  
2 incorporates body-worn camera de-identified recordings to  
3 give officers that dare I say lived experience.  
4

5 Q. All right. And ANROWS had suggested that that was a  
6 good inclusion?

7 A. Yes.  
8

9 Q. And the feedback was that that was worthwhile?

10 A. Correct.  
11

12 Q. I want to ask you some things then about paragraph 31  
13 which you've added into your statement just recently. It  
14 deals with what the learning outcomes from the course are  
15 intended to be.  
16

17 COMMISSIONER: Can we put that up, please, because I don't  
18 have that.  
19

20 MS O'GORMAN: Certainly. Would it be possible,  
21 Mr Operator, to zoom in on paragraph 31 and only the first  
22 couple of bullet points actually. That's fine. Here we  
23 can see the full suite, I think, except for the bullet  
24 point over the page, in terms of the learning outcomes that  
25 are hoped for flowing from this course. The first one is -  
26 and I only want to touch on the first two. The first is  
27 that students will learn what workplace culture is and the  
28 cultural factors that contribute to the policing of  
29 domestic and family violence?  
30

31 A. Yes.  
32

33 Q. Can I ask you this: are you able to explain what it is  
34 that students will be taught as to what the cultural  
35 factors are that contribute to the policing of domestic and  
36 family violence?

37 A. So this is to try and have members understand that  
38 their individual attitudes, their individual beliefs and  
39 their values and behaviours, how that impacts upon the  
40 culture within their team that they're working in for a  
41 shift, the broader team that they work in within a station,  
42 their station culture and district. So it's to try to  
43 understand for members that culture feeds into so many  
44 aspects of our policing response and that an appropriate  
45 culture will have an enhanced outcome for victims.  
46

47 Q. Does the course go so far as to tell students what the  
cultural issues are or factors are that contribute?

1 A. So we provide members with - Nous, because they  
2 deliver the cultural component to the students, they  
3 provide a result of a survey that was distributed in 2018,  
4 the DVQ, which sought to baseline the culture of members  
5 and understand for want of a better word their pain points,  
6 their pressures, their stressors as it relates to domestic  
7 and family violence.

8  
9 Q. All right. And this course relays the outcomes of  
10 that 2018 survey as part of the content?

11 A. Along with some other more recent understandings as to  
12 whether that 2018 data still has relevance to 2022, yes.

13  
14 Q. All right. And is the current thinking that it does  
15 still have relevance?

16 A. Yes, absolutely.

17  
18 Q. All right. Now, can I ask you this: from the command's  
19 point of view why do those cultural factors matter? How is  
20 it in a command's view as far as students are being taught  
21 that those cultural factors impact on the outcomes for  
22 people who are involved in domestic and family violence?

23 A. Members with an approach that, for example, they're  
24 being smashed by DV, that word "smashed" has particular  
25 connotations or reference. If we talk about being smashed  
26 by domestic and family violence, the impact and the  
27 outcomes upon those members we work with can, I guess, feed  
28 into that narrative that, "This is all so difficult." So  
29 it's really to try and understand and unpack what a  
30 member's culture means and how it impacts on victims.

31  
32 Q. As part of your involvement in preparing this  
33 particular course have you been having any feedback about  
34 the sorts of levels of disengagement or disenfranchisement  
35 that police officers are feeling and what proportion of  
36 police officers are disengaged?

37 A. So I don't have any particular figures with regards to  
38 disengagement. It's more of a broader understanding of  
39 what culture means and how members can influence  
40 their - every member has an ability to influence culture  
41 regardless of rank or role within the organisation. It's  
42 trying to have members understand that they have that  
43 capability to enhance culture. It is not just a matter  
44 that is driven from leaders or the top down. All of us  
45 have a responsibility to culture in this domain.

46  
47 Q. Okay. Now, the second bullet point talks about a

1 learning outcome being policing behaviours and attitudes  
2 towards domestic and family violence. Can I ask you  
3 this: what will students be taught about the policing  
4 behaviours and attitudes that exist towards domestic and  
5 family violence?

6 A. If I can just refer to my notes because I actually  
7 have the course outline that talks about these matters in a  
8 little bit more detail.

9

10 Q. Thank you.

11 A. So we focus upon what do we mean by culture. We give  
12 some real life examples as to culture. We play a video as  
13 to "the way in which things are done around here". A  
14 member's introduction into a team, they will pick up these  
15 behaviours, these attitudes, these values and that will  
16 impact upon their response. We talk about why we need to  
17 change our culture and how we think about and respond to  
18 domestic and family violence and how we influence culture,  
19 which is that part that I spoke to just recently.

20

21 We talk about our circles of influence so that we all  
22 have that capability to influence how we perceive domestic  
23 and family violence, what we can do about it, and we make  
24 the point that there are certain aspects for which members  
25 primarily don't have much control over. Those are such  
26 things as the legislation and the requirements in that  
27 space. But there are obvious matters for which members do  
28 have control over, and that's those matters I spoke of  
29 broadly before about the attitude, values and behaviours.

30

31 Q. It seems to me that if you're going to have police  
32 officers who are trained as part of that train the trainer  
33 program who are then going to go out and deliver this sort  
34 of program within their own stations or their own  
35 localities that you, the QPS, really need to have people  
36 who can speak authoritatively about police culture but also  
37 people who are very well respected to speak in that regard  
38 or else the whole thing is going to fall flat. How, if at  
39 all, does the command manage who it is that's chosen to be  
40 a train the trainer?

41 A. So there a group of super trainers who deliver the  
42 training to the train the trainers. Those super trainers  
43 are a group of very experienced and dedicated domestic and  
44 family violence members. The Nous Group will in  
45 conjunction with these senior experienced domestic and  
46 family violence members co-facilitate the delivery of this  
47 training. So what we have learnt is that in 2019 when Nous

1 delivered the first part of the cultural change program  
2 that we needed a stronger presence of a QPS member there  
3 with Nous to help facilitate that delivery. So it's the  
4 requirement that when Nous deliver the content on this  
5 occasion on those 12 courses between 19 July and  
6 1 September that will be co-facilitated.  
7

8 Q. And the 12 courses that you're talking about are the  
9 train the trainer courses?

10 A. Correct.  
11

12 Q. And there will be some 360 police officers trained up  
13 to go and deliver this course across the state?

14 A. Correct.  
15

16 Q. My question is about how do you make sure that those  
17 360 people are people with sufficient clout and sufficient  
18 respect amongst the rank and file that they'll be listened  
19 to when they deliver this course?

20 A. So the districts were asked to provide nominees to  
21 attend as train the trainers, and the requirements were for  
22 those members to have sufficient knowledge, skill and  
23 ability in the domestic and family violence space and were  
24 change champions, for want of a better word, within those  
25 districts, so those peoples who could influence and drive  
26 this cultural change piece within their locations.  
27

28 Q. They would have to be also people who are willing  
29 enough to accept that there could be areas within  
30 Queensland Police Service culture that need improvement,  
31 wouldn't they?

32 A. Sure. Absolutely.  
33

34 Q. And how is that measured, if at all?

35 A. So there's no measurement, and if I understand your  
36 question correctly these are members who have nominated to  
37 be train the trainers who understand what the content is  
38 and its purpose and have indicated and have been accepted  
39 as change champions train the trainers within their  
40 locations.  
41

42 Q. All right. It seems that there's a fairly  
43 uncontroversial acceptance amongst the Queensland Police  
44 Service that there's a portion of your officers who are  
45 either burnt out or fatigued by domestic and family  
46 violence or disengaged. How, if at all, will this course  
47 be able to motivate that cohort or is it unrealistic that

1 this course can motivate that cohort and the best that you  
2 can hope for is to try to at least reach those who are  
3 still engaged and are still motivated?

4 A. It's more those first members you spoke of that are  
5 the critical members for me to try and reach in this  
6 training program. So we start the training course off with  
7 a piece delivered by the safety and wellbeing members, and  
8 that's about members understanding what are their own  
9 personal stressors, what are their own concerns and trying  
10 to have them understand strategies they can implement to  
11 address their own mental health. So for those members who  
12 may be feeling burnt out, pressured, fatigued, that they  
13 have that capability; so not the self-directed learning  
14 model that Mr Kelly spoke of before but this is going to be  
15 delivered to all members up to the rank of superintendent  
16 in a face-to-face way that, "This is what the QPS can  
17 provide to you to assist you with that burn out."  
18

19 Q. Now you're talking about the first part of that course  
20 being delivered by or the participants being addressed by  
21 an HSO, a human services officer?

22 A. Yes, they're now a senior psychologist or social  
23 worker, but yes.  
24

25 Q. Does the success of that part of the course in terms  
26 of reaching those who might be disengaged or otherwise  
27 burnt out and fatigued really rely upon those HSOs or the  
28 senior psychologists being well respected within the  
29 organisation?

30 A. I don't know that it's the most critical component,  
31 but that is certainly a factor. It's hoped, though, that -  
32 "hope" is probably the wrong word, but the topics that have  
33 been specifically chosen for this product are geared in a  
34 way to enhance members' understanding of the broader parts  
35 of domestic and family violence that they should be  
36 implementing in an investigation or in a risk assessment  
37 component. So, whilst they might be burnt out and fatigued  
38 and disengaged, it's the hope that this training product  
39 will enable - will give them enough information to have  
40 them understand what their roles and their responsibilities  
41 are, the absolute way in which victims can be - their  
42 safety is reliant upon members undertaking their roles and  
43 responsibilities in accordance with policy and law. So to  
44 get them to do that work really requires us to get to the  
45 hearts and minds of them as to, "This is the most  
46 incredible work that you'll be doing and these are the  
47 tools that we can give you in the way to implement that."

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Q. Now, a year or so after the course has begun to be rolled out and it might be hoped to have reached most of your officers, what process will the command use to review the success of it?

A. So we'll work with the People Capability Command in developing an evaluation tool and the survey responses that we'll receive from members to understand its utility and whether it has truly had an impact in the way that members undertake their roles.

Q. You indicated at the beginning of your evidence that at present at least your position in that training portfolio role is a temporary one so that you could develop this course. Is it intended that that position of yours will continue until after this course has been rolled out and then beyond that into the future?

A. I can't comment as to whether that's the intention, but what I do know is that People Capability Command as other areas of the service can deliver - sorry, can evaluate the utility of this program. So in the event that this position doesn't continue the evaluation components exist within other parts of the service.

Q. Do you see utility, though, if resources permit and if the decision is to continue your role as it presently is, do you see utility in a continuity of your expertise remaining in that position so that you can be reviewing this course over time, given that it seems to be a critical piece for the QPS?

A. Absolutely, yes.

Q. All right. I just wanted to ask you one further question that arose in respect of Assistant Commissioner Kelly's evidence a little earlier when I was asking him some questions about the updated DFVVP specialist course. I was asking him whether there will be or to what extent there will be co-facilitation with external government and non-government agencies, a matter which is referred to in his statement, and he suggested that the command would have responsibility for that. So can I ask you if you're in a position to answer in respect of that newly enhanced specialist course will there be co-facilitation of it at the district level with non-government agencies?

A. So the specialist course will be run at the academy. So it won't be in the same way in which the three-day train the trainer course will be. So it will only be delivered

1 by a group of specialists at the academy, and it is my hope  
2 that we would co-facilitate. So I do have some ideas as to  
3 what those training members might look like. But in  
4 fairness I haven't approached them at this stage. But they  
5 certainly are in the First Nations communities, the  
6 LGBTQIA+. So there is that intention to certainly do that.  
7

8 Q. In your view at least what's the benefit in having  
9 external agencies come in to help co-facilitate a course  
10 like that?

11 A. So I think it delivers buy-in if you have the right  
12 members delivering that product; so those who are experts  
13 in their field. So whilst I may have some subject matter  
14 expertise of course I am not an expert with regards to  
15 First Nations domestic and family violence. So it's about  
16 recognising those opportunities where I can supplement my  
17 and my team's experience, knowledge and expertise with  
18 somebody from that field.  
19

20 MS O'GORMAN: All right. Those are the questions that  
21 I have, thank you, Inspector.  
22

23 COMMISSIONER: You were talking before about the course  
24 components of the cultural change, and you read out three  
25 components. One was effectively "the way we do things  
26 around here". So in that statement I take it it's accepted  
27 that the culture of the station can change the way, for  
28 example, a junior officer might act; someone fresh out of  
29 the academy will get influenced by the culture of the  
30 station, and some stations have a culture that's not as  
31 good as it could be; is that fair comment?

32 A. I think that's a fair comment in terms of someone  
33 fresh out of the academy being impacted by those whom they  
34 work with. So those stations who may have - because of  
35 their geographic location may have a really strong focus  
36 on, for example, waterway safety or road facilities because  
37 they have major thoroughfares through their location, they  
38 would be strongly focused on road safety as opposed to in  
39 the same way domestic and family violence. So it's about  
40 understanding, and that's why it's important for district  
41 trainers to deliver this training. They can unpack those  
42 matters in a really meaningful way when they go back and  
43 deliver this training in their locations.  
44

45 COMMISSIONER: The officer in charge can set the tone of  
46 the station quite strongly, can't he or she?

47 A. As can everybody in that organisation, but the officer



1 in charge, yes.

2

3 COMMISSIONER: And the other thing you said was why we  
4 need to change our culture. Can you unpack that statement  
5 a bit for me? What do you need to change in the culture?

6 A. So it's about understanding that we have a significant  
7 demand, we have year on year - and as

8 Assistant Commissioner Codd indicated, we have increasing  
9 demand on finite police resources. So the reference to  
10 being smashed before goes some way to identifying that the  
11 way in which we speak about domestic and family violence in  
12 our stations, in our patrol cars, within the meal room  
13 where we unpack the day's events with colleagues can really  
14 have such a significant impact on all of us. So it's just  
15 the language that we're using about domestic and family  
16 violence. Are we referring to victims or victim survivors?  
17 What does that mean for us? So it's about trying to get at  
18 those real hearty or meaty issues to understand the way in  
19 which we speak and act and behave about domestic and family  
20 violence is so critical and important for us. Does that  
21 answer your question, Commissioner?

22

23 COMMISSIONER: That's helpful. Thank you.

24 A. Sorry, one part just on that that I should have  
25 mentioned, my apologies, what we have also included in this  
26 cultural piece is an ability for members to give feedback.  
27 Now, at first blush that might seem to be a little bit  
28 different as to why we would incorporate feedback into a  
29 cultural piece, and the intention is that regardless of  
30 whether we have that recruit on station duty or a first  
31 year constable we should be able to have challenging  
32 conversations with each other when we want to unpack  
33 perhaps a comment that was made that might need further  
34 discussion. "Hey, Sarge, when you spoke about - when you  
35 shook your head at a domestic and family violence incident  
36 what was that about? How can I" - it's just trying to  
37 unpack that from their perspective but being able to do  
38 that regardless of their rank within the organisation so  
39 that we are all held accountable for the culture, not just  
40 those that are the inspector of the station or the officer  
41 in charge of the station; we all have a critical role to  
42 play in this.

43

44 COMMISSIONER: I don't think I'm speaking out of turn to  
45 say that when I was at the training there seemed to be some  
46 worried faces about delivering this training out in the  
47 districts and some concern about their ability to deliver

1 it particularly, I suppose, to the older or the more  
2 entrenched officers. Is there some way in which you're  
3 going to deal with that particular issue?

4 A. So we do have - the train the trainers will be  
5 accompanied by that DV specialist, and it's critical that  
6 that DV specialist is there with, say, the education and  
7 training officer. So they both bring skill sets that will  
8 complement each other. So it's about we will have a video  
9 played by the Commissioner of Police. So we set the scene  
10 straight up that this is the way in which the organisation  
11 is heading. We have the district officers then come in and  
12 participate within that training, but also indicate to the  
13 members the extreme importance of the training. We have  
14 those specialist experts co-facilitate that training to  
15 these other members. If it's identified that those members  
16 are not engaging or are, for want of a better word,  
17 disruptive or not getting on board with that messaging then  
18 we can take other measures to address that, whether that be  
19 on a one-on-one basis or through the station.

20  
21 COMMISSIONER: Okay. Thank you. Ms Hillard.

22  
23 **<EXAMINATION BY MS HILLARD:**

24  
25 Q. You mentioned just in your last answers before about a  
26 DV specialist in co-delivering in those districts that the  
27 Commissioner is just asking you about. Can I just clarify  
28 are you talking about someone external to the Queensland  
29 Police Service when you're talking about that?

30 A. No, sorry, I'm talking about an internal member. So a  
31 domestic and family violence coordinator.

32  
33 Q. In respect of some of the questions Counsel Assisting  
34 asked you concerning the train the trainer and identifying  
35 those individuals, are any of the people who are put  
36 forward or who nominate themselves or are nominated checked  
37 for whether there have been any sexual harassment  
38 complaints against them?

39 A. That's not within my domain. I can check with  
40 Assistant Commissioner Kelly, but I can't answer that  
41 question here, I'm sorry.

42  
43 Q. And you probably wouldn't be able to answer this  
44 question: the train the trainers who are put forward, are  
45 there any inquiries made as to whether or not they have  
46 been the subject of any complaints of any description?

47 A. No, I couldn't answer that. But what I can say is

1 that these members have come from districts. So it has  
2 been through an internal approval process within their  
3 district as to these members coming on board and  
4 undertaking this training to deliver back in their  
5 districts.

6  
7 Q. And when we talk about delivering back in the  
8 districts, as Her Honour has identified, there can be some  
9 entrenched views, particularly it might be particular  
10 levels or senior officer in charge type levels or higher.  
11 In respect of that is there any information that is  
12 obtained about whether complaints of sexual harassment or  
13 any workplace complaints have taken place in those  
14 districts before the training's delivered?

15 A. No, but this is a part of a much broader piece of  
16 cultural change for the QPS. So this is but one product  
17 that will be delivered over a significant period of time.  
18 So this is our start point, if you like, in 2022 as to that  
19 cultural change piece.

20  
21 Q. You would accept probably as a general proposition  
22 that there is an increasing community awareness and perhaps  
23 (indistinct) as well about gendered approaches to any  
24 workplace, whether it's the Police Service or otherwise.  
25 Would you agree with that as a general broad proposition?

26 A. As a broad proposition, yes; having been in this job  
27 since the age of 17, yes.

28  
29 Q. Seen and experienced some of those issues perhaps?  
30 I'm not after examples; I'm just after a general  
31 understanding.

32 A. I'm incredibly proud of where the QPS now is as  
33 opposed to where it has been in its past. Like any  
34 organisation, we are continuously improving and enhancing.  
35 But the workplace that I work for now and the workplace  
36 that I worked for in 1991 are vastly different, and I'm  
37 incredibly proud of where I work.

38  
39 Q. If we look at the gendered issues around pay disparity  
40 or treatment of women, women in management positions and  
41 all of those sorts of issues, how does that feed in to the  
42 training that we then deliver to our police force?

43 A. So it doesn't feed in at this point in time. Whether  
44 that is part of an approach into the future, it may well  
45 be, but for our foundational piece it does not at this  
46 point in time.

47

1 Q. Can I just focus in on some work that you've done with  
2 the prosecution services, and I appreciate that you haven't  
3 been there recently so it's a little bit older.

4 A. Yes.

5  
6 Q. You talked about some level of engagement I think with  
7 ANROWS in prosecution services and delivery; is that right?  
8 You might have been talking about some other delivery of  
9 training when you were talking about ANROWS?

10 A. Yes, so I've worked with ANROWS since 2019 in the  
11 research project that we conducted with identifying the  
12 person most in need of protection. That was a QPS ANROWS  
13 research body of work. With ANROWS, no, that hasn't been  
14 in the prosecution services space.

15  
16 Q. And do you know anything about the prosecution course  
17 development whether they consult with organisations like  
18 ANROWS or Red Rose and the like in developing their courses  
19 and services?

20 A. When I was last there they weren't, but that's not to  
21 say that might not have changed.

22  
23 Q. And this probably goes without saying, you may or may  
24 not know whether they've consulted with community legal  
25 centres that are expert in domestic violence delivery as  
26 well; you wouldn't know about that?

27 A. No, I wouldn't know, sorry.

28  
29 Q. In respect of the prosecution processes just generally  
30 when you went through it was 2018, you haven't been there  
31 recently, do you have any recent knowledge in the last sort  
32 of three couple of years since 2020?

33 A. I would like to think once a prosecutor always a  
34 prosecutor, but I accept that my skills, knowledge and  
35 ability certainly have an expiry date. But I can speak  
36 broadly to the prosecution of domestic and family violence  
37 matters.

38  
39 Q. And did you work between different offices as a  
40 prosecutor?

41 A. So when I was what I'll call an operational  
42 prosecutor, so out in suburban Magistrates' Courts, but  
43 I've also held management positions here in prosecution  
44 services, so in charge of our operational legal advice, our  
45 prosecutions training at that time, and in charge of the  
46 specialist courts establishment in Queensland.

47

1 Q. And so across those different involvements and the  
2 like you'd be aware that there is a difference of view and  
3 approaches about withdrawing or continuing with police  
4 protection notice applications?

5 A. Like anything, it's subjective and it's an  
6 interpretation of the member as to evidence. The policy is  
7 clear in terms of what members should be doing and the  
8 processes in which to seek support should they wish to  
9 withdraw an application or a criminal charge.

10

11 Q. Are you aware of any policies in some prosecution  
12 courts or prosecution districts, it might be divided into  
13 police districts because they're slightly different, where  
14 there is a blanket "won't withdraw in any circumstance" and  
15 in others there is more willingness to withdraw?

16 A. I'd be I'll use the word mortified if that was the  
17 approach. I don't know of any, but I would be mortified if  
18 there was.

19

20 Q. By which one, they're not prepared to withdraw or  
21 proceed?

22 A. Not prepared to withdraw.

23

24 Q. But certainly when you were there in the ones that you  
25 worked in there was a preparedness to withdraw?

26 A. Yes, and I have withdrawn applications in those areas.

27

28 Q. In respect of the training that was involved in the  
29 preparation of material to support a domestic violence PPN  
30 an affidavit is prepared by the police officer; isn't that  
31 right?

32 A. Yes.

33

34 Q. And in respect of those matters would you agree that  
35 there would be room for improvement in the quality of the  
36 information gathering; for example, better particulars  
37 about the what happened/where it happened context, how  
38 someone was forced, abusive language, those sorts of  
39 examples?

40 A. The reason I pause is because the majority of matters  
41 that the QPS are unsuccessful on on appeal is in relation  
42 to "necessary or desirable". So generally we have an  
43 ability to identify what is domestic violence and the  
44 relevant relationship. But it's generally "necessary or  
45 desirable" that causes us on appeal to have those matters  
46 not go the way for which we had hoped.

47

1 Q. Can I give you an example perhaps?

2 A. Sure.

3  
4 Q. It's not uncommon in these sorts of applications to  
5 see in these affidavits that are provided to support it,  
6 "He was abusive," and there will be no descriptions as to  
7 how he was abusive; "He would swear at me and call me  
8 names," but no examples of how they were called names,  
9 those types of things. Did you see those when you were  
10 coming through?

11 A. In my eight or nine years experience in prosecutions  
12 I never saw that, and I couldn't and wouldn't prosecute it  
13 and I would return it to the member to provide further  
14 affidavit material in which to support what is  
15 domestic violence, to support the elements of  
16 the application.

17  
18 Q. In respect of police applications being run  
19 concurrently with private applications are you aware of any  
20 examples or occasions in your experience where a police  
21 protection notice would be run but police wouldn't add  
22 information and the women would have to make their own  
23 private application in the sense of bringing additional  
24 affidavit material of their own to supplement?

25  
26 COMMISSIONER: Inspector, how long since you've been in  
27 prosecutions?

28 A. A little while, Your Honour

29  
30 MS HILLARD: 2020, I think you said?

31 A. I can't remember what's in my statement.

32  
33 COMMISSIONER: Actually prosecuting?

34 A. Yes, actually prosecuting. Testing my memory now.  
35 2015.

36  
37 COMMISSIONER: It might be better leaving this to the  
38 actual prosecutors being called.

39  
40 MS HILLARD: I apologise. I thought it was much more  
41 recent than that.

42  
43 So just in respect of the cultural issues that you  
44 were asked, and I just wanted to be clear, you're talking  
45 about co-facilitating in the context of First Nations in  
46 delivering some of the courses that you were speaking about  
47 that you have been involved in developing. Co-facilitating

1 also extends to beyond First Nations groups, does it, for  
2 example, to other diverse groups?

3 A. Absolutely, yes.  
4

5 Q. And they would be sourced as appropriate for the  
6 individual district depending on what cultural group those  
7 individuals might be or the demographic make-up might be?

8 A. Absolutely, yes.  
9

10 MS HILLARD: Thank you, Commissioner.  
11

12 MR McCAFFERTY: No questions, thank you, Commissioner.  
13

14 MR HUNTER: No questions, Commissioner.  
15

16 COMMISSIONER: Ms O'Gorman?  
17

18 MS O'GORMAN: I have no further questions. If Inspector  
19 Dwyer might be excused?  
20

21 COMMISSIONER: Yes, thank you, Inspector. You are  
22 excused.  
23

24 <(THE WITNESS WITHDREW)  
25

26 MS O'GORMAN: Commissioner, I call Constable Kate  
27 Gersekowski.  
28

29 <KATE GERSEKOWSKI, sworn:  
30

31 <EXAMINATION BY MS O'GORMAN:  
32

33 COMMISSIONER: Thank you for coming in. I know we've  
34 dragged you in, so I'm sure Ms O'Gorman will make this as  
35 painless as possible.  
36

37 MS O'GORMAN: Constable, I understand that you have been  
38 seven months experience in the QPS; is that right?

39 A. Yes.  
40

41 Q. And since you have been sworn in you worked at both  
42 the Rockhampton station and North Rockhampton station?

43 A. Yes.  
44

45 Q. All right. The purpose of you being asked to come in  
46 and give evidence today is to help the Commission  
47 understand the sorts of training that very new recruits are

1 being provided, and we're grateful for the details that  
2 you've set out in your statement. In that regard, in  
3 relation to the statement - sorry, the training that you  
4 received at the Police Academy you've been able to provide  
5 quite detailed accounts of that training. Is that because  
6 upon leaving the academy you've still had access to  
7 materials that you were taught whilst you were there?

8 A. When I was at the academy I wrote my own notes on the  
9 material that was taught. So I referred back to those  
10 notes that I have kept myself.

11  
12 Q. Okay. One of the things that you mention is a  
13 training session on the QPRIME system. Did you feel that  
14 the training that you had or that you received in relation  
15 to the records-keeping system was sufficient to equip you  
16 for work on the frontline when you graduated?

17 A. At the academy I definitely think it was. There's  
18 only so much at the academy that they can teach you without  
19 having the on the job experience. So we were given a  
20 number of scenarios which we then had to go through the  
21 QPRIME system and use that information in the scenario to  
22 work through and put into QPRIME. So, yes.

23  
24 Q. All right. You also talk about a day where you had  
25 scenario based assessments at the academy. How useful was  
26 that day to you, looking back now that you're actually  
27 working and dealing with real-life scenarios? Was that a  
28 helpful day?

29 A. Most definitely. There's only so much sort of  
30 theoretical knowledge that we can be taught. So then  
31 putting that into practice with a somewhat real-life  
32 experience scenario was very helpful. We actually did it  
33 at the Bessell Academy in Townsville. So we got to do it  
34 in a room with people in a room to go through the location  
35 search as if we were approaching a domestic violence  
36 situation. So having that sort of real sort of life  
37 experience was very helpful.

38  
39 Q. Since leaving the academy you've undertaken some  
40 further training which you've set out in your statement,  
41 one aspect of which was a theoretical classroom training  
42 day as part of your first year of constable program. Who  
43 was it who delivered that training to you?

44 A. It was our education and training office. We also had  
45 a detective senior constable who took us through the  
46 strangulation aspect of domestic violence and how that can  
47 correlate to domestic violence cases.



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Q. Is that the separate one-day training that you had on strangulation?

A. Yes.

Q. All right. And it was a detective senior constable, did you say who delivered that?

A. Yes.

Q. I don't understand that training on strangulation in that way is presently mandatory for officers. Is that something that was determined at your local station level, do you know?

A. I'm not aware, but they thought it was necessary just to make us aware of the changes to the strangulation and choking legislation and how the correlation between domestic violence cases and strangulation and make us aware of the signs and symptoms to look out for aggrieveds that may have been strangled or choked and how to better equip us to be more aware of those sort of signs and symptoms when approaching different jobs.

Q. Have you had to deal with a strangulation complaint in your work yet?

A. Not of yet.

Q. Okay. Have you been taught either at the academy or since about how to use the DV-PAF?

A. Yes.

Q. And what training or what have you been taught about how to use it?

A. So at the academy we learnt about what the PAF is and the different categories, and we had to use that in our scenario based training at the academy. We were also given a little palm card to put into - to take with us on the road, and I refer to that when I approach domestic violence jobs currently.

Q. Do you physically pull it out and use it to ask questions or do you use it as a guide as and when it's necessary for you?

A. When I first started on the job I pulled it out just to make sure I covered everything and I wasn't missing any information. I now sort of just use it as a guide when approaching different situations.

1 Q. Doing the best that you can to estimate, how many DV  
2 calls for service or incidents would you attend each week?

3 A. Maybe two or three a day on a shift.  
4

5 Q. Okay. How often or how long would they take you on  
6 average to attend to, if that's something that you can  
7 estimate?

8 A. It's hard to estimate. Every case is different and  
9 there's no set hour you can put on each case. You really  
10 have got to go there, investigate it and see how it goes.  
11 There's no time limit, and that's been the best part of my  
12 experience, is my colleagues have assisted me and made sure  
13 that I can fully investigate without feeling pressured on a  
14 time limit to do so.  
15

16 Q. Have any taken less than one hour?

17 A. From receiving the job and finishing the job, I don't  
18 believe so.  
19

20 Q. Okay. Have any taken you the better part of a full  
21 shift?

22 A. Not at this stage.  
23

24 Q. All right. You mention in your statement that as part  
25 of the classroom training that you've received as part of  
26 your first year constable program you have learnt about the  
27 law surrounding domestic and family violence. Do you  
28 recall whether as part of that classroom training you were  
29 taught about what standard of proof is necessary in order  
30 to pursue a domestic and family violence protection order  
31 application?

32 A. We did. Without sort of referring to the legislation,  
33 I wouldn't be able to say.  
34

35 Q. No, I don't want to put you on the spot. That's fine.  
36 What about how to investigate criminal offences when you're  
37 called out to a domestic and family violence incident, have  
38 you been taught about how to go about investigating  
39 associated criminal offences?

40 A. Yes. So we need to obviously canvass everything  
41 that's happened and we sort of get taught on the job how to  
42 record the criminal offences as well as the  
43 domestic violence occurring, and I think I mentioned that  
44 in my statement about the concurrent offences occurring.  
45

46 Q. If you're called out with your partner to a domestic  
47 and family violence incident in the community and it

1 appears to you that there may have been allegations of  
2 serious criminal offences having been committed would you  
3 and your partner investigate that or do you involve other  
4 police officers at that point?

5 A. It's hard to comment. Again it depends on the  
6 situation. But we have a DV taskforce in Rockhampton where  
7 I am and they're a taskforce that assists the general duty  
8 officers in investigating the high-risk DV offenders and  
9 those more complex investigations that do take a lot more  
10 time and investigation to go through.

11  
12 Q. All right. In your statement you set out the three  
13 online learning products that you've completed since you've  
14 been sworn in. I don't think that they include the  
15 domestic and family violence policing enhancement training  
16 OLP. Have you done that one yet?

17 A. I don't believe so.

18  
19 Q. Okay. In your statement you talk about the fact that  
20 your FTO has instructed you to always take your time when  
21 you're attending to a domestic and family violence call for  
22 service, to focus on one job at a time and to fully  
23 investigate each incident, and to always consider the human  
24 aspect in respect of dealing with domestic and family  
25 violence. What have you been taught about how to manage a  
26 situation when if your at a home dealing with a domestic  
27 and family violence incident and you're getting calls on  
28 the radio or other devices that require your attention, how  
29 do you make that decision about whether you leave what  
30 you're doing and attend to the other job or whether you  
31 stay where you are?

32 A. We've had really good support at our station in  
33 regards to that. We work together as a team and if we are  
34 getting calls for service through the radio that require  
35 our attention we're first and foremost at the job that we  
36 are. So we need to fully investigate that one and complete  
37 our investigation before moving on to another one.

38 I obviously take guidance from the senior officer I'm  
39 working with as to where we go when we get those calls for  
40 service. So I can't really comment on what would happen in  
41 that specific scenario.

42  
43 Q. I see. I understand. When you're out in the field  
44 attending to a domestic and family violence incident if you  
45 need advice I know that you've said in your statement that  
46 you wouldn't previously have called a VPU but instead you  
47 might have made contact with the taskforce in your area.

1 Is a DVLO another person that you can call on for advice if  
2 necessary?

3 A. Yes.

4

5 Q. All right. And do you from time to time?

6 A. I haven't had to as yet, but definitely I've called on  
7 the DV taskforce for guidance or assistance or just further  
8 information if the person's flagged or they've had prior  
9 dealings with them as to what they want us as the crew on  
10 scene to do.

11

12 Q. Okay. Now, my last question is in relation to what  
13 you've been taught about what domestic and family violence  
14 specialist support agencies there are in your area that you  
15 can call on if you need assistance or to make referrals to.

16 A. Again we don't - I was only made aware of the  
17 vulnerable persons unit when making this statement, but  
18 again I call on the DV taskforce for that assistance.

19

20 Q. My question is more around support agencies, domestic  
21 and family violence support agencies that exist outside of  
22 the QPS to provide wraparound services for aggrieveds. Are  
23 you taught which agencies there are in your area that you  
24 might be able to refer aggrieveds to?

25 A. Not specifically. We are made aware of there are  
26 agencies. We haven't had training whereby people from  
27 those agencies have come in and talked to us. But I do  
28 know they exist. But, yes, that's all I can say.

29

30 MS O'GORMAN: All right. Thank you, Constable. Those are  
31 the questions that I have.

32

33 COMMISSIONER: I have a couple of questions for you,  
34 Constable. Did I hear that you're not quite sure what the  
35 standard of proof is for a domestic violence application;  
36 is that right?

37 A. I am aware, but without referring back to the  
38 legislation I just don't want to comment.

39

40 COMMISSIONER: All right. Can you tell me is there a  
41 difference between the proof between a police and a private  
42 application?

43 A. I'm not sure.

44

45 COMMISSIONER: Okay. It's not a test. I'm just curious  
46 as to what your current state of knowledge is.

47 A. Yes.

1  
2 COMMISSIONER: In terms of breaches of a domestic violence  
3 order have you been called to any breaches?  
4 A. Yes.  
5  
6 COMMISSIONER: And have you ever made a decision, you or  
7 your partner, about whether something is a technical  
8 breach?  
9 A. I'm not sure what you mean by that.  
10  
11 COMMISSIONER: Okay. So you've never heard that term?  
12 A. No.  
13  
14 COMMISSIONER: Okay. That's good. And the other question  
15 was can you explain to me what trauma-informed practice is?  
16 A. No.  
17  
18 COMMISSIONER: Do you know what that term is at all?  
19 A. No.  
20  
21 COMMISSIONER: Okay. Was there any training at the  
22 academy about how to construct an affidavit for a  
23 domestic violence application?  
24 A. Not that I can recall.  
25  
26 COMMISSIONER: Okay. Did you get any - have you had any  
27 training while you've been at Rockhampton? You're in  
28 Rockhampton, aren't you?  
29 A. Yes, yes. In regards to an affidavit? No.  
30  
31 COMMISSIONER: Is there any templates that you can fill in  
32 or anything like that?  
33 A. Not that I'm aware of.  
34  
35 COMMISSIONER: All right. Have you done any applications  
36 since you've been on the job?  
37 A. A police application?  
38  
39 COMMISSIONER: Yes.  
40 A. Yes.  
41  
42 COMMISSIONER: And how did you fill out the affidavit that  
43 you had to do?  
44 A. I haven't personally had to do an affidavit. I've  
45 just done the police protection notice.  
46  
47 COMMISSIONER: Okay. Thank you very much. Ms Hillard, do

1 you have any questions for the constable?

2

3 MS HILLARD: Not many.

4

5 <EXAMINATION BY MS HILLARD:

6

7 Q. Did you do a rotation through the vulnerable persons  
8 unit as part of your training?

9 A. No.

10

11 Q. It might have been called something else. Did you do  
12 a rotation through a domestic violence unit as part of your  
13 training?

14 A. Training in my first year constable program?

15

16 Q. Yes.

17 A. No.

18

19 Q. Her Honour asked you some questions about going out on  
20 breaches and technical breaches. Can you say whether or  
21 not you were taught about the difference between a breach  
22 of a domestic violence order and a criminal charge, and  
23 either of those being breaches, preferring one or the other  
24 or both?

25 A. Not that I can recall off the top of my head since  
26 being seven months out of the academy, but we were taught  
27 that when investigating domestic violence if there are  
28 allegations of a criminal offence they need to be separate  
29 and the grounds for the criminal offence can't be the  
30 grounds for the domestic violence as one.

31

32 Q. So if there is, for example, based on your  
33 understanding an allegation of, "He grabbed me on my arm,"  
34 and if there's a domestic violence order in place, you  
35 can't charge a criminal charge common assault, for example,  
36 if you're also doing a breach of the domestic violence  
37 order; is that your understanding?

38 A. Somewhat, yes.

39

40 Q. I might be stating it incorrectly. Please explain if  
41 I am.

42 A. It's hard to put it into context, but as far as I'm  
43 aware the assault charge in that instance would be noted on  
44 the system, but the grounds for the domestic violence  
45 breach must be different to - there must be some other  
46 aspect of the breach of domestic violence along with that  
47 assault to be charged with the breach of domestic violence

1 and assault.

2

3 Q. Is that something that's come from your understanding,  
4 is that something that's come from your training, the  
5 theoretical side of it, or the on-the-job training?

6 A. A blend of both.

7

8 Q. Lastly, you made reference to the DV taskforce and you  
9 made reference to where people are at high risk. There's  
10 different meanings of what "high risk" mean. Can I just  
11 clarify. The domestic taskforce you referred to, are they  
12 high risk according to your PAF or just high risk because  
13 they are people that have been flagged as being of concern  
14 of they're periodic offenders with previous dealings?

15 A. I can't comment on behalf of the domestic violence  
16 taskforce, but from my knowledge of what they mean by high  
17 risk offenders is that they've been deemed high risk  
18 because of the PAF assessment in their involvement in the  
19 domestic violence situation they're involved in.

20

21 Q. So does that mean that you haven't had anyone that  
22 you've assessed as being of high risk to involve them?

23 A. Yes, not at this stage

24

25 MS HILLARD: Thank you, Commissioner.

26

27 COMMISSIONER: Can I just ask you do you know who is on  
28 the taskforce?

29 A. No.

30

31 COMMISSIONER: Are there detectives in that taskforce?

32 A. It's a taskforce within the Rockhampton station and  
33 constables, senior constables can do rotations through  
34 there. There is a sergeant who runs it. But, again,  
35 I haven't had the exposure yet to be able to rotate through  
36 there. But, as I said in my statement, it's something I'd  
37 be interested in doing.

38

39 COMMISSIONER: That's all right. I was just wondering if  
40 you knew if there were any detectives.

41 A. No, I'm not aware.

42

43 COMMISSIONER: Okay. Thank you. Mr McCafferty?

44

45 MR McCAFFERTY: No questions from me, thank you,  
46 Commissioner.

47

1 MR HUNTER: Just a couple of very quick questions.

2

3 <EXAMINATION BY MR HUNTER:

4

5 Q. The scenario training you did in Townsville you said  
6 was done at Bessell Lodge. The Bessell Lodge is  
7 residential accommodation whilst you were undertaking your  
8 training; is that correct?

9 A. Yes.

10

11 Q. So am I right in thinking that the fact that that  
12 scenario based training was done in a residential setting  
13 gave the training some realism that it might have lacked  
14 had it just been done in the classroom?

15 A. Yes, I believe so. So it gave us a good exposure how  
16 to approach I guess a house and how to - if we had to force  
17 entry into the house under the domestic violence powers and  
18 how to do the search of the property much better than just  
19 I guess imagining everything in a classroom setting.

20

21 MR HUNTER: Thank you. That's all I have.

22

23 COMMISSIONER: Ms O'Gorman?

24

25 MS O'GORMAN: That being the case, might the constable be  
26 excused?

27

28 COMMISSIONER: Thanks very much. Thanks very much,  
29 Constable, for coming in.

30

31 <THE WITNESS WITHDREW

32

33 MS O'GORMAN: Commissioner, I call Constable Andrea  
34 Hughes.

35

36 <ANDREA HUGHES, sworn:

37

38 <EXAMINATION BY MS O'GORMAN:

39

40 COMMISSIONER: Again, Constable, thank you for coming in  
41 to give evidence.

42 A. No problem. Thank you.

43

44 MS O'GORMAN: Constable Hughes, I understand that you have  
45 about 12 months experience working with the QPS?

46 A. Correct. I graduated June 2021.

47



1 Q. Thank you. And you've been based since your  
2 graduation at Redcliffe Police Station?

3 A. Yes.  
4

5 Q. All right. When you were still a recruit at the  
6 academy can you recall whether you were told how much of  
7 your time would be likely to be spent responding to  
8 domestic and family violence calls for service?

9 A. Yes, we were told that it would be a considerable  
10 amount of our time. I didn't realise how much time it  
11 would actually be, not only domestic violence jobs but the  
12 breaches as well.  
13

14 Q. All right. You say in your statement that you  
15 undertook some scenario based training whilst you were  
16 still at the academy?

17 A. Correct.  
18

19 Q. But on reflection at least it appeared to you that  
20 that scenario based training was at least reasonably tame?

21 A. Yes.  
22

23 Q. It was in a classroom based situation, as I understood  
24 it?

25 A. Correct, and some of it - so occasionally some of the  
26 recruits would do it in a communal area of the living  
27 quarters. So you would have maybe a couch and a dining  
28 table and just a door at the end of a corridor, and you  
29 would have to imagine that that was a house.  
30

31 Q. Sure.

32 A. And then other recruits would be using a classroom, so  
33 with desks and chairs.  
34

35 Q. Other than perhaps an improvement to the physical  
36 setting for such training can you suggest any other  
37 improvements that might make that scenario based training  
38 or assessment better?

39 A. Absolutely. The Bob Atkinson Operational Capability  
40 Centre that was built out at Wacol, there were houses and  
41 towns set up that were created for recruits to be using for  
42 training purposes. They would have been perfect situations  
43 for us to have a good feel of the home environment or a  
44 town where - like a parkland where sometimes  
45 domestic violence occurs. We didn't have access to that  
46 during our training.  
47

1 Q. What about the actual scenario that was set for you?  
2 Was it at an appropriate level of complexity for the fact  
3 that you were still a student?

4 A. I guess it would have been, because we were training.  
5 But I think we needed more training in the way of the  
6 complexities of domestic violence.  
7

8 Q. Did it reflect any of the scenarios that you have in  
9 fact attended since you've been out in the field?

10 A. Some I guess would have been similar. Some you can go  
11 to that are quite clear cut as to who's the aggrieved, the  
12 respondent, and they're quite settled situations where it  
13 might have been some time since the parties have had an  
14 argument and they've had time to cool down. But then  
15 there's other situations that are quite volatile, and we  
16 didn't get exposure to that during training.  
17

18 Q. Okay. We've heard that at least in recent years  
19 recruits who are moving through the academy haven't had the  
20 experience of a victim survivor coming in and sharing their  
21 lived experience with the recruits.

22 A. Yes.  
23

24 Q. But can I ask you this: having now been out in the  
25 field working for 12 months or so, upon reflection do you  
26 think that your time at the academy would have been  
27 enhanced if you had have been able to hear from someone who  
28 could share lived experience with you?

29 A. Yes, I guess it could have, just to give us a little  
30 bit of insight into what they've been through. I believe  
31 during my first year we had a survivor come and have a chat  
32 to us during a domestic violence refresher.  
33

34 Q. And that was at the station?

35 A. Yes, that was at Burpengary station where we do our  
36 Morton district training.  
37

38 Q. How many days of station duty did you do while you  
39 were still a recruit?

40 A. I did three days.  
41

42 Q. And did that give you any proper sense of what life as  
43 a first year constable was going to be like in reality?

44 A. No. Very limited exposure in that time. Going to a  
45 variety of jobs. I think I probably went to one  
46 domestic violence job and it may have been a breach, from  
47 memory. So, yes, not a lot of exposure; not a lot of

1 watching officers dealing with it without having to be  
2 involved myself.

3

4 Q. All right. If you're able to can you give us an  
5 estimate of how many domestic and family violence incidents  
6 you would attend to, say, a week?

7 A. Similar to the officer before me. I would say maybe  
8 two to three a shift. Sometimes it can vary. We might not  
9 have any in a shift.

10

11 Q. Are you able to give us an idea of how long it takes  
12 to attend to any one call for service on average?

13 A. You're probably looking at least two hours each job.  
14 I know one where I've been unavailable for approximately  
15 four hours taking out a PPN, filling in the grounds and all  
16 those sorts of things.

17

18 Q. All right. Now, you mention that since becoming a  
19 constable you participated in a first year training day at  
20 the station?

21 A. Correct.

22

23 Q. And you've also done the domestic and family violence  
24 policing enhancement training OLP?

25 A. Correct.

26

27 Q. Comparing the difference between face-to-face training  
28 that you received at the training day and the OLP have you  
29 got any insights for us in respect of which mode of  
30 learning is better?

31 A. I do prefer the face-to-face training so you can  
32 interact and ask questions. I understand that OLP training  
33 is to get that knowledge spread to everyone. But, yes,  
34 face-to-face is definitely more valuable.

35

36 Q. When you did your OLP session were you able to sit  
37 down and do it from start to finish without interruption?

38 A. No.

39

40 Q. All right. So how did you manage that?

41 A. You just have to do it whenever you can, whenever you  
42 get a little bit of downtime in between jobs.

43

44 Q. Okay.

45 A. Which is not very often. Sometimes you find yourself  
46 doing it in your own time.

47

1 Q. How familiar are you with the domestic and family  
2 violence support service agencies that are available within  
3 the Redcliffe area?

4 A. I know there's a few. DV Connect. Off the top of my  
5 head I couldn't tell you all of them, but I know that there  
6 are a few available and we do have little cards that we can  
7 hand out to aggrieveds and through our referral services as  
8 well.

9

10 Q. And do you hand out those cards from time to time?

11 A. Occasionally, yes.

12

13 Q. Okay.

14 A. I don't often have them available.

15

16 Q. All right. Now, speaking of cards, we've heard of the  
17 DV-PAF, the palm card that you've been provided with?

18 A. Yes.

19

20 Q. Do you carry that with you when you go to jobs?

21 A. No, not anymore.

22

23 Q. All right. In the early days would you have carried  
24 it with you or did you carry it with you?

25 A. Yes.

26

27 Q. And did you when you were starting out use it as a  
28 guide to assist you in terms of questioning aggrieveds?

29 A. Not so much questioning but just in your notebook you  
30 have to outline the risk factors. So I would probably  
31 refer to that as when I'm writing down the numbers.

32

33 Q. Now, in your statement you set out some of the key  
34 issues that you've experienced when you're attending to  
35 domestic and family violence issues, and one of them is  
36 determining what, if any, domestic violence has occurred,  
37 particularly in circumstances where there's conflicting  
38 stories from parties or parties are uncooperative?

39 A. Yes.

40

41 Q. Can I ask you what you have been taught, if you can  
42 recall, about the standard of proof that is required if you  
43 are contemplating taking out a domestic and family violence  
44 order application?

45 A. Yes. So you just have to know that there's somebody  
46 in the protection and that domestic violence has occurred  
47 and that there's a relevant relationship. It's difficult

- 1 to sometimes determine which side of the story to follow.  
2
- 3 Q. Have you been taught whether or not it's necessary to  
4 talk to both an aggrieved and a respondent before deciding  
5 whether to take action?  
6 A. Absolutely, yes.  
7
- 8 Q. And when you say --  
9 A. Where possible.  
10
- 11 Q. Talk to both?  
12 A. Yes.  
13
- 14 Q. And what if you can't talk to a respondent because he  
15 or she isn't present? Do you have to wait until you can do  
16 that before you can decide whether to take action?  
17 A. No, no, you can take action based on the information  
18 that you've received, and people can follow up with - other  
19 officers can follow up with the respondent at a later time  
20 and get a version from them.  
21
- 22 Q. We've heard that it's sometimes difficult for police  
23 officers who are attending a domestic and family violence  
24 incident perhaps at somebody's home to sufficiently  
25 separate the parties in order to take a version from both  
26 the potential aggrieved and respondent.  
27 A. Correct.  
28
- 29 Q. How do you manage that when you go to jobs?  
30 A. You just have to make use of the situation as best as  
31 you can, maintaining officer safety. That's a big risk,  
32 especially if there's other parties at the address as well.  
33 Another officer safety risk is when one of the officers has  
34 to go and call the shift supervisor for advice or  
35 authorisation for a PPN. So the other remaining officer is  
36 in charge of all those people that are in that house.  
37
- 38 Q. If you're called out to a call for service in respect  
39 of a breach, a contravention of an order, what's the  
40 standard of proof in relation to whether or not you would  
41 charge someone for contravening an order?  
42 A. So having to look at the grounds that are on the  
43 order, the conditions. So, yes, if they've breached any of  
44 those conditions then they can be charged contravention of  
45 the DV order.  
46
- 47 Q. Okay.

1 A. I understand if it's a second offence within that  
2 five-year period then it becomes an indictable.

3  
4 Q. All right.

5 A. And then anything criminal has to be considered  
6 separately.

7  
8 Q. Okay. What about when you arrive at a domestic and  
9 family violence call for service and it becomes apparent  
10 that one of the two parties is alleging that the other has  
11 committed a serious criminal offence? How do you go about  
12 investigating that then and there, if at all, or do you  
13 call in assistance from someone else?

14 A. Yes, so take as much information as possible. We will  
15 possibly refer to a shift supervisor and have them attend a  
16 job, seek advice from them. In the Morton district with  
17 the service re-design project we do have volume crews that  
18 can follow up with criminal complaints.

19  
20 Q. Okay. One of the difficulties that you nominated in  
21 your statement when you're attending to a domestic and  
22 family violence call for service is the aggrieved not being  
23 in agreeance and ignoring conditions on an order allowing  
24 respondents to return and domestic violence then  
25 continuing, therefore creating further repeat calls for  
26 service of police officers.

27 A. Yes.

28  
29 Q. Can I ask you this: what, if anything, were you taught  
30 either as a recruit or as a first year constable about the  
31 cycle of violence and how many times a victim might return  
32 to a domestic and family violence relationship before they  
33 finally leave?

34 A. I remember covering some of that cycle of the violence  
35 and that aggrieved do have trouble breaking away from  
36 someone that they love, just having that strength and  
37 support services in place to assist them with that, and  
38 there's only so much advice that we can provide them.

39  
40 Q. All right.

41  
42 COMMISSIONER: Is that a source of frustration for you?

43 A. Absolutely, yes. I have got one address in particular  
44 that I've been to so many times because the aggrieved is  
45 constantly inviting the respondent over, and then when  
46 things don't go her way, yes, she's breaching him. It's  
47 beyond frustrating.

1  
2 COMMISSIONER: All right.

3  
4 MS O'GORMAN: Towards the end of your statement you say  
5 that since becoming an operational police officer you  
6 haven't had any involvement with DV support units within  
7 the organisation.

8 A. Yes.

9  
10 Q. By which I think you might be referring to the VPUs;  
11 is that right?

12 A. Correct.

13  
14 Q. Are you nonetheless aware of the existence of VPUs?

15 A. I've heard of it. I've never had any involvement with  
16 them.

17  
18 Q. Okay. When you say you've heard of it have you been  
19 provided with any contact details, telephone numbers of  
20 VPUs that you can call if you need to?

21 A. I'd say that there would be numbers in the station,  
22 but I haven't seen them myself, no.

23  
24 Q. And, finally, what about your reliance on DVLOs? Have  
25 you ever called a DVLO for assistance?

26 A. No. I do know that there are two that sit upstairs in  
27 our station, and I believe that they're only day shift, so  
28 not available when we need them.

29  
30 MS O'GORMAN: Those are the questions that I have. Thank  
31 you, Constable.

32 A. Thank you.

33  
34 COMMISSIONER: Just following on from that question  
35 I asked you before, Constable, do you find this work, this  
36 domestic and family violence work, stressful?

37 A. Yes, it can be, yes, definitely fatiguing. When  
38 you're going to a domestic violence job and then you can  
39 see on your iPad that there's another five, six DV jobs in  
40 queue, yes, it takes its toll.

41  
42 COMMISSIONER: Yes. So have you ever sought any help,  
43 counselling or anything like that? Apparently there's a  
44 lot of services available.

45 A. Not specifically. I know about the PSOs, the peer  
46 support officers, we have quite a few in our station, and  
47 I know about our HSO as well, and that he's --

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47

COMMISSIONER: But you haven't spoken to them as yet?  
A. No. I've spoken to peer support officers, but not the HSO.

COMMISSIONER: And did you find the peer support officers helpful?

A. Absolutely, because they understand the situation. They're operational officers as well.

COMMISSIONER: Yes. And when you go out on a job are you the senior person or is there a senior person with you?

A. I haven't had a junior officer with me as yet.

COMMISSIONER: Okay. All right. The only other question I had was do you know what trauma-informed practice is?

A. I've heard the - I've heard it, but I'm not 100 per cent sure what it is, I'm sorry.

COMMISSIONER: That's okay. That's fine. Thank you.

**<EXAMINATION BY MS HILLARD:**

Q. I was just going to ask you about police protection notices. Have you applied for many in your time?

A. I have a few, yes.

Q. And have you followed that up with having to also prepare affidavits for a domestic violence hearing?

A. No, not for a hearing, no.

Q. Do you know who prepares those at your station?

A. So that would probably be the reporting officer, yes.

Q. The more senior officer that you're going out with perhaps?

A. Generally, yes.

Q. And one of the questions that Her Honour asked the other previous witness was about the training about the completion of the affidavits?

A. Yes.

Q. Do you remember or can you say anything about the training that you got about that?

A. No. Even with the grounds that go in our DV applications there was no training for that at the academy



1 either. That was all on-the-job training, and having a  
2 layout of how we - what we need to fulfil in those grounds,  
3 what needs to be covered.  
4

5 Q. So is it sometimes difficult to work out which ones to  
6 add or which ones to include, which ones not to have?

7 A. Correct.  
8

9 Q. And how have you resolved those difficulties?

10 A. Usually speaking to other officers in the station,  
11 yes. Not a lot of senior officers are available in our  
12 station. We currently have a shift supervisor that covers  
13 three different stations. We don't have teams as like a  
14 lot of other districts do because of the service re-design  
15 project. So sometimes it can be hard to get assistance  
16 with those sort of things.  
17

18 COMMISSIONER: Sorry, can you just explain that a bit  
19 more? I didn't actually understand.

20 A. The service development re-design project, we don't  
21 work under teams at Morton district. So we don't have a  
22 sergeant that we can refer to within our station. There's  
23 a sergeant on shift that covers three different stations in  
24 the peninsula.  
25

26 COMMISSIONER: Okay. And how big is your station?

27 A. So Redcliffe station I think we've got about 33  
28 operational officers in immediate response team, we call  
29 it.  
30

31 COMMISSIONER: Okay. And there's an officer in charge; is  
32 that the sergeant?

33 A. Officer in charge is our senior sergeant.  
34

35 COMMISSIONER: Okay. So he's there but not the sergeant.  
36 Is that how it works?

37 A. Correct, yes.  
38

39 COMMISSIONER: Sorry, Ms Hillard, I interrupted you.  
40 I just didn't quite understand.  
41

42 MS HILLARD: That's all, Your Honour. Thank you.  
43

44 MR McCafferty: Nothing from me, thank you, Commissioner.  
45

46 MR Hunter: Nor from me, Your Honour.  
47

1 COMMISSIONER: All right. Ms O'Gorman, do you have any  
2 questions?

3  
4 MS O'GORMAN: No, I don't have anything further. If the  
5 constable might be excused.

6  
7 COMMISSIONER: Thank you very much, Constable. You're  
8 excused.

9  
10 <THE WITNESS WITHDREW

11  
12 MS O'GORMAN: Commissioner, I call Senior Constable  
13 Tammie Robinson.

14  
15 <TAMMIE ROBINSON, sworn:

16  
17 <EXAMINATION BY MS O'GORMAN:

18  
19 MS O'GORMAN: Senior Constable, you have some five years  
20 experience with the Queensland Police Service?

21 A. Yes, correct.

22  
23 Q. And you're presently based at Jimboomba station?

24 A. Yes.

25  
26 Q. Have you been there for most of the time?

27 A. Most of my time, yes.

28  
29 Q. Can I ask you this: I can see from your statement that  
30 you were previously employed with the Queensland Ambulance  
31 Service before joining the QPS.

32 A. Yes.

33  
34 Q. How beneficial in your view is it for you to have had  
35 some other experience outside of working for the QPS?

36 A. I found it really beneficial because I got to see the  
37 phone call side of things. So I took the 000 phone calls  
38 and then dispatched the ambulances. So I sort of got like  
39 a bit of a step in the door because I could see how  
40 desperate some people were, how frantic they were. So  
41 I gauged what type of scenario I was walking into before  
42 physically going there in the role of a police officer.

43  
44 Q. And what about just generally having had more life  
45 experience than having gone straight into the  
46 Police Service from school; do you think that that stood  
47 you in good stead at all?

1 A. One hundred per cent. We have a lot of younger first  
2 years coming through our station and I'm kind of glad that  
3 I left it later in life so that I did have more life  
4 experience, had different roles dealing with different  
5 types of people and different scenarios so I was more well  
6 equipped on how to talk to them, what type of behaviours  
7 they may present towards me rather than not having any  
8 experience at all.

9

10 Q. You're five years out from the academy now and coming  
11 to learn just how busy it is that you would be. So if  
12 you're not able to answer this question please just tell  
13 me, but are you able to think back to your time at the  
14 academy and comment to us on how well the training that you  
15 received there equipped you for real-life work and  
16 practice?

17 A. Yes. I definitely think it did equip me because  
18 I didn't obviously know what I was walking into, what I was  
19 expecting. Having worked in emergency services I kind of  
20 had a little bit of a background what was going to happen;  
21 but they definitely did prepare you as to what sort of jobs  
22 you could sort of face.

23

24 Q. Okay. Do you recall whether or not somebody with  
25 lived experience of domestic violence came in to the  
26 academy and spoke to you and your fellow recruits?

27 A. No, I don't recall.

28

29 Q. You speak in your statement about the post academy  
30 training that you've had and in particular completing a  
31 domestic and family violence component requiring you to  
32 demonstrate that you had undertaken or attended an  
33 incident?

34 A. Correct.

35

36 Q. And reflected upon it.

37 A. M'hmm.

38

39 Q. How much impact did your FT0 have on you in terms of  
40 your understanding or development of understanding of  
41 domestic and family violence in that first year?

42 A. They were very sort of detrimental in my learning, so  
43 walking us through what was expected. When I went through  
44 the academy we were taught the way that was in process or  
45 in play in the real world. But we were also told about a  
46 new legislation that was coming through. So the PPN was  
47 being rolled out. So we were taught two ways. So it was

1 like, "Okay, this is what's happening now. This is what  
2 will be happening once you get out." So that was really  
3 good having the FTO because they could go through both and  
4 explain, "There's a change coming. This is what's going to  
5 happen."

6  
7 Q. Apart from your mentoring and training with the FTO it  
8 appears that most of or perhaps all of your training in  
9 relation to domestic and family violence content has been  
10 by way of online learning products; is that right?

11 A. Yes, I've just done a number of OLPs, yes.

12  
13 Q. Of the ones that you've done was the domestic and  
14 family violence training that you did in 2017 compulsory?

15 A. We have a number of compulsory OLPs that we have to  
16 complete, yes.

17  
18 Q. Do you recall whether that one was? It doesn't matter  
19 if you don't?

20 A. I don't recall, sorry, no.

21  
22 Q. What about the domestic violence and related matters  
23 one that you did in 2018?

24 A. Yes, that one and the latest coercive control, they  
25 were both compulsory OLPs.

26  
27 Q. Have you done the more recent policing enhancement OLP  
28 yet?

29 A. I don't believe so.

30  
31 Q. Do you know about it?

32 A. Not to my knowledge.

33  
34 Q. How do you find online learning products as a learning  
35 tool? Are they helpful, are they just as good as  
36 face-to-face learning, or are they just different?

37 A. Look, as the officer before me stated, we don't always  
38 get to sit down and focus on the OLP for two hours straight  
39 without interruption. Sometimes, you know, if we've got a  
40 counter shift and it's quiet we can quickly read it. But  
41 we never do it in full in one go. So it is quite broken  
42 and it is a bit interrupted. I like to learn from both.  
43 I like to read but I also like to see, because sometimes  
44 you read something it doesn't mean you automatically know  
45 how to do it. So it's good to then be able to see someone  
46 put that into play and then that's when you have your  
47 little light bulb moment.

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Q. In the years that you have been operational are you able to estimate for us how many times a week you would attend a domestic and family violence call for service?

A. It all depends on your shift. So in Jimboomba we're a little bit different to your tighter like Logan Central where there's a lot more denser living. So if I'm on day shift we could get two. If I'm on an afternoon shift we could get three or four. It really depends on the shift, the day of the week as well.

Q. What have you been taught, if anything, about how to use the DV-PAF card?

A. Yes, so just obviously you use it to fill out your paperwork to articulate in your notebook which ones are relevant to the aggrieved in their situation.

Q. And how do you use that in a practical way when you're attending to an incident? Do you physically have it in your hand to guide you or is it something that you don't pull out at --

A. I don't pull out anymore. Obviously I've attended enough DV incidents in my career so far that we know what ones we need to look out for. There's certain key words that we listen when they tell us their versions and we always make note of those.

Q. Do you specifically ask the questions on the PAF if those matters aren't volunteered to you by an aggrieved?

A. Yes, there are certain questions that I always make sure that I ask. So their level of fear. If there's any change in their relationship. The frequency of things. Just because we've gone to an incident doesn't mean that we've been told about previous ones. So I always like to ask the frequency, "Is this something that happens regularly? Is this the first time?" A lot of people don't have the confidence to call and let us know. So we don't know if there are previous incidents that have happened. So I always like to cover off those sorts of things. And then changes in their relationship, changes in the other party's behaviour, those sorts of things, because it's always going to change and add to the PAF as well.

Q. What have you been taught about the standard of proof that applies if you're considering taking out a DFV protection order?

A. So like the balance of probability for a DV?

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Q. Yes?

A. So obviously you don't need to prove beyond a reasonable doubt like the criminal one. You have to listen to their story and obviously investigate with what information you get given.

Q. And if all you have is the version provided to you by an aggrieved and you're not able to speak to a respondent are you in a position to make an application for a domestic and family violence order?

A. Yes, absolutely. Obviously it's scenario by scenario. Some instances where we can only talk to one party we're given very limited information. Other times we've got evidence of assault, injury, property damage. So we can articulate then in our grounds the information that we've seen without talking to the other party. But as the other officer said we always try to get another crew if we can't to try and locate that respondent and obtain that other version because there are times when there's vexatious complaints made. So we need to try and cover off if this is a sort of particular sort of instance.

COMMISSIONER: How often does that happen, vexatious complaints?

A. Not often, but I'm finding that it's becoming more prevalent in society. I'm finding that a lot of people, especially when they're going through separation, they think I'm going to go get a DV because it's going to heighten my chance of getting full custody so then these complaints are not as - they don't have as much substance as other ones where there not trying to gain some kind of benefit from it.

COMMISSIONER: If they're separated and there's Family Court proceedings are you immediately suspicion?

A. Not immediately. I will take it case by case. I have to listen to their stories. I'm not going to go in with a preconceived sort of notion that she's definitely out to get him or vice versa. I will listen to see what they have to say then make my decision.

COMMISSIONER: Okay. And just while I'm interrupting counsel here if you do speak to both parties and they've got different stories which I presume is quite often --

A. Yes.

1 COMMISSIONER: Are you still in a position where you can  
2 take out an order?

3 A. It will depend. We will have to look at their  
4 history. So if we do have history that articulates that  
5 this is a pattern of behaviour it makes it a little bit  
6 easier for us then to go, okay, there might be conflicting  
7 versions because he doesn't want to come across as the  
8 respondent and not get himself into trouble or vice-versa.  
9 So we have to take those things into consideration as well,  
10 check the history. We can also go and check with  
11 neighbours, contact families, so do a thorough  
12 investigation to see if this is something that has been  
13 happening and it's just been under the radar.

14  
15 COMMISSIONER: And if there's no history?

16 A. Then we talk to - obviously it's something that as  
17 general duties officers we will need to speak with our  
18 supervisor, run the scenario by them because obviously in  
19 the current climate we don't just walk away from a DV  
20 incident with no action taken. We do have to do something.

21  
22 COMMISSIONER: Okay. While I'm asking questions what's  
23 trauma-informed practice, do you know?

24 A. Never heard of it.

25  
26 COMMISSIONER: Never heard of it. Okay.

27  
28 MS O'GORMAN: If you receive a complaint of a domestic and  
29 family violence matter and you investigate it and you are  
30 satisfied that - well, if you're not satisfied that you can  
31 take out an application, for example, in the scenario that  
32 you spoke of where you form the view that it's a vexatious  
33 complaint, what do you do in terms of advising the  
34 aggrieved about their other options, and in particular do  
35 you tell aggrieveds you can go and take out your own?

36 A. Absolutely. If there's not enough evidence for us or  
37 substance for us to take out an application my first point  
38 of call would be to contact my supervisor, let them know  
39 what I think is the appropriate course of action. If  
40 they're in agreeance then obviously I talk to the aggrieved  
41 and let them know unfortunately we don't have enough for us  
42 to take out an application, and then explain to them the  
43 process that they can take their own application out, that  
44 what they can put in the grounds that they can use  
45 historical information, also give them a referral, like  
46 I always ask at every job if they would like me to put a  
47 referral on for them where an external agency will contact





1 an assault do you investigate that as a separate matter?

2 A. It depends on what the assault is. If it is common  
3 assault obviously we have to always articulate in QPRIME  
4 the stats that an assault complaint has been made. We have  
5 to articulate whether the aggrieved is willing to provide a  
6 statement because sometimes they're not. And then just  
7 obviously investigate it both. So if they are then we  
8 investigate both, the breach and the assault.

9

10 Q. One of the matters you referred to in your statement  
11 relates to a lack of resources available to police officers  
12 about the current forms and documents necessary for a civil  
13 brief of evidence?

14 A. M'hmm.

15

16 Q. To your knowledge is there a dedicated domestic and  
17 family violence application form that you can use or do you  
18 have to amend some other form?

19 A. The ones we've been provided with I've had a couple of  
20 contested applications of recent time and the form that  
21 I've got is quite outdated and I've not - I've gone on to  
22 our home page, the intranet, and tried to locate a current  
23 and more specific one and I haven't been able to find one.

24

25 MS O'GORMAN: Thank you. Those are the questions that  
26 I have, thank you, Commissioner.

27

28 COMMISSIONER: Yes, Ms Hillard.

29

30 <EXAMINATION BY MS HILLARD:

31

32 Q. Just about the PAFs, you said there are some questions  
33 that you always ask around fear, the relationship, the  
34 frequency and the like. Is that something that you've just  
35 decided to do based on your previous experience or --

36 A. Yes, just based on previous experience, yes.

37

38 Q. And you also spoke about vexatious complaints and  
39 being concerned about vexatious complaints, and then you  
40 spoke about having to separate them and then listen to  
41 them. Is that a scenario where you would take both  
42 people's accounts on the spot if you're at a call-out  
43 situation?

44 A. If time permits, yes, absolutely.

45

46 Q. Is it, and I don't want to be critical, but is it a  
47 decision that you have to make fairly quickly within 20

1 minutes or so or half an hour or so, would that be a  
2 realistic timeframe?

3 A. It just depends on how forthcoming they are with the  
4 information, what the situation is like. If we're walking  
5 into where it's been an argument that happened earlier in  
6 the day and they're quite calm, it's obviously easier to  
7 get what you want out of them quicker. But if it is quite  
8 volatile and you have to separate them and calm them down,  
9 we may need to call for back up if we need to separate them  
10 and then obviously officer safety comes into it. So it's  
11 not something that I could put a time stamp on. It's  
12 dependent on the situation.

13  
14 Q. And the determinations of these matters that might be  
15 made to be a vexatious complaint, was a PAF administered to  
16 the individuals, according to your standard that you apply?

17 A. In my standard I always try to use the PAF, yes.

18  
19 Q. And how, if any, would that have factored into your  
20 determination of whether or not something was vexatious?

21 A. It has to be investigated as just a simple complaint  
22 to start with and then obviously that vexatious part is  
23 something that we or I would label after I've investigated.  
24 So I wouldn't label it straight away. After I've conducted  
25 my investigation if you have a look at history, take both  
26 parties' versions into consideration, and then you can see  
27 a pattern, that's when that label would sort of come  
28 across.

29  
30 Q. So if the alleged respondent, male or female, you  
31 would check to see if they have criminal history, would you  
32 also check to see if there have been any previous  
33 domestic violence call outs in relation to that person?

34 A. Absolutely, yes.

35  
36 Q. Would you check to see if there has been any mental  
37 health issues?

38 A. Yes.

39  
40 Q. And what else would you check on your Qlite device?

41 A. Just their history, like if they've had different  
42 partners, if they've had DVs with their previous partners,  
43 if they've had any issues with drug or alcohol abuse  
44 because all of those sorts of things can change a person's  
45 sort of behaviour and way they act.

46  
47 Q. Can you say and you may not be able to, have you had

1 examples where there has been a women alleged to be the  
2 respondent?

3 A. Absolutely.  
4

5 Q. And in those scenarios are you able to say whether  
6 that - what the outcomes were or how involved you were with  
7 those outcomes?

8 A. As in court outcomes?.

9

10 Q. Yes?

11 A. Obviously our job is to investigate the offence and  
12 then put it before a magistrate, and then if we're so busy  
13 we don't necessarily always get to find out what happens.  
14 But from what I've heard and what I've seen they're treated  
15 as equal. It's not based on the person's gender. It's  
16 based on what offence has been committed.  
17

18 Q. And when we talk about the offences being committed  
19 that's the complaint that you've either been called out to  
20 attend to or that's been reported at the station?

21 A. Yes, correct.  
22

23 Q. It would be difficult when you're investigating and  
24 trying to determine what's vexatious or not to get a full  
25 history from either of the parties; do you agree?

26 A. Yes.  
27

28 Q. The availability or the ability to access a  
29 domestic violence specialist to assist in that kind of  
30 process to identify the person most in need, is that  
31 something you've been able to draw on?

32 A. Not personally coming out to a job, but post job or,  
33 you know, following up a job, yes, that's something that we  
34 do have available but then not always, you know. We've got  
35 a phone number that we call but they're not 24 hours. So  
36 if I'm on the night shift I'm trying to call someone at  
37 2 am it's unlikely that they're going to ask.  
38

39 Q. You were asked some questions about court documents.  
40 I wanted to clarify you said you have been given forms that  
41 are outdated and the like?

42 A. Yes.  
43

44 Q. Are you talking about the PPN forms or the affidavit  
45 forms?

46 A. So the court compilation forms, so whether we need a  
47 document where we're going to file the media, a document

1 for the affidavits, a document for the subpoenas, a  
2 document for our cover sheets, so there's specific  
3 documents with QP reference documents from our form select  
4 that we have to use to compile our briefs.

5  
6 Q. In your view would the brief compilation concerning  
7 domestic violence matters and what should be included in  
8 those affidavits be a helpful topic for training?

9 A. Absolutely.

10  
11 MS HILLARD: Thank you, Commissioner.

12  
13 COMMISSIONER: Have you ever been called out to someone  
14 who can't speak English well?

15 A. Yes.

16  
17 COMMISSIONER: And what do you do in that situation?

18 A. Obviously it slows things down. If we can get someone  
19 who can organise like an interpreter we would get that. So  
20 they can do call-outs over the radio or they can do an  
21 email where it's sent through the local district to see if  
22 there's someone who is fluent in that particular language.

23  
24 COMMISSIONER: Say it's 2 o'clock in the morning - or  
25 10 o'clock at night; it doesn't have to be 2 o'clock in the  
26 morning - and the person can't speak English. What do you  
27 do then?

28 A. I haven't had anyone who can't speak any English. So  
29 I have had someone who has limited English or I had someone  
30 who was deaf. With the deaf person, we just wrote down  
31 questions and they answered them. Then with the person who  
32 spoke limited English we just had to obviously specify our  
33 questions so that they could understand what we were  
34 asking.

35  
36 COMMISSIONER: So what language was that that they could  
37 speak?

38 A. It wasn't that - I don't know their exact language.  
39 But they could speak English but they had either accents  
40 and things like that, so either Asian or European.

41  
42 COMMISSIONER: So you don't know what nationality they  
43 were?

44 A. No, because it wasn't an issue where we had to use an  
45 interpreter for the particular jobs that I've been to.

46  
47 COMMISSIONER: Okay. And is there any service available,

1 like, if you had wanted to use - speak to that person in  
2 their preferred language?

3 A. So get an interpreter service? Yes, we would be able  
4 to use an interpreter service.

5  
6 COMMISSIONER: Okay. Is that available 24/7?

7 A. I believe so, yes.

8  
9 COMMISSIONER: Mr Hunter, I think I know what you're going  
10 to say.

11  
12 MR HUNTER: Just a couple of very brief questions.

13  
14 **<EXAMINATION BY MR HUNTER:**

15  
16 Q. It was perhaps a slip of the tongue, but when you were  
17 speaking about your engagement with an FTO you used the  
18 word "detrimental". But do I understand you to be saying  
19 that you found the experience of having an FTO to be a  
20 positive experience?

21 A. Yes, sorry, probably a poor choice of words.

22  
23 Q. And you were also asked by Ms O'Gorman about whether  
24 or not you had done the domestic and family violence  
25 policing enhancement training, the OLP, and you said you  
26 didn't recall?

27 A. I don't recall, no,

28  
29 Q. Can I suggest to you that you in fact completed that  
30 training on 6 July last year?

31 A. Okay.

32  
33 Q. Does that sound right?

34 A. I did do a lot of OLPs. We have to do a certain  
35 number every year.

36  
37 COMMISSIONER: Obviously sunk in, Mr Hunter, that one.

38  
39 MR HUNTER: Thank you.

40  
41 COMMISSIONER: Can I just actually ask - I should have  
42 asked: do you find the domestic and family violence work  
43 stressful?

44 A. It depends on the job. So at times it can be,  
45 especially when you're trying to get to the bottom of the  
46 story and people are just not cooperating, or if you go to  
47 a job and you're trying to figure out if they fall under

1 the umbrella of the domestic violence framework and just  
2 trying to articulate if DV has occurred. That can be quite  
3 challenging at times.

4  
5 COMMISSIONER: Okay. And we've heard that you've got  
6 quite a lot of supports in terms of people you can turn to  
7 if you're stressed. Have you ever had cause to use any of  
8 the supports?

9 A. No, but if I do need to debrief I'm one of the people  
10 at the station who isn't shy to talk to somebody. So I'll  
11 go straight to a sergeant or my OIC and say - have a  
12 debrief and say, "This job was really difficult. Did I do  
13 everything okay? What's your feedback?"

14  
15 COMMISSIONER: Okay. Do you talk about jobs with each  
16 other?

17 A. Absolutely.

18  
19 COMMISSIONER: And is that an increasing trend that you've  
20 found at the station about people making vexatious  
21 complaints?

22 A. As in it's common?

23  
24 COMMISSIONER: Yes, is it increasing, I suppose?

25 A. Yes, to a degree.

26  
27 COMMISSIONER: Is that the common experience of people at  
28 the station?

29 A. I can't answer for everybody else. Obviously just  
30 from what I've observed and heard, I can see that it is  
31 increasing on the side of where women - where the aggrieved  
32 is trying to benefit from making these complaints. So gain  
33 something from it.

34  
35 COMMISSIONER: Okay. Anything arising? Ms O'Gorman, do  
36 you have any questions?

37  
38 MS O'GORMAN: If I might just have one moment. No,  
39 I don't have anything further for this witness. If she  
40 might be excused, please?

41  
42 COMMISSIONER: Were the statements from today in that  
43 first bundle?

44  
45 MS O'GORMAN: No, they weren't and when this witness is  
46 excused I have them ready to tender.

47

1 COMMISSIONER: Okay. Thank you very much for coming in,  
2 Senior Constable. It's appreciated.

3  
4 <THE WITNESS WITHDREW

5  
6 MR HUNTER: Can I indicate just in terms of the questions  
7 that were asked of a number of witnesses about their  
8 awareness of trauma-informed practice?

9  
10 COMMISSIONER: Yes.

11  
12 MR HUNTER: Of course if need be we could have some  
13 evidence about this, but I'm instructed that the  
14 victim-centric trauma-informed practice was introduced in  
15 what's been described as a lite manner in the coercive  
16 control OLP that was released on 31 January this year, but  
17 the intention is that it will be introduced in a much more  
18 detailed way in the three-day holistic approach training  
19 that is currently under development.

20  
21 COMMISSIONER: Okay. So no-one's been taught about  
22 trauma-informed practice?

23  
24 MR HUNTER: It's been mentioned as I say in a lite way in  
25 the --

26  
27 COMMISSIONER: What does that mean, "in a lite way"?

28  
29 MR HUNTER: I'm simply using the terms that were used.

30  
31 COMMISSIONER: They said it softly or something; is that  
32 what it means?

33  
34 MR HUNTER: I'm assuming it means in a way that didn't  
35 involve a great deal of detail.

36  
37 COMMISSIONER: Okay. Thanks, Mr Hunter.

38  
39 MS O'GORMAN: Commissioner, we've called all of the  
40 evidence that we have available for today. I understand  
41 that Constable Andrew Sinclair-Ford will be available  
42 tomorrow and we will call him. In terms of dealing with  
43 the statements from the witnesses who did give evidence  
44 today I will formally tender the statements under the hands  
45 of Mark Kelly, Melissa Dwyer, Kate Gersekowski, Andrea  
46 Hughes, and Tammie Robinson.

1 COMMISSIONER: So can we call that tender bundle B?

2  
3 MS O'GORMAN: Thank you.

4  
5 COMMISSIONER: And we'll mark it exhibit 5.

6  
7 **EXHIBIT #5 TENDER BUNDLE B**

8  
9 COMMISSIONER: Now, you wanted me to say something about  
10 tomorrow?

11  
12 MS O'GORMAN: Only that tomorrow's first witness will be  
13 Witness A, in respect of whom Your Honour has already made  
14 an order that his identifying particulars can't be  
15 published. The proceedings will be open to the public, but  
16 they will not be livestreamed tomorrow morning.

17  
18 COMMISSIONER: Yes.

19  
20 MS O'GORMAN: That position may change for the later  
21 witnesses called during the day.

22  
23 COMMISSIONER: All right. Just adjourn until 10 o'clock  
24 in the morning.

25  
26 **AT 3.57PM THE COMMISSION WAS ADJOURNED UNTIL WEDNESDAY,**  
27 **13 JULY 2022 AT 10:00 AM**

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