



Schools, Policy and Profit:
How International Initiatives
Shape Australian
Classrooms

GLOBAL PROGRAMS, LOCAL RISKS

*International Agendas in Schooling—and
the Revenue Streams They Enable.*

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Executive Summary

- Australian classrooms increasingly localise externally developed programs—from SEL and CSE modules to wellbeing apps and “e-safety” tools—often imported via international frameworks. This briefing maps how global initiatives shape local practice, where benefits exist, and where governance falls short: opaque procurement, weak age-appropriateness checks, third-party data capture, and pressure on parents to consent—or risk escalation. We propose practical guardrails to keep what works while restoring trust: curriculum transparency, parental consent pathways, independent content and data audits, and clear incident reporting. The goal is straightforward: evidence-led, child-safe schooling with accountability to families and law.
- **Purpose:** Provide a concise, evidence-focused briefing on Respectful Relationships and related SEL/CSE content in Victorian schools—highlighting benefits, risks, and practical actions for Members of Parliament and staff.
- **What’s working:** Programs aim to build emotional literacy and respectful conduct and can support safer school cultures when delivered transparently and age-appropriately.
- **Key risks to manage:**
 - (1) age-inappropriate sexual content or framing;
 - (2) reduced parental visibility/consent pathways;
 - (3) third-party influence and procurement/data issues;
 - (4) uneven teacher preparation;
 - (5) weak accountability.
- **Evidence snapshot:** Recent Australian reporting and case examples indicate rising concerns about safeguarding breaches in schools/childcare; delivery quality varies significantly by provider and context.
- **What Members of Parliament can do now:**
 - Require transparent curricula/materials lists and clear opt-in/opt-out.
 - Mandate age screening and independent review for sexual-health content in primary years.
 - Standardise incident reporting and publish de-identified safeguarding metrics.
 - Fund teacher training focused on developmental appropriateness and safeguarding.
 - Commission an independent review of third-party content, procurement, and data practices.
- **Bottom line:** Keep the strengths (emotional literacy, respect) while strengthening guardrails—transparency, age appropriateness, parental rights, and accountability—to maintain community trust.

Agenda 2030 Key Programs via RR&RR

In Australia a number of programs are localising global programs and agendas, they are that of the United Nations, World Health Organisation, the International Planned Parenthood Federation and Arc International. The main programs are for **Comprehensive Sex Education** and **Social Emotional Learning** the most well known is Resilience, Rights, and Respectful Relationships (RR&RR) originating in Melbourne. But it is worth noting all. As what we discuss with regards to RR&RR is applicable to the following list of educational programs:

Comprehensive Sex Education and or Social Emotional Learning programs in Australia:

UNAids international-technical-guidance-on-sexuality-education (2008/2010 and 2018)

Respectful Relationships, It's All One, Catching on early, Catching on Later, Catching on Everywhere, Me and My Body, Growing Up, Living LGBTI, From Blues to Rainbows, Rainbow Blues, Trans and Gender Diverse Introduction, Let's Talk About Sex, Talking Sexual Health, Relationships and Sexuality Education, Same Difference(s), Safe Schools Coalition Teacher Training Program, Safe Schools Coalition material, All of Us, LGBTQ+ 101, Gender 101, How2Program, From Invisible to Inclusive, Walking Between Worlds, Programs and Resources produced by GALE, The Safe Zone Project, Inclusive Education WA

Resilience, Rights, and Respectful Relationships (RR&RR)

The RR&RR program was developed by the University of Melbourne's Graduate School of Education in response to the 2015–16 Victorian Royal Commission into Family Violence. Recognising education's potential role in preventing violence and promoting respect, the Victorian Department of Education integrated this program into the state's curriculum for students from Foundation to Year 12. Structured around eight core topics, including Emotional Literacy, Positive Coping, and Gender and Identity, RR&RR employs a spiral curriculum approach revisiting these topics at progressively deeper levels as students mature. It emphasises teaching students particular perspectives about gender roles, identity, relationships, and social-emotional management to foster respectful interactions and resilience.

International Influences: UNESCO and AGENDA 2030's Role on Curricula

The RR&RR curriculum is significantly influenced by **Comprehensive Sex Education (CSE)** and **Social-Emotional Learning (SEL)** programs pushed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO) and the Family Planning Alliance Australia (FPAA) a vehicle for the International Planned Parenthood Federation (IPPF). NGOs like ARC International founded by the pharmaceutical organisation Stryker Medical also push the Yogyakarta principles of gender identity directly into Victoria's Department of Education supporting both programs.

The System in Summary

How Global Agendas Flow to Australian Schools

Mapping the System: From UN Policy to Classroom Implementation

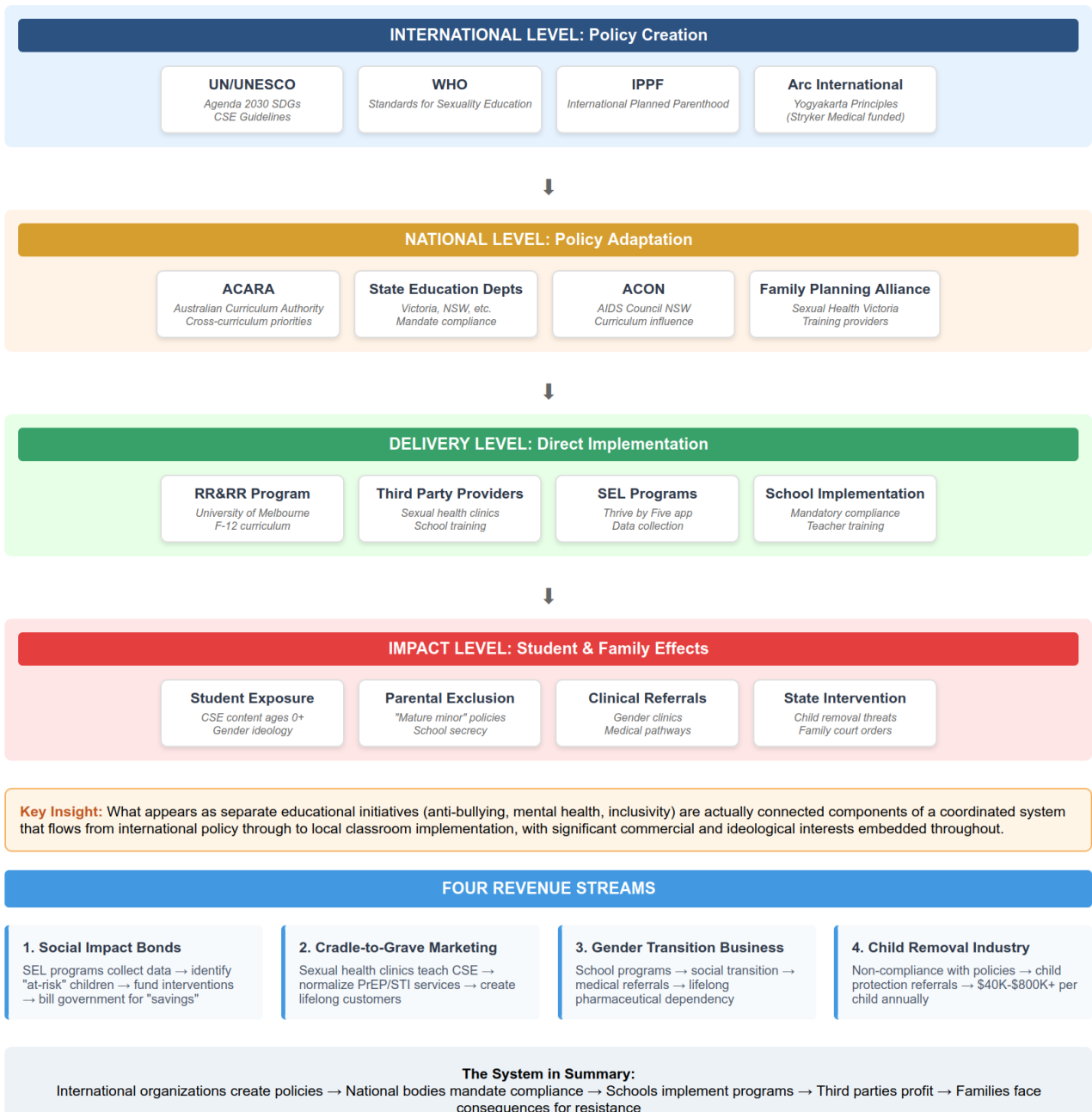


Figure 1: How Global Agendas Flow to Australia Schools

What is Comprehensive Sex Education?

Comprehensive Sexuality Education (CSE) is promoted internationally by the United Nations (UN) and UNESCO as part of broader commitments to human rights, gender equality, and public health. In some countries, alignment with CSE frameworks is linked to access to UN funding.

Unlike traditional sex education, which focuses on biological development and reproduction, CSE introduces broader concepts of sexuality, identity, and pleasure. UNESCO's *International Technical Guidance on Sexuality Education* (2018) outlines age-specific learning goals that include discussion of sexual pleasure, masturbation, contraception, gender identity, and abortion.

Supporters argue that CSE empowers young people to make informed decisions, reduce stigma, and promote equality. However, critics raise several concerns:

- **Explicit content:** Teachers report discomfort with age-inappropriate materials, such as early references to masturbation (ages 0–4), that children are “sexual beings from zero age and up” or detailed descriptions of anal sex (age 10+).
- **Rights based:** The right to sexual pleasure, even at a young age, takes precedence over all other rights.
- **Parental authority:** Children have privacy and confidentiality rights that supersede their parents rights to guide their sexual education.
- **Health and safeguarding:** Critics contend that CSE may normalise sexual experimentation and high-risk behaviours without sufficient focus on emotional, psychological, and physical risks.
- **Third-party involvement:** External organisations — often sexual health clinics — are engaged to deliver CSE or provide related services (STI testing, contraception, abortion). This has raised ethical concerns about conflicts of interest. And the creation of long-term client relationships.
- **X-Rated School books:** The UN's push for internationally recognised rights to health and education, includes the claim that children have a right to all sexual information free from censorship and without parental consent.

Some commentators such as the [Center for Family & Human Rights](#)¹ describe CSE as less about comprehensive education and more about advancing a rights-based framework focused on abortion access, sexual diversity, and LGBT rights. A framing that they argue risks sidelining broader health and safeguarding priorities.

¹https://c-fam.org/friday_fax/world-health-assembly-rejects-comprehensive-sexuality-education/

GO DEEPER: Quotes and URLs that outline the age-specific agendas

Targeting children from age 0: “Give information about enjoyment and pleasure when touching one’s body...masturbation” (World Health Organisation, “Standards for Sexuality Education in Europe,” for children ages 0-4)

<https://tinyurl.com/StopCSE01>,

Targeting children from age 4: “Give information about early childhood masturbation” (World Health Organisation, “Standards for Sexuality Education in Europe,” for children ages 4-6)

<https://tinyurl.com/StopCSE01>, <https://tinyurl.com/StopCSE02>

CSE encourages children to experiment sexually with individuals of their own sex or the opposite sex.

<https://tinyurl.com/StopCSE06>

Targeting children from age 5: “Girls and boys have private body parts that can feel pleasurable when touched by oneself.” (UNESCO International Guidelines on Sexuality Education, for children ages 5-8, p. 43) <https://tinyurl.com/StopCSE03>,

“It is natural to explore and touch parts of one’s own body.” (UNESCO International Guidelines on Sexuality Education, for children ages 5-8, p. 48)

“Bodies can feel good when touched.” (UNESCO International Guidelines on Sexuality Education, for children ages 5-8, p. 48)

Targeting children from age 9: “Both men and women can give and receive sexual pleasure.” (UNESCO International Guidelines on Sexuality Education, for children ages 9 – 12, p. 43)

“...Relationship between excitement and vaginal lubrication, penile erection and ejaculation.” (UNESCO International Guidelines on Sexuality Education, for children ages 9-12, p. 44)

<https://tinyurl.com/StopCSE04>

“Legal abortion performed under sterile conditions by medically trained personnel is safe.” (UNESCO International Guidelines on Sexuality Education, for children ages 9-12, p. 51)

<https://tinyurl.com/StopCSE05>

Targeting children from age 10: “Anal sex is the stimulation of the anus during sexual activity. It can be done in several ways: manually, orally (anilingus), or by anal intercourse that is the insertion of a man’s penis into his partner’s rectum. Anal sex is often thought of as an activity in which men who have sex with men engage, but it is also practised by heterosexual couples. It can be pleasurable but it can also be a source of discomfort. Some people have strong negative attitudes toward anal sex, whether it takes place between homosexual or heterosexual couples.” (You, Your Life, Your Dreams, for children ages 10 and up, p. 84)

CSE claims access to “comprehensive sexuality education” is a human right. <https://tinyurl.com/StopCSE07>

Trainers: Members of the Family Planning Alliance Australia are the primary school trainers of CSE combined with Respectful Relationships – or ‘Relationships and Sexuality Education (RSE).

Read Relationships and Sexuality Education in Schools position statement:

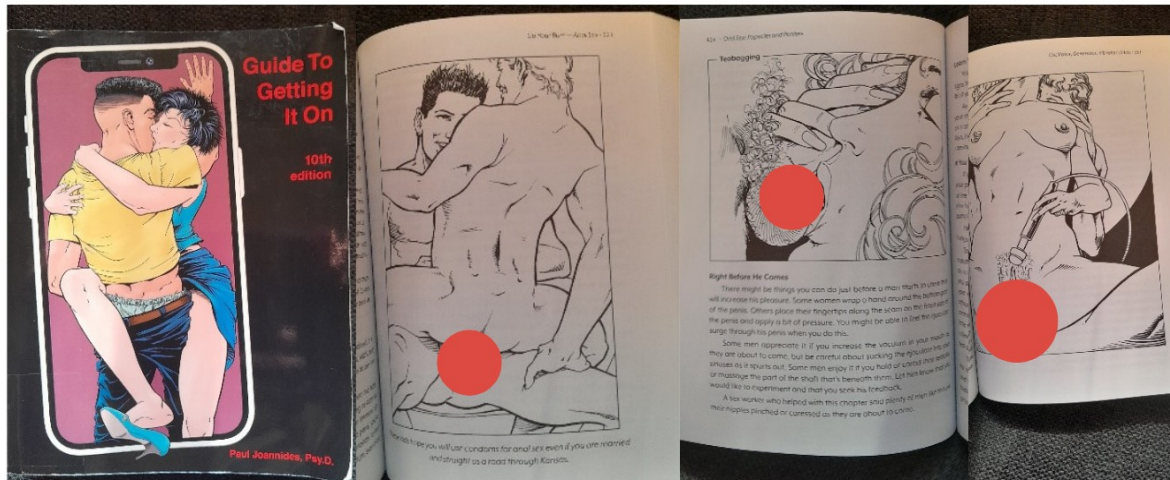
<https://shvic.org.au/assets/resources/FPAA-Schools-Education-Position-Statement-FA-April2017.pdf>

Quote: “Comprehensive RSE is defined as learning that **begins at birth** and continues throughout life, concerning the **physical, emotional, mental and social aspects of sexuality** and relationships.”

[World Health Organisation, “Standards for Sexuality Education in Europe, UNESCO International Guidelines on Sexuality Education](#)

X-rated School Library Book, reflect the CSE agenda, example:

“GUIDE TO GETTING IT ON”- TARGETING TEENS



This is an example of a book that should not be openly available in public and school libraries.

Figure 2: X rated books in schools

Lesson plans are explicit, reflecting the CSE agenda, example:

<h2>Sexual behaviours</h2>		Hyper-sexualised Lesson Plans
Oral sex (cunnilingus) A person uses his or her tongue to stimulate the female partner's genital area.	Fingering A person inserts their finger(s) into their partner's vagina or anus.	<p>In the criminal code “non-contact sexual exploitation or abuse” is defined as ‘producing or showing children sexual images or having them watch sexual activities’.</p> <p><i>For example, last year, a Victorian school, Bialik College showed naked genitalia pictures to 6-year-olds, causing distress and tears.</i></p>
Talking dirty Speech that is sexually arousing.	Eyeing someone off A person gets sexual pleasure from being stared, winked or smiled at.	
Fantasy Imagining things that are sexually arousing.	Massage A person gets sexual pleasure from being massaged.	
Oral sex (fellatio) A person uses his or her mouth/tongue to stimulate the partner's penis.	Masturbation Giving yourself sexual pleasure, usually by touching or rubbing your genitals. Can also involve fantasy, pornography or sex toys.	
Fetishism A person is sexually aroused by inanimate objects such as underwear.	<small>Department of Education, Employment and Training. Victoria 2000, <i>Catching On: Teaching and Learning Activities.</i></small>	
<small>JUNIT 2 ACTIVITY 2 HOW SAFE IS THAT?</small>		

Figure 3: CSE Lesson Plans

GO DEEPER:

Classification of Porn for Films, but Not Children's Books?

-The Need for Classification of Children's Books: Protecting Young Minds:

<https://indefenseofchildren.substack.com/p/classification-of-porn-for-films>
and <https://x.com/KidsDefence/status/1803978610765893800>

Bullet Points – CSE

- CSE is mandated by the UN for funding eligibility but is highly sexualised and controversial in Australian schools.
- Goes beyond biology—normalises sexual experimentation, risky behaviours, and sexual pleasure as “rights.”
- Undermines parental authority by framing children’s rights to privacy and sexual information as superior.
- Age-targeted material promotes masturbation (ages 0–4), sexual pleasure (ages 5+), and explicit acts like anal sex (age 10+).
- Positions access to abortion and “sexuality education” as human rights.
- Third-party clinics profit by teaching CSE in schools, linking directly to STI testing, contraception, abortion, and clinic referrals.

What is Social Emotional Learning (SEL)

Social and Emotional Learning (SEL) is framed by UNESCO as integral to achieving the UN's Sustainable Development Goals (SDGs), particularly **SDG 4.7 ("Global Citizenship")** and **SDG 5 ("Gender Equality")**. SEL aims to promote empathy, emotional regulation, and responsible decision-making, and is embedded in Australian programs such as *Resilience, Rights, and Respectful Relationships (RR&RR)*.

Proponents highlight that SEL fosters resilience, inclusivity, and mental well being. However, concerns focus on the **interpretive lens** SEL applies:

- **Equity frameworks:** SEL often encourages children to interpret academic and social issues through theories such as Critical Race Theory, third-wave feminism, or Queer Theory.
- **Curriculum integration:** History, literature, and social studies may be reframed through these perspectives, sometimes portraying groups as oppressors/oppressed in ways that parents and teachers view as divisive:
 - Teaching Australian history through a divisive Critical Race Theory lens, identifies anyone who is white or 'white adjacent' IE. Jews are automatically labelled oppressors.
 - Viewing all males through a 3rd wave feminist perspective of being a part of 'the patriarchy'.
- **Global vs local identity:** By emphasising "global citizenship," SEL may reduce attention to national heritage, cultural continuity, or local values, raising questions about identity formation among students.

Teachers4Palestine, Sydney & Melbourne advocate for "decolonisation" - 'from the river to the sea' and invite activists to 'teach' students, defied MoE lead student marches.



Figure 4: Critical Race Theory lessons

GO DEEPER on Social Emotional Learning:

- **What's Really Behind Social Emotional Learning? How SEL in schools is shaping your child's mind—and why parents need to pay attention:**
<https://indefenseofchildren.substack.com/p/whats-really-behind-social-emotional>
 - **What Parents Need to Know About Social Emotional Learning – The 'Thrive By Five' Example of Social Impact Investing leveraging (SEL)**
<https://indefenseofchildren.substack.com/p/what-parents-need-to-know-about-social>
- What Are Our Kids Really Learning at School – United Nations agendas and the Australian School Curricula:** <https://indefenseofchildren.substack.com/p/what-are-our-kids-really-learning?>

In Defence of Children highlights the risks associated with embedding global perspectives at the expense of local and national cultural narratives. The explicit intention of **creating global citizens** reduces students' sense of local cultural identity, an honest retelling of history and critical engagement with international ideologies. (It may go some way towards explaining why more young Australians align with the issues of other countries such as Palestine over the issues in their home country.) This tension forms part of the broader debate on global vs. local identity in educational frameworks.

GO DEEPER on the impact of UN & WHO global goals on the Australian Curriculum:

- **What Are Our Kids Really Learning at School**
- United Nations' agendas and the Australian School curricula
<https://indefenceofchildren.substack.com/p/what-are-our-kids-really-learning>
- **ACON: tool for UN Agenda 2030 indoctrination** -
(part 1) - embedding UN Sustainability Development Goals into Australian Education
<https://indefenceofchildren.substack.com/p/acon-tool-for-un-agenda-2030-indoctrination>
- **Timeline -ACON's Influence on Australian Curricula**
– Part-two timeline of influence and funding sources
<https://indefenceofchildren.substack.com/p/timeline-acons-influence-on-australian>
- **Making Cash off School Kids** – The National Curriculum, Comprehensive Sex Education, and the Business of PrEP and PEP
<https://indefenceofchildren.substack.com/p/making-cash-off-school-kids-part>
- **Ending Ideological Indoctrination in Australian Schools: A Call for Action** – Exploring USA's Section. 3. "Ending Indoctrination Strategy" for use in Australia
<https://indefenceofchildren.substack.com/p/ending-ideological-indoctrination>
- **What is Comprehensive Sex Education?** – WHO's agenda
<https://www.indefenceofchildren.org/cse>
- **The Kinsey-State of affairs** – CSE Curricula
<https://www.aww.org.au/post/the-kinsey-state-of-affairs-sexualising-babies-in-australia>

Bullet Points – SEL:

- SEL is tied to UN Sustainable Development Goals (SDG 4.7 “Global Citizenship” and SDG 5 “Gender Equality”).
- Promotes empathy and emotional management, but framed through equity/critical theory lenses.
- Embeds Critical Race Theory, 3rd-wave feminism, and Queer Theory into lessons across all subjects.
- Transforms education into ideological training rather than academic instruction.
- Risks eroding national cultural identity by emphasising “global citizenship” over local heritage.

Key Challenges and Criticisms of Resilience Rights & Respectful Relations (RR&RR)

Bloated Curricula

From the perspective of its advocates, RR&RR has faced significant challenges in maintaining consistent implementation across schools. Many teachers report feeling under-equipped or uncomfortable addressing sensitive topics such as domestic violence, gender identity, and sexuality. Secondary schools, in particular, face logistical constraints in integrating RR&RR into already crowded timetables, leading to inconsistent or superficial implementation that diminishes the intended impact of the program.

GO DEEPER on bloated curriculum

- ***Coalition blasts ‘ideological’ school curriculum that principals complain is impossible to teach*** – Natasha Bitá *The Australian* February 15, 2025
<https://indefenseofchildren.substack.com/p/coalition-blasts-ideological-school>

Ideological Controversy

One of the most contentious aspects of the RR&RR curriculum is its reliance on feminist, Queer and Marxist theories, addressing topics such as male privilege and hegemonic masculinity. We would argue that these concepts can inadvertently present males predominantly as aggressors and perpetuate negative stereotypes about masculinity, potentially alienating boys rather than engaging them constructively. Educators and community stakeholders have expressed concerns that abstract sociological theories may not resonate with all students, reducing the program’s effectiveness and acceptability.

GO DEEPER on ideological Controversy

- ***Critical Race Theory in Australia: A Problematic Shift in Education***
- *When Education Becomes Activism*
<https://indefenseofchildren.substack.com/p/critical-race-theory-in-australia>
- ***Ending Ideological Indoctrination in Australian Schools: A Call for Action – Exploring USA's Section.3. "Ending Indoctrination Strategy" for use in Australia***
<https://indefenseofchildren.substack.com/p/ending-ideological-indoctrination>
- ***Queer Theory: What Every Parent Needs to Know*** – *And most likely blissfully unaware of*
<https://indefenseofchildren.substack.com/p/queer-theory-what-every-parent-needs>

Parental and Community Backlash to Resilience Rights & Respectful Relations (RR&RR)

Parental responses have varied widely, with some supporting RR&RR for teaching respect and empathy, while others have raised alarms over content perceived as ideological or inappropriate for young children. Parents, particularly those from conservative or traditional backgrounds, have expressed concerns over discussions of gender fluidity and sexuality. Additionally, some parents argue the curriculum portrays males as inherently problematic, fostering division rather than mutual respect. Such backlash can inhibit open and effective communication between schools and their communities.

Furthermore [Teachers' Professional Association of Australia \(TPAA\)](#) survey showed that a large majority of teachers are opposed to Gender ideology. Which is a reflection of a response to a mail out on the harms of Social Transitioning In Defence Of Children sent to every school in Tasmania and Western Australia – we got a 96% open and read rate and over 500% forwarding of our emails.

GO DEEPER on parental and community backlash

- **Defending Parental Rights: - Empowering Parents Amidst Gender Debates – Preventing the Pipeline from Schools to Clinics.**
<https://indefenseofchildren.substack.com/p/defending-parental-rights-a-talk>
- **Parent facing Expulsion threat for raising child safety concerns – A Small Story in a Much Larger Crisis: Transparency, Child-Abuse & Parental Rights**
<https://indefenseofchildren.substack.com/p/parent-facing-expulsion-threat-for>
- **Conservative teachers demand an end to gender ideology in schools**
New research has revealed that 91 per cent of educators believe transgender ideology should not be taught in schools.
<https://www.spectator.com.au/2025/07/conservative-teachers-demand-an-end-to-gender-ideology-in-schools/>

Evidence and Outcomes

Supporters highlight qualitative outcomes such as improved student attitudes towards gender equality and increased empathy, and sometimes infer reduced bullying in schools implementing the curriculum.

The Victorian Department of Education conducted state-wide evaluations (2017–18 and 2019–21) of the broader Respectful Relationships initiative, which includes [RR&RR](#). However, publicly available summary documents emphasise implementation outcomes (like educator capacity building) and attitudes rather than concrete, quantifiable reductions in bullying.

For example, a mixed-methods study in six Victorian secondary schools in 2022 commissioned by **Australia's National Research Organisation for Women's Safety Limited (ANROWS)**. It involved surveys, focus groups, and social network analysis. It reported that both students and teachers found the program “useful,” but it didn't [explicitly quantify decreases in bullying](#).

Critics, such as In Defence of Children would point to troubling trends in regions implementing SEL- based programs, including reported increases in child-on-child abuse, declining academic outcomes, and worsening mental health indicators. Overall, while preliminary findings show attitudinal shifts, the lack of robust longitudinal data means the impact on bullying and violence prevention remains unproven.

School Violence Statistics show a huge increase in violence

Key Sources & Reports on School Violence

- **Australian Catholic University (ACU) Annual Principal Well being Survey (2011–2023)**
This long-running survey provides the clearest longitudinal data on violence faced by principals—and by extension, other school staff. Key findings include:
 - *Physical violence has risen by approximately **76–82%** since 2011, with nearly **48% of principals** reporting they experienced or witnessed physical violence in 2023—a record high* [Education HQ The Educator Adelaide Now](#).
 - *Around **96% of these violent incidents** were committed by students* [The Guardian+4Australian Catholic University+4News.com.au](#).
 - ***Threats of violence from parents** are also high, affecting more than **65%** of principals* [Education Daily Australian Catholic University The Educator](#).
- **ABC Reporting and Media Coverage**
National media coverage reinforces the severity of the issue:
 - *Principals are facing the highest recorded levels of physical violence, threats, and bullying* [ABC The Australian 0ABC The Educator](#).
 - *Violence includes attacks with weapons, threats, and harassment from both students and parents* [Wikipedia ABC News.com.au](#).
- **Teacher Assaults and Classroom Violence**
Reports from teachers indicate rising incidents of assault, including:
 - *In Victoria, violent assaults on students aged 10–16 in school settings increased by **45%** between 2018 and 2022* [9 Now Education Daily](#).
 - *Teachers are being assaulted **multiple times per year**, with some resorting to WorkCover claims* [9Now](#).
 - *A 2021 Australian Institute for Teaching and School Leadership (AITSL) survey found that nearly **30% of teachers** experienced verbal or physical abuse from students* [Bower Place](#).
- **State-Level Data: Queensland Work Cover Claims**
*In Queensland, compensation payouts to education staff totalled over **\$500 million** in recent years, including \$81.5 million in 2022–23. Incidents involved physical harm such as stabbing, kicking, or thrown objects* [couriermail.com.au+29Now+2](#).
- **National Coverage & External Analysis**
 - *Broad national reporting values the issue as a systemic crisis: Australia has among the worst student bullying rates out of comparable OECD countries, with around **25% of 15-year-olds** experiencing regular bullying* [Wikipedia News.com.au ABC](#).
 - *Education experts are calling for renewed emphasis on **character education** to counter rising school violence and social discord. One article notes that **half of surveyed school leaders in 2024 experienced violence**, and many teachers feel unsafe* [Adelaide Now](#).

If RR&RR was implemented specifically to reduce violence and bullying, and statistics show violence has instead increased during its implementation period, that calls into question the program's effectiveness at achieving its stated primary goal. One could argue that given implementation has been inconsistent across schools it explains the lack of results, or that the program itself is flawed if it can't be implemented effectively. RR&RR may not be causal, but we have no empirical research done either way.

Attitudinal studies that have been run do not give us empirical evidence as to the legitimacy of the program.

We need independent research into violence trends and causes:

- Longitudinal studies comparing violence rates in schools before and after RR&RR implementation, controlling for demographic and socioeconomic factors.
- Comparative analysis between schools with different levels of RR&RR implementation, or between states with different approaches.
- Multi-factor analysis that accounts for COVID-19 impacts, social media changes, staffing issues, and other potential variables impacting during the same time period.

Outcome measurement clarity – the program needs to define what 'success' looks like and how it should be measured, rather than relying on subjective reports about 'improved attitudes.'

Parents and school communities need evidence-based solutions in the best interests of the child.

GO DEEPER on child-on-child abuse, bullying and violence:

Secrecy maintains Child-On-Child sex abuse in schools

<https://indefenseofchildren.substack.com/p/secrecy-maintains-child-on-child>

Accountability and Consequences in School Violence

A recent incident highlighted the dangerous lack of accountability for school violence. Our organisation, In Defence of Children, investigated a case where students repeatedly assaulted a vulnerable boy with hydrocephalus, ultimately hospitalising him by deliberately targeting his head where he had a medical stent. Despite the severity, no students faced consequences. Instead, the principal showed us a "temperature chart for respectful behaviour" used to educate the perpetrators. This is a pattern—schools relying on restorative practices and positive behaviour frameworks rather than enforceable consequences. For this child with a serious medical vulnerability, this wasn't just inadequate, it's potentially life-threatening negligence.

Why This Happens

- **Policy pressure:** Many state systems (especially in Victoria and NSW) have moved towards "restorative practice" and "positive behaviour supports." The intent is to avoid punitive measures, but the effect is often that serious incidents get downplayed into "teachable moments."
- **Fear of liability or escalation:** Schools sometimes avoid suspensions/expulsions because they generate complaints, media scrutiny, or appeals to education departments.
- **Workload and resourcing:** Principals and teachers may lack capacity to follow through with consequences, so behaviour management is "outsourced" to charts or frameworks.

The Consequence Gap

When children see no real consequence for harming peers or teachers:

- Bullies are emboldened.
- Victims feel unsafe, and families lose trust in the school.
- Vulnerable children — like the boy with the stent — are exposed to unacceptable risks.

While frameworks like *Resilience, Rights and Respectful Relationships* aim to promote respectful behaviour, their effectiveness is undermined when serious violence is met only with symbolic measures—such as behaviour charts or restorative conversations. Without enforceable consequences, bullies are emboldened, victims remain unsafe, and trust in schools erodes. This gap is particularly dangerous for vulnerable children, such as those with medical conditions, where even a single violent incident could be life-threatening. National data reinforces this urgency: the ACU Principal Well being Survey shows physical violence against principals has risen by more than 80% since 2011, with most incidents perpetrated by students. Work Cover claims and teacher assault reports across multiple states further confirm that school violence is escalating. For prevention programs to be credible, they must be paired with consistent, enforceable accountability so that respect is not just taught in theory but upheld in practice.

Bullet Points – Key Challenges, Criticisms, Evidences & Outcomes

Bloated Curricula

- RR&RR is difficult for teachers to deliver due to overcrowded timetables and sensitive topics.
- Implementation often superficial, undermining intended outcomes.

Ideological Controversy

- Leans heavily on feminist, queer, and Marxist theory.
- Risks portraying boys as aggressors and alienating them.
- Community stakeholders fear abstract theories don't resonate with students.

Parental and Community Backlash

- Parents divided: some welcome respect/empathy training, others alarmed at gender ideology and early sexualisation.
- Teachers overwhelmingly oppose gender ideology in schools (TPAA survey).
- Backlash often inhibits trust and cooperation between schools and parents.

Evidences & Outcomes

- Supporters cite attitudinal shifts towards equality and empathy.
- Evaluations (2017–21) focus on capacity building and student attitudes, not reductions in violence/bullying.
- Critics note rising child-on-child abuse, worsening mental health, and falling academic outcomes.
- School violence has escalated despite RR&RR, calling its effectiveness into question.
- Independent longitudinal studies are needed to assess real impact.

Accountability and Consequences

- Schools rely on “restorative practices” and “respect charts” instead of enforceable consequences.
- Lack of consequences emboldens bullies and endangers vulnerable children.
- National data shows violence against principals and teachers at record highs.
- Without accountability, respect is symbolic only—failing those most at risk.

Perspectives: For and Against

Supportive Perspectives:

Proponents of RR&RR argue the program plays a vital role in fostering an inclusive and empathetic school culture, directly addressing gender inequality, a known driver of family violence. The program's integration of social-emotional skills alongside critical thinking about gender norms is seen as essential to building resilience and improving mental health among students. Advocates cite international best practices (UNESCO, WHO, Agenda 2030 SDGs) and strong governmental backing as evidence for the *probability* of the program's robustness and effectiveness. However the data on violence in schools doesn't support their claims or assumptions.

Critical Perspectives:

In Defence of Children cautions against ideological indoctrination, arguing that RR&RR pushes a politically motivated view of gender and identity rather than fostering balanced education. Rather than reducing bullying, child abuse and violence in schools have seen a huge increase in these behaviours as consequences are replaced with platitudes. What's needed is meaningful accountability, not mere reminders to 'play nicely.

We also challenge the claimed outcomes, noting insufficient rigorous evidence demonstrating long-term reductions in family violence or significant improvements in student wellbeing.

Bullet Points – Perspectives

Supportive Perspectives

- Seen as essential for fostering empathy, addressing gender inequality, and preventing violence.
- Backed by UNESCO, WHO, and international “best practice.”

Critical Perspectives

- Accused of ideological indoctrination rather than balanced education.
- Evidence of impact is weak—violence and abuse have increased.
- Programs risk prioritising ideology and global agendas over child safety.

Conclusion

The Resilience, Rights and Respectful Relationships program has been promoted as a wellbeing initiative to reduce violence and build respect in schools. Yet the evidence shows more ideology than impact: violence in schools continues to rise, bullying remains unresolved, and accountability is absent. At the same time, the program aligns neatly with international agendas that encourage children to see themselves through ideological “lenses” rather than through evidence and truth.

What is less openly acknowledged is how these frameworks also serve as gateways for commercial exploitation. By embedding global programs such as SEL and DEI into education, children are increasingly positioned as both *products* and *consumers*. This shift raises a fundamental question: are programs like RR&RR genuinely about safeguarding students, or are they part of a larger political and economic model where children become commodities?

The next section examines this in detail, outlining five distinct pathways through which such programs create financial streams—showing that, beyond their stated purpose, these initiatives can and do generate cash off the very students they claim to protect.

Four CSE and SEL Revenue Streams — *Children both Products & Consumers*

Social Emotional Learning (SEL) and Comprehensive Sex Education (CSE) provide opportunities of recurring revenue streams and one off sales for various industries; lobbies, clinics and philanthropic organisations.

Stream 1. SEL as a Vehicle for Social Impact Bonds

There is another layer to SEL that many parents aren't aware of: how it serves as a vehicle for data collection, early interventions, and ultimately, profit-making for investors and 'philanthropic' organisations. Programs like the *Thrive by Five* app—an app for under-5-year-olds—require parents to log on, allowing Digital ID tracking and storing interactions between child and parent with the government. This raises questions about who truly benefits from SEL initiatives.

Even though at its core, SEL is presented as a framework to improve children's emotional wellbeing and social skills. The tools and assessments used in these programs—such as surveys, apps, and classroom interventions—do more than guide children's development. They also collect vast amounts of data about children's behaviours, emotions, and even family dynamics. This data is then used to:

- **Identify Problems:** Assessments categorise children based on “normal” vs. “deviant” behaviours, flagging those who fall outside the predefined norms for early intervention.
- **Trigger Interventions:** Interventions might include therapy, social-emotional coaching, or other programs provided by external organisations.
- **Fund and Profit from Solutions:** Interventions are often funded by **Social Impact Bonds (SIBs)**—an investment model where philanthropists or corporations front the costs and receive returns based on the program's “success.” Governments (and taxpayers) repay these returns, turning what should be public services into profit-driven ventures.

Case example -Thrive by Five

While there are many examples of apps and tools within the SEL ecosystem, Thrive by Five stands out as a prominent case in Australia. Initially marketed as a tool to help parents support their children's early development, Thrive by Five raises significant concerns:

- **Data Collection Under the Guise of Support:** Parents using the app log activities, behaviours, and milestones. This data feeds into broader systems, including **MyID** (formerly MyGovID) digital ID systems, to track child development.
- **Profit, Not Parenting, as the Goal:** Thrive by Five isn't just a parenting tool—it's embedded in the global **Social Emotional Learning and Social Impact Bond markets**. As children are flagged for intervention, programs and services step in, generating financial returns for investors.
- **Expanding Scope:** Originally aimed at children under five, such programs are increasingly likely to expand to older age groups. This aligns with proposed Australian policies, such as banning under-16s from social media, which could position apps like Thrive by Five as replacements for online engagement.

The Role of Philanthropists: Organisations like the **Mindaroo Foundation**, backed by Nicola and Twiggy Forrest, promote these programs under the banner of social good. But isn't the real goal to create markets for investors and NGOs to profit from?

The steps of Social Impact Investment / Bonds

Thrive by Five illustrates a microcosm of the larger Social Emotional Learning industry, which is rapidly expanding both in Australia and globally.

Step 1: Philanthropic billionaires commit millions to a Social Enterprise/Not-for-profit

Step 2: A survey, assessment or App identifies a problem or problem group e.g. at risk families or child-on-child

Step 3: An intervention is identified to prevent a future problem for the government.

Step 4: The intervention is predicted to save millions for the government in the future.

Step 5: The outcome of this intervention is called a 'Social Benefit'.

Step 6: The Rich philanthropic people are paid back by the government – plus extra, a percentage of the money their data modelling predicted would cost the government had they not intervened.

Another example is The Benevolent Society Social Benefit Bond:

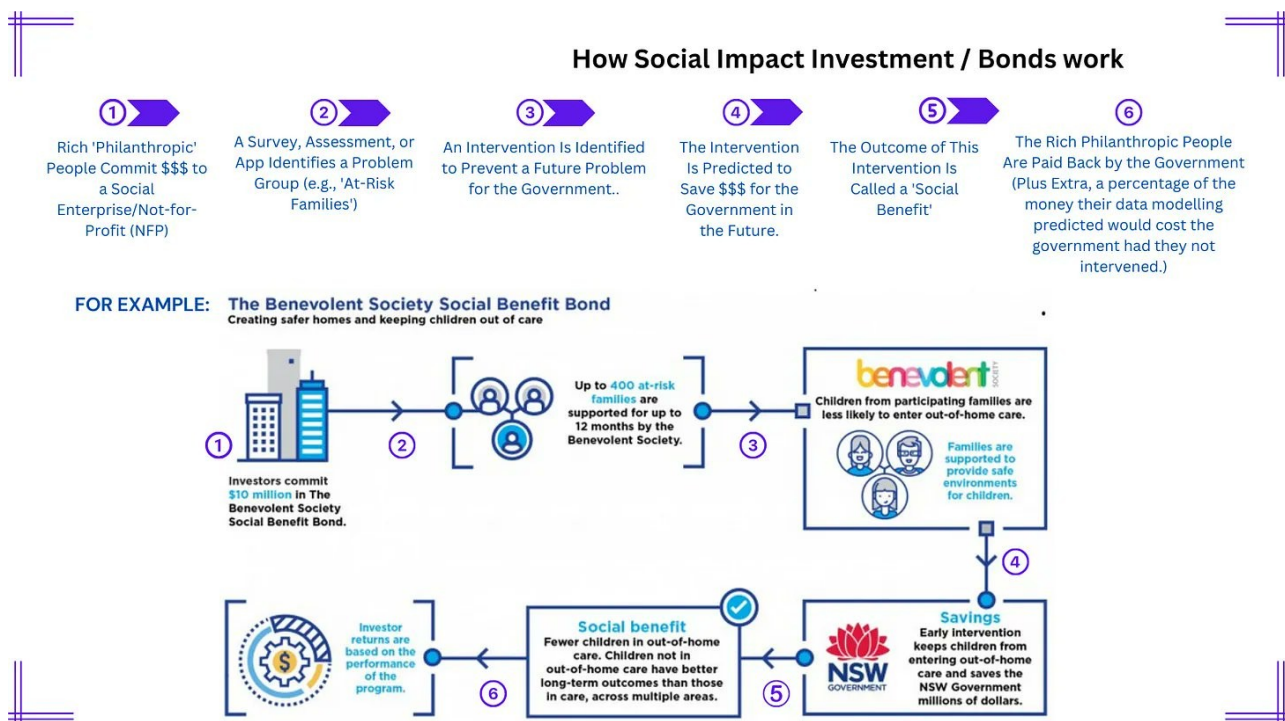


Figure 5: How Social Impact Bonds work

The Growing SEL Market and the Forrests' Role

In July 2022, Nicola Forrest, co-founder of the **Mindaroo Foundation**, publicly challenged Prime Minister Anthony Albanese [to take charge of an early education overhaul](#). She argued that stronger government involvement in early education would enable more women to rejoin the workforce sooner. However, this proposal wasn't just about workforce participation—it also opened the door for philanthropic billionaires like the Forrests to engage in the rapidly expanding **Social Emotional Learning (SEL) market**.

The SEL market is booming. Globally, it is projected to be worth **USD 7.8 billion by 2027**, growing at a **Compound Annual Growth Rate (CAGR)** of 24%. In Australia, SEL is being integrated across pre-K, elementary, middle, and high schools. The rise of digital education post-COVID has only accelerated its growth, with investments in technologies supporting SEL rapidly increasing.

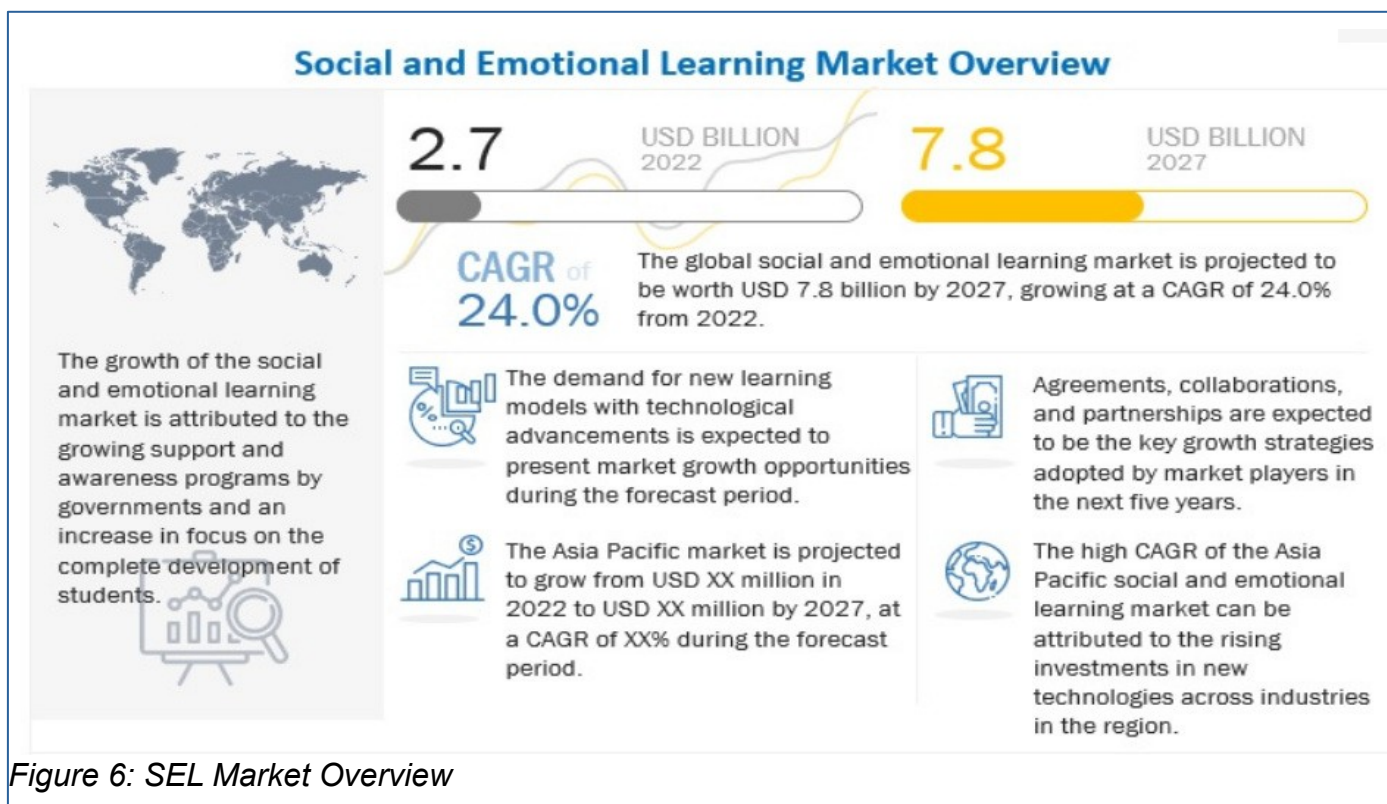


Figure 6: SEL Market Overview

Tying **SEL** to the **social impact investment model** makes it a profitable endeavour. The Mindaroo Foundation, one of Australia's largest philanthropic funds, [actively collaborates with the government to implement these programs](#). Nicola Forrest appointed Jay Weatherill, the former South Australian Premier, to lead her **Thrive by Five campaign**. This initiative aims to reform early education while fostering collaboration between politicians, investors, and philanthropists.

Thrive by Five video: <https://youtu.be/edNwmchHyGs>

(App created by Bezos Family Foundation, IE. Jeff Bezos's of Amazon fame)

Through this model, SEL isn't just about education—it becomes a **market**, with children as the asset and schools as the vehicle for delivering returns to investors. As the Forrests' engagement now extends to the **eSafety Commissioner** and artificial intelligence projects (likely capitalising on the need to verify and track under-16s), the overlap between education, data collection, and profit-making continues to grow.

(See: <https://www.mlex.com/mlex/articles/2276581/top-australian-official-attended-secret-tech-meet-funded-by-mining-tycoon>)

The head of Australia's online-safety watchdog failed to disclose her attendance at a secretive, all-expenses-paid tech-policy and strategy retreat funded by mining billionaire Andrew Forrest.

MLex has learned that Australian eSafety Commissioner Julie Inman Grant was among a host of local and international tech-policy luminaries who attended the multi-day event at Forrest's Minderoo Station, a remote pastoral property in Western Australia's Pilbara region, in mid-August 2024.

Forrest, who has been engaged in legal clashes with Meta Platforms in both Australia and the US, is believed to have been present at the event.

In a statement to MLex, a spokesperson for the eSafety commissioner confirmed the US-born Inman Grant's travel to and from Perth and Minderoo Station and accommodation at the site were "only available from the organisers ... [Forrest's not-for-profit] Minderoo Foundation.

The spokesperson said Inman Grant would now make a disclosure on the office's gifts and benefits register.

"The commissioner ... accepted an invitation to attend the Artificial Intelligence Summit, an event including more than 30 government, academic and technology leaders in AI at Minderoo Station, Western Australia," the spokesperson's statement said.

Figure 7: Overlaps between education, data collection, tech profits and state

The Hidden Costs for Parents and Children

The consequences of this system are far-reaching:

- **Children as Commodities:** When a child's behaviour or emotional struggles are turned into data points, they are no longer just individuals—they become part of a profit-driven cycle. Interventions are tied to financial incentives, not necessarily the best interests of the child.
- **Loss of Parental Authority:** SEL assessments often bypass parental involvement, with schools or programs determining what's "normal." Parents may find their children diagnosed or flagged for intervention without their input.
- **Data-Driven Surveillance:** Thrive by Five, and similar apps, tie into larger digital ID systems that track family behaviours. This raises significant privacy concerns, particularly as these systems expand to children aged 5-16.
- **A Hidden Financial Burden:** Governments fund these programs using taxpayer money, paying back investors with interest. This means parents are indirectly funding a system that profits from their children's challenges.

In Defence Of Children Calls Parents to Take Action

We find parents feel overwhelmed by the complexity of these systems. Given your interest in training and informing parents to take steps to protect their children and demand accountability. We suggest to parents the following messages:

1. **Understand the Apps and Programs:** If a child's school is using SEL tools or recommending apps like Thrive by Five, parents need to ask detailed questions about how data is collected, stored, and used.
 2. **Push for Transparency:** Schools and programs should disclose the funding models behind SEL initiatives. Are interventions tied to profit-driven models like Social Impact/Investment Bonds?
 3. **Protect a Child's Privacy:** Tell parents to opt out of data-sharing wherever possible. To be cautious about signing up for apps or programs without fully understanding the implications.
 4. **Advocate for Reform:** Encourage other parents in calling for SEL programs to focus on genuine educational outcomes—not revenue streams for philanthropists and corporations.
 5. **Stay Informed:** Thrive by Five is just one example. Look into other similar tools and organisations operating in your child's school or community. Share what you learn with other parents.
-

A Final Thought on SEL

Social Emotional Learning might sound like a harmless or even helpful initiative, but its deeper implications should give every parent pause. When schools become vehicles for data collection, assessments, and profit-making, the line between education and exploitation blurs. Programs like Thrive by Five are cautionary tales, revealing how “helping children” often masks systems driven by profit.

We instruct parents that it's essential to stay vigilant, ask questions, and advocate for a system that prioritises our children's wellbeing over corporate interests. By doing so, we can ensure that education remains a tool for empowerment—not exploitation.

We believe parents not the state need to be the central figures in raising their children.

Bullet Points – Social Impact Bonds

Social Emotional Learning is being used as the ‘friendly face’ of social impact investing. Behind the soft language is a data-mining operation — identifying children deemed ‘future risks,’ making costly interventions, and then billing the taxpayer for ‘savings’ they claim will come years later. It’s a pathway to mandatory digital IDs for kids, driven by profit, not proven outcomes.”

Social Emotional Learning (SEL) – The Hidden Agenda

The Public Face

- Framed as “kindness and empathy” lessons.
- Promoted as improving children’s social skills and well being.

The Hidden Mechanism

- **Data harvesting:** Collects detailed behavioural, emotional, and family data from children.
- **Risk profiling:** Predicts which children will be “costly” to society in the future.
- **Investor model:** Private investors fund interventions for these children/families.
- **Profit recovery:** Investors bill the current government for the “cost savings” they claim will occur in the future — plus a profit margin.
- **Digital IDs:** Requires a lifelong digital profile to track outcomes.

Why It’s a Problem

1. **Intrusion:** Turns schools into data collection points on children’s private lives.
2. **Unproven outcomes:** “Savings” are based on modelling, not guaranteed results.
3. **Taxpayer risk:** Public money guarantees investor profits — win or lose.
4. **Digital control:** Embeds mandatory digital ID for children as a condition of the model.

GO DEEPER:

What parents need to know about Social Emotional Learning

<https://indefenseofchildren.substack.com/p/what-parents-need-to-know-about-social-emotional-learning>

What’s really behind Social emotional Learning

<https://indefenseofchildren.substack.com/p/whats-really-behind-social-emotional-learning>

Stream 2. 'Cradle to the Grave' Marketing to Children

"Cradle-to-grave marketing" is the term used for embedding product sales into children's education to create loyalty to that brand. Providing ongoing access to related services and with subscription based product sales such as the drug PrEP and gender transitioning drugs and hormones create long term customers.

A few years ago, when PrEP (Pre-Exposure Prophylaxis) a life long subscription based drug for HIV came out of IP – it became accessible for sale for more pharmaceutical organisations. Introducing children to subscription-based drugs like PrEP you take for life – increases the chance to make life-long customers of all children. Further, ACON (AIDS Council of NSW) actively lobbied for cheaper PrEP access, including advocating for its inclusion on the Pharmaceutical Benefits Scheme (PBS) to reduce costs for Australian residents and hence increase sales.

Quote: "Whilst partially funded by the Victorian Government, Sexual Health Victoria also generates revenue through fee-based education and training programs and the sale of resources." Sexual Health Victoria – training provider of CSE and Respectful Relations (re-branded as RSE, Relationship and Sexuality Education)

The screenshot shows a website titled "THIRD PARTY EXPLOITATION" with the subtext "Schools outsource CSE instruction to external companies, who sell sex products and services to children." The main content area features a link for "Inclusive Education WA" (marked with a red circle 1) which is described as being funded by the Department of Education. A red arrow (2) points from this link to a WAAC (Western Australian AIDS Council) website. The WAAC website has a "LEARN" sidebar with categories like "Articles And Blogs", "LGBTQIA+", "HIV", "Sexually Transmitted Infections", "Getting Tested", and "Living With HIV". A red arrow (3) points from the "Resources And Materials" link in the sidebar to a list of documents including "Test, Treat, Prevent Brochure", "HIV in 2023 Poster", "AFAO HIV Self Test Factsheet (Nov 2021)", "PrEP - A Brief Guide (2021)", "AFAO PrEP Factsheet", "AFAO PrEP Factsheet (Piglin English)", "AFAO PrEP Factsheet (Chinese)", "AFAO PrEP Factsheet (Indonesian)", "AFAO PrEP Factsheet (Thai)", and "AFAO PrEP Factsheet (Vietnamese)". At the bottom left, there is a logo for "IN DEFENCE OF CHILDREN" and a red text box stating: "In business, 'cradle-to-grave' marketing' is getting kids hooked on your brand when they're young, so they'll stick with it as they grow older."

Figure 8: Inclusive Education WA links to products on offer.

CSE Educators & Sex Clinics

The primary CSE trainers to schools are members of the Sexual and Reproductive Health Australia, formerly Family Planning Alliance Australia. An organisation associated with the [International Planned Parenthood Federation \(IPPF\)](#). All members provide the full range of HIV, STI drugs, gender transitioning services and abortion.

They are:

Sexual Health Victoria <https://shvic.org.au/about>, (rainbow tick)

Family Planning NSW, <https://www.fpnsw.org.au/>

Family Planning Welfare NT, <https://www.fpwnt.com.au/>

True Relationships and Reproductive Health QLD, <https://www.true.org.au/>

SHine South Australia, <https://shinesa.org.au/>

Family Planning Tasmania, <https://fpt.org.au/>

Family Planning Victoria, <https://www.fphighimpactpractices.org/>

Sexual Health Quarters WA, <https://shq.org.au/>

Sexual Health and Family Planning ACT, <https://www.shfpact.org.au/>

The ACON Influence

The most influential organisation for propagating HIV drugs and Sex Education into schools nationally is the Aids Council Of NSW (ACON). Recently ACON launched The Kaleido Health Centre in the spring of 2024 where it will supply clinical services directly. Historically ACON built its reputation on stopping HIV – and in the past during the Aids epidemic, they did important work. Today, through close partnerships with the NSW Department of Education and Australian Curriculum, Assessment and Reporting Authority (ACARA), ACON has helped shape the national curriculum, particularly the “cross-curriculum priorities” every school must follow to access federal funding. This includes embedding Comprehensive Sexuality Education (CSE) aligned with the United Nations’ Sustainable Development Goals (SDG 3: Good Health, SDG 4: Quality Education, SDG 5: Gender Equality).

On paper, this looks like progress. In practice, critics would argue it’s a business model. CSE normalises and promotes earlier and more frequent sexual activity — especially among groups already at higher risk for HIV, such as with the transgender community. Increased risk suggests increased demand for pharmaceutical “solutions” like Pre-Exposure Prophylaxis (PrEP) and Post-Exposure Prophylaxis (PEP), subscription-based drugs that suppress HIV. The same organisations influencing the curriculum are also promoting these drugs, completing a cradle-to-grave revenue loop.

It is a self-sustaining cycle:

1. **Policy power** – Influence curriculum through ACARA and education departments.
2. **Behaviour change** – Promote sexual activity under the banner of inclusivity and children’s sexual rights (IE. CSE and WHO)
3. **Health risk** – Increased HIV exposure in vulnerable populations.
4. **Pharmacological dependency** – Pharmaceutical organisations sell lifelong, subscription-based drugs as the “solution.”
5. **Global shield** – Wrap it all in the language of UN Sustainable Development Goals, discouraging political challenge.

Behind the rainbow branding and talk of inclusion, this is not just health promotion — it is market creation. And our schools are the entry point.

From Classrooms to Clinics: The ACON Model

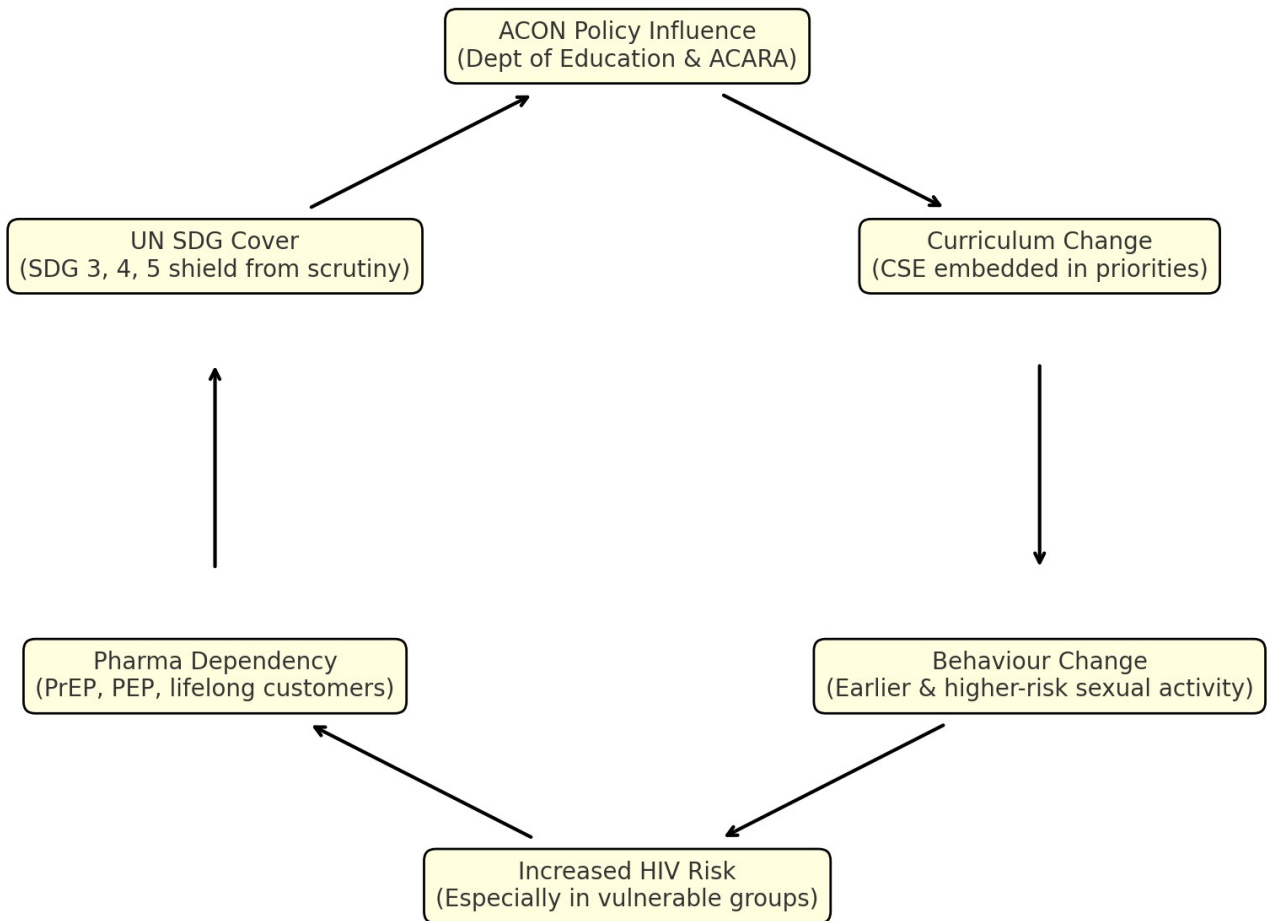


Figure 9: The influence of ACON on curricula

Bullet Points - 'Cradle to the Grave'

1. The Marketing Loop

Schools are being enlisted as marketing platforms—they bring in 3rd parties to teach CSE and use 'cradle-to-grave' marketing, using CSE to introduce PrEP and PEP to the very young, normalising subscription-based sexual health care under the guise of education – for life.

2. Education or Endorsement?

When third party sex and gender clinics deliver school-based sexuality education, they're not just teaching—they're endorsing drugs like PrEP, turning education into marketing. CSE is often disguised under friendly names like "respectful relationships," "family health education," or "sexual and reproductive health education." These programs can be introduced to children at a very young age, sometimes without parental knowledge or consent.

3. Medicalisation of Children

UN-backed Comprehensive Sexuality Education is being used to medicalise childhood—PrEP and PEP are being introduced in schools by private clinics, raising red flags about pharmacological influence.

4. Who Benefits?

"Who gains when sex and gender clinics use schools to push PrEP and STI treatments? Not students. It's a profit-first model with public education unwittingly at the front door."

Stream 3. The Business Model of Youth Transitioning

Industries prefer their products and services to be scalable; one size fits all solutions for higher profits or subscription based purchases to lock clients in long term with recurring fees. A solution to a problem the pharmaceutical and medical industry looked to re-address was gender dysphoria in youth; which is a persistent unease a youth may have with society's gender norms related to their sex. The gender industry looked to find a more profitable, ideally scalable alternative to the current solution of *Watchful Waiting*, which looked to reconcile youth with their sex.

Feature:	Traditional Medical Model: WATCHFUL WAITING	New Medical Model: GENDER-AFFIRMING-CARE
Scalability:	Low scalability	High scalability
	one-on-one therapy, time-intensive	drugs, surgeries, and standardised protocols can be applied to large numbers
Revenue Stream:	No recurring revenue stream	Recurring revenue stream
	One-off fees, or short-term fees for therapy	Subscription-based model – revenue from puberty blockers, hormones, surgeries, and follow-up care
Market Size:	Small Market Size	Large Market Size
	– only those with persistent distress after puberty	– anyone identifying as trans or non-binary at any age
Marketing Potential:	No Marketing Potential	High Marketing Potential
	private, clinical setting	viral and contact marketing via TikTok, YouTube, Instagram; peer-to-peer recruitment
Customer Retention:	Low Customer Retention	High Customer Retention
	Most youth desist by puberty	early medicalisation locks youth into lifelong medical dependency
Sales Channels:	No Sales or Marketing Channels	Many Sales Channels with direct access
	no direct marketing to minors	via social media, school programs, GSA & Standout Clubs, activist networks, trans lobby youth, events, dances
Exit Rate	High Exit Rate	Low Exit Rate
	Most patients leave the system, therapy cured.	Patients require ongoing medical intervention for life.
Investor Appeal	Low appeal for investors	High appeal for investors
	– non-scalable, non-repeatable	– scalable, repeatable, predictable revenue model

Watchful Waiting is not a profitable treatment solution of Gender Dysphoria

- **Watchful Waiting** treatment is usually one on one. It is not scalable.
- It financially benefits a small number of trained psychologists only.
- It is private there is no contact marketing: no specific campaigns that combine marketing and sales to connect with specific prospects, the target market I.E., the youth. But also, high-value prospects like CEOs, C-level executives and top decision-makers of corporate and government to promote the product brand.
- No opportunity for viral marketing: the use of social networks to promote a product mainly on various social media platforms; Tik Tok, YouTube, Facebook, Tumblr etc.
- Unfortunately, cured patients exit the market, so there is no recurrent revenue; no fees charged at regular intervals for products or services.

Gender-Affirming Care is a highly profitable treatment solution of Gender Dysphoria
Gender affirming care redefines the problem of Gender Dysphoria as a youth being in the ‘wrong body’ and therefore requiring a product line of drugs and surgery to approximate the appearance of the opposite sex. Combined with viral and contact marketing, especially when channelled through schools and social media this becomes a highly scalable business model.

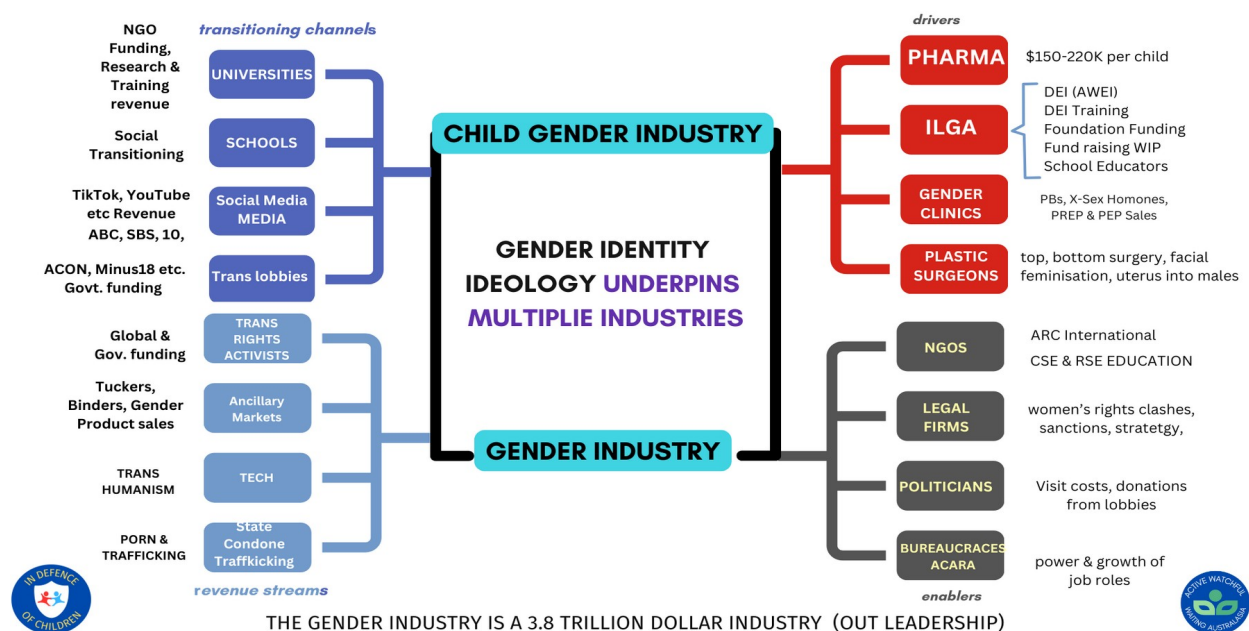
The gender industry product lines include chemical castration & late stage endometriosis drugs used off-label as ‘puberty blockers’, cross-sex hormones, surgical procedures like castration, gender reassignment surgery and double mastectomies for changing the appearance of an individual not only to that of the opposite sex but lately also to conform to the idea of a third gender (non-binary) in the removal of all primary and secondary sex characteristics.

Once youth are on the medical pathway the recurrent revenue stream is in the hormones and drugs over a transgender’s lifetime to maintain themselves. Plus, for exploratory surgeries gone wrong; reparation surgeries.

Ancillary Markets

In business, once you have a major platform, ancillary markets spring up around the new market. In the early stages of social transition for children 5 years and up, a market in specialist clothing opened up, little packers; fake male genitalia to put into little girls’ pants, or tuckers for boys to squish their genitalia flat, chest binders for girls and of course makeup and ‘non-gendered’ clothing.

Figure 10: Gender Industry – a 3.8 Trillion Dollar Industry (Out Leadership)



THE GENDER INDUSTRY IS A 3.8 TRILLION DOLLAR INDUSTRY (OUT LEADERSHIP)

Laws & Policies to enable the Gender Industry

It has been estimated in Australia that each child transitioning with puberty blockers and hormones is worth 20-50K² over their lifetime. That does not include Gender Reassignment Surgery, which can range from 20-100K³, excluding reparative and facial surgeries.

At the beginning the Youth Gender Industry faced specific challenges:

- The need for laws and policies to enable gender transitioning.
- Removal of parental consent or safeguarding.
- Bypass advertising laws to youth.
- Re-frame mastectomies and castrations as self-actualisation, rather than self-mutilation.
- Lower the cost of participation by government and social subsidies for transitioners.
- Silence dissenters, detransitioners, parents or medical whistle-blowers.
- Frame the gender affirmation narrative for acceptance and effective marketing via social & legacy media, corporate and public related institutions.

To address these challenges, advocacy groups developed coordinated legal and policy strategies.

Laws pushed by LGBT advocacy groups:

The world's largest law firm Dentons partnered with media conglomerate Thompson Reuters to create an LGBT advocacy handbook. It's called "*Only Adults? Good practices in legal gender recognition for youth*", colloquially it is called "The Dentons Document" (<https://tinyurl.com/DentonsDoc>) It focused on legal and marketing strategies to mitigate these business risks. It also sets out nine common goals to pursue which creates alignment for group advocacy across the world.

With regards to youth, the legal goals Dentons advocates are:

- "Extend the process of gender recognition to minors and remove parental rights to withhold authorisation".
- Unlimited access to medical treatments referred to as "gender confirmation procedures, all without any diagnostic criteria".
- Removing the definition of sex based on biology from public records for everybody.
- "The ideal law would include sanctions for anyone deviating from the idea of legal "gender recognition"

In Australia education policy the concept of "mature minors," where parental oversight is taken out of the equation for children to "transition" with or without a parent's permission.

(<https://www2.education.vic.gov.au/pal/mature-minors-and-decision-making/policy>)

²Lifetime Cost of Medical Gender Transition per Child: Medications & Care https://drive.google.com/file/d/1L7Bu_0jIH-MD5kgayl3zpcP4HE4r2J4h/view?usp=sharing

³https://www.acon.org.au/wp-content/uploads/2021/11/Gender-Affirming-Surgery_Evidence-Brief_FINAL_Nov21.pdf

Laws for Gender Identity Recognition

Jurisdiction	Minors allowed to change sex on birth certificate?	Self -Identification (No Medical Intervention Required)?	Parental Consent Requirements	Court or Tribunal Involvement
ACT	Yes - Any age	Yes - no surgery or medical evidence required	Required if under 16; not required if 16+	ACAT involved if no parental consent or child under 12
NSW	Yes - Any age. Law passed Oct 2024 effective July 2025	Yes - Surgery requirement being removed in July 2025	Both parents must consent; court order needed otherwise	District Court decides if parent objects (based on child's best interests)
NT	Yes - Any age	No - requires evidence of 'clinical treatment' (can include counselling)	Parent/guardian must apply & believe it's in the child's best interest	Child 14+ must consent; court may resolve parental disagreements
QLD	Yes - Any age	Yes - surgery not required but under 16 needs practitioner assessment	Parent/guardian applies if under 16; ages 16-17 can apply independently	Children's Court involved if criteria not met (eg parental disputes)
SA	Yes - Any age	No - 'clinical treatment' required (can be counselling, not surgery)	Parent/guardian must apply for minors.	SA Civil & Administrative Tribunal must approve all under 18 applications (best interests test)
TAS	Yes - Any age	Yes - self declaration by statutory declaration only	Parent/guardian applies if under 16; Ages 16+ can apply independently	No routine court involvement (general court resolution for parental disputes)
VIC	Yes - Any age	Yes - no surgery; supporting statement required from doctor, psychologist or other professional	Parent/guardian must apply if under 18; both parents must consent or court order needed	Court involvement only if parent cannot or will not consent.
WA	Yes - Any age. Law passed Sept 2024 effective 2025	Partial - surgery no longer required but a doctor/psychologist certificate needed	Both parents must consent for minors: court order is needed otherwise	Court order if parent objects (Gender Reassignment Board abolished)

Figure 11: Laws supporting youth gender transitions

Marketing Strategy

1. Overall Marketing Strategy

The Dentons document *Only Adults? Good practices in legal gender recognition for youth* outlined marketing strategies to achieve widespread acceptance. Thomson Reuters advised advocates to pursue the following goals across legacy and social media (pp. 16–21):

- **Overstate hate crimes against trans people**
- **Profile personal stories** to generate sympathy, empathy, and understanding
- **Promote the narrative of a vulnerable community**
- **Avoid excessive press coverage and exposure**

These points provided the foundation for an organised and intentional worldwide marketing campaign.

2. Framing as the Core Marketing Tool

Persuading parents and the public to accept — even celebrate — irreversible interventions on children requires reframing. Puberty blockers from Tanner Stage 2 (approximately 10 years old), followed by cross-sex hormones, can lead to infertility, sterility, and loss of sexual function. Rather than presenting these outcomes as harmful, marketing reframes them as *self-actualisation*.

Framing is a familiar tool in advertising: the same \$6 pen looks cheap beside \$200 pens, but expensive beside \$1 pens. Nothing about the pen changes — only perception. Similarly, the chemical or physical castration of minors is rebranded as an empowering choice.

The International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) trains advocates globally in such framing strategies, as outlined in the *Framing Equality Toolkit*. The most effective frame is built on moral pressure: “*You are cruel if you let children suffer.*” Distress in LGB, autistic, or traumatised children is framed as proof they were “born in the wrong body.” The supposed cure is medicalisation — drugs, hormones, or surgery.

Parents of transitioned children repeatedly report hearing the slogan:

“Better a live son than a dead daughter.”

This phrase invokes the falsehood that children will suicide if they do not transition. We regard this as emotional blackmail. Transition does not create a son from a daughter, nor does it preserve natural function. Rather, it produces a chemically altered child performing gender stereotypes through clothing and mannerisms. There is no credible evidence that children will kill themselves if they do not transition.

Parents who question this framing often point out that no ethical doctor would treat anorexia with gastric banding, or remove the breasts of a suicidal girl as therapy. Yet those who resist affirmation are often labelled transphobic, cruel, or even unfit to parent. In this way, framing bypasses reason and hijacks emotion.

3. Target Market Segments

Youth Outreach and Viral Marketing

Growing the market relies on viral and peer-to-peer marketing, driven by youth-focused advocacy groups such as Minus18 in Australia (co-founded by paedophile [Colin Roland Billing](#)). Its goals mirror those of Mermaids in the UK.

Government grants fund large-scale youth events — galas, shows, and campaigns like **Wear It Purple Day** and **IDAHOBIT** (International Day Against Homophobia, Biphobia, Intersexism, and Transphobia). These initiatives target under-19s, encouraging participation and identity adoption. Success is measured in business terms: user acquisition (attendance and participation), conversion (new adherents), and long-term consumer commitment.

Internet advertising plays a critical role. Instagram and YouTube influencers spread messages directly to youth, bypassing advertising safeguards that would normally apply to products targeting minors.

These advocacy programs extend into schools, [supporting staff to socially transition vulnerable or non-conforming children and provide pathways to medicalisation](#).

Corporate Sector Marketing

Corporations are recruited through diversity and inclusion audits, such as ACON's **Pride in Sport, Pride in Diversity**, and the **Australian Workplace Equality Index (AWEI)**. These schemes require organisations to promote transgender narratives internally and externally.

For example, in the Pride in Sport audit, 11 of 18 sections require community organisers to call corporations, deliver transgender messaging at half-time events, and visibly market inclusion. The AWEI audit extends demands beyond corporations themselves, requiring suppliers and third parties to comply with “inclusion and diversity” standards. This creates a **multi-level marketing system** where compliance spreads across entire industries.

Media and Narrative Amplification

Legacy and subscription media amplify the marketing frames. Outlets such as **Netflix, ABC, and SBS**, all signed up to ACON's AWEI, present trans children as needing to live their “authentic selves.” This aligns with the suicide-prevention narrative: if children are not affirmed, they may die. Such coverage reinforces emotional frames and normalises medicalisation as the compassionate response.

4. The Business Model Behind the Narrative

The rapid rise of the transgender movement is often described as a grassroots campaign, a youth rebellion, or a human rights movement. In reality, as In Defence of Children observes, the driving force is business. Behind the language of compassion and authenticity lies a deliberate marketing strategy to expand consumer bases and normalise lifelong medical dependency.

GO DEEPER

[Parents of gender dysphoric kids hit back at Jacinta Allan](#)

[Why amplifying suicide risk cynically inflames transgender row](#)

[Jacinta Allan blasts concerns over gender-clinic pipeline in schools](#)

[Video presented to the UN: The Business Model of Youth Transitioning:](#)
<https://youtu.be/WH1hV0DkA6U>

Bullet Points – Business Model of Youth Transitioning

Historically, **watchful waiting** was the standard response to childhood gender distress, involving therapeutic support with low scalability and no recurring revenue. The **gender-affirming care model** reframes gender dysphoria as requiring medical intervention, creating a large and ongoing market.

Features of the model:

- **Scalability & Profitability**
 - Watchful Waiting is non-scalable, non-profitable, and focused on resolution.
 - Gender-affirming care is scalable, highly profitable, and locks children into lifelong medical dependency.
- **Revenue Streams**
 - Therapy generates limited, one-off fees.
 - Puberty blockers, hormones, surgeries, and follow-up care create recurring, subscription-style income.
- **Market Expansion**
 - Watchful Waiting applies only to youth with persistent distress.
 - Gender-affirming care expands the market to anyone identifying as trans or non-binary at any age.
- **Marketing Strategy**
 - Viral marketing via social media, schools, and advocacy networks targets minors directly.
 - Emotional framing rebrands irreversible harms (sterility, castration, mastectomy) as empowerment and “self-actualisation.”
- **Policy & Law**
 - Advocacy efforts aim to remove parental consent, redefine sex in law, and ensure unrestricted access to medicalisation for minors.
 - Government subsidies and corporate audits embed and legitimise the industry.
- **Investor Appeal**
 - Predictable, repeatable, long-term consumer dependency makes gender-affirming care highly attractive to investors.
- **Ancillary Markets**
 - Secondary industries profit from binders, packers, clothing, and identity-based accessories.
- **Media Amplification**
 - Legacy and subscription media reinforce narratives of vulnerability and suicide risk to normalise transition as compassionate care.
- **Underlying Business Model**
 - What appears as a rights-based movement is in practice a structured commercial strategy expanding consumer bases and ensuring lifelong medicalisation

Stream 4. State Condoned Child Trafficking: The Business of Child Removal

Most people are not aware that schools can facilitate a child's gender transition without parental consent. Worse still, a child can even be removed from a parent's home for opposing it. Though most child removals are not due to gender transition in all cases there are significant financial incentives for 3rd parties to remove children, rather than explore alternatives.

Child removal for Gender Transitions

- **Schools may support a child's social transition** (e.g., name, pronouns, uniform) without informing parents in most states — especially if the child is considered mature enough or disclosing to parents is believed to risk harm.
- **Medical transition** (e.g., puberty blockers or hormones) requires more safeguards. In every state, if parents disagree or if the treatment is significant, the matter can be taken to the Family Court.
- **There is no one-size-fits-all rule across Australia.** Laws vary between states. Most follow the 'Gillick competence' principle — a child can consent to treatment if they are mature enough to understand what it means.
- **Parents have a right to be involved** — unless there is a serious risk of harm to the child, or they are assessed as legally capable of making decisions without you.

What This Means in Practice in Australia

State/ Territory	Can Schools Transition a Child Without Telling Parents?	Can a Child Access Medical Transition Without Parental Consent?
NSW	Sometimes, if principal deems it in child's best interest	From age 14+, but courts may be involved in disputes
VIC	Yes, if child is a "mature minor"	Yes, if Gillick competent; court required for disputes
QLD	Yes, based on privacy and maturity	Rarely, unless court approves or parents agree
WA	Case-by-case; maturity and well being assessed	Requires consent or court order if in dispute
SA	Yes, if student is mature	Yes from age 16; under 16 needs two doctors' sign-off
TAS	Yes, if mature and safe	Yes, if Gillick competent and no objection
ACT	Yes, prioritises student autonomy and privacy	Yes, if competent; courts settle conflicts
NT	Yes, no formal rule; school discretion	Yes, if competent; legal process used when needed

Tess Hackett of Australian Parents of ROGD Kids reports handling four to five cases each month in which parents face the removal of their other children for declining to affirm a child's social or medical transition. School-based social-transition policies can channel students into gender clinics via 'affirmation plans' for students identified as transgender—either self-identified or flagged by a teacher, a Gender and Sexuality Alliance (GSA)/Stand Out club, or similar group, often focusing on gender-nonconforming students (including some who are gay, autistic, or otherwise vulnerable due to past abuse or mental-health challenges). These plans typically include changing school records (e.g., name), issuing opposite-sex uniforms, prescribing pronouns, permitting tucking and chest binding, and inviting third-party providers—such as the Royal Children's Hospital—to discuss medical transition. In practice, these arrangements both support the gender-transition sector and expose non-consenting parents to referrals to Child Protection services for 'non-compliance,' thereby reinforcing a transition pipeline and the risk of child removal.

1. Social Transition in Victorian Schools

Victorian public schools permit a student to socially transition at school without parental consent if the student is assessed as a "mature minor." The Department of Education directs schools to support students' choices where they have capacity and it is in their best interests. Confidentiality is maintained unless disclosure is necessary.

Footnote 1: Department of Education and Training (Vic), LGBTIQA+ Student Support Policy, <https://www.education.vic.gov.au/about/programs/Pages/lgbtiqa-support.aspx>

2. Medical Transition & Consent Law

Victoria follows the Gillick competence standard. A child can consent to medical treatment, including gender-related care, if they have sufficient understanding. Where there is a conflict between child and parent(s), court oversight is required before proceeding with treatment.

Footnote 2: Belle Lane, "Gender Questioning Children and Family Law: An Evolving Landscape", https://www.indefenceofchildren.org/files/ugd/0bf645_33cefd0b2b8e488da6cd2cc81536dc4f.pdf

3. Age Thresholds (Gillick, statutory rules)

There is no statutory minimum age for consent. However, teenagers aged 16 and over are commonly deemed capable of consenting to healthcare decisions. Courts still intervene where conflict exists over irreversible interventions like hormone therapy.

4. Anti-Discrimination & Privacy Laws

Trans and gender diverse students are protected under the *Equal Opportunity Act 2010 (Vic)* and the *Sex Discrimination Act 1984 (Cth)*. Victorian law requires schools to eliminate discrimination as far as is reasonable and to maintain student privacy unless lawfully required to disclose.

Footnote 3: *Equal Opportunity Act 2010 (Vic)*, <https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010>

5. Child Welfare Implications

Schools and child welfare agencies may intervene where non-affirmation by parents is assessed to cause significant psychological harm. Where families are unsupportive, schools may act to affirm the student while encouraging longer-term family reconciliation.

6. Key Court Cases / Legal Precedents

Re Kelvin (2017): Allowed treatment without court if all parties agree.

Re Imogen (2020): Court authority required in disputes over gender treatment.

Re: Devin (2025): rejected the gender clinic's gender dysphoria diagnosis

7. Summary for Parents

Parental involvement is encouraged, but schools can support mature minors socially without consent. Medical treatment requires consent or court oversight if any party objects.

GO DEEPER: [Video: Tess' story - 'we only Win by Working Together](#)

Child removal, not just for gender transitioning is happening across Australia, and most parents are unaware of how easily it can occur.

How Does This Happen?

For example, in NSW, Family and Community Services (FACS) can enlist police to remove a child from your care without a warrant (see Children and Young Persons (Care and Protection) Act 1998, s43). This can happen without evidence being proven in court and without giving a parent an opportunity to challenge the information.

Child removals operate in civil jurisdiction, not criminal, meaning:

No “beyond reasonable doubt” standard: Decisions are made on the “balance of probabilities” (see s93(4)(4) of the Act). This lower standard makes it easier for authorities to justify removal.

Rules of evidence don’t apply: The Children’s Court is not bound by strict evidence rules unless it decides otherwise (see s93(3) of the Act). Evidence that would be inadmissible in a criminal court can still be used here.

Closed courts lack transparency: All Children’s Court proceedings are held in closed courts, preventing public or media oversight (see s104B of the Act). This undermines the democratic principle of open justice.

Similar laws and practices exist across all states and territories in Australia, making this a nationwide issue.

What Is Driving the Child-Removal Business?

The child-removal system appears to operate more like a business enterprise, with many stakeholders profiting from it. While the courts claim closed proceedings “protect children,” they often seem to protect those responsible for removals instead. This raises serious concerns about what happens to children after they are removed from their families.

Figure 12. Unit cost of Care: Note, a child can cost between \$455K - \$881K per year to Government third parties

13. Unit cost of care ^

‘Unit cost of care’ is an indicator of governments’ objective to provide child protection services in an efficient manner. ‘Unit cost of care’ covers children in out-of-home care and children in other supported placements, and is defined as total real recurrent expenditure on out-of-home care services and other supported placements, divided by the total number of placement nights (AG8).

Low or decreasing expenditure per placement night can suggest more efficient services, but could also indicate lower quality and should be considered with the results for other indicators here.

Data for unit costs are experimental and should be considered together with the proportional allocation of total expenditure across all activity groups comprising the pathways method.

Nationally in 2020-21, the unit cost of care was \$254 and this continues the annual increases over the 10 years of reported data (figure 16.12).

Cost per placement night in care services should be considered in conjunction with expenditure on care services per child (and by placement type). The annual cost per child in care at 30 June 2021 varied across jurisdictions ranging between \$60 408 and \$128 918. In jurisdictions where data were available, annual costs were considerably higher for residential care (ranging between \$455 480 and \$881 113 compared to non-residential care (ranging between \$41 358 and \$54 460) (table 16A.36).

■ Data are not comparable across jurisdictions but are comparable (subject to caveats) within jurisdictions over time.

■ Data are complete (subject to caveats) for the current reporting period.

Select year(s):

(Multiple values) ▼

Jurisdiction

■ NSW ■ Vic ■ Qld ■ WA ■ SA ■ Tas ■ ACT ■ NT ■ Aust

Figure 16.12 Real expenditure on care services per placement night (2020-21 dollars) by jurisdiction, by year



Source: table 16A.35

Sky-high costs per child: Taxpayers fund between \$41,358 and \$881,113 annually for each child removed from a family (Source: Productivity Commission Report, “Indicator Results,” under “Unit cost of care”).

Billion-dollar spending: National spending on child protection and out-of-home care totalled \$7.5 billion in 2020-21. These numbers show a system that is opaque, costly, and often devastating to families. Thousands of children are forcibly removed from loving homes every year, and the public has little visibility into what happens to these children once they are placed in the system.

Size and scope

Nationally, the following number of children aged 0–17 years received protective intervention services and out-of-home care services during 2020-21 (also reported as a rate per 1000 children in the population) (tables 16A.1–4):

- 293 585 children were the subject of *notifications*; 51.9 notifications per 1000 children
- 105 407 children were the subject of a *finalised investigation*; 18.6 finalised investigations per 1000 children
- 49 690 children were the subject of a *substantiation*; 8.8 substantiations per 1000 children
- 61 743 children were on *care and protection orders* at 30 June 2021; 10.9 children on care and protection orders per 1000 children
- 46 212 children were in *out-of-home care* at 30 June 2021, 8.2 per 1000 children aged 0–17 years, with a further 10 115 children in *other supported placements*.
 - There were 56 871 children in out-of-home care at least once during 2020-21; with 11 515 children admitted to, and 11 382 discharged from, out-of-home care during this period. See Reporting on out-of-home care (below) for information about the definition of out-of-home care used in this Report.

Approximately half of all notifications nationally result in an investigation; the other half are dealt with by other means. The proportion of notifications dealt with by other means varies significantly by jurisdiction (table 16A.5). Around one in four children admitted to a care and protection order has been admitted to such orders before, though this proportion varies across

<https://www.pc.gov.au/ongoing/report-on-government-services/2022/community-services/child-protection>

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states and territories (table 16A.6). Almost all children in out-of-home care are on care and protection orders (ranging from 84–100 per cent across jurisdictions as at 30 June 2021) (table 16A.7).

Aboriginal and Torres Strait Islander children are overrepresented in the child protection system (tables 16A.1–4). For further details see the performance indicator ‘Disproportionality’ under the ‘Indicator Results’ tab.

Figure 13. Size and Scope of child removals

The Bigger Picture

A child may be removed from their home when they are at risk of significant harm due to abuse, neglect, or family violence, or when their basic physical or psychological needs are not being met. Other reasons can include a lack of adequate care or parental abandonment, where parents are unable to protect the child. Decisions for removal are supposed to be made when there is no other way to protect the child from harm and when it is in the child's best interest to be removed to a safer place. However we have seen children removed, for ideological reasons of the state such as gender transitioning. Parents have been silenced with the threat of losing their other children for the 'abuse' of not agreeing to surgeries, castration drugs or synthetic hormones used a child already taken.

Speaking with a whistle-blower in Children Protection Services who I can not name on paper, she stated there is so much money tied to child removal, the automatic response is to remove the child from the home, regardless of the reason.

Child removal has been part of Australia's history for decades. In one sense, it's business as usual. However, under the current Labor Government, we're seeing an alarming shift toward totalitarianism.

[Australia: Child Protect Racket: https://youtu.be/7Vv8qZMw8jQ](https://youtu.be/7Vv8qZMw8jQ)



Our Children as Leverage

Children, our most precious treasure, are also our greatest vulnerability. They are being used as a means of controlling society—a card the government has played covertly for years and may now play more openly. If you read the “boring” reports (see Productivity Commission Report), it's all laid bare.

<https://www.pc.gov.au/ongoing/report-on-government-services/2022/data-downloads>

Almost every policy seems aligned with the World Economic Forum 2030 Agenda, from compulsory “Agenda 2030 cross-curricula priorities” in schools to digital ID bills enabling big tech tracking and surveillance, to free speech suppression laws. That agenda has always been State before parent rights.

Bullet Points – Child Removal

Australia's child protection system is a multi-billion-dollar industry. For some third party providers, removing a child isn't a last resort — it's the business model.

The Numbers

- **\$7.5 billion** spent nationally on child protection and out-of-home care in 2020–21.
- **293,585 children** in Australia were subject to some form of government intervention in 2021.
- Annual cost per child in care: **\$41,358–\$881,113** (special needs children at the higher end).
- **Third-party providers** receive payments per child — creating a financial incentive to remove rather than resolve.

How It Works

1. **School or service flags “concern”** — sometimes triggered by disagreement with “gender affirmation” policies.
2. **Child protection services engage third party organisations** to handle the case.
3. **Removal = Revenue** — providers bill per child, per year.
4. **Low reunification rates** — once removed, many children never return to their parents.

Why It's a Problem

- **Perverse incentives** — financial gain tied to the number of children removed.
- **Weaponisation** — threat of child services used to pressure parents into compliance.
- **Trauma** — removal is devastating for children and families, especially when alternatives exist but aren't pursued.

Bottom Line:

A child protection system built to safeguard is now a profit pipeline for certain third party providers — and vulnerable families, including those resisting harmful school policies, are paying the price.

(source: [Productivity Commission Report](#) under tab “Indicator results” and then scroll down to heading “13. Unit cost of care”).

<https://www.pc.gov.au/ongoing/report-on-government-services/2022/community-services/child-protection>

5. Grooming

While grooming is not a revenue stream, the practice sets children up for exploitation in school and online. Reports from our parents have included Victorian schools where children have sold themselves online, boys selling girl pictures to porn sites and one school girls were selling sex in the gender neutral toilets. In addition grooming breaches two criminal codes.

1. The first is in the form of **non-contact sexual exploitation or abuse**. This is defined as producing or showing children sexual images or having them watch sexual activities. For example, last year, a mother reported that Bialik College showed naked genitalia pictures to 6-year-olds, causing distress and tears.
2. According to Section 272.15 of the Commonwealth Criminal Code, **grooming** involves:
 - Behaviour that primes a child for sexual activity.
 - Making children feel special to form a bond that encourages them to engage in sexual conduct with others or themselves.
 - Sharing explicit or intimate details of one's sex life with a child.

We have found that grooming occurs when LGBT protections are used to introduce overtly sexual content to children—content that would be labelled pornographic if it involved heterosexual individuals. That's not surprising given Professor Alan McKee, is one of Australia's leading academic experts on the study of pornography and sexual development. He previously told the ABC that pornography was not inherently dangerous if it was combined with comprehensive sexual education system. In an Australian context, he has advocated for schools providing "age-appropriate, pleasure-accepting sex education, including porn literacy". Professor McKee acknowledged porn could be positive for some, like queer and gender diverse young people. "Pornography for queer kids has ended up filling the gap, because there's nothing else that says that you exist and you are sexual and that is fine."

When LGBT protections are used to bring overtly sexual content to children, content that would be labeled pornographic if it depicted straight individuals.



What is Grooming?

- behaviour that primes a child for sexual activity.
- making children feel special in order to form a bond for the purpose of encouraging that child to engage in sexual conduct with themselves or others
- Sharing explicit &/ intimate details of sex life

Section 272.15 ,Commonwealth Criminal Code.



⚠ **Figure 15: Example of pornographic 'teaching' content in school libraries.**

Weak child safety behavioural standards — combined with sexualised curricula — are creating an environment where grooming, peer-on-peer abuse, and sexual exploitation are thriving inside Australian schools.

In brief, the reality, risks and problems of grooming in schools:

The Reality

- **6 child-on-child sexual assaults** reported every week to Victorian police alone. More than half of the incidents involved children under 10.
(<https://www.abc.net.au/news/2024-10-21/child-sex-abuse-victorian-schools-porn-consent-education-assault/104460602>)
- Ongoing cases of **paedophilic principals and teachers** across Australia.
- Comprehensive Sexuality Education (CSE) teaches that children are “sexual beings” from birth, encouraging them to be activists for their “sexual rights” — including with people of different ages.
- More than one in ten Victorian schools is now under investigation for historic sexual abuse, with over 500 former students potentially claiming up to one billion dollars in compensation. Back in September 2023 to June 2024, the law firm, Arnold Thomas & Becker, investigated historical abuse allegations on behalf of 470 students from over 300 Victorian -schools.

In recent years, In Defence of Children has been working with parents who have reported incidents such as:

- Girls in a Victorian Catholic school selling sexual intercourse for five dollars a pop to boys in a gender neutral toilet.
- A grade 4 boy, pulling down a 5 year old girls pants to sexually assault her in a girl's toilet.
- Children of 5 to 6 years of age crying when photos of genitalia were shown to them in a Jewish School.
- Boys taking pictures of girls and selling on porn-hub.
- Multiple sexual assaults of girls in female and gender neutral toilets.
- Relief teachers reporting children openly masturbating on the public school grounds.

The Risks

1. **Normalising sexualisation** — CSE primes children to see early sexual activity as normal and even a “right.”
2. **Lowering boundaries** — Erodes the natural protective gap between adults and children.
3. **Peer exploitation** — Children creating and selling sexual content involving peers (Pornhub, OnlyFans).
4. **Direct abuse in schools** — e.g., Victorian case where girls were selling sexual acts to classmates for \$5 each.

Why It's a Problem

- **Grooming-friendly environment** – Predators exploit lowered boundaries and normalised sexual talk.
- **No enforced behavioural standards** – Schools lack strong, enforceable policies that would prevent, detect, and respond effectively to grooming behaviour.
- **Commercialisation of harm** – Children are being taught the language and concepts that facilitate their own exploitation – and sometimes profit from it.
- **Breaking of Criminal Code** – in two ways:
 - * **non-contact sexual exploitation or abuse and grooming.**

Recommendations to Prevent Grooming in Schools

1. Maintain Visibility in All Interactions

- Avoid being alone with a child. Meetings should be held in open, observable spaces.
- Where privacy is necessary (e.g., counselling), ensure another adult is nearby and parents are informed.

2. Protect Toileting and Changing Environments

- Assistance with toileting or changing should only be given by a same-sex adult, and only when absolutely required (e.g., younger children after swimming).
- A second adult must always be present to observe. Groomers often exploit private or concealed situations; transparency eliminates this risk.

3. Set Firm Boundaries Around Physical Contact

- Keep touch minimal, public, and appropriate (e.g., a brief handshake or high five).
- Do not permit lap-sitting, lingering hugs, or any physical contact with private areas. Such behaviours are common grooming tactics designed to normalise boundary violations.

4. Control Digital Communication

- Adults must never use private channels to message children.
- Communication should be through approved group platforms, with another adult copied in. Private messaging is a grooming red flag and must be prohibited.

5. Prevent Isolation During Transport

- Children must not be driven alone by adults.
- If unavoidable, obtain parental permission, inform a supervisor, and ensure the child sits in the back seat. Groomers frequently use transport as a context for secrecy.

6. Ban Favouritism, Gifts, and Secrets

- Adults should not give children personal gifts, create nicknames, or share secrets.
- Groomers build trust by making a child feel “special” or different; clear boundaries protect against this manipulation.

7. Empower Children to Speak Up

- Teach children that they can and should say “no” to behaviour that feels wrong.
- Praise and support children when they report boundary-crossing, even if it appears minor or was a misunderstanding. This creates an environment where grooming cannot thrive.

8. Mandatory Reporting and Accountability

- Any signs of grooming behaviour — secrecy, boundary testing, exposure to explicit material — must be reported immediately.
- Organisations must protect whistle-blowers and enforce consequences ranging from retraining to removal and reporting to authorities.

9. Remove hyper-sexualised content

- Remove hyper-sexualised content from class lessons and x-rated books from schools.

Bottom line.

This briefing shows strong benefits claimed for RR&RR/SEL alongside material safeguarding, transparency, and accountability gaps. To keep the strengths while restoring trust, we recommend immediate guardrails (curriculum transparency, parental consent pathways, age-appropriateness checks) and independent evaluation of third-party content and data practices. The aim is simple: evidence-led policy in the best interests of children and families.

Immediate actions

- Require public, term-by-term lists of all materials/providers; enable clear opt-in/opt-out.
- Mandate age screening and independent review for sexual-health content in primary to intermediate years.
- Commission an independent review of third-party procurement, data flows, and outcomes.
- Standardise incident reporting; publish de-identified safeguarding metrics.
- Fund teacher training on developmental appropriateness and safeguarding.

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