

Oaths Act 1867**Statutory Declaration****QUEENSLAND
TO WIT**

I, **Stephan Marriott**, of [REDACTED] in the State of Queensland do solemnly and sincerely declare that.

Professional background and experience**1. Outline your professional qualifications and provide a copy of your current or most recent curriculum vitae.**

My professional qualifications include a Bachelor of Arts 1979 and a Diploma in Education 1980 from Sydney University (copy of Diploma in Education attached). I also have a current teacher registration allowing me to teach in the state of Queensland.

I have no current or recent curriculum vitae. Accordingly I summarize my work experience as follows;

In 1980 I worked at the Bank of NSW.

In 1982 I was employed by the NSW Department of Education to work as a teacher at Brewarrina Central School.

In 1984 I transferred to Ashcroft High School.

In 1993 I moved to Queensland and began supply teaching in various schools around Brisbane.

I became permanently employed by the Queensland Department of Education and Training in 1997 at the Barrett Adolescent Centre School, Wacol.

2. Provide details of your professional experience in the education of children and adolescents with special needs and/or mental health issues.

I have had no professional experience in teaching children with special needs and/or mental health issues other than the experience of teaching at the BAC School.

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My professional experience in teaching adolescents with mental health issues, some of whom also had special needs, relates only to my years of teaching at the Barrett Adolescent Centre School from 1997 to the current day.

Involvement with the Barrett Adolescent Centre (BAC) School

3. The Commission understands that you are (or were) employed as a teacher at the BAC School, and that you have worked in the BAC School at Wacol, Yeronga and Tennyson. Outline and explain the details of your employment with the BAC School, including;

a) The location and duration of your employment at the BAC School;

I was employed at the BAC School at Wacol from 1997 to 2013.

In 2014 I was employed at the BAC School at Yeronga.

In 2015 I was employed at the BAC School at Tennyson.

b) Your current (or most recent) position, terms of employment, duties and responsibilities;

My current position is that of teacher at the BAC School at Tennyson.

My terms of employment are those of a teacher employed by the Department of Education as an officer under the Public Service Act.

My duties and responsibilities at the BAC School include but are not limited to;

- providing educational instruction for the students in the school,
- attending staff meetings,
- running any in-services as may be required by the principal,
- reporting to parents via email,
- organising excursions, liaising with educational staff from a student's base school,
- co-ordinating new enrolments with Senior Guidance Officers,
- attending meetings with parents and stakeholders to address student issues,
- contacting health professionals involved in the management of BAC School students; and

- co-ordinating matters of common interest with our sister school the Lady Cilento Children's Hospital School.

c) and any change to your position, terms of employment and/or duties and responsibilities throughout the duration of your employment at the BAC School, and the reasons for and timing of, any such change.

There has been no change to my position as teacher at the BAC School.

My terms of employment have varied from time to time with legislative changes, award changes and new enterprise bargaining agreements for example.

My duties and responsibilities have changed throughout the duration of my employment at the BAC School to now include co-ordinating new enrolments with Senior Guidance Officers and co-ordinating matters of common interest with our sister school the Lady Cilento Children's Hospital School.

4. Provide copies of all relevant documents, such as job descriptions, letters of offer, employment contracts, communications in relation to any changes in your position, terms of employment, and duties and responsibilities.

I am unable to provide any documents regarding these matters because I am not in possession of any such documents on or about 17th of September, the Department of Education requisitioned all documents, materials, electronic correspondence, my school laptop, diaries and other materials that I was in possession of at the BAC School at Tennyson.

The reason given was that departmental officials needed to prepare for the Barrett Commission of Inquiry's requested for relevant documentation. As a consequence any relevant materials I may have had are in possession of the Department of Education.

BAC School at Wacol


5. Outline and explain the reporting structure at the BAC School at Wacol, with reference to both position titles and the names of the persons holding those positions, including;

My understanding of the reporting structure at the BAC School at Wacol was that teachers, teacher aides and ancillary staff reported to the principal, Mr Kevin Rogers, who in turn reported to the Assistant Regional Director Special Schools, Mr Peter Blatch.

a) To whom you reported and who reported to you;


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I reported to the BAC School principal, Mr Kevin Rogers and no one reported to me.

b) Any change that occurred to that reporting structure, and the reasons for and timing of any such change.

As far as I am aware no changes occurred to the reporting structure while the school was at Wacol.

6. Outline and explain the nature and frequency of communication between the BAC clinical staff and the educational staff at the BAC School at Wacol, including whether there was any formal structure of communication between clinical and educational staff.

Speaking from my experience, the nature of communication between the BAC clinical staff and the educational staff at the BAC School involved discussing the mental health issues which impacted upon the adolescent's physical health, their education progress and their social development.

The frequency of communication between the BAC clinical staff and the educational staff at the BAC School at Wacol involved a number of formal communication meetings involving clinical and educational staff.

Some of the formal meetings included but were not limited to;

Every weekday morning there was a 30 minute handover meeting where clinical staff would advise education staff of any issues among students that may have arisen from the incidents of the previous night.

Once a week there was 4-5 hour Case Conference meeting involving clinical and educational staff where all students' plans and programs would be discussed and updated.

Once a week there would also be a 3 hour Intensive Case Work-up that involved education staff and clinical staff discussing the plans and programs for one particular patient.

I recall that someone, I think it was the principal of the BAC School, told me that there was also a Business Unit Meeting that involved executive staff from education and health which discussed operational matters every 4-6 weeks. The BAC School principal attended this meeting.

I recall being present at many meetings where nurses asked us to report incidents with students happening at school by writing the details of the incident in the student's health charts kept in the nurses' office.

The frequency of communication between the BAC clinical staff and the educational staff at the BAC School at Wacol also involved many informal meetings.

Some of the informal meetings included but were not limited to;

- Meeting health staff on the ward and discussing arising issues,
- Meeting allied health staff in their offices; and
- Discussions with allied health staff during lunchtimes.

7. Describe the educational program and services at the BAC School at Wacol, including;

a) (Generally speaking) how many students were also inpatients at the BAC and how many were only day patients;

During my time at the BAC School at Wacol the number of students varied from approximately 23 to 2. As far as I can recall approximately 80% of students were inpatients and 20% day patients.

b) The educational curriculum and activities;

The educational curriculum at BAC School Wacol included but were not limited to; English, Maths, Science, Information Technology, Home Economics, Graphics and Design, History, Music, Drama and Physical Education.

The educational activities included but were not limited to; excursions, TAFE courses on Construction, Kitchen Garden projects, special event days and Smart Moves during the mornings (a daily exercise program).

c) The nature and extent of the involvement of the BAC clinical staff;

The nature of the involvement of the BAC clinical staff in the educational program of the BAC School at Wacol involved providing support for teachers in dealing with behavioural or mental health issues that arose when the adolescent was at school.

The extent of the involvement of the BAC clinical staff in the educational program of the BAC School at Wacol involved clinical staff being stationed at the school during class time and other clinical staff on the ward being on call if extra support was needed.

Some clinical staff may have sat with a student in class if this level of support was required.

d) The nature and extent of involvement of students' families;

The nature of involvement of students' families in the educational program at the BAC School at Wacol consisted of supporting their adolescent during their education at the School. This included but was not limited to;

- Contributing to students' education plans; and
- Becoming involved in the Barrett Adolescent Special School Parents & Citizens Association.

The extent of involvement of students' families in the educational program at the BAC School at Wacol consisted of but was not limited to;

- Families attending student performances;
- Families communicating with education staff by emails or phone calls; and
- Families attending special activities and event days such as fairs, student performances and celebrations of achievement.

e) The nature and extent of the involvement of external educational providers;

The nature of the involvement of external providers in the educational program at the BAC School at Wacol consisted of providing supplemental material to the curriculum.

The extent of the involvement of external providers in the educational program at the BAC School at Wacol consisted of but was not limited to;

- A TAFE teacher who regularly provided a Construction course on Friday mornings;
- Reptile handlers;
- Native Animal conservationists;
- Dance instructors; and
- Police Liaison visits.

f) Whether the educational program was tailored to individual students and, if so, how was it tailored and the structures in place to develop tailored programs.

Most aspects of the educational program were tailored to individual students, especially the key learning areas of English, Maths and Science.

The educational program was tailored by taking into account the needs and wishes of the individual student and their families, carers and clinical staff.

The structures in place to develop tailored programs included but were not limited to;

- Meetings with students to discuss their educational and vocational options;
- Meetings with students' parents and carers to discuss their ideas for the student's academic or employment future; and
- Meetings with clinical staff in order to understand the best strategies to use in helping the student achieve their individual program goals.

8. Describe your work at the BAC School at Wacol, including;

a) The subjects you taught or assisted in teaching; the activities that you supervised or assisted in supervising;

The subjects I have taught at various times include English, Information Technology, History and Maths.

The subjects I have assisted in teaching at various times included but were not limited to; English, Information Technology, History and Maths, Drama, Health & Physical Education and Science.

The activities I supervised included but were not limited to; Art lessons, excursions, visiting educational providers, Sport sessions, Dance lessons and Kitchen Garden lessons.

The activities I assisted in supervising included but were not limited to; Art lessons, excursions, visiting educational providers, Sport sessions, Dance lessons and Kitchen Garden lessons.

b) On average, the number of students attending a subject you taught or assisted in teaching at any given time; on average the number of students participating in an activity you supervised or assisted in supervising;

I do not have the enrolment numbers in order to give an accurate average. I can only use the vague recollections I have of 16 years of teaching at BAC School at Wacol.

The average number of students attending a subject I taught was 4.

The average number of students attending a subject I assisted in teaching was 4.

The average number of students participating in an activity I supervised was 12.

The average number of students participating in an activity I assisted in supervising was 12.

c) Your roster, including the number and duration of classes you taught or assisted in teaching, and the number and duration of activities that you supervised or assisted in supervising.

During my years of teaching at BAC School at Wacol my roster would change at least once a term and often change again as students left and new students were enrolled.

My roster of classes I taught included three lessons of forty five minutes each which in the mornings and one lesson of thirty minutes in the afternoon.

I assisted in teaching two lessons of thirty minutes each in the afternoon.

I supervised two activities of forty five minutes each during the week.

I assisted in supervising two activities of forty five minutes each during the week.

This may have varied from time to time as required to attend meetings with clinical staff, Case Conferences and other variations to routine.

9. What records did you keep at the BAC School at Wacol, how were these stored, and, to your knowledge, where are these stored now?

As far as I can recall, I made paper records of student contact details and student achievement which should be in the school's student file in a cabinet at Tennyson.

I also made paper records of incident reports which were written in the student's clinical file kept by the health department.

I made electronic records of weekly email reports written to parents. These were kept on my laptop. To the best of my knowledge my laptop was appropriated by the Education Department during the month of September 2015.

10. Outline and explain key challenges in your role at the BAC School at Wacol, including;

The outline of key challenges in my role at the BAC School at Wacol included but were not limited to;

- Understanding the various mental health issues of students;
- Providing educational adjustments to take into account particular symptomology; and
- Interacting with professionals outside of the Education environment.

The explanation of these key challenges is as follows;

Understanding various mental health issues involved learning about Schizophrenia, Anorexia Nervosa, Obsessive Compulsive Disorder and others and how these issues affected the brain development of adolescents;

Providing educational adjustments involved understanding how various mental health behaviours impacted upon a student's learning in the classroom and the effect the behaviours had on other class members;

Interacting with professionals outside of Education involved learning their procedures and processes and also gaining an understanding of their specific terminology and acronyms.

a) Actions taken (if any) in response to the challenges;

The actions I took in response to the challenge of understanding the various mental health issues of students included but was not limited to;

- Attending a great many conferences and in-services dealing with mental health, especially the mental health of adolescents;
- Talking to clinical staff about their experiences with adolescent mental health; and
- Reading various materials on psychology and disorders.

The actions I took in response to the challenge of providing educational adjustments included but was not limited to;

- Attending many in-services provided by education professionals on how to cater for students suffering mental health issues;
- Reading materials on how to manage difficult behaviours in the classroom; and
- Discussions with colleagues sharing ideas of classroom management and adjustment practices.

The actions I took in response to interacting with professionals outside of the Education environment included but was not limited to;

- Attending clinical meetings at the BAC at Wacol on a regular basis;
- Discussion with clinical staff at the BAC at Wacol on their use of terminology; and
- Involving myself in Health procedures when it was appropriate for me to do so, such as making notes in an adolescent's health chart.

b) Relevant communications (if any) you had with anyone else in relation to the challenges.

The relevant communications I had consisted of, but were not limited to, conversations with psychologists, educators, nurses, and allied health professionals.

Psychologists include but are not limited to; Andrea Baldwin, Leanne Hide, Georgia Watkins-Allen, Danielle Corbett.

Educators include but are not limited to; Kevin Rogers, Annette Finlay, Debbie Rankin, Janine Armitage, Liz Marlay.

Nursing staff include but are not limited to; Risto Ala-Outinen, Sean McCormick, Trevor Smith, Moira McLeod, Sue Daniel.

Allied health staff include but are not limited to; Kate Partridge, Kim Hoang, Angela Clarke, David Ward.

Closure decision and date

11. Outline and explain the circumstances in which you became aware of the decision to close the BAC ("closure decision"), including;

a) on or about what date, by whom, and by what means were you informed about the closure decision;

To the best of my recollection I was informed in early August 2013 in a meeting with Dr Anne Brennan and Dr Elizabeth Hoen.

b) What reasons (if any) were provided for the closure decision.

As I recall the reason for the closure decision was that the BAC at Wacol had an out-dated model of service delivery.

This reason was given at another meeting I attended sometime in August 2013 with Sharon Kelly, a health department executive from West Moreton region.

I remember other reasons given but cannot recall what they were.

12. Were you consulted about the intention to close the BAC? If so, on or about what date/s, by whom, and by what means were you consulted? If consulted, what views and opinions did you express, on or about what date, to whom, and by what means?

I was not consulted about the intention to close BAC.

13. Outline and explain the circumstances in which you became aware of the January 2014 closure date for the BAC ("closure date"), including;

a) On or about what date, by whom, and by what means were you informed of the closure date;

I cannot recall when I became aware of the closure date or by what means I was informed or who informed me.

b) What reasons (if any) were provided for the selection of the closure date.

I can recall no reasons given for the selection of that date.

14. Were you consulted about the selection of the closure date? If so, on or about what date/s, by whom, and by what means were you consulted? If consulted, what views and opinions did you express, on or about what date, to whom, and by what means?

I was not consulted about the selection of the closure date.

15. Were you consulted in relation to the transition of students from BAC to alternative care arrangements ("transition arrangements")? If so, on or about what date/s, by whom, and by what means were you consulted? If consulted, in relation to which students were you consulted and what advice did you provide?

I was not consulted in relation to the transition arrangements.

16. Were you consulted in relation to the transition arrangements as they related to the educational needs of the students? If so, on or about what date/s, by whom, and by what means were you consulted? If consulted, in relation to which students were you consulted and what advice did you provide?

I was not consulted in relation to the transition arrangements as they related to the educational needs of students.

17. Outline and explain the transition arrangements as they related to the educational needs of the students, including who was responsible for developing and implementing such arrangements, and how the

students' educational needs were taken into consideration in developing and implementing transition arrangements.

I note that term 'transition arrangements' refers to the transition of BAC patients into alternative health care services.

I have now and so far as I can recall never had any knowledge of how the students' educational needs were taken into consideration in developing and implementing transition arrangements.

18. After the closure of the BAC, did (or do) you maintain contact or continue involvement, either personally or professionally, with any of the BAC patients, their families, friends or professionals who provide care or treatment to them? If so, please outline and explain the nature and extent of this contact and/or involvement.

I remain in professional contact with a number of BAC patients. These were the patients who remained enrolled as students in the BAC School after the closure of BAC. This contact occurs almost every school day.

I remain in professional contact with a number of parents of BAC patients. These are the parents of patients who are enrolled as students in the BAC School. This contact occurs infrequently, perhaps once a month.

As far as I can recall I have had no professional contact with the friends of BAC patients.

I remain in professional contact with a number of clinical professionals who provided treatment to the BAC patients. These are the clinical professionals who are involved with patients seeking enrolment in the BAC School at Tennyson. This contact occurs infrequently, perhaps once every six months.

I remain in personal contact with a number of past BAC patients. I usually see them in a social context. This occurs rarely, perhaps once a year.

As far as I can recall I have had no personal contact with parents of BAC patients.

As far as I can recall I have had no personal contact with the friends of BAC patients.

I remain in personal contact with a number of clinical professionals who provided treatment to the BAC patients. I usually see them in a social context. This occurs infrequently, perhaps once every six months.

Impact of the closure decision on BAC School

19. Outline and explain the circumstances in which you became aware that the BAC School would be relocating rather than closing, including

on or about what date, by whom, and by what means you were informed.

As far as I can recall it was in a school meeting with the Assistant Regional Director Special Schools sometime in November 2013.

20. After becoming aware of the closure decision but before you became aware that the BAC School would be relocating rather than closing, what was your understanding about the future of the BAC School and on what basis did you form this understanding?

My understanding was that the BAC school would close as well as the BAC at Wacol at approximately the same time.

As far as I can recall this understanding was based on information given by Sharon Kelly, health executive from West Moreton region in a meeting at the BAC with school staff sometime in August or September 2013.

21. After the announcement of the closure decision, were arrangements made for the continuation of your employment at the BAC School? If so, what were the arrangements, when were they made and by who? Were you consulted and/or how were the arrangements communicated to you?

I have had no knowledge of any such arrangements being made, or communicated to me, after the announcement of the closure decision in August 2013. No date for the closure was announced in August 2013. The BAC School carried on as normal after that announcement. Please see 22 and 25 below for the later developments.

22. After the announcement of the closure decision and before the closure of the BAC in January 2014, was support offered or provided to you? If so, when was it offered or provided and who offered or provided it? Did you feel supported?

After the announcement of the closure decision but before the closure of the BAC support was offered to me.

I was offered support in the many meetings with the Assistant Regional Director Special Schools that took place in the second half of the year in 2013. We were told that we were permanent employees and our employment would continue, but we were not told where or in what capacity.

I felt very supported.

23. To your knowledge, were there any management decisions, made as a result of the intention to close the BAC, which impacted upon the day-to-day operation of the BAC School? For example, changes to staffing arrangements, or changes to the educational program. If so, outline and explain any such decisions, including on or about what date it was made, by whom, how it was communicated, and what reasons were given.

I am not aware of any management decisions which impacted upon the day-to-day operation of the BAC School at Wacol.

Relocation of the BAC School to Yeronga

24. Did you have any involvement in the decision to relocate the BAC School to Yeronga? If so, please outline and explain;

- a) The nature and extent of your involvement;**
- b) Who else was involved in the decision;**
- c) Why Yeronga was chosen as the relocation site.**

I had no involvement in the decision to relocate the BAC School to Yeronga.

25. If you did not have any involvement in the decision to relocate the BAC School to Yeronga, outline and explain the circumstances in which you became aware of the relocation, including on or about what date, by whom and by what means you were informed about the relocation, and any reasons given.

As far as I can recall the circumstances in which I became aware of the relocation was in a meeting

This meeting was held with the Assistant Regional Director Special Schools towards the end of 2013.

School staff were informed that Yeronga was to be the new location of the BAC School because Yeronga had a number of Year 7 rooms that would not be used until 2015.

26. Outline and explain the reporting structure at the BAC School at Yeronga, with reference to both position titles and the names of the persons holding those positions including;

- a) to whom you reported and who reported to you;**

My understanding of the reporting structure at the BAC School at Yeronga was that teachers, teacher aides and ancillary staff reported to the principal, Mr Kevin Rogers, who in turn reported to the Assistant Regional Director Special Schools, Mr Peter Blatch.

b) Any change that occurred to that reporting structure, including the reasons for and timing of any such change.

As far as I can recall, a change occurred towards the middle of 2014 when I began reporting to the Acting Principal, Mrs Debbie Rankin at BAC School at Yeronga.

The reason for this change was that the previous principal, Mr Kevin Rogers, went on extended [REDACTED]

27. Describe the educational program and services at the BAC School at Yeronga, including;

a) The enrolment criteria for students;

I do not recall any enrolment criteria.

I recall being advised by the Assistant Regional Director Special Schools not to enrol any new students in a meeting with school staff early in 2014.

b) The educational curriculum and activities;

The curriculum at BAC School Yeronga was substantially the same as at the BAC School at Wacol.

The curriculum included but was not limited to; English, Maths, Science, Home Economics, Graphics and Design, History, Drama and Physical Education.

Activities included but were not limited to; excursions, Kitchen Garden projects, special event days and Smart Moves during the mornings (a daily exercise program).

c) Whether clinical staff were employed, and (if so) the nature and extent of their involvement;

The only such clinical staff of which I am aware of is the one school nurse as discussed in the following paragraphs.

During the first semester of 2014 a school nurse was employed. He was a nurse that was previously employed at BAC at Wacol during the period leading up to the closure.

The nurse helped assess the mood of the students each day and judged whether they were able to attend school safely.

The nurse also helped liaise with external care providers and arranged transport for some students to and from school on occasion.

d) The nature and extent of the engagement of external professionals providing care and treatment to the students;

I understand by 'engagement' that it means 'engagement by the school'.

To the best of my knowledge the school did not engage any external professionals providing care and treatment to the students. (In the sense that engaged meant employed or contracted by the school)

To the best of my knowledge the school staff communicated with the clinical professionals otherwise engaged providing care and treatment of the students in order to better understand if it is safe for the student to attend the school.

The extent of this communication was generally weekly but could be daily at times.

e) The nature and extent of the involvement of students' families;

The nature of involvement of students' families in the educational program at the BAC School at Yeronga consisted of supporting their adolescent during their education at the School. This included but was not limited to;

- Contributing to students' education plans; and
- Becoming involved in the Barrett Adolescent Special School Parents & Citizens Association.

The extent of involvement of students' families in the educational program at the BAC School at Yeronga consisted of but was not limited to;

- Families attending student performances;
- Families communicating with education staff by emails or phone calls; and
- Families attending special activities and event days such as fairs, student performances and celebrations of achievement.

f) Whether the educational program was tailored to individual students and, if so, how was it tailored and the structures in place to develop tailored programs.

The education program was tailored to individual students in much the same way as it was tailored at the BAC School at Wacol.

Most aspects of the educational program were tailored to individual students, especially the key learning areas of English, Maths and Science.

The educational program was tailored by taking into account the needs and wishes of the individual student and their families, carers and clinical staff.

The structures in place to develop tailored programs included but were not limited to;

- Meetings with students to discuss their educational and vocational options; and
- Meetings with students' parents and carers to discuss their ideas for the student's academic or employment future.

28. Describe the cohort of students enrolled at the BAC School at Yeronga.

As far as I can recall there were approximately ten students enrolled at the BAC School at Yeronga.

The students at Yeronga were the students from Wacol who lived close enough to keep attending the BAC School.

They were students suffering mental health issues who were unable to attend mainstream schooling.

I did observe that some of the students were more upset in 2014 than they were in 2013.

29. How do the educational programs and services provided at the BAC School at Yeronga compare to or differ from those provided at the BAC School at Wacol?

The educational programs remained largely the same.

The main difference was our inability to replace our Music teacher and our TAFE teacher.

Our Music program was then adjusted to provide instruction once a month.

School staff decided in a meeting held early in 2014 that our TAFE Construction course would not be suitable at this new location.

30. How many BAC patients who were students at the BAC School at Wacol were transitioned to the BAC School at Yeronga? To your knowledge, what arrangements were made for those BAC patients, who had been students at the BAC School at Wacol, who did not transition to the BAC School at Yeronga?

As far as I can recall there were approximately ten BAC patients who were students at the BAC School at Wacol who were transitioned to the BAC School at Yeronga.

I have no knowledge of any arrangements made for those BAC patients who had been students at the BAC School at Wacol who did not transition to the BAC School at Yeronga.

Subsequent relocation of the BAC School to Tennyson

31. Did you have any involvement in the decision to relocate the BAC School to Tennyson? If so, please outline and explain;

- a) The nature and extent of your involvement;**
- b) Who else was involved in the decision;**
- c) Why Yeronga (sic) was chosen as the relocation site.**

I had no involvement in the decision to relocate the BAC School to Tennyson.

32. If you did not have any involvement in the decision to relocate the BAC School to Tennyson, outline and explain the circumstances in which you became aware of the relocation, including on or about what date, by whom and by what means you were informed about the relocation, and any reasons given.

As far as I can recall the circumstances in which I became aware of the relocation was in a meeting was held with the Assistant Regional Director Special Schools towards the end of 2014 with school staff.

At the meeting I was told of a number of options that were being considered and that Tennyson was the favoured option.

The reason given for Tennyson being the favoured option was that the model of the current Tennyson School was being re-developed.

33. Outline and explain the reporting structure at the BAC School at Yeronga (sic), with reference to both position titles and the names of the persons holding those positions including;

a) to whom you reported and who reported to you;

My understanding of the reporting structure at the BAC School at Tennyson was that teachers, teacher aides and ancillary staff reported to the acting principal, Mrs Debbie Rankin, who in turn reported to the Special Schools Assistant Director, Mrs Jenny Hart.

b) Any change that occurred to that reporting structure, including the reasons for and timing of any such change.

To the best of my knowledge there was no change in the reporting structure.

34. Describe the educational program and services at the BAC School at Tennyson, including;

a) The enrolment criteria for students;

As I recall, the school staff, the acting principal, senior guidance officers and the Special School Assistant Director, Mrs Jenny Hart, developed enrolment criteria during 2015 that included the following requirements;

- The student must have a diagnosed mental health issue;
- The student must be enrolled in a state high school;
- The student must be seeing a health care professional or agency; and
- The student must not have a history of violent or threatening behaviours.

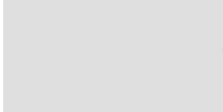
b) The educational curriculum and activities;

The curriculum at BAC School Tennyson included but were not limited to; English, Maths, Science, Home Economics, Graphics and Design, History, Drama and Physical Education.

Activities included but were not limited to; excursions, Kitchen Garden projects, special event days and Smart Moves during the mornings (a daily exercise program).

c) Whether clinical staff were employed, and (if so) the nature and extent of their involvement;


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I understand that employed means employed by school I have no knowledge of any clinical staff being so employed (or engaged as contractors).

d) The nature and extent of the engagement of external professionals providing care and treatment to the students;

I understand by 'engagement' that it means 'engagement by the school'.

To the best of my knowledge the school did not engage any external professionals providing care and treatment to the students.

To the best of my knowledge the school staff communicated with the clinical professionals providing care and treatment of the students in order to better understand if it is safe for the student to attend the school.

The extent of this communication is generally weekly but can be daily at times.

e) The nature and extent of the involvement of students' families;

The nature of involvement of students' families in the educational program at the BAC School at Tennyson consists of supporting their adolescent during their education at the School. This includes but is not limited to;

- Contributing to students' education plans; and
- Becoming involved in the Barrett Adolescent Special School Parents & Citizens Association.

The extent of involvement of students' families in the educational program at the BAC School at Tennyson consists of but is not limited to;

- Families attending student performances;
- Families communicating with education staff by emails or phone calls; and
- Families attending special activities and event days such as fairs, student performances and celebrations of achievement.

f) Whether the educational program was tailored to individual students and, if so, how was it tailored and the structures in place to develop tailored programs.

The education program at BAC School at Tennyson was tailored to individual students in substantially the same way as at the BAC School at Yeronga.

Most aspects of the educational program were tailored to individual students, especially the key learning areas of English, Maths and Science.

The educational program was tailored by taking into account the needs and wishes of the individual student and their families, carers and clinical staff.

The structures in place to develop tailored programs included but were not limited to;

- Meetings with students to discuss their educational and vocational options; and
- Meetings with students' parents and carers to discuss their ideas for the student's academic or employment future.

35. Describe the student cohort at the BAC School at Tennyson.

To the best of my knowledge there were approximately 17 students enrolled at the BAC School at Tennyson in 2015.

The students at Tennyson have had a history of school refusal.

The students are under a mental health care plan.

Many of the students have had a diagnosis of anxiety and/or depression.

36. How do the educational programs and services provided at the BAC School at Tennyson compare to or differ from those provided at the BAC School at Wacol?

The educational programs provided at the BAC School at Tennyson remain largely the same as those provided at the BAC School at Wacol.

The BAC School at Tennyson offers educational programs in English, Maths, Science, Information Technology, Home Economics, Graphs and Design, History, Music, Drama and Physical Education in much the same way as the program was offered at the BAC School at Wacol.

To the best of my knowledge the services provided at the BAC School at Tennyson are considerably less than those provided at the BAC School at Wacol.

The services offered at the BAC School at Wacol by the health department included but were not limited to;

- Nurse counselling;
- Individual therapy by psychologists;
- Speech therapy;

- Mental health care plans; and
- Social worker assistance.

These services were not provided at the BAC School at Tennyson.

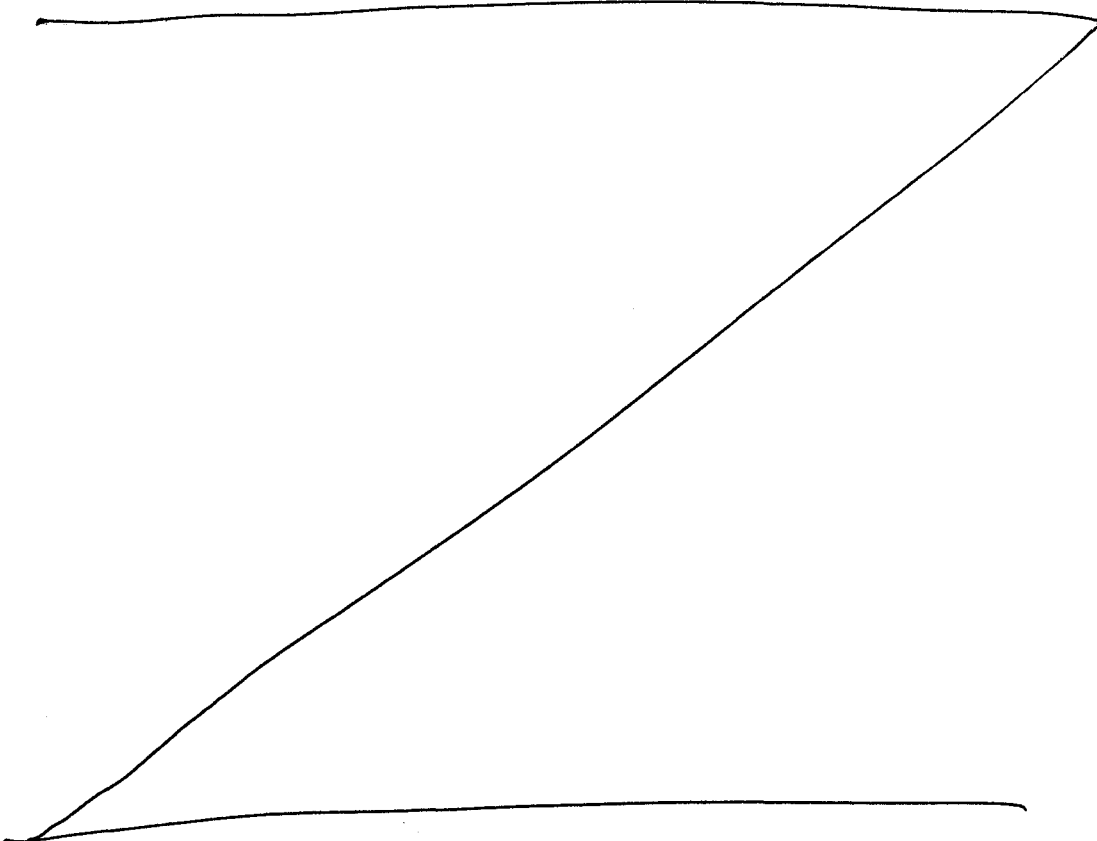
General

37. Outline and explain any other information and/or knowledge, and the source of that knowledge, that you have relevant to the Commission's Terms of Reference.

To the best of my knowledge I have no other information or knowledge relevant to the Commission's terms of Reference.

38. Identify and exhibit all documents in your custody or control that are referred to in your witness statement.


1. Copy of Diploma In Education referred to in Section 1, and marked "A".



And I make this solemn declaration conscientiously believing the same to be true, and by virtue of the provisions of the Oaths Act 1867.

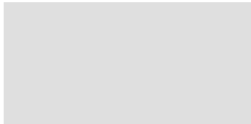

Declarer

Taken and declared before me at Brisbane this eleventh
day of January 2016, before me.


~~Solicitor/Justice of the Peace/Commissioner for Declarations~~

(A.E. Knott, Solicitor)


Stephen Marriott


~~Solicitor / Justice of the Peace /
Commissioner for Declarations~~

"A"



In the name of the Senate and by the authority
of the same be it known that

Stephen Marriott

having fulfilled all the requirements and having
passed all the examinations prescribed by the
by-laws has been this day awarded a

Diploma in Education

and to all the privileges attached
to the same by Royal Charter in token whereof
the Senate has authorized the Corporate Seal
of the University to be hereunto affixed.

[Redacted]
Vice-Chancellor and Principal

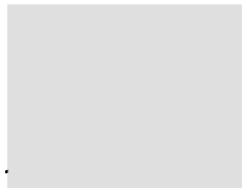
[Redacted]
Chairman of the Board of Studies in Education

Dated this second day of February
One thousand nine hundred and eighty-one

[Redacted]
Acting Registrar

"A"

This is the copy of Diploma in Education
marked "A" referred to in sections 1 and 38
of the Declaration by STEPHAN MARRIOTT
made the eleventh day of January 2016.



(Stephan Marriott)

(A.E. Knott, Solicitor)