

**Oaths Act 1867****Statutory Declaration****QUEENSLAND  
TO WIT****SUPPLEMENTARY STATUTORY DECLARATION**

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

I provide this supplementary statutory declaration in response to the Requirement to give further information in a supplementary written statement to the Barrett Adolescent Centre Commission of Inquiry dated 3 February 2016.

My responses are numbered according to the question numbers provided in that Notice. Other references to "questions" are to those in the Notice to Provide a Written Statement dated 11 December 2015.

**Involvement with the BAC School (*Further to question 3*)**

1. In response to question 3.b) you list one of your duties and responsibilities as "***co-ordinating matters of common interest with our sister school the Lady Cilento Children/s Hospital School.***"

(a) To which BAC School are you referring, i.e. the one located at Wacol, Yeronga or Tennyson?

I am referring to the BAC School at Tennyson.

(b) To your knowledge, what service does the Lady Cilento Children's Hospital School provide?

As far as I am aware, the Lady Cilento Children's Hospital School provides educational instruction for children who are inpatients at the hospital.

**(c) What matters of common interest does the BAC School have with the Lady Cilento Children's Hospital School?**

The areas of common interest of which I am aware between the BAC School and the Lady Cilento Children's Hospital School (**Lady Cilento School**) include but are not limited to:

- (a) students with mental health issues who are admitted to the Lady Cilento Children's Hospital for short term stays. Some students are identified as possibly benefitting from a referral to BAC at Tennyson;
- (b) in-service training;
- (c) crisis management;
- (d) implementation of the Australian curriculum; and
- (e) other knowledge and practices.

I am aware that the BAC School principal would talk to the Lady Cilento School principal about various education matters. On one occasion I accompanied the BAC School principal to meet the Lady Cilento School principal to discuss the implementation of the Australian curriculum, and specifically, how the BAC School could learn from how the Lady Cilento School had done this.

I also attended in-service training provided by Lady Cilento School staff on non-violent crisis intervention.

The BAC School received   


**(f) When did the BAC School and the Lady Cilento Children's Hospital School commence coordinating matters of common interest?**

To the best of my knowledge this happened at the beginning of 2015.

**2. Further to question 3.c, have you ever acted in another position within the BAC School? If so, when and why?**

I acted in the position of Principal at the BAC School at Wacol on a number of occasions. As far as I can recall, I was Acting Principal on three occasions, each for a short duration of 4 weeks or less. To the best of my knowledge these acting positions occurred in the years 2006, 2010 and 2011. The reason I was acting in this role was that the Principal took leave at these times.

I was also acting in the position of Principal of the BAC School at Tennyson for 3 weeks during the beginning of semester 2 2015 (13th July - 31st July) when the Principal took leave.

During the periods in which I was Acting Principal, I occupied the role as a 'caretaker principal'. I was not responsible for making decisions about the operation or management of the BAC School, except in this limited capacity.

In the most recent period acting in the role of principal, I had to provide information to the Department of Education in relation to the Commission of Inquiry.

**Relationship between clinical and educational staff (*Further to question 6*)**

3. In response to question 6 you describe a collaborative and conducive working relationship between clinical and educational staff. After the announcement of the closure decision, was there any deterioration in the relationship between clinical and educational staff? If so, please describe the deterioration, the reasons for it and provide examples.

I believe there was some deterioration in the working relationship between clinical staff and education staff after the announcement of the closure decision. I noticed this gradually take place following the announcement. A number of permanent staff left for other jobs after the announcement.

The nature of the deterioration revolved around long-established procedures not being carried out or carried out haphazardly.

I observed that long established procedures of operation began to break down, and day to day things would not be done or would be done late or forgotten.

Some examples include but are not limited to:

- a nurse not being present at school when students were in class as required for mental health issues that could arise,
- afternoon handover meetings between teachers and nurses where teachers would inform health staff of any issues that impacted the students during the day did not take place; and
- nurses would not always be available to accompany school excursions as required by procedures.

I believe this happened because of the loss of permanent health staff and the employment of new casual nurses who were unfamiliar with BAC procedures. The lack of knowledge of the new staff had an impact on the previously well-functioning relationship between education and clinical

staff. These casual nurses were not as familiar with the ward procedures and so smooth running was hampered.

**Closure decision and date (*Further to question 11*)**

**4. In response to question 11.a) you say, "*I was informed in early August 2013 in a meeting with Dr Anne Brennan and Dr Elizabeth Hoen.*"**

**(a) Who organised this meeting?**

As far as I can recall Dr Brennan and Dr Hoen organised the meeting.

**(b) What was the purpose of this meeting?**

To the best of my knowledge it was to inform education staff of the BAC director's suspension and the process of closing the centre. Dr Brennan and Dr Hoen did not give a reason why the BAC was to be closed.

**(c) Who else attended this meeting?**

I believe it was for education staff only. I recall that other education staff who were present included Kev Rogers, Debbie Rankin, Janine Armitage, Elayne Raison, and Darren Bate.

**(d) Were minutes of this meeting taken? If yes, provide a copy of the minutes.**

I am unaware of any minutes being taken.

**5. In response to question 11.b) you say, "*This reason was given at another meeting I attended sometime in August 2013 with Sharon Kelly ...*"**

**(a) Who organised this meeting?**

Sharon Kelly.

**(b) What was the purpose of this meeting?**

As far as I can recall it was to give the reason for the closure decision.

**(c) Who else attended this meeting?**

To the best of my knowledge this was a whole of staff meeting which included all nursing staff, school staff and allied health staff.

**(d) Were minutes of this meeting taken? If yes, provide a copy of the minutes.**

I am unaware of any minutes being taken.

**Impact of the closure decision on BAC School (*Further to questions 19, 20, 22 and 23*)**

**6. In response to question 19 you say, "*It was in a school meeting with the Assistant Regional Director Special Schools sometime in November 2013.*"**

**(a) Who organised this meeting?**

The Assistant Regional Director Special Schools, Peter Blatch.

**(b) What was the purpose of this meeting?**

To outline various sites to which the school could relocate.

**(c) Who else attended this meeting?**

I recall that other education staff who were present included Kev Rogers, Debbie Rankin, Janine Armitage, Elayne Raison, and Darren Bate.

**(d) Were minutes of this meeting taken? If yes, provide a copy of the minutes.**

I am unaware of any minutes being taken.

**7. In response to question 20 you say, "*This information was based on information given by Sharon Kelly ... in a meeting at the BAC with school staff sometime in August or September 2013.*"**

**(a) Is this the same meeting as referred to in response to question 11.b)?**

As far as I can recall it was in the same meeting as referred to in response to question 11.b).

- (b) If not,
- (i) Who organised this meeting?
  - (ii) What was the purpose of this meeting?
  - (iii) Who else attended this meeting?
  - (iv) Were minutes of this meeting taken? If yes, provide a copy of the minutes.

Not applicable.

8. In response to question 22 you say, "*The many meetings with the Assistant Regional Director Special Schools that took place in the second half of the year in 2013.*"

- (a) Who organised these meetings?

The Assistant Regional Director Special Schools.

- (b) What was the purpose of these meetings?

To discuss the future of the school, to outline staff options regarding future placement, to consider various alternative sites for the school, and finally, to organise moving details to Yeronga.

- (c) Who else attended these meetings?

Education staff attended these meetings. I recall that other education staff who were present included Kev Rogers, Debbie Rankin, Janine Armitage, Elayne Raison, Darren Bate, and Sue Cassidy.

- (d) Were minutes of these meetings taken? If yes, provide a copy of the minutes.

I am unaware of any minutes being taken.

**9. What (if any) effect did you observe the announcement of the decision to close the BAC, and the anticipation of patients being transitioned out of the BAC by the closure date, have on the students, their parents and the staff of the BAC School at Wacol? I.e. student engagement, parental concerns, staff stress levels.**

I observed that the announcement of the decision to close the BAC at Wacol had an effect upon students' engagement levels. This included, but is not limited to, the following:

I directly observed:

- students crying for hours in the middle of the day;
- students unable to concentrate in class;
- students voicing concerns over their future care, how the transition would take place and whether or not there would be enough support.

The effects upon students were also reported to me by clinical staff. This included:

- nursing staff reporting students crying; as reported by nursing staff when asked about students' absences,
- nursing staff reporting in morning handover meetings that students were unable to get to sleep at night and consequently unable to make it to classrooms; and
- nursing staff reporting an increase in anxiety and stress-related symptoms.

I observed that the announcement of the decision to close the BAC at Wacol had an effect upon parents of students at the BAC School. This included, but is not limited to, parents ringing me at the BAC School at Wacol asking if their adolescent could still attend after the Centre had closed.

The effects upon parents were also reported to me by other teaching staff and clinical staff. This included, but is not limited to:

- parents ringing other teachers at the BAC School at Wacol asking if their adolescent could still attend after the Centre had closed;
- the Principal reported to teaching staff that parents had been contacting the school wanting to discuss their worries over clinical matters. The Principal told the teaching staff that he had advised the parents that they would have to speak to health staff and parents stated that they were confused by the information; and
- nursing staff reported in case conferences that parents were becoming angry that they felt they had not been given enough time or support to take their adolescent back into their care and were angry about the transition process.

I observed that the announcement of the decision to close the BAC at Wacol had an effect upon staff stress levels at BAC School. This included, but is not limited to, the following:

I directly observed:

- staff found crying at work on multiple occasions;
- staff reporting memory problems; and
- staff disclosing difficulties sleeping at night.

I observed that the anticipation of patients being transitioned out of the BAC by the closure date had an effect upon students' engagement levels. This included, but is not limited to, the following:

I directly observed:

- students crying for hours in the middle of the day;
- students unable to concentrate in class;
- students voicing concerns over their future care, how the transition would take place and whether or not there would be enough support.

The effects upon students were also reported to me by clinical staff. This included:

- nursing staff reporting students crying; as reported by nursing staff when asked about students' absences,
- nursing staff reporting in morning handover meetings that students were unable to get to sleep at night and consequently unable to make it to classrooms; and
- nursing staff reporting an increase in anxiety and stress-related symptoms.

I observed that the anticipation of patients being transitioned out of the BAC by the closure date had an effect upon parents of students at BAC School. This included, but is not limited to, parents ringing me at the BAC School at Wacol asking if their adolescent could still attend after the Centre had closed.

The effects upon parents were also reported to me by other teaching staff and clinical staff. This included, but is not limited to:

- parents ringing other teachers at the BAC School at Wacol asking if their adolescent could still attend after the Centre had closed;
- the Principal reported to teaching staff that parents had been contacting the school wanting to discuss their worries over clinical matters. The Principal told the teaching staff



that he had advised the parents that they would have to speak to health staff and parents stated that they were confused by the information; and

- nursing staff reported in case conferences that parents were becoming angry that they felt they had not been given enough time or support to take their adolescent back into their care and were angry about transition process.

I observed that the anticipation of patients being transitioned out of the BAC by the closure date had an effect upon staff stress levels. This included, but is not limited to, the following:

I directly observed:

- staff found crying at work on multiple occasions;
- staff reporting memory problems; and
- staff disclosing difficulties sleeping at night.

As the transition period went on, with the increasing concerns of parents and students, I experienced an increase in worry, and I observed this in other staff as well. I discussed this experience with other staff.

**(a) What (if anything) was done to address these effects, and who was involved?**

In response to the effects upon students, I was required to direct each student to talk to their case coordinator, a nurse, who was responsible for looking after management issues.

I am unaware of what clinical staff did to address the effects upon students.

I am aware that the BAC School Principal referred parents to clinical staff where appropriate.

I am unaware of what else was done to address the effects upon parents.

I can recall school staff being offered counselling services through the Department of Education.

**(b) Did you communicate these effects to anyone? If so, to who, when and how?**

I can recall outlining the students' moods and affects to nursing staff during my observations of them in classes.

I cannot recall with which particular nursing staff I communicated, nor can I recall when I did so.

As far as I am aware I would have communicated my student observations in lunchtime meetings or case conferences, which took place weekly with Health staff, School staff and Allied Health staff or intensive case work-ups, which took place roughly every six weeks with Health staff, School staff and Allied Health staff.

I can recall parent concerns and issues being raised in case conferences and intensive case work-ups.

As far as I can recall I spoke to the Principal about various staff stress levels in a number of informal meetings during the time after the closure decision but before the closure date.

I recall that I mentioned concerns about various staff to the Principal and that the Principal acknowledged my concerns. Discussions took place regarding what options were appropriate to assist, including counselling and taking time off work.

**Relocation of the BAC School to Yeronga (*Further to questions 25J 27 and 29*)**

**10. In response to question 25 you say "*This meeting was held with the Assistant Regional Director Special Schools towards the end of 2013.*"**

**(a) Who organised this meeting?**

The Assistant Regional Director Special Schools.

**(b) What was the purpose of this meeting?**

To inform education staff of the relocation of the BAC School at Wacol to Yeronga.

**(c) Who else attended this meeting?**

I recall that other education staff who were present included Kev Rogers, Debbie Rankin, Janine Armitage, Elayne Raison, Darren Bate, and Sue Cassidy.

**(d) Were minutes of this meeting taken? If yes provide a copy of the minutes.**

I am unaware of any minutes being taken.

11. In response to question 27.c) you say "*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*".

(a) What was the nurse's name?

Liam Huxtor.

(b) What was his position title at the BAC School at Yeronga?

As far as I was aware he was employed as a school nurse.

(c) How many hours did the nurse work at the BAC School at Yeronga?

I am unsure of his exact hours but I am aware that he was present each school day for the whole day.

(d) To your knowledge what experience and qualifications did the nurse have?

I recall that he was a nurse at BAC at Wacol for a number of months before the closure. He had knowledge of the former patients at BAC Wacol who then attended the BAC School at Yeronga.

I am unfamiliar with any particular qualifications he may have had.

12. Please respond to question 29 in relation to services. (See for example your response to question 36 in relation to Tennyson.) If the services were reduced how did this affect the students?

I do not understand there to be any distinction between 'educational programs' and 'educational services'.

As far as I can recall the educational programs or educational services provided at BAC School Yeronga were remained largely the same.

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

Regarding a reduction in services, I refer to my previous response to question 36 which addressed my observations of a reduction in clinical services at Tennyson. My observations of clinical services provided at Yeronga are the same as my observations of those services at Tennyson.

I observed that the services offered at Yeronga did not include:

- Nurse counselling;
- Individual therapy by psychologists;
- Speech therapy;
- Mental health care plans; and
- Social worker assistance.

I believe the reduction in these services hampered the students' opportunity to find employment or go on to tertiary education. The students who were at the BAC School at Yeronga appeared to be trying to cope with the upheaval in their lives that the closure decision seemed to cause.

**Relocation of the BAC School to Tennyson (*Further to question 36*)**

**13. In response to question 36 you list a number of services that the Department of Health offered at the BAC School at Wacol which are not offered at the BAC School at Tennyson. How did this reduction in services affect the students?**

I believe that some of the students were able to access some of these services privately with help from their parents, carers or Non-Government Care providers.

The majority of students did suffer from a reduction in the Health Department services offered at BAC School at Tennyson, which were considerably less than the services offered when the BAC School was at Wacol.

I observed the effects of this reduction to include greater absenteeism, an unwillingness to discuss post-school options, an inability to concentrate in class and a reversion to behaviours that were common upon their initial admission to the Barrett Adolescent Centre at Wacol.

**14. Describe briefly your experience and observations of the operation and management of the BAC School during the time of your employment at the BAC School at Wacol.**

As far as I can recall my experience of the operation of the BAC School at Wacol was one of a well-resourced and student-focused facility.

The management of the BAC School at Wacol was of a team approach, working closely with parents, carers, Health and Allied Health staff seeking the best outcomes for the adolescents enrolled with us.

**15. Elaborate upon your experience and observations of the operation and management of the BAC School from the announcement of the closure decision until the BAC closed.**


As I recall the operation of the BAC School at Wacol after the closure decision deviated little from previous years. Education staff still had the resources they needed to help the adolescents and were still committed to getting the best outcomes for each student enrolled in the school.

The management of the school was hampered somewhat following the announcement of the closure decision because of the departure of permanent staff and the influx of new nursing staff who did not have a strong connection to the BAC facility and were unaware of how closely Health and Education had been working over the years. This meant that time and effort had to be put in to build relationships with nursing staff whose contracts, for the most part, would be terminated when the centre closed.

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, Qld this tenth  
day of February 2016, before me.

 Hilary Frances Uhr  
Solicitor/Justice of the Peace/Commissioner for Declarations