



# Claremont Special School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Claremont State Special School is situated in Ipswich Queensland. The school plays an important role in the community by providing an educational program for students with special educational needs who require an individualised curriculum program differentiated to meet their specific learning and teaching needs. The school caters for students 5 to 17 years of age who have an intellectual disability as the primary disability. In addition to this, the students may have additional disabilities including an Autistic Spectrum Disorder, a hearing impairment, a visual impairment and/or a physical impairment.

The core values of the school promote dignity, respect for diversity, independence in learning and life skills, high expectations of all, open and honest communication, lifelong learning and professionalism. Claremont State Special School community is committed to students being able to demonstrate: life skills, functional academics and socially acceptable behaviour in order to access the services and resources within the community and to pursue positive, successful life choices. The school achieves its mission through a **RICH** environment which promotes **R**espect, **I**ndependence, **C**ommunication and **H**igh Self Esteem. We celebrate the achievement and personal growth of students, teachers and parents. We build and create job satisfaction and enjoyment through working productively, positively and responsibly as a team.

Claremont State Special School is a Positive Behaviour for Learning Community. School expectations include: I CAN LEARN, I AM SAFE, I AM RESPONSIBLE, I AM RESPECTFUL.

The school curriculum addresses the early, middle and senior phases of learning. The junior school curriculum program is based on the Australian Curriculum in English, maths, and science, and the Early Years Curriculum Guidelines. Individual programs are enhanced by a music therapist, Speech Language Pathologist, Physiotherapist and Occupational Therapist input. The focus of the program is communication and literacy, numeracy, health and physical wellbeing, social and emotional competence, positive disposition to learning and active learning processes.

The middle school curriculum is based on the Australian Curriculum in English, history, maths, science, health, HPE and the Arts. Individualised programs are enhanced by therapist and Physical Education Teacher input. Active and authentic engagement in learning is a priority for all students.

The senior phase of learning involves students in the transition process to adult life and work. Teaching and learning focuses on literacy and numeracy skills, Certificate 1 in Access to Vocational Pathways, Hospitality and Agrifoods, Active Volunteering, and School based traineeships in hospitality and retail. ASDAN Certificates are provided to students who require ongoing learning. Students engage in work experience and developing multiple pathways and flexibility between pathways. Staff work with families and professionals to develop a Senior Education Transition Plan and PATH to cater for specific individualised learning goals or post school/career options for each student.

Students participate in Community Access Programs to reinforce and generalise the explicit teaching of functional academics and life skills.

Extracurricula programs include music therapy, drumming, sports, art, Stephanie Alexander Kitchen Garden program and interschool sporting activities. Community input and partnerships with local business and service organisations is valued, and an essential component of the Claremont State Special School Community.

**Our moral purpose: is to ensure every student at Claremont is afforded with every opportunity to succeed, reach their potential, and successfully transition to post school life as confident, respectful, individuals who can communicate to the best of their ability across a variety of contexts.**

## Principal's Forward

### Introduction

The Annual School Report for Claremont Special School provides information and data to inform the current and future parent community, and the broader school community of the progress and achievements accomplished during 2016 towards improving the teaching and learning outcomes of all students.

### School Progress towards its goals in 2016

GOALS	PROGRESS
<ul style="list-style-type: none"><li>Curriculum- continue to implement and embed the Australian Curriculum in English, Math, Science, History, Geography and HPE</li></ul>	<b>Achieved</b>
<ul style="list-style-type: none"><li>Pedagogy- embed Pedagogical Framework aligned to Australian National Professional Standards</li></ul>	<b>Achieved</b>

<ul style="list-style-type: none"> <li>• Trial and implement researched based Numeracy program and finalise school framework</li> </ul>	<b>Ongoing</b>
<ul style="list-style-type: none"> <li>• Literacy- continue to enhance teacher pedagogy in Four Blocks Literacy Model</li> </ul>	<b>Achieved</b>
<ul style="list-style-type: none"> <li>• Communication- implement research based pedagogy in augmentative communication for students who are non-verbal or who have poor receptive and expressive communication skills.</li> </ul>	<b>Ongoing</b>
<ul style="list-style-type: none"> <li>• Continued implementation of School Wide Positive Behaviour Support across the school community with a focus on tier 2 practices and social skills program</li> </ul>	<b>Achieved</b>
<ul style="list-style-type: none"> <li>• Personal Development Program- alignment with Australian Curriculum HPE, Daniel Morcombe Curriculum and Family Planning Queensland across all sectors of the school.</li> </ul>	<b>Ongoing</b>
<ul style="list-style-type: none"> <li>• Embedding VET programs across the senior school including Certificate courses including Agrifoods, Hospitality, Access to Pathways and ASDAN resources for students not achieving certificate courses</li> </ul>	<b>Achieved</b>

## Future Outlook: School Improvement Priorities 2017

### NUMERACY

Strategy: Embed evidenced-based numeracy program across the school.		
Actions	Targets	Timelines
Implement RoleM across the school through explicit teaching, professional learning, coaching and feedback processes	Effective numeracy practices observable across school	2017
Collaborate with RoleM consultant/PLC to finalise whole school numeracy framework aligned to Australian Mathematics Curriculum Achievement Standards and Content Standards	EB Numeracy framework completed	2017
Strategy: Embed effective data collection processes and analysis to inform planning, teaching and ICP development.		
Implement diagnostic data collection processes aligned with Whole School Data, Assessment and Reporting Plan	Student data captured as per assessment schedule.	Term 1, 3 and 4
Analyse data to inform development of semester Mathematics Teaching Guides and Units of Work (General Capabilities)	Teaching guides /Units developed and aligned to AS and CD	Term 1 and Term 3
Engage teachers in data discussion and data analysis to inform ICP development, unit planning and teaching sequence.	Teachers engage in 1:1, and sector data discussions.	Term 1 and Term 3
Represent school data on numeracy data wall	Data wall represents student achievement	Ongoing
Strategy: Build teacher instructional skills through mentoring, coaching and feedback processes.		
Provide professional learning (PL) opportunities to staff to build instructional capacity in numeracy.	Staff participate in targeted and scheduled PL.	2017
Improve teacher Explicit Instruction (EI) practices through observation, modelling and feedback	Explicit instruction model informs numeracy lesson structure and delivery in classrooms.	ongoing
Provide teachers with explicit constructive feedback on RoleM teaching practices	Feedback informs teaching practice	ongoing
Strategy; Improve teacher capability to provide appropriate and effective feedback to students		
Collaborate, develop and implement effective student feedback processes to cater for student cohort	Student feedback practices embedded within numeracy teaching	2017
Improve teacher capability through targeted PL, observation, modelling and feedback.	Student feedback practices observable in classrooms	2017

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	108	25	83	11	91%
<b>2015*</b>	121	36	85	11	97%
<b>2016</b>	137	37	100	15	94%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Approximately one third of the population have an additional diagnosis of autism. Eight point five percent (9.1%) of students are indigenous. Seventy per cent (70.3%) of students are males. The school population is drawn from urban and rural communities and borders the proposed Ripley Town Development. All students are transported to school by parents or through the transport assistance scheme due to the limited public transport options available in the area. The individual learning needs, teaching and learning goals/priorities, and school curriculum directions inform the planning, teaching and assessment of the intended curriculum for each student.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	6	6
Year 4 – Year 7	7	7	6
Year 8 – Year 10	10	8	8
Year 11 – Year 12	9	9	9

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Evidence based pedagogies in communication (Intensive Interactions) literacy (Four Blocks and numeracy (RoleM)
- Strong communication focus with access to AAC strategies including iPads, PODD, PECS, Writing with Symbols, VODs
- Relevant, authentic, diagnostic tools and assessment practices
- Data driven student goals, curriculum planning and ICPs.

- Delivery of Certificate 1 in Access to Vocational Pathways, Certificate 1 Agrifoods, Certificate 1 Hospitality and ASDAN modules
- Personal development program inclusive of sexuality awareness and protective behaviours
- HPE programs inclusive of daily fitness activities, gymnastics, indoor cricket and soccer, touch football, swimming, horse-riding, athletics and interschool sporting carnivals
- Enhanced access to Information Technologies through the use of Interactive White Boards, iPads, access to the internet and classroom computers to improve student learning outcomes.

### Co-curricular Activities

- Music, School Choir, drumming
- SAKG program
- Inter school sports and carnivals
- Community based learning and Life skills
- School camps
- School captains and sport's captains
- School tuckshop delivered by hospitality students
- Sporting Schools
- Breakfast club
- Senior school formal

### How Information and Communication Technologies are used to Assist Learning

The integration of ICTs across the school curriculum is a key priority of teaching and improved student learning and outcomes. Teachers and students have access to IWBs in every classroom, wireless and cable internet, laptops, iPads, iPods and PCs. Adaptive software including Proloquo2go, Board-maker and Writing with Symbols, are used to support curriculum access. Teachers have engaged in Smart Board and iPad training to enhance their skills in the use of ICTs.

## Social Climate

### Overview

Excellence in teaching and learning enhanced through a supportive, safe school environment in which all students achieve their potential to function as valued members of society is the key priority of the Clarendon Special School Community. The social climate of the school is focused on achieving this goal through:

- Implementing the School Responsible Behaviour Plan for students to provide a safe environment
- Providing strong educational leadership by providing engaging and enriching programs
- A framework for supporting student behaviour by focussing on the needs of each individual through PB4L.
- The school expectations
- Maintaining effective partnerships with parents and carers
- Up-skilling of staff in PBS strategies, ESCM assisting in the provision of a whole school approach to supporting positive behaviour which promotes consistency across the school
- Effective data collection and analysis of student behaviour
- Encouraging students to self-manage their behaviour
- The school chaplaincy program.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	97%	95%
this is a good school (S2035)	100%	97%	95%
their child likes being at this school* (S2001)	90%	94%	95%
their child feels safe at this school* (S2002)	90%	97%	95%
their child's learning needs are being met at this school* (S2003)	95%	94%	93%
their child is making good progress at this school* (S2004)	95%	97%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	92%
teachers at this school motivate their child to learn* (S2007)	100%	97%	93%
teachers at this school treat students fairly* (S2008)	100%	97%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	92%
this school works with them to support their child's learning* (S2010)	100%	97%	90%
this school takes parents' opinions seriously* (S2011)	100%	94%	90%
student behaviour is well managed at this school* (S2012)	100%	97%	95%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	100%	97%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			
their school gives them opportunities to do interesting things* (S2047)			

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	94%	98%	97%
they receive useful feedback about their work at their school (S2071)	90%	100%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	92%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	98%	100%	98%
student behaviour is well managed at their school (S2074)	96%	100%	94%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	94%	96%	89%
their school takes staff opinions seriously (S2076)	96%	98%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	98%	93%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

- Active participation in the development of ICPs, SET Plans, PBS Plans, Health Plans and Education Support Plans for Students in Care, which are reviewed every 6 months
- Daily communication with parents through student communication books or engagement with parents who collect their child from school, emails, phone calls, class dojo and fortnightly newsletter
- Term Celebration days to celebrate student achievements and view student work
- Annual events including: Book Week, Queensland Day, Sports day, Day for Daniel, NAIDOC Week, Sporting Carnivals, P&C events, Senior Formal, Christmas Concert
- P and C membership, fundraising and contribution to school resources
- Classroom volunteers and volunteers for swimming, horse riding and sporting carnivals
- Contribution and consultation in school operations and strategic documents e.g. Annual Implementation Plan, QSR, Great Results
- Community engagement with local council, state member, work experience providers
- Networking with schools across the state to support capacity building in Balanced Literacy
- Supporting teachers in training through partnership with UQ, USQ and Griffith universities

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	2	6
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Solar panels assist in reduction of electricity consumption. Air conditioning is used in classrooms wisely however we do experience extreme weather conditions in the area. Water usage is monitored and electrical appliances are switched off when not in use. Water tanks were installed for watering of the gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	53,872	273
2014-2015	81,227	

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016		165

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	40	<5
Full-time Equivalent	30	28	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	1
Bachelor degree	23
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$58463.

The major professional development initiatives are as follows:

- Australian Curriculum; General Capabilities
- Intensive Interaction
- Pyramid education basic course in PECS
- Data analysis
- Literacy Intensive
- DPRP
- ICP
- PODD
- FBA, Tier 2 SWPBS
- Balanced Literacy
- RoleM Numeracy
- QASEL conference
- Fire safety training, Asbestos training, First Aid, CPR
- DET Mandatory training modules
- School based PD each Wednesday afternoon with a focus on curriculum and pedagogy:
  - Moderation
  - Explicit teaching
  - Mentoring
  - Coaching
  - Balanced Literacy
  - Differentiation
  - Feedback processes

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	83%	84%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

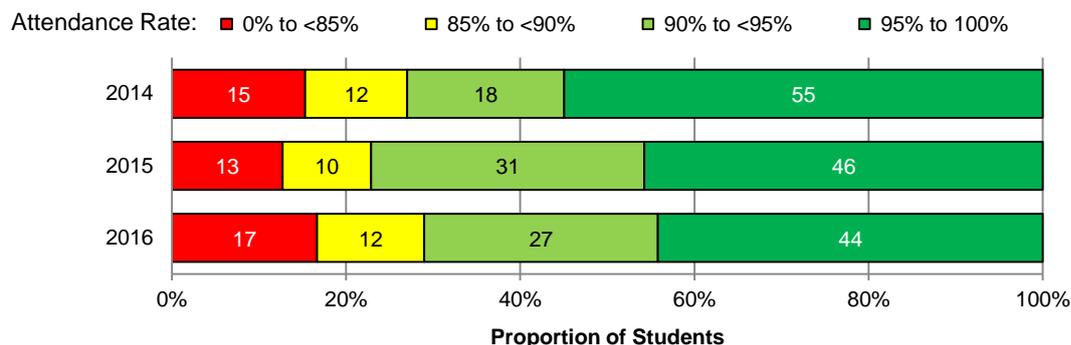
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%												
2015	91%	90%	96%	93%	96%	91%	96%	93%	90%	90%	89%	92%	92%
2016	93%	91%	91%	94%	90%	94%	90%	95%	85%	92%	93%	90%	93%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Parents contact the school when a student is absent and are encouraged to identify the reason. If a student is not present and the reason is unexplained, the admin staff contact the parent. Staff meet the students at the front gate of the school and absence is monitored when buses/cars arrive. Rolls are marked in the classrooms 2 x daily according to the policy and absenteeism is monitored. Long absences and poor attendance are addressed through the admin according to policy.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students receiving a Senior Statement	11	11	9	
Number of students awarded a Queensland Certificate of Individual Achievement.	11	11	9	
Number of students receiving an Overall Position (OP)	0	0	0	
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%		
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	2	6	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	4	8	6	
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	1	4	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	0%		
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.				
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	36%	73%	67%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.				

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	3	1	0
2015	8	1	1
2016	6	4	0

As at 3rd February 2017. The above values exclude VISA students.

#### Certificate Courses:

- Certificate 1 Access to Vocational Pathways
- Certificate 1 Agrifoods
- Certificate 1 Hospitality
- Certificate 11 Sport and Recreation
- School based traineeships- Certificate 11

#### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			NA

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

#### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.claremonspeceq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

#### Early leaver's information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

All students completed year 12