



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Clairvaux Catholic School

45-75 Reynolds Road, BELMONT 3216

Principal: Brendan Flanagan

Web: www.ccsbelmont.com.au

Registration: 1973, E Number: E1376

Principal's Attestation

I, Brendan Flanagan, attest that Clairvaux Catholic School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

Clairvaux Catholic School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Clairvaux Catholic Primary School, is an authentic learning community, shaping and enriching our world.

We strive to achieve our Vision by:

- Inspiring culturally and globally informed lifelong learners who live in the spirit of faith and love.
- Developing an inclusive and engaged learning community that meets the diverse needs of all learners.
- Interacting with empathy and respect to build a culture of compassion and understanding
- Building strong relationships where every member is seen, heard and valued.
- Fostering creative and critical thinking

Lived through our Touchstones: Belonging, Friendship, Happiness, Positivity, Connection, Kindness, Growth, Respect, Purpose

School Overview

Welcome to Clairvaux Catholic School. In partnership with the Parish Priest, Parents and other members of the community, our school provides students, as they grow and develop, with a high quality education that equips them with the spiritual foundations, knowledge, skills and attributes that they need to participate in and contribute to society. At Clairvaux, we place much emphasis on Wellbeing and strongly believe that the future of our students depends upon what we do today. The quality of teaching and learning at Clairvaux meets the highest standards set by Government and Catholic authorities. The school actively sets and regularly reviews its goals for supporting student learning. Although our school is a regional parish primary school we meet our responsibility to prepare young people for their future in a global society. In 2024 we extended our standards and results. This requires us to adapt and commit to teaching techniques with a focus on the MACS Vision for Instruction and an explicit direct instructional model. Through this we endeavour to ensure that all students at Clairvaux are well prepared for their current learning and for their learnings in the future. We also aim to give all students the ability to use information and communication technologies appropriately and with discernment. We help them to develop creative and critical thinking skills and to acquire the ability to work both cooperatively and independently. Within the context of the things that we value as a Catholic school in the Archdiocese of Melbourne, we encourage each student to develop the attributes of a lifelong learner.

Principal's Report

In 2024, there was much to celebrate at Clairvaux. This year was marked by a clear alignment with our Vision for Instruction and our continued commitment to high expectations for every learner. Our dedicated and passionate staff worked tirelessly to deliver a rich and engaging learning program that reflected our collective belief that every student can achieve success when learning is purposeful, explicit, and grounded in evidence-based practice.

At the heart of our improvement journey are the four key priorities of our Strategic Plan, developed following our comprehensive school review by the VRQA and MACS:

- Implementing an evidence-based instructional model
- Deepening our use of data and assessment
- Embedding a consistent approach to positive behaviour
- Enhancing Religious Education through contemporary and meaningful experiences

Our ongoing focus on instructional improvement was supported by professional learning across all teaching staff, building teacher capacity and strengthening classroom practice to ensure the best outcomes for all students. This work is the foundation of our high expectations, and it remains a central driver of our school culture and success.

A standout feature of the year was the Clairvaux Carnivale—our major fundraiser and a true celebration of our vibrant school community. This event could not have taken place without the extraordinary efforts of our Parents and Friends (P&F) group. Their leadership, creativity, and commitment brought the event to life, raising vital funds and strengthening the connections within our school. I offer my sincere thanks to the P&F executive and all volunteers who gave generously of their time to support this and many other community-building initiatives throughout the year.

Throughout 2024, the wellbeing of our students, families, and staff remained a key focus. We recognised that learning and thriving go hand in hand, and we worked diligently to ensure that support and timely interventions were available whenever needed.

As I reflect on the year, I am filled with gratitude for the strong partnership between home and school that underpins all we do at Clairvaux. The continued support, resilience, and trust of our community made 2024 a year of growth, celebration, and meaningful progress.

Brendan Flanagan

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To continue deepening staff understanding of the Religious Education (RE) Framework while raising the profile of Religious Education across the school through creative, meaningful, and student-focused experiences.

Intended Outcome:

That our students are engaged in rich, recontextualised learning experiences that inspire a deeper connection with faith, encourage active participation in the life of the Church, and support their ongoing journey in relationship with God and the wider community.

Achievements

In 2024, the appointment of a new Religious Education Leader brought renewed energy, creativity, and clarity to our vision for Catholic identity at Clairvaux. Her leadership has strengthened the profile of Religious Education within the school by promoting visibility, relevance, and student engagement in faith learning.

Through the strategic use of visual displays, reflective spaces, and student work, the presence of Religious Education has been made more visible in classrooms and throughout the school. This has complemented the work staff have continued to do in embedding the RE Framework into planning and practice.

A renewed focus on the celebration of Mass has seen liturgies become more engaging and student-centred. Students have taken active roles in the preparation and presentation of Masses, helping to make these spiritual gatherings more meaningful and connected to their lives.

Professional development for staff has remained a priority, particularly in the area of recontextualisation—equipping teachers with strategies to make scripture and Church teachings relevant in today's world while remaining true to the core message of our faith.

We also acknowledged a significant moment in our parish community, with the departure of our long-serving parish priest Fr Sang Ho at the end of the year. In his place, we warmly welcomed a new parish priest, Fr Tho Tran who has already shown strong support for our school community and a genuine commitment to walking alongside us in faith and partnership.

Value Added

- Appointment of a new Religious Education Leader who has reinvigorated the role with vision, visibility, and relevance
- Student-led and recontextualised liturgies that reflect both faith tradition and student voice
- Daily classroom prayer routines supported by visible sacred spaces (prayer cloths, candles, symbols)
- Ongoing professional learning in recontextualising scripture and RE planning
- Whole-school focus on aligning RE practice with the Vision for Instruction
- Celebrations of key sacraments:
 - Year 3 – Sacrament of Reconciliation
 - Year 4 – First Eucharist
 - Year 6 – Confirmation
- Family Faith Evenings for each Sacrament held to highlight links between family, parish and school in guiding students on their faith journey
- Active fundraising and awareness campaigns including a Lap-a-thon for the Parish of Mannya in Uganda and supporting Parish social justice group
- School-wide liturgical celebrations of Ash Wednesday, Holy Week, Advent, St. Bernard's Day and other significant times in the liturgical calendar
- Continued partnership with St Bernard's Parish, Belmont, and support from our new Parish Priest Fortnightly RE updates in the newsletter

Learning and Teaching

Goals & Intended Outcomes

Goal 1: Research-based practices implemented across the school will lead to higher quality teaching.

- To implement consistent, research-based teaching practices through the use of Explicit Instruction.
- To embed a whole-school instructional model that ensures clarity, consistency, and precision in every classroom.

Goal 2: A structured data plan will allow for targeted teaching to meet the needs of every student.

- To strengthen the use of our data plan for regular collection, analysis, and action on student learning data.
- To increase data literacy across all staff, supporting differentiated teaching and informed intervention.

Achievements

In 2024, Clairvaux continued its journey of instructional excellence, with a deepened focus on the implementation of an evidence-based instructional model and increased consistency across all classrooms. Teaching and learning remained tightly aligned to the MACS Vision for Instruction, which emphasises clarity, explicitness, and student engagement.

We were privileged to participate in Flourishing Learners in the West, a MACS-supported initiative run in partnership with The Knowledge Society. Across three school closure days, all staff engaged in high-impact professional development that addressed key aspects of effective instruction—reading, writing, behaviour, attention, and daily reviews. These days were instrumental in building shared language and developing an understanding of what strong instruction looks like at Clairvaux.

The introduction of four Middle Learning Leaders (MLLs) proved to be a powerful structure in a large school environment. These leaders played a key role in leading year level teams, mentoring and coaching colleagues, modelling best practice, and supporting the consistent application of our instructional model. They helped lead the implementation of low-variance lesson planning and worked closely with staff to ensure fidelity to our shared approach.

Our focus on high expectations and consistency was further supported through the ongoing development of our coaching model. In 2024, we broadened the number of staff trained and

confident to take on coaching responsibilities. Coaching became a central part of professional growth, and participating staff worked with coachees on targeted goals, such as improving the use of engagement norms, enhancing lesson delivery through Explicit Instruction, routines and strengthening the teaching of knowledge-rich content.

Leadership members attended a variety of conferences and professional learning events throughout the year, bringing back insights and resources to strengthen the school's strategic direction and ensure our improvement efforts remain research-informed and relevant.

Our Slide Bank—a collection of aligned teaching resources—continued to expand, providing teachers with high-quality, ready-to-use slides across subjects. This has helped reduce planning time while maintaining instructional quality and consistency. Planning focus was beginning to review and improve previously developed slides to ensure we are always providing the very best teaching and learning for our students.

In addition we acknowledge:

- Participation in Flourishing Learners in the West—MACS-led initiative with Knowledge Society and Classroom Mastery
- Whole-staff attendance at three focused closure-day PD sessions
- Introduction of four Middle Learning Leaders to guide instructional consistency
- Expanded coaching model with more trained coaches supporting peer development
- Ongoing development of the Slide Bank to support low-variance planning
- Strengthened data collection and literacy across teams

Student Learning Outcomes

While teachers and students had to adapt with some delivery changes, teachers were still able to assess student learning through a suite of external standardised tests as well as internal formative and summative assessments.

These included:

- LLARS
- Letter ID
- ROL
- SPAT
- Spelling Mastery progress testing
- PAT Reading
- On Demand Reading
- Cold Write - Writing assessment
- Essential Assessment Literacy
- Mathematics Online Interview
- PAT Mathematics

- On Demand Numeracy
- Essential Assessment Mathematics

These assessments and tasks allowed teaching staff to make a professional judgement about student progress.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	447	73%
	Year 5	529	83%
Numeracy	Year 3	420	77%
	Year 5	497	71%
Reading	Year 3	430	84%
	Year 5	515	90%
Spelling	Year 3	433	80%
	Year 5	509	84%
Writing	Year 3	426	90%
	Year 5	519	89%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

As we continued our multi-year school improvement agenda, 2024 saw a deepening of our focus on whole-school wellbeing, guided by the Wellbeing sphere of the School Improvement Framework rubric.

Goal:

To implement a consistent, evidence-informed whole school approach to Positive Behaviour and wellbeing.

Intended Outcomes:

- That Clairvaux promotes respectful interactions contributing to wellbeing and an orderly and safe learning environment for students and staff.
- That there are open, supportive relationships and respectful interactions that enhance wellbeing, teaching and learning.
- That students are active contributors in shaping wellbeing initiatives and positive behaviour systems.

Achievements

Clairvaux's commitment to the wellbeing of every student, staff member and family remains a defining feature of our school culture. As affirmed in our recent review, wellbeing is not simply a support mechanism—it is foundational to flourishing learners and a thriving community.

In 2024, we continued to embed a whole-school approach to behaviour, tightly aligned with our instructional vision and our shared 'Ways of Being' touchstones. These nine touchstones are deeply woven through our language, interactions and planning, providing a clear and consistent foundation for all wellbeing work.

A major boost to our work came through our participation in the Flourishing Learners West professional development series, which focused heavily on student behaviour, attention, routines, and emotional regulation. This MACS and Knowledge Society initiative provided valuable coaching support for leadership, particularly in refining entry and exit routines, strengthening our emphasis on consistency, and reinforcing staff understanding of behaviour as teachable and predictable.

Our coaching model supported this work, enabling trained staff to work with colleagues on embedding behaviour routines and managing transitions effectively. These efforts have had a

clear impact on the learning environment, providing a more settled and responsive classroom culture across the school.

We also expanded our Wellbeing Team with the appointment of a new Mental Health Leader, a role in partnership with our School Counsellor. The Mental Health Leader emphasised proactive education in emotional literacy, preventative approaches to mental health, and strong support systems for families in times of need. This dual approach—proactive and reactive—ensured that our community felt supported and seen.

Value Added

In 2024, a wide range of initiatives, programs and structures supported the wellbeing of students, staff and families at Clairvaux:

- Development and enforcement of Child Safe protocols across the school
- Implementation of small-group Peaceful Kids programs to support emotional regulation
- Audit and refinement of our Social and Emotional Learning (SEL) curriculum, aligned with the Victorian Curriculum's Personal and Social capabilities
- Employment of a Mental Health Leader, who supported whole-school initiatives, individual student needs, and created parent resources, including a fortnightly mental health newsletter and daily student wellbeing prompts
- Collaboration between the Mental Health Leader, School Counsellor and Wellbeing Leader to build a comprehensive suite of teaching and parent resources
- Continued refinement of wellbeing-related policies, ensuring they remain relevant and responsive
- Clear and consistent behaviour management processes, revised during staff inservice days and supported by visual teaching resources
- Daily “Chime Time” after recess and lunch—a moment for calm reflection and re-regulation
- Anti-Bullying education through posters, actions and campaigns
- Buddy Programs between Prep and Senior students to nurture cross-age connection
- Student representative groups (Years 3–6) that provide input into wellbeing planning
- Buddy Bench in the playground to promote inclusion and peer support
- Strong focus on cybersafety, including reinforcement of our Cybersmart Policy, student contracts, and our partnership with Inform and Empower
- Use of Seesaw and PAM for ongoing communication and connection with families
- Clear Volunteer Code of Conduct and staff WWCC compliance
- Staff access to online professional learning modules related to wellbeing and mental health
- Structured transition programs to support movement between classes, school levels and into secondary education
- Focused Staff Wellbeing initiatives, recognising that thriving staff are essential to a thriving school

- A wide range of lunchtime clubs to ensure all students find a place to belong—mindfulness, art, running, Futsal, LEGO, yoga, singing and more
- Continued support from Student Support Services for students and families with additional needs
- And the ongoing presence of Minty the Wellbeing Dog, in partnership with Dogs Connect, providing comfort and joy to students and staff alike

Student Satisfaction

Community survey results praised the quality of teaching staff and recognised them for making a significant contribution to the wellbeing of the students. Parents described staff as hardworking, positive people who were passionate about their work. Staff praised the students' behaviour inside and outside class. As one teacher stated, 'Students are very clear about the school rules and expectations.' Another believed that members of staff are held in high regard by students, and that the majority of students genuinely enjoy coming to school each day. Parents concurred, saying that the exemplary behaviour of the students and obvious regard for the whole child was a significant contributing factor in their decision to enrol their children at Clairvaux.

Student Attendance

School Attendance is a priority focus with early intervention processes in place to promote student connectedness. Our Electronic Roll system has streamlined our records of student attendance and the reasons for absenteeism and late arrivals at school. Class teachers work with parents to ensure all children are attending school with the support of the Student Wellbeing Leader, Deputy and School Principal. In 2018 our school implemented a new policy regarding unexplained absences in accordance with the Attendance Guidelines implemented by the Minister for Education in 2017. 'Schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post compulsory aged students. This policy is continually reviewed and we ensure all steps are taken to keep our students safe.

Our school uses an electronic Roll system. At our school, the following guidelines are used to assist in the implementation of the policy:

The Electronic Roll is to be completed by 9:30 a.m. each morning and before 2.00 pm each afternoon by the supervising teacher

The school will send an SMS notification to parent/guardian each day when a student absence has remained unexplained by 9:30am on that day

In the event of emergency procedures, measures are in place, e.g. Class teacher brings a class list out to a lead warden

Students arriving at school after 9:00 a.m. must report to the School Office with their parent/guardian and sign in using the PassTab iPad located in the office foyer

Where a child has missed numerous days of school (3 or more days) for no valid reason initial contact should be made with the parents to ascertain why this is happening

The number of absentee days is recorded on each child's mid-year and end of year school reports

A referral by the classroom teacher should be made to the Student Wellbeing Leader for assistance and intervention where a child's absenteeism becomes habitual - a support document for staff has been developed with templates for teachers to use at different levels of absenteeism.

Parents/Guardians collecting students at any time during the day must report to the School Office to sign out their child using PassTab.

Average Student Attendance Rate by Year Level	
Y01	91.7
Y02	90.6
Y03	92.4
Y04	91.5
Y05	90.0
Y06	89.7
Overall average attendance	91.0

Leadership

Goals & Intended Outcomes

In alignment with our ongoing School Improvement Agenda, the leadership goals for 2024 continued to focus on embedding effective systems, maintaining clarity of vision, and ensuring consistent, high-quality practice across all learning environments.

Goals:

- To maintain a clear and targeted improvement agenda with explicit outcomes and timelines
- To monitor individual and school-wide progress and adapt plans based on data-informed decisions
- To ensure consistency of instructional and behavioural practices across the school
- To embed and sustain our school-wide approach to positive behaviour
- To consolidate and deepen the implementation of our Explicit Instructional model
- To enhance teacher capability through coaching and aligned professional learning

Achievements

2024 marked a year of continued growth and consolidation in leadership across all levels of our school. Our School Improvement Framework continued to be driven by four strategic priority areas:

Evidence-Based Instructional Model

Data and Assessment

Positive Behaviour

Religious Education Confidence

Our instructional leadership has become increasingly cohesive and intentional. The appointment of four Middle Learning Leaders (MLLs) was a significant step forward. These leaders played a key role in coaching, supporting planning teams, and maintaining fidelity to our low-variance, Explicit Instruction model. Their presence enabled consistent messaging and instructional alignment in a large school environment.

The expansion of our coaching model, led by trained internal coaches, supported staff across all year levels in refining their use of engagement norms, TAPPLE strategies, and knowledge-rich teaching. This coaching was reinforced by targeted PD and guidance from the Knowledge Society as part of our involvement in the Flourishing Learners West initiative.

Leadership was also central in coordinating and supporting our renewed focus on positive behaviour. Through coaching, inservice sessions, and staff-wide input, our Leadership team helped clarify routines, transitions, and the importance of consistency, setting a strong tone across the school. Leadership also facilitated the development of visual routines and reinforced our Ways of Being across the curriculum.

Throughout 2024, leaders ensured that data remained central to teaching. The use of whole-school data spreadsheets, structured data handover processes, and professional learning around DIBELS, phonics and intervention approaches allowed us to monitor and respond to student progress in a timely and targeted way.

Leadership also guided staff through ongoing improvements in Religious Education with the appointment of a new Religious Education Leader, who brought a renewed vision, deepened staff confidence, and raised the profile of RE through vibrant visual learning materials and a strong focus on student-relevant liturgical celebrations.

Staff wellbeing also remained a leadership priority. Leadership teams worked to sustain a culture of collaboration, shared ownership, and feedback. Professional Learning Team (PLT) meetings during planning time remained a protected space for deep planning, and leaders consistently modelled and promoted the use of feedback as a tool for growth. The involvement of leaders in ongoing professional learning, including the MACS-led Flourishing Learners days, strengthened our collective knowledge base and brought back best practices to the wider staff. We also further supported our staff wellbeing with the continued presence of Meg Durham - staff wellbeing professional development.

All staff continued to participate in Annual Review Meetings with the Principal, linking their growth goals directly to the Annual Action Plan and the evolving needs of the school.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
Professional Learning – 2024 Summary All staff engaged in a comprehensive and targeted professional learning program in 2024, aligned with our school's priorities in Explicit Instruction, Positive Behaviour, Catholic Identity, and Wellbeing. Whole Staff Professional Learning: • Flourishing Learners Project (3 full-day closures) – Focus on behaviour, reading, writing, daily review, and attention (run by Knowledge Society / MACS Western Region) • Mental Health and Wellbeing Training – Including Mental Health Leader role support and emotional literacy focus • Mandatory Reporting & Child Safe Standards Refresher • Respectful Relationships • NCCD Briefings and Disability Standards Modules • DIBELS and Data Literacy in Literacy Instruction • Spelling Mastery Training • CPR and First Aid Certification • Staff Wellbeing Series – Supporting Educator Mental Health and Resilience Leadership and Specialist PD: • Teaching & Learning Summit – Melbourne (Leadership Team) • National Teaching and Learning Conference – Hobart (Leadership Team) • Science of Learning Masterclass Series – Including cognitive load, attention, memory, and instructional coaching • Coaching Support & Knowledge Society Mentoring Sessions – Behaviour routines and instructional consistency • REL Network Days & Catholic Identity PL – Recontextualisation, Gospel interpretation and Mass planning • Learning Diversity PD – Personalised Learning Plans, inclusive practices and adjustments • MacqLit (Literacy Intervention Program) • Crucial Conversations - professional development program that teaches individuals how to handle high-stakes, emotionally charged conversations with confidence and skill to achieve better outcomes in both personal and professional settings. • UFLI PD - professional learning to support our Literacy Learning Enhancement program.

Expenditure And Teacher Participation in Professional Learning	
Other Internal and MACS-supported Learning: • Instructional Coaching Expansion and Training (Internal) • Wellbeing and SEL Scope & Sequence Review • Professional Learning Team (PLT) Collaboration Time • Regular Meetings with MACS Wellbeing and Learning Diversity Advisors • Teach Well Literacy Leader Masterclass Network - in person and online network met throughout the year to focus on applying cognitive science principles to teaching through strategies such as spaced retrieval, disciplinary literacy, vocabulary and morphology instruction, high expectations, and effective student feedback. • Literary Representative on the MACS reference group informing the Vision for Instruction	
Number of teachers who participated in PL in 2024	71
Average expenditure per teacher for PL	\$451.00

Teacher Satisfaction

The School Data Snapshot states the following positivity;

- Support for Teams 100%
- Staff Leadership Relationships 89%
- School Climate 77%
- Staff Safety 76%
- Collaboration in Teams 80%
- Collective Efficacy 76%
- Catholic Identity 79%

Survey results, along with good teacher retention rate and attendance would indicate high teacher satisfaction at Clairvaux. Working together in such an environment is conducive to the creation of effective teaching and learning practices. There was considerable growth with regard to morale (both individual and school), as well as strong improvement in role clarity and staff empowerment, as indicated through the 2024 surveys.

In particular our scores in the key areas of:

- Teachers working in teams.
- Teacher confidence to take risks and make mistakes.
- Quality of relationships between staff and leadership

Teachers were involved in facilitated team planning with curriculum leaders each week. They have nominated a team on which to work to drive improvement from the four school Priority Goals. Evidence Based Learning has become a strong focus throughout 2024 and has underpinned Priority 1 from the School Improvement Plan. Each of our teams is set up to build the leadership capacity of our teachers and maintain engagement, knowledge and skill development.

Teacher Qualifications	
Doctorate	1
Masters	7
Graduate	6
Graduate Certificate	2
Bachelor Degree	40
Advanced Diploma	9
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	60
Teaching Staff (FTE)	50.21
Non-Teaching Staff (Headcount)	35
Non-Teaching Staff (FTE)	19.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To clearly communicate the school improvement agenda and priorities to students, staff, and families.
- To continue strengthening partnerships with families through consistent communication and engagement opportunities.
- To provide ongoing and varied opportunities for parents to be actively involved in student learning and school life.

Achievements

Clairvaux continues to be recognised as a school with a vibrant and engaged community. In 2024, we deepened our connection with families through a more transparent sharing of learning goals and teaching practice, broader parent involvement opportunities, and inclusive school events. Our commitment to affordable, high-quality education remained central to our planning and decision-making.

Highlights in 2024 included:

- Clear communication of our School Improvement Agenda, especially in the areas of behaviour, instruction, and wellbeing, through newsletters, parent evenings, and online platforms such as PAM and Seesaw.
- The School Advisory Committee participated in a Learning Walk, providing them with valuable insight into instructional practices and student engagement across classrooms.
Learning Walks were opened to the wider parent community for the first time. This initiative was well received, with strong participation from families who appreciated seeing first-hand the teaching and learning practices in action.
- Parent evenings were enhanced to not only cover classroom logistics but to explain the school's instructional model and wellbeing priorities, empowering families to better support their children at home.
- Our Mental Health Leader and School Counsellor provided resources, newsletters, and family workshops, promoting proactive mental health care and supporting families when needs arose.
- Transition programs for Prep and Year 6 students continued to be a focus, with close collaboration between teachers, learning leaders, and allied professionals to ensure seamless support.

- Assemblies and liturgies once again became community events, regularly attended by families and providing students with opportunities to celebrate and showcase their learning and faith.
- The 2024 Carnivale Fundraiser was our biggest community event to date, generating not only important funding but also a vibrant celebration of community spirit.
- We welcomed many new families to our Parents & Friends (P&F) meetings, contributing fresh perspectives and energy to community events and school life.
- Family picnics and community events returned as important social connectors, strengthening relationships between families and staff.
- Continued emphasis on Cyber Safety, volunteer protocols, and visible celebration of our parent volunteers helped maintain a safe and inclusive environment.
- Our ongoing commitment to fee affordability and resource-rich classrooms ensured that every student continued to benefit from a high-quality learning experience.

Parent Satisfaction

Parent feedback in 2024 confirmed a strong and growing sense of confidence in the direction of the school.

- Parents/carers noted clear and open communication, and strong alignment between home and school expectations.
- There was high praise for visibility of leadership, the consistency of behaviour expectations, and the school's proactive approach to wellbeing.
- Families appreciated the new opportunities to engage with the learning process through
- Learning Walks, parent evenings, and regular updates via the Seesaw app.
- Many families highlighted the school's culture of belonging, care, and academic focus, with feedback noting the school's ability to balance high expectations with genuine support.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.ccsbelmont.com.au