



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 01 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 2025 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 2025, 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

At the heart of our school's success is the tireless dedication of our teaching staff. This year, we have maintained a rigorous focus on instructional improvement, underpinned by intensive professional learning for all staff. By sharpening pedagogical skills and expanding classroom expertise, our educators have ensured that our teaching methods remain both evidence-based and deeply impactful.

Our teachers have embraced this journey of professional growth with a singular, shared goal: bettering the experience and outcomes for every student. This investment in building teacher capacity is the foundation of our high expectations and serves as a central driver of our school culture. Key pillars of our professional development this year included:

- Collaborative Planning: Working across year levels to deliver a cohesive, challenging, and sequential curriculum.
- Data-Informed Instruction: Leveraging student insights to tailor specific teaching strategies to meet individual learning needs.
- Innovative Pedagogy: Exploring modern, engaging ways to foster critical thinking and curiosity in the classroom.

We are immensely proud of our staff for being lifelong learners who bring such genuine passion to their craft every day.

A standout feature of the year has been the incredible energy and dedication of our Parents and Friends (P&F) group, who remain the heartbeat of our vibrant school community.

Through their leadership, creativity, and unwavering commitment, the P&F has spearheaded numerous initiatives that have not only raised vital funds but also strengthened the deep

connections within our school. Their ability to bring people together and foster a spirit of collaboration is truly inspiring.

I offer my sincere thanks to the P&F executive and all volunteers who gave so generously of their time and talent. Whether organizing community-building events or supporting day-to-day school life, your efforts ensure that our school remains a warm and supportive environment for every family. We are deeply grateful for your continued passion and hard work throughout the year.

Throughout 2025, 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 2025 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

With the continued leadership of our Religious Education Leader, 2025 has been marked by sustained energy, creativity and clarity in strengthening the vision for Catholic identity at Clairvaux. The profile of Religious Education has continued to be enhanced across the school, fostering greater visibility, relevance and deeper student engagement in faith learning. Through the intentional use of visual displays, reflective spaces and student work, the presence of Religious Education remains evident in classrooms and throughout the school. This complements the ongoing work of staff in embedding the RE Framework into planning and practice, while maintaining a strong focus on aligning Religious Education with the Vision for Instruction.

Professional learning for staff remains a priority. Ongoing formation aligned with TAP accreditation supports teachers in understanding the aims and objectives of Catholic schooling, the RE curriculum, and faith development, as well as Catholic identity, tradition and theology, including prayer, liturgy, Scripture and Catholic Social Teaching. A particular focus on recontextualisation has equipped staff with strategies to make scripture and Church teachings meaningful and relevant in today's world, while remaining faithful to the core message of the Gospel. Subscriptions to ICON Ministries, Understanding Faith and Butterfly House (Andrew Chinn) further enrich teaching, planning, prayer and liturgy.

Prayer and liturgy continue to be central to school life. Daily classroom prayer routines are supported by visible sacred spaces, including prayer cloths, candles and symbols. A renewed focus on the celebration of Mass has led to more engaging and student-centred liturgies, with students actively involved in preparation and leadership. Student-led liturgies across each year level reflect both the richness of our faith tradition and authentic student voice. These are complemented by whole-school celebrations of Ash Wednesday, Holy Week, Advent, St

Bernard's Day, and beginning and end-of-year Masses, along with other significant moments in the liturgical calendar.

The school continues to engage with the new MACS Religious Education curriculum, with Prep and Year 6 participating in trial-based learning teams, ensuring a contemporary and responsive approach to RE.

Sacramental life remains a vital part of the faith journey at Clairvaux. Students prepare for and celebrate the Sacraments of Reconciliation (Year 3), First Eucharist (Year 4) and Confirmation (Year 6). Family Faith Evenings for each sacrament strengthen the partnership between family, parish and school in supporting students' spiritual growth. Each sacrament is also accompanied by a "Faith in Action" initiative, encouraging students to live out their faith through service: Prep students collect 100 cans of food for 100 days of school; Year 3 donate toys; Year 4 provide coats and rugs for those experiencing homelessness; and Year 6 prepare care packs for The Outpost charity in Geelong.

A strong commitment to social justice is demonstrated through whole-school fundraising and awareness campaigns led by the Social Justice and Cultural Awareness CSC (Clairvaux Student Council). These initiatives support both local and global communities and include Project Compassion for Caritas, a Lap-a-thon supporting the Parish of Mannyra in Uganda, a food drive for The Welcome Place during Refugee Week, and donations for Christmas hampers and the Giving Tree coordinated by St Vincent de Paul.

The school continues to value its close partnership with St Bernard's Parish, Belmont, supported by the guidance of our new Parish Priest, Fr Tho Tran. Regular communication, including fortnightly RE updates in the newsletter, ensures families remain informed and connected to the faith life of the school.

Value Added

- Strong leadership continues to strengthen Catholic identity across the school
- Religious Education is highly visible and engaging for students
- RE Framework embedded in teaching and aligned with the Vision for Instruction
- Ongoing staff formation offers opportunities for TAP accreditation building on understanding of Catholic identity, Scripture, curriculum, prayer, liturgy and faith
- Focus on making faith relevant and meaningful for today's learners supported through displays, reflective spaces and student work
- Quality resources enhance teaching of RE, prayer and liturgy
- Prayer and liturgy are central, with active student involvement
- Students lead and participate in meaningful liturgical celebrations - year level masses
- Engagement with the new MACS RE curriculum through trial programs
- Strong sacramental program supported by families and parish
- "Faith in Action" connects learning with service to others
- Student-led social justice initiatives support local and global communities

- Strong partnership with St Bernard's Parish
- Regular communication keeps families connected to school and parish faith life

Learning and Teaching

Goals & Intended Outcomes

Goal 1: To improve student achievement in Spelling Mastery, particularly in Year 5 and 6.

- Teacher-led groups as the primary mode of instruction - Larger groups supported by LSOs, with teachers prioritising the most academically or behaviorally challenged students in the front row for focused support.
- Full 20-minute Spelling Mastery sessions every day with Strict adherence to the Spelling Mastery script for consistency. Timetables monitored.
- Regular 'drop-ins' and Spelling Mastery coaching for accountability and support. - may occur in staff meetings. Leadership monitoring results to track progress and refine implementation.

Goal 2: To improve our student achievement in DIBELS composite progress across the whole school.

Data-Driven Instruction & Goal Setting

- Conduct regular progress monitoring (every 2–4 weeks) to track student ORF growth and identify at-risk students.
- Use DIBELS data to set individualized fluency goals and adjust instruction accordingly. Implement data meetings with teachers every six weeks to analyze trends and adjust strategies.

Evidence-Based Fluency Instruction - Incorporate daily fluency practice within our explicit instruction (5–10 minutes) using methods such as:

- Repeated Reading, Choral Reading, Partner Reading, Peer-supported reading practice with feedback, Echo Reading

Tiered Intervention Support

- Tier 2 (Small-Group Instruction): Provide targeted fluency interventions for students below benchmark with UFLI
- Tier 3 (Intensive Intervention): One-on-one or small-group intervention with Macqlit

Professional Development & Teacher Support

- Offer ongoing training on fluency best practices and intervention strategies.
- Facilitate peer observations to share successful fluency-building techniques.

Goal 3: To improve school wide student achievement in maths fluency, particularly in year 4 times tables.

- Implement Times Tables Rock Stars (TTRS) as a Core Fluency Tool - The school will fully implement the TTRS online platform, ensuring all Year 4 students have access both in school and at home. TTRS will become a core component of the school's maths fluency strategy, with clear expectations for usage to build rapid recall of multiplication facts.
- Provide Staff Training and Ongoing Support - Teachers and support staff will receive training on how to use TTRS effectively, interpret Gig assessment data, and integrate fluency activities into daily teaching. Regular follow-up sessions will support staff in sharing best practices and refining their approaches throughout the year.
- Explore Timetabling Adjustments to Prioritise Fluency Practice - Leadership will review the current timetable to create dedicated slots for fluency practice, including TTRS and other mental maths activities. Embedding fluency into daily routines—such as daily review or short practice bursts—will ensure consistent and sustained focus.
- Monitor Progress, Reflect, and Adapt Approaches - Student progress in TTRS 'Gig' assessments will be monitored termly, with reflections at both classroom and leadership levels. Data will inform targeted interventions, and regular review points will allow the school to adjust strategies, celebrate successes, and share progress with parents and students.

Achievements

In 2025, Clairvaux continued to strengthen its commitment to instructional excellence through a sustained focus on evidence-based teaching practices, strategic school improvement, and consistency across all learning environments. Teaching and learning remained aligned to the MACS Vision for Instruction, with an emphasis on clarity, explicit teaching, student engagement, and responsive practice.

This year saw the introduction of a new Annual Action Plan structure, replacing the previous priority group model. This shift allowed for a more cohesive and strategic approach to whole-school improvement, ensuring greater alignment between school goals, professional learning, and classroom practice.

All staff participated in Phase Two of Flourishing Learners in the West, a MACS-supported initiative delivered in partnership with The Knowledge Society. Professional learning throughout the year focused heavily on the teaching of reading and writing, continuing to build staff capacity and shared understanding of effective instructional practices. In addition, a Knowledge Society coach worked alongside staff and leadership at multiple points throughout the year, supporting the refinement of our coaching processes and strengthening the implementation of instructional practices across the school. Key focus areas included daily review, teacher instructional skills, Checks for Understanding, and behaviour routines.

The school's coaching model continued to evolve throughout 2025. Leadership members engaged in professional learning with Tom Sherrington through the Walkthrus masterclasses, providing valuable insights into evidence-informed teaching and coaching practices. This learning has begun to shape the next phase of our coaching journey and will continue to inform professional growth and classroom practice into 2026.

The four Middle Learning Leaders (MLLs) continued into the second year of their role and remained instrumental in supporting year level teams, mentoring colleagues, modelling effective practice, and ensuring consistency in the implementation of the school's instructional model. Their leadership has strengthened collaboration, supported teacher growth, and contributed significantly to maintaining a consistent and high-quality learning experience for students across the school.

Members of the leadership team also participated in ongoing professional learning through the Western Region Flourishing Learners network, led by Simon Breakspear. This provided valuable opportunities throughout the year to focus on strategic decision-making, implementation planning, and sustainable school improvement practices.

A significant focus area in 2025 was the review and refinement of writing assessment processes. Staff engaged in thorough investigation and discussion around assessment practices to ensure greater consistency, clarity, and alignment across year levels. This work has strengthened teachers' understanding of student progress in writing and supported more informed planning and instructional decisions.

Another major initiative in 2025 was the implementation of the Number Fluency Program developed by Dr Ange Rogers across Prep to Year 6. Staff participated in extensive professional learning to support the gradual implementation of the program, with a focus on embedding regular fluency practice into daily classroom routines. The program is designed to target students at their individual point of need, building confidence, automaticity, and deeper mathematical understanding across the school.

Our Slide Bank and unit planning resources continued to be highly valued by staff, providing aligned, high-quality teaching materials that support consistency and reduce planning workload. Throughout the year, teachers and leaders continued refining and updating unit planners and teaching slides to reflect best practice, respond to student data, and better meet the needs of individual cohorts.

- 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
- Continuation of the 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

The 2025 NAPLAN results for Clairvaux Catholic School demonstrate a stable and positive academic performance, maintaining the school's position as a high-performing primary institution within the Belmont region. Building on the solid foundation seen in 2024, the 2025 data indicates a consistent trend of "Above" or "Well Above" average achievement in core domains such as Reading and Numeracy when compared to schools with similar socio-educational backgrounds. A notable trend across the two-year period is the consolidation of student growth in Writing and Grammar, where the school has successfully sustained its high proficiency levels. This stability suggests that Clairvaux's targeted literacy and numeracy interventions—focused on early years development and explicit instruction—are effectively supporting long-term student progress and ensuring that achievement remains consistently high year-over-year.

Throughout 2025, teachers continued to monitor and assess student learning using a broad range of assessment practices. Student achievement and progress were measured through a combination of external standardised assessments, school-based formative and summative assessment tasks, ongoing classroom observations, and Checks for Understanding embedded within daily teaching practice. These assessment approaches provided valuable data to inform instruction, support student growth, and guide targeted teaching across all year levels.

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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	454	79%	451	76%
	Year 5	545	87%	537	85%
Numeracy	Year 3	429	80%	425	79%
	Year 5	517	80%	507	76%
Reading	Year 3	429	76%	430	80%
	Year 5	520	90%	518	90%
Spelling	Year 3	435	76%	434	78%
	Year 5	509	79%	509	82%
Writing	Year 3	437	90%	432	90%
	Year 5	503	84%	511	87%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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, 2025 saw a deepening of our focus on whole-school wellbeing, guided by the Wellbeing sphere of the School Improvement Framework rubric.

Goal:

Our original School Improvement Plan goal for Wellbeing was 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 the heartbeat of our school culture.

In 2025, we sharpened our focus on creating a profound sense of psychological safety for our learners. We recognise that for a student to take risks in their learning, they must first feel secure in their environment. This has been achieved through an unwavering commitment to predictability, immersion in routines, and the explicit teaching of expectations.

During a school closure day, all staff participated in specialised professional development focused on affirmative practices for neurodivergent children. Led by senior psychologists and allied health professionals from Strength Psychology, this session equipped our team with practical, inclusive strategies to better support the unique needs of every student. This training reinforces our commitment to moving beyond traditional models, ensuring our classrooms are environments where neurodiversity is celebrated and supported through evidence-based care.

While previous years laid the groundwork with external partnerships, 2025 marked a shift toward internal sustainability. Our professional development was driven primarily through a robust Internal Coaching Model.

- **Goal of Consistency:** Coaches worked side-by-side with teachers to ensure that the "Clairvaux Way" looks and feels the same in every space, from Prep to Year 6.
- **Refining the Micro-Moments:** Coaching cycles focused heavily on the high-impact transitions that define a school day, ensuring entry and exit routines are seamless and calm.
- **Behaviour as a Teachable Skill:** We have moved beyond "managing" behaviour to teaching it. By treating social and emotional regulation with the same instructional rigor as literacy or numeracy, we have empowered our staff to pre-empt challenges and support students with clarity and empathy.

Our shared 'Ways of Being' touchstones remain the language of our school. These nine touchstones are not just posters on a wall; they are deeply woven into our daily interactions and planning. By aligning these touchstones with our instructional vision, we ensure that student behaviour and academic attention are viewed through the same lens of excellence.

The expansion of our Wellbeing Team continues to provide a dual-layered safety net for our community:

- **The Mental Health Leader:** Leads our proactive charge, embedding emotional literacy into the curriculum and fostering preventative mental health habits.
- **The School Counsellor:** Provides targeted, reactive support for students and families in times of acute need.

This integrated team ensures that our approach is both educational and restorative, reinforcing a culture where every member of the Clairvaux family feels supported, seen, and safe to flourish.

Value Added

In 2025, 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
- Implementation of small-group Social Stencil programs to support social interactions
- 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
- Placement of Deakin student majoring in psychology
- 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 of course, 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
- Communication is sent once a term to alert parents if their child's attendance is less than 80%

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	91.68
Y02	90.61
Y03	92.44
Y04	91.45
Y05	90.02
Y06	89.71
Overall average attendance	90.99

Leadership

Goals & Intended Outcomes

In alignment with our ongoing School Improvement Agenda, the leadership goals for 2025 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

2025 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

During the 2025 year under the guidance of MACS our Annual Action plan was redesigned to have more student outcome focused learning goals embedded within.

Our instructional leadership has become increasingly cohesive and intentional. The ongoing 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. Our 7 member leadership team all attended the inaugural 2 day MACS learning summit.

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 early in the year as part of our involvement in the Flourishing Learners West initiative.

Our school recently partnered with Russell Education to conduct a comprehensive analysis of our school data profile, which was presented to leadership, staff, and the School Advisory Council (SAC). It was incredibly pleasing to see that our performance metrics place us in a very strong position within our region, providing us with data that we should be extremely proud of. These insights not only validate our hard work but also offer a clear, evidence-based roadmap to ensure we continue to deliver high-quality educational outcomes for our students.

Leadership was also central in coordinating and supporting our continued 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 2025, 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 ongoing appointment of our 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 and the beginnings of a new RE curriculum of which we were part of the pilot.

We are deeply committed to fostering a meaningful connection with our Indigenous community, beginning with visible representations of culture through commissioned artwork across the school and bollards painted by our Indigenous students. To support this journey, our staff has undertaken professional development with MACS personnel, establishing a foundational understanding of Indigenous perspectives and history. We recently marked this commitment with a moving Welcome to Country and Smoking Ceremony, a tradition we will continue every second year. This ceremony serves as a catalyst for the long-term, formal integration of Indigenous studies into our curriculum. Moving forward, we remain dedicated to ongoing staff training to ensure our school remains a culturally safe and inclusive environment for all.

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.

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 2025

Professional Learning – 2025 Summary

All staff engaged in a comprehensive and targeted professional learning program in 2025, aligned with our school's priorities in Explicit Instruction, Positive Behaviour, Catholic Identity, and Wellbeing.

Whole Staff Professional Learning:

- Flourishing Learners Project (final day - 4 of 4, 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
- Number Fluency Program
- Steplab docu-series to inform our coaching focus
- Indigenous perspectives - developing awareness and understanding of culture
- Strength Psychology - affirmative practices for neurodivergent children/inclusivity
- Icon Ministries - Online modules to assist with Maintaining RE accreditation

Leadership and Specialist PD:

- Teaching & Learning Summit – Melbourne (Leadership Team)

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • 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 • 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. • Tom Sherrington Masterclass - Walthrus (x3 staff) • Other Internal and MACS-supported Learning: <p>Instructional Coaching Expansion and Training (Internal)</p> <ul style="list-style-type: none"> • Professional Learning Team (PLT) Collaboration Time • Regular Meetings with MACS Wellbeing and Learning Diversity Advisors • Literary Representative on the MACS reference group informing the Vision for Instruction 	
Number of teachers who participated in PL in 2025	54
Average expenditure per teacher for PL	\$674.93

Teacher Satisfaction

The School Data 2025 Snapshot states the following positivity;

- **Support for Teams 100%**
- **Staff Leadership Relationships 79%**
- **School Climate 77%**
- **Staff Safety 76%**
- **Collaboration in Teams 70%**
- **Collective Efficacy 85%**

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 2025 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 most of 2025 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	36
Advanced Diploma	8
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	53
Teaching Staff (FTE)	43.17
Non-Teaching Staff (Headcount)	40
Non-Teaching Staff (FTE)	21.61
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 2025, 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 2025 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.
- We continued to offer the opportunity of Learning Walks for parent groups. Although numbers interested in attending were fewer than initial groups, those that did take advantage of the offer appreciated seeing first-hand the teaching and learning practices in action.
- Prep open days and tours (led by our Year 6 students) were very well attended with very positive feedback. This led to high prep applications for the 2026 school year
- 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. This included the fortnightly Wellbeing Newsletter for parents.
- Open classrooms were initiated in 2025 allowing one afternoon each term for parents to visit classrooms, speak with class teachers and have the opportunity for their child to talk about their learning.

- 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.
- Family picnics and community events such as our Colour Run provided important social connections, strengthening relationships between families and staff.
- Class contact groups initiated by the Clairvaux Connect parent group enabled other opportunities for parents and families to meet outside of the school setting.
- Continued emphasis on Cyber Safety, volunteer protocols, and visible celebration of our parent volunteers helped maintain a safe and inclusive environment.
- We have added to our school website information on how we as a school cater for Child Safety Standards- Standard 1 for Aboriginal and Torres Strait Islander people. This outlines how we are supporting our First Nation students and their families.
- We have updated our Parent Information on How we Teach and Learn to help foster an understanding of the why and how we teach and learn at Clairvaux.
- 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 2025, gained through online parent surveys (new prep parents and whole school community surveys) confirmed a strong and growing sense of confidence in the leadership, staff and 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