



Melbourne Archdiocese
Catholic Schools

2023

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 2023 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 13 Mar 2024

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

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

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 within a framework of Positive Psychology in Education which goes far beyond our traditional Pastoral Care model. We 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 2023 we have 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 instruction model. This will ensure that our students are well prepared for the challenges of learning and future life success. 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 2023 there was much to celebrate.

I thank our highly dedicated, creative and hard-working staff, who exceeded the highest of expectations in delivering an exemplary learning program. The school community invested in creative practices and delivery modes to ensure the curriculum was delivered the best it could be.

Despite some challenges, we continued to focus on building teacher capacity to improve teaching practice, and thereby, learning for all students. Ongoing professional development for all teaching staff in our new area of Instructional practice.

The school was involved in school review conducted by the VRQA and MACS in the year previously and we are dedicated to improvement inspired by the reviewers suggestions. The review highlighted that Clairvaux is a progressive school focused upon on quality Catholic education. The review has shaped our four Strategic Plan identifying four Priority areas:

1. Implementing an evidenced based instructional model
2. Data and Assessment
3. Positive Behaviour
4. Religious Education

Our Parents and Friends group continued their work to ensure our community remained 'connected' and supported, despite the restrictions on opportunities to gather for typical events and functions. In particular the efforts made to ensure our Mother's Day and Father's Day stalls went ahead were greatly appreciated along with the inaugural Colour Run held early one evening in term 1. I thank the P&F executive members and the wider P&F group for what they did for Clairvaux throughout 2023.

2023 was also a year when we needed to ensure that staff, family and student well-being was front of mind, closely monitored and intervention occurred when needed.

I can look back and be very grateful to the Clairvaux community for the support and understanding that made 2023 a more successful year than it might have been.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To further develop understanding that staff has in relation to the RE Framework and the most effective ways of delivering that content to students.

Intended Outcome:

That students are provided with a variety of rich learning experiences that encourage them to participate and grow in their knowledge and understanding, interpret and respond to that learning, and reflect of how they can continue to engage with God and the community.

Achievements

In 2023 staff were able to use this time to develop a more comprehensive understanding of the Religious Education Framework. Staff engaged in a collaborative process to develop school-wide practices, understandings and curriculum plan. There has been an improved use of planning documents across all curriculum areas and this has been seen through the evidence of continued development of whole-school, consistent classroom practice in the teaching of Religious Education.

The use of learning intentions and success criteria in planning learning experiences in Religious Education has aligned with other areas of the curriculum

One of the main focus areas has been that of raising the awareness of the Catholic Identity of Clairvaux. Using the Religious Education Framework, staff are creating engaging religious education lessons that enable students to come to a deeper appreciation and understanding of our faith within a current context.

Value Added

Catholic Identity retreat in Daylesford. Theme = Recontextualisation - to support our teachers and LSOs to remain faithful to the original inspiration and continue the same Christian narrative by giving a renewed expression to that inspiration in a new context.

- Liturgies through a modified slide presentation
- Beginning of the day with a Daily Prayer routine in all classrooms with class prayer cloth and candle
- Professional Learning in planning Recontextualised units of study

- Professional Learning in strategies to explore scripture within the classroom
- Year 3 students celebrated sacrament of Reconciliation for the first time
- Year 4 students celebrated Sacrament of Eucharist for the first time.
- Year 6 students celebrated Sacrament of Confirmation
- Lap-a-thon to raise money for Parish of Mannya in Uganda
- Liturgies celebrating important times in the church calendar such as Ash Wednesday, Holy Week and Advent.
- Maintaining strong links to the Parish of St Bernard's in Belmont and our parish priest, Fr Sang

Learning and Teaching

Goals & Intended Outcomes

Research-based practices implemented across the school will lead to higher quality teaching

1. To implement research-based teaching practices (Explicit Instruction) across the school
2. To ensure consistency of practice in every classroom

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

1. To follow the data plan that stipulates the schedule of data collection, responsibility for analysis and uses a variety of rich assessment tools
2. To monitor individual and school-wide regression and improvement
3. To increase data literacy for leaders and teachers

Achievements

In 2023 our school continued our Explicit Direct Instruction practices throughout the school whilst educating new and existing staff with targeted Professional Development. This was delivered through staff meetings, coaching and a 2 day whole school conference that took place in Daylesford at the beginning of the year. This conference was important for staff morale, school culture and a pivotal opportunity to revisit our mission and approach to best practice here at Clairvaux. Over these 2 days we worked in our year level teams to develop team and personal goals as well as showing some videos of expert teachers at our school actively exemplifying engagement norms, TAPPLE and perky pace. We also used this platform to introduce our vision for coaching beginning with an open door policy that would lead to 1:1 coaching in the future. Staff were given time to fill out a google form on specific areas they would like to set goals around. These included: Engagement goal, TAPPLE goal, goal based on delivering a knowledge rich unit, goal based on improving my teaching using explicit instruction and goal focused on behaviour. These goals were then used later on in 2023 when coaching 1:1 began. Three teachers were sent to Melbourne, Brighton Grammar to complete an Instruction Coaching Professional development led by Step LAB. This was a significant boost to the development of our own model of coaching at Clairvaux and these teachers felt they had a lot more knowledge and confidence to deliver this program. These teachers were able to develop a modified coaching template suitable for our school to mark the beginning of our coaching protocol. Initial coachees were selected on a volunteer basis.

In 2023 the Priority Groups linked to our Annual Action Plan continued to meet termly.

Priority Group 1 based on the Evident Based Instructional Model was primarily made up of the Year Level Leaders who were able to give a consistent message to each team about strategies to be implemented throughout the school. There was a focus on creating a slidebank of slideshows across the curriculum that would follow the low variance documentation. The slidebank will enable staff in following years to have access to quality resources without having to make new documents every year. A documentation map was created with 'quick links' accessible by all staff.

Class teachers from Year 3 and Year 5 were able to visit some best practice schools to see EDI in action at a senior school level, and Leadership attended the first in a series of professional development days Flourishing Learners in the West. Alongside these changes to teacher instruction and professional development a playbook was created, with a modified version of the handbook to be made available to parents.

Priority Group 2 based on Data and Assessment focused on implementing DIBELS assessment throughout the school, analysing this data and using the data to inform classroom teaching and intervention groups. A whole school data spreadsheet became the central location of collected data. Time was scheduled for end of year handover to the new teacher to ease transition, particularly for NCCD students.

Priority Group 3 focused on Positive Behaviour. The Clairvaux Behaviour Management plan was revisited and revamped with input from staff via a dedicated inservice day. These edits generated a refined behaviour management process for the school with a further focus on preparing slides to explicitly teach students the expected behaviours in 2024.

Priority Group 4 focused on Religious Education. Professional Development was undertaken at both the Daylesford conference and other days throughout the year to boost staff knowledge of recontextualising faith and developing confidence in interpreting Gospel stories.

Two staff members were allocated to supporting classroom teachers in documenting adjustments for NCCD students. Their goals were to support staff in the development and upkeep of Personalised Learning Plans (PLP's). Year Level Leaders led their teams as they negotiated the first year of adhering to the low variance documentation, experimenting with knowledge rich literacy units and using an Explicit Direct Instruction approach in classrooms.

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
- Early Years Numeracy Interview
- PAT Mathematics
- On Demand Numeracy
- Essential Assessment Mathematics

These assessment tools, alongside teacher-designed rubrics, assessment tasks linked to success criteria 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	436	67%
	Year 5	530	85%
Numeracy	Year 3	434	79%
	Year 5	511	84%
Reading	Year 3	433	80%
	Year 5	524	94%
Spelling	Year 3	434	74%
	Year 5	503	84%
Writing	Year 3	453	95%
	Year 5	521	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

2023 brought us to the second year of our school improvement agenda that drives and focuses the work of leaders and teachers. This involved continued self reflection of the whole school audit using the Wellbeing sphere of the School Improvement Framework rubric.

Goal: To implement an effective whole school approach to Positive Behaviour

Intended outcomes:

1. That Clairvaux promotes respectful interactions contributing to well being and an orderly and safe learning environment for students and staff
2. That there are open and respectful interactions contributing to wellbeing and improved teaching and learning.
3. That students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives.

Achievements

Clairvaux is a school that prioritises wellbeing which was identified in our 2022 review as one of our real strengths and this continues into 2023. High levels of wellbeing fosters engagement, improves connection, generates positive emotion and enhances academic performance. It supports us to build resilience in our students and is essential for lifelong success. We believe that if we can achieve optimal wellbeing amongst our student, staff and parent community then we are addressing what is the biggest issue in society today.

In 2023 we were able to have a school wide focus on our behaviour management procedures and the priority team was able to lead whole school input into our matrix of expected behaviour and positive management system. This was reinforced during a school closure day.

Clairvaux continues to thread our 9 agreed touchstones - our 'Ways of Being' through all we do. They are our values and strengths of our community and are the pillars on which our specific Wellbeing strategic plan stands. Whilst our school review acknowledged wellbeing as an area of strength, our challenge now is to continue the work in this area so that we may support all to flourish. That is, we do not just want them to be well, but to thrive.

Value Added

The leaders of Clairvaux have been strategic and proactive in the steps taken to ensure a safe learning environment. Among the measures which have been put in place and which have contributed to the school's success in this sphere are:

- Developing and enforcing Child Safe schools protocols,
- Implementing Social Emotional Interventions such as Peaceful Kids with small groups
- Focus on implementing social and emotional learning with further exploration and auditing of the SEL framework as a staff and reporting on the Personal and Social capabilities, in turn further developing the Health and Wellbeing curriculum scope and sequence
- This was also made possible via the funding gained to employ a Mental Health Coordinator who worked alongside our School counsellor and Wellbeing leader to establish some base teaching resources with parent resources such as fortnightly Mental Health newsletter and daily foci for students to utilise to assist with mental health
- Policies have been developed and are regularly revisited to ensure that they meet the current needs of the school community. Examples include: Student Wellbeing, Child Safe Schools, Anti-Bullying, Cyber-smart, School Uniform, Managing complaints and grievances, Volunteers within the school, Supervision of students, School Attendance/ reporting absences, Privacy and data collection and Behaviour management
- Code of Conduct - for all staff and volunteers and Working with children checks.
- Continuation of 'chime time'/take a breather, 2 minutes after each outside break where everyone on site at school stops to take a quiet moment
- Reminders/Posters & Actions/Behaviour for Anti-Bullying
- Buddy Programs: Prep and Senior students
- A Buddy Bench maintained in the school playground to promote looking out for those looking for a friend
- Years Three to Six Student representative groups - CSC
- Continued parent communication through Seesaw and the school app PAM
- Focus on cyber safety with the continuing reinforcement of a Cybersmart policy and student contracts and partnership with Inform and Empower
- Constant recognition of our parent volunteers and a protocol code of conduct enforced
- Staff are also offered and encouraged to complete online modules of learning
- Transition program to ensure comprehensive handover of information from class to class, pre-school to Prep, and primary school to high school
- Ongoing focus on Staff wellbeing to ensure we support and collaborate effectively with each other
- Lunchtime Clubs e.g. quiet indoor play, mindfulness colouring, yoga, singing, dance club, running club, Futsal book club and Lego to support students who find lunchtimes challenging
- Accessing student support Services when necessary to better support individual students and families

- Welcoming a Wellbeing Dog, Minty the groodle owned by the deputy principal to our staff in partnership with the Dogs Connect company.

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 postcompulsory 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 2.30 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	90.6%
Y02	92.9%
Y03	93.1%
Y04	90.5%
Y05	91.6%
Y06	91.7%
Overall average attendance	91.7%

Leadership

Goals & Intended Outcomes

- To revisit the school improvement agenda that includes explicit and clear targets and timelines
- To monitor individual and school-wide progression and improvement
- To ensure consistency of practice in every classroom
- To embed positive behaviour practices across the school
- To utilise and analyse data to drive teaching
- To make adjustment and consolidate the Explicit Instruction instructional model

Achievements

The school year was a year of further adjustment to what we believe is effective instruction as the Clairvaux model / way. Our vision for instruction is driven by the Leadership team and unit leaders through the four priority areas of our School Improvement Framework.

1. Evidence Based Instructional Model
2. Data and assessment
3. Positive Behaviour
4. Religious Education Confidence

There was growth in pedagogical understandings of our Direct Instruction model by our staff. In different unit teams there was an obvious growth in collaboration in the planning and delivery of the curriculum.

- Developing plans and briefing Learning Support Officers on how we would work with children with additional needs.
- Ensuring staff wellbeing was maintained.
- Professional Development was offered and accepted by staff in a variety of areas, including Professional Learning Communities, the preferred instructional model, coaching, School Wide Positive Behaviour Supports, Numeracy, Literacy and Religious Education.
- Teacher and leadership capacity increased particularly in regard to developing EI learning practices.
- Link Professional Development with the Annual Action Plan and agreed staff roles
- Provide opportunities for staff to share their new learning with fellow members of staff.
- Staff participated in Annual Review Meetings with the Principal.

- Professional Learning Team meetings were prioritised which included collaboration of teaching staff across the school.
- Deepened staff understanding of feedback as a powerful tool for learning and continued to embed a culture of feedback across the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Daylesford Conference - Explicit Instruction./ Wellbeing/ Catholic Identity Science of Learning PL - Range of topics and discussions including master class series for leaders NCCD Briefings and Disability modules School tours to observe Explicit Instruction Instruction in practice Mandatory Reporting Respectful Relationships Social Explorers Coaching Catalyst EI training and coaching Deputy Principal Conference Literacy/ Dibels Spelling Mastery Positive Behaviour Maclit - Literacy Intervention Teacher wellbeing series CPR Mental Health Training Wellbeing meeting with MACs staff REL network days Learning Diversity PD	
Number of teachers who participated in PL in 2023	70
Average expenditure per teacher for PL	\$711.00

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 2023 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 2023 and has underpinned Priority 1 from the School Improvement Plan. Each of our teams is set up to build leadership capacity of our teachers and maintain engagement, knowledge and skill development.

Teacher Qualifications	
Doctorate	1.6%
Masters	9.7%
Graduate	8.1%
Graduate Certificate	3.2%
Bachelor Degree	58.1%
Advanced Diploma	12.9%
No Qualifications Listed	6.5%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	59
Teaching Staff (FTE)	47.1
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	23.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To communicate the school improvement agenda to students, staff and parents

To provide further opportunities for parents to be actively engaged in student learning.

Achievements

Clairvaux has an incredibly strong school community.

The school is committed to ensuring every family an affordable and quality education. When we budget each year, we ensure that fees are set at a manageable rate and the school is well resourced.

The following achievements were evident at Clairvaux in 2023;

- Throughout the year, staff and leadership continually kept families up to date with guidelines on school operations in line with the MACS Governance change through the newsletter and PAM notices.
- Transition was priority for our new Preps and our Year sixes who were leaving the school.
- Teachers and leaders liaised with external services to ensure all students had a smooth transition in their next phase of their education.
- The online newsletter continued to be a place for information and resources for parents where school wide decisions or issues were publicised and Leaders of the school shared content for their domain to keep parents up to date, e.g . R.E., Literacy and Student Wellbeing.
- Assemblies were reinstated at school with parents encouraged to attend. They are run by the children and all children are given the opportunity to share their learning.

Parent Satisfaction

The overall percentage of satisfaction with the school equalled all schools MACS average

- Parents/Carers felt there were few barriers to hinder their interaction and involvement in their child's learning
- Parents/Carers perception of the school climate was high.

- Parents/Carers rated “school fit” – matching their child's needs as higher than average.
79%

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