



2025

Annual Report to the School Community



St Brigid's College
Horsham

St Brigid's College

97 Robinson Street, HORSHAM 3400

Principal: Gerard Raven

Web: www.stbc.vic.edu.au

Registration: 1122, E Number: E2044

Principal's Attestation

I, Gerard Raven, attest that St Brigid's College 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 15 May 2026

About this report

St Brigid's College 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

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

Tom Sexton
Executive Director DOBCEL

Vision and Mission

Our Vision

Embracing our Catholic identity, we empower individuals to realise their potential as active, informed and compassionate contributors in an ever-changing world.

Our Mission

Through the three pillars of Catholic Identity, Teaching and Learning and Wellbeing, we commit to:

- Nurturing faith and fostering positive, healthy and respectful relationships.
- Offering a transformative education that nurtures academic curiosity and personal growth.
- Providing an inclusive, equitable learning environment, prioritising the safety and wellbeing of all.
- Empowering students to uphold social justice and positively engage with the community through service and advocacy.

Our Values

Hospitality

Service

Respect

Hope

Trust

Aspiration

College Overview

St Brigid's College is a co-educational Catholic Secondary College serving the Parish of St Paul VI, Wimmera-Mallee.

Before St Brigid's College began, Horsham was serviced by the Brigidine Convent School in McLoughlin St when the foundation stone of the original building was laid on the 14th September 1919, by the Right Reverend Dr. D. Foley, Bishop of the Ballarat Diocese. The Parish Priest responsible for the foundation was Very Rev D. Howell. Five Brigidine nuns arrived in Horsham in April 1920, and the school was officially opened in May. Three boys and five girls were enrolled. The first Superior was Mother Stanislaus Tobin. In 1968, the Brigidine Convent school was relocated to our current site and relaunched as St Brigid's College. The Foundation Principal was Sr Brigid Arthur.

St Brigid's College aims to promote personal development, individual determination, responsibility and academic excellence of each student in order to achieve their full potential. Student Pathways include Australian Curriculum, the Victorian Certificate of Education (VCE), Vocational and Educational Training (VET) as well as the Vocational Major Certificate.

There is a strong Pastoral Care emphasis for each individual student.

St Brigid's College is a Professional Learning Community (PLC) where our commitment is to ensure high levels of learning for all our students. Our staff is composed of collaborative teams who work interdependently to achieve common goals for which we are mutually accountable.

Our College runs on a Vertical Homeroom System with students being members of a House and a Homeroom which contains a range of students from multiple year levels. We find this a very positive structure that helps with pastoral care, student management and healthy relationships amongst students in the school. Within the Homeroom structure is the Teacher Advisor program. This program is designed around individual interviews for each student in a homeroom to discuss how they are progressing in their subjects, set goals, monitor tasks and their organisation in addition to any other issues they wish to discuss. Student interviews occur approximately once a term and a report, summarising the interview is made available to parents through the online Parent Access Module (PAM).

With Christ as the centre and focus, St Brigid's College strives for the development of the whole person. The College sees itself as offering an invitation to its members to "come and see" and experience the human values as portrayed by Christ, expressed in a modern educational establishment.

Some of the more specific aims of St Brigid's are as follows:

- To provide a rich, broad curriculum which, through participatory and co-operative learning, develops basic skills and provides access to our cultural heritage.
- To provide an environment which allows students to experience the hope and optimism of the Gospel as well as the Gospel values of freedom, truth and love.
- To promote the integral development of students: physical, emotional, intellectual, moral, aesthetic and spiritual, in accordance with the belief that each student is unique.
- To encourage young people to weigh moral values with an informed conscience, illuminated by faith and thus embracing Christian values by personal choice.

St Brigid's College is a community. Community is at the centre of our being. All students need to accept that, when they enrol to attend St Brigid's College, they enrol into our community.

Our College is noted for its friendliness, helpfulness, and courtesy of our students, and this characteristic is frequently commented upon by employers, municipal officials and voluntary organisations.

Basic to our policy is the requirement that no student may disrupt the work, or wellbeing of another student. In co-operation with the parent, the College will act quickly, positively and most firmly to achieve this. The College believes that all students must learn to have:

- respect for themselves as a person.
- respect for other people, their rights and their property.
- respect for community and community property.
- respect for the ethic of study and work. The relationship between parents, members of staff and students is based on mutual respect and care.

In 2024, St Brigid's College undertook a School Improvement Process and began a new 5-year strategic plan with the three key priorities of:

- **Leadership and Stewardship:** Foster a positive collegial culture, informed by our Vision and values.
- **Wellbeing:** Create a shared understanding of what wellbeing looks like for the St Brigid's community.
- **Learning and Teaching:** Develop and implement a shared vision for learning and teaching that empowers, engages and inspires growth.

Principal's Report

2025 was another successful year at St Brigid's College.

As we conclude another academic year at our St Brigid's College, I am filled with pride at what our vibrant community has accomplished. As you glance through this report, you will see how the call by Jesus to 'Live life in all its fullness' became our aspiration. Our students have shown remarkable energy and enthusiasm, fully engaging in diverse learning opportunities both in and out of the classroom. The staff at St Brigid's have worked hard to bring our Trademark – Strength and Gentleness – to life. The strength of our community lies in our willingness to embrace new ideas, to celebrate every individual's uniqueness and to learn from one another.

Our commitment to community was evident through various initiatives. The school reunion strengthened our ties with alumni. The Year 11 Presentation Ball further engaged families in our school community.

The staff continued to collaborate with Leading Teams, ensuring shared leadership and purpose. We also completed a refurbishment project with Lock's Construction, addressing necessary infrastructure improvements laying the groundwork for future growth. The new North wing provides comfortable and welcoming student wellbeing spaces.

Notable new initiatives included the Year 11 Street Retreat in May and an excursion to the Melbourne Museum for the Top Designs program.

This year, we prioritised staff wellbeing through professional development sessions.

In closing, I continue to feel privileged to be Principal of this amazing school. 2025 has been a year of growth, engagement, and dedication to our mission. As we move forward, let us continue to foster a spirit of collaboration and learning within our community.

God bless you,

Gerard Raven

Catholic Identity and Mission

Goals & Intended Outcomes

- To build capacity for all staff to appreciate and articulate the theological purpose of our existence.
- To continue to contextualise our programs, including curriculum, using a local context that offers students a viable belief system framed by our Catholic Faith.

Achievements

We celebrated many religious feast days and participated in Social Justice activities such as raising money for Caristas in Lent and the Society of St Vincent in the lead up to Christmas.

We participated in the Opening Mass, Catholic Education Week Mass, Graduation Mass and End of Year Liturgy as a whole school.

Year 11 and Year 12 students attended a retreat during the year.

Value Added

St Brigid's Religious Education classes follow the Ballarat Diocese Awakenings curriculum program.

Learning and Teaching

Goals & Intended Outcomes

In order to believe in and achieve high levels of learning for all students, we will collaboratively develop and improve teacher efficacy and collective responsibility for students' learning outcomes. A range of professional development and resources are provided to staff. As a school, we are targeting the following outcomes:

- Improved VCE outcomes.
- Improved student engagement in learning.
- Improved staff engagement and reflection in data to improve practice.
- All staff participate and contribute in an efficient and effective manner in teams in order to build a collaborative culture within the school.
- All staff to have consistency of curriculum taught, pacing of teaching program, assessment and reporting for year level subject teams.
- Students can identify their learning outcomes and the steps to achieve success in each task set by teaching staff.
- Students are able to co-contribute to outcomes and measures of success.

Achievements

Reviewed and ratified our Educational Philosophy.

Commenced work on developing whole school Scope and Sequence documents and Unit Plans for each subjects to align with the Victorian Curriculum 2.0.

Ongoing review, reflection and improvement our Professional Learning Community.

Demonstrated the effective role and interdependence of Professional Learning Teams through regular collaboration to document curriculum and exchange ideas to better engage students in their learning.

Strengthened student feedback processes in the assessment program via the Teacher Advisor program.

Reviewed the Teacher Advisor Report content.

Student Learning Outcomes

100% of students who applied for courses in Victoria through VTAC received an offer with 78% receiving offers for their first preference.

Improved student performance as indicated by a justified increase in 'above standard' and 'well above standard' results.

Embedded the use of rubrics to assist staff and students to understand and identify achievement levels.

Successful completion of the Victorian Certificate of Education, Vocational Major and Victorian Pathways Certificate for Year 11 and 12 students increases to 90%.

Students achieve above 90% success rate in:

- Achieving a full-time apprenticeship or traineeship.
- Undertaking further tertiary study.
- Achieving full time employment.
- Achieving a School Based Apprenticeship or Traineeship.

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 7	540	77%	533	64%
	Year 9	545	49%	558	53%
Numeracy	Year 7	532	58%	531	62%
	Year 9	553	62%	561	65%
Reading	Year 7	541	83%	526	68%
	Year 9	559	69%	567	69%
Spelling	Year 7	521	66%	515	62%
	Year 9	558	64%	558	67%
Writing	Year 7	514	50%	514	46%
	Year 9	574	61%	570	63%

*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.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	96.00%
VCE VM Completion Rate	*
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

At St Brigid's, we are committed to nurturing a shared understanding of wellbeing that reflects our core values of hospitality, service, hope, respect, trust, and aspiration.

We strive to create a community where every student feels genuinely welcomed (hospitality), supported to contribute positively to others (service), and encouraged to look to the future with confidence (hope). Through clear and consistent expectations, we build a shared commitment to positive student behaviours grounded in respect for self and others, and trust in the relationships that underpin our community.

By embedding Positive Education and respectful relationships across all aspects of school life, we aim to foster a strong sense of pride, belonging, and aspiration, empowering every student to achieve their personal best.

Goals and Outcomes

- To develop student motivation, confidence, and self-awareness, empowering them to take responsibility for their learning and behaviour, and to strive for personal excellence (aspiration).
- To foster healthy, respectful relationships built on trust and respect, promoting positive engagement and a strong sense of connection within the College community.
- To cultivate compassion, inclusivity, and a spirit of service, ensuring all students, particularly those who are vulnerable, feel valued, supported, and welcomed (hospitality).
- To build a culture of hope, where students feel optimistic about their future and supported to overcome challenges.

Achievements

In 2025, St Brigid's College continues to prioritise student wellbeing as a central pillar of school life, building on the strong foundations established in previous years. Our approach reflects our commitment to the values of hospitality, service, hope, respect, trust, and aspiration, ensuring every student feels known, supported, and empowered to thrive.

The pastoral care program for students in Years 7–12 remains a key feature of our wellbeing framework. Delivered weekly, the program explicitly teaches skills such as resilience, emotional literacy, goal setting, and gratitude. Grounded in Positive Education and respectful

relationships, the program aims to support students to flourish - to feel good and do good - while developing confidence, self-awareness, and a sense of purpose (aspiration and hope).

The College continues to utilise the “Pulse” check-in system, enabling students to complete a brief weekly reflection on their wellbeing. This provides students with a confidential pathway to seek support from a trusted staff member (trust and hospitality) while also offering valuable insights into student voice, engagement, and overall school culture.

Through ongoing partnership with Wimmera Uniting, St Brigid’s maintains access to an on-site counsellor for three days per week. In the context of increasing demand for external services, this support remains vital in providing timely, targeted intervention for students requiring additional care. This partnership also strengthens the capacity of the Student Wellbeing Team and complements our continued collaboration with external agencies such as Headspace (service and care for all students).

In alignment with our implementation of School Wide Positive Behaviour Support (SWPBS), 2025 sees the continued refinement of our whole-school approach to recognising and reinforcing positive behaviours. Building on consultation with staff, students, and families, our acknowledgement system celebrates students who consistently demonstrate expected behaviours grounded in our core values (respect, responsibility, and aspiration).

SWPBS continues to guide our work in fostering a positive, safe, and inclusive learning environment. Expected behaviours, developed through our school-wide matrix, are explicitly taught and consistently reinforced across all settings. Staff are supported through clear processes, including the ongoing use and refinement of a behaviour management flowchart, ensuring a consistent and educative response to student behaviour.

Through these collective efforts, St Brigid’s remains committed to developing a culture where students feel a strong sense of belonging (hospitality), build meaningful relationships (trust and respect), contribute positively to others (service), and are supported to achieve their full potential (aspiration and hope).

Value Added

In 2025, our year level programs continued to provide rich and meaningful experiences that foster connection, personal growth, and a strong sense of belonging within the St Brigid’s community.

The Year 7 Orientation Camp at Robe, South Australia, was once again a highlight, offering students the opportunity to build positive relationships with peers and staff. This experience plays a vital role in supporting students’ transition into secondary school, promoting a sense of hospitality, trust, and belonging from the outset.

Our Year 8 students embraced the outdoor challenges at Roses Gap, developing resilience, teamwork, and confidence through a range of adventure-based activities. The camp continues to support the development of respect, service, and collaboration, while providing a fun and engaging environment for students to connect.

In Year 9, students travelled to Anglesea for a camp focused on exploration and shared experiences. Through a variety of outdoor activities, students strengthened their relationships and demonstrated independence, adaptability, and a willingness to challenge themselves, reflecting our value of aspiration.

Year 10 students engaged in valuable real-world learning through their Work Experience program, alongside participation in Driver Education. These opportunities support students in building independence, responsibility, and future pathways, encouraging both aspiration and personal responsibility.

Our Year 11 students participated in a retreat in Adelaide, providing time for reflection, connection, and personal growth. The Presentation Ball remained a significant milestone, fostering a strong sense of community, pride, and belonging as students prepared for and celebrated this special event together.

The year began for our Year 12 students with a retreat to Halls Gap, setting a positive tone for their final year through reflection, goal setting, and strengthening peer connections. Their time at St Brigid's concluded with a memorable Graduation celebration in November, marking the culmination of their journey with a strong sense of achievement, gratitude, and hope for the future.

Collectively, these programs play an important role in supporting student wellbeing, strengthening relationships, and creating a connected and inclusive school community where students are encouraged to grow, contribute, and thrive.

Student Satisfaction

The Pulse data also give us great insight into the school experience and culture moving forward. The data reflects a student cohort who are largely satisfied with the offerings that the College is making. The Pulse data indicated improvements in areas such as feeling valued and safe, and positive sense of identity and culture. We look to grow our student voice further.

Student Attendance

Without regular and consistent attendance, students cannot maximise academic, social and emotional achievement.

Parents are contacted about any unexplained absences on the day of the absence.

Regular absences are followed up by the Teacher Advisor and/or Student Wellbeing Team.

There are many strategies that are implemented to assist families with student absences depending on the individual student's needs.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	68.42

Average Student Attendance Rate by Year Level	
Y07	88.66
Y08	84.78
Y09	85.3
Y10	86.35
Overall average attendance	86.27

Leadership

Goals & Intended Outcomes

We completed our school review as part of the School Improvement cycle in 2024 and established our 2025 Annual Action Plan as part of the Strategic Plan.

Goals:

- Review the College Vision and Values Statement.
- Articulate and implement transparent processes for decision making.
- Develop clear process for recruitment, onboarding and induction for all staff joining St Brigid's College.
- Build and measure reputation and satisfaction among staff, students and families (enrolment).
- Building relationship trust through consistent, transparent and respectful interactions - move to maintenance level.
- Empower staff to build responsibility and ownerships of behaviours, through
 - embedding the College Trademark during meetings and conversations.
 - celebrating when people demonstrate the Trademark during meetings.
- Clarity in implementation of Wellbeing Framework(s).
- Review the composition / structure of the Student Wellbeing Team.
- Develop professional learning plans and learning opportunities for all staff with the aim to improve pedagogy.
- Address AITSL standard numbers 1.4 and 2.4, identified as a common area of focus for many staff through the ARM process.
- Develop professional learning plans and learning opportunities for all staff with the aim to improve pedagogy.

Achievements

The Vision and Mission Statements have been reviewed and updated.

Established an Enrolment Maximisation Committee.

Recruitment processes have been reviewed.

Celebration of behaviours which embody our Trademark.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
All staff were engaged with Professional Learning through Leading Teams and with the MacKillop Institute. Individual staff attended wellbeing and curricula Professional Learning. First Aid certificates completed. Online Child Safety modules completed by all staff.	
Number of teachers who participated in PL in 2025	34
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

High

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	6
Graduate Certificate	1
Bachelor Degree	20
Advanced Diploma	0
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	27.21
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	18.83
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goals:

- Identify, build and strengthen community partnerships.
 - Continue with, and build new involvement with, local community events such as ANZAC day, Remembrance Day, Field Days, Careers Days.
 - Seek out and involve our school community in local art gallery events, community drama productions, public speaking, and the like.
 - Further develop our VET partnerships with local businesses.
 - Source College resources wherever possible through local business channels.
- Seek innovative opportunities to engage our school community.
 - Work collaboratively with SS Michael & John Primary School to build upon the combined strength of the two schools.
 - Continue to grow the Bright Sparks Program and reach further into the local community.
 - Involve our students in supporting local community events.
 - Update the method of operation of the Parent Reference Group.
- Unlock the potential advocacy and support of the alumni for the College.
 - Collect and collate alumni data and seek to involve alumni in the future of our College.
 - Continue with cyclical "back to" events for alumni.

Achievements

The Parent Reference Group (PRG) continued from its founding year in 2021 with families volunteering their time on a regular basis to engage with the school on issues or concerns that they held or heard in the school community. This moved online in 2025. Through this very functional group, we see more effective communications and timely outcomes on school community matters.

'Bright Sparks' was again completed in the first semester with a growing number of students from around the Wimmera participating in activities for four Mondays leading up to a presentation on the final night.

The College annual Open Day was held in May where families were able to complete *Learning Walks* through the school. Prospective students were able to engage in tasters of subjects to gain a perspective of what learning at St Brigid's College looks and feels like. Families then attended our Information Evening held in the stately STEAM building.

Facilities of St Brigid's College were offered to local community groups with sporting clubs accessing our stadium for four out of five nights.

Our Parent Access Module (PAM) and Simon Everywhere App continue to improve, providing families with easy access and live notification updates on progress and other matters pertaining to the school and to their child(ren), including the completion of medical information, homework, reports, notices and school events. Parent-Teacher interviews are also booked through PAM, allowing parents the choice of times and teachers.

Our SMS system provides a global messaging service to our parents, for student absences and short-notice advices, and continues to be a positive communication technique between school and home.

A Father's Day breakfast was also held for the first time in 2025.

Parent Satisfaction

- Parent-Teacher interviews recorded good attendance by parents who utilised the available options of onsite and phone interviews to engage with the College. Working families found the phone interviews extremely helpful.
- High level attendance by parents and students at subject selection and information evenings.
- Willingness of parents to openly discuss issues with the school through the Parent Reference Group.
- School improvement survey data (Insight SRC) reflects a parent body which is largely satisfied with the progress that the College is making with their children.

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.stbc.vic.edu.au