



2024

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 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 30 Apr 2025

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

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

Vision and Mission

Our Vision

Embracing our Catholic identity, we empower individual 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 every 5 weeks 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:

- a) To provide a rich, broad curriculum which, through participatory and co-operative learning, develops basic skills and provides access to our cultural heritage.
- b) 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.

c) To promote the integral development of students: physical, emotional, intellectual, moral, aesthetic and spiritual, in accordance with the belief that each student is unique.

d) 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 enroll to attend St Brigid's College, they enroll 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:

a) respect for themselves as a person.

b) respect for other people, their rights and their property.

c) respect for community and community property

d) 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 3 key priorities of:

1. **Leadership and Stewardship:** Foster a positive collegial culture, informed by our Vision and values.

2. **Wellbeing:** Create a shared understanding of what wellbeing looks like for the St Brigid's community.

3. **Learning and Teaching:** Develop and implement a shared vision for learning and teaching that empowers, engages and inspires growth.

Principal's Report

2024 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 these pages 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.

This year we marked the significant milestone of Sr. Jacinta's Rice Platinum Jubilee, marking her 70 years as a Brigidine nun. We also celebrated the transition to retirement for Cathy van Dyke who first began working at St Brigid's in 1983.

Our commitment to community was evident through various initiatives. The school reunion on October 19 strengthened our ties with alumni, while our senior girls showcased their talents at the National All Schools Netball Carnival in Bendigo. The Year 11 Presentation Ball further engaged families in our school community.

This year saw significant leadership changes, with Fiona Friberg appointed as Deputy Principal on a five-year contract. The staff continued to collaborate with Leading Teams, ensuring shared leadership and purpose. We also initiated a refurbishment project with Lock's Construction, addressing necessary infrastructure improvements laying the groundwork for future growth.

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 prioritized staff wellbeing through professional development sessions. The MacKillop Institute trained our staff in self-regulation and self-care strategies, particularly in response to challenging incidents. Our focus has emphasized self-care, ensuring a supportive environment for all.

In closing, I continue to feel privileged to be Principal of this amazing school. 2024 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

Goals & Intended Outcomes

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

Achievements

We celebrated Sr Jacinta Rice's Diamond Jubilee as a Sister of St Brigid in October this year.

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

Year 11 and Year 12 students attended a Retreat throughout the year.

Value Added

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

Learning and Teaching

Goals & Intended Outcomes

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 targetting 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

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			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	526	50%
	Year 9	571	57%
Numeracy	Year 7	530	65%
	Year 9	569	67%
Reading	Year 7	511	53%
	Year 9	575	69%
Spelling	Year 7	508	58%
	Year 9	557	69%
Writing	Year 7	514	42%
	Year 9	565	65%

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

Senior Secondary Outcomes	
VCE Median Score	27
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 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 2024	
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

Goals

- Create a shared understanding of what wellbeing looks like for St Brigid's community.
- Building a shared commitment towards expected student behaviours.
- Develop a sense of pride and belonging to the College.
- Embed positive education/respectful relationships within wellbeing.

Outcomes

- To develop student motivation, confidence, self-awareness and responsibility for managing aspects of their learning and behaviour
- To foster healthy, respectful relationships to promote and encourage positive engagement and connectedness of students to our school college
- To develop compassion, understanding and inclusivity of all students, including those who are vulnerable

Achievements

In 2024, there was a strong focus on student wellbeing. 2024 was a year where initiatives implemented in 2023 were strengthened.

The pastoral care program for students from 7-12, continued. Topics such as resilience, emotional literacy, goal setting and gratitude were explicitly taught in classes each week for the year. The program focused on positive education and respectful relationships to enable the students to flourish - to feel good and do good.

The school used a check-in system called "Pulse". Each week students completed a 60-second online check-in using the Pulse program. This enabled students to seek help from a trusted staff member of their choice if they were struggling. It also provided valuable data on the overall school experience and culture.

Funding through Wimmera Uniting enabled St Brigid's to have a counsellor on-site for two days each week. With waiting lists for outside agencies growing, this has provided much needed intensive support for our students. It has also provided much needed support and expertise to the Student Wellbeing Team. We continue to strengthen relationships with outside agencies such as Headspace.

In line with the implementation of School Wide Positive Behaviour Support, we began to review the commendation system with staff, students and parents, to capture students who demonstrate the expected behaviours consistently. We implemented an acknowledgement of positive behaviour system in 2024.

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools

to improve social, emotional, behavioural and academic outcomes for children and young people. In 2022, a lot of work was done to prepare for its implementation in 2023, developing a matrix of expected behaviours at St Brigid's. The expected behaviours are explicitly taught and reinforced. In 2023-24, we implemented a behaviour management flow chart to support staff

when following up behaviours.

St Brigid's continued their journey with the ReLATE program in 2024. Reframing Learning and Teaching Environments (ReLATE) aims to make real, measurable and lasting change in schools to better the teaching, learning and wellbeing of not only students but staff, leaders and the whole school community. Staff developed their knowledge of trauma informed care which provided strategies to implement in the classroom to further support our students.

Value Added

The Year 7 orientation camp at Robe, South Australia, was another huge success, with the students developing long-lasting relationships with other students and staff.

Our Year 8 students enjoyed the outdoor challenges at their camp at Roses Gap. This camp aims to provide fun, adventure, outdoor skills and teamwork. It was another very successful camp.

In year 9, students participated in a fun filled camp to Anglesea, where they experienced different outdoor activities.

Our year 10 students participated in work experience and driver education, while our year 11s went to Adelaide for their retreat. We again provided a Presentation Ball for our Year 11 students. Students were able to further develop relationships and a sense of belonging in preparing for the ball. A great night was had by the school community.

Finally, our year 12s began the year with a retreat to Halls Gap that set them up for the year ahead. They concluded their time at St Brigid's with a beautiful graduation celebration in November. We wish them well for the future.

These programs provided the students with some great experiences.

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 needs.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	72.22

Average Student Attendance Rate by Year Level	
Y07	88.7
Y08	84.8
Y09	85.3
Y10	86.4
Overall average attendance	86.3

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

1. Review the College Vision and Values Statement
2. Articulate and implement transparent processes for decision making.
3. Develop clear process for recruitment, onboarding and induction for all staff joining St Brigid's College
4. Build and measure reputation and satisfaction among staff, students and families (enrolment)
5. Building relationship trust through consistent, transparent and respectful interactions - move to maintenance level.
6. Empower staff to build responsibility and ownerships of behaviours,

Through

- embedding the College Trademark during meetings and conversations.
- celebrating when people demonstrate in the trademark during meetings.

7. Clarity in implementation of Wellbeing Framework(s)
8. Review the composition / structure of the Student Wellbeing Team
9. 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 - as 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 behaviors which embody our trademark.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
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 2024	34
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

High

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	7
Graduate Certificate	2
Bachelor Degree	25
Advanced Diploma	2
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	26.93
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	19.26
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,
 - 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. 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 three Wednesdays 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

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.
- Parents volunteering in the school canteen.
- School improvement survey data (Insight SRC) reflects a parent body who are 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