

# The Road

DAMASCUS COLLEGE  
Spring 2020

# OUR COVER

"The New Yorker" by William Coats

The hypothetical client for this visual communication is the publisher for The New Yorker magazine. My brief was to create an illustration representing a pandemic and, consequently, the circumstances we live in today. I attempted to document a simple story using two characters in appropriate protective gear, tackling what the world has now been challenged to accept as the 'new normal'. I created a female and male character to demonstrate how these circumstances have affected all people of different genders, races and backgrounds. I chose the orange to create a confusing vibe, similar to that of the times in which we now live. The blue and greens hint at a happier and calmer time. The design plan incorporated freehand sketching and then was drawn up in Adobe Illustrator over the course of multiple VCD lessons. It was then finally put together using Photoshop. My design reminds us of the masks we have had to wear and the isolation we have felt due to the need to socially distance ourselves from one another.

William Coats, Year 11 student

See more Year 11 student artwork prepared for the COVID Art Exhibition pages 11 - 14.

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140 YEAR ANNIVERSARY CELEBRATIONS



# FROM THE PRINCIPAL

MATTHEW BYRNE

Welcome to the Spring edition of The Road.

As I sit down to write this communication, I cannot help but reflect on our 2020 journey as a community. I am awed by the efforts and resilience of students, families and staff to remain connected and engaged throughout the extensive uncertainty and isolation of 2020. The bedrock of Damascus College has been the genuine care and empathy for other community members, and this is the manifestation of our Catholic Christian traditions re-contextualised for the times.

The student population have forgone this year many rites of passage that secondary education and adolescence typically demands of them. Learning has many facets, and the students of this school community have engaged in learning and collaboration in new and different ways. Success has had many different faces throughout 2020, and our collective pride in the student population's ability to adapt is enormous.

Our families have also been incredibly supportive this year; we have witnessed some of the highest levels ever of participation in our Teacher Advisor interviews. This has spoken strongly to the importance of the relationship between the student, school and family. Never is this more important than in times of duress. Our families have been understanding of our challenges and mistakes and affirming of our successes as we have worked to take our learning online. We are very grateful to the Damascus families.

Finally, I cannot affirm strongly enough the work of the Damascus staff. They responded agilely to move our industrial revolution-based education model to a responsive online platform in a matter of days. Each function within our staff team has had key and integral roles to play to enable Damascus College to respond appropriately. The staff team are legitimately weary from their efforts to provide consistency in the face of uncertainty this year, and I thank and celebrate their commitment and achievement.

From the commencement of this pandemic, we have had four key principles that have underpinned our decision-making, and these have served us well. Those priorities have been:

- maintaining the safety of the entire Damascus community;
- ensuring we remain connected and support one another;
- ensuring continuity of quality learning and teaching; and
- being willing to adapt, change and try new things, recognising that we make mistakes at times.



Matthew Byrne working from home during remote learning

As a school community, we continue to be challenged by 2020, but if we lean into the example set by Christ and continue to work to our guiding principles, then we hope we can continue to navigate with confidence the best outcomes for our young people.

We were excited to welcome students back onsite in Term 4. The Year 12 class of 2020 had only three weeks with us before they concluded for exams. We celebrated their six-year journey with a wonderful video that students contributed to, and Year 11 students and staff formed a guard of honour to clap them out, one last time. It was a fitting tribute to their collective contributions.

Amongst those many faces of success I referred to earlier has been the VCAL students Ice Bucket Challenge and the funds they have raised for motor neurone disease (MND). With the support of their staff, this student cohort have needed to find creative ways to demonstrate their applied-learning competencies, and in the spirit of our tradition, they have done this by trying to help others. It has been a great effort.

We are also proud of how we have been able to continue to celebrate many of the events throughout the year, albeit remotely.

Our ANZAC Day, Mother's and Father's Day liturgies, our House celebrations and our Information evenings have all proceeded in new and different ways. Each event has been significant and reflective of the many talents across the College. I do need to highlight the efforts of the regularly unseen heroes of the College who have been critical to our delivery in 2020: the IT team, the office and administrative team, the maintenance team and our committed development team. We could not have achieved what we have without the support of these behind-the-scenes heroes.

We are incredibly busy with our planning of 140 years of continuous Catholic education, which we will celebrate in 2021. Concurrently, the Damascus Events Centre is nearing completion, and this wonderful facility will be a great addition to the resources of our school community, particularly as we approach significant events.

2020 has not been what anyone within Damascus or the broader society had anticipated, but the light of Christ is burning brightly in the response of this community, and this edition of The Road showcases that. Enjoy!





# DAMASCUS EVENTS CENTRE

DAMASCUS COLLEGE

We are pleased to announce that our newest building project—what we currently know as the Examination Centre and Gathering Space—now has an official name. After much deliberation and consistent with the College’s naming policy, the leadership team and College Board have approved it to be named the ‘Damascus Events Centre,’ which will be abbreviated to the ‘DEC.’

This new name is simple, functional and practical in nature; it celebrates Damascus and identifies the building’s function in an explanatory nature.

The DEC has recently completed construction, in time to host its first event—the Year 12 exams. May these exams be they first of many successful events at the new facility.

Pictured top to bottom: Damascus Events Centre the ‘DEC’, Examination Space and Commercial Kitchen.

# A CHALLENGING YEAR

## DAMASCUS COLLEGE STAFF REFLECTIONS

2020 has been an interesting year to say the least. To help paint a picture of this year and the challenges that COVID-19 and remote learning presented, we asked some of our staff to share their learnings, their challenges and their reflections on the year that was.

### Ashwin Pillai

#### Assistant Principal Learning & Teaching

It was late August when I heard the news of the passing of Sir Ken Robinson, an educationalist who focused his life efforts on the necessity of developing individual talent for the future of our world. His legacy is a clear and necessary shake-up of the educational landscape. It provided a reason for us as educators to challenge our thinking about thinking critically and creatively.

It is in his book “The Element: How Finding Your Passion Changes Everything” that he states “the fact is that given the challenges we face, education doesn’t need to be reformed—it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

These words are espoused in our College vision of inspiring and challenging students to become their best and to contribute to the global community.

A colleague shared with me renowned Jesuit philosopher and theologian Bernard Lornegan’s transcendental imperatives, which provide a language for interdisciplinary conversation. In brief, Bernard Lornegan’s educational philosophy revolves around four imperatives. These are be “attentive in seeking information, be intelligent in understanding possibilities, be reasonable in making judgements of truth and goodness and beauty and the responsibility in deciding to act on those judgements.” As educators, we reflect on this mode of education, and from this, it becomes clear that students learn better, learn more, and have a more enjoyable and rewarding learning experience when a subject taught has some relevance to their lives.

The presented quotes speak a lot to Damascus’ approach to holistic education. It is our responsibility to challenge the paradigm and to promote creativity and critical thinking, to cater to our students’ individual needs, to build and foster physical and spiritual relationships and, above all, to bring relevance to their learnings. We are proud of our efforts during our remote learning phases and equally of our continued efforts in building the opportunities presented to our students so that they can contribute to their world.







## Martin Ryan

### Learning Area Leader - RE

2020 continues to challenge us as we navigate the daily changes, disruptions and restrictions to our lives. Matthew's Gospel aptly describes this when it states the following: "So the last will be first and first will be last" (Matt. 20:16). Everywhere, every day, we have all been impacted by this virus and, for me, that has been a humbling experience, reminding me again and again of our communal obligation and the need we have to connect with each other with compassion and kindness.

Once I adapted to isolation, I began to find joy, humour and strength from this new experience of working remotely. I found new ways to enjoy the gift that our students are; to have fun with colleagues, family and friends through new technologies; to rediscover my garden; to appreciate my neighbourhood as I walked the many streets and tracks again; and to try those recipes I have always wanted to follow. I know life will return to normal and I can't wait, but I have learned some valuable lessons of gratitude and appreciation towards not taking, life, family, friendship and work for granted.

## Ivanka Saric

### Learning Area Leader – Science



After a term of sick leave, I returned to my love of teaching via Remote Learning 1.0, working from home, getting to know my students via Teams and developing a more self-directed learning environment with my students. Both students and staff supported each other with kindness as we navigated the world of technology from home. I would hear comments like 'there's no sound' when trying to show a YouTube clip and then the student would direct me on what to do. Microsoft Forms, Microsoft Teams and Simon learning areas became regular companions in the delivery and assessment of content and skills. Science practicals were replaced with viewing experiments on YouTube.

When we returned to Remote Learning 2.0 we were more confident and I then launched into developing channels for group work. I loosened my apron strings and realised that it wasn't all about me. The biggest challenge this time was not being on campus and interacting with the students and staff. Rapport continued to be developed via Teams with a chat with each student at the start of class. The increased time on devices encouraged me to get out into the fresh air and go for lengthy walks either alone or with a friend, as well as bake and make 'iso' deliveries to friends. We showed resilience, adapted to the environment in which we were working and did our best. We now go forward knowing that we have the skills to take on new challenges; maintain a balance between work and home (which is essential); and, finally, show kindness to each other (also essential), as we do not know what each person is experiencing.



## Michael Bennett

### Learning Area Leader – English

Remote Learning 1.0 was strange, but we had so much adrenaline and we managed it. The odd thing about Remote Learning 2.0 is that it felt normal. We found a groove. And that's no mean feat.

While we have been disconnected in many ways, I have never felt more connected to other members of staff. I've felt really proud of Damascus in 2020. And I'm proud that I get to work with an incredible team of English teachers. Patient, caring, wise people who have all chipped in and helped their students make the most of it. And it's dawning on me just how fortunate I am.

Daily, I'm challenged by the need to wind down after so much communication on so many different platforms. In a five-minute window, we might speak to a Year 11 who needs an extension, to a House Leader pumping up our tyres, to a Year 7 about rocking up to class, to a parent who is concerned about their child and to my own kid, who wants a muesli bar and an episode of Bluey. It was chaotic. But we made it!

A colleague recently spoke about the serenity that comes from knowing what we can control, and letting go of those things we cannot. This unique period has led me to find more sustainable ways to switch off. Steady exercise to zone out, gardening, and meditation have all been useful tools to slow my brain down. And I've taken to writing 'done' lists rather than 'to do' lists.



Michael Bennett

## Brett Stone

### Learning Area Leader - Health & PE

This year has been a social, emotional, mental and physical roller-coaster ride. Having restrictions put on society due to COVID-19 can make you think you are stuck at home, but it is important to recognise that we are safe at home.

I have learned that I am more open to change than I thought I was. I have enjoyed the opportunity to attempt new and different teaching strategies, from online assessment to utilising online video communication, which I have started using with my family, who live all over Australia—this has brought us closer together. I found the most challenging part of remote learning for me was sitting in front of a screen for extended periods of the day. I attempted to overcome this by standing at my desk or even riding my exercise bike during meetings. The multi-tasking was very rewarding. My favourite thing to do during this experience was to take some exercise around Mount Buninyong and explore the trails the area has to offer. My advice for others is a quote from Michael Jordan: "Some people want it to happen, some wish it would happen, others make it happen." I think this is very relevant to our teaching and learning for overcoming difficult times.



Brett Stone





Caroline Nolan

## Caroline Nolan

### Learning Area Leader – Mathematics

Despite the smoky haze that hung over the state in January, I began the year feeling optimistic and looking forward to a trip to Cape Town for my step-brother's wedding. I left a relatively normal Melbourne in late February, and almost by the time the plane landed the following week, boarded by people in hazard suits, we were all in lockdown. It seemed to change so quickly. Overnight we needed to learn a whole new approach to teaching. I love the interaction with students in the classroom, but I have never enjoyed having my photograph taken or being recorded—suddenly being expected to record Teams lessons was challenging.

One positive about the remote learning experience was the resilience and patience of the students in my classes as we navigated our way through using technology that we had never used before. There was the occasional expletive, usually after a student had spent a few minutes tactfully reminding me that I had forgotten to share the screen or switch on the microphone. Fortunately, we were already using online texts in mathematics, so we had ample resources to support the teaching and learning. Together, we got through two lots of remote learning and still managed to keep on track and get through almost as much of the curriculum as we would have at school. Through this process I discovered that you can teach an old(ish) dog new tricks and that we are all more tech-savvy than we realised. Great effort, folks!



Gerard Macklin

## Gerard Macklin

### Learning Area Leader – Humanities

The most significant change of 2020 has undoubtedly been teaching from the comfort of your own home. Sitting in my study presenting work to students across MS Teams allowed me to continue teaching—but at what cost? Teaching is not just about delivering content. I have come to realise, particularly this year, that learning and teaching are about human interaction within the classroom. Students present themselves with many levels of understanding. A teacher's job is to present content in the initial phase but to then guide, supervise, cajole and help the student understand that content. This in-classroom help is the one element that remote learning lacks.

I reflect on the similarities of someone being born in 1900 with someone in 2000. Both would have experienced severe droughts (i.e., the Federation droughts and the Millennial Droughts); both would have witnessed conflict (i.e., WW1 and the War on Terrorism—Iraq, Afghanistan and other conflicts); and, finally, disease (i.e., after WW1, the Spanish Flu and now COVID-19). Times are eerily similar. From this, I take heart: if my grandparents experienced this, then, surely, I could learn from them and know that we will all be stronger for the experience.



## Alan Archbold

### Learning Area Leader – Technology

During this crisis we have seen an incredible rise in the use of IT support around remote learning. At the same time, this crisis has exposed the difficulties with engaging students in other hands-on traditional technology subjects such as wood, metal, food, electronics and textiles. It is a testament to the hard work of both students and staff that we have continued to engage students in the design process across all technology areas.

Students have admirably risen to the challenges and have continued to engage in their learning despite the barriers. Staff and especially students have been remarkably resilient. I have found that most humans faced with challenging circumstances simply get on with it. I have been watching the ABC series “Going Further Back in Time for Dinner”, where a family is transported back to the 1900’s and to the 1940’s, and they live life as it was then. It is amazingly stark, the similarities between this and the COVID crisis. I like that people are becoming more sustainable, showing more care for each other and that we are less obsessed with spending and consuming. I have found that gardening has kept my soul charged, and seeing new growth gives me hope for a brighter future. The old adage, “the best things in life are free”, certainly rings true!



Alan Archbold

## Alysoun Smalley

### Learning Area Leader – Languages

One of our biggest losses this year was the cancellation of the French Trip due to COVID-19. The students were getting to know their host partner, and their bags were almost packed. With only a couple of weeks before the departure date, the rug was pulled from under their feet and their dream of seeing the Eiffel Tower wiped from view. This was immensely disappointing for students and the staff travelling, but also for our French counterparts who were looking forward to showing us their country. The promise of a trip overseas is one of our main attractions in Languages, but the students have impressed me with their determination and stoical attitude, showing that since France isn’t going anywhere, one day they will see it and all it has to offer.

On a personal level, I had the opportunity to learn two new skills in Remote Learning. One is how to create a bitmoji virtual classroom, which the students enjoyed, as they were reminded of their ‘French home’ in Room 2201 and, thus, maintained their connection with Damascus College. And the other skill is learning Welsh, which is a fascinating language with some very difficult spellings to learn.

*Diolch a mwynhewch weddill eich blwyddyn* (Thanks and enjoy the rest of your year).



Alysoun Smalley





SRC Bake Sale



Year 12 Retreat

## 2020 WHAT A YEAR!

IMOGEN BATROUNEY

Firstly, every member of the Damascus community should hold an immense amount of pride in what we have achieved and how we have adapted to this ever-changing year. Since commencing Year 7, I have been incredibly excited to be in Year 12. Whether the reason for this is because the Year 12s have hoodies, they are able to use the common room, or the Year 10s steal the back seat (the second Buninyong bus kids will feel my frustration) is still a mystery to me. In any case, I couldn't wait to experience what is given a lot of hype as the best year of your life.

Upon commencement of our first experience of remote learning, my motivation was higher than ever before. My grades were the best they have ever been. I was doing extra work to fill in time and everything felt as though it was falling into place. However, fast-forward to round two, it was a completely different story. I had next to no motivation, resulting in doing the absolute bare minimum to pass. I was so exhausted, finding myself getting up slightly later than what I had the previous day, and most of all, I missed interaction with my friends and family. I remember listening to Dan Andrews declare the state of emergency and the return to lockdown. I was utterly disappointed, as most year twelves could probably relate to. I was devastated we would be spending more time learning from home as opposed to being on campus with our peers during this fabulous year.

However, there were positives. Isolation taught me so many valuable lessons. I realised who the most important people are to me; I've never been so blessed to be surrounded by such beautiful people. I also discovered how strong our year 12s are. It would have been

so easy to stop attending our Teams classes and continue scrolling through TikTok, discover who the imposter is, or go back to bed. However, we all persevered and reached the finish line, which I believe in itself is the biggest achievement of anything that came from this year. Most importantly, I discovered how important my family is. I am so blessed to have three amazing siblings and parents who go above and beyond to provide us kids with nothing but the best. If it wasn't for COVID forcing me to slow down and take a step back from the busy life I was living, I would never have arrived at this realisation, nor seen the relationships I have with my family blossom in the way they did.

The support offered by the staff at our College may have at times gone unnoticed, but if it wasn't for our dedicated teachers, TAs and house leaders, what was already a challenging year would've been that much harder. Even though at times it felt as if work was piling up, this was the case because our teachers wanted nothing but the best for us. So, a sincere thank you to everyone who has ever helped me in any way, not only throughout this final year but also throughout the journey from Year 7 to now.

To my fellow Year 12s, we did it! Although it wasn't the year any of us expected, we all share such a unique experience that I'm sure none of us will forget. Let what you have learned about yourself in relation to perseverance and resilience help you in whatever it is you do in the future. Each of you deserve nothing but the brightest futures and I cannot wait to see where life takes you all.

Imogen Batrouney, Year 12 student

# YEAR 11 COVID ART EXHIBITION

DAMASCUS COLLEGE

STUDENT NAME	ARTWORK
Sarah Buck	9
William Coats	12
Esther Dunlop	5
Casey Gordijn	4
Charlotte Grimes	6
Tyler Hillas	26
Caitlyn Hoare	21
Zach Jans	7, 13, 15, 19
Eliza Lamb	8
Jasmine McBride	22
William Muller	3
Bec Nebozuk	18
Jarrod O'Brien	17
Paige Pickering	2
Alexander Silvey	14
Madison Smith	23
Zarlie Smith	16
Penny Taylor	24
Georgia Thomassen	25
Brigid Vereker	1, 20
Abbey Wallace	10
Freya Wallis	11







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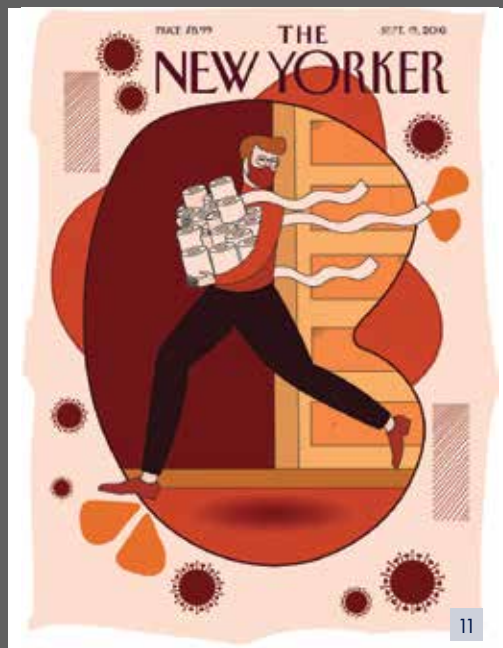
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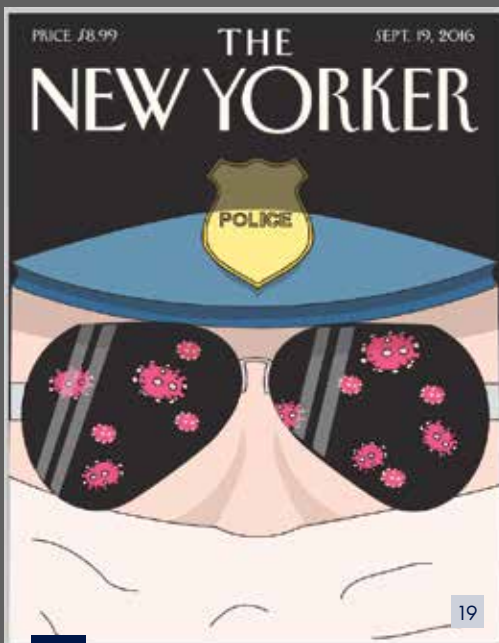
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# STAY CONNECTED KEEP INFORMED

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Together, we celebrate our proud history and recognise and celebrate our foundation schools; Sacred Heart College, St Paul's Technical College, and St Martin's in the Pines. Past students and staff of these foundation Colleges and Damascus College form our alumni.

Our website has been updated with a great new look and feel. Visit [damascus.vic.edu.au](http://damascus.vic.edu.au) to learn the latest information regarding Alumni Events and Class Reunions. Update your details to stay connected.



## VIEW OUR NEW HISTORIC TIMELINE

To learn more about the history of our College, dating back to 1881, you can view our new pictorial timeline showcasing milestone events  
[damascus.vic.edu.au/about-us/history/timeline](http://damascus.vic.edu.au/about-us/history/timeline)



**connecting@Damascus**





# RAISING FUNDS FOR MND

DAMASCUS COLLEGE SOCIAL JUSTICE

At the beginning of 2020, I did an assignment on Neale Daniher and became really inspired by his story, which details his fight with Motor Neurone Disease (MND). MND is a terrible disease that does not yet have a cure. To find a cure, we all need to work together by raising money for Neale Daniher's FightMND foundation. This is a fund that was founded in 2014 by Neale himself "to cure, to care and to make aware."

Damascus Year 12 VCAL students decided to make a contribution towards helping to find a cure by raising money and taking part in our ice bucket challenge. All of the Year 12s in VCAL, including myself, produced a video to send to Neale Daniher to explain to him what we wanted to do. We then received a lovely response from Neale himself and he was very pleased with what we were doing—it was a very heart-felt video.

Our aim was to raise as much money as we could to give to FightMND for all those suffering from MND, a life-taking disease. Our original goal was to raise \$500 and we raised \$2,370.80. We are currently still receiving more donations! We cannot thank everyone enough for all they have contributed to making the day happen. The ice bucket challenge ran so smoothly and I couldn't fault one thing about it! Everyone had a laugh and got involved. Everyone feels great about having their own way to show support to those suffering.

We thank everyone who participated and helped make it happen!

Zoe Watts, Year 12 VCAL student



Pictured top to bottom: Martin Ryan, Matthew Byrne and Andrew Robertson



# A FAMILY TRADITION

## ALUMNI STORY

My name is Shaun Leonard and I have been given the opportunity to write about the experiences my parents, Michelle Leonard (nee Ryan) and Anthony Leonard, had when they attended Sacred Heart College (SHC), St Martins in the Pines and St Paul's Technical College.

Both mum and dad were born and bred in Ballarat and have strong family connections to Damascus College. Mum and her three sisters attended SHC, St Martins in the Pines and Damascus College. Dad is from a larger family. He has five brothers and one sister, all of whom were students at St Martins in the Pines, St Paul's Technical College and Damascus College.

Our connection to Damascus goes back another generation to my Nanna, Denice Ryan (nee Thyne), who attended SHC, Class of 1968. Nanna wanted her four daughters to carry on the family tradition.

Mum started Year 7 in 1987 at SHC and finished Year 10 in 1990. She then started at St Martins in the Pines for Year 11 in 1991 and completed Year 12 in 1992. Dad started at St Paul's in 1986 and left at the end of Year 10 to take up a joinery apprenticeship.

Mum started at SHC not knowing many other students, as only a handful of girls she went to primary school with attended SHC, whereas dad, from the small country town of Dunnstown, had a large extended family who attended St Paul's with many friends and relatives.

After high school mum attended the School of Mines Ballarat, where she studied business, which was the start of her career in office administration and finance. She has now been working in the industry for over 25 years. Dad completed a building apprenticeship and has now been working in the building industry for over 30 years with the passion he gained from his time at St Paul's doing wood and metal work.

Mum's favourite teacher at SHC was Miss O'Mara and she has fond memories of her on their Year 10 Outward Bound 10-day camp. Dad's favourite teacher was Mr Stahl, who taught English, PE and Religion. Mr Stahl was a great teacher and dad has fond memories of attending school outings to watch AFL games on a Friday night led by him.

Mum said she loved her yearly school camps. They went somewhere different every year, with her highlight being the Year 10 Outward Bound experience. Dad also loved school camps, with fond memories of a camp in Lorne and another in the Otways.



Shaun Leonard 2020



Leonard Family 2019





Anthony Leonard C1986

Mums favourite subjects were Drama and Information Technology. She especially remembers how much she enjoyed Drama in Year 12. Studying IT was the beginning of her interest in business and office administration. Dad's favourite subjects were woodwork, sheet metal and building graphics, which is not surprising considering his career in building.

As mum works full-time at the Catholic Education Office and has three teenagers all attending Damascus College, she does not have much time for hobbies. She enjoys catching up with friends, going on long walks with our border collie and spending time with our extended family at our bush property.

Dad loves his footy, particularly the Brisbane Lions, as well as watching my brother Aidan, my sister Grace and myself play and spend quality time with our extended families.

Mum made many lifelong friends during her time at high school, all of whom she still treasures today. She said her days at SHC and St Martins in the Pines taught her many life skills and gave her the confidence to believe in herself and her dreams.

Dad enjoyed his time at St Paul's over two different campuses. The education he received gave him the many skills that made him the person he is today.

Every year we all head down to Anglesea and camp there over Christmas and New Year's, which has been a family tradition now for 17 years and something that we all look forward to annually.

Both of my parents enjoyed their time at St Paul's and SHC and wanted us to experience the same great education and opportunities their respective schools gave them, so they always wanted to send us to Damascus College.

I am so glad my parents decided to send me to Damascus Collage, as it has so many opportunities for students to grow and embrace the challenges faced during their high school education. I have thoroughly enjoyed the last five years and can't wait to see what next year holds for me as I look to make the most of my final year here at the college.

Shaun Leonard, Year 11 student and 2021 College Captain



Michelle Ryan C1987



## REMOTE LEARNING AND ME

PATRICK O'BEIRNE

I think everyone would agree that this year has been interesting, difficult and a bit boring. For myself, I have not minded this year so much.

“The pandemic is a little scary, but being in Remote Learning has been quite good for me.”

I am not a social person and being surrounded by a hundred other people every day causes me a lot of stress. My friends know I isolate myself or go quiet simply because I don't have the energy to be around people for long. Remote Learning has allowed me to be more relaxed and have more control over my social interactions, going on safe walks with some of my good friends and comfortably calling or messaging my other friends.

My schooling this year has also been interesting. At the beginning of the year, I was preparing for the French Immersion Trip, where a group of students undertaking the subject stay in France for three weeks with host families and visit major landmarks. The preparation was very exciting until it was unfortunately cancelled, like most other things. For me, that included recumbent cycling events, a debutante ball, open days, the school musical and other events offered by the school.

For the first time in isolation it took a while to settle into routine and it was tedious trying to get work done around the family. It is very loud at my house and can be annoying when trying to do video calls for class.

The second time round, however, I found a quieter place in the house and I got through my schoolwork easily and comfortably, sleeping perhaps a little too long sometimes before I start school! I think for others completing school work at home was hard because the environment is so relaxed and it is hard to be motivated, but I have generally been self-motivated in my studies and I tried my best to





O'Beirne Family

keep on top of my subjects. I think my best advice for anyone struggling with their homework and tasks is to write out a checklist for everything you need and want to do for the week and progress through it, taking breaks every now and then. I like to grab a cup of tea to break up my workload.

I believe I have been lucky, as my family has barely been affected by the pandemic. I even managed to get a job, which has helped my social skills and confidence, so I decided I would try to apply for School Captain. For some reason, this was a very stressful process, but it was a good experience.

I had an interview with a panel and was even able to do a speech against Shaun Leonard, who deservedly got the role.

I did not mind losing it because I was just giving it a go and wasn't sure about trying out for it in the first place. I went for McAuley House

Captain after, and I did my speech wearing a giraffe onesie. This might sound a little strange, but I thought it'd show my McAuley spirit and it was honestly just a bit of fun. It must have paid off because I was voted in as one of the captains and I look forward to leading the McAuley cohort in 2021.

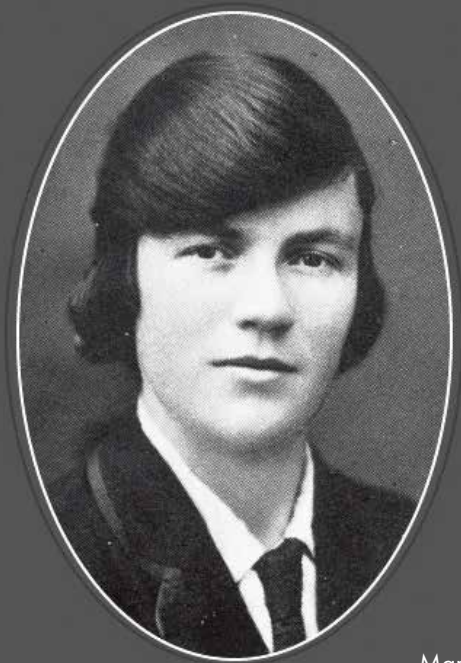
Next year I think we will still be dealing with the pandemic for a while, but I hope the year is less challenging and more fun. I look forward to social and sporting events that I have missed out on this year, researching possible university courses and dedicating myself to my work, friends and family.

Patrick O'Beirne, Year 11 student



1st Tennis IV 1924 Mary Mitchell 2nd from left





Mary Mitchell 1924

## MARY RAPHAEL MITCHELL RSM

DAMASCUS SISTER OF MERCY

*Orare et Laborare* – To Pray and to Work

Mary Margaret Mitchell was born in Navigators on 10 April, 1906, and was educated at Sacred Heart College (SHC).

An enthusiastic sportswoman, Mary captained many a SHC sports team to victory. She was a particularly talented tennis player, which was arguably the most popular sport played at SHC. This was no doubt due in part to the good fortune of the school possessing their own tennis courts, and according to the school annual of 1925, these courts were never vacant when the weather was fine. Mary was also captain of the historic 1922–23 basketball team, which remained undefeated for the season. Her dedication to sport at SHC might be best summed up by a note from her peers, which appeared in the same annual:

“Our sports report would not be complete without a word of special praise for Miss Mary Mitchell, who may justly be called the Soul of sport at the College. As tennis and basketball captain, she ever inspires others with her own sporting spirit, and in recognition of her work and influence she was presented with a valuable tennis racquet, the gift of a generous supporter of our games.”

Upon finishing school, Mary gained her teaching certificate before entering the Ballarat East Convent of Mercy in 1928. She was professed in 1931, taking the name Sr. Mary Raphael.

Sr. Raphael then showed the same love and dedication to sport at SHC through teaching as she did when she was a student. During her time teaching at SHC, Sr. Raphael was a renowned Geology and Mathematics teacher, as well as a sports mistress. She is still remembered fondly by her students to this day, whether for her outdoor Geology lessons, or her meticulous maintenance of the running track she established around the College.

She remained dedicated to the promotion of sporting activity for the girls of the College as she strove to live by her motto: To Pray and To Work.

*With thanks to the Institute of Sisters of Mercy of Australia and Papua New Guinea Archives for their assistance providing us with material for this piece.*



Sr Raphael teaching biology 1956



Sr Raphael C1970's



# AIMING HIGH

LILLEE BARENDSEN

Year 9 student Lillee Barendsen received multiple awards as part of the Cricket Victoria Women's Community Cricket Competition in 2020.

Lillee won the following awards:

- North West A One Day Batting Award
- T20 Player of the Season for the North West A region
- U18 MVP award for the North West A region
- Frank McDonald Award for Most Promising School Girl

Despite the award ceremony being held virtually, this did not dampen Lillee's astonishment at receiving a multitude of awards.

As she said, "I was honestly speechless. There were a lot of other great performances throughout the season from all the teams and I wasn't expecting to get anything, let alone four awards."

In addition to the four awards, Lillee was also awarded the Batting Award and Club Champion for the Ballarat Women's Cricket Team, the Batting Award for the U17 Central Highlands Team, and selection in the Cricket Victoria Girls U16 Emerging Players Program, which competes against other state teams in a small carnival.

Lillee said her cricket journey began after enjoying a lunchtime game with her best friend.

"They chucked me the ball and I've never looked back since," she said. "I remember going home that night and nagging my parents to sign me up for a cricket team."

Six years of cricket later, Lillee has enjoyed the team aspect of the game, as well as getting to know new people and the competition in big games. This has led to a desire to pursue a career in the sport.

I hope in the near future to be able to play in the WBBL, as well as play for Australia, which is my biggest goal.

Upon reflection on her time in the sport, Lillee cited the mental aspect of cricket as being its most difficult, having to constantly remain focused on the next ball.







"It's important to stay in the moment and not think about going out or hitting the ball too hard", she said.

As for any cricket advice she could offer those wanting to improve their game, Lillee noted frequent practice and self-reflection as being the most important factors.

"Practice and analyse your own game to improve yourself, and don't give up, as there will be ups and downs that you have to keep going through", she said.

The widespread effects of COVID-19 on the sporting industry were felt by Lillee, whose three to four training sessions and two games of cricket per week were brought to a halt. This was in addition to her long tenure in Australian rules football, which was also suspended in accordance with government restrictions.

"I have played footy for 10 years", she said. "I went from basically playing sport every day of the week to nothing."

In addition to the impact on her sport, Lillee described the struggle of remote learning and the isolation caused by the pandemic. Her favourite subjects, PE and Health, were greatly affected by this change in medium, with most physical components of the subjects being lost over the Internet.

The switch to online delivery did teach Lillee how to be adaptable to the current climate, allowing her to keep up with her school work. Yet, this was all achieved while missing the social side of a physical classroom.

"I missed the different social interactions each day and seeing my friends in person," she said, "but it taught me to be more independent and organised due to having to plan all our work in one hit."

Lillee said she has also learned not to take the privileges she has for granted due to how easily they can all be taken away. This has given her a new appreciation and motivation for how she approaches each day.

"From playing sport every day, to just being able to see my family all the time," she said, "I will definitely appreciate these things a lot more and will try even harder to get the most out of every opportunity I get."



2021 College Captains, Shaun Leonard and Maya Tolliday

## DAMASCUS DAY 2020

### DAMASCUS COLLEGE EVENT

In 2020, as a consequence of COVID restrictions, we celebrated Damascus Day differently, as gathering together as a school community was not possible.

Damascus Day continues to be an important day in the life of our college. It is a day where we celebrate our identity as a Catholic, co-educational secondary school. It is a day where we recognise those who had the foresight and who laboured to provide us the opportunity and facilities that exist—the parents, parishioners, priests, and religious brothers and sisters who created the buoyant community that has been Damascus College in 2020.

The video that was created to acknowledge the day included a prayer based on the 2020 College theme from Micah's (6:8) prophecy: "Do Justice, love kindness and walk humbly with your God."

The video also included a collage of Damascus Days past that was played across the song "Hands: Only Kindness Matters" by Jewel.

Then the 2020 College Captains, Hannah Mroczkowski and William Smith, launched Letters Against ISO. This is an initiative to support those locked down in homes for the elderly.

As tradition dictates, the 2021 school captains were announced during the Damascus Day celebrations by Principal Matthew Byrne. We congratulate Maya Tolliday and Shaun Leonard in achieving these positions. At the end of the video students and staff returned to remote learning.





2020 College Captains, William Smith and Hannah Mrockowski

## CAPTAINS REFLECT ON DAMASCUS DAY

WILLIAM SMITH AND HANNAH MROCKOWSKI

Well, we made it. Happy Damascus Day to you all! While we were unable to celebrate in our traditional ways this year, it is important that we take the time to reflect on all that we have accomplished. This is a day where the whole College comes together as one, celebrating the wonderful community we are fortunate to be a part of. We feel that the pride and spirit are what makes it such a momentous occasion. It is a chance for teachers and students of all year levels to connect, revelling in all that we are and all we have accomplished. It is an opportunity to share memories of past celebrations, give thanks for the present and pray for the future as students and staff unite under the cross.

Damascus Day is a renowned celebration across the whole school, and we only grew to truly appreciate it as we got older. Our time on the Student Representative Council (SRC) changed our perspective, enabling us to acknowledge and contribute all of the hard work that occurs behind the scenes.

A highly anticipated part of Damascus Day is the afternoon activities, where we take the opportunity to don some costumes and

spend some time making memories with friends. From fairy tales to adventures through the space-time continuum, we have been able to make long-lasting memories over the last six years with our friends and peers. I don't think William will ever forget his five minutes of fame as a Ghostbuster!

Over the 25 years since the amalgamation of St Paul's, St Martin's in the Pines and Sacred Heart College, the Damascus community has grown and developed into a vast and welcoming community, raising young adults in the Mercy tradition. Being able to celebrate our identity and vision with such a fun day is our way of showing our pride and gratitude for our education and support in the community.

2020 has not been the year we expected. Nonetheless, the students and staff have shown great strength and perseverance during these difficult times and Damascus Day is the perfect opportunity to show this pride. We have been so honoured to be your College Captains this year and see you grow through these troubling times. Make sure you take a moment to look back on how far you have come!

William Smith and Hannah Mrockowski, 2020 College Captains





OUR LADY OF MERCY CHAPEL





## #IN THIS TOGETHER

DAMASCUS COLLEGE STUDENTS DURING REMOTE LEARNING







# ELLA'S GENEROSITY

ELLA YOUNG

Year 9 student Ella Young showed great generosity in times of nationwide hardship after donating a \$500 netball competition prize to a victim of the January bushfires. A keen netball player of seven years, Ella jumped at the opportunity when she saw her favourite team, the Melbourne Vixens, hosting a competition on Instagram.

The competition involved sending in a creative video of a job that entrants were doing outside during isolation.

Ella recounted how she decided to make a video of herself building a fence to make it easier to get into a paddock at her house.

“The main points of the video were showing how I made the fence and adding in some puns every now and then.”

Ella won the competition with her entry and received a \$500 prize pack, courtesy of the Melbourne Vixen's partner, Ozito.

Scrolling through Facebook shortly after receiving the prize, Ella came across a post on the Melbourne Vixens Facebook page that left a profound impact. It was a photo of a garden shed that had burned down in the January bushfires posted by a fellow entrant in the netball competition. Ella knew immediately her \$500 prize was not in the right place.

“Looking at the photo and seeing all of the devastation and ash on the ground, with nothing left in the shed, it really made me feel grateful for what I have,” she said. “I just hoped that the prize pack would help them get their shed up and running once again.”

After receiving word of the selfless act, the Melbourne Vixens and Ozito awarded Ella with a \$250 prize pack for her great generosity, accompanied by a personal video message from Vixens player Emily Mannix.

Isolation also presented an opportunity for Ella to thrive in remote learning. The Year 9 student reported producing steadier grades and maintaining a higher quality of work.

“I think this happened because I had my own time to do my work, which placed less stress and pressure on me,” she said.

This was not without its challenges, however. Ella missed the social connection with her friends, which was worsened by the suspension of most sporting competitions, including her netball.

“One of the hardest things in this pandemic is all the sport in my life being gone,” she said.

Despite these difficulties, Ella continues to have a positive attitude towards the situation.

“We are going to be a part of history,” she said. “We will come out bigger and better on the other side.”



## A GROWING PASSION

### ALUMNI STORY

As a Damascus student my favourite subjects were science, electronics, wood and metalwork.

After leaving school I did not really have any idea of what I wanted to do and bounced around from place to place before getting a job at IBM. I worked at IBM for a combined total of approximately eight years. I started growing mushrooms as a hobby roughly five or six years ago.

I have been fascinated with the biology of mushrooms since early childhood. From the incredible diversity of species, to the pivotal role they play in the cycle of life on earth, to the multitude of dietary, medicinal and spiritual uses they've had for humans throughout all of recorded history. Coming from an IT background I've always had a strong interest in science and technology. What I love the most about cultivating mushrooms is that it combines my love of these subjects with my love of nature and the outdoors.

At the start of 2017 I grew my hobby into a business, The Mushroom Connection.

I knew there was a demand in the Australian market for gourmet mushrooms and I also knew that there weren't many growers around. I worked full-time and eventually saved up enough money to put together a small-scale growing operation consisting of two insulated shipping containers and then started supplying wholesale to local restaurants and cafes. This eventually grew to four containers as demand increased, producing roughly 100kg of mushrooms in total per week. I was supplying mushrooms to businesses in Ballarat, Daylesford, Melbourne and surrounding areas.

I grow a variety of different mushrooms, including Oysters, Shiitake, King Brown, Lions Mane, and some other more difficult to cultivate varieties that I cycle in and out. My business continued to grow to meet demand and so too did my operations. This year I moved to a new property, expanded the farm and started constructing a 350sqm purpose-built commercial mushroom farm.

Sales obviously took a hit with the COVID-19 lockdowns, but the downtime gave me time to finish the new farm, explore other avenues of sales and develop new products.

I now offer online sales of home delivered fresh mushrooms to the public, dehydrated mushrooms, and mushroom grow kits. I am attempting to branch out into as many areas as possible to support my business through new sales channels. I think the hospitality industry has suffered significant damage due to the lockdown and will take quite some time to return to normal, so I needed to find other avenues to sell my products.

To support my business, I have a webpage and I am tackling social media with an Instagram and Facebook account for The Mushroom Connection. I've even had the opportunity to welcome Simon Toohey from MasterChef to film a segment with him, which people can check out here if they're interested: <https://www.youtube.com/watch?v=L7ArvEOYL5s>

When I left Damascus in 2007, I did not know that I would find a way to turn my favourite subjects into my own business.

Jason Crosbie, Class of 2007





# COFFEE VAN LAUNCH

## DAMASCUS COLLEGE VCAL EVENT

On Monday 26 October, the Café DMAC Coffee Van was officially launched with a small event organised by VCAL students and staff to showcase the new-look van. Staff and students in attendance enjoyed slices and cakes to celebrate the occasion.

Several years ago, Damascus students and staff discussed the idea of a school coffee van, where the group visited a large coffee roasting business in Melbourne to gain insights into the world of coffee, from growing to selecting, importing, and roasting.

It certainly opened their minds to this multi-billion-dollar industry and addressed how, when we buy a coffee, it is after so much has gone into producing that cup.

Students researched various styles of coffee vans, those that were already set up, right through to the idea of buying an old caravan and fitting it out themselves. All the while the students were gearing themselves up with the knowledge that would take their ideas to the next level.

Around two years ago, Damascus College purchased a van that had the essentials provided. It then began the College's venture into providing coffee to students and staff.

Staff member Tom Inverarity took up the role of skilling up a core of students to make and serve coffee, and for the latter part of last year, staff member Shaun O'Loughlin took the reins and established a regular operation providing coffee and slices.

It is the hope that the next phase will see the van operating at off-site school events such as the swimming sports and athletic sports, thus giving greater exposure and providing the students with the opportunity to develop a skill set that is highly transferable.

Staff would like to express thanks to the leadership of Damascus College for supporting these endeavours; former VCAL Applied Learning Coordinator, Tom Inverarity, for giving the venture a solid start; the ongoing leadership of our present Applied Learning Coordinator, Belinda Dwyer; Shaun O'Loughlin, Neale Thompson and Matthew Hallowell for continuing the work; and, of course, our students for rolling up their sleeves and getting stuck in to the job at hand.

# SHINING LIGHT AWARD

for Inspiring Alumni

Do you know a past student or staff member who has made a significant contribution in their field?

Do they inspire you or others?

Please nominate them for the Shining Light award.

Nominations are now open.

Full details at

[damascus.vic.edu.au/community/alumni/inspiring-alumni](http://damascus.vic.edu.au/community/alumni/inspiring-alumni)



[connecting@Damascus](mailto:connecting@Damascus)

## DAMASCUS COLLEGE ARCHIVES

*We need your help!*

We are always looking to expand our collection. If you have any item you think may be of interest to us we would love to hear from you.



Of particular interest are:-

- Photographs  
(in particular those taken prior to 1992)
- Uniforms
- Badges
- Yearbooks
- Student memoirs

Items can be either donated to us or simply loaned to the archives to scan or photograph before being returned. Don't forget we also hold memorabilia from our foundation colleges – Sacred Heart College, St. Paul's College and St. Martin's in the Pines.

For more information email  
[archives@damascus.vic.edu.au](mailto:archives@damascus.vic.edu.au) or visit  
[damascus.vic.edu.au/community/archives](http://damascus.vic.edu.au/community/archives).





## SIGNED BY THE WOLVES

BENJAMIN CREANOR

Year 12 student Benjamin Creanor has been honing his online gaming skills for some time now. This year all of his hard work and training paid off, as he won the championship final of the META High School E-sports competition, where he represented Damascus College in the NBA2K basketball game.

In addition to this achievement, Ben was also signed this year by the LG Dire Wolves Professional Esports team and now has a manager. This is a true testament to Ben's ability and tenacity to be the best he can be in his chosen passion.

Ben said that being signed to the Wolves is a massive achievement for him: "It represents the effort I have put in over the years of playing the NBA2K franchise. Being signed enables me to become the best player that I could possibly be, whilst also growing my online platform as well."

Next year Ben plans to study a Bachelor of Film at SAE Institute in South Melbourne. "I am hoping this will lead to a career in video post-production, however a career in gaming/content creation is not out of the question for my future."







# YEAR 12 FINAL DAY CELEBRATION

## DAMASCUS COLLEGE EVENT

2020 has been an unprecedented year, where the world has been turned upside down due to COVID-19. None more so than for the Class of 2020.

Our Year 12 students have had an extremely challenging year, where they have unfortunately missed out on many milestone events in their final year of school, and have transitioned very quickly to online learning twice throughout the year. They have missed their friends and daily interactions at school, but they have also had the unique opportunity to develop their resilience, grit and independence throughout 2020, and we are extremely proud of their achievements in successfully reaching their exams with such fortitude.

On Friday 30 October the community celebrated the Year 12's final day, where Year 11 students and staff formed a socially distanced guard of honour to clap the students out one last time, which culminated in the throwing of the graduation caps - a fitting end to their six years at Damascus.

To our Year 12 students - good luck with life after high school and remember - you made it through a pandemic in your final year of school – that's amazing – it well and truly holds you in good stead for handling all of life's ups and downs, once you step beyond our Damascus doors. Good luck!



## A YEAR 12'S PERSPECTIVE

BENEDICT O'BEIRNE

To say the least, 2020 has been a year like no other. With constant disappointments throughout the year due to the COVID-19 pandemic, such as the cancellation of our senior formal and possibly graduation, it has made it hard to stay positive and motivated to complete work and do our very best in the context of remote learning. Personally, however, I have enjoyed some aspects of online schooling, as I have been able to go at my own pace with far less distraction, and also have not had to deal with some of the pressures of school. As cliché as it may sound, however, not seeing everyone every day was a bit harder than I thought.

From this challenging year I have learned many things, beyond the school curriculum. I have learned the importance of having people around you, supporting you through tough times and vice versa. I have also learned not to take anything for granted. Throughout this year what I have missed the most is seeing mates and playing sport, as not hanging out with my mates as often has made me realise how much I appreciate the boys and how much they really mean to me—love ya, fellas. On top of this, the lack of sport and physical exercise has made me feel lazy, sore and a bit like an old man, as I can't even get off the couch without moaning and groaning anymore

and I constantly complain about lower-back pain. It's somewhat of a running joke that I'm a kid in an old man's body, and I think this year solidified that as a fact.

Going through the years of high school, looking up at all of the Year 12s' final years, I have to say I pictured my final year just a little differently. All the joys of Year 12, such as the senior formal, sports days, BAS and possibly our final assembly, seem to have been taken from our grasp, leaving us only with disappointment, uncertainty and somewhat of a lack-lustre year. A bit of a depressing and sour note there—sorry about that. Nonetheless, our whole year level has stayed positive and committed during these tough times, and while we may not have got to experience the joys of Year 12, we have certainly learned many life lessons this year, a year that will go down in history as the strangest and most challenging school year of our generation. Hopefully.

Events being cancelled and experiences being missed have been a major theme this year, with many great plans thrown out the window. My plans to travel a little bit this summer and perhaps next year also have been washed away, leaving me with absolutely no clue of





Benedict O'Beirne, Tyson Cooper, Aaron Pollini, Jack Roth, Seth Carter and Bailey Web.

what to do with myself. I am, however, 90 per cent sure I am going to university, hopefully to study commerce/law at Deakin University in Geelong. Again, however, whether that happens next year or the year after, I have no idea yet. I guess I will have to cross that bridge when I come to it.

Throughout my high school life I have thought of myself as a very subdued, relaxed and stress-free person, and while I have tried to carry on these traits this year, I have to admit that at times I have been a ball of stress and anxiety. While I still don't take myself very seriously, and my childish sense of humour is still very much a part of me, this year has really challenged me mentally to stay positive, stay calm and not to worry about things I have no control over. Damascus helped with this with their almost-weekly videos telling us not to worry and that everything is going to be fine, all the while dancing and singing, which gave me a laugh at how cringeworthy it was at times.

Nevertheless, it brightened my day whenever I saw it. And while I am well aware the purpose of these videos was not to give people a laugh, I certainly enjoyed having a chuckle at them. Sorry, Dmac.

As a closing statement I have been asked to provide a piece of advice going forward for my fellow Year 12 students; however, I feel extremely underqualified to do so, as I am just as clueless as the rest of you. I don't know where my path will take me, or even where my path in life will start. All I can say is thank you for the memories and good luck to all of you going forward into life after school. We did it, guys!

Benedict O'Beirne, Year 12 student



Br Herrick, Val with parents and Daryl with parents

## FOR LOVE OF THE JUMPER

### ALUMNI STORY

Vladimir "Val" Perovic, Class of 1968, is a former Australian rules footballer who played with St Kilda and Carlton in the Victorian Football League (VFL). Val was born in Croatia and emigrated to Ballarat with his family in 1958 at the age of four. He attended St Columbus Primary School, where he learned the game of footy and called North Ballarat home for many, many years.

During his time at St Paul's Technical College, Val continued honing his football talents while also gaining valuable skills that he would rely on during his building career later in life.

The boys of St Paul's were coached and mentored by Christian Brother DS Herrick. Br Herrick was at St Paul's from 1964 until 1969. He was College Principal from 1966 until 1969. As a coach he taught not just the skills of the game but also encouraged all his lads to show good sportsmanship. He was thrilled when the St Paul's 1967 team were victorious, bringing home the premiership shield to the College.

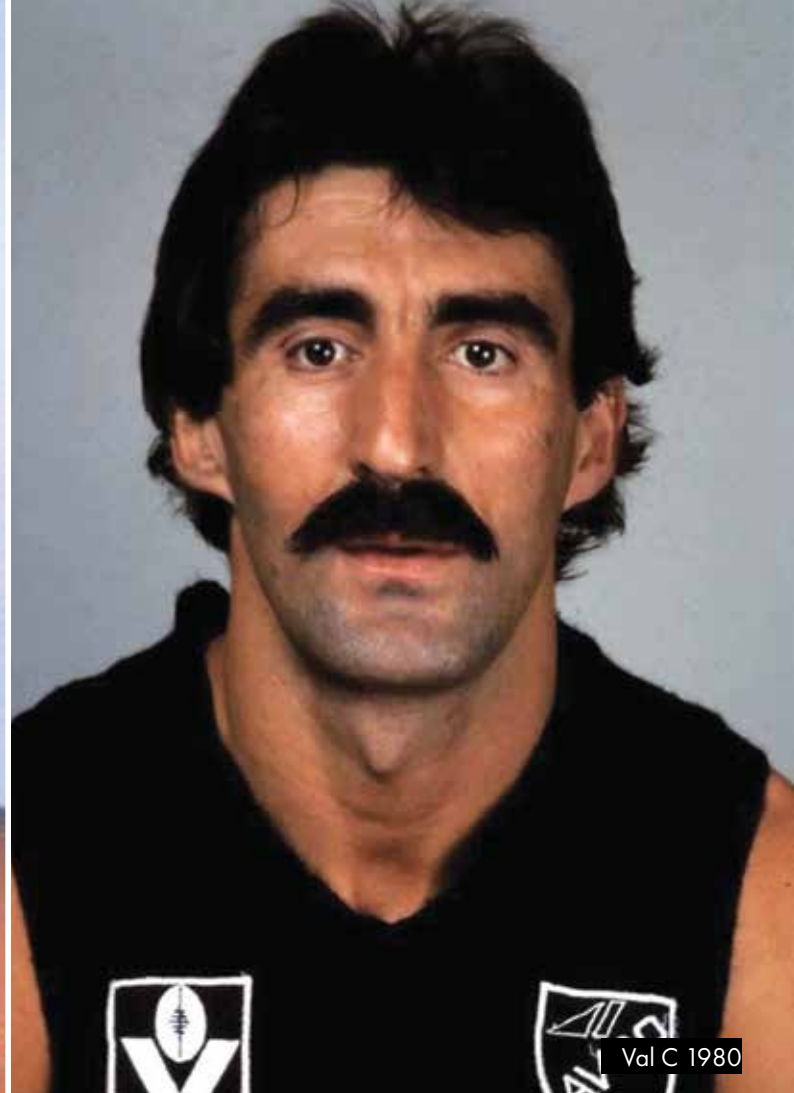
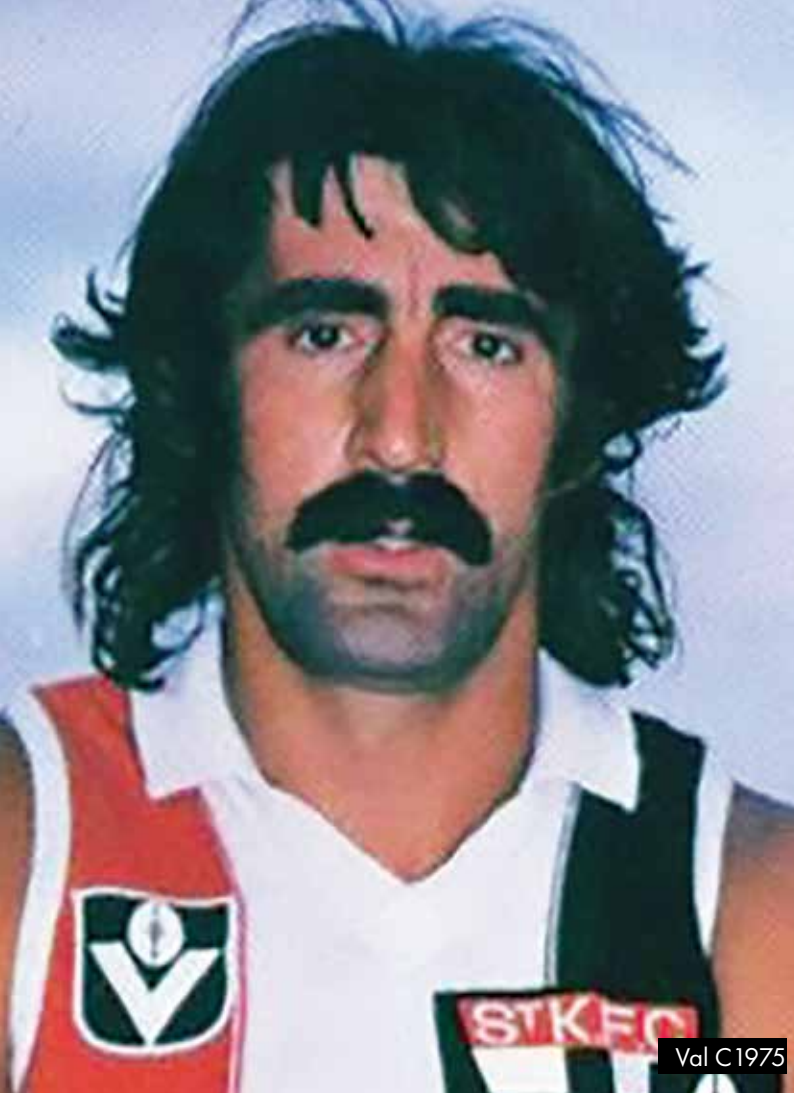
The 1967 premiership team was captained by Val and vice-captained by Daryl Maher who were presented with special trophies by Br Herrick in front of their parents—a treasured moment for all of them.

After leaving St Paul's, Val continued to shine as a footballer and was recruited from his North Ballarat team to play with the VFL St Kilda team in 1973. As a wingman for St Kilda, Val was widely regarded as one of the recruits of the year. During this time, Val continued to live and work in Ballarat, but two days a week he commuted to Moorabbin for training. "In those days we played for love of the jumper," said Val. "The guys today don't know how good they have got it," he continued.

After 77 league games for the Saints, Val found himself getting disillusioned with the sport. He had a run in with a couple of the club's officials and with just three games to go in the season, Val broke his hand, so he bought an old van and took off to tour Australia. "Call it escapism, or whatever you like. But away I went," said Val.

When he returned to Victoria, Val was told he would have to live in Melbourne if he wanted to continue playing for the Saints. Val gave notice and hoped to play for Geelong, but in a surprise move he found himself traded to Carlton for football legend Alex "Jezza" Jesaulenko. Val moved to Carlton at the end of the 1979 season.





While with the Carlton "Blues" he played some of the best football of his career, earning state selection once more, and playing in a back pocket in both the 1981 and 1982 VFL Grand Finals. In the 1982 Grand Final defeat of Richmond, he was again one of the best players on the field.

Val was noted for his long left-foot kicks. During his time at Carlton, he became a cult hero when a group of fans would shout "woof!" every time he kicked the ball. He was the first Carlton player whose kicks were acknowledged in this way.

Val retired from Carlton in 1985, returned to Ballarat and played a season with the Golden Point Football Club. "After injuring both of my Achilles tendons, I took it as a sign to quit it all together," mused Val. "I never had any aspirations to coach or get involved in the administration side of things either," he continued.

He always loved the outdoors, and after working with his father for many years, he took over his concreting business upon his retirement. Val loves to travel and has backpacked across a lot of the world. As he said, "one day I might settle down and build a house on some land I have in Croatia."









# SOPHIE'S SOCIAL IMPACT

SOPHIE BUSUTTIL

Damascus College Year 9 student Sophie Busuttil is striving to make a difference in this time of extreme hardship, through the Western Bulldogs Leadership program, where she builds skills in leadership, teamwork, communication and resilience.

As a part of the program, Sophie was encouraged to create a social impact project—a self-guided project that combines a passion with helping to make a difference in the community. Sophie recognised the impact of COVID-19 on youth mental health, and she decided to aim her project at supporting the non-profit youth mental health organisation, Headspace.

Sophie said that she wanted to combine her love of art and helping others, so she decided on selling handmade, painted clay pins for \$12 on social media, donating \$2 from every sale to Headspace.

“I originally started making clay pins for fun. I thought they were like cute little friends that you could wear, and that they might bring a smile to others’ faces, so I decided to try selling them while donating to Headspace”

“During these challenging times, looking after one’s mental health, especially for young people, has become more important than ever. I hope that this raises awareness for Headspace, as they do such fantastic work to help support young people’s mental health every day.”

The Western Bulldogs Leadership Program has helped Sophie build her skills, such as those related to teamwork, communication and resilience. It has also taught her a lot about empathy and why people set goals and start organisations to help the community.

“These things really stood out to me, as I could see the process of how someone went from wanting to help create a change, to putting in the hard work to accomplish that,” she said.

Sophie’s favourite subjects at Damascus College are Visual Communications and Art, as she aspires to work in the art industry as a character designer or storyboard artist.

She also stated that “during times of isolation and remote learning, some of the best things you can do to take care of your own mental health are simple things that make you happy, like going outside, doing some exercise and taking moments to breathe or meditate.”

“For me, I love to take time to draw, play my guitar, and talk with my friends and family”, she said.

Damascus College continues to promote positive mental health and well-being in remote learning, remaining committed to supporting our students to be their best through providing access to staff, technology, counselling and support services as needed.

Learn more here: <https://www.instagram.com/p/CDinFrhHgjI/>

<https://www.westernbulldogs.com.au/foundation/programs/leadership-project>



Sacred Heart College, Form III 1972 - Joanne front row, 3rd from left

## FROM THE 70'S

### ALUMNI STORY

I was born and raised in Ballarat, the youngest of seven, with a Nanna and extended family. I lived in an industrious home led by parents who were quite different in personality but united in their devotion to their family, and I felt surrounded by love.

My Dad, Jack (of all trades), spent his life fixing things and now this hereditary trait is expressed in me, as I also love the feeling of restoring or fixing things. My Mum, Dot, was a seamstress and loved to create clothes for her children and grandchildren. From her love for fashion and design I learned the relevance of quality fabrics, quality of design, attention to detail and the skills required for the craft.

In 1974, at 17 years of age, I completed Year 11, and just six months later I commenced my career in health services as a registered nurse-in-training at the Ballarat Base Hospital.

I have enjoyed good health, richness in family relationships and have an enduring curiosity for the world and life. Completing a nursing qualification was probably one of my most significant life-changing events, as this launched a life-long love for learning and, in practice, provided the privilege of making a difference in another person's life.

My combined four years of nursing training was very much a military-style, disciplined training experience. This included compulsory 'live

in' at the Nurses Home, nightly curfews, and permission required to visit home or to attend a family funeral. We learned to endure regular room and uniform (including the starched head cap, cape, grey stockings, and black lace-up shoes) inspections.

The hospital setting was (and still is) a hierarchical, challenging maze of experiences. One had to be able to handle the authoritative nature of the hierarchy, the sudden and unexpected, the intimidation, the distressing and the joyous. My days at Sacred Heart and St Martin's enabled me to have the confidence to handle the challenges and seek to make sense of it.

My 45-year nursing career has never been static and has involved multiple new beginnings, enabling the acquisition of new knowledge and skills, moving me across multiple platforms of professionalism and the accompanying accreditations (including a Master of Nursing-Research and Diploma of Business Management).

My career highlights within the healthcare industry have required a focus on delivering quality and compassionate care. I have enjoyed extensive experiences in contributing to building services with highly-skilled medical professionals, combined with administrative, teaching and research departments. I have embraced the investment in





Jo with her daughters Elise and Stephanie

technology platforms as part of the evolution, and this optimism goes back to my days at St Martin's in the 70's (Damascus motto: "To Live by the Light of Christ").

Specialty clinical nursing required a further step up in commitment to acquiring the expertise and knowledge in specific areas of nursing, such as breast cancer, diabetes, radiology and education. This expertise opened up a world of new and exciting opportunities and offered the satisfaction gained from applying new knowledge and skills.

Over the years, my studies have included research addressing individuals' psychological and not just physiological well-being in the presence of chronic disease, specifically diabetes.

I proceeded to project management with an aim to produce a more efficient and effective national public healthcare system. This work required working collaboratively with several, usually separate, branches of learning or fields of expertise: government-funded agencies and multiple disciplines in the development of technology that seeks to transform healthcare delivery.

At St Martin's I recall two teachers who influenced how I thought about learning. Mr Pre Singh, a quietly spoken teacher who shared his gentle sense of humour and provided the invitation to learn. Mr

"Pre" led the subject Modern Thought and Culture, which introduced the study of a given period of history from an arts, philosophical and scientific perspective. This created the experience of choice, intrigue and permission to question.

Studying biology with Mr Derek Leather provided a fascinating (through his enthusiasm) introduction to how living things worked and why. Our classes were lively, focused and relied on a willingness to learn—this was the 70's after all. Some of my favourite memories involve friendship, a strong sense of belonging, and the choice of subjects that sowed the seeds of empowerment and that I liked. Persistence is probably the greatest learning skill I learned from my school days. I loved being part of the singing choirs, the sports (especially netball), my friendships, and the introduction to spirituality.

I remain inquisitive and plan to continue my work in a capacity that enables me to share my learnings and my vision with others. A priority these days is to support my two daughters in pursuit of their careers and nurture my grandchildren with love. It's rather funny that we spend the first half of our lives not knowing what we don't know and the second half trying to make sense of what we do know.

Joanne Bowden, Class of 1974





# MUSIC IS MY SAVIOUR

RYAN HOLLOWAY

I have been playing music since I was seven years old. I started with guitar but ended up giving up on it about six months later. When I was 12, I picked up the guitar again and have been playing music ever since. I also quickly picked up several other instruments, including the piano, drums, bass guitar, ukulele and I also learned to sing.

I don't think I started making music for any specific reason. It is simply something I have kind of been drawn to since I was a little kid. However, as I got older, I started making my own music as a creative outlet to help me with my struggles with mental illness.

I believe that good music comes from struggle. I often write from a very personal place and I think the lyrics on my debut album, "Under the Guise of Placidity", illustrates that pretty well. I like to write about my own struggle with mental illness, confusion over societal problems that are out of my control, and more recently, finding some kind of new faith in Christianity that I haven't felt before.

The process of getting my album onto Spotify was complicated and time-consuming. I started off just having to finish the album, and then I uploaded the songs to an independent distributor (I use Distrokid, in case anyone is wondering). The distributor then sent it to Spotify, who then put it up on their website and app, along with other streaming services. Despite the challenge, it has been well and truly worth it.

For me, the most difficult aspect of making an album was the realisation that after I had finished all of the songs, other people would actually listen to them. It is really quite terrifying to be that vulnerable as a teenager, as it shows me putting my heart and soul out for the world to see and hear. I had absolutely no idea about whether or not anyone would listen to it, or if the people who did would even like it—that was definitely a challenge.

The thing I enjoy most about making music is that it allows some vestige of escapism from what can be a grim and confusing reality at times. I can create a persona or a different part of myself and call it "Sinkhole City" (the stage name for my musical projects to fall under), but then I can still be Ryan Holloway outside of it.

Incorporating music into my time at Damascus over the past couple of years has meant I have joined the Damascus concert band (I play bass guitar), participated in music camp, performed live where possible and also taken any music subjects in the curriculum. This includes a VET study in sound production.

In the future, I would very much hope to make a career out of performing my music as "Sinkhole City" with other people who love music as much as I do. However, this can sometimes feel like something of a pipe dream. It would be my ideal future, but I think I would also be content as a live sound technician, music producer or even a music teacher.

For me, the hardest thing about this pandemic was (and continues to be) the swift shutdown of pretty much all music-related activities. Concert band, singing ensembles and even music performance classes were the first things to be cancelled due to the virus. This was only made more disheartening when other activities such as local sports were allowed to start again, yet anything to do with music was not.

Every single live event has been cancelled or postponed and it's generally a very confusing time to be an artist. However, as an independent artist who is new to the Ballarat music scene, I've been able to use it to my advantage and do a lot of music-related stuff via the Internet. This has allowed me to upload my music to pretty much every streaming platform and promote it on an array of social media sites. I also believe that if it hadn't been for the quarantine period, I wouldn't have written the songs for the album. Specifically, I may not have had time to do all of the work required for it, meaning it may not ever have been released.

In addition to tackling the challenges facing my music, I also found the switch to remote learning extremely difficult. I wouldn't in the slightest say I enjoyed it, as my schooling was greatly impacted by the sheer isolation of not physically being around my friends for so long. It was also a struggle for my music classes, as they were near impossible over video chat. I missed having a steady schedule that I had to adhere to and I struggled to stay connected with family and friends, as I am generally not an actively social person.

I would argue that the only really positive thing that I've been able to hold onto during these difficult times has been my music. As long as I can keep writing and recording music, I know I'll be able to get through pretty much anything. I definitely haven't taken that for granted and have used every opportunity available to make more music. I can only hope that one day I'll be able to release it for other people to listen to. I also hope that, with my own music, I can bring even a little bit of happiness into someone else's life.

Ryan Holloway, Year 10 student



## MY REMOTE LEARNING EXPERIENCE

SYMANTHA SAWKA

I distinctly recall the first time I had to join a meeting in Microsoft Teams, arriving five minutes early and ensuring I stood outside the range of my camera because I was afraid of my face being displayed in front of classmates. How times have changed! Now I enter classes a bit late (I have lost all sense of time in quarantine) and even put my whole face in view—talk about getting comfortable.

Regardless of there being a pandemic, it is difficult to reflect on my schooling in Year 12 because so much of my final year is just that, schoolwork. However, in light of recent events, I don't find myself viewing that statement as purely negative because remote learning has taught me more about myself as a student than being in a physical classroom ever could.

Am I a morning person who can do work before 9 am? No. Do I love sending emails? Yes. My point is, while the origins of remote learning are truly devastating, I can report that I do not feel the same towards online learning. What has surprised me about remote learning is how easy it could be integrated into my student life, as I was gifted with the flexibility to (sometimes) shuffle classes to fit my priorities and because I didn't need to catch a 30-minute bus ride home, I could squeeze in some relaxation or extended work. I was also pardoned from extensive amounts of group work that would have originally been done in the classroom, which is every introvert's dream. However, I recognise that this positivity wasn't always the case, as it certainly was frustrating to deal with Internet problems and to be without frequent access to a good quality printer for certain subjects. As I will continue to emphasise, however, these weren't deal breakers, as all my teachers were incredibly understanding and it never truly hindered my ability to strive for what I wanted out of my education.

While my final school year has certainly not reached the usual perks gained by being a senior student, I do believe that waking up five minutes before TA and then proceeding to double study in the morning is an experience that not many future year 12s will be able to say they indulged in. Year 12 is a period in my life that I will never be able to repeat, but this is why remote learning is special. Others will (hopefully) never have a Year 12 like I have, and while it is easy to focus on the many activities we as a cohort have missed out on, it is also plausible to perceive the uniqueness of what we have accomplished. I do not mean to dismiss the underlying feelings of disappointment that students, myself included, have felt over recent months. I only intend to express my admiration for my fellow classmates' resilience.

For future Year 12 students, I know many people would advise to make the most out of your final year and to enjoy it. But if I am speaking honestly, you need to enjoy every year of your schooling from years 7 to 12, because you may not always have the opportunity to make up for the things in Year 12 that you didn't do in your younger years. Not only has remote learning taught me how to type faster, it has also enabled me to recognise my privilege in having the same support and kindness that Damascus offers—all from the comfort of my home.

Symantha Sawka, Year 12 student





## TIMOR 2020

### DAMASCUS COLLEGE EVENT

The Timor-Leste Immersion Program is a huge part of the identity of Damascus College. 2020 marked the 10th anniversary of the first trip across the Timor Sea to visit our friends in Ainaro. Sadly, due to COVID-19 and enforced travel restrictions, the trip was unable to go ahead but a number of activities were conducted successfully, including meeting Lucy from Ainaro in Timor Leste and some significant fundraising events.

The Immersion team was introduced to the community at Damascus Day Mass in 2019. The annual Cupcake Day with Emmaus Catholic Primary School was a great success. After the first COVID-19 lockdown and the cancellation of the trip, Damascus College welcomed Rob Gray (Ballarat Grammar) and Lucy (from Ainaro in Timor Leste) to the College to acknowledge the mid-part of the immersion journey that had been hijacked by the COVID-19 pandemic.

Lucy described the upbringing she had in a subsistence-farming community in the mountains of Timor Leste. Alongside her other education, Lucy chose to attend a pop-up school for learning English language set up by the Ballarat Teachers 4 Timor network, and doors began to open for her. She has had two stints at gap-year projects as a support person in the primary school at Ballarat Grammar. The birth of her first child Topher was in the middle of the trips and he certainly entertained the gathering.

Students also heard from Fr Armindo, the Parish Priest of Ainaro, via a WhatsApp phone call and from Sr Mary Anne Dwyer, a Sister of Mercy from Ailue on a video recording, as part of the meeting. Sr Mary Anne received the proceeds of the highly successful pie drive held by the Immersion team. She will use these funds as always to work on development projects among the poorest in Timor Leste.





# ADAPTING TO CHANGE

BREANNA GALE

Basketball is a huge part of my life. I have played for four years but have been involved ever since my sister started six years ago. My love for the game grows from its competitive nature that allows me to leave all my emotions on the court, because no matter how I'm feeling, I can always step off the court feeling good. When a coaching position became available at my club, the Ballarat Wildcats, I took it as an opportunity to share my passion and knowledge to younger kids so that they could love the game just as much as I do. After undertaking a year of compulsory assistant coaching with a senior coach, Wildcats offered me an Under-10 Red team to coach alongside another junior coach. This is where my coaching journey began.

COVID-19 had an enormous impact on my coaching and on basketball itself. Government restrictions that resulted in the cancellation of most sports and gatherings meant that mentoring younger children in person became extremely difficult. However, I wasn't going to let this stop me from doing one of the things I love most.

“ I decided to begin coaching remotely using Zoom on my laptop or iPad. This way I could still attempt to maintain the skill of my team but from within the safety of their own homes. ”

On a typical remote training day, I first plan the session and figure out what drills I need to teach. After the kids join the Zoom call, we start with a warm-up outside. If we are inside, I usually ask them how their day went and what they learned at school. After our warm-up,

we begin working on things like dribbling drills and form shooting. We also do some theory work and learn about different foul calls and mindsets on the court. The whole session usually lasts 30–45 minutes.

The pandemic has taught me not to take anything for granted. Whether it be going to basketball or being at school, not being able to do either has made me appreciate just how important they are in my life. Remote learning at Damascus did take some adjusting, as I found I lost concentration more at home and missed being around my friends. Not having my teachers right in front of me also made getting help with assessments harder—I missed having them around a lot.

However, like my coaching, I found ways to adapt.

I started removing these distractions, kept in contact with my friends over FaceTime and other social media platforms, and used Microsoft Teams to contact my teachers. This helped a lot to improve my learning and well-being.

Once this is all over, my dream career would be to coach and get paid for it. Having said that, I would also love to become a teacher, with Humanities and PE being my favourite subjects at Damascus right now.

If I was to give one piece of advice to an aspiring coach in teaching young kids sport, I would say to be more than just a coach. Take the time to get to know them and earn their trust. When kids know that they can trust you, they will listen to you and absorb the advice you give them.

Breanna Gale, Year 9 student

# DAMASCUS COLLEGE ALUMNI ART PRIZE



**THIS IS YOUR CHANCE  
TO EARN \$2000 FOR A PIECE  
OF YOUR ARTWORK.**

The Art Prize is open to Damascus College Alumni  
(including past students or staff from Sacred Heart College, St Paul's College  
and St Martin's in the Pines)

Artwork must explore the College motto 'To Live By the Light of Christ'.

Application deadline: 4pm Monday 31 May, 2021

Details and application form

**[damascus.vic.edu.au](http://damascus.vic.edu.au)**



**connecting@Damascus**





1960's



1970's



1980's



2000's

## BLAST FROM THE PAST

DAMASCUS COLLEGE ARCHIVES

### Formal Fashion

Well, it has certainly been an interesting year, one in which many of the things we always look forward to were either cancelled or looked very different to previous years.

Much missed by students this year has been the school social. Most of us would remember the anticipation leading up to our school social—or formal, as it was known to many of you.

Who remembers having dance lessons at the Jim Welsh Dance School in preparation for the big night? Or perhaps your dance lessons took place after school with Miss Challingsworth.

When it came to the big day itself, boarders will remember bathrooms choking with the scent of perfume and hairspray. If you were particularly lucky, you were entertained on the night by Chiodo, a Ballarat institution we all remember so well.

The St. Martin's girls of 1969 must have felt like royalty when, at 9am on the day of their first formal, a hairdresser arrived, employed by the school to spend the day turning pig-tailed girls into elegant young ladies.

While today's school social is often a much more relaxed affair, one thing that never changes is the time and effort that goes into choosing an outfit. Whether you wore flowing polyester in the 70s or taffeta in the 80s, borrowed Dad's old suit or bought your own, the social was always a night to remember.



Barbara Ford 1964



Patricia O'Donnell and Barbara Ford 1966



Sacred Heart Class of 1966 Marie Harrison nee Curran and Barbara Ford nee Meich 2017



# MEMORIES OF A BOARDER

## ALUMNI STORY

Barbara (Barb) Ford (nee Meich), class of 1966, was from St Arnaud, and at the tender age of 13, she sent in her own application to be a boarder at Sacred Heart College (SHC). "I forged my father's signature; I was so determined to go," she confessed. It was of course approved and agreed to by her parents at a later date, and that is how her journey at SHC began.

"I guess you could say I had foresight even though I was so young," said Barb. "St. Arnaud, a great town, wasn't going to give me what I wanted. I don't think I even had a clue what that was; I just wanted more. I wanted to grow and evolve. I just didn't know how! It all came together at SHC," mused Barb.

Although she had always been shy, Barb's confidence grew. She started to trust her own judgement as her view of life broadened.

“ SHC prepared me socially: I learned to survive independently, to share, it taught me the importance of friendship, good company and connections. ”

She also learned to cook, to sew, to type, etiquette, the social graces and how to dance.

Barb's memories from her time at SHC include sacks (worn over uniforms), which were aprons of a sort. Barb remembered "washing our hair", a weekend treat. Saturday consisted of hair washing, setting with rollers curls in our locks to last the week. We had fun together doing our charges, rollers firmly in place." Charges were designated in different areas around the college. For example, these included sweeping and dusting the dormitories, the piano house, and the refectory, as well as sorting the laundry, and cleaning classrooms, to list a few. Ballet slippers were the only footwear permitted in the chapel so as not to scratch the highly polished wooden floors.

Other memories include attending mass on cold Ballarat mornings. The bell would sound to wake boarders, followed by "Jesus Mary and Joseph," at which time they had to be kneeling, bedside, repeating the following: "I give you my heart and my soul." Sr Andre (Sr Therese Power), at night prayers, whilst we were tucked up in our beds, would ask students to cross their arms and reflect. Barb says she actually still does this today.

Students enjoyed dancing class with Mrs Challingsworth. "I loved to dance. Wearing 'street' clothes every Tuesday after school with my friend Denise, I would lead, she would follow. We learned how to sit, to walk like models and how to be gracious," Barb said.

An SHC boarder's life was a busy one. Study time extended for a couple of hours for those who didn't participate in sport, sport training, cooking classes or sewing. Sundays included study time in the mornings, and if you had a visitor (usually parents), you spent some hours out and away. The afternoons offered free time to play cards, tennis or just have fun with friends.

The tuckshop was a treat; boarders were permitted to spend two shillings. Hot weather sometimes saw SHC boarders walking to the East Ballarat swimming pool. Barb reported that "picking up stones was a chore for those of us who were sporty. Sr Raphael would have us do this every night after school in preparation for her new running track. I believe Sr Raphael knew we did this begrudgingly, and it was a big ask because she always rewarded us with jam fancy biscuits."

The Year 11 (Leaving) and Year 12 (Matriculation) school social was the highlight of these years. SHC girls were partnered with the boys from St. Patricks College. The social was encouraged by Mrs Challingsworth for students to practise learned social graces and dancing.

Midnight feasts were always exciting. They mostly occurred on the last night of the school year. Day students would smuggle in food treats and some contraband items. The challenge was to not get caught. The consensus was the Sisters turned a blind eye. It was a wonderful way to end the school year and for the boarders to head home for the Christmas holidays.



## LIFELONG FRIENDSHIPS

### ALUMNI STORY

Patricia (Tricia) Van Lint (nee O'Donnell), class of 1966, grew up on a farm in Gooroc in the Wimmera about 140 kilometres from Ballarat. She attended the local Catholic Primary School, St Patrick's, which was established and run by the Sisters of Mercy from the Ballarat East convent.

Tricia attended school in St Arnaud until her Matriculation year (Year 12). "My parents were determined that I have the opportunity to sit the Matriculation exam," said Tricia.

At Sacred Heart College (SHC), university became a real possibility

During her time at SHC, Tricia met other girls who had the same ambition and who went on to University with her in 1967.

Upon starting her final year of high school at SHC in Ballarat, as a boarder, Tricia was welcomed with open arms, as her old pal from St Pat's Barb Meich was there, along with her cousin Helen Morgan. Tricia was soon one of the SHC girls making friendships that would last a lifetime, specifically those with Helen Cleary, Marie Curran and Noela Curran.

Tricia didn't really have a favourite teacher; she was a little in awe of them all. Sr Jane Frances and Sr Veronica Lawson did a great job getting her French up to speed. She remembers her dormitory nun, Sr Stanislaus (or "Stan"), as always being very kind. Mother Marie Therese taught English literature and 60 students English expression. From her memory, Tricia believes they all passed.

As Tricia said, "we were encouraged to aim high; anything was possible. Remember it was 50+ years ago. The Ballarat East convent was a novitiate for the Ballarat Mercy Order, and that was fascinating." Tricia remembers that there were approximately 90 nuns in the convent, from postulants through to the Superior of the Order. There was a young postulant in her Matriculation class.





Barbara Ford nee Meich, Patricia Van Lint nee O'Donnell, Helen Shepherd nee Cleary, Marie Harrison nee Curran, Helen Kelly nee Morgan, and Noela Steinfort nee Curran at the Damascus College 50 Years of Mercy Education celebration 2017

Tricia is proud of her Mercy Education. It influenced her in the choice of secondary education for her daughters. As Tricia said, "I am very proud of my career. I worked in secondary education for the Victorian Education Department and at RMIT University, retiring at age 60. I am very proud of the fact that I combined my career with my family life. When I look at my daughters and how they are living their lives, successfully combining careers and families, I know I was a good role model, even if I doubted it at times!"

Life progressed and the friendships that had been made or cemented at SHC remained. Marriages took place, and families grew as children came along. Jobs became careers, and passions and enthusiasms changed. As Tricia said, "we have been at the weddings of each other's children. There was a time when we were all busy looking after families and working when we didn't see as much of each other. But there were always letters and Christmas cards, and the grapevine worked surprisingly well."

Tricia and her friends have met as a group on and off over the last 50 plus years, usually at a restaurant enjoying good food and a glass of wine. Talk turns to family stories, their careers, life in general, children and the many marvellous, memorable recollections of their time at SHC.

The friendships remained, but now it was one that has endured despite distance and time spent apart. The friends are now all over 70 and life has become both precious and precarious. Some of them are unwell, some are dealing with the loss of loved ones, and others are dreading the same. These are situations out of their control that remind them that it is so important to love, to share, and to stay connected.

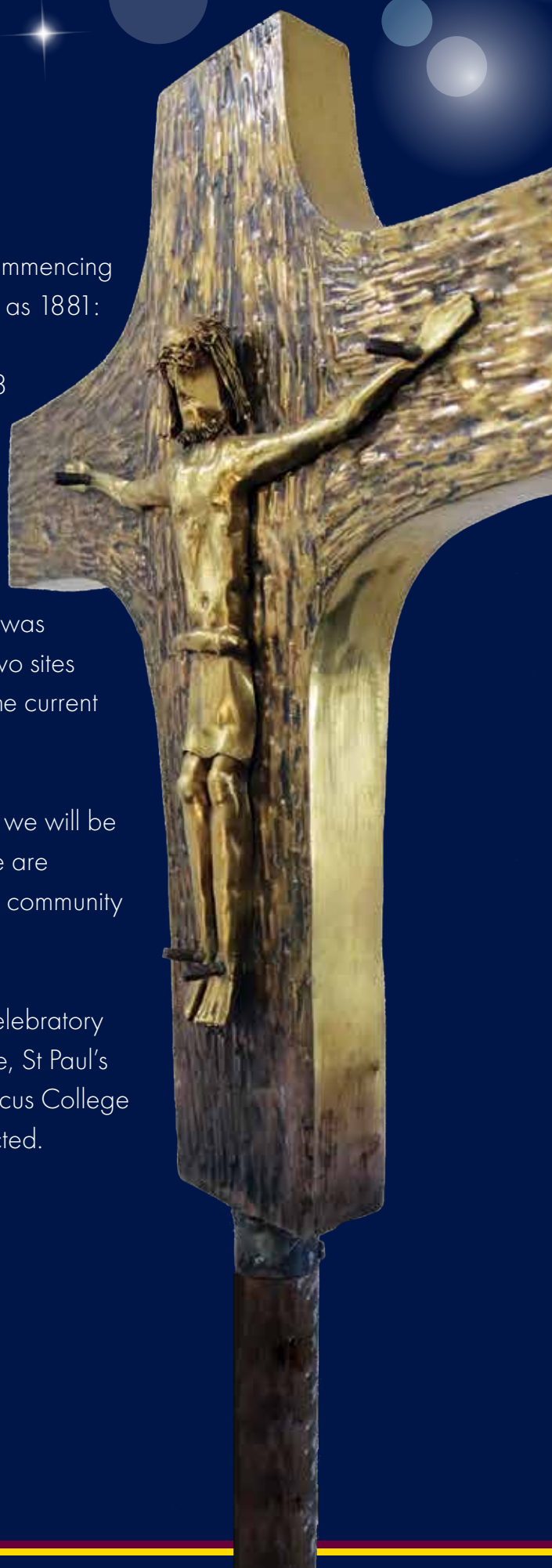
Damascus College has a long and proud tradition, commencing with three foundation colleges dating back to as early as 1881:

- Sacred Heart College commenced in 1881
- St Paul's Technical College commenced in 1948
- Sacred Heart Senior College, St Martin's in the Pines commenced in 1967

These three foundation colleges amalgamated in 1995 to form Damascus College; the junior campus was located on Victoria Street and the senior campus was located on Geelong Road, Mt Clear. In 2011, these two sites came together on the one Mt Clear location to form the current campus of Damascus College.

2021 marks the 140th anniversary of our college, and we will be proud to celebrate this milestone throughout 2021. We are looking forward to our Gala Night in 2021, where the community will be invited.

Visit us online to keep up to date with our 140 year celebratory events. Past students and staff of Sacred Heart College, St Paul's Technical College, St Martin's in the Pines and Damascus College are encouraged to update your details to stay connected.



**[damascus.vic.edu.au](http://damascus.vic.edu.au)**



*You're  
invited!*

IN 2021 DAMASCUS COLLEGE IS  
PROUDLY CELEBRATING

*140 years*

OF CATHOLIC EDUCATION  
*building on our shared history since 1881*



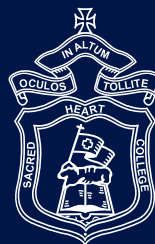
**1881**

Sacred Heart  
College



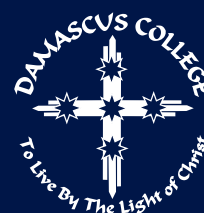
**1948**

St Pauls  
Technical College



**1967**

St Martin's  
in the Pines



**1995**

Damascus  
College

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