



# Pemulwuy

Newsletter of the NSW AECG Inc.

January 2015

## *In this Issue...*

- Mgoals
- Why Aboriginal Studies Matters
- Galamaay Brothers, Moree
- Bangamalanha Conference, Dubbo
- Local and Regional AGMs
- Met North AGM
- Connecting to Country: Boggabilla, Toomelah and Narrabri
- 2<sup>nd</sup> State Meeting: Mollymook
- Cammeraygal High School
- Collarenebri School Graduation
- IPROWD visit: Collarenebri Central School
- Riverina 1: Between a Rock and a Place of Cultural Significance
- ASA Conference 2014
- Aboriginal Studies Cherrybrook Technology High School



Narrabri, Boggabilla & Toomelah



**Have your say**

**Want to have your say?**

Let everyone know the great things happening in your Local or Regional AECG. To be published, send your photos and stories to: [info@aecg.nsw.edu.au](mailto:info@aecg.nsw.edu.au)



The NSW AECG Inc. would like to Acknowledge the traditional custodians of the land on which we work, and pay our respect to Elders past and present.





## From the President...

Happy New Year to everyone!!

Welcome to the first edition of Pemulwuy, the newsletter of the NSW AECG.

We finished 2014 with a lot happening and 2015 has started in a flurry of activity and is looking to be another busy year as usual.

2015 shapes up to be another year full of challenges but I'm sure with the network of the AECG continuing to work together, we can face these challenges head on.

The NSW AECG, this year will have a focus on providing professional learning, imparting our knowledge so that others may benefit.

Special thanks to Dave Lardner and Wallula Munro for putting the Pemulwuy together, another informative edition with a touch of Wallula's creative flair! Just too deadly!!

I hope you enjoy this edition of the Pemulwuy! Happy reading!

Cindy Berwick  
**President**  
**NSW AECG Inc.**



# MGoals

MGoals is now up in parts of the Far South Coast of NSW. Schools and their communities have embraced this program with enthusiasm.

The MGoals program supports Aboriginal Culture and Education by providing local Aboriginal communities and schools with an online project that assists students to create their goals for living and learning.



MGoals has two aspects:

The first is a website building project. The project encourages schools to collaborate with their local Aboriginal community in building a local community website resource. The website is used to share and celebrate

local history, cultural information and programs that are being run in support of Aboriginal Education; the second aspect is an online goal-setting program, where students interact with teachers, parents and mentors to set goals for living and learning.

For further information about MGoals, please visit [www.mgoals.com.au](http://www.mgoals.com.au) or contact one of the Project Officers at NSW AECG Inc. on 9550 5666.



# NSW AECG 24<sup>th</sup> ANNUAL GENERAL MEETING

Will take place on

Friday 13<sup>th</sup> March 2015

at

TAFE Western

Dubbo Myall Street Campus, Dubbo NSW 2830

Commencing 9:00am sharp

We promote respect, empowerment  
and self-determination



# Why Aboriginal

The roles of Australia's First Peoples are central to the narratives that make up our national story. Schools and teachers tell this story and sculpt perceptions about what matters, why it matters and what this means. So let's put it out there: Aboriginal Studies matters. It matters because it is a fundamental pillar in addressing our nation's unfinished business, and taking proactive steps to build Aboriginal Studies can have significant and positive implications for the individual, school and society.

Aboriginal Australia matters. In contemporary Australia few statements are met with more enthusiastic approval. It has come to be a motherhood statement of Australian public discourse and institutions. However, rather than uncritically accept this statement and move on, it is important to consider what it actually is that matters. Our First Peoples and their heritage and culture are the only unique socio-cultural ingredients in the Australian national identity. All other aspects of our national story have been sourced from, or are the same as, elements in other nations. This does not at all diminish the importance of these other elements. Character traits, be they individual or collective, are best viewed non-judgementally, without hierarchy. To highlight uniqueness in one does not diminish another; it is not a binary condition. Nonetheless, when Australia's First Peoples are accepted as the unique thread in our social fabric, the whole national story changes. It moves beyond the world view of an Aboriginal and non-Aboriginal Australia, beyond the "us" and "them", beyond competition, and into a world where the millennia of civilisation and culture are accepted, explored and celebrated as a part of Australia's shared story.

Aboriginal Studies matters. If the premise is accepted that Aboriginal Australia matters, then it

logically follows that Aboriginal Studies matters. Aboriginal Studies is the single subject in the Primary and Secondary curriculum system which is wholly devoted to the exploration of Aboriginal Australia. Without Aboriginal Studies operating as a sustainable subject within our educational institutions, many of the other principles and actions which recognise its fundamental value ring hollow. This is not to imply that Aboriginal Studies is more important than other disciplines, it is simply to advocate a logical conclusion based upon an accepted premise. If Aboriginal Australia matters, then Aboriginal Studies matters.

Aboriginal Studies matters for other reasons: institutional and historical context, principals of affirmative action, and the role that institutions play in shaping culture and character. Until very recently, institutional education in Australia was an instrument of marginalisation and racism in NSW. Schools were part of the problem. "Exclusion on Demand" multiplied by the "Great Australian Silence" equalled racism and discrimination on a scale that echoes still today. It is worth pausing to consider these echoes. Consider a young Aboriginal student in 2014 whose Grandparents, Aunties, Uncles and Parents all either experienced this directly, or knew of family who did. It would be difficult to look this hypothetical young person in the eye, tell them that education mattered and expect unquestioning acceptance of this idea, when for so long education had been telling their family that Aboriginal people do not matter. Consider a young non-Aboriginal student who has never met an Aboriginal person and whose word associations extend barely beyond sport, dance, dots, didgeridoos and disadvantage. For the same length of time, the institutions of learning have implicitly told this non-Aboriginal student, her parents and grandparents that Aboriginal



# Studies Matter

people do not matter.

Education in NSW was part of the problem until as recently as the 1980s. The long slow road to redress this injustice has had many roadblocks and detours, but offering HSC Aboriginal Studies has been one of the central pillars since 1992. Education matters, it matters for Aboriginal families and communities and education of Australia about Aboriginal communities matters for us all. Aboriginal Studies must therefore be supported with strategies to build it and present it in a sustainable and meaningful way. The sustainable offering of HSC Aboriginal Studies sends a powerful message to students, both the minority who might consider choosing it and the majority who probably won't. It sends a message to the school community and to the whole of society. The message is: Aboriginal Australia matters. It is important. It is important to our national character and our national story. Subjects that have not emerged from a history of institutionalised racism, those subjects which students might see as "mainstream", are accompanied by a shared cultural understanding within the minds of students and families. The echoes of silence mean that broad understanding of Aboriginal Studies as a valuable, relevant and rigorous subject is only emerging. By supporting it proactively, schools convey that it is so important that we are prepared to offer it in ways that might not apply to other subjects; other subjects which have the momentum of institutional support, collective understanding, student interest and enrolments. This subject is not, or rather should not be, about a curriculum competition; it is not a zero-sum context. Indeed, Australia's First Peoples have been marginalised throughout our shared history partially due to the application of this very same competitive, binary framework. Shifting the paradigm away from competitive

education towards a shared narrative leads to very different conclusions about the implications of building HSC Aboriginal Studies.

If institutional education in NSW is to fully reconcile its own role in the marginalisation of our First Peoples, then institutional education must take proactive steps to correct the record. It is true that our cross-curriculum priorities integrate Aboriginal perspectives. This is necessary, but not sufficient. Schools must stand up and proclaim unambiguously that Aboriginal Australia matters and that Aboriginal Studies matters. This means that merely offering the subject in a crowded curriculum is not enough; schools have a responsibility to support the subject with positive, proactive strategies. Justice does not mean that everything should be the same. Occasionally justice demands action.

So, when Aboriginal Studies is offered as just one in the maze of subject selections, evidence suggests that students don't choose it. They do not choose it, because schools do not communicate, explicitly or implicitly, its importance, why it matters and what it means for the individual student and society. We perpetuate the echoes of silence if we do not advocate for change. This means taking proactive measures to develop institutional support, collective understanding, student interest and enrolments. It means to err on the side of action, rather than caution, and to avoid tokenism instead while pushing for substantive change. Aboriginal Studies matters and it's time for schools to lead. Anything less is lip service and surely we've had enough of that.

**David Browne**  
**Killara High School**



# Galamaay Brothers Group Moree

About 40 males attended the Big M Revival men's camp 'back to country' at Terry Hie Hie. This was an overnight camp that involved visits to nearby sites, the old mission and a yarnup near the bora ground.

A number of important discussions around current issues in Moree, the role of language and culture and the vital role of community in maintaining culture and heritage were yarned about.

For further information on this Big M Revival, contact Matthew Priestley on 6752 1733 or [matthew.priestley4@det.nsw.edu.au](mailto:matthew.priestley4@det.nsw.edu.au)



## Yaama (welcome)

Terry Hie Hie Aboriginal Area is a special place for the local Aboriginal people, the Gamilaroi, who speak the Gamilaraay language. The Aboriginal Area protects a number of ceremonial sites, art sites, tool-making areas, burial sites, hunting grounds and places where Aboriginal people lived both before and after contact with European settlers.

This section of the Aboriginal Area, the Mission Section, is just north of the old Terry Hie Hie Aboriginal Reserve which operated from 1895 through to 1922. Terry Hie Hie takes its name from a local pastoral property established in 1836, however the Gamilaroi referred to the area as *Dhigaraa baa burrulaa dhull* (The Place of Many Little Birds). The area was part of an important Gamilaroi meeting place and it contains the largest bora ring in northwest NSW. Huge ceremonies took place here until 1883.

The Aboriginal Area is also an important wildlife corridor in the 'Brigalow Belt' providing habitat for numerous animal species in its woodland vegetation.

Terry Hie Hie Aboriginal Area is managed by NSW National Parks and Wildlife Service, Narrabri and Terry Hie Hie Co-management Committee.







## READY TO GET AWESOME AT SOMETHING THAT REALLY MATTERS?

The **Maliyan Experience Cultural Competence** training program is your first step to bridging the gap through 'Cultural Excellence'

Start your Journey today - Free

### Benefits of building cultural competence are:

- Increased respect and mutual understanding among those involved.
- Increased creativity in problem solving through new perspectives, ideas, and strategies.
- Increased participation and involvement of all cultural groups.
- Increased trust, cooperation and outcomes and productivity.
- Improved legislative and policy compliance.
- Promotes inclusion and equality.

The Maliyan Experience will help you integrate knowledge and understanding of Aboriginal and/or Torres Strait Islander peoples into behavioural and business standards, policies, practices, and attitudes—generating better outcomes for all.

There are six essential stages that you or your employees can go through to become culturally competent:

Stage 1—The Maliyan Journey—FREE

Stage 2—The Maliyan Way to Awareness

Stage 3—The Maliyan Way to Competency

Stage 4—The Maliyan Way to Growth

Stage 5—Implementation the Maliyan Way

Stage 6—Support through the Maliyan Way

To find out more visit [www.maliyanexperience.nsw.edu.au](http://www.maliyanexperience.nsw.edu.au), email [themaliyanexperience@tafensw.edu.au](mailto:themaliyanexperience@tafensw.edu.au) or call 1300 823 393





*B*angamalanha is a word from the Wiradjuri language, meaning 'to share with each other'. The Bangamalanha Conference was hosted by TAFE Western in Dubbo last September with the aim to provide an opportunity for Aboriginal and non-Aboriginal educators to share their experiences with those working in post school Aboriginal education and training.

Those in attendance were able to listen to a number of national and international leaders in Aboriginal education. TAFE Western, the hosts for the conference, is the single largest provider of vocational education and training for Aboriginal peoples in the country. They are leaders in 'bridging the gap' to provide education and training opportunities and experiences for its Aboriginal students.

NSW AECG Inc was proud to be a platinum sponsor of this event.



# Local and Regional AGMs

The Project Officers at NSW AECG Inc. have been travelling and attending many local and regional AECG Annual General Meetings. It has also been pleasing to see the formation of some new local AECGs and the re establishment of others.

We remind all local and regional AECGs to send in their paperwork to ensure our data bases are correctly updated. This is important in receiving any future correspondence.



Gloucester LAECG



Manning RAECG



North West 1 RAECG



Gulaga LAECG



# Met North Regional AGM

Towards the end of last year, the Met North Regional AECG held their Annual General Meeting in conjunction with Christmas in the Bush. This function is hosted by Hornsby Shire Council each year at different locations. It is a great community event that caters for Aboriginal peoples in the north and north western part of Sydney. This year the venue was Davidson Park adjacent to the waters of upper Middle Harbour at Roseville.

A variety of children's activities, a 'Black Santa' and plenty of food ensured the mob was kept happy and entertained. The Regional AGM for Met North AECG was held at the conclusion. For more information on Christmas in the Bush, contact Adam Cryer at [acryer@hornsby.nsw.gov.au](mailto:acryer@hornsby.nsw.gov.au)







## Narrabri Connecting to Country

Narrabri is located on the beautiful Namoi River in Gamilaroi Country in the northwest part of NSW.

The Narrabri Local AECG held its Connecting to Country with nearly 30 people in attendance. Participants were asked to complete a questionnaire around local concepts and understandings of heritage and identity.

A visit to local sites with community members proved to be both rewarding and informative.

Throughout the three days, DEC staff gained a better accepting of the ways to liaise and engage with local community to ensure meaningful and ongoing partnerships are maintained.





# CONNECTING TO COUNTRY

## **Boggabilla & Toomelah Connecting to Country**

The communities of Boggabilla and Toomelah are located on Gamilaroi Country in the north west part of NSW. The picturesque MacIntyre River provides the scenic background between these two communities.

On the first day of the Connecting to Country Program for Boggabilla and Toomelah, staff gathered together to meet and engage with the local Aboriginal community. Local Elders explained a timeline account and history of the area. This is also displayed at Toomelah Public School as an important resource. The Elders also told of the community connections and the various family achievements.

In the evening, a dinner was held with local Community Elder Roger Knox who performed a deadly couple of tunes.

In the next part of the Program, the journey continued to Old Toomelah mission. This was followed by lunch at Boobera Lagoon. This is a significant Aboriginal site in Gamilaroi Country with its Dreaming story linked to the Rainbow Serpent. Johnny Cakes and damper were provided for lunch.

Overall, this Connecting to Country Program provided teachers with strong local knowledge to enhance the classroom experiences for their students and ways to include the local community.





CTC Narrabri



CTC Narrabri



CTC Narrabri



CTC Narrabri



CTC Boggabilla/Toomelah



CTC Boggabilla/Toomelah



CTC Boggabilla/Toomelah



CTC Boggabilla/Toomelah



# 2<sup>nd</sup> State Meeting

14th and 15th November 2014

## Mollymook



The 2<sup>nd</sup> State Meeting was held down at Mollymook on the South Coast.

We would like to thank the Wandarma Local AECG and the Upper South Coast Regional AECG for hosting the meeting. The first day started with a Welcome to Country from Uncle Fred Carriage followed by a dance performance from students from Vincentia High School.

Aunty Lyn Stewart also welcomed delegates on behalf of her Region and Local AECG.

The delegates participated in workshops around the way forward for the AECG in 2015 with some challenges and solutions around the funding changes, the Partnership Agreement and what we can do to insure the AECG is sustainable. The delegates had a lengthy discussion around Aboriginality and changes to the Rules of the Association. They also listened to presenters from TAFE Western and the AFL.

Dr. Shayne Williams spoke at length around a professional development program for teachers wanting to deliver and implement a Cultural Studies Program.

We would like to thank all delegates that were there for their ideas, feedback and contribution to a very successful 2<sup>nd</sup> State Meeting.







# Cammeraygal High School



Recently, members from Met North Regional AECG attended a smoking ceremony at the site of the old Bradfield College in North Sydney. This former school site is being transformed into the new high school in this area and has been named Cammeraygal High School. Met North AECG, Aboriginal Heritage Office and Metropolitan Land Council were all involved in the consultation process to come up with the local language name. The school will take its first intake of Year 7 students in 2015. Both the Minister for Education Adrian Piccoli and Local MP and Health Minister Jillian Skinner were in attendance for this important occasion.





# Collarenebri Central School

## Student Graduation

Collarenebri Central School is situated in the North West region of NSW. It is small rural town with a population around 400. The community is adjacent to the Barwon River.

The school in conjunction with the local AECG celebrated student success with a graduation of its Year Six students. Everyone commented on how grown up these students looked and all wished them well on their journey to high school.



# IPROWD Visit

## *Collarenebri Central School*



Lawrence Walford and Peter Gibbs recently visited Collarenebri Central School as part of an IPROWD Workshop. The Vice President of the local AECG who was in attendance at the the IPROWD workshop told how one of the teachers said to Lawrence: "Your son Lawrence Jnr is really good footballer and he just loves the game."

Lawrence said "Yeah football won't put tucker on the table, he needs an education to get a job."

The teacher didn't quite know how to respond to that.

Lawrence Jnr is built like his father, he's the first at the dinner table and the last to leave and

he's only 5 years old and in Kindergarten.

But he and his sister were so proud of this photo of their Dad being in the school newsletter.

IPROWD is a specialist training program to assist Aboriginal people to gain entry to the NSW Police Academy at Goulburn which is the first step to becoming an officer in the NSW Police Force. For more information call 02 6883 3666 or 0459 821 427, or email [peter.e.gibbs@tafensw.edu.au](mailto:peter.e.gibbs@tafensw.edu.au) for more information.





**Australian Centre for  
INDIGENOUS KNOWLEDGES  
& EDUCATION**

*Creating presence, by presence, by respecting  
the past and looking to the future*

### About us

**ACIKE's future is to develop into an iconic site for Indigenous higher education, leading the sector in its areas of expertise by:**

- supporting Aboriginal and Torres Strait Islander people to excel in Higher Education through undergraduate and postgraduate course work, right through to Higher Degrees by Research
- providing a culturally appropriate way of teaching and learning for Indigenous students to assist them with preparation for University
- teaching higher education to Indigenous and non-Indigenous students that contains appropriate Indigenous content
- undertaking research, and providing policy advice and advocacy at local and national levels, to strengthen recognition, equity and ensure contribution from an Indigenous perspective
- promoting cultural diversity, competence, reconciliation
- ensuring preservation, reclamation and maintenance of Aboriginal and Torres Strait Islander peoples' languages and knowledges

### Courses

**Indigenous Knowledges and Governance**  
including policy development, advocacy and Indigenous creative writing

### Education

including Early Childhood and Primary Teaching

### Health

including Nursing and Health Science

### Higher Degrees by Research

including PhD studies and more....

For more information visit

[www.acike.edu.au](http://www.acike.edu.au)

### Partnership

ACIKE is a joint initiative between Charles Darwin University (CDU) and Batchelor Institute of Indigenous Tertiary Education. The ACIKE precinct (Blue 2) is located at the Casuarina Campus of CDU in Darwin.

Both organisations share a commitment to Indigenous student outcomes and occupy unique positions in the Australian tertiary education sector, having a critical focus on regional, remote and Indigenous education in some of the most challenging environments in the country.

### Knowledges

Why do we say 'knowledges' rather than just knowledge?

'Knowledges' is deliberately used as plural so as to reflect the multiplicity of Indigenous knowledges.

It addresses a wide spread misconception that there is one Indigenous culture where everyone is the same, and instead makes the statement that there are many distinct Indigenous cultures and many different knowledges.

### Innovative

The ACIKE building incorporates state-of-the-art, classrooms.

ACIKE has e-Learning spaces with technology such as interactive whiteboards and video-conferencing for simultaneous in-house, online and remote delivery.

Throughout the complex there are a number of portable LCD screens as well as devices to aid hearing.

ACIKE has accommodation available for up to 30 students at the Casuarina campus at any one time.

### Engage

ACIKE's unique course content allows Indigenous and non-Indigenous students to engage with Indigenous knowledges in small size classes with acknowledged experts.

ACIKE offers an authentic, culturally sensitive environment for students, with flexible options, support and financial assistance.

The three main sites are the ACIKE precinct on the CDU Casuarina campus, the Batchelor, 100km South of Darwin, and the Alice Springs Desert Peoples' Centre.

All ACIKE units are available online via CDU's Learnline tool.

### For more information contact

T: 1800 061 963

E: [study@acike.edu.au](mailto:study@acike.edu.au)

W: [acike.edu.au](http://acike.edu.au)



A PARTNERSHIP BETWEEN CHARLES DARWIN UNIVERSITY  
AND BATCHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION



# Between a Rock and a Place of Cultural Significance

Would you recognise the difference between a piece of rock and an implement used to help sustain a nomadic tribe thousands of years ago?

Ten members of the Aboriginal community have been participating in a program that is building and nurturing traditional knowledge in the identification of cultural sites and artefacts.

The Aboriginal Cultural Sites Assessment Program is being delivered by the Aboriginal Rural Training Program at the Murrumbidgee Rural Studies Centre in Yanco in partnership with Riverina Local Land Services. This pilot program works with the Aboriginal community to identify, protect and support important cultural values and to ultimately provide assessment services to landholders and the wider community.

Training Coordinator Mark Morgan said that the participants have embraced both the academic and the hands-on aspects of the course.

"We have specifically designed this course to be practical and informative with a good combination of time spent in the classroom and out in the bush," said Mr Morgan.

"It's a balance between taking care of themselves out in the field, being aware of their surroundings and looking for signs of habitation. We rotate leadership within the group and encourage the sharing of knowledge and experiences gathered from elders."

Taking part in the pilot program is Allan Little from Griffith.

"The course has been really interesting and I've learned heaps so far," said Allan. "I just didn't realise how many artefacts were actually out there, and I'm seeing things clearer than ever."

Allan said that he has a greater understanding of the significance of recognising sites and the importance of preserving them for future generations.

The training program includes 4 x one week residential blocks by the Aboriginal Rural Training





Program at Yanco along with field workshops with Local Land Services staff at identified cultural sites.

On completion, successful participants will receive Certificate II in Conservation and Land Management with an emphasis on Indigenous land management and the identification of significant cultural sites and artefacts.

The pilot program is being initially carried out in the Irrigation and Rangeland areas with further programs rolled out into other parts of the Riverina in the future.

The Aboriginal Cultural Sites Assessment Program is supported by Riverina Local Land Services through funding from the Australian Government.

For further details, contact Lisa Thomas, Riverina Local Land Service on 02 6932 3255 or [lisa.c.thomas@lls.nsw.gov.au](mailto:lisa.c.thomas@lls.nsw.gov.au)







# 2014 annual CONFERENCE

5<sup>th</sup> & 6<sup>th</sup> December



The theme for the 2014 ASA Conference, The Changing Face of Activism, acknowledged the crucial role that Aboriginal Studies plays in producing critical thinking for proactive future leaders in our communities.

Keynote speaker for the opening was Linda Burney MP. She recounted her role in Aboriginal Education and the differences she has seen take place. She reiterated the importance of activism to ensure Aboriginal Education is core business in every school, TAFE and university.



Highlight of the 2 day conference was the Tribal Warrior cruise and dinner. Although a thunderstorm threatened to 'capsize' the planned event, it quickly passed without incident and 61 people enjoyed a great commentary from Aboriginal presenter Jessica Sinnott. A walk around Clarke Island, sumptuous dinner on board and a meander throughout the small bays and harbour capped off a great evening.



The Aboriginal Studies Association acknowledges the assistance and support from the NSW Aboriginal Education Consultative Group Inc. (AECG), the University of Sydney and the Aboriginal Education & Community Engagement Unit.





# Express & Star

## Aboriginal Studies at Cherrybrook Technology High School

Stage 6 Aboriginal Studies is taught at this large comprehensive school as an accelerated subject in Years 10 and 11 and is a popular course of study. Recently 2 students from this class participated in the Lions Club Youth of the Year Award at Pennant Hills. As part of this award ceremony, the students were required to give a brief pre-prepared speech of their choosing. Student Merle Runde spoke about Aboriginal Studies and the benefits of doing this course and how it impacted her learning and the ways it addressed inequalities in our society.

At the end of the evening, the judge's decision was unanimous in

awarding Merle Runde best speaker in the local region. She will progress onto the next level of competition.

Congratulations also go to Merle Runde on achieving fifth place in the 2014 Aboriginal Studies HSC exam.





# Yabun Festival 2015

The NSW AECG had a stall at the Yabun Festival this year. It was such a great day despite the weather. Here's a brief snapshot of the day. How did you spend your Survival Day? We'd love to see your pics! Email us at: [info@aecg.nsw.edu.au](mailto:info@aecg.nsw.edu.au)





# Did you know...

2003

Linda Burney MP, becomes the first Aboriginal woman to be elected to the NSW State Parliament.

1965

The Australian Labor Party deletes the White Australia Policy from its immigration policy.

1991

The first edition of the fortnightly Koori Mail newspaper is published to provide 'a voice for Kooris everywhere'.

1997

The first native title deed granted on mainland Australia is awarded to the Dunghutti people for land in Crescent Head, NSW.

1991

HSC Aboriginal Studies syllabus launched.

1975

Gough Whitlam hands over the lease for Daguragu (Wattie Creek) at Wave Hill Station to the Gurindji people, symbolising the transfer by pouring a handful of sand into the hands of Vincent Lingiari.

1874

A mission and school is set up for the children at Maloga near Moama on the Murray River in NSW.



## Contact Us

NSW AECG Inc.  
37 Cavendish Street  
Stanmore NSW 2048

**Phone:** (02) 9550 5666

**Fax:** (02) 9550 3361

**Email:** [info@aecg.nsw.edu.au](mailto:info@aecg.nsw.edu.au)

**Website:** [www.aecg.nsw.edu.au](http://www.aecg.nsw.edu.au)



New South Wales  
Aboriginal Education  
Consultative Group Inc.