



Pemulwuy

Newsletter of the NSW AECG Inc.

July 2016

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1st State Meeting Walgett



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

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...



Welcome to yet another edition of the Pemulwuy which I hope you find full of interesting and informative news.

NAIDOC week stretches into weeks and has kept us very busy. We were invited to a number of day care centres where the talents of the Secretariat staff were on show celebrating our culture through song, music, dance and storytelling. They do such a good job they keep getting invited back!!!

This year we will be running three STEM (Science, Technology, Engineering and Mathematics) Camps for Aboriginal students' years 5-10 across the Upper North Coast, Riverina and the Metro area. This is in partnership with ATSIMA (Aboriginal and Torres Strait Islander Mathematics Association) and the Department of Education. More information will be forwarded to Regional and Local AECG's as they come up.

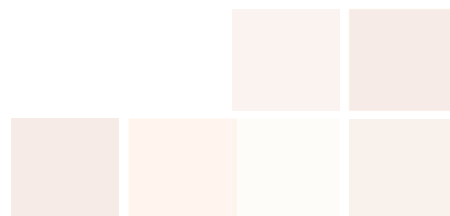
We are also about to start work supporting the Language and Culture Nests and other cultural activities that some of the regional and local AECG's have put forward. It's fantastic that we can play some small part in reaffirming our cultural identity.

Healthy Culture Healthy Country, Connecting to Country and our other professional learning continues to receive positive feedback and seems to have effected change in some circumstances.

Regional and Local AECG's drive change and it continually amazes me the commitment, dedication and impact you all have in ensuring the future of our communities. Pemulwuy, the newsletter of the AECG merely provides a snapshot of all that is happening.

I hope you enjoy the read!!!!

Cindy Berwick
President
NSW AECG Inc.



HOLDEN TORANA

An Aboriginal Connection

General Motors Holden (GMH) Australia manufactured the iconic model Torana from 1969 until 1979. The Torana came in different models and engine sizes. Its claim to fame came in 1972 when former racing legend Peter Brock won the first of his many wins at Bathurst.

But where did the name Torana originate? Initial research and GMH records state the name derives from an Aboriginal meaning.

The common thought is that Torana means "to fly" or "flight" but there does not seem to be any specific form of language from any of the Aboriginal nations around the areas where GMH had its assembly plants.

As there are many different language groups across the continent, it may well be that GMH adapted the name Torana and changed it just as much as other Aboriginal names and meanings were done by the new Australians. There is a town en route to the legendary Mount Panorama (also known as Wahluu by the Wiradjuri people) Racing Track in Bathurst called Tarana and the name 'Urana' relates to a temporary shelter (ie. A car). Perhaps these names influenced the GMH people at the time?

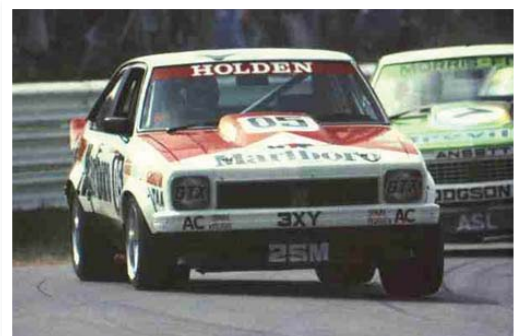


GMH Dealer advertisement circa 1970. Note the incorporation of a spear and boomerang into the advertising pitch. (Source: GMH Torana Forum)

A teaching and learning resource is available on our website: <https://www.aecg.nsw.edu.au/product/holden-torana-an-aboriginal-connection-with-teaching-and-learning-activities/>



Legendary racing car driver Peter Brock 'flies' around the Mount Panorama circuit in his Torana GTR XU-1, in the first of his many wins on this track.



Peter Brock 'flies' around Mt Panorama in yet another Torana.

Australia Remembers

A forbidden tale of Black Diggers is more than just a war story

The often overlooked contribution of Indigenous servicemen in forging the legend of Anzac is revealed in a newly-released free multitouch ibook, *Black Anzacs*. Designed to bring a fresh insight to school students, the book offers a perspective through the eyes of William Williams. He was one of more than a thousand Indigenous men who enlisted in the AIF (Australian Infantry Forces) in World War I despite the Defence Act of 1903 rejecting men of 'colour' because they were not 'substantially of European descent'.

Paul Greenwood, principal at Wagga Wagga's Riverina Environmental Education Centre which produced the ibook, said he hopes *Black Anzacs* will broaden the understanding of the foundations of a rich tradition of Aboriginal people serving Australia through the armed forces.

"William Williams and the other 'Black Diggers' who marched with him were brave pioneers in many ways," Mr Greenwood said. "Not only did they share the spirit and bravado of their Anzac comrades as they went to battle overseas, but they also battled against the tide of society at home.

"*Black Anzacs* is more than a war story. "It also treats sensitively many other aspects of the Australian Curriculum including treatment of Aboriginal people, lack of recognition

of Indigenous service personnel, mission life, displacement and the Stolen Generation.

"Using the ibook platform, *Black Anzacs* brings new life to learning because as well as detailed text, it also offers still and moving historical images and interactive activities."

William Williams was a proud but humble Ngiyaampaa (pronounced either Neampaa or Ny-am-paa) who felt committed to fight for his Country. Born under a tree near Cobar, Mr Williams was raised on Carowra Tank Mission and worked on stations around Roto in the heart of far western NSW between Ivanhoe and Hillston. He walked well over 300 kilometres to Forbes to enlist and served with the 45th Battalion in Europe before being shot and captured by the Germans as a prisoner-of-war – one of only five known Aboriginal POWs. Four of his nephews from Griffith followed in his ground-breaking footsteps serving in World War II. One paid the price of ultimate sacrifice and remains buried on the battlefields of Papua New Guinea.

Many of Mr Williams' personal papers and stories - told through his



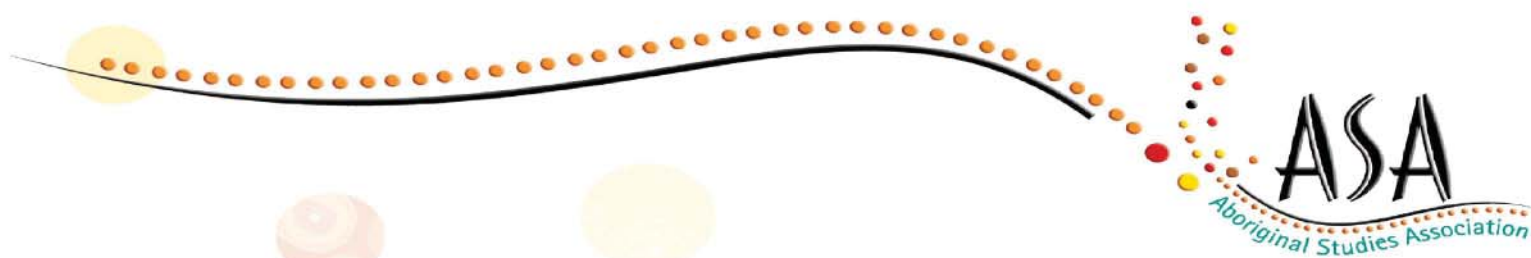
great granddaughter Alison Johnstone, an Education and Engagement Officer with the Department of Education at Griffith - were used in Black Anzacs.

Mr Greenwood, Ms Johnstone and a team of experienced teachers are about to embark on preparing units of study based on the Australian Curriculum that will transform Black Anzacs into a complete learning package.

Black Anzacs was produced by the Riverina Environmental Education Centre in partnership with Sydney's Field of Mars Environmental Education Centre. It is available for free download through the Apple iBooks site (<https://itunes.apple.com/au/book/black-anzacs/id1079267435?mt=11>).

Black Anzacs is the second ibook learning package created by the Riverina Environmental Education Centre. The first focussed on Wiradjuri traditional culture. For further information, contact Paul Greenwood Principal Riverina EEC (02) 6932 9134. or <http://www.riverina-e.schools.nsw.edu.au/>





2016 ABORIGINAL STUDIES ASSOCIATION CONFERENCE

UNIVERSITY OF SYDNEY

Friday 2 December 2016

9:00 am—3:30pm

KEYNOTE: Elizabeth Wymarra Black Comedy

Workshops by teachers for teachers

- ✓ Aboriginal Studies K-12
- ✓ Aboriginal Perspectives Across the Curriculum
- ✓ Aboriginal Community Engagement

\$175 including 2017 Membership

*Payment **MUST** be finalised by the 25 November 2016*

For more information contact: dave.lardner@aecg.nsw.edu.au

This is a BOSTES Accredited event

Completing the 2016 Aboriginal Studies Association Annual Conference will contribute 5 hours of QTC Registered PD addressing 1.4.2, 2.4.2, 6.2.2, 6.4.2, 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW. The University of Sydney - Faculty of Education and Social Work is endorsed to provide QTC Registered Professional Development for teachers accredited at Proficient Teacher and Highly Accomplished Teacher.



Market Report

Aboriginal Artwork

Aboriginal artwork is an integral part of our people's heritage and identity and encapsulates the stories and the teachings of the Dreaming. Artwork representations including painting on bark and rock, wood carving, rock engravings, sculpting and ceremonial painting.

In fact, Aboriginal paintings are one of the country's biggest cultural exports. Leading art galleries around the world proudly display many pieces of Aboriginal art from contemporary Aboriginal artists. As a result, such artworks are commanding very high prices, particularly when sold through prominent auction houses like Sotheby's London.

A private collection of Aboriginal artworks sold at Sotheby's in London in June 2015 netted around \$2 million. Thomas Vroom, the owner of the collection had been a big supporter of Aboriginal women's desert paintings and often bought directly from the artists or their communities across Australia. The sale of works included those from Queenie McKenzie, Minnie Pwerle and Emily Kame Kngwarreye.



Emily Kame Kngwarreye circa 1910 – 1996. Wild Yam 2

Sold for approximately \$205,000 including buyer's premium.

Source: <http://www.sothebys.com/en/auctions/2015/aboriginal-art-thomas-vroom-collection-l15321.html>

Whilst the sale of Aboriginal peoples artworks does bring valuable sources of income to the artists and their communities, the issues of ethics, copyright and protocols should always been seen as an important factor in this part of Aboriginal culture.



1st State Meeting

Walgett

The NSW AECG 1st State Meeting was held and hosted by the Walgett Local AECG and held at St Joseph's School.

Before the meeting commenced students raised the flag whilst singing 'The Flag Song' in language and afterwards welcomed by Aunty Faye Green.

Mary Senj and Kim Procter

were guest speakers from the Department of Education followed by regional representatives reporting on the challenges and great things happening in their regions.

The day ended with a fantastic BBQ organised by the community. A big thanks also to the Principal Mrs Helen Cooney for hosting our meeting.



Pool of Remembrance

Australian War Memorial - Canberra

The Australian War Memorial (AWM) located in Canberra, is a Museum commemorating the sacrifice of Australians who have died in war. It was opened in 1941 and is regarded as one of the most significant memorials of its type in the world.

The center piece of the museum is the Hall of Memory and commemorative area with a memorial pool of reflection surrounding an eternal flame leading up to the Hall. Adjacent, are walkways and gardens, including rosemary plants as a symbol for remembrance. On either side of the courtyard are long walkways containing the Roll of Honor, a sequence of bronze plaques identifying the 102,185 Australian servicemen and women killed in conflict and on peacekeeping tasks.

However, for Aboriginal peoples, the courtyard may be a site of contradiction and controversy. There are 26 sandstone gargoyles adorning the walls of the Roll of Honor representing Australian fauna. Together with the depictions

of a kookaburra, wombat and emu, are the gargoyles of an Aboriginal man and woman. Aboriginal people being represented in the context of fauna is indicative of the treatment of the First Australians throughout recent history. Indeed, it was not until 1967 that Aboriginal peoples were given citizenship rights.

An article in *The Conversation* (March 2015) argues the Aboriginal gargoyles are a product of the Frontier Wars and are the "AWM only overt representation, albeit unintentional, of a violent history of colonisation, of contested lands, lives and identities, silenced in stone and put in their place." Yet there is no gallery or other inclusion inside the Australian War Memorial that recognises these Frontier Wars. The AWM believes these wars do not fulfil the requirements of

the 1980 ACT which says the memorial is "for all Australians who have died on, or as a result of, active service, or as a result of any war or warlike operation in which Australians have been on active service." This precludes internal conflicts between Aboriginal and non-Aboriginal peoples.

In 1928, the Coniston Massacre occurred in the Northern Territory. This Frontier War was 10 years after the cessation of hostilities marking the end of World War I. Perhaps these Frontier Wars are the forgotten wars as argued by historian Henry Reynolds?



Australian War Memorial (AWM) courtyard, Hall of Memory and Pool of Reflection
(Source – History Channel)



Gargoyles adorning the sides of the AWM courtyard.
Source – ABC News



Close up of Aboriginal gargoyle. Source – abc.net

At the time of writing, there has been a restoration of the gargoyles as part of an upgrade of the AWM. Assistant Director of the AWM, Tim Sullivan said, "The work was informed by an extensive consultation with Aboriginal and Torres Strait Islander stakeholders in Defence and veterans associations, local community Elders and the ACT elected body, and heritage professionals and regulatory agencies. That consultation continues and has provided a range of opinions on the inclusion of the human figures. The

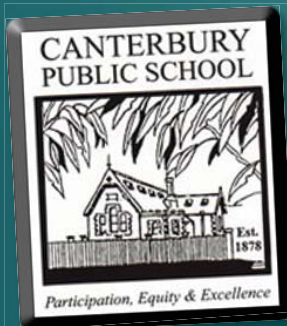
majority of people and groups consulted recognised that there are a variety of views on them, that it is important that those views are recognised, that the artist's intent in creating a uniquely Australian iconography should be better interpreted, and that on the balance of all the issues that they should be retained in the heritage fabric of the Commemorative Area".

Dr Brendan Nelson, Director of the AWM, has also indicated the AWM would not be moving to recognise the Frontier Wars.

Aboriginal Education

at

Canterbury Public School



Things have been busy at Canterbury Public School in the area of Aboriginal Education.

Close the Gap Day

We recognised the day by holding a morning tea and a competition for students, in which students were invited to decorate an



envelope in the theme of 'Close the Gap' or to take the 30 by '30 challenge, where students could collect 30 signatures calling for the health gap to be closed by 2030. Every child in the school also created a decorated hand, which was planted at the front of our school creating our own sea of hands.

NANGA MAI Awards

Canterbury was well represented at the awards. The key note speaker, Jessica Cox, who is a 2nd year student at UTS is also a Canterbury Girls High School ex-student. She gave an inspiring speech about her journey into tertiary studies. Jessie Simon Fitzpatrick and Sheakeal Adams (current and former students of Canterbury Girls High School) and Emily Wilson (student at Campbelltown Performing Arts High School) sang the Australian National Anthem in Dharawal language and Jessie and Emily performed once again later in the program.



Berlinda Cook (Principal) and Lisa Haller (K-2

Assistant Principal) attended the awards where Lisa received the award for outstanding contribution to education achievement by a non-Aboriginal staff member.

Koori Kids Mentoring Group

Griffen Jones (Stage 2 teacher) and Sue Fowles (Student Learning Support Officer) have begun the Koori Kids mentoring program this term, which involves students from Canterbury Girls High School in a mentoring



role.

Students have been busy finishing the 'Every Face has its Place' garden, which has been a major project for the past 12 months and involves creating plans, learning about length, volume and capacity as well as researching native plants for planting. It is planned that the garden be formally opened with a smoking ceremony on our NAIDOC night on Friday the 1st of July. The outdoor learning area is a special part of our playground that acknowledges country and all languages spoken by our school community, including the language groups our Aboriginal community identify with. The 'Every Face has its Place' garden is also part of the Kids Matter initiative.

Sent in by Lisa Haller, Relieving Principal at Canterbury Girls High School, and is also a member of the Inner City Local AECG



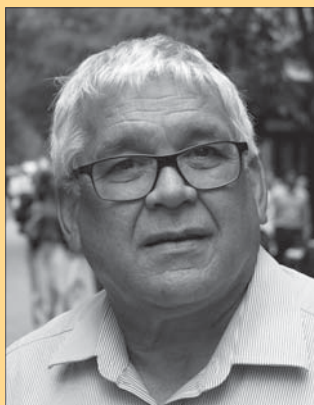


Bangamalanha CONFERENCE

15 – 17 August 2016, Dubbo NSW

**An opportunity to share with others
working in post-school Aboriginal
education, training and employment**

Speakers include:



Mick Gooda
Aboriginal and Torres Strait
Islander Social Justice
Commissioner



Mark Olive
Renowned Indigenous Chef
'The Black Olive'



Kerrie Tim
Principal Advisor Indigenous
Affairs, Department of the
Prime Minister and Cabinet



Darryl Monaghan
General Manager of
Reconciliation Australia



AECG Writes

Lightning Ridge, June 2016



Didge Program

Hi All. John McGregor here, project officer with NSW AECG. I am a Gamilaraay man who loves our culture. I am an artifact maker.

I've been working with different schools, teaching our young fullas, how to design and paint their own Didgereedoo (Yikadi), along with making the sounds and circular breathing. They love it. The look on their faces is priceless.

The Didge program runs for six weeks, one day a week. Kids are able to play confidently for their community and school at the end of the course. They play for school openings, assembly and where ever they are needed to play.

It is a passion of mine to give all our people some culture back and for them to learn. And later in life if it puts bread and butter on the table I have done my job as a Gamilaraay man.

Yahlu.

John McGregor

Bridging the Divide

Last year marked the introduction of cultural awareness within Collarenebri Central School, with teachers and staff participating in a three day Connecting To Country program constructed and delivered by the Collarenebri local AECG. The Connecting To Country proved to be highly informative, allowing teachers and staff to gain a deeper and respectful understanding of the Aboriginal culture within Collarenebri.

Day one in Bridging the Divide started with the learning of the 'Flag Song' in Gumeroi language.

Language teachers Karen Flick and Rhonda Ashby ensured an enjoyable and fun process and one which all that participated could grasp. Once completed, the Aboriginal Flag was raised to full mast and the 'Flag Song' was empowered.

Going on country followed. We drove 24kms on the Gwydir Highway to reach one of Collarenebri's most sacred and well known traditional heritage sites. In an enclosed area are seven beautifully traditional carved trees. Jason Wilson, John McGregor and Paul Peters spoke in depth of the meanings and significance of these trees, with Larry Flick welcoming to country.

Day one ended with lunch at our local cemetery. Larry Flick and Jedda Flick demonstrated how the bottles were burnt and the significance of this practice.

Day two started with a history program commencing at the red shed. Here the history of Collarenebri Aboriginal living was illustrated through various newspaper clippings and an activity into local past events was revived. The history of the Gumeroi nation is fully represented. It is recognised throughout the region and time evident. Day two ended with a short bus trip over to the Walli Reservation where all participated in a brief game of Bingo, a favorite pastime of Aboriginal people. The history of segregation is still prominent as many still live on the Walli.

Day three of Connecting to Country is yet to be completed. The desire to teach, recognise and respect culture is freshly rewarding when all members of the community envision the vital importance of bridging the cultural divide.

Livinia Flick

Walgett Local Schools Netball Challenge

The netball challenge between Walgett Community College Primary School and Walgett St Joseph's School got off to a great start. The netball match is every Friday from 1.30pm at the Walgett District Sporting Club.



For the first time in history WCC Primary School and St Joseph's Primary School went head to head in this netball competition. Parent and Community members volunteer their time to umpire and score on the day.

Fantastic effort from all parents and community members for encouraging our children in good sportsmanship and excellent team work. It is also great to see the teachers interacting with parents, community and students outside the traditional classroom setting.

The netball challenge is an excellent opportunity for students to compete and make new friends and it allows parents to support their children.

The netball challenge is also an excellent way to strengthen partnership between the two schools, students, teachers, parents and community.



Please join us on the day, everyone's welcome.

Phyllis Dennis

Walgett Community College NAIDOC Songlines, the living narrative of our Nation

The high school students of Walgett Community College started this project three weeks ago on a piece of A3 paper using their knowledge that has been given to them by elders, family and educators in this community. The stories of the crocodiles of the Narran Lakes connects us to Arnhem Land. The Emu

in the sky is another dreaming story that our students have been taught from primary school, and their knowledge of when to collect emu eggs comes from this. They know when the emu's pair, when they lay, when the male emu sits on the nest, and have experienced the practical application of this knowledge in their lives, collecting eggs with family.

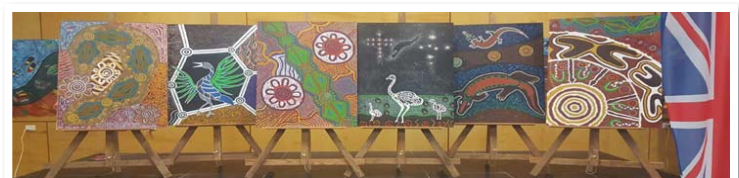
These panels came about because we wanted to use the best expression possible of how our songlines are with us in our everyday life. These are just two of the many stories layered in these paintings. We chose to paint the songlines in these panels with each layer of paint representing another songline, another connection to the stories that make our history a living presence. And the dance students performed today and these paintings are part of the stories to come for future students.

This project seems like it only took three weeks but in reality, just like the songlines in the paintings layered upon one another, this project is only possible because of the layers of education and commitment to community by educators here and far and wide. Support and knowledge from previous projects empower our educators with the expertise to create a project like this with students.

The experience of working with artists on the Gingie and Namoi murals and poles on the bus turnarounds has helped create the foundation on which the students now paint with confidence.

All the artworks are displayed on easels created by our woodwork students made from recycled timber. Working together with all sections of the school and community is the only way to give us pride in the living expression of our culture.

Ros McGregor



Voices to be Heard

I am an Aboriginal worker for Department of Education and Communities and I have a strong passion for cultural identity and knowledge.

We as Aboriginal educators working within the system and on the ground are faced with many challenges on a daily basis, we know what is best for our students and communities and we strive to have a voice for our local community and students, whether it being the implementation of Aboriginal perspectives in all KLA's, Parent/Carers' and Elders' yarn ups or, better still, be the go to person for our Aboriginal students when situations arise.

Our aim is for closing the Gap for all Indigenous students in order to meet the national requirement of meeting educational outcomes and to become equal to non-Indigenous Australians.

Signed agreements and policies, such as the Partnership Agreement with State AECG and the Department of Education 2010-2020, and the Local Schools and Local Decisions, stipulate that partnerships are to be formed between schools and their communities.

So why is it in some communities, it is evident that no consultations are being made and dominance still plays a role in our societies today?

I feel that outcomes can be met if it was made mandate for teaching staff and Principals to consult with their local Aboriginal community and local Aboriginal staff and to utilise them in the implementation and delivery of cultural knowledge and identity programs in all KLA'S. Combining cultural knowledge and expertise would produce results by connecting students to their culture, heritage, identity and spirituality.

For those who face these challenges day in day out, or better still year in year out, we become burnt out and left feeling devalued within our place of work. Worse still, we feel left out, feeling like we are letting our communities and students down by not having the power to override decisions that are placed down upon us in a dominant society. Given the circumstances that we are faced with, one

thing is evident: the fact that we Aboriginal educators tend to put our personal feelings aside and work with these conditions, for the better of our Aboriginal students and communities. We use the empowerment that is enforced upon us, to work through these daily challenges.

We never give up! We become more powerful, as we are cultural beings who believe in our belief systems that are installed within us.

With these beliefs and the authority of mandated policies, we will be the voice and advocate for changes and reconciliation, to make genuine partnerships between our work place and communities.

Tania Kennedy



Happenings at Deniliquin

The Deniliquin Local Aboriginal Land Council hosts an annual Kolety Camp ("Kolety" is the local Aboriginal word for the River Edward that flows through the township of Deniliquin) every year for their membership and families. Every year is a great success with over 80 plus community members and their families.

The Kolety Camp is usually held on the banks of the "Edward River" (Kolety) but due to the blue green algae outbreak this year, it was decided that the venue would be changed.

The venue that was chosen was the "Four Post", which is 5kms out of Deniliquin. The Four Post sits on the banks of the Edward also and due to the algae outbreak, we were unable to use the water for canoeing etc. This made for plenty of time to bush walk and yarn, which the children always enjoyed.

The camp is an opportunity for mob to come

together, interact and reconnect with each other. They do this by running a week of activities that everyone, of all age groups can join in on if they want to. The children's favourite part of the camp is when they play games, roast marshmallows around the camp fire, yarn and tell stories.

On the Monday to start the week, every child was given a folder with their name on it and a list of things to either look for or collect such as bird feathers, medicine plants, spears and scar trees. The children's parents had to supervise with this activity as the kids may not have been able to identify some of the items or had to go near the river.

Boomerangs, clap sticks and rocks were also set up for the kids, to either paint or draw a design on. They then had to get a staff member to wood burn the design on for them. The art table was very popular.



The Fourpost had its own rock-climbing wall and Mini Golf, so the children were all put into groups and made good use of these facilities.

On the Wednesday, we had our Local ACLO (Aboriginal Community Liaison Officer) Matthew Daniels travel over from Griffith to facilitate some activities. He brought with him a Warrior Kit and Sports kit to run programs with the children. There were also local community members present to help run the activities with the children. There were games of Basketball, Mini Golf, Soccer, Baseball, Totem stick and Spear making.

Breakfast, morning tea, lunch, afternoon tea and dinner were cooked and prepared every day and night. Everyone came running at the sound of the meal bell. All community gathered together to eat.

We finished up the camp week of activities on the Thursday night with a movie and popcorn theme. A local community member bought out their inflatable projector screen and the kids enjoyed a movie and goodies night. They watched "Alvin & the Chipmunks-Road Chip", munched on icy poles, boxes of lollies, popcorn and sipped on soft drink.

The whole week was enjoyed by all who attended and the main theme of feedback was that they all looked forward to next years' camp.



Healthy Culture Healthy Country

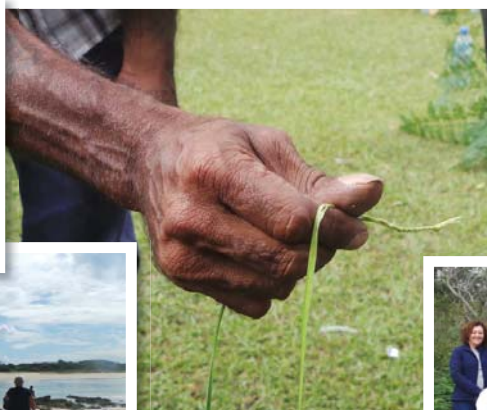
Professional Development

During the last 3 months the NSW AECG has delivered a Healthy Culture Healthy Country professional development programs to all the Directors of Public Schools (DOPS) across NSW. The comprehensive program was delivered in Sydney's Royal National Park (Sydney Metropolitan region DOPS), Coffs Harbour (North Coast region DOPS), Merimbula (South Coast and Western NSW region DOPS) and Richmond (Macquarie Region DOPS).

The program was developed, and tailored for the DOPS, by Dr Shayne Williams. It included a series of workshops delivered over two days. The first day of each program included three workshops covering: Aboriginal Knowledge Systems; Cultural Curriculum, Teaching and Assessment; and Understanding Local Cultural Issues in NSW. On the second day of the workshops Directors of Public Schools were engaged with an on Country immersive learning experience.

The concept of 'Healthy Culture Healthy Country' advances the importance of maintaining local Aboriginal languages and cultures through education. The concept emphasises the synthesis between the health of culture, the health of Country, and the health and wellbeing of Aboriginal Australians.

The workshops were a great success. Executive Director Murat Dizdar summed up the event by saying: *"It was a fantastic two days (a program) that every person in public education should be part of because it highlights that when you learn from the first people you get a much deeper respect for all that Aboriginal education entails."*



Nanga Mai Award

for Aboriginal Staff Member

Source: Mid Coast Observer



Helen Archibald being presented an award by Darren Bell the Assistant Manager, Aboriginal Initiatives at NSW Department of Education

Recently Helen Archibald, one of the longest serving Aboriginal Education Officers on the mid North Coast, was presented with a prestigious Nanga Mai Award. Helen has many achievements to her name, most in the field of education.

Helen attended school at Burnt Bridge Mission Public School, East Kempsey Public School and Kempsey High School. During her schooling days, little was taught about Aboriginal peoples or their culture. Aboriginal student's attendance at school was also given little prominence at this time.

Upon leaving school, Helen moved to Sydney where she undertook further studies. Back in Kempsey, Helen involved herself in a myriad of activities, including the establishment of a day care centre at Greenhill where she later worked under the Priority Schools Project as an Aboriginal Education Worker.

Further achievements led to the establishment of an Aboriginal Education Aid to address the specific needs of Aboriginal students at schools in the Kempsey District.

She has always been a strong advocate for the rights of Aboriginal students and equal opportunities for them.

This award recognises Helen's long and dedicated involvement in Aboriginal Education.



2nd National Conference

Transforming Mathematics Education for Indigenous Learners

Value us. Value our education. Value our future.

Register here: <http://bit.ly/25siFFA>

SUNDAY 30 OCTOBER - WEDNESDAY 2 NOVEMBER, 2016

**At the University of Wollongong and Sandon Point Tent
Embassy (for Opening & Closing Ceremonies)**

About this conference

A collaboration of leaders, educators and stakeholders from Community, education, research with the Aboriginal Communities of the Dharawal and Yuin peoples of the Illawarra and South East Coast.

Keynote speakers

Value our education

Emeritus Professor Alan J. Bishop

Value our future Ken

Markwell, Indigenous
Sector Practice Director, EY.

Go to: [http://
atsimanational.ning.com/
speakers](http://atsimanational.ning.com/speakers)

Call for presenters

Submissions are open for
Community, education and
business presentations. Go to:
atsimanational.ning.com/submissions.

Location

Sandon Point Tent Embassy & University of
Wollongong's SMART Infrastructure Facility

Sponsorship

ATSIMA invites organisations and individuals to sponsor this important event. For more information, go to: atsimanational.ning.com/sponsorship or email us: enquiries@atsima.org.

Conference website:

[atsimanational.ning.com/
events](http://atsimanational.ning.com/events)

Want to register: Go to
<http://bit.ly/25siFFA>

About ATSIMA

The **Aboriginal and Torres
Strait Islander Mathematics
Alliance** is an Aboriginal led,
non-profit, member-based
group representing
Communities, education and

business.

Contact us

Dr Chris Matthews, ATSIMA Chair
chrismatthews@atsima.org
enquiries@atsima.org
atsimanational.ning.com



Snapshots

from across the State



Youyoong LAECG Connecting to Country



Youyoong LAECG Connecting to Country



Wollongong/North Illawarra/Kiama LAECG



Upper South Coast Regional Meeting



North West 1 & North West 2 Super Regional Meeting



North West 1 & North West 2 Super Regional Meeting



North West 1 & North West 2 Super Regional Meeting



Ballina/Cabbage Tree Island LAECG NAIDOC day



Ballina/Cabbage Tree Island LAECG NAIDOC day

A white ceramic mug with a black and white geometric pattern. The pattern consists of concentric circles and lines, creating a complex, abstract design. The mug has a white handle on the right side.



<https://www.aecg.nsw.edu.au/shop/>



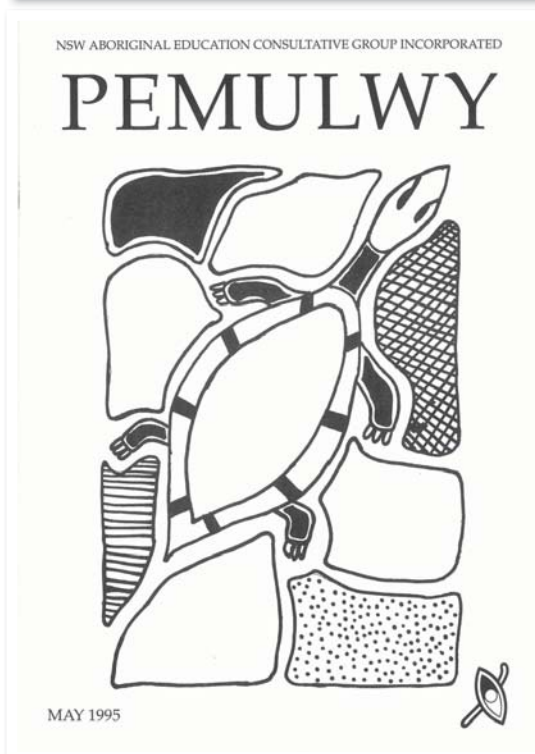
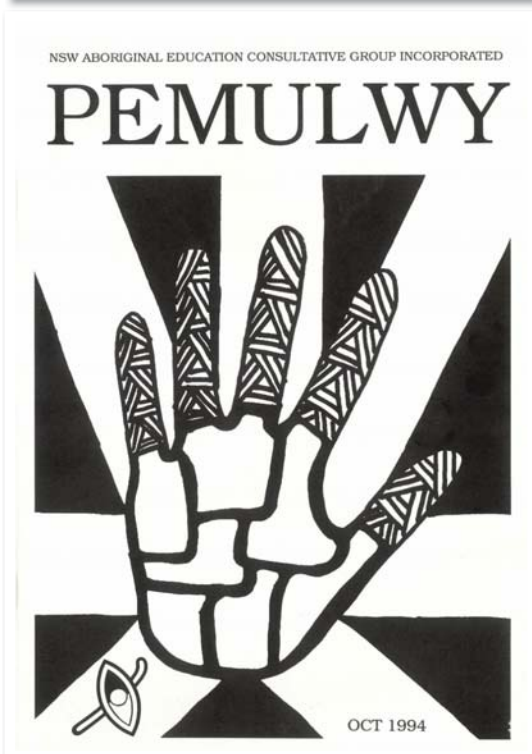
Resources & Professional Learning

This year the NSW AECG are again running Professional Learning workshops throughout the state. For further information or to register your interest, please contact our Curriculum Officer, Dave Lardner on (02) 9550 5666 or dave.lardner@aecg.nsw.edu.au. Resources will be available through our website or contact Wallula Munro on (02) 9550 5666 or wallula.munro@aecg.nsw.edu.au.



A BLAST FROM THE PAST

Here's a few old editions of Pemulwuy that we've come across. We've certainly been around for a long time!





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

Website: www.aecg.nsw.edu.au



NSW AECG Inc.



AECG App



**New South Wales
Aboriginal Education
Consultative Group Inc.**

