

File No. PT4/6

PRIVATE SCHOOLS VARIOUS

Black Community School - Townsville



DEPT. OF EDUCATION



P.O. Box 33, North Quay, Brisbane, Q. 4000

Telephone 224 0616

DEPARTMENT OF EDUCATION

TREASURY BUILDING
QUEEN STREET
BRISBANE

Refer to:
Extension:
Your Ref:
Our Ref:

BHR:87

16 April 1987

Mr L. Pitt
Under Secretary
Department of Community Affairs
P.O. Box 133
North Quay Q 4000

Dear Mr Pitt

In reply to your enquiry of 27 February 1987 regarding the Black Community School, Townsville, please find the attached information under the headings requested.

I apologise for the delay in replying to your request. However the information you sought was contained in records difficult to access. I trust that these details will be of assistance to you. Should your officers require further information, Mr Bernie Miles, Deputy Director of Primary Education (224 7861), will be happy to assist them.

Yours sincerely

27 JAN 1988



I.J. MATHESON
Director-General of Education



1 und
5/50/04/87

BLACK COMMUNITY SCHOOL, TOWNSVILLE.

(a) Date of Establishment

- (i) Notification of the intention to establish the Black Community School was received in Northern Regional Education Office on 12 September 1973.

The school had begun operating on 3 September 1973.

- (ii) The school was closed on 24 September 1982 and re-opened on 1 February 1983. It ceased operations again on 4 March 1983.

(b) Funding

- (i) Approved school status was granted from the beginning of the 1975 school year and thus the school became eligible for all funding normally available to non-government schools.

The following amounts were paid to the school as per capita grants:

1975 - 76	\$ 2 478.00
1977	\$ 2 699.00
1978	\$ 7 415.00
1979	\$ 6 940.00
1980 - 81	\$11 481.00.

- (ii) A report of an inspection conducted by Mr E. Polkinghorne, Inspector of Schools, on 21 September 1982 indicated that funding agencies at that time were:

- . Commonwealth Department of Aboriginal Affairs
 - . School Commission
 - . Queensland Department of Education
- (per capita basis as listed above) ,

This information was supplied to the Inspector by Mr Mabo.

- (iii) Some initial finance was provided by the Australian Union of Students in 1973. The amount and date of this grant are undefined in correspondence from the school.

- (iv) The Australian Council of Churches made a grant of \$1,000 to the school on 1 April 1974.

- (v) There may have been other non-government agencies assisting the school financially but these are unknown to this Department.

- (vi) On 7 October 1982 the Minister for Education wrote to Mr Mabo advising him that approved school status was withdrawn and the school was considered closed as of 24 September 1982 and thus was no longer eligible to receive per capita grants.

(c) The Position Held by Mr Mabo

(i) Information provided on 10 February 1982 indicates that Mr Mabo was

- . The Director of the school
- . A Member of the Parent Board
- . A Member of the School Management Committee.

(ii) In 1974 Mr Mabo was President of the Black Community School Council.

(d) Departmental Status

(i) The school gained approved school status (primary) from the beginning of the 1975 year.

(ii) On 7 November 1982, the Minister for Education wrote to Mr Mabo advising that as the school was at that time without adequate premises and without teaching personnel, the school was considered closed as of 24 September 1982. Approved status was withdrawn as of that date.

(iii) The school recommenced operations on 1 February 1983, and applied for approved status. Mr Polkinghorne, Inspector of Schools, inspected the Black Community School in relation to this request. However before the processes for approval were finalised, this Department was notified that the school had ceased operations.

(iv) Notification to the Department that the school had ceased operations was forwarded on 4 March 1983 by [REDACTED] Principal.

(e) Administrative Structure

Information supplied on 10 February 1983 indicates that the following management structure was then in place:

(i) A Parents Board consisting of 30 signatories including the Director of the school (Mr Mabo);

(ii) A Management Committee consisting of:

- . The Director of the School (Mr Mabo)
- . The Principal of the School [REDACTED]
- . One Parent from the Parents' Board
- . One Representative from the Community (Mr Ron Morris, Commonwealth Education Department; and

(iii) Advisors to the School

- . [REDACTED] James Cook University
- . [REDACTED] Aboriginal and Island Community Education Centre
- . [REDACTED], Catholic Education
- . Other interested persons.

1

- (iv) The details of the management structure prior to 10 February 1983 are unknown. However, Mr Mabo was referred to in correspondence as the President of the Black Community School Council. The application for approved status of 12 September 1973 states, "Control of the school now rests entirely with the School Council composed entirely of parents of students attending."
- (f) Since curriculum is defined as the total learning experience for students, any examples of curricula could only be requested from the school itself.

DoE Release under the Right to Information Act 2009



BHR:87

16 April 1987

Mr L. Pitt
Under Secretary
Department of Community Affairs
P.O. Box 133
North Quay Q 4000

Dear Mr Pitt

In reply to your enquiry of 27 February 1987 regarding the Black Community School, Townsville, please find the attached information under the headings requested.

I apologise for the delay in replying to your request. However the information you sought was contained in records difficult to access. I trust that these details will be of assistance to you. Should your officers require further information, Mr Bernie Miles, Deputy Director of Primary Education (224 7861), will be happy to assist them.

Yours sincerely

I.J. MATHESON
Director-General of Education



DEPARTMENT OF

Community Services

Queensland

POSTAL : P.O. BOX 133,
NORTH QUAY
Q. 4000

OFFICE : CHARLOTTE CHAMBERS,
35 CHARLOTTE STREET,
BRISBANE

TELEX : 41697

TELEPHONE 22 42522

OUR REF. 1A/1886 (2)

DATE 27th February 1987

Mr. I.J. Matheson,
Director-General of Education,
Education Department,
P.O. Box 33,
NORTH QUAY Q. 4000

Dear Mr. Matheson,

I have been asked by the Solicitor-General to secure detailed information concerning the establishment and progress of the Black Community School at Townsville. The Solicitor-General is anxious to gain this data as soon as possible in view of the relationship of Mr. E. Mabo with that school and Mr. Mabo's involvement as a Plaintiff in Mabo and Others Vs. the State of Queensland and the Commonwealth of Australia.

The material requested relates to:-

- ✓ (a) The date of establishment of the Black Community School.
- ✓ (b) Any details of its funding.
- ✓ (c) The position held by Mr. Mabo.
- ✓ (d) The nature of any recognition accorded the school by your Department.
- ✓ (e) The philosophy of which the administrative structure of the school was based.
- (f) Any examples of curricula that would exemplify this philosophy.

I would be grateful if your officers could consider this matter as urgently as possible. Should any qualifications be required perhaps the officer concerned could speak to the Principal Legal Officer instructing Counsel for the Crown (Mr. F. Pulsford, 227 4191).

Yours faithfully,

s47(3)(b) - Contrary to Public Interest



Mr. H. Dixon,
Northern Regional Director,
Queensland Education
Department,
Townsville

Black Community School,
P.O. Box 1026,
Townsville. 4810

26th February, 1983.

Dear Mr. Dixon,

We wish to officially inform you that the Black Community School will cease operations on Friday, 4th March, 1983. We have been unable to overcome the obstacles which face the school at this time. We have placed all financial matters in the hands of the school's accountants, Schafferius and Davies.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

s47(3)(b) -

E. K. Mabo.
Director

s47(3)(b) Contrary to Public Interest

Principal

B/C The Director of Primary Education Division
Department of Education
BRISBANE.

For your information.

s47(3)(b) - Contrary to Public Interest

A. A. Dixon
Northern Regional
Director of Education

8 March 1983

DoE Release under the Right to Information

Noted: Action complete
19/4/83

9 DEC 1985
6/2/86
AWAY
1984

AWAY
18 APR 1983



MINISTER FOR EDUCATION

Treasury Building,
Queen Street, Brisbane, 4000
P.O. Box 33, North Quay, 4000

B/C Mr C.P. Cullen
Director of Primary Education
BRISBANE

By direction, for your advice to the
Minister.

The Minister has asked for a full
briefing on the application.

s47(3)(b) - Contrary to Public Interest
Private Secretary

28 February 1983

- (1) Approval was recommended by Inspector
of Schools (E. Pollinghorne) See Report
dated 14-2-83 (PT4/6/467).
- (2) Director + Principal advised of closure
on 26-2-83. See copy of letter attached
to file.

s47(3)(b) - Contrary to Public Interest
SDP
24/3/83

Ack
Mr. Cullen

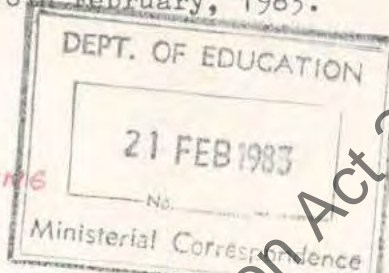
Reference Number
PT4 / 6 / 491
QUEENSLAND

PRIVATE Schools VARIOUS
Black Community School, Townsville

Black Community School
P.O. Box 1026
TOWNSVILLE 4810

16th February, 1983.

The Minister for Education
Parliament House
BRISBANE 4000



APPROVAL FOR FUNDING
Dear Sir, STATE DEPT. OF EDUCATION

On Thursday 10th and Friday 11th February 1983, the Black Community School, Townsville, was inspected by Mr. Ted Polkinghorne (Queensland Education Department Inspector for Schools) who has forwarded his report to you.

We have thus satisfied all requirements which we know of in order to be registered and approved as a school. Could you please inform us as soon as possible of your decision as to our registration, as our funding hangs on State Education Department approval.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary to Public Interest

Principal

Director

DoE Release

6 APR 1983

Please give me a
full briefing on this
before a decision on
approval is made.

647(3)(b) - Contrary to Public In

DoE Release

L.J. Dwyer
224 7861

KLS:83/PT4/6/467

Mr E.K. Mabo
The Director
Black Community School
PO Box 1026
Townsville, Q 4810

55 APR 1983

Dear Mr Mabo

I refer further to your letter of 16 February 1983 concerning registration of the Black Community School, Townsville as an approved school.

I note that since you wrote to me on that date you have advised the Regional Director of Education, Northern Regional Office, that your school has ceased operations since 14 March 1983.

I trust that the children who were enrolled have now been admitted to other schools in the area.

Yours sincerely

s47(3)(b) - Contrary to Public Interest

Lin Powell M.L.A.
Minister for Education
and Member for Isis

28 February 1983

Mr E.K. Mabo
Director
Black Community School
P.O. Box 1026
TOWNSVILLE QLD 4810

Dear Mr Mabo

I acknowledge your letter of 16 February 1983 concerning registration of the Black Community School, Townsville as an approved school.

I have asked for a full briefing on your application and will contact you again as soon as I have made a decision.

Yours sincerely

s47(3)(b) - Contrary to Public Interest

Lin Powell M.L.A.
Minister for Education
and Member for Isis

L.J. Dwyer
224 7861

KLS:83/PT4/6/467

Mr E.K. Mabo
The Director
Black Community School
PO Box 1026
Townsville, Q 4810

15 APR 1983

Dear Mr Mabo

I refer further to your letter of 16 February 1983 concerning registration of the Black Community School, Townsville as an approved school.

I note that since you wrote to me on that date you have advised the Regional Director of Education, Northern Regional Office, that your school has ceased operations since 4 March 1983.

I trust that the children who were enrolled have now been admitted to other schools in the area.

Yours sincerely

s47(3)(b) - Contrary to Public Interest

Lin Powell M.L.A.
Minister for Education
and Member for Isis

B/c The Director of Primary Education Division, BRISBANE.

For your consideration, please.

*I support Mr Polkinghorne's recommendation that the
subject be approved*

s47(3)(b) - Contrary to Public Interest

A. A. Dixon
Northern Regional
Director of Education

22.02.83.

RECORD

*Please attach to file PT 4/6
and return to C. J. DWYER.*


s47(3)(b) - Contrary to Public Interest

7/1/83

B/C Mr E. Polkinghorne,
Inspector of Schools,
TOWNSVILLE NORTH.

For your attention, please.

s47(3)(b) - Contrary to Public Interest

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A. A. Dixon,
Northern Regional
Director of Education

07/02/83

DoE Release under the Right to Information Act 2009

DEPARTMENT OF EDUCATION
Reference Number:
274 / 6 / 467

Private Schools Various

Black Community School,
Post Office Box 1026,
Tues 1st Feb.
(R-O-N)

The Regional Director,
Northern Region,
Queensland Education Department,
Denham St, Townsville, Re: Approved School Status.

Dear Mr Dixon,

The Black Community School commenced the school year on Tuesday 1st February, 1983 with children.

The school is located in the hall of the Uniting Church, 228 Charters Towers Road, Hermit Park.

The teachers are [redacted] B. Ed. Grad. Dip. Ab. Ed. and [redacted] B. Ed. Grad. Dip. Ab. Ed. Both are registered with the Board of Teacher Education to teach in Queensland.

We request that the school inspector for the Townsville district, Mr Polkinghorne, inspect us as soon as possible so that we may apply to the Minister for Education for registration as a school.

It is convenient we should be happy to see Mr Polkinghorne on Thurs 10th February or Fri 11th February.

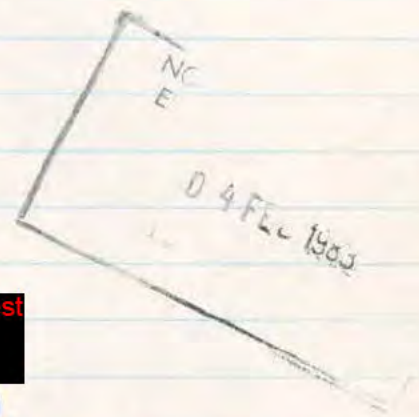
Yours faithfully,

[redacted]

(Director)

[redacted]

(Principal).



24 FEB 1983

14 February, 1983.

To: Regional Director of Education, Townsville

From: Inspector of Schools, E.A. Polkinghorne

Re: Application from Black Community School, Townsville,
for 'approved school' status.

I wish to advise that I visited the new premises of this school on Thursday and Friday, 10/11 February, 1983, for inspection purposes relative to the request for approved school status.

Address of School: Uniting Church Hall,
228 Charters Towers Road
Hermit Park,
Townsville. 4812.

Owner of Building: Uniting Church, Hermit Park, at above address. The Minister in Charge of this church is Reverend N Thomas. The church authorities rent the hall to the Black Community School. Rev Thomas states that there is no objection from church authorities for the Black Community School to function in the church hall.

Suitability of Premises: The premises are considered suitable for the purposes intended. The school has the use of the hall (with attached kitchen) and the church grounds. These grounds are adequate for restricted play. A nearby park (Corcoran Park) has ample facilities for sport. This park is but a short walk from the school along a quiet back street. Toilets are considered adequate.

Governing Body: See attached statement - appendix 1.

Staffing: Principal - s47(3)(b) Contrary to Public Interest
s47(3)(b) - Contrary to Public Interest

(see appendix 2)

Assistant Teacher - s47(3)(b) - Contrary to Public Interest
s47(3)(b) - Contrary to Public Interest

(see appendix 3)

.... / 2

Current Enrolment: 5 Primary School
 1 Pre-school (born November 1978)
 The Principal advises that when the bus is repaired the enrolment will increase to at least thirty (30).

Curriculum Programs: See attached list of resources (appendix 4).
 Programs presented to date are good, both in long and short term, and maintain an appropriate balance between the particular needs of these indigenous children and the necessity to compete, eventually, in the mainstream society.

Council Approval: The Principal and Director (Mr Mabo) both state that verbal approval has been obtained from the Council. Written approval will be forwarded to Regional Office by the Principal as soon as it is received.

Recommendation:

As this school satisfies the requirements of the regulations pertaining to the establishment of an approved school outside the State system, it is recommended that approved status be granted to the Black Community School. Its portents, this year, are encouraging.

s47(3)(b) - Contrary to Public Interest

Inspector of Schools

The Black Community School.

Incorporation of the school will be under the Commonwealth Aboriginal Councils and Associations Act. This is being prepared at present.

This involves the following management structure:

- (a) Parents Board consisting of thirty (30) signatories including the Director of the School. (Mr Koiki Mabo).
- (b) Management Committee consisting of
- (i) The Director of the School (Mr Koiki Mabo)
 - (ii) The Principal of the School (Ms S.T. Renee).
 - (iii) One parent from the Parents' Board.
 - (iv) One representative from the outside community (Mr Ron Morris, Commonwealth Education Department).

Also included in this committee are the second teacher, Ms Patsy Browne, and the teacher aide Mrs Bonetta Mabo.

- (c) Advisors to the School (consultants).
- (i) [REDACTED] s47(3)(b) - Contrary to Public Interest. James Cook University.
 - (ii) [REDACTED] s47(3)(b) - Contrary to Public Interest. Aboriginal and Islander Community Education Centre.

(iii)

Catholic Education

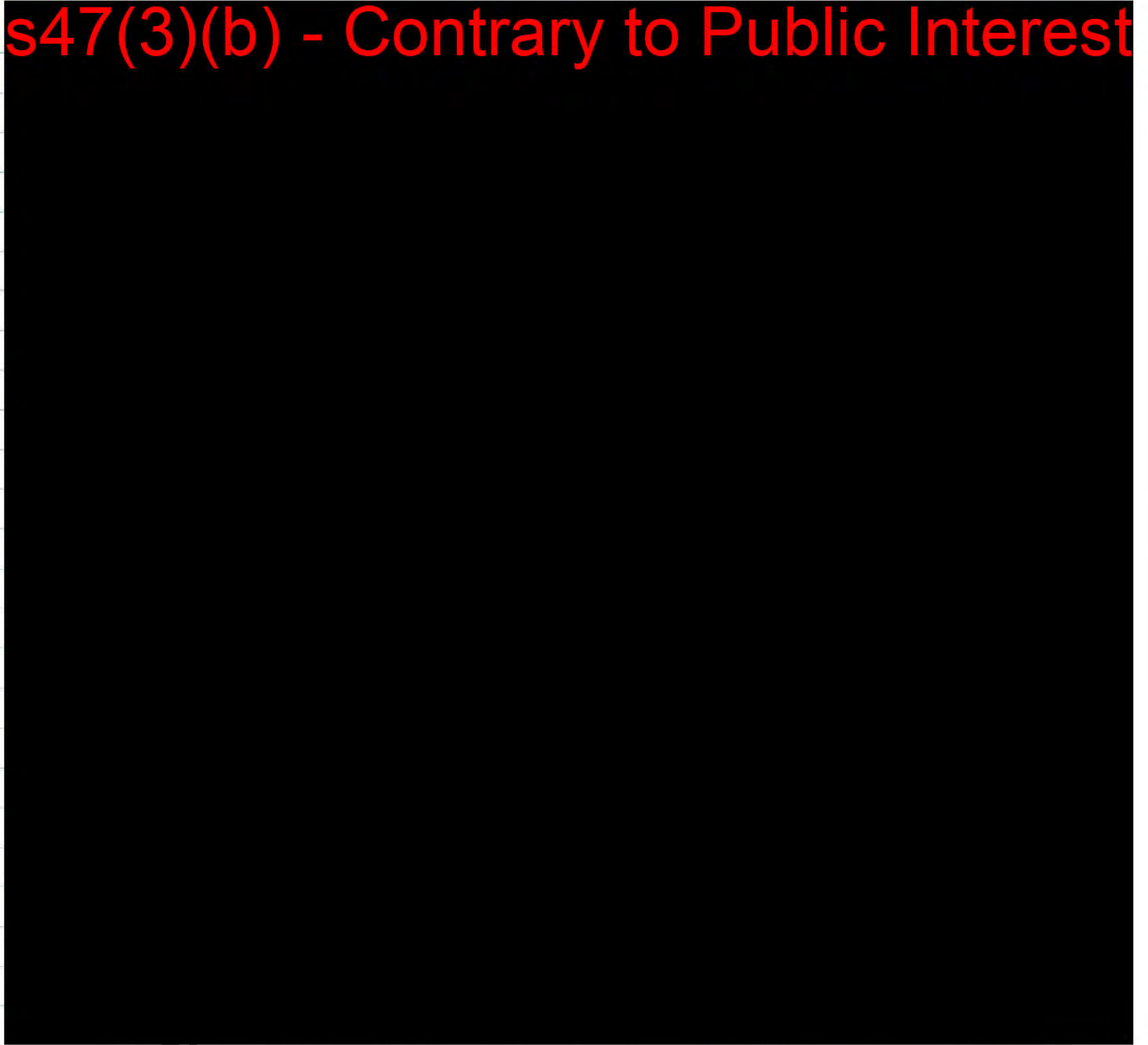
Department.

(iv) Other interested persons with expertise and time to offer to school.

DoE Release under the Right to Information Act 2009

Appendix 2

s47(3)(b) - Contrary to Public Interest



DOE Re

appendix 3

s47(3)(b) - Contrary to Public Interest



DoE Release under the Right

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SOURCES FOR PROGRAMS: BLACK COMMUNITY SCHOOL, TOWNSVILLE.
Sandra Renew, Principal, 1983.

(1) LANGUAGE ARTS

Department of Education Queensland (Van Leer Project) Language Development Program Years 1-3, Brisbane, 1979.

Department of Education Queensland, Language Development Program for Schools in Aboriginal Communities Years 1-10 (Years 4-7), Brisbane, 1982.

Department of Education Queensland, Language Arts Curriculum Guide for Primary Schools, Brisbane, 1974.

(2) MATHEMATICS

Department of Education Queensland (Van Leer Foundation Project) Discovery Program for Second Year Language Development Program, Brisbane, 1978.

Department of Education Queensland, Mathematics Program for Schools in Aboriginal and Torres Strait Islander Communities, Brisbane, 1981.

McArdle, W. J. Maths Objectives and PEOMO for Primary Schools, (with reference to Queensland State Education Department's 'Program in Mathematics' Years 1-4 and 5-7. Catholic Education Office, Townsville, 1978.

(3) SCIENCE

Irwin, J. (A.C.T. Schools Authority) Environmental Studies for Primary Schools, Australian Government Publishing Service, Canberra, 1977.

Department of Education Queensland, Primary Science Sourcebook, Brisbane, 1981. (if available).

Holt, Michael, Science Happenings, John and Company, London, 1969.

(4) SOCIAL STUDIES

Department of Education Queensland, Syllabus in Social Studies for Primary Schools, Book 1 (1-2), Book 2 (3-5), Book 3 (6-7), Brisbane, 1970.

Department of Education Queensland, Preparing for Work: Careers Education Resource Materials, Brisbane, 1979.

Department of Education New South Wales Curriculum for Primary Schools Social Studies Guidelines, Sydney, 1975.

Singe, J. Torres Strait Islands: People and History, University of Queensland, St Lucia, 1978.

Lawrie, M. Myths and Legends of the Torres Strait, University of Queensland, St Lucia, 1970.

Wigginton, Eliot. Moments: The Foxfire Experience, IDEAS. Washington, 1975.

(5) MUSIC, DANCE, ART, CRAFT.

Schools Commission and the Australia Council, Education and the Arts, National Report, Canberra, 1977.

Art for Primary Schools, Townsville College of Advanced Education, Townsville, 1979.

Hoermann, Deanna, A Developmental Music Programme (Kodaly-based), Educational Supplies, Dominic, Brookvale, 1980

6. HEALTH AND PHYSICAL EDUCATION

Department of Education Queensland, Curriculum Guide for Health and Physical Education, Brisbane, 1981.

Navajo Area Committee. Health and Physical Education Curriculum Guidelines Bureau of Indian Affairs, Arizona, 1973.

7. General Resource:

Northern Territory Department of Education, Curriculum Guidelines: Mathematics, General Science, Social Studies, Art and Craft, Music, and Dance, Health and Hygiene, Physical Education. Darwin, 1974.

B/C The Director of Primary
Education Division
Department of Education
BRISBANE.

For your information re
Black Community School.

s47(3)(b) - Contrary to Public Interest

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A. Dixon
Northern Regional
DIRECTOR OF EDUCATION

24.02.83



In reply please quote ref.

THE COUNCIL OF THE CITY OF TOWNSVILLE

TOWN PLANNING DEPARTMENT

ADMINISTRATION BUILDING, WALKER STREET,
TOWNSVILLE, QUEENSLAND

Telegrams: "Council" Townsville
Telex: TVL CC AA 47379

All communications
to be addressed
to the Town Clerk
P.O. Box 1288
Townsville, Qld.
Postcode 4810.

Telephone 72 3586

ENQUIRIES:

060901/1045
17.16.025
DM:DM

Mr. D. Millican

11th February, 1983

Black Community School,
P.O. Box 1026,
TOWNSVILLE...4810

ATTENTION: s47(3)(b) Contrary to Public Interest

Dear Madam,

USE OF CHURCH HALL - 228-232 CHARTERS TOWERS ROAD, HERMIT PARK.

I refer to your letter dated 1st February, 1983, concerning the above.

I wish to advise that the above site is located in the Commercial zone where an educational establishment is a use which may be carried on without the consent of the Council.

The existing premises could be used, as the change in use from a hall to a school does not involve a re-classification under the provisions of the Standard Building Regulations.

Your request to use Corcoran Park is being considered by the Parks Department and this Department will advise you regarding this matter in due course.

Yours faithfully
J.C. PROUD
TOWN CLERK

s47(3)(b) - Contrary to Public Interest

per P. DANCE
TOWN PLANNER.

DoE Release under the Right to Information Act 2009

Black Community School,
228 Charters Towers Road,
Hermit Park,
Townsville.
16/2/83

The Regional Director,
Northern Region,
Queensland Education Department,

Dear Mr Dixon,

Please find enclosed

a copy of the letter we received from
the Townsville City Council giving
us permission to operate a school
on the premises we now occupy.

The registration numbers of the
teachers are

s47(3)(b) - Contrary to Public Interest

Please let me know if any further
information is required.

Yours faithfully

s47(3)(b) - Contrary to Public Interest

(Principal).

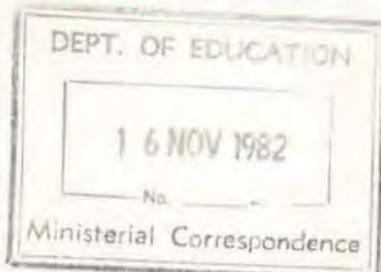


Private Schools Various
min for Aboriginal Affairs

Mr Hamilton

Concern for Students Schooling Re
closure of Black Community School
Townsville

MINISTER FOR ABORIGINAL AFFAIRS
MINISTER ASSISTING THE MINISTER
FOR SOCIAL SECURITY
CANBERRA A.C.T. 2600



- 8 NOV 1982

My dear Minister,

I write concerning the future of students from the Black Community School, Townsville, which I understand is now closed.

It is my understanding that you have taken a decision about the status of the school, in which case I would be pleased to be informed of your decision.

I understand also that a number of students have already transferred to State Schools. I am naturally concerned that the education of those students who have not secured a place with a school in the Townsville area should not be put at risk. Therefore, I would appreciate any assistance you can provide in arranging for the students to continue their schooling.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

IAN WILSON

The Hon. W.A.M. Gunn, M.L.A.,
Minister for Education,
Parliament House,
BRISBANE QLD 4000

Mrs Dwyer

1. Checky!

2. For advice please

s47(3)(b) - Contrary to Public Interest

16.11.82



s47(3)(b) - Contrary to Public Interest

17 NOV 1982

L.J. Dwyer
7861

17 JAN 1983

CV:82/PT4/6/431

Dear Mr. Wilson,

I refer to your personal representations concerning the future of students from the Black Community School, Townsville, which is now closed.

The school was inspected to review its 'approved status' on 21 September 1982. At that time the enrolment had dwindled to seven (7) pupils, although fewer than this were actually attending. The school was being conducted on a small open verandah on the front of Mr Mabo's residence. It operated only from 9.00 a.m. to 12.00 noon daily. There were no written curriculum programs or evaluation records available for perusal. The teacher who had submitted her resignation prior to the date of inspection, had been paid for only five (5) weeks since May 1982.

The school had been located at Mr Mabo's residence for only three weeks after having to move from a Salvation Army Hall because of the large amount of rent owing to the Salvation Army.

In the light of all these factors approved status was withdrawn from the school, which closed on 24 September 1982.

To the best of my knowledge the children who had been enrolled are now attending State schools in Townsville.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

Lin Powell M.L.A.
Minister for Education
and Member for Isis

The Hon. I. Wilson, M.P.,
Minister for Aboriginal Affairs,
Parliament House,
CANBERRA. A.C.T. 2600

L. J. Dwyer
7861

LE:82/-

15 November 1982

Mr P. M. Karmel
Acting Director
Commonwealth Schools Commission
6th Floor Watkins Place
288 Edward Street
Brisbane Q 4000

Dear Mr Karmel,

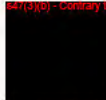
I refer to your letter (2/1/263) of 18 October in which you seek advice on the status of the Black Community School, Townsville.

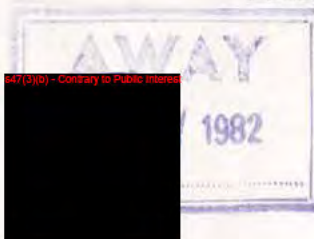
On 7 October 1982, the Minister for Education wrote to Mr E. Mabo, Director, Black Community School, advising him that, as the school is currently without adequate premises and without teaching personnel, the school is considered closed as from 24 September 1982.

Accordingly, the school no-longer has approved status as a Non-State School for the purposes of receiving per capita grants.

Mr Mabo has been advised that should the school wish to re-establish itself, it will need to fulfil the conditions that are required for a new school.

Yours sincerely,


L. J. Dwyer
Deputy Director
Division of Primary Education





COMMONWEALTH SCHOOLS COMMISSION

In reply please quote: 2/1/263

6th Floor, Watkins Place
288 Edward Street
Brisbane Qld 4000
Box 1331 G.P.O.
Brisbane Qld 4001
Telephone (07) 229 5077

16 October 1982

Mr S Gilmour
Director-General of Education
Department of Education
PO Box 33
NORTH QUAY Q 4000

Dear Mr Gilmour

I would appreciate it if you could inform me whether the Black Community School, Townsville is currently an approved non-State School for the purposes of receiving per capita grants.

I would also be grateful if in the future the Commission could be informed of any changes in the approved status of individual non-State Schools as such changes occur.

Yours Sincerely,

s47(3)(b) - Contrary to Public Interest

P M KARMEL
ACTING DIRECTOR

*Records: Please attach to Black Community School
file + return to L. J. Dwyer.*

s47(3)(b) - Contrary to Public Interest

CONFIDENTIAL

DIRECTOR OF PLANNING AND SERVICES

DEPARTMENT OF EDUCATION
Reference Number:
PT4 / 6 / 421
QUEENSLAND

R. O. P. B.

Inspection of the Black Community School, Townsville

1. This minute concerns a request from the Brisbane office of the Commonwealth Schools Commission (CSC), information obtained from the CSC and from Departmental sources, discussions with the Director of Primary Education and the Deputy Director of Primary Education; and, the consequent decision to inspect the Black Community School.
2. Following an earlier request for information about the legitimacy of the Black Community School in Townsville, on Friday afternoon, 10 September 1982, the Brisbane office, the the CSC asked Planning Branch about the likelihood of the school being inspected. Recent information about the school is as follows:
 - (a) The school has lost the use of premises owned by the Salvation Army for non-payment of rent due.
 - (b) The school had previously lost the use of premises owned by the Catholic Church for non-payment of rent due.
 - (c) There is heresay evidence that the school has other debts outstanding.
 - (d) The present teacher of the school has indicated to the Brisbane office of the CSC that she has not received a salary payments due to her. This teacher has also applied to this Department for a position.
 - (e) Similar circumstances applied to a previous teacher, a [REDACTED] who is now employed by this Department.
 - (f) The Commonwealth Department of Aboriginal Affairs (DAA) has provided funds to the school in the past. The Queensland Regional Director has now indicated to the CSC that his office is reviewing financial support for the school with a view to termination. The Regional Director has also indicated that there are reasons to be concerned about the school's operation.
 - (g) The teacher presently 'employed' at the school has indicated to the CSC that, following the loss of the Salvation Army premises, the students went 'on holiday', that subsequently some enrolled in local State schools while approximately 8 to 12 students were to receive instruction in a private house belonging to a Mr E. Marbo. Mr Marbo has been instrumental in organising the school.
 - (h) At the request of the Brisbane office of the CSC an officer of the Commonwealth Department of Education in Townsville spoke with Mr Marbo. This officer was not able to determine that a bona fide 'school' was in fact being operated at Mr Marbo's home.
 - (i) Records in Accounts Branch show that this Department has not received any claims for per capita payments to the school in 1982.
 - (j) The school has applied to the CSC for substantial financial assistance.
3. The CSC's position is that it does not want to process payments to be made to the school if the school is not functioning legitimately and, since Education is primarily a State responsibility, the CSC has to rely on this Department to give an official assessment of the school.

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary to Public Interest

.../2

4. After discussing these matters with me, Mr Cullen telephoned the Northern Regional Office and then spoke with the Deputy Director General.

It was decided that the school should be inspected and arrangements for an inspection would be made forthwith. This decision was conveyed to the Brisbane office of the CSC.

Provided for your information

s47(3)(b) - Contrary to Public Interest

R. M. WHITE
Research Officer
Planning Branch

13 September 1982

s47(3)(b) - Contrary to Public Interest

Noted.

14.9.82.

Copy provided to Director, Primary Education.

DoE Release under the Right to Information Act 2009

KLS:Primary Minute 2247

DEPARTMENT OF EDUCATION
Reference Number:
PT4 / 6 / 419
QUEENSLAND

*Private Schools Various
Div. Div. Prim. Educ.*

TO: DIRECTOR GENERAL OF EDUCATION

FROM: DIRECTOR, DIVISION OF PRIMARY EDUCATION

TOPIC: BLACK COMMUNITY SCHOOL, TOWNSVILLE.

1. Attached is a report by Mr E.A. Polkinghorne on his inspection of the Black Community School, Townsville conducted on 21 September 1982.
2. Significant aspects of the report include the following:
 - (a) Under heading School Authorities, Mr Mabo indicated that a Northern Region Education Department representative was a member of the Advisory Board. It appears that [REDACTED] (now retired) may have held that designation, but his advice has not been sought for at least six years.
 - (b) Under heading Records, it must be noted that no records are presently available. It appears that they are in a store-room at Salvation Army Hall, Garbutt.
 - (c) Page 2 refers to the Instructional Program, and this relates to Pupil Proficiency on Page 4. Concern is expressed about the teaching of Social Studies and Science in particular as well as the text-book approach to Language Arts and Mathematics. The children do not appear to be receiving a level of instruction that is appropriate for them.
 - (d) The teacher claims not to be the Principal (Page 3). According to today's 'Townsville Bulletin' (1 October 1982) she has resigned.
 - (e) The school operates only from 9 a.m. to 12 noon.
3. No claim has been made this year for per capita grants. In 1981, the school received \$3306 based on an enrolment of 38 children.
4. As indicated by QATIS, the teacher has not been paid for some time. It appears that the teacher makes her claims through the Director (Mr Mabo) who certifies them for payment by the accountants.

The Department of Education has been most sympathetic to the Black Community School in the past. It would appear that the school is now at a critical point and is on the verge of closing. This seems to be due to managerial aspects that leave a lot to be desired.

The children of the school need more consideration. To be taught for part of the regular school day on an open veranda and not experiencing the full spirit of the primary school curriculum is unfair to them.

...2/



11 OCT 1982

It is Recommended that

The Director of the Black Community School be informed that the school is now considered as closed. In order to re-establish itself, it should fulfil the normal requirements of a school wishing to commence operations.



b47(3)(b) - Contrary to Public Interest

C.P. Cullen
Director
Division of Primary Education
4 October 1982

DoE Release under the Right to Information Act 2009

Townsville Bulletin 1 Oct 1982

Black school's future 'seems pretty grim'

TOWNSVILLE'S Black Community School has received a further grant to buy typewriters and photocopying equipment.

However, the school will begin next term in makeshift premises and with two teachers having left in the past three months.

At the close of term it had 10 pupils, but as many as 45 Aboriginal and Islander children have been taught at the school at one time, a spokesman, Mr Eddie Mabo, said.

"We have been confronted with all sorts of problems," Mr Mabo said.

"We have spent more than the amount allocated to us, and it seems pretty grim at this stage."

The grant, from the Queen Elizabeth Silver Jubilee

Trust, was to buy photocopying equipment and a large print typewriter.

According to the trust's secretary, Mrs Boronia Smolinski, the equipment was to be used to help improve reading skills of seven to 10-year-olds.

However, no one was able to say how much the grant was worth.

The application to the trust was submitted by a former teacher at the school, Mr Stephen Morrish, before the school moved out of the building on Garbutt which it leased from the Salvation Army.

The school, which teaches the general curriculum and as well as islander crafts and skills, is now operating from Mr Mabo's Hulse Street home.

"It was very bad the way they treated us," he said.

"They gave us a week to vacate the place."

● A Salvation Army spokesman claimed the school had not paid rent during the 10 to 11 months it was in the Lonerganne Street building.

He said the army was paying out \$600 a week in rent on other properties and decided to resume the building to cut costs.

"We were quite willing to put it up for sale, and in the meantime let the school rent it until they raised the finance," he said.

"But they never paid rent."

The school has been operating for about 10 years and is funded through the Department of Aboriginal Affairs, the Schools Commission and by private donors.

It received a grant of \$36,700 of its \$45,000 budget from the Federal Government, but this was not enough to buy the Lonerganne Street building.

Mr Mabo said the school had run into financial difficulty when it moved.

"We never thought that would happen at the time the budget was drawn up," he said.

"These sorts of things have cropped up."

The school lost its teacher just before the term end, when Mrs Sue Dellow resigned.

"We cannot keep anyone on an unpaid basis," Mr Mabo said.

There had been no problems with the standards set at the school, he said.

A Government inspector commented before the holidays that it seemed "above board."

Nor was the school likely to be involved directly in the land rights issue, Mr Mabo said.

Although he said he would have liked to have gone to Brisbane, he said he was unemployed and did not have the money to go.

"Our immediate attention is our children's education. We cannot allocate funds to send people to Brisbane."

Feature film to be shot on Orpheus Island

By
BLAIR ROOTS

SCENE One:
Ambitious young
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Scene Two: Young fortune hunter feels rich heiress to the crocodiles to get his hands on the cash.

Scene Three: Heiress lives, books out world's best plastic surgeon on remote tropical island.

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That's the basic plot for a new feature film, *Return to Eden*, which will begin shooting on Orpheus Island, north of Townsville, this weekend.

The film is to star James Reyne, the lead singer with the pop group Australian Crawl.

Orpheus manager Paul Freeman said yesterday that a crew of about 40 people would be used in the production.

Filming would continue until October 10.

The film is being produced by a Sydney film maker, Hal McElroy.

E DON'T FORGET

21st September, 1982

To: The Director,
Department of Education (Primary Division),
BRISBANE.

From: Inspector of Schools, E.A. Polkinghorne.

INSPECTION REPORT
BLACK COMMUNITY SCHOOL
TOWNSVILLE

DATE OF INSPECTION: Tuesday, 21st September, 1982

LOCATION OF SCHOOL: 23 Hibiscus Street,
Cranbrook,
Townsville. 4814

CURRENT ENROLMENT: Seven (7)

NUMBER PRESENT AT INSPECTION: Five (5)

SCHOOL STAFFING: Teacher - s47(3)(b) - Contrary to Public Interest
Aide - Mrs. Mabo (wife of Director).

SCHOOL AUTHORITIES: (a) Director - Mr. E. Mabo
(b) Parents' School Council
(c) Advisory Body 2 parent representatives
3 representatives
Townsville Institute
of Advanced Education
Staff
2 representatives
Commonwealth Department
of Education
1 Northern Region
Education Department
representative.

The above information was supplied by Mr. Mabo)

ACCOUNTANTS: Schafferius, Bevin and Associates,
35 Sturt St.,
Townsville. Phone: 72-4155

FUNDING AGENCIES: (1) Commonwealth Department of Aboriginal
Affairs.
(2) Schools' Commission
(3) Qld. Department Education (Per capita
basis)

(The above information was supplied by Mr. Mabo)

FACILITIES AND RESOURCES: The school is presently being conducted
on the front verandah of Mr. Mabo's
residence. This is a small area (2½ metres by 9 metres) open on
three sides.

Two small tables, a few chairs and
two tiny blackboards comprise the furniture.

The stock of books to hand is meagre
and consists of a few readers, a few library books and a few
Mathematics and Language Arts texts.

RECORDS: The only record presented for viewing was a notebook
used by the teacher for recording attendances of those
pupils for whom she was responsible.

THE INSTRUCTIONAL PROGRAM

A. No specific written Current Curriculum Programs or evaluation records were available for perusal. The teacher advised:

- (1) the children worked directly from commercially prepared texts in the Language Arts and Mathematics;
- (2) Social Studies activities were restricted to watching television broadcasts in this subject;
- (3) No Science was currently being undertaken.

B. PROFICIENCY OF PUPILS

(1) Oral Reading

- | | | |
|--------|----|--|
| Year 7 | 1. | moderate proficiency at early Year 5 level |
| | 2. | |
| Year 5 | | moderate proficiency at late Year 4 level |
| Year 3 | 1. | moderate proficiency at early Year 3 level |
| | 2. | moderate proficiency at mid Year 2 level |

(2) Mathematics

Basic Written Operations and recall of Basic Number Facts

- | | | |
|--------|----|--|
| Year 7 | 1. | moderate proficiency at Year 5 level |
| | 2. | |
| Year 5 | | less than moderate proficiency at Year 5 level |
| Year 3 | 1. | Achieving at a good Year 2 level |
| | 2. | Achieving at a moderate Year 2 level |

Measurement Facts: poor at all Year levels.

Written Expression:

- | | | |
|--------|----|--|
| Year 7 | 1. | simple sentences and correct basic punctuation used - moderate Year 5 level. |
| | 2. | |
| Year 5 | | moderate Year 5 level. |
| Year 3 | 1. | moderate Year 3 level. |
| | 2. | moderate Year 2 level. |

Spelling: generally poor at all Year levels.

Handwriting: satisfactory at all Year levels.

COMMENTS

(1) Staffing

The present teacher is a registered teacher and has been with this school for six years. She states that she does not consider herself "Principal". The Principal apparently resigned at the end of June 1982 to take up a position on the staff of the Gordonvale State School. The present teacher has also submitted her resignation. She states that, except for some salary (5 weeks) received in August, she has not been paid since May 1982.

(2) Location

The present school location (Mr. Mabo's residence) is considered by Mr. Mabo to be a purely temporary one and has been in use for 3 weeks. He states that the school had to move from the previous location - a Salvation Army Hall in Lonerganne Street - because of the large amount of rent owing to the Salvation Army. The present location is unsatisfactory and must be considered temporary. Mr. Mabo states that he is searching for a new location.

(3) Equipment

Much of the school equipment, including records such as Admission Register, remains in a store shed in the Salvation Army premises. Both teacher and Mr. Mabo state that this equipment was left there because of lack of room at his residence. Apparently the Salvation Army has stored some of its property in the same storeroom and school personnel state that it is difficult to locate items such as the Admission Register.

(4) Funding

From what can be gathered from Mr. Mabo the money available to the school was apparently exhausted some time in May 1982. The school apparently had sufficient numbers of pupils enrolled to warrant the employment of two teachers. Money, apparently, is owing to the Salvation Army (rental), salary to the current teacher and payment to the Aide (Mrs. Mabo). The school bus requires attention specified by the Machinery Inspector and cannot be used to transport children to and from the school. Mr. Mabo states that flashing lights have to be installed. The problem with the bus, apparently occurred in May.

(5) Enrolment

Mr. Mabo states that when he realised that he had to move the school to the front verandah of his residence, he advised the parents of those school pupils living near State Schools to enrol their children there on a temporary basis until - (a) funds were received, and (b) new quarters were obtained.

It is reported 33 children were enrolled in May when problems occurred with the bus. Parents of children living in the vicinity of the Mabo residence were advised to continue to send their children to the Black Community School at its new location. Seven children thus are currently enrolled.

4

(5) Enrolment (Cont'd)

The teacher [REDACTED] s47(3)(b) - Contrary to Public Interest has, since the problem with the bus, been transporting these pupils in her own vehicle. She now rides a push-bicycle. On the morning of inspection, Mrs. Mabo collected the children in a taxi, five of whom attended.

Fifteen of the pupils, whose parents are reported to have been advised to enrol them temporarily at State Schools have been located - 10 at Cranbrook, 3 at Weir and 2 at Heatley. There could be some at other schools and some not attending any school.

(6) Pupil Proficiency

- (1) The hours of instruction, since moving the school to the Mabo residence, have been from 9.00a.m. to 12 noon.
- (2) The teacher has submitted her resignation, is owed a considerable amount of unpaid salary and is not happy at the position in which she now finds herself. (A copy of a letter of reference referring to her current predicament is attached.) She has applied for a position in this Department.
- (3) Most of the children attending the Black Community School (and the five in attendance on its day of inspection in particular) come from homes where the Meriam language is constantly used. Their "school" English carries heavily the accents of Torres Strait.
- (4) The language/cultural factor plus the unknown level of the endowed learning ability of each individual child need to be taken into consideration when one considers the current achievement levels of these pupils. One would also have to consider how the same type of child performs in the regular school system and how such children in the "Settlement" and "Island" schools perform in these schools.
- (5) On the day of the inspection these shy, but friendly young children worked quietly and willingly at tasks set by the inspecting officer.
- (6) The educational fare currently provided for these children is considered sparse and bleak, but it is felt that this state of affairs is a recent one rather than one of long standing.

CONCLUSION

At the moment, the Black Community School is in a sorry state of affairs.

The Director, Mr. Mabo, is currently

- (1) endeavouring to find a new location for the school, and is
- (2) about to interview a potential, new teacher.

He has to settle outstanding debts, retrieve the school equipment (and resources and records) and re-establish the school enrolment.

Funding, however, has not, to date, been forthcoming.

He informed (2/10/82) by Mr. P. O'Brien of QATIS that it was going to take legal action in respect to non-payment of teacher's salary [REDACTED] s47(3)(b) - Contrary to Public Interest 1/10/82.

s47(3)(b) - Contrary to Public Interest

INSPECTOR OF SCHOOLS



ack
paid 14
section 63(3)

Phil,
Herewith is the
report on the Black
Community School.
I have not sent a
copy to the school itself.
Will await advice from
either you or Moser this
regard. A copy of a report
regarding the current teacher
at this school is attached
herewith for your perusal.
Respectfully,
[Redacted Signature]

DoE Release under the Right to Information Act 2009

Steve
As promised.

b47(3)(b) - Contrary to Public Interest

DoE Release under the Right to Information Act 2009

DIRECTOR OF PLANNING AND SERVICESInspection of the Black Community School, Townsville

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4." After discussing these matters with me, Mr Cullen telephoned the Northern Regional Office and then spoke with the Deputy Director General.

It was decided that the school should be inspected and arrangements for an inspection would be made forthwith. This decision was conveyed to the Brisbane office of the CSC.

Provided for your information

s47(3)(b) - Contrary to Public Interest

R. M. WHITE
Research Officer
Planning Branch

13 September 1982

Copy provided to Director, Primary Education.

DoE Release under the Right to Information Act 2009

C.P. Cullen
224 7810

KIS:82/-

- 7 OCT 1982

Dear Mr. Mabo,

It has been brought to my attention that the Black Community School is now without adequate premises and that it does not have any teaching personnel.

As you will know, the school has received sympathetic consideration from my Department since its inception. However, in terms of the Education Act, I must exhibit concern for the educational welfare of the children attending the school.

It must now be considered that the school is closed as from Friday, 24 September, 1982. Should the school wish to re-establish itself, it will need to fulfil the conditions that are required for a new school. I should advise you to keep in close contact with my officers in Townsville in this regard.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

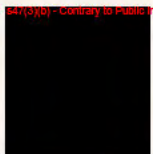
W.A.H. Gann,
Minister for Education

Mr. E. Mabo,
Director - Black Community School,
23 Kibisus Street,
Granby,
TOWNSVILLE. Q. 4814

PTG/6

B/C Mr P. Cullen,
Director of Primary Education,
Division of Primary Education,
BRISBANE.

For your information.



J. Fahey
A/Regional Primary Inspector
NORTHERN REGION

01.10.82

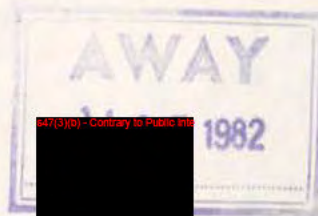
Records

away to file

Black Community School



7/10/82



Black school's future 'seems pretty grim'

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By

BLAIR ROOTS

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Filming would continue until October 10.

The film is being produced by a Sydney film maker, Hal McElroy.

DEPARTMENT OF EDUCATION

QUEENSLAND

Report of Inspection of the Black Community School at Louth Townsville No. Class
 Inspected 21st November 1979 Present, 16 B. 10 G. 26 Total

1. Records: 2. Government: 3. Organisation: 4. Methods: 5. Proficiency and Progress of Pupils: 6. Care of Grounds:
 7. School Games and Physical Exercises: 8. General Condition: 9. General Remarks

Personnel:

The Black Community School at present appears to be catering for a group of children of closely related families of predominantly Murray Island descent most of whom are now living in the western suburbs of Townsville.

Twenty four pupils are enrolled in years 2 to 7. The year roll includes ^{the names of} five pupils who are being taught a "normal" program, and several other "undergarten" pupils whose ages make them ineligible for attendance at a primary school. The presence of some of these pupils in the classroom causes serious disruption at times to the work of both teacher and pupils.

Until recently a male principal and one female assistant were employed. The principal has relinquished his position and returned to England. A second female teacher has been appointed in a temporary capacity. Neither teacher has any responsibility for the administration of the school which is now controlled by Mr E Mabo, Director of the Black Community School and Chairman of the Parents Council. Mr Mabo drives the Black Community School bus which conveys children to and from their homes. Because of the distance involved each day, the bus does not normally arrive at the

school before 9.30 a.m.

Mr Mabo currently has a temporary office at the school and helps to discipline the children and teach aspects of the Island culture.

Mr Mabo's wife is employed as a teacher aide and school cleaner.

Administration

The Admission Register has not been correctly entered. There is no record of the ^{early} ~~original~~ enrolments since the original register has been lost. Some pupils' names have been entered in the Register several times, as each year the names of all pupils currently enrolled are re-entered in the register. Much vital information concerning pupils has not been entered, e.g. there is no record of the dates of transfer or readmission of pupils. Other statistical data such as date of birth, and promotion from year to year are also missing.

There are no current roll books but a record of attendance is kept on sheets of paper. On the year's roll sheet are names of pupils not eligible to enrol at a primary school.

The school is in poor condition. On occasions when the toilets are not functioning Mr Mabo stated that he takes the children in the bus to a public toilet some distance away. At the time of my visit one portable was out of order.

Classrooms are untidy in appearance and furniture for some pupils is unsuitable.

Progress of Pupils:

Reading standards are poor. Some year one pupils are still unable to read. Most pupils in other grades are reading at a level at least two years below their Chronological age. The 'October tests' administered in December indicate a low level of performance among the five year 7 pupils.

Some pupils have obvious potential to achieve satisfactorily, but in the present circumstances they are severely disadvantaged.



Private Schools Various
Dir Primary
X 1/6 Nov 1/9

TO: DIRECTOR-GENERAL OF EDUCATION
FROM: DIRECTOR, PRIMARY EDUCATION

TOPIC: BLACK COMMUNITY SCHOOL, TOWNSVILLE

Some concern has been expressed by officers of the Schools Commission regarding the operations of the Black Community School, Townsville.

In brief:

1. It is uncertain as to where it is now located.
2. The teacher, who has applied for a position in the Department of Education, claims that she has not received all of her salary payments.
3. Department of Aboriginal Affairs has also expressed concerns.

The school does not appear to have claimed its per capita grants from the Queensland Department of Education for 1982.

There is a Ministerial responsibility to see that the school is functioning appropriately on behalf of its pupils. In view of this, an Inspector of Schools has been requested to inspect the school at the first available opportunity.

For your information.

s47(3)(b) - Contrary to Public Interest

C.P. CULLEN
Director
Division of Primary Education

13 September 1982

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary to Public Interest

AWAY
21 SEP 1982

s47(3)(b) - Contrary to Public Interest

15 SEP 1982

BLACK COMM. SCHOOL

1. Lost lease of premises, owned by Salvation Army, for not paying rent
2. Have not claimed per capita grants from Phil Dept of Ed'n in 1982.
3. Understood that the school is presently providing instruction for four (4) hours per day to a significantly reduced No children: ≤ 12 . - in a house.

Not paid rents at previous (Cach. School) premises either.
Present Tchr. has applied for job with Dept.
Ex-Tchr. Morris was not paid. Now in our service.

Bus delivers children.

Doubts as to constitution of school - whether it is being observed.

Tchr. phoned - not being paid - about 6 Sept. - due 'on holidays'.
D.A.A. (Comm.) considering cessation of funding to school. ^{Letter of} 1 Sept '82
School had been closed for some weeks.

D. of E. (Comm.) has seen Ed Mabo (late in afternoon)

~~Suggest~~ Ed Mabo 'doing' a teacher course.

1. D.G. ~~insists~~ decision re. inspection because of political implications.
2. Schools Commission

Ring John Talmy
to get inspected.



Department of Education,
P.O. Box 33, North Quay,
BRISBANE. Q. 4000

EX28-11/79

per capita grant claim
- primary schools

IDENTIFICATION

Please note, SHADED areas are for OFFICE USE ONLY

Name and Address
of School:

Postcode:

CLAIM

Claim is made for students in Years 1 to 7 enrolled on the fifteenth day of 19.....
Payment Period, 19.....

DETAILS OF CLAIM

Number of students enrolled (lists attached) -

Year 1 Year 5
Year 2 Year 6
Year 3 Year 7
Year 4

Calculations:-

Total no. of students X Rate \$00
per student

AMOUNT
CLAIMED

\$

CERTIFICATE OF PRINCIPAL

I certify that the students whose names are listed on the attachment are in regular attendance, their conduct and progress are satisfactory and that their parents are domiciled in Queensland or New South Wales.

Signature of
Principal:

Date: / /

DESCRIPTION

PER CAPITA GRANT -

DISSECTION

Location	Account Code	Amount

PAYING OFFICE VERIFICATION

	Initials	Date
Expenditure has been approved by a competent authority		
No part of this claim has been paid previously		
Rates/prices and calculations are correct		

PAYING OFFICE CERTIFICATION

Correct for payment in accordance with Departmental Standard Practice Instructions

Signature:

Date: / /

CERTIFICATE OF ACCOUNTANT

I certify that this Grant Payment Voucher complies in all respects with the Standard Practice Instructions of the Department of Education, Queensland.

ACCOUNTANT, Department of Education



DEPARTMENT OF EDUCATION

TREASURY BUILDING
QUEEN STREET
BRISBANE

Refer to:

Extension:

Your Ref:

Our Ref:

KLS:81/PT4/6/171

7 July 1981

The Secretary,
Land Administration Commission,
P.O. Box 168,
BRISBANE. Q. 4001

Dear Sir,

I refer to an application on behalf of the Black Community School, Townsville, for the issue to that school's council of a special lease over Portion 107, Reserve R 511, School Reserve, County of Elphinstone, Parish of Stuart situated in Shannon Street, Oonoonba, Townsville.

A copy of this request was also forwarded to this Department. I wish to point out that this reserve could be required for Special Education purposes in the future. Accordingly, this Department is not prepared to release it at this time.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Director-General of Education.

COPIES sent to Regional Director, Northern Region, Townsville
Special Education Branch
Mr Pickett

1. Letter sent to The Secretary.
2. Copy as per above.
3. Copies sent as per above.
4. Primary Ed - to note

9-7-81



CV:Primary Minute 1960

ACTING DIRECTOR OF PRIMARY EDUCATION:

RE: BLACK COMMUNITY SCHOOL - TOWNSVILLE.

Application for surrender of availability of vacant primary school (R511) Shannon Street, Townsville by leasing to the Black Community Council at Townsville for their development of an Independent School.

1. It is my current belief that, under the present Education Act, the leasing of school reserves (and buildings) is not permitted.
2. All Crown Lands, gazetted as "Reserves for School Purposes", are under the control of the Corporation of the Minister for Education, who is empowered to determine which division of his department will use them - whatsoever was the source of the trusteeship.
3. I can advise the Director, Division of Primary Education that the vacant reserve R511, will not be needed for a primary school in the reasonable future.
4. Whether the site can be used by other divisions of the department will have to be decided at Director level.
5. If it is decided that no section of this department will need the site, the decision will have to be made whether the children's need for special programs towards integration, would be better served at existing primary schools, closer to their widespread homes, where they will have a full school day of exposure to professional management.

Past reports from Inspectors of Schools and Regional Directors do not generate confidence in the school that has been conducted by the Black Community Council, Townsville - from both physical management and professional points of view.

6. If future changes in the Education Act allow of the lease, or the transfer of R511 to the Black Community Council, Townsville, a recommendation will be necessary from the Director-General of Education to the Minister for Education. A decision will involve whether the group that Mr. Mabo represents is of broad enough base, availed of sufficient financial resources, management expertise and enduring stability to ensure the school's acceptable standard of building construction and maintenance.

If there are doubts, the land should not be leased, but surrendered to control of the Department of Lands. For your consideration of what action should be taken.

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary

.6.1981

s47(3)(b) - Contrary to Public Interest

4.6.81



DEPARTMENT OF EDUCATION

08/8108

Phone 72 1944

Telex AA77081

Refer:

A. A. Dixon
NR81/-
EF

NORTHERN REGIONAL OFFICE

P.O. BOX 734,

TOWNSVILLE, 4810

11th May, 1981

Mr L. F. Pickett,
Staff Inspector (Primary)
Department of Education,
P.O. Box 33,
North Quay,
BRISBANE, Qld 4001

Dear Sir,

I refer to your B/C on a letter from Mr E. Mabo of the
Black Community School, Townsville.

The site in question, R511, was purchased for a new primary
school in 1961. The area of about 2.5 hectares is insufficient
for a primary school and does not appear to be needed for
school purposes.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

A. A. Dixon,
Northern Regional
Director of Education

~~Previous on Ooncanba S.S. Works?~~

12 MAY 1981

Private Schools Net

Black Community School Council

149 Boundary Street
South Townsville

P.O. Box: 1026

Phone: 72 3128

JM:SO

20th March, 1981

The Acting Secretary,
Land Administration Commission,
P.O. Box 168,
BRISBANE, QLD, 4000

DEPARTMENT OF EDUCATION
Reference Number:
PT4/6/171
QUEENSLAND

Director's Address:
23 Hibiscus Street
Cranbrook

Phone:

Dear Sir,
APPLICATION FOR SCHOOL SITE

On behalf of the Black Community School Council I make application for the issue to my School Council of a special lease over Portion 107, Reserve R511, School Reserve, County of Elphinstone, Parish of Stuart situated in Station Street, Oonoonba, Townsville. The site is shown outlined in red on the attached plan. A copy of this application has been sent to the Director of Education for his information. Portion 107 has not been developed for school purposes and the existing Oonoonba School on Reserve R311 is large enough to serve the community needs of the suburb of Oonoonba. The Townsville City Council has informed me that there is unlikely to be any further residential development in the Oonoonba area.

If the Commission grants the lease, funding for the erection of the Black Community School will be sought from:-

The Schools Commission
The Australian Department of Aboriginal Affairs and
The Aboriginal Development Commission

The early reply to our request would be appreciated.

Yours faithfully,
E.K. MABO
DIRECTOR

s47(3)(b) - Contrary to Public Interest

Per BRONWYN M. PATTON

25 MAR 1981

Copies to Director of Education,
Brisbane
District of Land Agent,
Townsville
Regional Director of
Education, Townsville

PREVIOUS
MARKED OUT TO SCHOOL
ACCOM. 23/3/81
MUB.
RECORDS
27/3/81

30 APR 1981

Park, Recreation &
Drainage Res.

Abt.
18.9 ha

98
R-389

107
R-511

Park	Res.
13	3

School Res
6:2:61

128
R-583
Res. for Sewerage
Purposes.
14 . 0 . 0

r 13v

sub. 1 of
ib. 2 etc.

SHANNON ST

ABBOTT

esub.
of
Sub A
etc.

FREDERICK

57

151

50/60

0.21



1

10

2

22

Heat,
4 Ltd.

Resub. 2 of
Sub. 2 etc.

24 55c from Tony
13.87 Res

Donouba School Res.
66 1936 2 1824

41
R.340
Res 3287
Registration
Re

127

Resub. 2 of
Sub. 2 etc.

Uzrk &

Resub. 3

Sub.

CV:Primary Minute 1960

ACTING DIRECTOR OF PRIMARY EDUCATION:

RE: BLACK COMMUNITY SCHOOL - TOWNSVILLE.

Application for surrender of availability of vacant primary school (R511) Shannon Street, Townsville by leasing to the Black Community Council at Townsville for their development of an Independent School.

1. It is my current belief that, under the present Education Act, the leasing of school reserves (and buildings) is not permitted.
2. All Crown Lands, gazetted as "Reserves for School Purposes", are under the control of the Corporation of the Minister for Education, who is empowered to determine which division of his department will use them - whatsoever was the source of the trusteeship.
3. I can advise the Director, Division of Primary Education that the vacant reserve R511, will not be needed for a primary school in the reasonable future.
4. Whether the site can be used by other divisions of the department will have to be decided at Director level.
5. If it is decided that no section of this department will need the site, the decision will have to be made whether the children's need for special programs towards integration, would be better served at existing primary schools, closer to their widespread homes, where they will have a full school day of exposure to professional management.

Past reports from Inspectors of Schools and Regional Directors do not generate confidence in the school that has been conducted by the Black Community Council, Townsville - from both physical management and professional points of view.

6. If future changes in the Education Act allow of the lease, or the transfer of R511 to the Black Community Council, Townsville, a recommendation will be necessary from the Director-General of Education to the Minister for Education. A decision will involve whether the group that Mr. Mabo represents is of broad enough base, availed of sufficient financial resources, management expertise and enduring stability to ensure the school's acceptable standard of building construction and maintenance.

If there are doubts, the land should not be leased, but surrendered to control of the Department of Lands. For your consideration of what action should be taken.

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary to

6.1981

s47(3)(b) - Contrary to Public Int

12 Nov 1981

s47(3)(b) - Contrary to

14.6.81

Have referred this to the Directors' meeting

para 14 ✓

s47(3)(b) - Contrary to

5 ?

6 ?

s47(3)(b) - Contrary to

14.6.81



DEPARTMENT OF EDUCATION

08/8108
Phone 72 1944
Telex AA77081

Refer: A. A. Dixon
NR81/-
EF

NORTHERN REGIONAL OFFICE
P.O. BOX 734,
TOWNSVILLE, 4810

11th May, 1981

Mr L. F. Pickett,
Staff Inspector (Primary)
Department of Education,
P.O. Box 33,
North Quay,
BRISBANE, Qld 4001

Dear Sir,

I refer to your B/C on a letter from Mr E. Mabo of the
Black Community School, Townsville.

The site in question, R511, was purchased for a new primary
school in 1961. The area of about 2.5 hectares is insufficient
for a primary school and does not appear to be needed for
school purposes.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

A. A. Dixon,
Northern Regional
Director of Education

Previous on Oonooaba S.S. Works ?

B/c Regional Director, Northern Region

In reference to the attached letter from the Black Community School Council and the associated documents, I am unable to ascertain which Division of Education has control over the portion described and requests an investigation at regional level for any relevant information.

[REDACTED] s47(3)(b) - Contrary to Public Interest

L.F. Pickett
Staff Inspector (Primary)
23.4.1981

Re-forwarded
[REDACTED] 23/4/81

DoE Release under the Right to Information Act 2009

Black Community School Council

149 Boundary Street
South Townsville

P.O. Box: 1026

Phone: 72 3128

JM:SO

20th March, 1981

The Acting Secretary,
Land Administration Commission,
P.O. Box 168,
BRISBANE, QLD, 4000

Dear Sir,
APPLICATION FOR SCHOOL SITE

On behalf of the Black Community School Council I make application for the issue to my School Council of a special lease over Portion 107, Reserve R511, School Reserve, County of Elphinstone, Parish of Stuart situated in Cannon Street, Oonoonba, Townsville. The site is shown outlined in red on the attached plan. A copy of this application has been sent to the Director of Education for his information. Portion 107 has not been developed for school purposes and the existing Oonoonba School on Reserve R311 is large enough to serve the community needs of the suburb of Oonoonba. The Townsville City Council has informed me that there is unlikely to be any further residential development in the Oonoonba area.

If the Commission grants the lease, funding for the erection of the Black Community School will be sought from:-

The Schools Commission
The Australian Department of Aboriginal Affairs and
The Aboriginal Development Commission

The early reply to our request would be appreciated.

Yours faithfully,
E.K. MABO
DIRECTOR

s47(3)(b) - Contrary to Public Interest

Per BRONWYN M. PATTON

DEPARTMENT OF EDUCATION
Reference Number
PT4 / 6 / 171
QUEENSLAND

Director's Address:

23 Hibiscus Street

Cranbrook

Phone:

PREVIOUS
MARKED OUT TO SCHW
ACCOM. 23/3/81

TMB
RECORDS
27/3/81



Copies to Director of Education,
Brisbane
District of Land Agent,
Townsville
Regional Director of
Education, Townsville

R-698

Park, Recreation &
Drainage Res.

98
R-389

Park Res.

13 . 3 . 22

107
R-511

School Res

6 . 2 . 61-5

Abt.
18.9 ha.

128
R-583

Res. for Sewerage
Purposes.

14 . 0 . 0

13v

sub. lot
b. 2 etc.

SHANNON ST

ST

ABBOTT

FREDERICK

WILLIAM

ST

MAGNET

LORD

ST

ST

ST

Resub. of
Sub A
etc.

Resub. 2 of
Sub 2 etc.

OONONBAO
R-311
School
Res

Oononba School
Res.
GG 1036 2 1024

41
R-340

Res 3087
Recreation
Res

Resub. 3

Sub.

Resub. 2 of
Sub 2 etc.

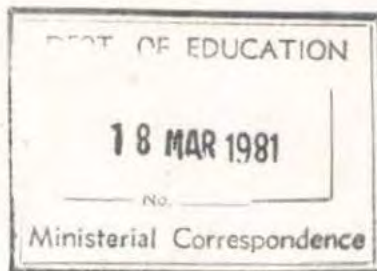
Park &

DoE Release under the Right to Information Act 2009

Joe. Jazette
23rd September
1961
19241

PT4 6 169
QUEENSLAND
(Black Community School Council)

149 Boundary Street,
South Townsville
P.O. Box: 1026
Phone: 72 3128



Director's Address:
23 Hibiscus Street
Cranbrook
Phone: _____

Your reference: EKM
BMP

12th March, 1981

Queensland Minister for Education,
C/o Parliament House,
BRISBANE

Dear Sir,

Req support for
Enclosed is a copy of our application to the State Minister for
Aboriginal Advancement, for allocation of five (5) acres of Aboriginal
Reserve Land in Cranbrook. We would appreciate if you would liaise
with him on our behalf.

Yours sincerely,

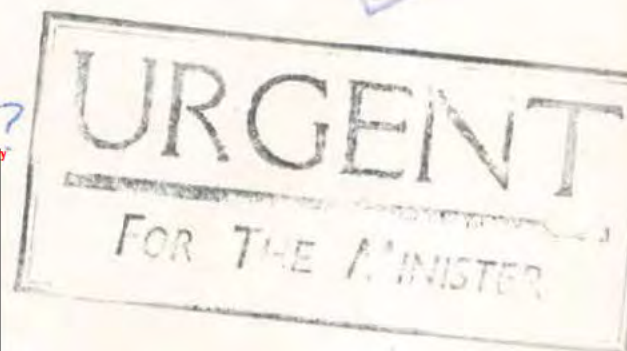
s47(3)(b) - Contrary to Public Interest

Enc.

L. K. MADD (Director)

Mr. Sawyer
Can the Minister
assist in any way?

s47(3)(b) - Contrary to Public Interest



Black Community School Council

149 Boundary Street
South Townsville
P.O. Box: 1026
Phone: 72 3128

Director's Address:
23 Hibiscus Street
Cranbrook
Phone:

10th March, 1981

Queensland Minister,
for Aboriginal and Island Advancement,
Parliament House,
BRISBANE.

Dear Sir,

This letter is a form of an official application from the above School Council, seeking your approval for allocation of five (5) acres of Aboriginal Reserve Land, which is situated between Ross River Road, and Charles Street in the Townsville suburb of Cranbrook.

We propose that if we are allowed a long term lease, or purchase of this land, we would like to establish a permanent School Building on this site.

Since the School's establishment eight years ago, we have been operating out of rented premises. Our first six years were spent in Catholic premises in South Townsville, until the Parish desired the Building for their own use.

Since then, we have been operating in an old, dilapidated dwelling house in Boundary Street, South Townsville. This building has been condemned by the City Council, and the owners have been urging the School Council to obtain another building. Fortunately, however, there is nothing else available which would provide adequate accommodation for our School.

We hope, that you, as our Minister, may be able to assist us in our plight to search for permanent accommodation.

We are currently catering for thirty students with ages ranging from six (6) years to twelve (12) years old, both Torres Strait Islander, and Aboriginal children.

These children whom we cater for are those who normally speak "Meriam Mir" or Torres Strait pidgin, as their Mother Tongue, and who would have tremendous difficulties in understanding instructions in Standard English in normal State School situations.

Our Black Community School provides a bridge in which these children are instructed in their own mother tongue, and gradually introduced into standard English at the two (2) final years of Primary education.

During the past years, we have had considerable success in enabling students to flow into State Secondary Schools, with noticeably fewer problems.

If we are able to acquire a permanent site for our School, we would also be able to cater for children who are coming from traditional areas such as Palm Island, Cape York and Torres Strait Island, who lack first hand knowledge of the highly competitive urban school in Townsville, and other major centres.

Our school will provide an atmosphere similar to their home environment, and gradually introduce them into the State Secondary School for completion of their education.

This method would overcome the existing problems of children returning home after three (3) months of schooling in State Secondary Schools.

We, as the parents of these children, know why there is a high drop-out rate associated with our children from High School, because we have been through the System ourselves; and as a result, we are considerably illiterate in both our own language, and in English.

The above School Council is endeavouring to ensure that we do not produce another generation of illiterates by assisting indigenous children, particularly those from Torres Strait and Cape York Peninsula to retain their own cultural identity together with in-depth studies of Contemporary Australian cultures which would enable them to integrate effectively as citizens. They could then be proud Aborigines and Torres Strait Islanders in our multi-cultural Australian society.

We are hoping that you, as our Minister in the Government of Queensland, will make this possible for us by allocating five (5) acres of the Reserve land for our use as a School site. This undoubtedly will enable us to educate our children in an environment more suited to our needs. Furthermore, it will enable us to maintain our Cultures and traditions which are unique and exclusive to the State of Queensland.

We have no one else to turn to in order to seek assistance of this nature. We therefore rely heavily on you to assist us in this, our difficult, but very important task.

We will patiently await your reply in the near future.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

E. K. Nado (Director)

s47(3)(b) - Contrary to Public Interest

R. Doolah

s47(3)(b) - Contrary to Public Interest

M. Sailo

s47(3)(b) - Contrary to Public Interest

BMP

Ms. Gibas

CC: Federal Minister for Aboriginal Affairs
Queensland Premier
Leader of the Opposition - Queensland
Queensland Minister for Education
Commonwealth Minister for Education
Queensland Aboriginal and Islander Education Consultative Committee
National Aboriginal Education Committee
Queensland Director of Education

19th March, 1981.

Dear Mr. Mabo,

I wish to acknowledge receipt of your letter of the 12th March, 1981 concerning your approach to the Minister for Aboriginal and Island Affairs regarding your application for five acres of Aboriginal Reserve Land in Cranbrook.

I will make enquiries to see if I can be of assistance to you in this matter.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

W.A.M. GUNN
Minister for Education

Mr. E.K. Mabo,
Director,
Black Community School Council,
P.O. Box 1026,
TOWNSVILLE. Q. 4810

L.J. Dwyer
224 7856

KLS:81/PT4/6/169

15 APR 1981

Dear Mr. Tomkins,

I refer to a letter which you have received from the Black Community School Council, a copy of which has been sent to my Department.

The Black Community Schools is recognized by my Department as an approved school under the Education Act and, as such, receives normal State grants in addition to funding from other sources.

In July 1980 the School Council approached my Department with a request to lease an Education Reserve in Strutt, Townsville. Unfortunately, the land in question is needed for Technical College purposes and so it was not possible to agree to this request.

The Black Community School has been established and operational since August 1973. Accordingly, it would clearly seem to have the support of the families served by it. It would therefore be beneficial if it could establish itself in a more permanent location.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

W.A.M. GURN
Minister for Education

The Honourable K.B. Tomkins, M.L.A.,
Minister for Water Resources and
Aboriginal and Island Affairs,
Brisbane.

L.J. DWYER
224 7856

KLS:81/PT4/6/166

8 April 1981

Mr E.K. Mabo
Director
Black Community School Council
149 Boundary Street
SOUTH TOWNSVILLE 4810

Dear Mr. Mabo,

Thank you for the copy of your application to the Queensland Minister for Water Resources and Aboriginal and Island Affairs for allocation of five (5) acres of Aboriginal Reserve land in Cranbrook, Townsville.

This matter has been discussed with the Minister for Education who has written to the Minister for Aboriginal and Island Affairs pointing out that your school is recognized by this Department as an approved school under the Education Act and is therefore in receipt of normal State grants.

The Minister has also referred to your unsuccessful application for the lease of an Education Reserve in Carbutt. He has also pointed out that your school has been operational since August 1973 and thus clearly has the support of the families served by it. He has indicated to the Minister for Aboriginal and Island Affairs that it would be beneficial if your school could establish itself in a more permanent location.

Yours faithfully,

General of Education.

1. Letter sent to Mr Mabo.
2. Copy as per above.
3. Mr Dwyer - to note

10-4-81

Black Community School Council J Will

149 Boundary Street,
South Townsville
P.O. Box: 1026
Phone: 72 3128

PT4 / 6 / 166		
---------------	--	--

Director's Address :
23 Hibiscus Street
Cranbrook
Phone :

Your reference: EKM
BMP

12th March, 1981

Queensland Director General of Education,
P.O. Box 33,
North Quay,
BRISBANE. 4000

Dear Sir,

For your information, please find enclosed a copy of our application to the Queensland Minister for Aboriginal Advancement, for allocation of five (5) acres of Aboriginal Reserve Land in Cranbrook. We would appreciate it if you could liaise with him on our behalf.

s47(3)(b) - Contrary to Public Interest

Enc.

L. K. HARRIS (Director)

1. Mr J. Gwyer / Mr J. Young.

For your information on the original applic.
The land in question is a Reserve for
Technical College purposes.
They are now seeking Aboriginal Reserve Land.

s47(3)(b) - Contrary to Public Interest

2. Please reply as attached.

G. B. HARRIS
ADMINISTRATION OFFICER
SCHOOL ACCOMMODATION
SECTION
PHONE 124 785

18 MAR 1981

Our school will provide an atmosphere similar to their home environment, and gradually introduce them into the State Secondary School for completion of their education.

This method would overcome the existing problems of children returning home after three (3) months of schooling in State Secondary Schools.

We, as the parents of these children, know why there is a high drop-out rate associated with our children from High School, because we have been through the System ourselves; and as a result, we are considerably illiterate in both our own language, and in English.

The above School Council is endeavouring to ensure that we do not produce another generation of illiterates by assisting indigenous children, particularly those from Torres Strait and Cape York Peninsula to retain their own cultural identity together with in-depth studies of Contemporary Australian cultures which would enable them to integrate effectively as citizens. They could then be proud Aborigines and Torres Strait Islanders in our multi-cultural Australian society.

We are hoping that you, as our Minister in the Government of Queensland, will make this possible for us by allocating five (5) acres of the Reserve land for our use as a School site. This undoubtedly will enable us to educate our children in an environment more suited to our needs. Furthermore, it will enable us to maintain our Cultures and traditions which are unique and exclusive to the State of Queensland.

We have no one else to turn to in order to seek assistance of this nature. We therefore rely heavily on you to assist us in this, our difficult, but very important task.

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s47(3)(b) - Contrary to Public Interest

E. K. Mabo (Director)

R. Doolah

s47(3)(b) - Contrary to Public Interest

M. Sailor

s47(3)(b) - Contrary to Public Interest

Ms. Gibas

s47(3)(b) - Contrary to Public Interest

BMP

CC: Federal Minister for Aboriginal Affairs
Queensland Premier
Leader of the Opposition - Queensland
Queensland Minister for Education
Commonwealth Minister for Education
Queensland Aboriginal and Islander Education Consultative Committee
National Aboriginal Education Committee
Queensland Director of Education

Black Community School Council

149 Boundary Street
South Townsville
P.O. Box: 1026
Phone: 72 3128

Director's Address:
23 Hibiscus Street
Cranbrook
Phone:

10th March, 1981

Queensland Minister,
for Aboriginal and Island Advancement,
Parliament House,
BRISBANE.

Dear Sir,

This letter is a form of an official application from the above School Council, seeking your approval for allocation of five (5) acres of Aboriginal Reserve Land, which is situated between Ross River Road, and Charles Street in the Townsville suburb of Cranbrook.

We propose that if we are allowed a long term lease, or purchase of this land, we would like to establish a permanent School Building on this site.

Since the School's establishment eight years ago, we have been operating out of rented premises. Our first six years were spent in Catholic premises in South Townsville, until the Parish desired the Building for their own use.

Since then, we have been operating in an old, dilapidated dwelling house in Boundary Street, South Townsville. This building has been condemned by the City Council, and the owners have been urging the School Council to obtain another building. Fortunately, however, there is nothing else available which would provide adequate accommodation for our School.

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During the past years, we have had considerable success in enabling students to flow into State Secondary Schools, with noticeably fewer problems.

If we are able to acquire a permanent site for our School, we would also be able to cater for children who are coming from traditional areas such as Palm Island, Cape York and Torres Strait Island, who lack first hand knowledge of the highly competitive urban school in Townsville, and other major centres.

DoE Release under the Right to Information Act 2009

Mr C. Harris

TAFE. will
eventually need
this site

[REDACTED]

4-8-80

John Stanam
6/8/80

[REDACTED]

C.R. Harris
224 7815
PT4/6/102

31st July 1980.

Mr. A.A. Dixon,
Regional Director,
Northern Regional Office,
P.O. Box 734,
TOWNSVILLE

Dear Mr. Dixon,

I refer to your B/c minute dated 21st July 1980 concerning a request from the Black Community School to lease Reserve 777 for their purposes.

The site is a reserve for Technical College purposes and is required by the Division of Technical Education. I regret it is not available for lease.

Yours faithfully,

b47(3)(b) - Contrary to Public Interest
[Redacted]

for C.R. Harris
Administration Officer
School Accommodation Section



DoE Release under the Right to Information Act 2009

Action on Several Papers.

"Report" mentioned in
letter of 18/7/80
already on this file.

see paper 14199/78

N7 records 25/7/80

B/C The Assistant Director General of Education,

For your consideration, please.

I believe the Reserve was selected for a Secondary site. Part has been used for Garbutt Pre-School.

A large drain traversing the site makes it difficult to use. However, it could be considered for Special Education e.g. possible re-siting of Cootharinga.

s47(3)(b) - Contrary to Public Interest

A. A. Dixon
Northern Regional
DIRECTOR OF EDUCATION.

21.07.80

School Geometrical Section : please investigate possible requirements in relation to this site (including current usage) and advise.

24.7.80

A/A.D.G.

Enclosed please find a site plan of the Reserve in question. It is a reserve for Technical College, Garbutt. Technical Education are intent on retaining the site.

s47(3)(b) - Contrary to Public Interest

A.O. Sch. Account,
30.7.80

25 JUL 1980

Black Community School Council

149 Boundary Street
South Townsville
P.O. Box : 1026
Phone : 72 3128

DEPARTMENT OF EDUCATION
Reference Number:
PT 4 / 6 / 102
QUEENSLAND

Director's Address :
23 Hibiscus Street
Cranbrook
Phone :

PRIVATE SCHOOLS VAR
Director - BLACK
Community School

18th July, 1980.

Mr Dixon,
Director Northern Region,
Queensland Department of Education,
5 Denham Street,
TOWNSVILLE, 4810.

Dear Sir,

On behalf of the Black Community School Council I wish to make a formal application for the lease of a State Education Reserve situated at Hugh Street and Dearness Street Garbutt. Property disaipation portion 420 P.M. for use as a permanent site for the Black Community School.

The Black Community School was established in August 1973, after a group of Aboriginal and Islander parents came together with a common realisation that our present School system does not adequately cater for the needs of Indigenous Minorities.

Since our inception we have operated in an old Catholic School Building situated in 41 Nelson Street, South Townsville until January 1980, when we were told to vacate the Catholic Building two weeks prior to the Commencement of the 1980 School year.

*(copies of letter attached).

Currently we are operating out of a rented dwelling house situated at 149 Boundary Street, South Townsville. This location was aquired by the Black Community School as a temporary measure whilst awaiting to obtain a suitable building.

If your Department is able to lease the above property to the Black Community School Council, our plans are to establish a Primary School which would cater for Bi-Lingual children plus a Transit High School for children from Traditional, Isolated, and Rural Centres who are not familar with the urban scenes or are having problems coping with Secondary Studies in State Schools.

We are prepared to negotiate with you further regarding lease arrangements and other associated matters regarding the land.

I am enclosing copies of a report carried out by the National Aboriginal Education Committee in 1977. If there are any further matters you would require about our School please do not hesitate to contact me at 077 - 723128 between 10.30 - 2.30p.m. Monday to Friday.

s47(3)(b) - Contrary to Public Interest

You

24 JUL 1980

FOR OPENING NOTIFICATIONS SEE BACK

Peg A.R. pld at stns 1, 2, 5, 7-10, 10, 2, 3"

12, 14, 16-29, 32-35 & 37

Area of road to be opened

(18-19-19-34-18)

2505 m²

REFERENCE TO CORNERS

COR. BEARING FROM CORN. DIST. ALIQUOT

3-3	90°	1.09
4-21	50°19'	60
5-24	90°	55.1
10-10	52°38'	30.75
17-17	89°35'30"	40.234
29-30	210°22'30"	21.32
34-37	173°36'30"	31.2
38-38	184°56'	30.24
40-40	98°05'	30.24
11-19	280°25'30"	53.959
13-14	190°23'	18.395

32	R.502
474	R.673
420	R.616
549	

Iron Pins		
1-01P	180°02'	1.006
2-Pin	0°02'	1
3-	180°02'	1
4-	270°02'	1.006
5-Pin	180°02'	1.006
6-	270°02'	1
7-	245°43'	1.097
8-	256°16'	1
9-01P	16°18'	1.006
10-Pin	52°38'30"	1
11-	131°35'30"	1
12-Pin	100°23'	0.005
13-	280°25'30"	1.006
14-	10°23'	1.006
15-Pin	95°	1.004
16-Pin	100°25'30"	0.772
17-	10°23'	1.006
18-Pin	100°25'30"	1.018
19-	89°36'30"	1
20-	At Stn	1
21-Pin	353°36'30"	0.639
22-	214°46'	1.159
23-	270°22'30"	1
24-	280°25'30"	2
25-	270°02'	1.848
26-	292°32'	1.414
27-	265°32'	1.414
28-	270°02'	1.397
29-	265°32'	1
30-	32°52'30"	1
31-	65°42'	1
32-	60°50'	1
33-	51°47'	1
34-	90°22'30"	0.997
35-	65°43'	1
36-	270°22'30"	1
37-	353°36'30"	0.791
38-	214°46'	1.003
39-	173°36'30"	1.414
40-	133°21'30"	1.002
41-Pin	At Stn	1
42-	At Stn	1

1-01P	180°02'	1.006
2-Pin	0°02'	1
3-	180°02'	1
4-	270°02'	1.006
5-Pin	180°02'	1.006
6-	270°02'	1
7-	245°43'	1.097
8-	256°16'	1
9-01P	16°18'	1.006
10-Pin	52°38'30"	1
11-	131°35'30"	1
12-Pin	100°23'	0.005
13-	280°25'30"	1.006
14-	10°23'	1.006
15-Pin	95°	1.004
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28-	270°02'	1.397
29-	265°32'	1
30-	32°52'30"	1
31-	65°42'	1
32-	60°50'	1
33-	51°47'	1
34-	90°22'30"	0.997
35-	65°43'	1
36-	270°22'30"	1
37-	353°36'30"	0.791
38-	214°46'	1.003
39-	173°36'30"	1.414
40-	133°21'30"	1.002
41-Pin	At Stn	1
42-	At Stn	1

PERM. MARKS	1/4 P.M. 190°23' 18.018
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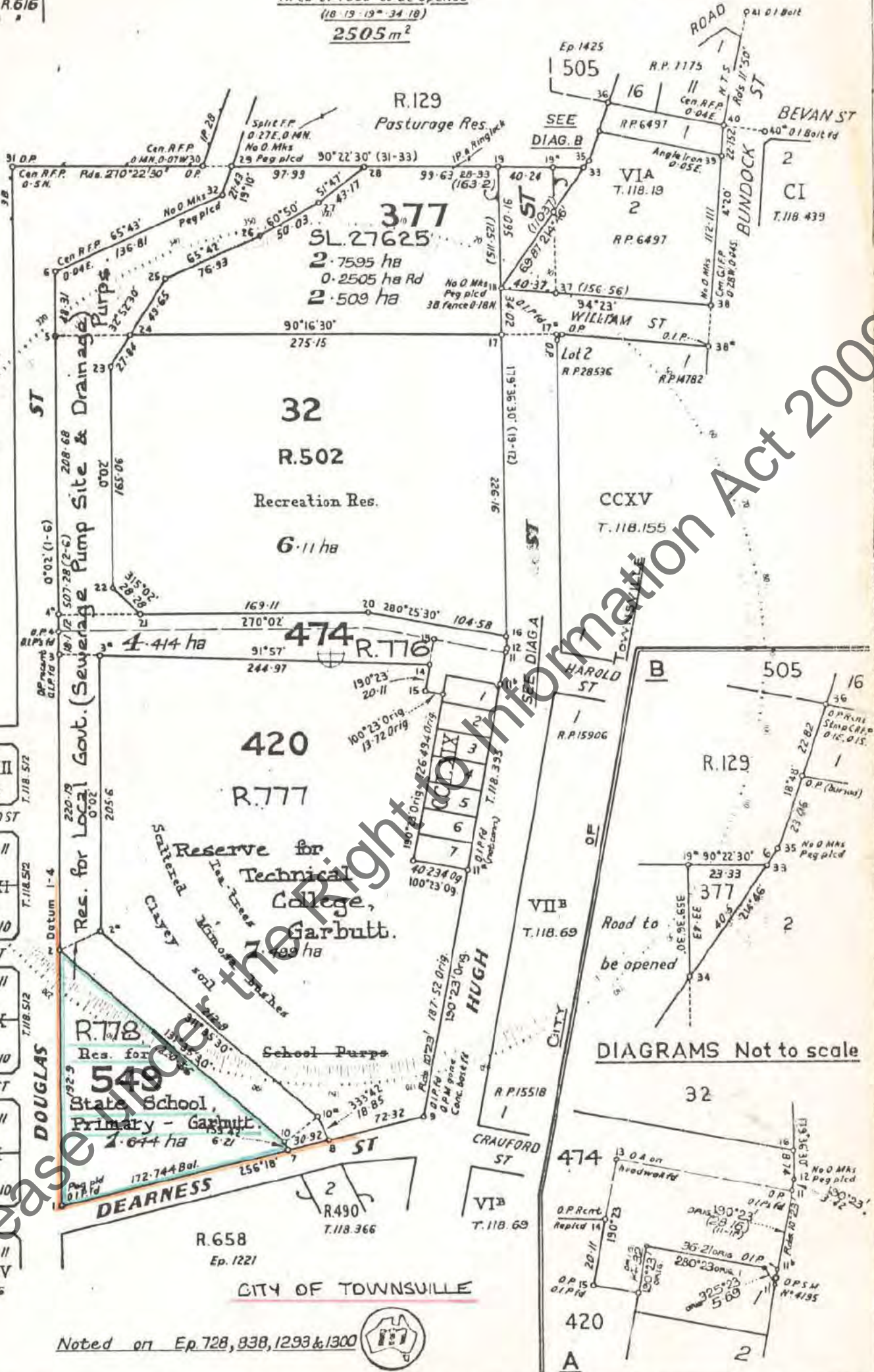
Noted on Ep. 728, 838, 1293 & 1300

APPROVED	INSTRUCTIONS	DRAWN	EXAMINED	CHECKED	PASSED	CHARTED
Res 14/196	Private	K.R.	P.D.S.	R.H.L.		
13156			8.6.76	20.7.76		
ADJUSTMENTS						
APPROVED	FOR. PREV. AREA	DRAWN	EXAMINED	CHECKED	PASSED	CHARTED
FOR EDUCATION DEPT.						
CROWN COPYRIGHT RESERVED						

MERIDIAN OBSERVATIONS	BTN	Obs.	C.A.M.
Meridian of Ep. 1053			

SURVEY PLAN		
SCALE 1:2500 3750		
SURVEYED BY	DATE	FIELD NOTES
A.M. Shong A/s.	19.6.1975	2801.155 31.3.76

Portions 32, 377, 420, 474 & 519
PARISH OF COONAMBELAH
County of Elphinstone
L.A. District of Townsville
Ep. 1533



Do Not Release
Right to Information Act 2009



P.O. Box 33, North Quay, Brisbane, Q. 4000

Telephone 24 0616

DEPARTMENT OF EDUCATION

TREASURY BUILDING
QUEEN STREET
BRISBANE

Refer to:

Extension:

Your Ref:

Our Ref: J.M.W.

75/7164

Private Schools Various

11th February, 1975.

Dear Sir,

During the recent visit to the Black Community School by Mr. R. Town (District Inspector of Schools), information which has been sought by this Department for some time was obtained.

The receipt of this information has now made it possible to finalize the processing of your application for official recognition.

I am pleased to advise that this Department now recognizes the Black Community School, Townsville, as an approved school under the Education Act.

Circulars (and claim forms), setting out your school's entitlement to per capita grants, are enclosed.

The advice of Departmental Officers is available to you as required.

Yours faithfully,

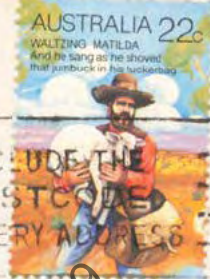
s47(3)(b) - Contrary to Public Interest

Director-General of Education

Mr. E. Mabo,
President,
Black Community School,
TOWNSVILLE. Q. 4810

23 JUL 1980

Black Community School Council
P.O. Box 1026, Townsville. 4810



INCLUDE THE
POSTCODE
IN EVERY ADDRESS

The Department of Education,
P.O. Box 33,
North Quay,
BRISBANE, Q.L.D. 4000.

DoE Release under the Right to Information Act 2009

DEPARTMENT OF EDUCATION
QUEENSLAND

Black Community School

Pt 4/6

Report of Inspection of the Black Community School at Bush Townsville, No. Class
Inspected 21st November 1979 Present, 16 B. 10 G. 26 Total

1. Records: 2. Government: 3. Organisation: 4. Methods: 5. Proficiency and Progress of Pupils: 6. Care of Grounds:
7. School Games and Physical Exercises: 8. General Condition: 9. General Remarks

Remarks

The Black Community School at present appears to be catering for a group of children of closely related families of predominantly Murray Islander descent. The majority of these pupils live in the western suburbs of Townsville.

Twenty-four pupils are enrolled in years 1 & 2. The year one roll includes the names of five pupils who are being taught a "normal" program and several other "black register" pupils whose ages make them ineligible for enrollment at a primary school. The presence of some of these pupils in the classroom causes serious disruption at times to the work of both the teacher and other children.

Until recently a male principal and one female assistant were employed. Since the principal relinquished his position and returned to England a second female teacher has been appointed in a temporary capacity. Neither teacher at present accepts any responsibility for the administration of the school which is now controlled by Mr E. Mabo, Director of the Black Community School and Chairman of the Parents' Council. Mr Mabo drives a black community bus which conveys the children to and from school. Because of the distance involved the bus does not normally arrive at the school before 9.30 am. Mr Mabo currently has a temporary office at the school and helps to discipline the children and teach aspects of the Island culture. Mr Mabo's wife is employed as a teacher and school cleaner.

Administration: The Administration Register has not been correctly entered. Some pupils' names have been entered in the Register several times, as each year the names of all pupils currently enrolled in the school are entered in the register.

Director-General of Education

Much vital information concerning pupils has not been entered, e.g., there is no record of the dates of transfer or re-admission of pupils. Other statistical data such as dates of births and promotions from year to year are also missing.

There are no current roll books of the type used in state schools, but a record of attendance is kept in sheets of paper. On the year 1 roll sheet are names of pupils not eligible to be enrolled at a primary school.

The school building is in poor condition. Classrooms are untidy in appearance and the furniture for some pupils is unsuitable.

On occasions when the toilets are not functioning I was told by the Mabo that he takes the children in the bus to a public toilet some distance away. At the time of my visit, one pedestal was out of order.

Progress of pupils: Most pupils are working at a level at least two years below their chronological age. Some year 1 pupils are still unable to read. At the time of my visit the 'Detacher Tests' had not been administered. Some ten copies of the tests were obtained and the five year 7 pupils have now attempted most of the tests. An examination of the results indicates a low level of performance.

The pupils appear to be healthy and bright enough to make satisfactory progress through both primary and secondary school. Some of the children have obvious potential to achieve at a better than average level but, in the present circumstances, they are severely disadvantaged.

(Inspector of Schools)

FINTER & HUNT

Public Accountants

J. S. Finter B. Com. A.A.U.Q. A.A.S.A.
A/Hours 79 7533

J. K. Hunt A.A.S.A. J.P.
A/Hours 74 0369

Suite 2 Chit Chat Arcade,
350 Flinders Street,
Townsville. 4810.
P.O. Box 1644,

Telephone :
(077) 72 1422 & 72 1854

23rd January, 1979

Mr C. Gilmour,
Director General of Education,
Department of Education,
P.O. Box 33,
NORTH QUAY BRISBANE 4000

ATTENTION: Mr R. Hindley

Black Community School

On 20 December we forwarded to you various outstanding application forms for the Primary Schools Grant in respect to the above school.

To date we have had no response and would appreciate any effort you could make to expediate the processing of these forms.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary to Public

R AND HUNT

019179 • 27 SEP 1978
NATIONAL ABORIGINAL EDUCATION COMMITTEE

Pt Schools Various

P.O. Box 826
Woden, ACT 2606
Tel: 89 1333

*Return
to
Review*
*23588/b
file*
Mr C. Gilmore
Director-General of Education
Department of Education
P.O. Box 33
NORTH QUAY, QLD. 4000.

Attention Mr J. Dwyer

BLACK COMMUNITY SCHOOL, TOWNSVILLE - NAEC EVALUATION STUDY

The National Aboriginal Education Committee undertook as one of its initial projects, an evaluation of the Black Community School, Townsville. As a result, a report containing certain recommendations is forthcoming.

The Department of Aboriginal Affairs has now advised the Commonwealth Department of Education that they have considered the report and are in agreement with its recommendations. Funding has been provided for the school until the end of the 1977 school year, at which time the operation of the school will come under review as part of the normal programming cycle for finance beyond that date.

-- I have enclosed a copy of the report for your information.

Yours sincerely

Mr
S M ALBERT
Chairman

National Aboriginal Education Committee
20 September 1978



1. Register ✓
2. Mr Dwyer for information. ✓
3. D.D.G for your information.

27 SEP 1978

Mr F. Young

2/10/78
(Report returned to F. Young)
please.

NATIONAL ABORIGINAL EDUCATION COMMITTEE

BLACK COMMUNITY SCHOOL STUDY

DoE Release under the Right to Information Act 2009

December 1977

NATIONAL ABORIGINAL EDUCATION COMMITTEE

BLACK COMMUNITY SCHOOL STUDY

On behalf of the members of the National Aboriginal Education Committee and in particular those members on the Black Community School Sub-Committee, I wish to thank the Aboriginal and Torres Strait Island people of Townsville for their ready assistance. Our special thanks go to the parents, children and staff of the Black Community School who gave us such a warm reception.

Stephen Albert
Chairman

DoE Release under the Right to Information Act 2009

NATIONAL ABORIGINAL EDUCATION COMMITTEE

BLACK COMMUNITY SCHOOL STUDY

Contents

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The School	8 - 17
Community/School Relationships	18 - 20
Recommendations	21 - 26

Abbreviations used:-

C.D.E	Commonwealth Department of Education
D.A.A	Department of Aboriginal Affairs
A.U.S	Australian Union of Students
D.E.I.R	Department of Employment and Industrial Relations.

NATIONAL ABORIGINAL EDUCATION COMMITTEE

BLACK COMMUNITY SCHOOL STUDY

National Aboriginal Education Committee

Introduction

The National Aboriginal Education Committee was established in March 1977 to provide the Minister for Education and his Department with informed views on the educational needs of the Aboriginal community. Its advice is also available to the Minister for Aboriginal Affairs and his Department.

At the first meeting of the NAEC in April 1977, the Commonwealth Department of Education referred the matter of the Black Community School Townsville to the NAEC in the following terms.

"The situation at this moment is that the school faces closure at the end of first term, i.e. in May, if the Department of Aboriginal Affairs withdraws its financial support, as it is thinking of doing.

DAA is concerned about low student attendance and apparent lack of interest by the parents. While DAA considers it to be an important educational facility, they take the view that they should avoid funding projects which they consider important but which the community does not.

Before making a decision about withdrawal of funding, they have asked for the advice of this Department. Our response has been to request DAA to postpone a final decision until the National Aboriginal Education Committee has had the chance to decide whether it would wish to be involved in the matter. DAA has agreed to this.

From the Department's point of view, NAEC involvement would be highly desirable. Much of the issue turns on the question of community support, and Aboriginal community feeling about such an intensively Aboriginal project as the Black Community School and its future is something which the NAEC is, we believe, particularly well qualified to investigate.

If the Committee decides to take action in this matter, and to treat it as urgent, we will formally recommend to DAA that the two Departments and the Chairman of the

- (iii) Achievement in other areas, e.g, social development
 - (iv) Transitional behaviour and success, i.e, how satisfactorily children move from the Community School to further schooling, and whether any particular advantages accrue from attendance at the Community School.
 - (v) Community support. This is most important: We need a dispassionate assessment of the community's and parents' views regarding the school, and its alternatives. We also need to know whether the parents really understand the alternatives
- (b) Educational planning considerations, in particular:
- (i) Present and future demand in terms of numbers and ages of children who might make use of the school.
 - (ii) Needs in terms of buildings, transport, staff etc. we understand transport in particular has been a problem. The provision of suitably qualified teaching staff, and other staff, might also be a continuing problem.
 - (iii) Present student unit costs, and projected costs, together with some breakdown of the costs. In, for example, staff salaries, materials, transport, repairs and maintenance".

A Sub-committee of NAEC members was formed, which planned the study and carried out a week's observation and interviews in the first week of August 1977.

The members of the Sub-committee were:-

- S Albert - Chairman NAEC
- P Hughes - Executive Officer,
Department of Aboriginal
Affairs. South Australian Office.
- J Budby - Advisory Teacher, Aboriginal Education
Section, Queensland Department of Education
- b47(3)(b) - Contrary to Public Interest - Community Worker, Flinders Island
- b47(3)(b) - Contrary to Public Interest - Tertiary Student
University of Queensland

Assistance was also given by Ms M Valadian and Mr C Bourke.
Ms F Bray the NAEC Executive Officer also assisted the study team.

In the week's visit to Townsville, the study team members spent much of their time at the Black Community School with members of staff, students and parents. They observed school activities, discussed particular issues in an informal manner in preference to structured interviews. Members attempted to contact as many Aboriginal and Torres Strait Islander people as possible, mostly by visits to homes. Also the NAEC Sub-committee sponsored a public meeting at the Townsville Aboriginal Medical Service, which gave an opportunity for public discussion of the issues involved. This meeting was attended by more than fifty people.

Representatives of the following Departments and educational institutions were also contacted.

The Queensland Department of Education

The Queensland Department of Aboriginal and Islander Affairs

The Townsville Office of the Department of Aboriginal Affairs

The Townsville Office of the Commonwealth Department of Education

Townsville College of Advanced Education

The background to the creation of the Black Community School in Townsville is detailed in the report. It is important to realize that many of the reasons for its original establishment still exist. They relate to deep dissatisfaction with the education that Aboriginal and Torres Strait Island children are receiving in other schools.

The views of parents and others of the causes of the childrens' difficulties are summarized below.

1. Racial prejudice and discrimination which occurs in schools have a detrimental psychological effect on children. This causes feelings of inferiority which leads to the loss of self confidence and therefore lowers the educational performance
2. Teachers' unawareness of and/or lack of attendance to Aboriginal and Torres Strait Island children's problems at school was the main reason for the Aboriginal and Torres Strait Islander parents seeking an independent school for their children.
3. Teachers' lack knowledge of Aboriginal and Torres Strait Island culture. Although the children have grown up in a non-traditional environment, evidence of traditional culture is reflected in their behaviour. Their home environment also influences the Islander children in Townsville. The Teachers do not fully understand what can cause happiness and what can create problems amongst the children.

SECTION 1 HISTORY & BACKGROUND

- 1.1 The concept of the Black Community School in Townsville emerged from a Conference involving teachers and Aboriginal/Islander parents of that area. The Conference, organised by a lecturer from Townsville C.A.E, was designed to investigate the attitudes of the schools and school teachers to Aboriginal/Islander children. The general outcome of the Conference was that many of the Aboriginal/Islander parents felt that Education for their children was being hindered by the negative attitudes expressed at the conference by teaching staff of local schools. Because of this, several parents decided that an alternative arrangement in education should be made.
- 1.2 It was reasoned that an independent school designed to enrol only students of Aboriginal/Islander descent would cater far better for the needs of these children in the primary-school age bracket than the present educational system. The initial aims of this independent school, to be called the Black Community School, were:-
- (1) to give black children an alternative education more suited to their needs;
 - (2) to involve Aboriginal/Island parents in their children's education;
 - (3) to provide a satisfactory climate for those children who are academically oriented and motivated, to eventually partake in tertiary education;
 - (4) to be a focus around which the Black Community could operate.
- 1.3 Several problems faced the establishment of the Black Community School. These included:-
- (a) funding
 - (b) legality
 - (c) function and administration
- 1.4 In the initial stages some funds were made available through A.U.S. Later the Schools Commission, the Aboriginal Arts Board and the Department of Aboriginal Affairs provided funds.

.../2

A submission to the Queensland Department of Education requesting recognition of the school was duly approved.

A committee was to be set up to oversee the function and administration of the school.

1.5 Initial Composition of the Committee

The original committee for the Black Community School was convened after a public meeting attended mainly by Islander people. The Islander people apparently showed more interest in the school than Aborigines. Only one Aboriginal person, the original instigator, was a member of the initial committee. However when he left Townsville he was not replaced by another Aboriginal person.

1.6 This committee which consisted of parents of children of the school decided that Mr Eddy Mabo was to be in charge of the school as the Director.

1.7 The appointed Director has remained in that position to the present day.

1.8 Community Attitude and Response

At the time that the Black Community school was first proposed, reaction by the public was published in the Townsville Daily Bulletin. This paper ran a number of articles expressing the attitudes and views of the public including politicians and representatives of government departments both in favour of and criticising the school.

A headline of 14th September read:

"Doubt surrounds the legality of new Community School".

This article could be construed as giving the impression that parents would be prosecuted if they sent their children to the school. Because of this many parents shunned the school.

1.9 The Queensland Department of Education initially stated that the school had neither standing nor status and therefore the Department did not recognise the school. However this was corrected, when the school applied for registration

SECTION 2 ADMINISTRATION

2.1 Policy and Authority Structure

The school is founded on the principle that Aboriginal and Islander children will best learn in their own environment without pressure from non-Aboriginal and non-Islander people. The school therefore aims to provide primary schooling for Aborigines and Torres Strait Islanders. At the same time as learning in a traditional European academic Australian way, the children would be in a setting that continually reinforces their heritage and identity. The aim therefore, that the school should be run in an Aboriginal Torres Strait Islander way.

2.2 The school Council is the official governing body of the school. Its responsibility is to direct the activities of the school and to prepare and instruct the Director to implement all things pertaining to the running of the school. In actual practice the Director has assumed total responsibility. It seems that the influence of the Council is minimal, even in such things as selection of staff which is made by the Director.

2.3 The staff structure of the school at the time of the study was as below:-

Director (unpaid)-Mr Ed Mabo

Teacher (trained) s47(3)(b) - Contrary to Public Interest

Aides - s47(3)(b) - Contrary to Public Interest

2.4 The Director's philosophy is that all Aboriginal and Islander children should be taught in their own school by their own people. He sees this school as the first in attaining this ideal where children learn from a base of their own culture and identity moving gradually into the learning needed for life in European society. This is what the normal European school does from the European cultural base.

2.5 The Director is a very articulate, convincing person and his ideals and personality have had a considerable influence on the Black Community School.

2.6 Parents of children attending the school regard him as the leader. He takes a commanding role but lacks skills in certain areas where he needs to be better prepared or else delegate to others. Because he does not do this, many facets of the school administration are inefficiently conducted.

2.7 There can be no doubt that the Director has unbounded commitment to the school's principle and potential. Most of his work has been voluntary.

especially in 1977. Unfortunately, his attitude to other authorities that are involved in the school (or should be involved in some constructive way) is discouraging. He prefers not to take what he refers to as "fat cat advice" on organizing and planning finances even though the advice is actually essential for efficient operation and money flow. Very little use is made of resources that could assist. The Director's lack of faith in these agencies is an inhibiting reason for their lack of involvement. However they must accept the responsibility for their willingness to communicate to him the importance of working in co-operation.

2.8. No formal evaluation of the students' progress and the school's achievements is required by the Director. He feels that a formal testing programme by an outside agency provides all the professional evaluation needed on student performance. To date this type of evaluation has generally been done once a year. He observes activities over a period of time and draws conclusions on those observations. There are no records of any system of information-gathering that might serve as data on which to evaluate childrens progress.

2.9. The influence of the Director is all pervading. He is the committee, the Director, the contact with authorities and the overall decision-maker. It should be noted that he has been at the school full time for one term in early 1976 and since then has served on a voluntary basis due to funds not being available to employ him. He had to take other work. From April to July, 1977, he worked full time in D.E.I.R. Other periods have been spent in the school whenever his job-hunting and casual work has allowed it.

2.10 Funding

Provision of funding has generally been based on the schools own priorities. There are requirements applying to the Department of Aboriginal Affairs spending. This applies to other projects funded by this Department and covers such things as salaries, equipment, running costs, vehicle expenses. Re-organizing this budget via re-allocations to meet shifting needs is not a problem if relationships with funding authorities are established and the preparation is done by the governing authorities.

2.11 There appears to be enough funds for the school to operate, provided that the cash flow is regularly monitored and book-keeping completed. This has not been attended to efficiently and this along with inappropriate usage of money has made the cash flow a disaster. The school claims that the point was raised that there is insufficient funds for a second teacher and this has affected the development of students.

1.7.76	to 31.12.76	\$26,695
1.7.77	to 31.12.77	\$45,989 (total resources)
DAA sources		\$29,100
Other sources		\$16,889

- 2.12 The school has attempted to raise its own funds. These activities consisted mainly of a "bring and buy" type activity.
- 2.13 Other attempts have been made to have fetes and other selling activities to the general public, with mediocre success. Fund raising is the duty of all parents but their contribution is minimal because of their financial situation.
- 2.14 The flexibility in the funds over the past twelve months has been somewhat hampered by the uncertainty of continued funding. In terms of flexibility itself the Committee feels that there is no problem of organising amounts within approved totals providing that both parties involved (school plus D.A.A) are communicating and do the necessary organising. This has not happened and the major cause is the Director's attitude together with D.A.A's reluctance to willingly assist.
- 2.15 The funds have certainly been used in an ad hoc way by the Director but the keeping of records is not sufficient to justify this flexibility.
- 2.16 During the last eighteen months sufficient funds have been available but certainty in continuity has been lacking. The major reason for this is the lack of skills by the Director in financial management leading to inefficiency in documenting and requesting funds, so preventing their release.
- 2.17 Another reason for this apparent uncertainty has been due to the attitude of the Department of Aboriginal Affairs i.e. to seriously consider withdrawing funds. Whilst it can be said that the major cause has been the Director's inefficiency, it is considered that D.A.A has not put enough time in to assisting the Council to come to grips with the funding machinery.

2.18 Financial Expertise

The accountant has records and accounts on some transactions. These show receipts and expenditure in a normal book-keeping way. However, the process of providing this data is inefficient. There is no use of cash book by neither the Council or the Director. Criticisms in annual audits of lack of adherence to the constitution in the movement of financial transactions still apply. Accounts have not been recorded in a proper way and in fact no cheques have been drawn for anything other than wages. This year it seems that other monies for the taxation component of salary cheques are being used for running expenses. Uncertainty still exists over whether wages are being paid in accordance with awards. Some major bills that have not been paid include:-

- (a) group tax for the last 12 months (\$4,000);
- (b) insurance premiums for public liability, contents, fire theft, and workers' compensation;

(c) accountant's fees

(d) Rent - \$4,000

The Director just does not record transactions in a responsible way.

2.19 The insurance for public liability, fire and theft, contents and workers' compensation have not been paid. No insurance exists at all. The Director is aware that this is contrary to common sense or financial liability.

2.20 After examining all details of the administration, this Committee concludes that the Director is not performing his duties and responsibilities in the administration of finances. Anything that happens is ad hoc. The relationship with the accountant is personally good but not consistent or efficient in practical or business sense. The Director lacks the basic skills in this area, quite apart from the fact that he has had to be away from the school very often in the last 18 months. The school does not have any other person who has any knowledge of administrative requirements when the Director is absent. The apparent lack of support from the Department of Aboriginal Affairs in assisting the school in coping with its administrative problems has also been a factor.

2.21 Transport

The transport systems of Townsville run by the four bus services, do not provide a service suited to the needs of the school at all. Provision of money for a bus has been included in the past two budgets and has been available since June 1995. No action has been taken and indications are that the Council was unaware of this fact.

2.22 Relationship with Others

The Director is reluctant to involve any other authorities, either educational or administrative in the school. Some communication is maintained with the Townsville C.A.E. The relationship with the Department of Aboriginal Affairs is cool and concerned only with funding. It seems that the DAA has offered minimal assistance in working with the school. The relationship with the Commonwealth Department of Education is good personally, but lacking in professional educational advice. Relationships with Queensland Education Department and the Department of Aboriginal and Islander Affairs do not exist.

2.23 The Departments that were consulted during our stay all stated that they would become more involved but needed an invitation to do so. At this stage the Director has not been inclined to invite them. The Department of Aboriginal and Islander Affairs feels that it has no real reason to become involved in the school at all.

2.24

Present and Future Demand

The Director feels that given security of funding the present enrolment would increase by at least 10 children. There is no doubt in the Committee's mind that an increase would occur given security, but the actual numbers are difficult to determine. The lack of transport is seen as a reason, and whilst this may be true, the School has itself to blame for this.

2.25

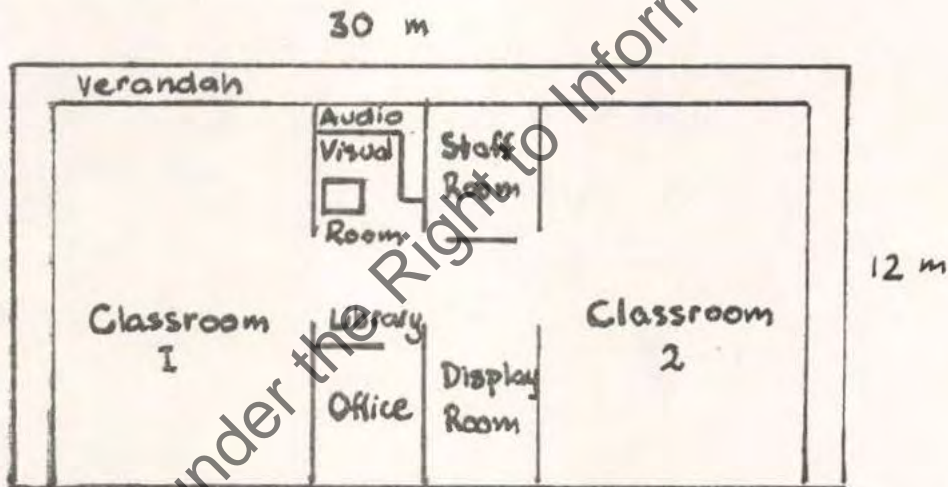
Future demand is very uncertain for there are too many factors influencing it to give any reasonable indication.

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3.1

SECTION 3 - THE SCHOOL - FACILITIES.

The Black Community School in Townsville has occupied the ground floor of what used to be the St Patrick's Convent. Classroom space is very limited. The rooms are dim and therefore not suitable. The top floor of a building is not used during the day. The diagram below gives some indication of the space available.



- 3.2 The school has extensive teaching aids in terms of S.R.A laboratories and equipment such as tape recorders and films and slides. Examples of their use were shown by the teachers during the study week.
- 3.3 The Library contained an adequate supply of books for a school the size of the Black Community School. However, at least one third of the books were well above the reading level of children in Primary school, and therefore, would not have been very useful. It was noticeable that at least a reasonable section of the library consisted of encyclopedias, about one third of which would have been suitable to grades 4 and 7. There was a lack of suitable books for early childhood education on display.
- 3.4 The furniture contained in the school was old and worn but still serviceable. There appeared to be a lack of storage equipment for expensive items such as video recorders, tape recorders and the like. The cupboards in use in the school were old and cumbersome. Playground equipment is limited but fairly adequate. A number of study carrels are available in the room for individual learning.
- 3.5 The playground of the school surrounds the building and has been utilised quite adequately. There was however, a limited amount of playground equipment as mentioned before. The building and playground area is leased from the Catholic Council for \$4,000 p.a this figure having been agreed to by solicitors of both parties.
- 3.6 Atmosphere of School
The school seems to be a free and happy place for the children both inside and outside the classroom. They do not seem to be shy and greet strangers with confidence. This is not usually the case with Torres Strait Islander and Aboriginal children in other schools.
- 3.7 The continuous presence of parents and close relatives in the school provides a security which contributes to the development of the childrens identity as members of the Torres Strait Island community and culture and assists in the development of their individual self concept.
- 3.8 The students respond enthusiastically to questions about the Black Community Schools saying they like it because "we are with all black children and we are a family" In contrast several had been unhappy at other schools where they had fought with other children.

- 3.9 They all appeared to like their Teacher and the Teacher aides. They generally called the Teacher Aides "Aunty" which was in fact the family relationship for most. The children's behaviour towards the staff was very natural without attempts at attention seeking or naughtiness. Appearances indicated that the children were well-behaved and tended to require only a soft word of caution for discipline.
- 3.10 It seems that the children were highly motivated towards their school work. They were attentive and commenced work quickly and were willing to work on their own. It was interesting to notice that older children assisted younger ones. Because of the absence of a qualified teacher available to work with them for most of the time, many students had to work on their own. This applied mostly to the lower primary section, where the children worked very industriously for the teacher aides.
- 3.11 It was reported to us that when one Aboriginal family attended the school, there had been conflict between the children.
- 3.12 Despite the dim lighting of the classrooms, displays of children's work including art, craft, written work and Mirian language labels brightened the atmosphere.
- 3.13 Curriculum, Teaching methods and organization
In previous years, attempts had been made to relate the school's ideals and policy to the development of a planned curriculum. No written evidence of these guidelines was shown to us during the study. It was therefore very difficult to check the present activities of the school against any planned curriculum.
- 3.14 The present teacher advised that she was following the Queensland Department of Education programs for each age-group in academic subjects. Her aim is to equip the students in the upper primary group with the skills they need in lower secondary school.
- 3.15 Art and craft work including painting, weaving, pottery, creative needlework and leathercraft seemed to occupy considerable time.
- 3.16 The Director advised that since he had ceased to work full time at the school, the cultural programs had suffered. The children are taught Islander songs and dances and participate in community feasts which involve the preparation of traditional foods and other cultural activities thus participating in the continuation of their culture. The Mirian language is taught in a limited manner to the lower primary children, more as items of vocabulary and songs rather than as a comprehensive language study.

The Director has approached the Australian Institute of Aboriginal Studies for more material for cultural studies, but even with the addition of these, the Committee feels that the Cultural program in existence at the school is very limited. It seemed that the Director's lack of teaching skills and his attempts to teach the surface elements of the culture, rather than introducing in depth studies of the Island culture contributed to the limited program.

- 3.17 The physical set-up of the school, with its division into two classrooms and the Director's role in deciding programs and time allocation, has made it difficult for the teacher to make best use of the facilities and develop a consistent program where all students' needs are attended to. The two classes are grouped into Grades 1-3 and Grades 4-7.
- 3.18 Since the resource teacher left the school after the first four weeks of 1977, adding pressure to the remaining teacher's duties, there seems to be little evidence of a planned program of study. Little attention has been paid to the acquisition of specific skills for individual children/through a planned and well sequenced program.
- 3.19 Although previously a less formal teaching situation had been used within the school, the present teacher feels that a traditional approach achieves better results.
- 3.20 The present teacher is unable to cater for individual differences when the school is divided into two classes. For a large proportion of time infants are left under the supervision of Islander teacher aides. It should be pointed out though that one of the teacher aides is experienced having been involved in the school since 1973.
- 3.21 In an attempt to cater for individual differences, the following materials are available at the school
- S.R.A Reading
 - S.R.A Schoolhouse mathematics I
 - S.R.A Schoolhouse word attack skills kit
 - S.R.A BRS Satellites (a library for beginning readers)
- 3.22 There are also supplies of audio visual equipment, projectors, recorders.
- 3.23 It did not seem however that these individualized learning programs were being used in a creative and professional way. They tended to be used as the total academic work program for the students instead of being the resource starting point for more diverse activities.
- 3.24 In summary the Committee felt that opportunities to prepare the children for future secondary education were inadequate. Whilst their cultural tradition was certainly being introduced into their daily school activities, the Committee felt much more could be achieved in this aspect of their education.

Staffing

- 3.25 The Black Community School has had to cope with continuous changes of staff since it commenced in 1973.

The following teachers have been on the staff.

1973 - [REDACTED] and [REDACTED]
1974/75 [REDACTED] and [REDACTED]
1976 [REDACTED] and [REDACTED]
1976 [REDACTED] and [REDACTED]
1976 s47(3)(b) - Contrary to Public Interest
1977 s47(3)(b) - Contrary to Public Interest and [REDACTED]

- 3.26 1976 in particular was a bad year for staff turnover. The list below gives more detail of the time span of each appointment. The school has had to cope with teachers who have remained for as short a time as four weeks.

1973 s47(3)(b) - Contrary to Public Interest left at the end of 1973
1974 [REDACTED] taught within the school without a qualified teacher to assist until the end of 1974.
1975 [REDACTED] and [REDACTED] - [REDACTED] was at the school for one term before resigning and was replaced by [REDACTED]. She taught at the school for four weeks and was then replaced by [REDACTED]
1973 [REDACTED] and [REDACTED] were the teachers until the end of the second term. At this time [REDACTED] was replaced by [REDACTED]. [REDACTED] resigned at the beginning of 1977 and he was replaced by [REDACTED] who became the resource teacher.
1977 [REDACTED] and [REDACTED] stayed at the school for only four weeks before joining the Queensland Department of Education, thus leaving [REDACTED] as the only remaining qualified teacher. As has been mentioned earlier she is assisted by 3 Islander teacher aides, who supervise work prepared by her.

- 3.27 There seem to be several factors involved in the high staff turnover.

In many cases the staff who have applied for appointment at the school seem to have done so to gain some experience whilst pending registration as a teacher within the Queensland Department of Education. Once this registration was achieved they have taken positions with the Department.

- 3.28 The qualifications of teachers previously employed showed that they had marginal training or experience in teaching in the cross-cultural situation. The additional demands and extra contribution required, may have added to their inability to continue at the school. Two past teachers showed strong commitment to the policy of the school and its potential for catering for the children's needs.
- 3.29 The insecurity of continued funding has also at certain stages, forced willing and capable teachers to seek more secure employment opportunities.
- 3.30 The relationship of the Director to the teachers must also be regarded as a factor contributing to high staff turn over.
- 3.31 The Director's reluctance to allocate duties to other members of staff has caused problems. He has preferred to be responsible for everything. A previous staff member had mentioned his interest in assisting with budgeting and financial matters but this had apparently been rejected.
- 3.32 The support offered to new teachers in gaining knowledge of the school's policy and past operations is limited. A former teacher of the school provides some advice to new teachers, but this is affected by her other commitments. As no records of previous work programs activities or students' progress are kept, each new teacher has had to assess the total situation without necessary background information.
- 3.33 Selection of staff is left entirely to the Director. Either he has had to accept the only teachers offering or has been unable to assess the qualities and staying power of applicants.

3.34 Present staffing situation

The present staff includes s47(3)(b) - Contrary to Public Interest assisted by three Teacher Aides s47(3)(b) - Contrary to Public Interest and s47(3)(b) - Contrary to Public Interest

- 3.35 The morale of the present teacher is rather uncertain. Whilst she enjoys the work and gains much satisfaction from it her own assessment is that she is unable to cope adequately with the present situation. She feels that the majority of children need remedial help but time does not allow her to provide more individual attention. She has been able to develop a friendly relationship with students and parents and participates in school social gatherings. The teacher is the only person attached to the school who is not an Islander.

3.36

The Teacher Aides s47(3)(b) - Contrary to Public Interest and s47(3)(b) - Contrary to Public Interest appeared to work very industriously. Their commitment to the school and children was very strong. The children and the aides had a very close rapport and the tone of staff student contact was exceptionally pleasant. Most of their time is spent with the younger children assisting them in the completion of work prepared by the teacher. They also take responsibility for art and craft activities.

3.37

The informal relationship between the teacher and the aides and all people involved in the school on a day to day basis is very good indeed. The lack of professional support from the teacher's peers has led to her isolation and is contributing to her thinking seriously about obtaining employment within the State system. Other teachers in the Townsville area do not understand, or lack knowledge about the Black Community School concept and therefore she feels that she does not have a great deal of support from them.

3.38

Although several of the Teacher Aides have been employed at the school for several years, there appears to be no encouragement or effort to extend their competence or knowledge in education. They have the major responsibility for children in the lower primary group, yet have no additional experience in child development to that of a parent. There has been few opportunities for them to extend their knowledge through attendance at courses or through consultation with other teacher-aides in Townsville.

3.39

Specialist Teachers

The Director has demonstrated a lack of incentive regarding the involvement of specialists with the school to serve in an advisory capacity to support existing staff. The Director has met informally with the lecturers from the Townsville College of Advanced Education however, these meetings were a function of the lecturers' interest rather than a formative planning operation to provide positive and specific academic input into the school. These meetings largely occur due to the keen interest of one of the lecturers to have Aboriginal students do their placement teacher training at the Black Community School.

3.40 Performance, Past and Present

Two recent evaluations of individual student performance have been carried out by members of the Townsville College of Advanced Education

s47(3)(b) - Contrary to Public Interest

- Education

s47(3)(b) - Contrary to Public Interest

- Aboriginal Studies

3.41 The overall conclusion from these studies was that the children were performing at a level appropriate for their chronological age.

3.42 From our own observations, the children were proficient and confident in their use of oral English, but their use of written English expression was less secure. The Committee did not have the opportunity of comparing their progress with their peers, either Torres Strait Island, Aboriginal or non-Aboriginal children in other Townsville schools.

3.43 The teacher commented that students did not have a concrete understanding of basic mathematics, e.g. the tables and four basic operations of mathematics. Students show that their knowledge of dance and song was good, however, they were not taught the specific elements and significance of certain dances and songs that we could establish during the week of the study.

3.44 Student attendance and turnover

The enrolment figures that could be established are indicated below:-

	February	Left	New	December
1976 {	Term 1 40	19	Nil	21
	Term 2 21	3	2	20
	Term 3 19	3	Nil	16
1977 {	Term 1 24	6	6	24

There is a core of at least 18 children who have been enrolled at the school since its beginning in 1973. These are the children of the five core families.

3.45 The roll book seen by members of the Sub-committee indicated that the high absentee rate as suggested by an officer of the Queensland Education Department, was caused by movement of people in and out of the Townsville area. Parents who move to Townsville appeared, according to these records, to send their children to the school initially to test out its suitability before making a decision to keep their children on there.

The pupil turnover at the school has been caused basically by five factors:-

- (a) the family movement within Townsville which has resulted in families being too far away from the school to continue to send children;
- (b) the distance of the school from pupils' homes creating transport problems for parents.
- (c) the uncertainty of parents towards value of the school.
- (d) Family movement in and out of Townsville

3.46

(e) The uncertainty of the schools continuance.
Outcomes in Secondary School

Very few students from the Black Community School have so far proceeded to secondary school. The following comments refer therefore to a few students whose high school progress could be traced. There seem to be difficulties for these students in transition to high school although their progress at the Black Community School was reported as good. Aboriginal Secondary Grants Scheme information indicated that they had difficulties with reading and mathematics and their attendance was irregular.

3.47

Once students proceed to secondary school however, they are influenced by other pressures such as the insensitivity of some secondary school teachers selection of inappropriate subjects and the change in social and cultural environment. The Committee obtained the comments of four past students. They all mentioned that they enjoyed attending the Black Community School and felt that they were coping with high school work. Their ambitions at this particular stage were undecided and this may be a factor in determining whether or not the children were progressing well in subjects that they may require in terms of employment in the future.

3.48

At this stage and taking into account the insecurity the Black Community School has operated under, a more detailed assessment of the progress of former students at secondary school, could not be made.

3.49

Parental involvement

Parents as indicated previously do not participate in decision making regarding the school. They are not involved in deciding what is to be taught and how much time is to be devoted to different aspects. It is considered that the school could make greater use of parents' skills so broadening the curriculum and extending the school activities more into the community.

The parents are kept well aware of their child's progress by:-

- (a) written report
- (b) verbal report
- (c) visiting the school occasionally to see children at work.

3.50

Other Provisions for Education in Townsville

Within the Townsville community there are a number of alternative types of education to the Black Community School. The main avenues of these are:-

- (1) State school and at least eight Primary schools in Townsville have a high proportion of Aboriginal and Islander students;
- (2) non-State school
- (3) Boarding school

3.51

The Black Community School varies from these in that no Aboriginal and Islander culture is taught in any of these schools. Garbett and Heathley Primary have Aboriginal teacher aides who act as Liaison Officers between parents and schools. A hostel run by the Catholic Church caters for some Aboriginal and Islander children of Primary school age but children attend normal State schools.

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4.1

SECTION 4 - COMMUNITY/SCHOOL RELATIONSHIP

The Aboriginal and Torres Strait Islanders are dispersed over a wide area of Townsville and most children live within distance of a State primary school. Aboriginal people feel that non-Aboriginal people regard Torres Strait Island people as having higher status and this created divisions in the Community. Aboriginal people suffer higher unemployment and many depend on Social Services and live in rented housing co-op homes.

4.2

There is very little interaction between the Black Community School and the wider Aboriginal community in Townsville.

4.3

We have divided the comments of Aboriginal people and Islander people into two different sections. Differences expressed are a significant factor in Townsville. Out of the Aboriginal people interviewed, the very large majority had little knowledge of the Black Community School, what its function is and what it teaches. They were under the impression that the school is for Torres Strait Island children only. However, some of the younger Aboriginal people support the Black Community School because they think there should be a choice of school available in tune with students' own background.

4.4.

The majority of Aboriginal parents are opposed to the concept of a totally Aboriginal and Torres Strait Island school as they prefer their children to mix with non-Aboriginal children. They feel their children would have difficulties in High school if they did their Primary schooling in an Aboriginal and Torres Strait Island school.

4.5

The very great majority of people say that the Aboriginal and Islander culture and history should be taught as part of the State system and that this would be beneficial to both Aboriginal people and non-Aboriginal people. Most people say that Aboriginal and Islander children live in the same town as non-Aboriginal people and therefore should go to the same school. Some comments were made concerning the possible language difficulties but people discounted these as they considered Townsville to be an English-speaking town for both Aboriginal and non-Aboriginal people. Most people are a little worried by the fact that Aboriginal and Torres Strait Island teacher aides did not have the academic qualifications needed to teach children formal subjects. They feel that this was a weakness in the State school system and a particular weakness for the Black Community School.

4.6

Those parents who have children at the Black Community School were quite satisfied with their children's progress. In short, the Islander people who have children attending the school agree with the concept of it and feel that their children are far happier and are coping quite adequately in terms of educational achievements at the Black Community School. They are a close knit group almost all of whom derive from Murray Island. The Islander people who do not have children at the school put forward transport problems as a major reason for not attending the school. Other comments from these Islander parents were that they were interested in sending their children to the Black Community School but the children themselves wished to stay at the State schools. There was some feeling detected against the Director over a number of things involved in the day to day Islander affairs and this was put forward as a reason why some parents would not send their children to the school.

4.7

The large percentage of Islander people interviewed felt very strongly that they wanted their children to act as Islanders and not lose their culture as some of the older people had done. For this reason they thought the Black Community School was an essential part of the children's education. The parents who have children at the Black Community School are very determined that the school will continue even if funding is withdrawn.

4.8

Communication outside school

In general terms there is a lack of communication between the Black Community School and the Community at large. There is no news letter or regular form of communication. Visitors to the Black Community School have included university students and parents with children attending the school. There are open days at the school twice a year and the Director places advertisements in the newspaper to publicise this. The response to date has been mainly from the non-Aboriginal community and those people are in the main, social workers, students and people already interested in educational alternatives. From what we could gather a number of Torres Strait Island people call in to visit the Black Community School whenever they visit Townsville.

4.9

In terms of contact of the school with service agencies that may be of use inside the school, there has been very little exchange. For example there has been no contact with the health services available to ordinary schools by the Black Community School, although we have been told that the Health Service would respond if invited. The school itself feels that if the children require medical attention this can be done at the Townsville Aboriginal Medical Service.

4.10

During 1976 the children from the Black Community School joined in sporting activities with South Townsville Primary. This was arranged by a teacher aide at the South Townsville Primary but the activities stopped when that particular aide left the school. The Islander families get together occasionally at the school for

a Cupmari which is a feast prepared and cooked in the traditional way.

4.11

Contact with Torres Strait Islanders

The whole school had a three week culture visit to the Torres Strait Islands and in particular the home Island of the majority of the people involved. The Director was in charge of this visit and it was very successful. It is hoped such trips can be made in the future.

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NATIONAL ABORIGINAL EDUCATION COMMITTEE

National Aboriginal Education Committee

Recommendations

The Sub-Committee was very aware of the fact that they are Aboriginal people who have been asked to evaluate an education program initiated and run by Aboriginal and Torres Strait Island people. We fully realize this involved conflicts in objectivity. However remembering the above and its obvious difficulties, the NAEC feel that we have been professional in our approach and present our findings conclusions and recommendations in this context.

Our overall impression is that the school has serious deficiencies in administration, questions concerning its academic quality and a tenuous relationship to the Townsville community. It has however a marvellously refreshing tone about it and the daily activities are conducted in a manner that seems to eliminate stress and conflict to a very large degree for its students. The parental involvement would be envied by any school and the happiness of the students and staff in the school setting is a real joy to experience.

There are many factors that contribute to its weaknesses and strengths and we attempted to present them. These are summarized below together with recommendations which we believe will improve the school.

Administration

The present School Council is not really involved in any decisive way in the organisation of the administration of the school. The members are over-shadowed by their president who fails to communicate important information to the Council thus assuming all decision making powers and effectively stopping the Council from being involved in the decision making process.

We feel that this is not a deliberate attempt to maintain power but rather the result of these factors:-

- (1) The President's lack of skill in committee work and the committee decision-making process.
- (2) The fact that the President has had to find employment in a number of different fields has curtailed the time he has available to work with the committee or to receive personal training in committee work.

- (3) On any educational matters the President's beliefs are held in great respect by the rest of the committee. This has resulted in his decisions being accepted without question.

Recommendation 1

We recommend that the DAA and CDE mount a short term training program to bring to the attention of the entire Council their role and responsibilities as committee members.

The Director

The Director of the school (who is also the School Council President) has control of the day to day school activities and funding arrangements. This is of course a proper thing for a Director to be involved in but a number of aspects have resulted in inefficiency in administration.

- (1) The Director does not have the necessary skills to effectively devise and manage budgets.
- (2) He has been adversely affected in this task by not being employed full time in the school during its existence.
- (3) He lacks training in practical teaching and educational theory which severely limits him in decision making on implementation of curricula and methodology. He fails to appreciate the significance of this.

It should be pointed out the Director has been almost entirely responsible for the formation of the school and its continued existence and his drive and commitment to its aims is commendable. His endeavours in maintaining the school against a number of negative odds is an example in consistent effort that is quite outstanding.

In any other school situation the position of Director or Principal would only be attained after many years of experience and training. The Director of this school has not enjoyed this advantage.

Recommendation 2

We recommend that the Department of Aboriginal Affairs and the Commonwealth Department of Education provide a training programme for the Director. This training would involve two aspects

- a. Short term training in the skills involved in budgeting and school administration
- b. In the longer term, training in educational theory and practice, perhaps by participation in some

units of the Diploma of Teaching Program
for special intake of Aboriginal and Islander
students at the Townsville College of Advanced
Education

This recommendation is based on the assumption that the Director, having realized the necessity for adequate budgeting procedures and increased educational knowledge, will willingly participate in training programmes for the school's benefit.

Academic Quality

The sample of students was too small for the NAEC to confidently state whether the school was providing children with the skills they need to proceed to further education. However it did seem to us that the students were gaining insufficient skills to enable them to proceed successfully to further education. In Townsville, the children must go on to High School and enter the State System. Therefore it is imperative that they have the necessary skills if they are to have any chance of success.

Recommendation 3

The arrangement of the classroom into two parts made it very difficult for the teacher to divide her time and attention between the two groups. It seems to the NAEC that if all the children were in one classroom, with the other being used as a resource and study section, a successful one teacher school could be operated. We therefore recommend this.

Recommendation 4

We recommend that the trained teacher in the school be given the total professional responsibility of arranging and conducting the academic sessions of the curriculum and the time allocated to these.

Recommendation 5

We recommend that the Black Community School request the assistance of the following organizations to work with the Council and Staff in developing and implementing the curriculum and that these support resources be freely provided so the school can depend on a variety of professional advice to assist in academic development

- Commonwealth Department of Education
Regional Office
- Queensland Department of Education
Regional Office
- Townsville, College of Advanced
Education staff.
- Queensland Aboriginal/Islander Consultative
Committee.

Recommendation 6

The NAEC recommends that the post-graduate Diploma course students at Townsville CAE become more closely associated with the school as part of their further training. This would be of mutual benefit.

Teacher-Assistants

The NAEC is concerned to extend the knowledge and training of the Teacher Assistants so they can be of greater benefit to the students

Recommendation 7

We recommend to the School, the Queensland Department of Education and the Queensland Aboriginal and Torres Strait Island consultative group that the Teaching Assistants at the Black Community School be invited to attend inservice training programs, seminars etc, organized for other Aboriginal and Torres Strait Island teacher assistants. Queensland

Recommendation 8

The NAEC recommends that in consultation with the Commonwealth Department of Education and the Townsville College of Advanced Education, the teacher assistants be encouraged to attend some units of the Diploma of Teaching programme for the special intake of Aboriginal and Torres Strait Island students at the Townsville College of Advanced Education.

Recommendation 9

The NAEC recommends that the Teacher Assistants at the Black Community School take the initiative in contacting other Aboriginal and Torres Strait Island Teacher Assistants in Townsville with a view to arranging regular meetings to share experiences.

Culture programme

For many reasons, not the least being the fact that the Director has been unable to spend consistent time in the school, the culture programme has not been comprehensive. Involvement with community feasts plus teaching of song and dance with some use of the Mirian language has been the extent of the programme. The Committee feels that for a successful Culture programme to take place it would be necessary for arrangements to be made to enable the Director to receive some training in the traditional teaching practices of Aboriginal and Torres Strait Islander culture and some direction from traditional people on relevant material for the Black Community School. Whilst the school continues to have a total Islander enrolment, this would involve greater concentration on a Torres Strait Island culture programme. It is possible that the NAEC could assist in bringing the particular parties concerned together. This, plus support on teaching methodology could result in a curriculum for culture teaching, embracing comprehensive language study,

arts, crafts and traditional life style.

Recommendation 10

The NAEC recommends that the Director receive more assistance in the mounting of a culture programme as an integral part of the school. It is considered that this would best be initiated by discussions between the Commonwealth Department of Education, Department of Aboriginal Affairs and the NAEC.

These discussions should explore the possibility of increased funding to enable:-

- funding of excursions to the Torres Strait Islands.
- funding of regular visits from traditional Torres Strait Islander people, to participate in the culture program at the school and to provide advice and additional resources.

Overall Relationships

The school caters for a very small section of the Islander population only. It is very necessary that it foster relationships with the entire Aboriginal and Islander population. We do not feel that the school in its present form, can cater for more than 30-35 students and as such cannot cater for the whole Townsville population. However it could serve as a central resource for all groups.

Recommendation 11.

It seems to us that considerable advantage would accrue to the future development of the school if representatives from the Commonwealth Departments of Education and Aboriginal Affairs, the Queensland Department of Education, the Queensland State Aboriginal and Torres Strait Island Consultative Group, the Townsville College of Advanced Education, the school's Accountant, representatives of the Townsville Aboriginal and Torres Strait Island Community and possibly local Members of Parliament, both State and Federal, were to be invited by the Council of the Black Community School to form an Advisory Body to it. This group comprising a majority of Aboriginal and Islander membership, could assist the Council in coming to grips with changes necessary for successful continuation of the school.

Conclusions

As can be seen by the recommendation the NAEC is in favour of the school continuing dependent on the implementation of the above recommendations and with a time limit as mentioned later.

It is recognised that the money it costs to run the school for 30 children would employ 5-6 people as resource persons in other schools, broadening the understanding of Aboriginal and Island heritage and improving race relations in a town where this is needed.

If the school had been receiving every support from responsible Departments then it is possible that alternatives, of which the above is one, would be recommended as a substitute to the Black Community School. However it is clear to us that the school has had many problems and has had little chance to succeed and exhibit its true potential.

The difficulty we were faced with in making our overall conclusion had four aspects to it.

1. For significant periods, vital elements in the school's programme were non-existent or changing with unsettling frequency. This continued uncertainty applied to the Directorship, the teaching staff the curriculum and the cultural programme.
2. The problems in consistent funding flow, be they the fault of DAA or the school have contributed significantly to the situation particularly in the area of retaining trained staff.
3. The stubbornness and lack of skills of the Principal have made smooth co-ordination very difficult.
4. The absolute paucity of support in morale, skills or training by all government departments is amazing.

The sum total of this is that the NAEC feels that the school lacks so many support services that we consider it almost impossible to evaluate its success or otherwise. It certainly needs a number of conditions applying to it and to other agencies to enable it to function well. It cannot be considered a failure at this stage. Such a judgment could only be made at a time when it is receiving all the support services necessary and yet is judged a failure by the people who use its services and other agencies involved. At this point in time, the people who use its services do not see anything wrong with the school. The NAEC supports them in their views that their children are learning in a happy school environment which gives them the opportunity to develop personally and socially within their own cultural milieu, free of the pressures and potential damage involved in attending other schools. The students have a security and confidence which may assist them to cope better with secondary education in other primary schools.

We therefore recommend that the Department of Aboriginal Affairs funding continue, at least to the end of the 1979 school year provided that the recommendations the NAEC has made are implemented or are in motion by the end of this financial year.

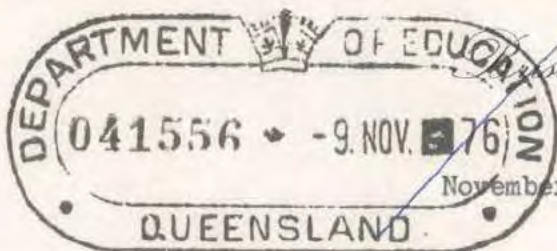


All communications to be addressed to
The Secretary,
Land Administration Commission
P.O. Box 168
Brisbane North Quay 4000
Telegraphic Address
"Landcom"

Land Administration Commission

JMcN:FB-H

Department of Lands



November 2, 1976.

Private before Nov
IMPORTANT!
When replying quote this
number:
76/11764 S/CT

Telephone 224 0515 Ext. 5896
When telephoning or
calling please ask for
Mr. Roberts

Dear Sir,

Appln by Black Community School Council
Re: Proposed Reserve for Education and
Recreation Purposes in the
Paluma Dam Area.

An organisation called the Black Community School Council have made application on behalf of various societies and committees for an area of Crown land (1000 acres) situated on the road leading to Paluma Dam to develop the subject land for Education and Recreation Purposes and to establish a residential college for black children along similar lines to those run by church authorities in Papua New Guinea and the Pacific Islands.

Enclosed for your information is a copy of a letter from the Director of Aboriginal and Islanders Advancement dated January 29, 1976.

The views are sought of the Director-General of Education concerning the Black Community School Council's proposed Reserve for Education and Recreation in the Paluma Dam Area.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contrary to
Acting Secretary.

The Director-General,
Education Department,
BRISBANE Q. 4000.

*Reply as attached
E.S.F. 12/10/76
Reply as attached
E.S.F. 1/12/76*

- 8 NOV 1976

75/65494 SK-H

DEPT. OF LANDS

04481 -2FEB76

BRISBANE



TELEPHONES:

DIRECTOR 29 3113
GENERAL OFFICE 24 0515
EXT. 5726

TELEGRAPHIC ADDRESS:
"ABORIGINES," BRISBANE

DEPARTMENT OF ABORIGINAL
AND ISLANDERS ADVANCEMENT,

135-147 GEORGE STREET,
BRISBANE, Q. 4000.

29th January, 1976.

The Acting Secretary,
Land Administration Commission,
Department of Lands,
George Street,
BRISBANE. Q. 4000

Dear Sir,

Encls
Re: Proposed Reserve for Education and Recreation
Purposes in the Paluma Dam Area (Your Letter)
of the 15th December, 1975 Ref. 75/37266 Towns.

re Black Community School Council

This matter has been referred to the Officer in Charge of the Regional District Office at Townsville for his comment. In response he has verbally advised that the Executive of the Black Community School Council is in a constant state of change and that under the circumstances it would be better if the organisation was able to demonstrate sufficient stability before being made the recipients of such considerable assistance. At this stage therefore, this Department would not be prepared to recommend that the area be made available.

It may also be advisable to request the opinion of the Director General of Education as it is understood that his Department has had some dealings with the Black Community School Council and consequently may well be able to comment upon the matter.

Yours faithfully,

Dir

efj 76/41556
Prwatt Schools Var.

12 November 1976

The Acting Secretary,
Land Administration Commission,
Department of Lands,
WILSONIA.

Dear Sir,

Re: Proposed Reserve for Education and Recreation Purposes
in the Paluma Dam Area

I refer to your letter of 2 November, 1976. (your ref. 76/11764 S/CT)
concerning an application by the Black Community School Council for
1,000 acres of ground for a site on the road leading to Paluma Dam.

I wish to advise that this matter will be referred to the
Regional Director of Education at Townsville for investigation and advice.
I will advise you further on this matter once the necessary reports are
to hand.

Yours sincerely,

G.F. ASHBY

Acting Assistant Director-General
of Education

ej: 76/41556
Pratt Schools Var.

12 November 1976

Mr. K.B. Robertson,
Regional Director of Education,
Northern Region,
P.O. Box 734,
TOMSVILLE, QID. 4110

Dear Mr. Robertson,

Please find enclosed a copy of a letter from the Land Administration Commission regarding an application that has been lodged by the Black Community School Council in the Palmer Dam Area.

I would be grateful if you would give me your advice on this application.

Yours sincerely,

G.F. REED

Acting Assistant Director General of
Education

76/11764 S/CT
eij 76/41556
Private Schools Various

8 December 1976

The Acting Secretary,
Land Administration Commission,
Department of Lands,
BRISBANE?

Dear Sir,

I refer further to your letter of 2 November, 1976, concerning an application by the Black Community School Council on behalf of various organizations for 1.000 acres of Crown Land on the road leading to Paluma Dam. (Your ref. 76/11764 S7CT).

I now have to hand a report from the Regional Director of Education, Townsville on this matter. The report notes that to date the Council of the Black Community School has not demonstrated any ability either of an executive or planning nature. The executive itself is both fragile and unstable and has been manipulated by a number of community pressure groups. It is likely that this land project is the brain-child of one such group.

Until a permanent committee of undoubted ability is set up to do the necessary forward planning, consideration should not be given to the land acquisition.

Yours sincerely,

C. GILMOUR

Director-General of Education

ASSESSMENT OF ACHIEVEMENT LEVELS OF CHILDREN ATTENDING THE BLACK COMMUNITY SCHOOL

TOWNSVILLE, June 1976.

Introduction

Prior to detailing the results of attainment testing, I would like to briefly state my experience in relation to undertaking the assessment of children attending the Black Community School.

I am a primary school teacher with twelve years teaching experience. For the past three years I have worked as Resource Teacher at the Central State School, Townsville during which time I have.

- (a). Carried out a special education research programme aimed at providing individual instruction for children with academic and behaviour problems.
- (b). Conducted diagnostic tests to assess the needs of individual pupils.
- (c). Devised remedial programmes for individuals attending my special classes.
- (d). Advised class teachers in regard to teaching children with learning difficulties.

I am currently studying for a Diploma in Special Education, James Cook University of North Queensland.

Assessment Procedure

When I was invited to carry out attainment testing at the Black Community School, it was agreed that children be considered in two groups.

1. Infant Group- Children aged 5-7 years whose performance levels could be equated with those of Grades 1 and 2.
2. Primary Group- Children aged 8-12 years whose performance levels could be equated with those of Grades 3-7.

For the Infant Group the following tests were implemented.

GRADE 1 only

Reading Readiness Test (This test was devised in co-operation with teachers of Grade 1 children and incorporates Frostig and Tansley sub tests).

- Fine Motor Skill.
- Visual Discrimination.
- Auditory Discrimination.
- Auditory Memory.
- Spatial and Number Concept.

GRADE 2 only

St. Lucia Word Recognition Test.

Schonell Spelling Test.

FOR THE PRIMARY GROUP THE FOLLOWING WERE USED: -

Concise Word Reading Test, FORMS B and C.

G.A.P. Reading Comprehension Test, FORM B.

Schonell Spelling Test.

Moreton Maths Test, Metric Revision, Levell II, Form N.

Assessment Results

GRADE 1.

The average chronological age of this group is 5 years 6 months.

Children exhibited an average reading readiness level when their results were compared those of ninety children attending the Central State School.

COMMENTS.

Children showed average ability in visual discrimination, auditory discrimination and auditory memory. Above average ability was exhibited in fine motor skill, phonic ability and spatial and number concept. Results indicated that children were ready to commence formal reading instruction and could be expected to complete their Grade 1 year without difficulty.

GRADE 2.

The average chronological age of this group is 7 years.

Results of testing indicated that the average spelling age is 6 years 4 months with range of 6 years 3months to 6 years 9months. In basic word recognition skills the average reading age is 6.0. years with a range of 5years 8months - 6yrs 8months.

COMMENT.

These results indicate that some children are below average in reading and spelling. However testing has provided information which will enable special programming for those children requiring extra assistance in developing these skills.

GRADES 3-7.

The chronological age of this group ranges from 9 to 12years with an average of 10years.

The average spelling age of the group is 9years with a range of 7years 4months to 10years 11months.

The average word recognition age is 9years 7months with a range of 8.0. years to 11years 10months.

The average reading comprehension age is 9years 6months with a range of 7yrs 11months to 12years 6months.

The average maths age is 9.0. years with a range of 7years 2months to 10years 11months.

COMMENTS.

These results indicate that children are achieving a variety of levels in the basic subjects. While some children are performing at a level beyond class level expectancy others require remedial programmes. To this end I have made specific recommendations to teachers in order that their individual programmes can develop the strengths and weaknesses of children.

In spelling and reading I have suggested development of sentence and word attack skills for some and extended reading, writing and study skill programmes for others. Several Torres Strait Island Children require instruction to further their understanding and useage of English language. In mathematics the main emphases would appear to be in the teaching of fractions and metric measurements.

CONCLUSIONS:

While my task is primarily to report on achievement levels, I feel I would overlook vital features of the Black Community School's programme if I did not comment on impressions gained during my three week testing period.

The school impresses as one of individuality and innovation. Children work basically in the two groups described, the infants occupying one section of the large open area and the primary children the other. There are small carpeted areas for individual study and group work. Effective use is made of screens, display areas and shelving. The school appears to be well equipped with a variety of resource materials.

The atmosphere of the school is friendly and supportive. The children appear well adjusted to the school's informal programme which aims to provide individually for its pupils. There is outstanding co-operation between staff, children and parents.

Some parents are involved in the teaching of crafts, music, dancing with the emphasis being placed on developing greater awareness of ethnic cultures. Currently there are plans to introduce the teaching of Miriam, the language of the Eastern Torres Strait.

As a teacher with knowledge and experience of many Aboriginal and Torres Strait Island children who tend to underachieve and be poorly motivated within the regular education system, I am most impressed by the standard of work being done at the Black Community School.

The school is to be congratulated on its efforts in providing a learning environment in which children are developing in the gaining of basic skills and more importantly, in developing self confidence and self respect.

After the extensive U.S. study "Equality of Educational Equality", Coleman reported that

"Of all variables measured in the survey the attitudes of student interest, self concept and sense of environmental control show the greatest relation to achievement".

The U.S. Civil Rights Commission Study, "Racial Isolation in the School" found the innumerable compensatory schemes throughout the country to be wanting. The study stated that

"Essentially then the schools will best help children learn when they strengthen pupils' feelings of control over their destinies".

In my opinion the Black Community School has initiated an important innovation in the area of minority group education. The school has successfully utilized pupil-parent participation in planning a total programme which is relevant to the lives and needs of the children involved.

s47(3)(b) - Contrary to Public Interest

DoE Release under the Right to Information Act 2009

Ple Schools Var.

C.E. SMITH & CO. (R/O-N)

ALSO PRACTISING UNDER THE NAMES OF KERR WALMSLEY & CO. AND NORMAN PRICE & PRICE
CHARTERED ACCOUNTANTS

TOWNSVILLE 14th January 1976

Our reference: 538RMT

The Director,
Schools Commission Innovations Section,
c/- Queensland Education Department,
Estate Chambers,
85 Denham Street,
TOWNSVILLE. 4810 C

Dear Sir,

Black Community School - Townsville - grant

We are currently engaged in the audit of the annual accounts of the Black Community School, Townsville, for the year ended 31st December 1975. Would you kindly confirm direct to us the amounts you have forwarded to them as grants in this period.

According to their records, the school received the following amount -
5th September 1975 \$3706.00

B/C The Director General,
Department of Education,
BRISBANE.

For your consideration, please.

The accountant
This school receives funds as a private school.
For reply please

DOE Release under the Right to Information Act 2009

File Dec 1975
of letter attached

s47(3)(b) - Contrary to Public Interest

Regional Administration Officer,
Northern Region.

27/1/76

Locations	Addresses	Telephones	P.O. Boxes	Cables
TOWNSVILLE	Insurance House, 5/21 Denham Street	(077) 72-3888	941	Cesmithco
CAIRNS	Northern Permanent Building, 67 Lake Street	(070) 51-2730 & 3154	1113	Cesmithco
BRISBANE	53 Raymond Terrace, South Brisbane	(072) 44-6648	48 Maier Hill	Cesmithco
Partners				
EM Walmsley, NC Price, FCB Haly, C Rains, RM Smith, H Zehr, PJ O'Malley, TA Butler, LJ Sidney, LR Dowling				

Pt Schools War

C.E. SMITH & CO. (R/D-N)

ALSO PRACTISING UNDER THE NAMES OF KERR WALMSLEY & CO. AND NORMAN PRICE & PRICE
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Schools Commission Innovations Section,
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According to their records, the school received the following amount -
5th September 1975 \$3706.00

If you are in agreement with the above, will you please acknowledge same by signing in the space provided below, and return this letter direct to us. If you are in disagreement, please enclose details of the difference.

A reply paid envelope is enclosed for your convenience.

Yours faithfully,

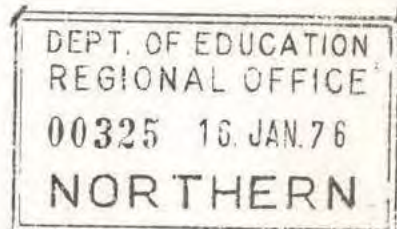
s47(3)(b) - Contrary to Public Interest

C.E. Smith & Co
Chartered Accountants

The foregoing information is correct.

.....(Signed)

.....(Title)



Locations	Addresses	Telephones	P.O. Boxes	Cables
• TOWNSVILLE	Insurance House, 5/21 Denham Street	(077) 72-3888	941	Cesmithco
• CAIRNS	Northern Permanent Building, 67 Lake Street	(070) 51-2730 & 3154	1113	Cesmithco
• BRISBANE	53 Raymond Terrace, South Brisbane	(072) 44-6648	48 Mater Hill	Cesmithco

Partners
• EM Walmsley, NC Price, FCB Haly, C Rains, RM Smith, H Zehr, PJ O'Malley, TA Butler, IJ Sidney, LR Dowling

Accounts:General
224 6854
538 RMT
75/71432 Pte. Schls. Var.

4th March, 1976.

C.E. Smith & Co.,
Chartered Accountants,
P.O. Box 941,
TOWNSVILLE. Q. 4810

Dear Sir,

Re: Black Community School, Townsville

With reference to your letter of 14th January, I have to advise that a payment of \$3,706.00 was made to the Black Community School, South Townsville on 27th August, 1975 by my Department.

The payment was made on behalf of the Australian Government under the provisions of the "State Grants (Schools) Act 1973- Financial Assistance - Non State Schools.

Yours faithfully,

[REDACTED]

Accountant,

Department of Education.

FOR [REDACTED]	
[REDACTED]	3.3.76
Initials	Date
Despatch Section	

QUEENSLAND TEACHERS UNION

The Teachers' Building, 495-499 Boundary Street, Spring Hill, Q.4000

ADDRESS ALL CORRESPONDENCE TO:

The General Secretary, Queensland Teachers Union,
P.O. Box 310, North Brisbane, Q.4000

In Reply Please Quote:

RHC:gmd

Phone: 21 3516

STD Area Code: 072

Telegraphic Code Address:

QUTUN - Brisbane.

Note New Phone No.: 221 3516

New STD Area Code : 07

9th January, 1976.

The Hon. C. Wharton,
Acting Minister for Education,
Department of Education,
P.O. Box 33,
NORTH QUAY, 4000.

Dear Mr. Wharton,

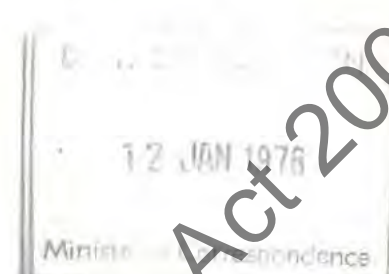
I acknowledge receipt of your letter of 7th January concerning
the Black Community School in Townsville.

Mr. Costello is attending a Conference in Perth this week, however
on his return to the office I shall bring your letter to his notice.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Glenda Dalziel
SECRETARY TO R.H. COSTELLO.



AWA

DoE Release under the Right to Information Act 2009

file with previous

C.P. Cullen
224 6810

DML:Primary Minute 151

MINISTERIAL CORRESPONDENCE:

Suggested reply to President, Q.T.U. Re: Black
Community School, Townsville.

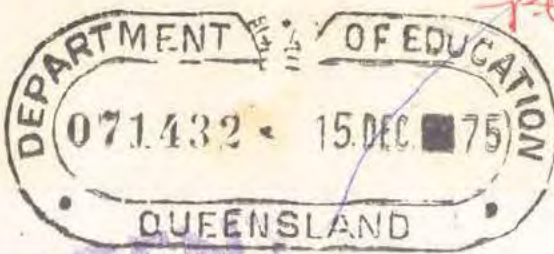
With reference to your letter of 9 December, you are
informed that the Black Community School in Townsville has been
officially recognised by this Department since the beginning of
1975. Accordingly it is eligible for all assistance that is
normally provided for non-government schools.

[REDACTED]

s47(3)(b) - Contrary to Public Interest

2.1.76

AWAY



ACK
Mr. Gilmour

QUEENSLAND TEACHERS UNION

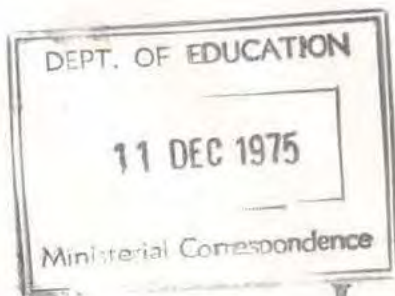
The Teachers' Building, 495-499 Boundary Street, Spring Hill. Q.4000
ADDRESS ALL CORRESPONDENCE TO:
The General Secretary, Queensland Teachers Union,
P.O. Box 310, North Brisbane, Q.4000

Phone: 21 3516
STD Area Code: 072
Telegraphic Code Address:
QUTUN - Brisbane.

Note New Phone No.: 221 3516
New STD Area Code : 07

In Reply Please Quote:
RHC:gmd

9th December, 1975.



The Hon. V. Bird,
Minister for Education,
Department of Education,
P.O. Box 33,
NORTH QUAY, 4000.

Dear Mr. Bird,

Request
Would you please advise me whether the Black Community School
in Townsville is recognised by your Government for the purposes of
receiving non-government school grants. Could you further advise
whether the school receives any other assistance through your Department.

I thank you for any information you may be able to give me on this
matter.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest
[Redacted]

R.H. COSTELLO
PRESIDENT.

D P E
Phon examine &
prepare a draft reply.

s47(3)(b) - Contrary to Public Interest
[Redacted]

29-12-75

File please
+ return
6/12
18/12/75

12 DEC 1975

12 December 1975

Dear Mr Costello,

I desire to acknowledge receipt of your letter of the 9 December 1975 concerning the Black Community School in Townsville.

I shall write you further on this matter as soon as possible.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

Acting Minister for Education

Mr R.H. Costello,
Queensland Teachers Union,
P.O. Box 310,
NORTH BRISBANE. QLD. 4000

DoE Release under the Right to Information Act 2009

A.L.
75/71432
Prt. Schls. VAR

7th January 1976

Dear Mr. Costello,

With further reference to your letter of the 8th December, 1975, concerning the Black Community School in Townsville, I desire to inform you that the School has been officially recognised by my Department since the beginning of 1975.

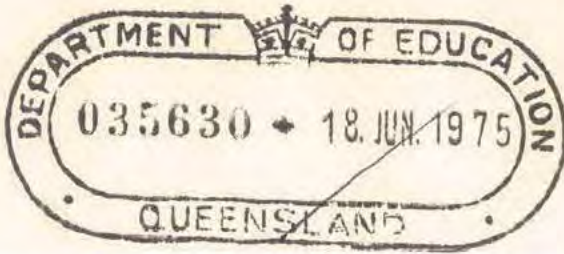
Accordingly, it is eligible for all assistance that is normally provided for non-Government Schools.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

Acting Minister for Education

Mr. R. H. Costello,
President,
Queensland Teachers' Union,
P.O. Box 310,
NORTH BRISBANE. Q 4000



Australian Council of Churches

ASSOCIATED WITH THE WORLD COUNCIL OF CHURCHES

President: The Revd. Neil Gilmore

General Secretary: The Revd. Frank G. Engel

THIRD FLOOR, 401A PITT STREET, SYDNEY 2000

TELEPHONE: 26 2901 (STD AREA CODE — 02)

POSTAL ADDRESS: BOX 1111, BRICKFIELD HILL 2000

TELEGRAMS: "ECUMENICAL," SYDNEY

May 23, 1975

L.J. Dwyer,
Department of Education
PO Box 33,
NORTH QUAY BRISBANE 4000

Dear Sir,

Recognition & Inspection
Thank you for your letter of April 7 informing us that the Black Community School in Townsville has been inspected by the Department and subsequently has been officially recognised.

Please accept our due thanks for keeping us posted on this matter.

s47(3)(b) - Contrary to Public Interest

Terry Widders
Secretary
Commission on Aboriginal Development.

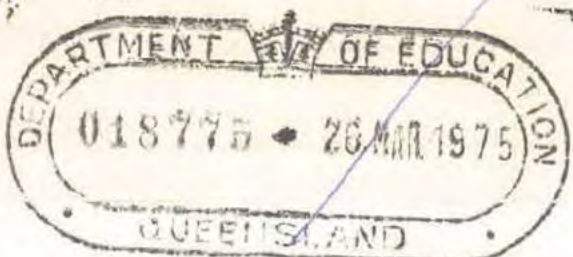
1. Register

2. Notes

3. File *Black Community School*

AWAY

17 JUN 1975



Australian Council of Churches

ASSOCIATED WITH THE WORLD COUNCIL OF CHURCHES
President: The Revd. Neil Gilmore
General Secretary: The Revd. Frank G. Engel
THIRD FLOOR, 401A PITT STREET, SYDNEY 2000 • TELEPHONE: 26 2901 (STD AREA CODE - 02)
POSTAL ADDRESS: BOX 1111, BRICKFIELD HILL 2000 • TELEGRAMS: "ECUMENICAL," SYDNEY

October 2, 1974

Department of Education,
Attn. Mr. L.J. Dwyer,
PO Box 33,
NORTH QUAY 4000
Queensland

Dear Sir,

Could you please advise us if from the Department's viewpoint, the situation of the Black Community School, Townsville, regarding inspection by the Department, is the same as outlined to us in a letter from you June 5, 1974. (Copy enclosed).

We would appreciate any views or initiatives taken by the Department regarding the support, or otherwise, of the Black Community School.

s47(3)(b) - Contrary to Public Interest

Terry Widders
Secretary
Commission on Aboriginal Development

AWAY

* (4) Records
file
Black Community
School

1. Register
- ✓ 2. Mr. Dwyer - Reply delayed pending inspection of school.
- 3. Concurrence Please advise writer (Copy to R.D. Townsville)
L.J. Dwyer 6888.

Thank you for your query regarding the ^{position of} ~~situation~~ the Black Community School, Townsville. Following an inspection of this school at the end of 1974, when information which had been requested ^{from the school} for many months was obtained, the Department has ~~been~~ officially recognized this school since the beginning of the 1975 school year. Accordingly it is now eligible for (over).

L.J. Dwyer
6856

7 April 1975

JMZ 75/18775 Pte Schls Var

Dear Sir,

Thank you for your query regarding the position of the Black Community School, Townsville. Following an inspection of this school at the end of 1974, when information which had been requested from the school for many months was obtained, this Department has officially recognised this school since the beginning of the 1975 school year. Accordingly it is now eligible for all assistance normally provided to independent schools.

Yours faithfully,

(S'

Dir

Education

Mr T. Widders,
Secretary,
Commission on Aboriginal Development,
P.O. Box J111,
BRICKFIELD HILL.

2000

s47(3)(b) - Contrary to Public Interest

THIS FORM MUST ACCOMPANY WRITTEN REGISTERED APPROVAL

ADMINISTRATION OFFICER:

PLEASE ISSUE AIR/COACH TICKETS IN FAVOUR OF

--	--

DATE OF TRAVEL	FROM	TO	COMPANY	FLIGHT NO.	CLASS
.....
.....
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.....
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.....
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.....

REASON FOR TRAVEL:

.....

.....

HOME TELEPHONE NUMBER:

.....

DESIGNATION

.....

SIGNATURE

DEPARTMENT OF EDUCATION

TREASURY BUILDING
QUEEN STREET
BRISBANE



Refer to: L.J. Dwyer
Extension: 6856
Your Ref:
Our Ref: DML:74/33629

5 June 1974

The Secretary,
Australian Council of Churches,
401A Pitt Street,
SYDNEY.

Dear Sir,

In August 1973 a group of people led, at that time, by Mr. H. Penrith, decided to establish a Black Community School in Townsville.

On 20 August 1973 the Acting Regional Director of Education, Northern Region, interviewed Mr. Penrith who agreed to write a letter seeking approval of this school.

On 12 September 1973 an application seeking official approval was received from [redacted] on behalf of the Black Community School. This application was forwarded to the Director-General. However, no useful details about the school were attached. Accordingly on 19 September 1973 Mr. Renew was requested, by letter, to supply further details including a description of the building, details of Office bearers of the Parents' Association, and a copy of the constitution of the Parents' Association.

During November and December 1973, the Director-General advised correspondents from the Australian Union of Students, the Queensland Department of Aboriginal and Island Affairs, and the Commonwealth Department of Education that the information requested to enable the processing of the application had still not been received.

On 1 April 1974 the Australian Council of Churches announced a grant to the Black Community School, and without having any contact with the Queensland Education Department stated in its official publication,

"The Queensland Department of Education has been approached to recognize the school but inspection has continually been delayed. The school cannot apply for Commonwealth financial assistance until it has been recognized by the State Education Department, and the State Department will not inspect the school unless it is operating. This means that the school has to depend on grants and donations until such time as the school is inspected and approved".

In fact, prior to the date of this publication the Regional Director, Northern Region had interviewed Mr. E. Mabo, President, Black Community School Council and had requested him to supply a list of the names of the children enrolled; of the grade levels at which these children were working; and the names and qualifications of the teachers involved.

To date this information has not been received.

Despite personal encouragement to those associated with the Black Community School in Townsville the simple matter of supplying the necessary information has not been forthcoming. This task would take only a matter of

minutes to complete. It is quite beyond our understanding as to why it has not be supplied. It would appear that the school may wish to delay its recognition, but this is in contrast to its protestations of the previous eight months.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Acting Director-General of Education

Enc.

DoE Release under the Right to Information Act 2009

ASIN

DoE Release under the Right to Information Act 2009

1. Register
2. File
3. To W.P.C. please.

b47(3)(b) - Contrary to Public Interest

23.12.74

PREVIOUS
2220/75
PTE. SCHLS. VARIOUS
MARKED TO
MR. DWYER
ON 12/2/75

b47(3)(b) - Contrary to Public Interest

DEPARTMENT OF EDUCATION, QUEENSLAND

Black Community School No. - Class -

Postal Address 41 Nelson St., South Townsville, 4810

Inspector's Visit 6 12 1974

Number of Pupils present at Inspection 8 B 9 G Total 17

If attendance is low on day of Inspection briefly state reason.....

INSPECTION RETURN

Inspector's
Reference or
Remarks.

1. Consider sufficiency or otherwise of physical appointments. (Classroom accommodation, school buildings, furniture, material for instruction, toilets, grounds, fences, official residence). Report inadequacies, and refer to action taken in accordance with Departmental instructions.

Adequate building, furnishings need to be improved

2. School Grounds. (Condition of sporting facilities, school gardens, trees, etc.).

Little playground equipment (commercial)

3. Date of last Arbor Day.

AWAY

4. School Library. (Extent and type of recent purchases, etc.).

Large for number of children, but use is made of Council facilities.

5. Religious Instruction. (List only denominations represented and times of instruction).

Arranged for by parents

6. Major projects undertaken by the Parents and Citizens' Association during the last twelve months.

Opening this school, bingo nights, ground clearance, organising sale of goods for fund raising.

7. Provision for professional discussion.

Joining seminars, contact with T.C. and University lecturers, discussion with colleagues with similar problems.

8. Special School Activities. (Project clubs, educational visits, choirs, sports, etc.).

Cultural Program

9. Teaching Aids. (List major items in school).

PUPILS				TEACHERS					
CLASSIFICATION	NUMBER NOW ON ROLL		AVERAGE TIME IN GRADE	NUMBER OF CASES OF RETARDATION	NAME	CLASSIFICATION	POSITION IN SCHOOL	DATE OF TAKING CHARGE OF SCHOOL (HEAD TEACHER) OR DRAFT (TEACHER)	DATE OF LAST APPRAISEMENT
Grade	Boys	Girls	Months enrolled to beginning of current term						
1	2		3	4	5	6	7	8	9
7 }	2	2			s47(3)(b) - Contrary to Public Interest			JANUARY	
6 }									
5		2							
4		4							
3 .. }	4								
2 .. }									
1	1	2							
Pre-School 1	2	3							
Nursery									
Total	9	12							
Grand Total	21								

In completing this table care must be taken—

- That where there are more drafts than one in a grade, particulars must be given for the whole grade as well as for each draft.
- That the name of the teacher shall be written opposite to the grade or draft he or she teaches. (When more than one grade or draft is taught by the same teacher, the teacher's initials may be written, so as to avoid a repetition of the name.)
- In No. 4 the number of children who have been more than the correct number of months in the grade (or draft) is to be given.
- That under "Position in School", the head teacher shall be indicated by H.T., other teachers by T., T.p., etc.

I certify this return to be correct.

To N. R. Town
Inspector of Schools

s47(3)(b) - Contrary to Public Interest
Head Teacher



DIRECTOR OF PRIMARY EDUCATION:

Recognition of Black Community School. J. Miller

RECOMMEND:

That the following letter be sent to Mr. E. Mabo, President, Black Community School. (Circulars and Claim forms to be enclosed.).

Copies to

- ✓(1) The Regional Director, Townsville.
- ✓(2) The Director, D.A.I.A. George St. Brisbane.
- ✓(3) The Director, D.A.A. Woden A.C.T. (Mr. B. Dexter)
- (4) Mr. J.L. Tandy, Aboriginal Education Section, Commonwealth Department of Education, Woden, A.C.T.
- (5) Mr. J. Kelly, Aboriginal Secondary Grants Scheme, Commonwealth Department of Education, G.P.O. Box 586, Brisbane.

(Note: Additional copies of circular are available from Accountant; Circulars only to be enclosed with "copy" letter. i.e. no claim forms).

L.J. Dwyer, 6856

During the recent visit to the Black Community School by Mr. R. Town (District Inspector of Schools) information which had been sought by this Department for some time was obtained.

The receipt of this information has now made it possible to finalize the processing of your application for official recognition.

I am pleased to advise that this Department now recognizes The Black Community School, Townsville, as an approved school under the Education Act.

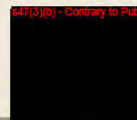
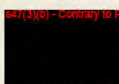
Circulars (and claim forms), setting out your school's entitlement to per capita grants, are enclosed.

The advice of Departmental Officers is available to you

as requested
IE APPROVED:

1. Register.
2. Correspondence.
3. Accountant to Note.
4. File - Black Community School.

10 FEB 1975



6.2.75

Director of Primary Education

Recommend: That the following letter be sent to
Mr. E. Mabo President, Black Community School.
(Circulars and claim forms to be enclosed.)

- Copies to
- (1) The Regional Director, Townsville.
 - (2) The Director, DAIA, George St, Brisbane.
 - (3) The Director, DAA, Woden, A.C.T. (Mr. ^BDexter)
 - (4) Mr. J. L. Tandy, Aboriginal Education
Section, Commonwealth Dept of Education,
Woden, A.C.T.
 - (5) Mr. J. Kelly, Aboriginal Secondary Grants
Scheme, C/wealth Dept. of Education,
G.P.O. Box 586, Brisbane.

(Note: Additional copies of circulars are available
from accountant. Circulars only to be enclosed
with "copy" letters. ie no claim forms.)

L.J. Dwyer. 6556.

During the recent visit to the Black
Community School by Mr. R. Town (District
Inspector of Schools), information which had
been sought by the Department for some time
was obtained.

The receipt of this information has
now made it possible to finalize the
processing of your application for official
recognition.

I am pleased to advise that this Department
now recognizes The Black Community School,
Townsville, as an approved school under
the Education Act.

Circulars (and claim forms), setting
out your school's entitlement to per capita
grants, are enclosed.

IF APPROVED

(1) Register. (2) Correspondence. (3) Accountant to Note. (4) File - Black Community School 6/2/75

J.M.W.
75/7164
Private Schools Various

B/c Mr. J. Kelly, Aboriginal Secondary Grants Scheme, Commonwealth
Department of Education, BRISBANE.
For your information.

s47(3)(b) - Contrary to Public Interest

Director-General of Education
11/2/75

J.M.W.
75/7164
Private Schools Various

B/c Mr. J.L. Tandy, Aboriginal Education Section, C'wealth
Department of Education, WODEN. A.C.T.
For your information.

s47(3)(b) - Contrary to Public Interest

Director-General of Education
11/2/75

J.M.W.
75/7164
Private Schools Various

B/c The Director, Department of Aboriginal Affairs, WODEN. A.C.T.
Attention: Mr. B. Dexter. For your information

s47(3)(b) - Contrary to Public Interest

Director-General of Education
11/2/75

J.M.W.
75/7164
Private Schools Various

B/c The Director, Department of Aboriginal & Island Affairs, BRISBANE.
For your information.

s47(3)(b) - Contrary to Public Interest

Director-General of Education,
11/2/75

J.M.W.
75/7164
Private Schools Various

11th February, 1975.

Dear Sir,

During the recent visit to the Black Community School by Mr. R. Town (District Inspector of Schools), information which has been sought by this Department for some time was obtained.

The receipt of this information has now made it possible to finalize the processing of your application for official recognition.

I am pleased to advise that this Department now recognizes the Black Community School, Townsville, as an approved school under the Education Act.

Circulars (and claim forms), setting out your school's entitlement to per capita grants, are enclosed.

The advice of Departmental Officers is available to you as required.

Yours faithfully,

b47(3)(b) - Contrary to Public Interest

(S'GD) A.E. GUYMER

Director-General of Education

Mr. E. Mabo,
President,
Black Community School,
Townsville Q. 4810

PREVIOUS

90451/74

WITH D.P.E. 23/12/74

s47(3)(b) - Contrary to

10/1/75



Pls. Schools Various

The Black Community School,
C/- E. Mabo,
23 Hibiscus Street,
CRANBROOK, TOWNSVILLE 4814

8th January, 1975.

The Director-General of Education,
P.O. Box 33,
NORTH QUAY, BRISBANE

Dear Sir,

for approval to operate as an -

Following the visit to the Black Community School of Mr. R. Town (Inspector of Schools) on 6th December, 1974. The Council of the school, having supplied the Department of Education with the required information, seek the Director-General's acquiescence in operating as an Approved School under the Education Act.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

E. Mabo,
PRESIDENT.

D.G.

Considering the pros and cons I think that the school should be approved and therefore become eligible for State (and Commonwealth) financial assistance.

W.L.H.



Approved:

- (1) Mr. Dwyer - for notification to school & Reg. Director
- (2) Accountant - to note.

*Action taken:
See file:*

BLACK COMMUNITY

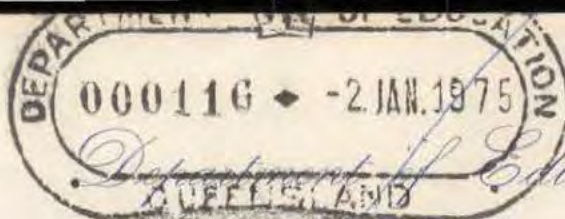
12/2/75



Phone: 71 6911

71 6912

Townsville



Northern Regional Education Office

Box 734,

Townsville: 4810

C. P. Cullen
NR74/27456
N2.21
MA

18th December, 1974.

COMMENTS ON REPORT ON BLACK COMMUNITY SCHOOL

The report indicates that the school is not living up to the scholastic aspirations of its founder, Mr. H. Pennin, nor to Item 2 (ii) of the Constitution of the Black Community School, Townsville.

It is recommended that this report not be made immediately available to other than Departmental Officials. Mr. Mabo has requested, by telephone, to see the report and has been directed to the Director General. Only the Summation on Page Four might be revealed to any parent, including Mr. Mabo, who is anxious to learn of the comparative status of the school as an institution for learning experiences by children.

The remainder of the report, however, indicates an objective assessment of a school by a skilled observer and, in this light, the suggestions made in the final two paragraphs on Page Three are of some consequence. The dispassionate description of the school reveals this objectivity and its full release to a reputable enquirer might be made when it seems appropriate to do so.

It should be noted that the enrolment on the Inspection Return (21) differs from that on Page Two of the Appendix (19). One was written by the teacher, the other given verbally by the teacher to the Inspector of Schools.

s47(3)(b) - Contrary to Public Interest

Northern Regional
Director of Education

Chief Admin Officer

Would you please consider the action necessary to declare this school an approved school & assist accordingly.

s47(3)(b) - Contrary

20-1-75

27 DEC 1974

Director General -

The Education Act does not provide for an approved school. The procedure followed by the Department has been to declare such schools by administrative action.

BLACK COMMUNITY SCHOOL

SOUTH TOWNSVILLE

6th December, 1974

Boys: 8 Girls: 9 Total: 17

The school was visited briefly on the afternoon of Monday, 2nd December and by arrangement for the full day on Friday, 6th December. [REDACTED] was the teacher in charge but Mr. and Mrs. Mabo were also present for the day.

MANAGEMENT:

The building (the ground floor of an unused Convent school) is large and open. The premises were relatively clean and tidy at the second visit. Furniture and furnishings are meagre but conditions for teachers and pupils are reasonably comfortable.

Ages of the Seventeen children present ranged from two to thirteen (2 were pre-school, one two years and one four). They represented five households spread through the city, Hermit Park, Roseneath, Vincent and Cranbrook. (see appendix). Transport to school presents a serious problem to most and this is given as a reason for some fall-away in attendance. The teacher claims that three children are of Aboriginal stock, the rest being Torres Strait Islanders.

One mother, [REDACTED] attends full time as a classroom assistant and is paid a small sum for her services. Other parents call in at the school from time to time as might be expected, and Mr. Mabo claims that there are some six additional families who give both interest and support to the school, but cannot for various reasons (distance and perhaps cost) send their children along. One such couple from Aitkenvale did, in fact visit and spend some time at the school during the afternoon.

Throughout the year the teacher has received encouragement and advice from personnel of Townsville Teachers College and James Cook University. However, any real assistance with planning or teaching would appear to have been somewhat limited. College and University students have offered their services as tutors and a night tutoring service for secondary and primary students has operated on the premises until recently. Some help through the back door has come from advisory teachers of this Department.

A rough roll is kept in a notebook but the school has nothing which passes for a register of admissions. An offer to supply a register was not accepted. It would not be easy to ascertain accurately any figures on regularity of attendance, but the teacher confessed that children frequently arrive very late in the day. This she accepted as inevitable because of transport difficulties.

.....2

TEACHING STRATEGIES AND CURRICULUM:

Attempts to create a warm, supportive, family atmosphere in the school have been quite successful to date. Children move freely and go quietly and easily to their assigned or selected tasks, whether working individually or in small groups. The teacher is softly spoken and there is little doubt that children feel happy and secure in her company. The comforting presence of the mother who acts as a supporter and aide is probably very significant in such a school. Children are certainly quite open and friendly, and the claim by the teacher to have dispelled tensions and improved poise is accurately made.

The teacher has prepared a general statement of curriculum policy and has (no doubt, with the advice and assistance of others) adapted content to suit what she sees as her special circumstances. Mathematics requirements, for example, stress the need to acquire certain basic skills and understandings, but the teacher has little in the way of material (text, kit, or home-made) to challenge individual children to achieve these.

In the main she draws up two programs each day, one for smaller children and one for older ones. These give direction to daily activities but expectations appear limited. One is left with the impression that older children, at least, could be extended much further.

Acceptance of the desirability of the Van Leer approach with language in Grades I - III is not seriously challenged in principle. It is felt however, that with the best of intentions, the teacher still lacks the ideas, skills, equipment, and perhaps even the time to capitalize fully on a language experience approach to the teaching of reading and writing. The three Grade I pupils for example, have made minimum headway in reading and could well have been sold very short this year. There is little evidence of any planning in the teaching of reading. Older children have been given opportunities and encouragement to produce both expository and imaginative writing and to share their experiences through display.

Some of the art creations by children were quite impressive. Assistance has apparently been received from the Aboriginal Arts Board, though there is a shortage of materials in the school.

Children sang and performed traditional Island dances to the accompaniment of a guitar. This was most impressively done. A special grant has been received for the teaching of Aboriginal and Torres Strait Island Dancing.

Other interesting features:-

Children are provided with a mid-day meal. During the visit Mr. and Mrs. Mabo, assisted by children, prepared a meal, Island style.

Hopes by the teacher that she might eliminate many of the divisions between community and school are in some respects being realized, though with so few parents, and these scattered across Townsville it is difficult to see how there can be school - community cohesion.

The school is a comforting, pleasant enough place for its children. Learning is taking place at a leisurely pace. While little quarrel can be found with a thematic approach to take in Social Studies and Science, it does in practice appear to be rather incidental. Children transferring back to a state school or passing on to secondary school could find themselves disadvantaged by programs which are very limited in content.

GENERAL IMPRESSIONS

Townsville state primary schools (collectively) have some 365 indigenous children enrolled, representing 4.1 per cent of the total enrolment. The Black Community School is catering therefore for some five per cent of "eligible" pupils in Townsville. In the nearby Townsville South School twelve per cent of the children are indigenous. It is surely significant that this school has, to date, not 'lost' any of its pupils to the Black Community School.

Transport difficulties facing many children together with a general disinclination to join the ranks by parents and children living near at hand will probably continue to keep enrolment figures at a low level.

The success (restricted as it might be) of such an undertaking depends so much on the personality and skill of the teacher and the enthusiasm and support of the parents who can be involved. [REDACTED] is quite genuine in her beliefs that black children have been disadvantaged in our schools. It should be noted that she has had no contact with primary schools in the area and could, therefore, have no clear notion of how aboriginal children fare in such places as Mundingburra, Central, Belgian Gardens, etc.) She is, however, making an honest attempt to run a small "community" school for black children, and there is no shortage of advice and assistance open to her.

One feels some sadness that such an institution has come into being at all. Children may well be disadvantaged scholastically by any long exposure to its somewhat laissez-faire philosophy. The extent to which such disadvantages are offset by emotional security, self discipline, racial pride, etc. is always problematical.

To sustain itself for any lengthy period a small independent body needs a strong underlying philosophy acceptable to all of its supporters. There are strong ethnic differences between black people in Townsville which will act, I feel, in opposition to any major extensions of the project. The school's raison d'etre is clearly not acceptable to the black community as a whole. Enrolment in 1975 may well build up a little, but the future of the school seems to hinge largely on the availability of the present building and the continued interest of the present teacher.

To exist at its present size and to attract some subsidy payments on a per capita basis would not, on the surface, seem too unreasonable. One would hope, however, that the conditions, seen by its sponsors as being unfair to black children, might take on in time, a less sinister meaning even to the most biased supporters, removing any excuse for the existence of such a school.

The granting of any large sums to permit the acquisition of land or buildings would aid in perpetuating this division in Townsville and would be unfortunate indeed.

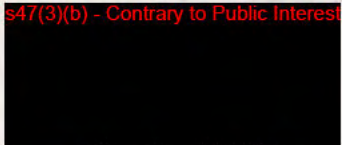
.....4

SUMMATION

To arrive at any general assessment of the educational worth of such a school I feel compelled to compare it with other schools of similar size visited this year.

In management, breadth and depth of curriculum offerings, quality of instruction, effectiveness of learning as revealed by academic progress and attainment by children, the school would, in my opinion and at this stage, rate on the bottom of the list of one-teacher schools in the Townsville South Inspectorial District.

s47(3)(b) - Contrary to Public Interest



N. R. Town
Inspector of Schools

DoE Release under the Right to Information Act 2009

SCHOOL	ENROLMENT	NUMBER OF INDIGENOUS CHILDREN
Aitkenvale	972	10
Aitkenvale Opportunity	113	9
Belgian Gardens	419	46
Currajong	864	9
Garbutt	479	48
Heatley	1002	5
Hermit Park	440	22
Hermit Park Infants	176	7
Mundingburra	996	50
Oonoonba	201	16
Railway Estate	360	11
Stuart	122	13
Central	562	28
Townsville Opportunity	95	15
Townsville South	237	30
Townsville West	216	11
Vincent	652	0
Weir	309	25
Wulguru	562	9
	<u>8777</u>	<u>364</u>

APPENDIX.

BLACK COMMUNITY SCHOOL - TOWNSVILLE SOUTH.

FAMILY NAME	NO. OF CHILDREN	SUBURB
s47(3)(b) - Contrary to Public Interest	1	Hermit Park
	3	
	2	Vincent
	1	
	5 + 1 nursery	Cranbrook
	1	City
	5	Roseneath

.....2

ENROLMENTS BY GRADES

Nursery	1	
Pre-School	2	
First Year	3	16
Second Year	4	13
Third and Fourth Year	4	9
Fifth Year	2	5
Sixth and Seventh Year	3	

DoE Release under the Right to Information Act 2009

Ministerial Correspondence

Suggest reply as follows. (Copy to R. D. Townsville.)

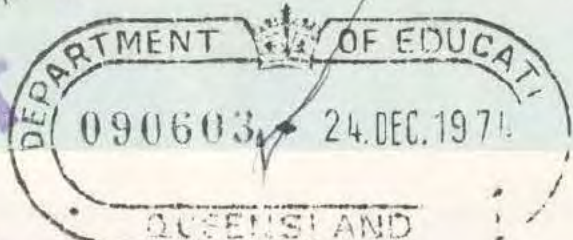
Thank you for your query regarding the position of the Black Community School, Townsville. Following an inspection of this school at the end of 1974, when information which had been requested from the school for many months was obtained, ~~the~~ ^{my} Department has officially recognised this school since the beginning of the 1975 school year. Accordingly it is now eligible for all assistance normally provided to independent schools.

[Redacted]

2/3/75

9048/174

File under Day



in bonding

The Technical Teachers Association of Victoria
FOR THE MINISTER

General Secretary: R. B. Dedman
485 Queensberry St., North Melbourne, 3051
Telephone: 329-8044. Telegraphic Address: TECTAV

IN REPLY. PLEASE QUOTE: 2.009/HB/RBD

18th December, 1974

Sir Alan Fletcher,
Minister for Education,
Parliament House,
BRISBANE. Qld. 4000

Dear Sir Alan,

*For advice why I will Black
Community School not supported by Qld State Govt*

This Association has received a request from the Aboriginal Action Group for the Townsville Black Community School.

According to the information received, the school is forced to close after a successful year in existence due to lack of funds. The funds are available under the Commonwealth Grants to experimental schools but cannot be allocated to this school, because the school was not inspected and approved by the Queensland State Government.

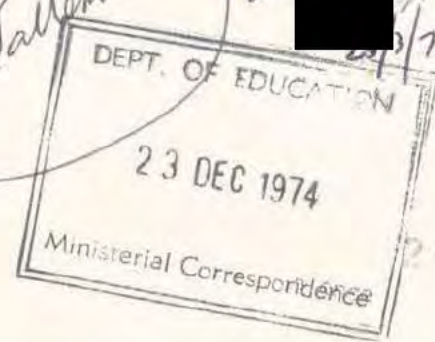
The Association supports the necessity for such a school which provides cultural scope for the Aboriginal and Island community, and therefore provides the richest quality of education experience to the Aboriginal and Island children - such an experience is lacking in the white oriented school. Townsville Black Community School should, therefore, be encouraged and helped to develop.

We therefore ask you to indicate to us why there is a delay in approving this school and the reason why there is no support by the Queensland State Government for such a school.

Yours faithfully.

R.B. DEDMAN
General Secretary.

Mr Dwyer for Allen



AWAY

*Previous file with
D.V.E on 23/12/74*



Private Schools Var

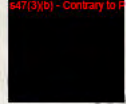
RD Trille

URGENT

X

AWAY

Encl report on
THE BLACK COMMUNITY SCHOOL
TOWNSVILLE

1. Register.
2. Notes *Copy taken*

1/11/74.
3. D.P.E For your information.
4. File Private Schools Var. Black Community School

23 DEC 1974

FOLLOW ON TO INTERIM REPORT ON
THE BLACK COMMUNITY SCHOOL COUNCIL

4th November, 1974.

Since the last mentioned item, 18th April 1974, there has been no reference from the Black Community School.

It is quite incomprehensible as to why nothing has been done since this interview with Mr. Mabo. He seemed grateful for the interview and expressed an assurance of close cooperation from that date. He guaranteed that the required information would be supplied by 26th April. It has not been received. Why it is not been received nor why no further direct contact has been made is very strange indeed.

Since that time, the Regional Director has had discussions with various persons concerning the school.

1. During May (date uncertain) Mr. Harry Penrith telephoned the Regional Director from Canberra. He enquired, in a most friendly fashion, how the Black Community School was going. He was informed of the non-arrival of the necessary particulars and was urged to encourage the School to complete its application, since it only involved about ten minutes work. Mr. Penrith said that it didn't matter much for he was going to tell the Federal Minister for Education to recognise and fund the school. Mr. Penrith was advised that the effort required by the school was not so difficult, and they should endeavour to spend the few minutes supplying the necessary details.

2. Mrs. Lorna Lippman called at Regional Office during the last week in July to discuss the Black Community School. She was informed of the state of affairs and shown relevant material that indicated endeavours to provide the necessary information to the school. Mrs. Lippman indicated that she would encourage the school to complete and send the required particulars.

3. On 21st October the Regional Director discussed the school briefly with two members of the Schools Commission - Mrs. Blackburn and Rev. Fr. Martin. On 23rd October, these two members, accompanied by Mr. F. Snars, Staff Inspector, visited the school. It was in the middle of the day and the teacher was absent from the school. The pupils looked after the visitors in a most courteous and friendly manner.

There has been no dialogue of any relevance other than the above, since April 1974.

In view of this a number of observations can be stated.

1. On each occasion that contact was made, it was emphasized that an early reply would be appreciated since the Inspector of Schools for the Townsville South district has a very tight itinerary and would require ample notice to arrange for a visit. This was particularly stressed to Mr. Mabo in April in the hope that the school could be visited during second term.

2. It might be presumed that the school's mentors anticipated hostility from local educators particularly those employed by the Education Department, and are disappointed that such hostility has not been manifest. Personal disappointment and concern for the children has been expressed to various school supporters by the Regional Director, but the efforts made by the school's leaders have been respectfully recognised and unhindered.

3. It might also be presumed that delay is a political move and the children are being used for other-than-educational interests. Since the encouragement to the school to supply the details has been extraordinarily supportive, this presumption can be attested by the statement of Mr. E. K. Mabo, undated :-

"The Queensland Department of Education has been approached to recognize our school as being bona fide as well as satisfying them with compulsory attendance clauses, but somehow inspection has been delayed for some unknown reasons (political perhaps), and we have been deliberately brushed aside and left for a further date.

We are anxious in getting our School recognized for such would speed our eligibility for Commonwealth financial assistance. Meanwhile it is obvious we must continue normal operations while awaiting inspection as approval would be impossible if our School does not function fully."

It is to be hoped that the presumption made above is unfounded, but the anxiety expressed in the second paragraph of the quotation has not been apparent since October, 1973 and April, 1974 and there has been no delay occasioned by the Department of Education. The statement that "inspection has been delayed ... and deliberately brushed aside" is a gross misrepresentation of the truth.

4. The outright condemnation of teachers in schools should be a matter of grave concern to professional groups and especially to those teachers serving in isolated areas whose commitment to the education of indigenous children is remarkably high. Mr. Mabo and Mr. Penrith have stated in written documents: "We feel that the public schools are designed to suit European Australians. We also feel that the teachers have done a magnificent job in perpetuating traditional retardation of Black children through the normal school processes, and unfortunately for us the surge of racism still haunts the class rooms."

This appears to be the singular raison d'etre for the school's establishment. Teacher groups have obviously been circumspect in reactions to such statements and this non-reaction may have disappointed the founders of the school leading them to indulge in non-cooperation.

5. A notion that might also be entertained is that an inspection of the school would not be welcomed. The opening statement of the school's manifesto is:- "Black Community School was established by a number of Aboriginal and Islander parents who have come together with a common realisation that the Educational System of Queensland has failed miserably if one is to measure educational attainments and achievements of Black people."

If the children are not achieving at a level that they would have been at the schools they had left, then the school's existence is unwarranted. This may be a fear that reveals itself in non-compliance with the usual procedures for the establishment of a private school.

It is to be hoped that this is not so, for the children did not warrant being placed at risk for the sake of adult disenchantment. Hopefully, they are meeting measureable attainments and achieving well in terms of their capacity.

6. The school is controlled by an ex-High School teacher, although it is a primary school. For the sake of the children, the school has received "back door" support by Departmental teachers and the schools teacher has attended Departmental seminars despite her

unwillingness to seek permission to attend. It would not have been officially refused at any time, but it is likely that the presumed hostility barrier would have been revealed as non-existent if a courteous welcome had been written in reply to an application. As it was, the welcome was verbally and sincerely extended by the Regional Director, and courteously conveyed by his Seminar Director, Mr. J. Dwyer.

As well, Departmental teachers have not been discouraged from lending support for the sake of the children. It has also been suggested to the Regional Advisory Teachers in Aboriginal Education that they might lend support as well. Since there is no hard evidence in the form of written material for the above, the one-way hostility barrier remains erect. At the same time, the evidence of Departmental cooperation is clear and available.

The above statements represent an attempt to discover some reasons for the dedicated refusal to observe normal procedures. They may well fall short of the mark, but in the absence of other reasons, the refusal must remain a sociological phenomenon.

b47(3)(b) - Contrary to Public Interest

DoE Release under the Right to Information Act 2009

90603/75
Pte. Schls. Var.

25th March, 1975.

Dear Mr. Dedman,

Thank you for your query regarding the position of the Black Community School, Townsville.

Following an inspection of this school at the end of 1974, when information which had been requested from the school for many months was obtained, my Department has officially recognised this school since the beginning of the 1975 school year.

Accordingly it is now eligible for all assistance normally provided to independent schools.

Yours sincerely,

s47(3)(b) - Contrary to Public Interest

Minister for Education

Mr. R.B. Dedman,
General Secretary,
The Technical Teachers Association
of Victoria,
485 Queensberry Street,
NORTH MELBOURNE. VIC. 3051

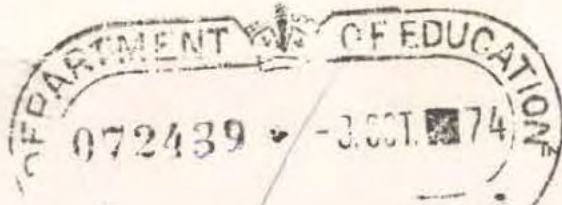
B/c: Regional Director of Education,
P.O. Box 734,
TOWNSVILLE. Q. 4810

Forwarded, by direction, for your information.

Director

25.3.75

s47(3)(b) - Contrary to Public Interest



REPLY PLEASE QUOTE

250A AS

DEPARTMENT OF EDUCATION

BRISBANE OFFICE
167 EAGLE STREET, BRISBANE
BOX 586 G.P.O., BRISBANE, QLD, 4001
TELEPHONE: 25 0122 Ext.

3 October 1974

Director of Primary Education,
Department of Education,
P.O. Box 33,
NORTH QUAY 4000

Attention: Mr J. Dwyer

Dear Sir,

Encl letter from
TOWNSVILLE COMMUNITY SCHOOL

Attached for your information are copies of correspondence between our Department and Mrs Mervitt of "Aboriginal Action" in Victoria.

Yours faithfully,

for K. CAMPBELL
Regional Director

Encl

- 8 OCT 1974

*Appropriate action
already taken.
See HMC 74/58771
Private Schls Various
on this file.*

s47(3)(b) - Contrary to Public Interest

11/1/74

DEPARTMENT OF EDUCATION

THE REGIONAL DIRECTOR

Attention: Mr Kelly



20 SEP 1974

Attached is a copy of a letter from Mrs McDevitt, secretary of Aboriginal Action, which relates to the Townsville community school. This, you will recall, was the subject of a phone conversation on 12 August between Mr Kelly and Mr Willmot of this office.

Also enclosed is a copy of our reply, in which we undertook to make the Queensland Department of Education aware of Mrs McDevitt's group. We would appreciate if you could bring Mrs McDevitt's letter to the attention of the appropriate section of the Queensland Department of Education.

s47(3)(b) - Contrary to Public Interest

s47(3)(b) - Contr

Tandy)

DoE Release under the Right to Information Act 2009

The Minister for Education,
CANBERRA, 17 AUG 1974

RECEIVED BY MIN.
CORRESPONDENCE UNIT
31336
28 AUG 1974
REFERENCE TO: Mr. Math
For Approval and Action
For Preparation of a Report
For Appropriate Action

ABORIGINAL ACTION
13 COOPER STREET
EAST MALVERN, 3145

15th August, 74

Dear Mr. Beazley,

It has come to our attention that the Townsville Community School, which serves the Aboriginal community there, is in financial difficulties. Already they have had to lay off one teacher.

We are interested in the school as its constitution seems to embody the most recent thinking about education for Aborigines. Grants from the Federal govt. are pending, and the Arts Council has already been able to offer \$7,000, but these moneys cannot be used until the school has been inspected.

We are hoping that you will contact the Queensland Education Dept. on this matter, if it has not already come to your attention.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Secretary.

20 SEP 1974

Dear Mrs. McDevitt,

I am replying on behalf of the Minister for Education to your letter of 18 August, concerning the Townsville Community School.

Following your approach on behalf of Aboriginal Action, officers of this Department made some enquiries, and have learnt that the Queensland Director-General of Education has already been in touch with the School in response to a request for recognition. The Queensland Department of Education has apparently asked for certain information from the School which is required before formal recognition of the School can be considered.

I shall see that your group's interest in this matter is brought to the attention of the Queensland Department of Education.

Yours sincerely,

Sga.

(K. N. Jones)
Secretary

Mrs. G.M. McDevitt,
Aboriginal Action,
13 Coppin Street,
EAST MALVERN VICTORIA 3145

DoE Release under the Right to Information Act 2009



CORRESPONDENCE:

Please reply as below.

L. J. Dwyer 6856

In August 1973 a group of people led, at that time, by Mr. W. Penrith, decided to establish a Black Community School in Townsville.

On 20 August 1973 the Acting Regional Director of Education, Northern Region, interviewed Mr. Penrith who agreed to write a letter seeking approval of this school.

On 12 September 1973 an application seeking official approval was received from Mr. R. Renew on behalf of the Black Community School. This application was forwarded to the Director-General. However, no useful details about the school were attached. Accordingly on 19 September 1973 b7(3)(b) Contrary to Public Interest as requested, ~~by letter~~, to supply further details including a description of the building, details of Office bearers of the Parents' *and Citizens'* Association, and a copy of the constitution of the Parents' Association.

During November and December 1973, the Director-General advised correspondents from the Australian Union of Students, the Queensland Department of Aboriginal and Island Affairs, and the Commonwealth Department of Education that the information requested to enable the processing of the application had still not been received.

On 1 April 1974 the Australian Council of Churches announced a grant to the Black Community School, and without having any contact with the Queensland Education Department stated in its official publication:

"The Queensland Department of Education has been approached to recognize the school but inspection has continually been delayed. The school cannot apply for Commonwealth financial assistance until it has been recognized by the State Education Department, and the State Department will not inspect the school unless it is operating. This means that the school has to depend on grants and donations until such time as the school is inspected and approved".

In fact, prior to the date of this publication the Regional Director, Northern Region had interviewed Mr. E. Mabo, President, Black Community School Council and had requested him to supply a list of the names of the children enrolled; of the grade levels at which these children were working; and the names and qualifications of the teachers involved.

To date this information has not been received.

Despite personal encouragement to those associated with the Black Community School in Townsville the simple matter of supplying the necessary information has not been forthcoming. This task would take only a matter of

minutes to complete. It is quite beyond our understanding as to why it has not been supplied. It would appear that the school may wish to delay its recognition, but this is in contrast to its protestations of the previous ~~eight~~ months.

ten

*Copy of reply and of original letter from Mrs Mabo
to be forwarded to Regional Director
Townsville for his information*

b7(3)(b) - Contrary to Public Interest

11/8/74

b7(3)(b) - Contrary to Public Interest

2/8/74

L.J. Dwyer
6856

29th August, 1974

HML
74/58771
Pte Schls Various

Mrs. G.M. McDevitt,
Secretary,
Aboriginal Action,
13 Coppin Street,
EAST MALVERN. Vic. 3145

Dear Mrs. McDevitt,

Acknowledging the receipt of your letter of the 18th instant, concerning an inspection of Townsville Community School, I have to inform you that in August, 1973, a group of people led, at that time, by Mr. H. Penrith, decided to establish a Black Community School in Townsville. On the 20th August, 1973, the Acting Regional Director of Education, Townsville, interviewed Mr. Penrith who agreed to write a letter seeking approval of this School.

On the 12th September, 1973, an application seeking official approval was received in this Department from s47(3)(b) Contrary to Public Interest on behalf of the Black Community School. However, no useful details regarding the School were attached. Accordingly, on the 19th September, 1973, Mr. Renew was requested to supply further details including a description of the building, details of Office bearers of the Parents and Citizens' Association and a copy of the Association's constitution.

During November and December, 1973, this Department advised correspondents from the Australian Union of Students, the Queensland Department of Aboriginal and Island Affairs and the Commonwealth Department of Education that the information requested to enable the processing of the application had still not been received.

On the 1st April, 1974, the Australian Council of Churches announced a grant to the Black Community School and without having any contact with the Queensland Education Department stated in its official publication -

"The Queensland Department of Education has been approached to recognize the school but inspection has continually been delayed. The School cannot apply for Commonwealth financial assistance until it has been recognized by the State Education Department and the State Department will not inspect the School unless it is operating. This means that the School has to depend on grants and donations until such time as the School is inspected and approved"

/2...

In fact, prior to the date of this publication, the Regional Director of Education, Townsville had interviewed Mr. E. Mabo, President, Black Community School Council and had requested him to supply a list of the names of the children enrolled, of the grade levels at which these children were working and the names and qualifications of the teachers involved.

To date this information has not been received.

Despite personal encouragement to those associated with the Black Community School in Townsville, the simple matter of supplying the necessary information has not been forthcoming. This task would take only a matter of minutes to complete. It is quite beyond the understanding of this Department as to why it has not been supplied.

It would appear that the School may wish to delay its recognition but this is in contrast to its protestations of the previous ten months.

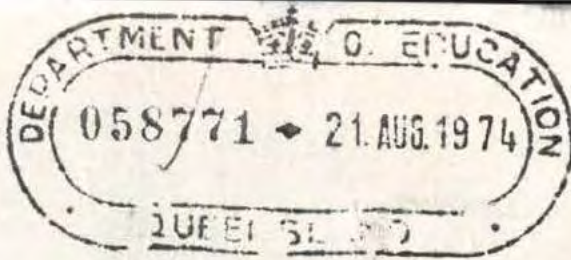
Yours faithfully,

(S'GD.) C. GILMOUR

C. GILMOUR

Acting Director-General of Education.

DoE Release under the Right to Information Act 2009



13 Leppin St,
Mabun E.,
Vic. 3145
18th August, '74.

The Inspectors' Branch,
Queensland Education Dept.,
6th Treasury Building,
Queen St.,
BRISBANE.

Dear Sir,

For inspection of
It has come to our attention that the
Townsville Community school, which serves the
Aboriginal population there, is some financial
difficulty. Already they have had to lay
off one teacher.

This school interests us as its
constitution seems to embody the most
recent thinking about education for Aborigines,
and policies espoused by the Federal
government with, alas, to date little
practical results. It would be most
prestigious for Queensland to have such a
school operating smoothly.

It seems that Federal grants are
pending, and \$71000 has in fact been
offered by the Arts Council, but no
money can be accepted until the

HML
74/58771
Pte Schls Various

B/c The Regional Director of Education, TOWNSVILLE.

For your information. A copy of the relative Departmental
reply is attached hereto.

s47(3)(b) - Contrary to Public Interest

2002-11-11 10:10:10
2002-11-11 10:10:10

school has been inspected.

Would you be kind enough to inform
the group of your intentions in the matter?

Yours faithfully

s47(3)(b) - Contrary to Public Interest

Secretary

ABORIGINAL ACTION
113 COPPIN STREET
EAST HALVERNS 3145

33629/24

Pte Schls Various
See Aboriginal action



13 Coppin St,
Mabrouk E.,
Vic. 3145.
18th August, '74.

The Inspectors' Branch,
Queensland Education Dept.,
Old Treasury Building,
Queen St.,
BRISBANE.

Dear Sir,

For inspection of

It has come to our attention that the
Innesville Community school, which serves the
Aboriginal population there, is in some financial
difficulty. Already they have had to lay
off one teacher.

This school interests us as its
constitution seems to embody the most
recent thinking about education for Aborigines,
and policies espoused by the Federal
government with, alas, to date little
practical results. It would be most
precious for Queensland to have such a
school operating smoothly.

It seems that Federal grants are
pending, and \$7000 has in fact been
offered by the Arts Council, but no
money can be accepted until the

MW

[Redacted]

[Redacted]

26/10/74

20 1974

DoE Release under the Right to Information Act 2009

school has been inspected.
Would you be kind enough to inform
the group of your intentions in this matter?

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Secretary

ABORIGINAL ACTION
113 COPPIN STREET
EAST MALVERN 3145

s47(3)(b) - Contrary to Public Interest

26/1/98

033629 • 13 MAY 1974
INTERIM REPORT ON
THE BLACK COMMUNITY SCHOOL COUNCIL.

Pts. School War.
R/O N

7/11/74

AF-AY

The following is a review of items relating to the establishment of a Black Community School in Townsville.

1. 20 August 1973 - This is a report by Mr. H. Penrith which states inter alia;

"We feel that teachers have done a magnificent job in perpetuating traditional retardation of black children through the normal school processes and unfortunately for us the scourge of racism continues to haunt the school classroom. It seems that teachers have not been made conscious of the degree to which they reflect the prejudices current in society and as a

Mr Dwyer.

Please have letters containing pertinent information as in report for D.G.'s sig.
for (a) Director, D.A.I.A.
(b) Sec., Aust. Council of Churches
(c) Mr H. Penrith.

20/5/74
17.5.74

FILE
Black
Community
School
Townsville

Primary Section

Mr Dwyer Please prepare letters as attached.

Letter forwarded 4/6/74. See attached 16/5/74.

was received. Attached was a reply to Mr. Moloney.

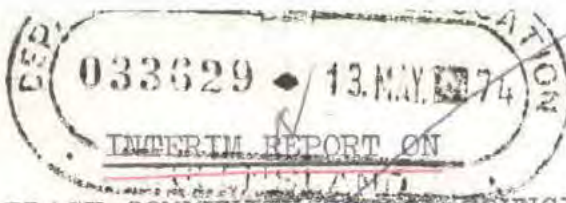
7. 8 November 1973 - The Director General wrote to the Director of D.A.I.A. giving details of the school and also indicating that the additional information sought by the Regional Director in his letter of 10 September 1973 to [REDACTED] had not been received.

8. 7 November 1973 - The Director General informed the Regional Director, Commonwealth Department of Education, that this information had not been received.

9. 1 April 1974 - The Australian Council of Churches contacted the Director General of Education announcing a grant to the Black Community School. In this announcement it was stated: "The Queensland Department of Education has been approached to recognise the school but inspection has continually been delayed. The school cannot apply for Commonwealth financial assistance until it has been recognised by the State Education Department; and the State Department will not inspect the school unless it is operating. This means that the school has to depend on grants and donations until such time as the school is inspected and approved."

1. Noted [REDACTED] 15/5/74.

2. D P E. For your information.



THE BLACK COMMUNITY SCHOOL COUNCIL.

Rts. School War

R/O N

7/11/74

APR 24

The following is a review of items relating to the establishment of a Black Community School in Townsville.

1. 20 August 1973 - This is a report by Mr. H. Penrith which states inter alia;

"We feel that teachers have done a magnificent job in perpetuating traditional retardation of black children through the normal school processes and unfortunately for us the scourge of racism continues to haunt the school classroom. It seems that teachers have not been made conscious of the degree to which they reflect the prejudices current in society and as a result they have not been encouraged to avoid these prejudices. The whole society is comparable.

We have therefore embarked on a brave and ambitious venture in establishing our Black Community School in Townsville."

2. 20 August 1973 - The Acting Regional Director of Education indicates that he had interviewed Mr. Penrith. Mr. Penrith agreed that he would write a separate letter seeking approval of his school.

3. 12 September 1973 - An application was received from Mr. R. Renew on behalf of the Black Community School for official approval of the school. No useful details were attached.

4. 19 September 1973 - A letter was written to requesting

- (a) a description of the buildings,
- (b) further details as specified on an enclosed sheet,
- (c) details of office holders of the Parents Association,
- (d) a copy of the Constitution of the Parents Association.

5. 20 September 1973 - The Director General was supplied with a summary of incidents up until that date. This letter indicated that Mr. Renew had been asked to supply further information and that his application had been forwarded to the Director General.

6. 3 November 1973 - The copy of a letter from Mr. Justan Moloney of The Australian Union of Students to the Minister for Education was received. Attached was a reply to Mr. Moloney.

7. 8 November 1973 - The Director General wrote to the Director of D.A.I.A. giving details of the school and also indicating that the additional information sought by the Regional Director in his letter of 10 September 1973 to [REDACTED] had not been received.

8. 7 December 1973 - The Director General informed the Regional Director, Commonwealth Department of Education, that this information had not been received.

9. 1 April 1974 - The Australian Council of Churches contacted the Director General of Education announcing a grant to the Black Community School. In this announcement it was stated: "The Queensland Department of Education has been approached to recognise the school but inspection has continually been delayed. The school cannot apply for Commonwealth financial assistance until it has been recognised by the State Education Department; and the State Department will not inspect the school unless it is operating. This means that the school has to depend on grants and donations until such time as the school is inspected and approved."

1. Noted [REDACTED] 05/5/74.

2. D PE For your information.

Interim Report on The Black Community School Council (cont.)

10. 18 April 1974 - The Acting Director General of Education informed the Director D.A.I.A. that Mr. Mabo had been interviewed some four weeks prior and that he had been requested to supply the list of the names of the children enrolled; of the grade levels at which these teachers were working; and the name or names and qualifications of the teachers involved. To date this information has not been received.

Despite personal encouragement to those associated with The Black Community School in Townsville the simple matter of supplying the necessary information has not been forthcoming. This task would take only a matter of minutes to complete. It is quite beyond our understanding as to why it has not been supplied. It would appear that the school may wish to delay its recognition, but this is in contrast to its protestations of the previous eight months.

s47(3)(b) - Contrary to Public Interest

8/5/74

B/c Mr. J. Dwyer - Staff Inspector, Aboriginal Education
For your information.

L.J. Dwyer
6856

DML:74/33629

4 June 1974

Mr. H. Penrith,
c/- Department of Aboriginal Affairs,
WODEN.

Dear Mr. Penrith,

In August 1973 a group of people led, at that time, by Mr. H. Penrith, decided to establish a Black Community School in Townsville.

On 20 August 1973 the Acting Regional Director of Education, Northern Region, interviewed Mr. Penrith who agreed to write a letter seeking approval of this school.

On 12 September 1973 an application seeking official approval was received from Mr. R. Renew on behalf of the Black Community School. This application was forwarded to the Director-General. However, no useful details about the school were attached. Accordingly on 19 September 1973 Mr. Renew was requested, by letter, to supply further details including a description of the building, details of Office bearers of the Parents' Association, and a copy of the constitution of the Parents' Association.

During November and December 1973, the Director-General advised correspondents from the Australian Union of Students, the Queensland Department of Aboriginal and Island Affairs, and the Commonwealth Department of Education that the information requested to enable the processing of the application had still not been received.

On 1 April 1974 the Australian Council of Churches announced a grant to the Black Community School, and without having any contact with the Queensland Education Department stated in its official publication,

"The Queensland Department of Education has been approached to recognize the school but inspection has continually been delayed. The school cannot apply for Commonwealth financial assistance until it has been recognized by the State Education Department, and the State Department will not inspect the school unless it is operating. This means that the school has to depend on grants and donations until such time as the school is inspected and approved".

In fact, prior to the date of this publication the Regional Director, Northern Region had interviewed Mr. E. Mabo, President, Black Community School Council and had requested him to supply a list of the names of the children enrolled; of the grade levels at which these children were working; and the names and qualifications of the teachers involved.

To date this information has not been received.

Despite personal encouragement to those associated with the Black Community School in Townsville the simple matter of supplying the necessary information has not been forthcoming. This task would take only a matter of

...2/

minutes to complete. It is quite beyond our understanding as to why it has not been supplied. It would appear that the school may wish to delay its recognition, but this is in contrast to its protestations of the previous eight months.

Yours faithfully,

(S'GD C. GILMOUR)

Acting Director-General of Education

Enc.

Copy of letter forwarded to The Director, D.A.I.A., and The Secretary, Australian Council of Churches. SYDNEY.

DoE Release under the Right to Information Act 2009

Receiv'd Van



**AUSTRALIAN COUNCIL
of CHURCHES**

401A Pitt Street, Sydney

Robert Hollison
Secretary General
Work 262901
Home 8074482

NP 12/74
CP

*1. Register
2. File
Black
Community
School,
Townsville*

EMBARGO 6 p.m. 1.4.1974.

IN BRIEF: The Australian Council of Churches has made the first grant from its Aboriginal Development Fund; \$1,000 to the Black Community School in Townsville.

CHURCHES GRANT AID TO ABORIGINAL COMMUNITY SCHOOL

The Australian Council of Churches today made the first grant from the recently established Aboriginal Development Fund. The grant of \$1,000 is to the Black Community School, Townsville, North Queensland.

Black Community School was established in 1973 by a number of Aboriginal and Islander parents who had come together with a common realization that the Educational System of Queensland has failed in one is to measure educational attainments and achievements of Black people.

In a submission to the School Commission (Innovation Programme) of the Australian Government, the Black Community school council states its aims as to give black children or other underprivileged children, an alternative education more suited to their needs and to involve the children's parents and the community in these children's education; with the school becoming a focus around which the Black Community can operate. The Council also aims to teach Aboriginal and Torres Strait Island Culture so that the Black children will recognise the value and be proud of their own national heritage.

Last year the school initially intended to take 10 pupils, ranging from grades 5 to 7 but by the end of the year 12 pupils had enrolled. At present there are 12 pupils enrolled in grades ranging from 1 to 7, with a full time staff of one qualified teacher and an indigenous teacher's aide. Honorary part-time staff consists of one qualified teacher and three third-year university students specialising in indigenous education.

The school was only able to continue this year after receiving a \$3,000 grant from the Australian Union of Students. The Queensland Department of Education has been approached to recognise the school, but inspection has continually been delayed. The School cannot apply for Commonwealth

22 APR 1974

DoE Release under the Right to Information Act 2009

DoE Release under the Right to Information Act 2009

(2)

financial assistance until it has been recognised by the State Education Department; and the state department will not inspect the school unless it is operating. This means that the school has to depend on grants and donations until such time as the school is inspected and approved.

Parent participation is considered so important that the parents of children enrolled at the school, automatically become members of the school council. The school council intends to teach indigenous languages, Merian and Mabuiag of Torres Strait and Aranda and Pitjarijaria of Aboriginal origin, as a second language.

Mr. Terry Widders, Secretary of the A.C.C. Commission on Aboriginal Development, in announcing the grant said, "The significance of this grant is that it indicates the way in which the money of the Aboriginal Development Fund will be distributed. The money will be given, no strings attached, to aboriginal and islander community groups who have a specific programme and are sufficiently organised to implement that programme."

CONTACT: Mr. TERRY WIDDERS Mark 262901.

22 APR 1979



Australian Council of Churches

ASSOCIATED WITH THE WORLD COUNCIL OF CHURCHES

President: The Revd. Neil Gilmore

General Secretary: The Revd. Frank G. Engel

THIRD FLOOR, 401A PITT STREET, SYDNEY 2000
POSTAL ADDRESS: BOX J111, BRICKFIELD HILL 2000

TELEPHONE: 26 2901 (STD AREA CODE — 02)
TELEGRAMS: "ECUMENICAL," SYDNEY

DML: 74/33629

21st June, 1974.

Dear Sir,

AWAY

Thank you for your letter of 5th June in regard to the Black Community School in Townsville. We are interested to have the information in it.

At this stage I am simply acknowledging it, and informing you that we are looking into the matter further.

With thanks,

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

F.G. ENGEL
General Secretary

The Acting Director-General of Education,
Department of Education,
Treasury Building,
Queen Street,
Brisbane 4000.

Noted for A.D.G.

2. Records, please attach to previous

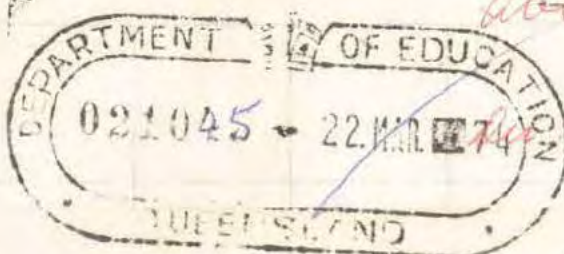
3. Noted [redacted] 6/6/74

4. D.P.E. For your information [redacted]

26.6.74



TELEPHONES:
DIRECTOR 2 7113
GENERAL OFFICE 24 0515
EXT 5726
TELEGRAPHIC ADDRESS:
"ABORIGINES," BRISBANE



Aboriginals Various
A+I. Dept.

In further reference please quote 8H/383

Department of Aboriginal and Island Affairs
135-147 George Street,
Brisbane, 4000

13th March, 1974

Secretary,
Department of Aboriginal Affairs,
P.O. Box 17,

AWAY

Copy to Regional Director, Townsville.
Please reply to Director, P.A.I.A., George St, Bris.

L.J. Dwyer, 6856.

Thank you for your letter (8H/383) of 13 March in which you seek information on the current status of the Black Community School in Townsville. Thank you also for the copy of the submission made by the Black Community School Council to the Department of Aboriginal Affairs.

This Department has not been able to take any further action in this matter as the school Council has still not supplied required information.

Mr Mabo, President of the Council had an interview with Mr. Cullen, Regional Director of Education, approximately four weeks ago. During that interview Mr Cullen again stressed the need for this information and asked Mr Mabo to supply it as soon as possible. He

pointed out to Mr Mabo that this Department could take action if it were supplied with a list of the names of the children enrolled; of the grade levels at which these children were working; and of the name(s) and qualifications of the teacher(s) involved.

Mr Mabo promised to forward this information to the Regional Office within a week of the meeting. This information has still not been received.

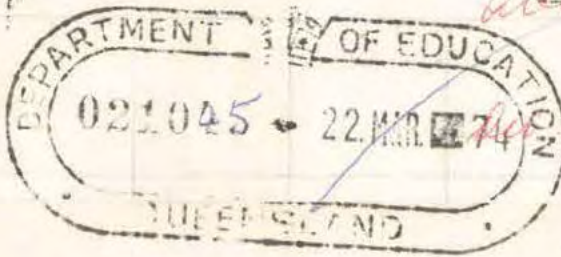
*n this
ecretary
have attached*

.....13/3/74

14P 1974

3/14
10/4/74

Sub 602



In further reference please quote 8H/383



TELEPHONES
DIRECTOR 2 7113
GENERAL OFFICE 24 0515
EXT. 5726
TELEGRAPHIC ADDRESS:
"ABORIGINES," BRISBANE

Department of Aboriginal and Island Affairs
135-147 George Street,
Brisbane 4000.

13th March, 1974

Secretary,
Department of Aboriginal Affairs,
P.O. Box 17,
WODEN. A.C.T. 2606

Dear Sir,

Re Black.
Re: Community School - Townsville
Your 73/1496 of the 5th March

I have referred this data to the Director General of Education for comment and discussion. I will communicate with you as soon as possible after completion of these discussions.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

B/C:
Director General of Education,
Department of Education,
Treasury Building,
BRISBANE. Q. 4000

ATTENTION: MR. J. DWYER

For your information we refer to a previous correspondence in this matter and would be grateful for your comments so that the Secretary of the Commonwealth Department may be suitably informed. I have attached copies of the correspondence under reply.

correspondence

*see reply as attached
by to Regional Director, Townsville.*

16/4/74

Directed 13/3/74

22 MAR 1974

L.J. Dwyer
6856
8H/383
JMZ 74/21045 Aboriginals Various

18 April 1974

Dear Sir,

Thank you for your letter of 13 March 1974, in which you requested information on the current status of the Black Community School in Townsville. Thank you also for the copy of the submission made by the Black Community School Council to the Department of Aboriginal Affairs.

This Department has not been able to take any further action in this matter as the school's Council has still not supplied required information.

Mr Mabo, President of the Council had an interview with Mr C.P. Cullen, Regional Director of Education, Townsville, approximately four weeks ago. During that interview Mr Cullen again stressed the need for this information and urged Mr Mabo to supply it as soon as possible. He pointed out to Mr Mabo that this Department could take action if it were supplied with a list of the names of the children enrolled; of the grade levels at which these children were working; and of the name(s) and qualifications of the teacher(s) involved.

Mr Mabo promised to forward this information to the Regional Office within a week of the meeting. This information has still not been received.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Acting Director-General of Education

The Director,
Department of Aboriginal and
Island Affairs,
135-147 George Street,
BRISBANE.

84/383
DEPARTMENT OF ABORIGINAL AFFAIRS

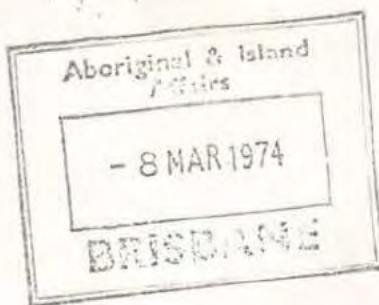
Bank House Woden Town Centre ACT 2606

PO Box 17 Woden ACT 2606

Telephone 81 0322

Telegrams Abaut

73/1469



F 5 MAR 1974

Dear Sir,

Black Community School - Townsville.

I refer to your letter (reference 84/383) of 28 November 1973 concerning the Black Community School at Townsville.

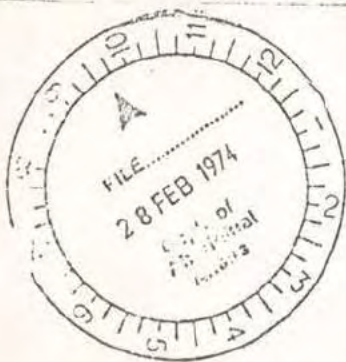
... I am enclosing a copy, for your comment, of a submission from the President of the School Council of the Black Community School. I would be particularly interested in the present status of the school with the Queensland Department of Education, and also whether you have any indication of the support that the Aboriginal community is prepared to give the proposed school.

In view of the need to consult more closely with Mr Mabo I would be grateful for your early comments on this matter.

(R.T. Dobb)

for Secretary

The Director,
Department of Aboriginal and Island Affairs,
135-147 George Street,
BRISBANE, QLD. 4000



73

BLACK COMMUNITY SCHOOL
TUTORING AND ADULT
EDUCATION SCHEME

c/- E.Mabo,
23 Hibiscus Street,
CRANBROOK..Townsville.

24th February 1974

Dear Mr. Burke,

Please find our submission for 1974 tutoring and adult education scheme. The tutoring has been handed over to our school council by the Abschol. These submissions have been prepared with the assistance of previous tutors who have a basic knowledge of costs involved. Hoping that you will give us an urgent consideration.

Yours faithfully,

E. MBAO
PRESIDENT
BLACK COMMUNITY SCHOOL
COUNCIL

Mr. P. Bourke

BLACK COMMUNITY SCHOOL TUTORING AND ADULT EDUCATION SCHEME

7 primary tutors \$12 per tutor per week)40	3360.00
5 secondary tutors \$15 per " " " 0weeks	3000.00
Nini Bus	7000.00
Running Cost	1000.00
Maintenance	400.00
	<u>\$14760.00</u>

ADULT EDUCATION SCHEME

Director/Organiser Salary	6500.00
Vehicle	4000.00
Running cost \$20 per week	1040.00
Unseen expenses	200.00
Secretary/Typist Salary/wages	4000.00
Stationary and printing	500.00
Office equipment and extra school furnitures	1000.00
Hire of extra bus at \$10 per week	520.00
Library	300.00
	<u>\$17960.00</u>

TELEPHONE

Installation	70.00
Rental	55.60
Calls (12 months)	600.00
	<u>\$ 725.00</u>

1 tutor woodwork	} All tutoring at } \$15 per tutor } per week }	
1 tutor metal work		
1 tutor domestic science		
1 home nursing first and and hygiene)		4200.00
1 tutor english, oral, written		17960.00
1 tutor arts (fine art)		14760.00
1 tutor music		725.00
		<u>\$37,645.00</u>

TOTAL \$37,645.00

To Commonwealth Dept. of Aboriginal Affairs



Pte. Sch. Nambour



12.12.73

IN REPLY PLEASE QUOTE

AS250A (5) RH

*78168/73
64158/73
70493/73
62953/73*

C/W

DEPARTMENT OF EDUCATION

BRISBANE OFFICE
167 EAGLE STREET, BRISBANE
BOX 586 G.P.O., BRISBANE, QLD. 4001
TELEPHONE: 25 0122 Ext.

20 November 1973

Director-General of Education,
Department of Education,
P.O. Box 33,
NORTH QUAY. Q. 4000

Dear Sir,

For inform

Mr. Harry Penrith, an Aboriginal parent of Townsville, advised me on 20 August 1973 that he, in co-operation with other Aboriginal parents in Townsville, intended opening a segregated all blacks school from the beginning of third term, 1974. This school was to be known as the "Black Community School". *Townsville*

Apparently this school was to have an initial enrolment of about ten students at levels of approximately Grades 7 and 8.

Several applications have now been received from the Aboriginal parents in Townsville for approval of Aboriginal Secondary Grants by this Department in 1974 for their children to attend the "Black Community School" at 41 Nelsen Street, Townsville.

It would be appreciated if you would advise whether children attending this school are receiving instruction which, in the opinion of the Minister, is efficient.

Thank you for your co-operation in this matter.

Yours faithfully,

K. CARPENTER
Regional Director

- L.J. Dwyer 24.6.56*
1. Correspondence Please reply as below.
(Copy to Regional Director, Townsville)

Thank you for your letter of 20 November, advising of the receipt of applications from Aboriginal parents in Townsville for approval of Aboriginal Secondary Grants for children to attend the "Black Community School" at 41 Nelsen St Townsville.

At present this school does not have official status with this Department. On 12 September 1973 a written application for the establishment of this private school was delivered to the Regional Director of Education Townsville. In line with normal procedures the school was then requested to provide additional information to support this request. To this date this information has still not been received so that this Department has been unable to take any further ~~action~~ in the matter.

29/11/73.

JZ
73/87269
Pte Schls Various

7 December 1973

Ref A5250 A(5) R11

Dear Sir,

Thank you for your letter of the 20th November 1973 advising of the receipt of applications from aboriginal parents in Townsville for approval of Aboriginal Secondary Grants for children to attend the "Black Community School" at 41 Nelsen Street, Townsville.

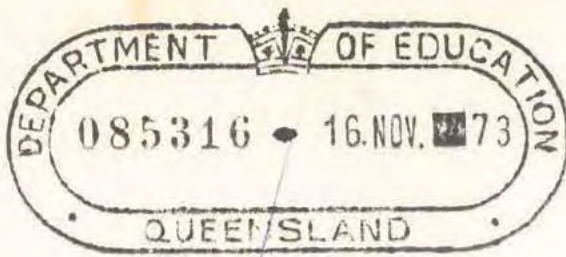
At present this school does not have official status with this Department. On the 12th September 1973, a written application for the establishment of this private school was delivered to the Regional Director of Education, Townsville. In line with normal procedures the school was then requested to provide additional information to support this request. To this date this information has still not been received so that this Department has been unable to take any further action in the matter.

Yours faithfully,

947(3)(b) - Contrary to Public Interest

(S'GD) A.E. GUYMER
Director-General of Education

The Regional Director,
Commonwealth Department of Education,
167 Eagle Street,
BRISBANE



AVI Dept
Sir



TELEPHONES:
DIRECTOR 2 7113
GENERAL OFFICE 24 0515
EXT. 5726

TELEGRAPHIC ADDRESS:
"ABORIGINES," BRISBANE

Department of Aboriginal and Island Affairs
135-147 George Street
Brisbane, 4000

In further reference please quote—8H/383

12th November, 1973.

The Director-General,
Department of Education,
BRISBANE. Q. 4000

Dear Sir,

See comments proposed

Re: Proposal for Specialized School for Aborigines
and Torres Strait Islanders in Townsville - My
Letters of 17th September and 24th October, 1973

I would be grateful for your comments relative to
this matter.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest



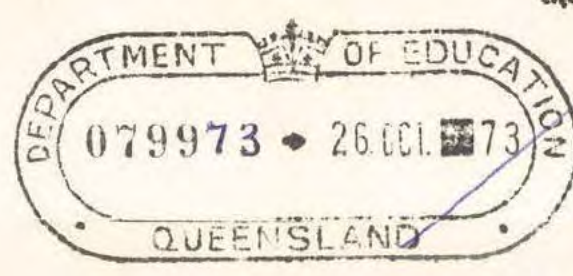
*Reply already forwarded
Evidently crossed in mail.
See attached 8/11/73.
all action completed*

11/73
14 NOV 1973

DoE Release

Nothing registered
12.11.73

A 9. Dept.
Dis A+D affairs



TELEPHONES:
DIRECTOR 2 7113
GENERAL OFFICE 24 0515
EXT. 5726
TELEGRAPHIC ADDRESS:
"ABORIGINES," BRISBANE

Department of Aboriginal and Island Affairs
135-147 George Street.
Brisbane, 4000.

In further reference please quote— 8H/383

24th October, 1973.

The Director-General,
Department of Education,
BRISBANE. Q. 4000

Dear Sir,

Re: Proposal for a Specialized School for
Aborigines and Torres Strait Islanders
in Townsville - My Letter of 17th
September, 1973

I would be most appreciative of a reply in this matter.

Yours faithfully,

1. Correspondence

Please reply as attached.

Copy to Regional Director Townsville
and on file.

s47(3)(b) - Contrary to Public Interest



DoE Release under the Right to Information Act 2009

Please reply as follows

Director, D.A.I.A. George St, Brisbane.

Copy to Regional Director, Townsville; and on file.

Thank you for your letter 84/383 of 24 October, seeking information on the proposed Black Community School in Townsville.

On September 12, 1973 Mr. R. Renew and

s47(3)(b) - Contrary to Public Interest

(both ex-State School teachers) and

s47(3)(b) - Contrary to Public Interest

(parent) were interviewed by the Regional Director of Education, Townsville. They were received and dealt with courteously. The Regional Director pointed out that no written application had been received for the establishment of the school.

On September 14 Mr. Renew again interviewed the Regional Director and delivered ^{an} application, dated September 12, seeking approval for the establishment of a school to be known as the Black Community School.

In line with normal procedures the school was then requested to provide additional information to support this request. This additional information has still not been received at the Regional Office, Townsville, so that this Department has been unable to take any further ~~steps~~ steps in this matter.

At last report the school was operating, with the permission of the Catholic Bishop of Townsville, in a deserted Convent School at South Townsville. It employs two full time fully-trained teachers and one part-time trained teacher. Originally there were 10 pupils enrolled but reports are that these numbers have dwindled. All children attending at present are Islanders, although the school claims to cater for all races.

CRB
73/79973
A. & I. Dept.

8th November, 1973.

Dear Sir,

Thank you for your letter of the 24th October (Ref: 89/583) seeking information on the proposed Black Community School in Townsville.

On September 12, 1973, Mr. R. Renew and [REDACTED] (parent) were interviewed by the Regional Director of Education, Townsville. They were received and dealt with courteously. The Regional Director pointed out that no written application had been received for the establishment of the school.

On September 14, Mr. Renew again interviewed the Regional Director and delivered an application, dated September 12, seeking approval for the establishment of a school to be known as the Black Community School.

In line with normal procedures the school was then requested to provide additional information to support this request. This additional information has still not been received at the Regional Office, Townsville, so that this Department has been unable to take any further steps in this matter.

At last report the school was operating, with the permission of the Catholic Bishop of Townsville, in a deserted Convent School at South Townsville. It employs two full time fully-trained teachers and one part time trained teacher. Originally there were 10 pupils enrolled but reports are that these numbers have dwindled. All children attending at present are Islanders, although the school claims to cater for all races.

Initial funding apparently came from the Race Relations Department (formerly ABSCHOL), Australian Union of Students, 97 Drummond Street, Carlton, Melbourne, 3053.

Yours faithfully,

(S'GD) A.E. Guymer

Director-General of Education.

The Director,
Department of Aboriginal and Island Affairs,
135-147 George Street,
BRISBANE. Q. 4000.

Ref. 73/078168

L.J. Dwyer

Ph: 24 6969

MINISTERIAL CORRESPONDENCE

Suggest reply as follows:

Dear Mr. Moloney,

The questions raised in your letter about the Black Community School at Townsville have been investigated.

My Department has made no official statement on this school. If personnel of this Department have made any comments, these have been made as individuals and not as Departmental spokesmen. If you care to contact [redacted] of the Black Community School I am sure that he will tell you that he has received all possible co-operation in interviews he has had with the Regional Education Office in Townsville. [redacted] telephoned that office on September 10 to request an appointment to discuss the establishment of a Black Community School. This meeting, involving [redacted] (another teacher), [redacted] (a parent) and the Regional Director, Northern Region was held on September 12. At this meeting the Regional Director pointed out that no written application for the establishment of this school had been received. A written application, dated September 12, was later delivered personally to the Regional Director. In line with normal procedures the school was then requested to provide additional information to support this request. To the date of writing this letter this additional information has still not been received at the Regional Office, Townsville, so that my Department has been unable to take any further steps in the matter. The question of support or opposition, therefore, has not arisen as my Department is not able to carry out the necessary formalities associated with the establishment of a private school.

My Department has given no directions to people involved in aboriginal tutorial schemes in Townsville. These schemes are, in fact, under the control of the Education Department of the Townsville Teachers' College which is an autonomous College and thus receives no directions from my Department.

My Department shares your concern that Aborigines should receive quality education. To this end a special section, dealing with indigenous education, has been established. I am enclosing a leaflet which outlines what has been attempted this year. Vernacular programs and programs using Aboriginal Classroom Assistants have been extended since the leaflet was written.

26.10.73

Telephone
347-7433

Telegrams
Natstud Melbourne

Telex
AA32638

Australian Union of Students

078168

15 OCT 1973

QUEENSLAND

URGENT

EDUCATION

17 OCT 1973

FOR THE MINISTER

date 12.10.73

ref

Mr. A. Fletcher,
Minister for Education,
Parliament House,
BRISBANE QLD 4000

97 Drummond St, Carlton, 3053, Melbourne.

Previous

70473/73 DWYER 5/10.

64158/73 DOG 18/7.

Re Black Community School - Thistle

Dear Mr. Fletcher,

This organization, through its Race Relations Department, has in the last couple of months been associated with a community school project in Townsville. We made available some finance for the initiation of the project. We supplied this finance because firstly, we believe in the initiative of community activity and also in the need of the local Aboriginal people for such a project.

As you would know Abschol (now known as Race Relations) has had a long history of involvement in encouraging Aboriginal education. Such education not being just that which is directed at the needs of European children, but methods and material which are relevant to the life style of the Aboriginal people.

Over the last few years a number of people in the Townsville region have expressed concern over the position of Aborigines within the available education facilities. Both black and white felt that the official education facilities were not really satisfying the needs and wants of Aboriginal persons. It was due to this concern that the Community school idea was put forward.

This morning I was informed that State Education personnel were themselves somewhat critical of the project. I was also informed that some persons attached to the State Department and who were involved in Aboriginal tutorial schemes in Townsville, had been discouraged from further participation in tutoring. I have been led to believe that such discouragement was connected to the local Abschol group being involved in both tutorial and community school projects. The inference from this information is that your Department is not supporting the idea of the community school. In fact it could appear as if the Department is actually opposing the idea.

If this is so, then I wish to register my disappointment at the attitude of both the Department and the personnel associated with this opposition. I believe that people, whether black or white, can only benefit from such local initiative. Also, taking into consideration the urgent requirements of the Aborigines around the Townsville region, I believe that there is an urgent need for this scheme.

I would ask you to either confirm or offer proof of denial regarding the information I have received.

I hope to hear from you in the very near future.

Yours faithfully,

Justin Moloney
Race Relations Officer

s47(3)(b) - Contrary to Public Interest

30 October, 1973.

Dear Mr Moloney,

I desire to inform you that the questions raised in your letter of 12 October, 1973 concerning the Black Community School at Townsville have been investigated.

My Department has made no official statement on this school. If personnel of my Department have made any comments, these have been made as individuals and not as Departmental spokesmen. If you care to contact [redacted] of the Black Community School I am sure that he will tell you that he has received all possible co-operation in interviews he has had with the Regional Education Office in Townsville. [redacted] telephoned that Office on September 10 to request an appointment to discuss the establishment of a Black Community School. This meeting, involving [redacted] (another teacher), [redacted] (a parent) and the Regional Director, Northern Region was held on September 12. At this meeting the Regional Director pointed out that no written application for the establishment of this school had been received. A written application, dated 12 September was later delivered personally to the Regional Director. In line with normal procedures the school was then requested to provide additional information to support this request. To the date of writing this letter this additional information has still not been received at the Regional Office, Townsville, so that my Department has been unable to take any further steps in the matter. The question of support or opposition, therefore, has not arisen as my Department is not able to carry out the necessary formalities associated with the establishment of a private school.

My Department has given no directions to people involved in Aboriginal tutorial schemes in Townsville. These schemes are, in fact, under the control of the Education Department of the Townsville Teachers' College which is an autonomous College and thus receives no directions from my Department.

My Department shares your concern that Aborigines should receive quality education. To this end a special section, dealing with indigenous education, has been established. I am enclosing a leaflet which outlines what has been attempted this year. Vernacular programs and programs using Aboriginal Classroom Assistants have been extended since the leaflet was written.

Yours sincerely,

[redacted] s47(3)(b) - Contrary to Public Interest

[redacted] s47(3)(b) - Contrary to Public Interest

Minister for Education.

Mr J. Moloney,
Race Relations Officer,
Australian Union of Students,
97 Drummond Street,
CARLTON. Vic. 3053

September 17 - "A Reply By Black Community School Council" appeared in The Townsville Daily Bulletin. During a later telephone conversation with [REDACTED] s47(3)(b) Contrary to Public Interest, he inadvertently indicated that he was the author of the statement contained in the article.

September 19 - The main headline in The Townsville Daily Bulletin was "Motives of City's 'Black School' Justifiably Suspicious".

A telephone call was received from [REDACTED] s47(3)(b) Contrary to Public Interest registering some sort of complaint about the article; that The Honourable The Minister should have been aware, by this time, that a formal application had been lodged. He was informed that his application was receiving the same sort of consideration that was extended to groups of persons who wished to have a school established. He was told that he could anticipate a letter from Regional Office seeking more details of the school. Upon the receipt of this information he would receive further advice. Until such information was received, it was unlikely that The Honourable The Minister would actually receive a copy of his original application. [REDACTED] s47(3)(b) Contrary to Public Interest requested that his application be forwarded and this is hereby attached.

Casual conversations have revealed other aspects of this movement to establish such a school. It is likely that the pink paper article supplied by [REDACTED] s47(3)(b) Contrary to Public Interest with his letter of 30 August originated from impressions gained by Mr. H. Penrith at a recent seminar conducted for teachers at schools which contain a significant number of indigenous pupils. It is believed that Mr. Penrith attended part of this seminar, uninvited, and was distressed by some of the comments made by teachers concerning the educational potential of aboriginal children. The senior report of the Townsville Bulletin suspects incidentally, that [REDACTED] s47(3)(b) Contrary to Public Interest may be the author of this particular pink paper article.

In face to face conversations, the Regional Director has expressed to [REDACTED] s47(3)(b) Contrary to Public Interest his personal disapproval of the establishment of such a school. Based on sound educational and sociological reasons, [REDACTED] s47(3)(b) Contrary to Public Interest has been told that one can only feel deep pity for the pupils of a school that was established for the reasons outlined in Mr. Penrith's pink paper.

[REDACTED] s47(3)(b) Contrary to Public Interest the Townsville Aboriginal and Islander Legal Service has personally expressed to the Regional Director, his disapproval of the movement and the procedures that have been adopted. At the same time he is embarrassed by having to act as the legal adviser in this matter.

Hearday indicates that the Catholic Bishop of Townsville is on a razor's edge. By granting the use of the deserted Convent School at South Townsville, he imagined that he was offering a place where dedicated teachers could offer extra help for children who normally attended local schools. To withdraw his offer now, it might appear that he typified white racism.

It is the present intention of the Regional Director to give the applicants plenty of work to do to support their application. Should he be asked to comment publicly, he intends to express deep concern for the attitudes that must develop in the pupils of the school.

Enclosed: 2 copies of application
by [REDACTED] s47(3)(b) Contrary to Public Interest

3 extracts from The Townsville
Daily Bulletin of Sept 14,
17, 19.

1 copy of letter to [REDACTED] s47(3)(b) Contrary to Public Interest

Yours faithfully,

[REDACTED] s47(3)(b) - Contrary to Public Interest

Northern Regional
Director of Education

The Black Community School,
41 Nelson Street,
South Townsville
12 September, 1973.

The Minister,
Department of Education,
Brisbane.

Dear Sir,

On behalf of the Council of the Black Community School, I request that you grant official approval for the School to operate. We would be happy to discuss with you or with officers of your Department any queries which you may have concerning the School.

In view of the premature and unbecome publicity given to the School by the local press, I wish to draw your attention to the following points:

- (1) Details of the School which were reported in the local press are in many respects erroneous. The statement which was used as a basis for these details was made by one member of the Steering Committee at a time when the aims and methods of operation had not been agreed upon.
- (2) Control of the School now rests entirely with the School Council, composed entirely of parents of students attending.

(3) The acting Northern Regional Director of your Department was notified before 30 August, 1973 of our intention to establish the School. At the same time he was informed that we would be seeking your approval for the School.

(4) We felt that it was necessary to have the School operating with students attending, to enable inspection by officers of your Department and, we hope, subsequent approval by you.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Received 14/9/73

s47(3)(b) - Contrary to Public Interest

DoE Release

COPY

The Black Community School,
41 Nelson Street,
SOUTH TOWNSVILLE

12 September, 1973.

The Minister,
Department of Education,
BRISBANE

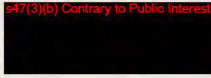
Dear Sir,

On behalf of the Council of the Black Community School, I request that you grant official approval for the School to operate. We would be happy to discuss with you or with officers of your Department any queries which you may have concerning the School.

In view of the premature and unwelcome publicity given for the School by the local press, I wish to draw your attention to the following points:-

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- (2) Control of the School now rests entirely with the School Council, composed entirely of parents of students attending.
- (3) The Acting Northern Regional Director of your Department was notified before 30 August, 1973 of our intention to establish the School. At the same time he was informed that we would be seeking your approval for the School.
- (4) We felt that it was necessary to have the School operating, with students attending, to enable inspection by officers of your Department and, we hope, subsequent approval by you.

Yours faithfully,

S'gd: 

s47(3)(b) Contrary to Public Interest

C.P. Cullen
NR73/14587
NM

19 September, 1973

s47(3)(b) Contrary to Public Interest

Dear

s47(3)(b) Contrary to Public Interest

Your application for the establishment of a school was received on 12 September. As requested, this letter is being forwarded to the Director-General for his information.

Before consideration can be given to your request, the following information is required.

- (a) A description of the buildings that are to be used for the purposes of instruction.
- (b) Details as specified on the enclosed sheet.
- (c) Details of the office bearers of the Parents' Association.
- (d) A copy of the constitution of the Parents' Association.

Yours faithfully,

s47(3)(b) - Contrary to Public Interest

Northern Regional
Director of Education

Doubts Surround Legality Of New Community School

A new school, catering exclusively for primary school children of Aboriginal and Torres Strait Islands residents of Townsville, was opened in South Townsville on Monday, September 3.

Known as "The Black Community School," it has reputedly been established in an endeavour to seek alternatives which would help to "increase and maintain black confidence."

But education authorities said yesterday that the school has neither standing nor status, is not recognised by the Education Department of Queensland, and has been opened and tuition commenced before its promoters have complied with the necessary preliminary formalities laid down by the Education Act, 1964-70.

The aims of the school are set out in a roneed circular at present being distributed in Townsville.

Dated August 28, 1973, and signed by a prominent member of Townsville's Aboriginal community, the circular spells out the aims of the new school as:

- To give black children an alternative education more suited to their needs.
- To involve children's parents and the community in these children's education.
- To provide a satisfactory climate for the tuition of children who are academically oriented and motivated towards eventual tertiary education.
- To be a focus around which the black community can operate.

"FAILED MISERABLY"

The circular claims that the Black Community School has been created by "a group of black people who have come together with the common realisation that the educational system of Queensland has failed miserably, if success is measured by educational attainments and achievements of black people."

"We feel that teachers have done a magnificent job in perpetuating traditional retardation of black children through the normal school processes, and unfortunately for us, the scourge of racism continues to haunt the school classroom."

"It seems that our teachers have not been made conscious of the degree to which they reflect the prejudices current in society and as a result, they have not been encouraged to avoid these prejudices."

"The whole school is culpable."

"It is logical, therefore, for us to seek alternatives which are going to maintain and increase black confidence."

"We are convinced that, given the right environment in a situation where we can employ teachers of our choice, where for a particular part of their education, our children can be taught traditional pursuits in dancing, singing, cooking, fishing, hunting etc., as well as 'normal subjects,' then we know they will respond."

"Our school will initially comprise a total of 10 pupils covering grades 5 to 8."

"The emotional security of being together during this vital stage and the advantage of three experienced teachers to give continuous personal tuition to each child will permit them to flow back into the State High School education system, better suited to cope with highly motivated classmates in their first real encounter with competitive society."

FINANCE

The embryo board of the new Black Community School admits to "a big problem at present" in the matter of finance to cover the salaries of teachers and "the acquisition of furniture and other materials," and is initially relying on Abschol for financial support.

Claims that some funds were being provided by members of the Students' Union of James Cook University were discounted yesterday when a member of the union said that any money being provided would come from a grant being made by the Melbourne office of Abschol, to cover the cost of teachers' salaries for the first term at least. Students of James Cook University, he added, were not involved in any

way with the Black Community School.

It was learned from an authoritative source, however, that one part-time and two full-time teachers had agreed to offer their services to the school and work at 50 per cent of normal salary rates.

RECOGNITION

In a bid for recognition, the circular claims that "the Minister for Education has been requested to recognise our school as being bona fide, as well as satisfying him of the compulsory attendance clause."

(Section 28 of the Education Act, 1964-70, stipulates that "every parent of a child being of the age of compulsory attendance shall, unless some reasonable excuse exists, cause such child to attend a State School on each school day."

A "reasonable excuse" is defined in Section 30 of the Act as meaning that "the child concerned is receiving instruction in some other manner which, in the opinion of the Minister is efficient."

Senior officers of the State Education Department in Townsville declined to comment yesterday on the newly-launched Black Community School.

But education authorities in Brisbane described the school as being "without either status or standing and a breach of the Education Act".

They added that parents of primary school children, who previously attended State schools in South Townsville, but had now been enrolled at the Black Community School, had actually breached the Act and were liable to prosecution.

In addition, people attempting to entice children away from a State primary school and enrol them in an unauthorised school not recognised by the State Education Department were also technically guilty of an offence and risked legal proceedings being instituted against them.

Speaking by telephone from Brisbane, the Minister for Education, Sir Alan Fletcher, said that up to the present time no application had been received by his department for the setting up of another school in Townsville.

If, he added, the Black Community School had already been established without his authority and in anticipation of his prior approval, then it was "outside the Act, and its principals were not legally entitled to do this."

The Minister pointed out that before a special school could be established, its promoters "were obliged to comply with certain requirements which had not been fulfilled in this instance."

"This is the first I have heard of the Black Community School in Townsville," Sir Alan said, "and all I can say at this juncture is that it is most unlikely I would approve of a school based on such highly provocative and emotional principles."

"If our education system has failed, then we should be shown where it has failed," he added.

"Such a segregated approach is not likely to improve the situation at all, and I certainly do not approve of this move."

RACISM

Prominent Aboriginal and Torres Strait Islands residents of Townsville have denounced the Black Community School as "apartheid, discrimination in reverse and the worst form of racism yet."

Mrs. Thelma MacEvoy, of 42 Hughes Street, Hermit Park, is the assistant secretary of the Aboriginal Advancement League, and a member of the Legal Aid and Border Action Committees.

She has four children, aged between 7 and 15, who attend either the Hermit Park State Primary School or Town High. "I would not like to see any of my children at the Black Community School," she said yesterday.

"I do not think it is a good thing to have a special school just for black children, because this was the very thing we fought against for years at Palm Island."

Integration, not segregation, was what was wanted, for how could

children brought up in a black school adapt themselves to a white environment? she asked.

All the children of Mrs. Eva Geia, of 9 Clayton Street, Hermit Park, are either still at school or "wound up at Town High."

"I am quite happy with the type of education they get," she said.

"We left Palm Island years ago to get away from segregation over there, because I do not agree with children being separated just because of the colour of their skins."

Her daughter, 22-year-old Josephine, who reached Junior level at Town High, does not agree that there is any need for a Black Community School in Townsville.

"There is not even such a thing as a black community," she said, adding that as a result of her schooldays, she has "far more white friends than coloured, and there is no sense at all in wanting to separate black kids from white."

One youngster who "had enough on the first day," and is jokingly referred to as "the Black Community School's first past pupil," is 11-year-old Alfred Clay, son of Mr. Fred Clay, chairman of the Palm Island Community Council.

He refused bluntly to go back on the grounds that "they were all mud kids over there."

"Mud people" is a name by which Aborigines in this area refer to those from the Island, while the Islanders refer to the Aborigines as "Mudies".

And as Mrs. MacEvoy pointed out, how could children segregated in a black school "ever hope to reach the same level of education as Aboriginals such as Michael Miller in Cairns and Philip Stewart in Proserpine, both of whom are qualified teachers in the Education Department, employed teaching both black and white kids in Queensland State schools?"

One well-known Aborigine who occupies a senior position in a Government department in Townsville put forward an alternative to the Black Community School.

"White kids want to know more about my people," he said.

"So why not get over this whole thing simply by setting aside one or two periods each week for the compulsory study of Aboriginal history and culture in all grades in all primary schools?"

NEW APPROACH

That the Commonwealth Government has already taken steps to combat inequality in educational opportunity is the programme to be financed on the recommendations of the Karmel Committee.

Writing in the August 1973 issue of the Queensland Teachers' Journal, the president of the union, Mr. R. H. Costello said:

"It is well to note that programmes for disadvantaged schools have inherent in them a break with a long tradition in Australian education."

"That tradition is that all schools are entitled to equal material provision, at least in those inputs provided by the Government."

"The Compensatory Education approach is that one should provide superior standards of staffing, facilities and equipment for disadvantaged schools to compensate for an impoverished home environment."

"Teachers will need to be convinced that it is an objective assessment of environmental disadvantage, which entitles a school to additional assistance, and not the political influence of the local Member of Parliament."

"The Education Department and the union have been discussing this question in a co-operative way, for it is important for both organisations that an objective and educationally sound basis be established from the beginning for this programme."

"The task of compensating for the disadvantages suffered by children who come from a culturally or economically deprived home is both complex and relatively uncertain."

"There is little in the record of educational endeavour which suggests that the school could hope to be totally successful in compensating for a deprived home environment, and this is the educational challenge facing many of our teachers in future years."

Lord Brown Fined \$120

LONDON, September 13 (A.A.P.) — Lord George Brown was fined about \$120 and disqualified from driving for 12 months on Wednesday for driving with excess

DoE Release under
Access to Information Act 2009

78) appeared confused
also. They said, "we

Common Road,
Gardens,

Reply By Black Community School Council

Messrs. E. and D. Tapin, speaking for the Council of the Black Community School, commented yesterday on the "Bulletin" story last Friday on a new community school opened in South Townsville.

In their statement they said:

"The Council of the Black Community School, Townsville wishes to protest in the strongest terms over the article 'Doubts surround legality of new community school', which appeared in the 'Bulletin' on September 14.

The Council is of the opinion that the article is inaccurate, misleading and biased.

The Council wishes to make the following 12 corrections to inaccuracies contained in the article:

- 1 The school did not open on September 3.
- 2 The school does not cater exclusively for primary school students.
- 3 The school does not cater exclusively for T. Aboriginal and Torres Strait Island children.
- 4 The school does not cater exclusively for children of Townsville residents.
- 5 There are no necessary preliminary formalities to establishing a school laid down by the Education Act, 1964-70.
- 6 The aims of the school are not set out in a circular at present being distributed in Townsville. The aims expressed in this circular are the suggestions of one member of an ad hoc group which met to discuss the feasibility of a new independent school being set up and were expressed before the final aims and operation of the school had been decided on by the Council.
- 7 An embryo board of the school does not exist, and the Council does not admit to a big problem in the matter of finance.
- 8 The school does not have one part-time and two full-time teachers working at 50 per cent of normal salary rates.
- 9 The Council has obtained legal opinion as to the legality of the school and has been advised that parents of children attending the school have not breached the Act.
- 10 The Queensland Department of Education has been kept informed, through meetings with its officers, of the intention of the school to seek official approval; and this approval has been officially requested by the Council.

11 Under the Education Act, 1964-70, the Minister for Education cannot approve or disapprove a school on the basis of its principles, but only on the basis of the efficiency of instruction given.

12 The boy referred to in the article as a past pupil of the school was not at any stage enrolled as a pupil, as the school at the time of his visit had not opened.

In addition to these inaccuracies, the Council is of the opinion that the article showed a bias against the school by not reporting interviews with those Aboriginal and Island people who support the school.

The Council wishes to point out that parents of students attending the school are merely exercising their right to send their children to an independent school of their own choice which is more suited to the needs of their children, a right often defended, incidentally, by the 'Bulletin'.

Finally, the Council, at this stage, does not wish any further publicity for the school, in order to allow opportunity for teachers and students to settle into an established timetable of activities without further interruption.

Enquiries by parents wishing to enrol students in the school are welcome.

Railwaymen Back To Work

Striking railwaymen at Bowen are expected to resume work at 8 a.m. today bringing to an end a three and a half-day-old strike which has disrupted rail services in North Queensland.

Because of the strike, which commenced Thursday afternoon in protest against a court decision over working hours for members of the Australian Railways Union, trains had to be terminated at either Ayr or Proserpine.

Southbound Sunlander passengers had to transfer to buses in Ayr to be taken through to Proserpine to rejoin a train. For passengers bound for Cairns, this situation was reversed, while Townsville-bound passengers were brought from Proserpine to here by bus.

No official statements were made by either rail-way or union officials last night.

Townsville Daily Bulletin
17/9/73

below in metres.
(0.9 yards.)

a.m.	ht.	p.m.	ht.
1.43	1.6	4.02	2.5
8.49	0.8	10.58	1.1
3.58	1.7	5.04	2.8
10.16	0.7	11.47	0.8

The Townsville Daily Bulletin

Registered for Posting as a Newspaper
Category "A"

Incorporating the "Townsville Evening Star"
Phones 71 2041 to 71 2045

Printed and published by the North Queensland
Newspaper Co. Ltd., at 112-154 Ogden St., T'ville

XCII Est. 1881

WEDNESDAY, SEPTEMBER 19, 1973

24 PAGES, PRICE 7c

WEATHER FORECAST

Fine tonight. A few local showers north of Ingham on Wednesday with light to moderate south-east to east winds with local sea breeze. Near coastal waters: Seas slight, patches of moderate in open waters. Winds south-east at 10 to 15 knots, with a few showers in northern waters. Townsville City: Fine, light to moderate south-east to north-east winds. Maximum expected 27.

MOTIVES OF CITY'S "BLACK SCHOOL" JUSTIFIABLY SUSPICIOUS

BRISBANE, Sept. 18. — The Education Minister, Sir Alan Fletcher, told Parliament today he thought there was justifiable suspicion about the motives of those involved in setting up a "black community school" in South Townsville.

Sir Alan was replying in Parliament to a question by Mr. Aikens (N.Q.L.P., Townsville South) who asked if those responsible for this school were the group known as the "Red Element" at the James Cook University, and who were diverting Commonwealth funds to maintain it.

Mr. Aikens said the school had been publicly condemned as "apartheid in reverse," and "racist," by members of the black and white community in Townsville.

Those sponsoring the school had stated that the Queensland education system had failed miserably if success was the measure of educational attainments and achievements of black people.

Sir Alan said he had received protests from the school that abschol funds were involved in it.

The Minister said he was not sure where the proposal for the school had emerged, and did not know exactly how Commonwealth funds were involved in it.

A speculative newspaper report had suggested that abschol funds were involved in the

man named Penrith, aged by 10 children and had three teachers.

He understood two high school teachers had resigned and that an Island teacher had been engaged to teach at this school.

Sir Alan said that an application would have to be made to have the school recognised, and when that application was received it would be investigated to see what it was all about.

Some of the local Aborigines had been

quoted as not approving because the cause of integration would not be served by making a school available purely for black children.

Sir Alan said Aborigines attending State

schools got on very well with the staff and other children.

Ground Gained

There could be excep-

tions, but by and large his department's integration programme was gaining ground each year.

The suggestion that this school had been set up be-

cause of injustice to Aboriginal children just did

"I think I can understand some of the locally expressed opinions that those who are involved in this have motives that are

open to a great deal of suspicion," said Sir Alan.

"In fact, I think that suspicion is justifiable," he said.

not stand up, said Sir Alan.

Townsville Daily Bulletin

WEDNESDAY, SEPTEMBER 19, 1973

AN EMPTY ASSURANCE

THE Australian people must now see the emptiness of the Prime Minister's assurance that if the Government is given price control powers, the trade union movement will co-operate in wage and income restraint.

The A.C.T.U. president, Mr. R. H. Hawke, has voiced the assurance given by Mr. Whitlam in what amounts to a public rebuke of the Prime Minister.

Mr. Whitlam had given his assurance of trade union co-operation in two public utterances on Monday. One was in the Federal Parliament, and one at the annual dinner of the Australian Electrical Manufacturers' Association.

Before the day was over, the Prime Minister had suffered the embarrassment and the humiliation of correction by the A.C.T.U. chief. For Mr. Hawke said that Mr. Whitlam's statement to Parliament included "a promise of moderation which I could never give."

Mr. Hawke went further. He appears to have made union co-operation conditional upon a further upward adjustment of wages while having prices pegged. What other construction could be placed on Mr. Hawke's statement that if wages were "a fair compensation for past price increases under the former Government, then, with price controls, clearly there will be a moderation or a change."

But, irrespective of interpretation of such statements, the basic fact is that Mr. Hawke has disagreed with Mr. Whitlam and has made it quite clear that the trade union movement is making no promises of moderation.

This is not the first time that Mr. Hawke has put Mr. Whitlam in his place. The A.C.T.U. leader has publicly

40 PALM ISLANDERS IN HOSPITAL EPIDEMIC WORSE



ABOVE: Palm Island children playing amongst rubbish in the front yard of their home. Doctors say the epidemic is spreading.

The long corridors of the Palm Island Hospital were filled with 30 Aborigines last night — victims of the island's gastro-enteritis epidemic.

The epidemic, now in its second week, has highlighted the appalling conditions of huts under live.



Mr. Fred Clay, Chairman of the Aboriginal Council, said the epidemic was the worst he had seen and the situation had got out of hand.

This being disease hospital been village miles

Mr. State day emer He Island urge Mini Affa ant.

"The directi eral prom "Cu only probl shoul jam-t the b and

Prov. Schls. Various.

Dev. A+I. affairs



In further reference please quote—8H/383

Department of Aboriginal and Island Affairs

135-147 George Street.

Brisbane. 4000.

17th September, 1973



TELEPHONES:
DIRECTOR 2 7113
GENERAL OFFICE 24 0515
EXT. 5726

TELEGRAPHIC ADDRESS:
"ABORIGINES" BRISBANE

*Previous
64158/73.
at DDG 18/9*

The Director-General,
Department of Education,
BRISBANE. Q. 4000

Dear Sir,

by Mr. H. Smith

Re: Proposal for a Specialised School for
Aborigines and Torres Strait Islanders
in Townsville

I have attached for your information a copy of a letter which has been referred to me by the Secretary of the Department of Aboriginal Affairs, Canberra.

I have replied to the Secretary informing him that the education of Aborigines and Islanders is necessarily a matter for the consideration of your Department and that I will reply to him following upon your advice and comment.

Yours faithfully,

1. *DDG* ✓

2. *Mr. George*

for analysis & advice please ✓

647(3)(b) - Contrary to Public Interest

3. *10.73*

3. *all necessary action completed.
Please file.* 6/11/73.

DEPARTMENT OF EDUCATION

18 SEP 1973



DEPARTMENT OF ABORIGINAL AFFAIRS

Bank House Ainslie Avenue ACT 2608

P.O. Box 241 Civic Square ACT 2608

Telephone 48 0077 Telegrams Abaut

73/1409



4 SEP 1973

Dear Sir,

Proposal for a New School for Aboriginals and Torres Strait Islanders at Townsville

... I am enclosing a copy of a letter addressed to a member of my staff by Mr Harry Penrith, in which he sets out a proposal for a new school at Townsville for Aboriginals and Torres Strait Islanders. In a telephone conversation on 14 August [redacted] advised the same officer that she hoped the school would open immediately after the current school holidays.

[redacted] was told that this Department could not consider such a proposal until a great deal more information had been provided, for example: whether your Department and the Queensland Department of Education had been approached on the matter, what staff was available and the syllabus that it was planned to follow. She was also advised that if consideration were to be given to this proposal, I should have to consult other departments of both the Australian and Queensland Governments and that this would take some months.

I should be grateful if you could let me know whether Mr Penrith has advised your Department or the Queensland Department of Education of his plans, and if you would let me have your comments.

Yours faithfully,

[redacted] s47(3)(b) - Contrary to Public Interest

(B. G. Dexter)
Secretary

The Director,
Department of Aboriginal and Island
Affairs,
135-147 George Street,
BRISBANE. QLD. 4000

*Mr Penrith -
refer K Dept of Education*

Hat 1, 28 Mitchell St
North Ward, Townsville.
31st July, 1973.

Dear Helen,

It was good to see you at the Townsville Seminar recently. I know you enjoyed our beautiful weather and I have a feeling you learnt quite a lot at the Seminar and over on Palm.

I'm glad to know you are working on the Education side of Aboriginal Affairs because I have an exciting plan for you to consider. In this regard refer to photocopies attached. I hope your Section will respond quickly and generously. Quickly from the viewpoint of an investigation and generously because we are going to request \$20,000 to get this pilot project off the ground to cover the first year.

It is incredible that the statistics are so bad in N.Q. re attainments of black kids. All ideas especially if they come from or endorsed by blacks, should be thoroughly investigated and preferably adopted.

We are going to be wrong; we're not experts etc but you've got to give us a go in the things we put to you.

I would like you to come back to Townsville as soon as possible (subject to your boss's approval of course) just to have a look at what I mean. We've got unqualified teachers with ~~the~~ good attitudes and a genuine desire to be involved. After all, it is the incredibly bad prevailing attitudes of whites personified also in teachers in N.Q. which are a retard influence to educational attainments of black children.

Hope you'll rise to the occasion in this rather revolutionary idea. We've just got to do something different and this is it.

Regards,

s47(3)(b) - Contrary to Public Interest

(Penrith)

DoE Release under the Right to Information Act 2009

PROPOSAL FOR A NEW SCHOOL FOR ABORIGINES
AND TORRES STRAIT ISLANDERS AT TOWNSVILLE

AIMS

- (a) To give black children an alternative education more suited to their needs.
- (b) To involve the children's parents and the community in these children's education.
- (c) To avoid the post grade four slump in learning by substituting a schooling which will give encouragement and hope, not indifference.
- (d) To substitute teachers who are understanding of Aborigines' difficulties and differences in outlook and aspiration.
- (e) To provide a satisfactory climate for the tuition of children who are academically oriented, and motivated towards eventual tertiary education.

DoE Release under the Right to Information Act 2009

METHODS

- (a) The first weeks would be spent in decorating the home with a gradual introduction to more formal work, starting in earnest when the children feel at ease in their surroundings.
- (b) There will be little formal teacher-talk tuition, but rather the concentration will be on individual and group response to a set of stimuli.
- (c) Utilization of group efforts will be encouraged as this will encourage security and produce a feeling of success.
- (d) The environment will be used as an aid to learning instead of a forbidden place.
- (e) Involvement with the community will be sought by
 - (i) outside observation of people at work and with aid, participation.
 - (ii) inviting different people to come and participate, especially black people, and to contribute by fortifying the child's pride in his own culture.
- (f) Utilisation of helpers to create satisfactory individual-centred tutorial "needs groups".

DoE Release under the Right to Information Act 2009

- (a) House, or schoolroom with yard space.
- (b) Ten students
- (c) One full-time teacher, one part-time teacher
- (d) Daily volunteer help
- (e) Parent support in school as well as at home

- (a) a spirit duplicator
- (b) a stove
- (c) a fridge
- (d) carpentry tools
- (e) craft tools
- (f) furniture
- (g) materials for sewing, crafting
- (h) books for wide reading at home
- (i) unlimited amounts of cardboard, paper, paints and pencils

DoE Release under the Right to Information Act 2009

DoE Release under the Right to Information Act 2009