

Application form

Heritage

Entry of a place in the Queensland Heritage Register

Use this form to apply to have a place considered for entry in the Queensland Heritage Register under the Queensland Heritage Act 1992.

Before completing this application form:

- read the *Application Guide: Entering a State Heritage Place in the Queensland Heritage Register* available at www.qld.gov.au/environment/land/heritage/
- call 13 QGOV (13 74 68) and discuss this application with the Applications Coordinator, Heritage Branch

1. Applicant details

APPLICANT NAME/S Jayne Lister-Acton	TITLE Ms
ORGANISATION NAME (if applicable) Burleigh To Springbrook Nature Corridor Group	

2. Applicant consent

Ticking YES in the box below means you give consent to the department to publicly disclose your name with this application. At no time (whether you tick YES or NO) will your personal contact details be made public during processing and assessment of this application. The department removes contact details (i.e. address, email and telephone numbers) from all copies of the application except those provided to the Queensland Heritage Council.

Applicant consents to personal information being released	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
APPLICANT'S SIGNATURE <div style="background-color: #cccccc; height: 40px; width: 100%;"></div>	

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PRINT APPLICANT'S NAME Jayne Lister-Acton	DATE SIGNED 09/09/2024
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HHQ/2022/5999

Version: 1.00

Last reviewed: 31 May 2022

ABN 46 640 294 485

3. Place details

NAME OF PLACE AND / OR FORMER NAME Burleigh Heads State School	
STREET ADDRESS 1750 Lower Gold Coast Hwy, Burleigh Heads Qld 4220	
LOT/S ON PLAN/S 155, SP170640; 10, CP894819, adjacent road reserve (school access)	LOCAL GOVERNMENT AREA/S City of Gold Coast
GPS COORDINATES (IF KNOWN) -28.08675357, 153.44786257	

4. Consultation with the owner of the place

Do you own the place that is the subject of this application? Yes No

If you are not the owner of this place, have you consulted with the owner? Yes No

5. History of the place

HISTORICAL SUMMARY See Attachment A
REFERENCE LIST See Attachments A & B
LIST OF ATTACHMENTS Attachment A – History of Burleigh Heads State School and references Attachment B – Historical Newspaper Articles reference list Attachment C – Inventory of Callitris Trees Attachment D – Callitris Trees (and Geodorum) at Burleigh Heads State School Attachment E – Heritage Research Request, Burleigh State School, City of Gold Coast Attachment F – Kombumerri Resource book

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6. Description of the place

WRITTEN DESCRIPTION

Description - Burleigh Heads State School

Burleigh Heads State School occupies a level 15.78 acre site in the centre of Burleigh Heads, a residential, commercial and tourism suburb of the City of the Gold Coast. Surrounded by residences on three sides, the main entrance is from the Lower Gold Coast Highway (east) and it is bound by Acanthus Avenue to the west (western entrance), Diana Avenue to the north, Burleigh Street to the south and West Burleigh Road to the south-west.

The school features a complex of teaching and administration buildings that are primarily placed at the southern end of the property with the earliest sectional school buildings located in the southeast corner of the site and the later added junior school buildings to the southwest. Sporting fields and a tennis court (originally opened 1936, rebuilt 1977) dominate the northern half of the property.

Mature coastal cypress trees (*callitris columellaris*) provide fine examples of shade trees typically featured in Queensland school grounds. They are positioned amongst the original buildings, along the southern boundary, northern boundary and eastern perimeter. Most of these trees pre-date construction of the school and others were planted at the completion of the 1935 school building and through various planting activities over the years. A representative stand of pine trees (*pinus elliotti*), planted by students on successive Arbor Days from 1958, remain at the location of the original forestry plot near the southern boundary of the school.

The site is characteristic of pre and post war school designs, with north-facing, long narrow buildings, linked by covered walkways and surrounded by courtyards, with copious shade trees, and assembly spaces. The placement of the building and progressive utilisation of the site, contribute to the overall significance of site planning amongst the callitris trees.

The layout of the classroom blocks, the covered links between them and associated open spaces, demonstrate the principal characteristics of 1950s state school, which provided for ordered growth from the original pre-WWII school building.

The school retains four of the five two-storey predominantly timber buildings built in the style of pre-war and post war educational facilities (A Wing 1935, 1948), B Wing (1956, 1957), D Wing (1969, 1970) and E Wing (1973, 1974) and an historic one-teacher school, moved to the site in 1951 (to the present B Wing location) and relocated to its present site in 1955 to allow B Wing to be built. It became the school library in 1958 and has continued to be used by the P&C as a parents room. The school buildings are connected by covered walkways and surrounded by landscaped gardens with copious shade trees. C Wing (1959) was destroyed by fire in 1982, and a brick building rebuilt on the same site in 1984. An Activities Building was opened in September 1973, after much lobbying, fund raising and planning. A bronze school badge (plaque), donated by the Nielsen Bros, Brisbane is still situated on the front wall entrance, used for many brass rubbings by pupils over the years.

The original School Building (A Wing, 1935, 1948) is largely intact and is significant as an example of a building type developed by the Department of Public Works for the Department of Public Instruction. It demonstrates the principal characteristics of a building of its type by its form and use of materials, reflecting the ways in which architects of the Works Department addressed problems of light and ventilation in response to climatic conditions.

B, D and E Wings (1956-1974) are good, largely intact examples of highset timber teaching buildings, complementing the original building and contributing to the concept of long, narrow buildings arranged in a staggered, parallel formation, linked by covered walkways around open-ended courtyard assembly and play spaces.

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Rock walls lining the driveway, adjacent to A Wing, are remnants of work completed by the Queensland Government's building and relief work programmes during the 1930s, which stimulated the economy and provided work for men unemployed as a result of the Great Depression.

The southwestern portion of the property features the junior school buildings, including the pre-school (1974) and what was the Burleigh Heads Infant State School buildings (1978). The Activities Building, opened in September 1973 after much lobbying, fund raising and planning, is located adjacent to B Wing. A bronze school badge (plaque), donated by the Nielsen Bros, Brisbane is still situated on the front wall entrance, used for many brass rubbings by pupils over the years. The newest buildings, the Library and Administration building and school hall (2011) feature near the entrance at the centre of the eastern perimeter. The brick wall of D Wing, at the entrance, features a large mural of the school emblem and motto "Work With Honour", welcoming people to the school. The long-established school and its densely foliated (cypress) pine trees are conspicuous in the modern, high rise setting of Burleigh Heads and represent a rare example of pre and post war architecture in the southern Gold Coast.

Wings B, C and D are clustered around a landscaped courtyard featuring a seating area surrounded by established callitris trees (complete with native beehives). The front of D Wing faces the Administration building, Library and entrance and features the oldest of the callitris trees, estimated to be more than 500 years old.

Although modified to respond to emerging needs and buildings added over time, the school remains an intact, representative example of public schools in sub-tropical south east Queensland.

The features of state-level cultural heritage significance within the school complex are:

- A Wing – Built 1935, extended 1948, 1968
- B Wing – Built 1956, 1957
- D Wing – Built 1969, 1970
- E Wing – Built 1973, 1974
- Historic one-teacher school building, moved to the site in 1951 and relocated to its present site in 1955 (and became the library in 1958)
- Activities Building (constructed 1973) featuring bronze school badge (plaque)
- 1950s site planning, including covered walkways and courtyards and a landscaped courtyard (between B, C & D Wings) featuring a seating area surrounded by Callitris trees.
- landscape features – including long established mature densely foliated coastal cypress pine trees (*callitris columellaris*) pre-dating the school.
- The oldest of the Callitris trees estimated to be more than 500 years old in front of D block.
- Rockery/rock wall (1935) constructed by men through depression relief work
- Remnants of the original Forestry Plot (1958-1966), stand of pine trees (*pinus elliotti*)

Features of state-level cultural heritage significance include for A,B,D & E Wings

- Existing location and orientation
- Long high set, rectangular, timber-framed teaching buildings with gable roofs. on tall concrete piers, including extended additional wings in keeping with architectural design elements up to 1971.
- Teaching and administration spaces located on the first floor with sheltered space to the understorey
- Verandah finishes flat sheet lined ceilings with cover strips: timber flooring
- Single-skin verandah wall construction (externally exposed framing)
- All interior spaces are accessed via verandahs
- Timber weatherboard exterior wall cladding
- Original timber joinery: casement windows
- Understorey concrete flooring

Features not of state-level cultural heritage significance

- New metal external staircases to upper floors
- Understorey metal bench seating

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- Non-original internal fittings (e.g. partitions and associated doors)
- C Wing (1959) rebuilt after being destroyed by fire in 1982
- Post 1974 buildings (infant and junior school)
- Replaced walkway materials (metal posts and roofing)
- Air conditioning units

A Wing (Opened 1935, extended 1948, 1968)

A Wing sits in its original position, in the complex of school buildings. It is an intact, north-facing, long high set, rectangular timber-framed teaching building on tall concrete piers with gable roof. In the early years, two extensions were added, in the style and fabric of the original building, to respond to growing student numbers. The Teaching and administration spaces are located on the first floor with sheltered space to the understorey. All interior spaces are accessed via verandahs. The building retains its original timber weatherboard exterior wall cladding and much of its original timber joinery and casement windows.

B Wing (built 1956, 1957)

B Wing is a north-facing, long, highset, timber-framed teaching building with gable roof, built in similar style to the original 1935 A block. It is rectangular in plan, highset on tall concrete piers. Teaching and administration spaces are located on the first floor with sheltered space to the understorey. All interior spaces are accessed via verandahs and the building retains its timber weatherboard exterior wall cladding, much of its original timber joinery and casement windows.

D Wing (built 1969, 1970)

D Wing, although built some 35 years after the original building, was built in a similar style as a north-facing, long highset, timber building with gable roof, supported by brick walls at either end. One brick wall features the school motto at the entrance to the school site. Teaching and administration spaces are predominantly located on the first floor, all accessed via verandahs. There is sheltered space to the understorey, which also includes a classroom. It is an intact building, retaining its original wall cladding, timber joinery and windows.

E Wing (built 1973, 1974)

The last of the original buildings, E Wing is an intact, rectangular, long, north-facing, two-storey timber-framed teaching building with gable roof. Teaching and administration spaces are located on both floors, with no verandah. It features large banks on windows to allow ventilation and light for students.

Historic one teacher schoolhouse (moved to the site in 1951, relocated to present site 1955)

Small, lowset, timber-framed, gable roofed one room schoolhouse with open single-skin verandah, externally exposed framing, timber framed casement windows and sloping corrugated iron roof, stumped on short concrete pillars and capped with metal termite barriers.

Activities Building

White Besser block building originally built as school hall. Open plan, featuring a bronze school badge (plaque) donated by the Nielsen Bros, Brisbane at the building entrance and used for many brass rubbings by students.

Rockery/rock wall

Rock walls lining the driveway, adjacent to A Wing - remnants of work completed by the Queensland Government's building and relief work programmes during the Great Depression (1930s).

Callitris trees

70 mature, catalogued Coastal Cypress (*Callitris columellaris*) trees, that pre-date establishment of the school, some estimated to be between 500 and 1000 years old.

Forestry Plot

Stand of pine trees (*pinus elliotii*), remnant of the original forestry plot established 1958-1966.

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7. Statement of cultural heritage significance

Decide which criteria are relevant to your application and complete a response for each in the boxes below. Write 'not applicable' against the criteria that are not relevant to your application.

<p>CRITERION A the place is important in demonstrating the evolution or pattern of Queensland's history</p>	<p>Burleigh Heads State School, established in 1917 and relocated to its current site in 1935, is important in demonstrating the evolution of state education and its associated architecture in Queensland. The place retains intact, representative examples of standard pre and post WWII government designed school buildings that were architectural responses to prevailing government educational philosophies; set in landscaped grounds with extensive shade trees, assembly and play areas, covered walkways and sporting facilities. The wide verandah, highset, predominantly timber buildings are conspicuous in the modern, high rise setting of Burleigh Heads and represent a rare example of pre and post war architecture in the southern Gold Coast.</p> <p>The place provides evidence of the growth of Burleigh Heads and the surrounding area during the last 19th and early 20th century due to the, then-named, South Coast becoming more accessible, enabling tourism and residential development to flourish.</p> <p>Progressively built from 1934 through to 1974, the symmetrical, highset form with play space beneath, gable roofs, continuous northern verandahs and large banks of south-facing windows of the buildings, provide adequate lighting and ventilation and recognise both educational and climatic needs.</p> <p>The large suburban site, with mature trees, rock walls, courtyards and sporting facilities demonstrates education philosophies which promoted the importance of play and a beautiful environment in the education of children. Selected for its still standing, age-old Cypress Pine trees (callitris), the site, school's original building (A Wing) and rock walls lining the driveway are the result of the Queensland Government's building and relief work programmes during the 1930s, which stimulated the economy and provided work for men unemployed as a result of the Great Depression.</p>
<p>CRITERION B the place demonstrates rare, uncommon or endangered aspects of Queensland's cultural heritage</p>	N/A
<p>CRITERION C the place has potential to yield information that will contribute to an understanding of Queensland's history</p>	N/A
<p>CRITERION D the place is important in demonstrating the principal characteristics of a particular class of cultural places</p>	<p>Burleigh Heads State School is important in demonstrating the principal characteristics of a Queensland state school and its associated architecture through the 1930s to the 1970s, with ongoing modifications to accommodate a growing school population. This includes four, largely intact highset, teaching buildings of standard design (A, B, D & E Wings), that feature timber-framed, lightweight construction; highset, gable-roofed form with play space underneath; north facing verandahs for circulation with fall-prevention safety rails; and classrooms with high levels of natural light and ventilation; on a generous, landscaped site with mature shade trees, covered walkways, landscaped courtyards, extensive play spaces and sporting facilities.</p>

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	<p>The original School Building (A Wing, 1935, 1948, 1968) is largely intact and is significant as an example of a building type developed by the Department of Public Works for the Department of Public Instruction. It demonstrates the principal characteristics of a building of its type by its form and use of materials, reflecting the ways in which architects of the Works Department addressed problems of light and ventilation in response to climatic conditions.</p> <p>B, D and E Wings (1956-1974) are good, largely intact examples of highset timber teaching buildings, complementing the original building and contributing to the concept of long, narrow buildings arranged in a staggered, parallel formation, linked by covered walkways around open-ended courtyard assembly and play spaces.</p> <p>The layout of the classroom blocks, the covered links between them and associated open spaces, demonstrate the principal characteristics of 1950s state school, which provided for ordered growth from the original pre-WWII school building.</p> <p>Building placement was designed around the pre-existing, mature Cypress Pines (<i>callitris columellaris</i>), which still stand today, providing fine examples of shade trees typically featured in Queensland school grounds.</p> <p>A remnant stand of pine trees (<i>pinus elliottii</i>) (1958-1966) demonstrates the common practice of schools in the 1950s to establish forestry plots, with students planting trees in uniform rows on Arbor Day and other events.</p>
<p>CRITERION E the place is important because of its aesthetic significance</p>	N/A
<p>CRITERION F the place is important in demonstrating a high degree of creative or technical achievement at a particular period</p>	N/A
<p>CRITERION G the place has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons</p>	<p>Burleigh Heads State School has a strong and ongoing association with past and present pupils, parents, teachers and the surrounding community through continuing use since its establishment in 1917. With 107 years of association with the Burleigh Heads community and 89 years at its current location, the school is intrinsically linked to the establishment of Burleigh Heads itself and reflects the post war population boom of the area, which resulted in a strong demand, and active community campaigns, for state-run education facilities. It has served as a prominent venue for social interaction and community focus, demonstrated through its active Parent and Citizens Association, local volunteer action, fundraising success and community use for farmers and arts and crafts markets, church services and events.</p>
<p>CRITERION H the place has a special association with the life or work of a particular person, group or organisation of importance in Queensland's history</p>	N/A

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8. Site plan showing proposed boundary

Attach a site plan to this form. Tick to confirm:

- the site plan is drawn or sketched to scale (**see attachment G**)
- all significant heritage elements of the place are shown and clearly labelled in their approximate locations
- the proposed heritage boundary is shown
- the cadastral (lot on plan) boundaries of the place are shown

9. Photographs

Attach photographs to this application that show the place in its current state. Number all photographs and complete the index table below adding more rows if needed.

If submitting an electronic application, submit the photographs in a digital file attached with the application form. Maximum file size for digital images attached to this form is 250kb each.

If submitting an application in hard copy, submit the photographs as an electronic file saved onto a CD or USB and attach one hardcopy print out of images to this application form.

DATE AND TIME TAKEN See Attachments H1 & H2	PHOTOGRAPHER	
<p>COPYRIGHT PERMISSIONS <i>By law copyright of material submitted is subject to conditions set out in the copyright licence for that material.</i></p> <p><i>Please enter licensing details in the metadata for each image/file requiring copyright.</i></p> <p><i>A copyright licence may be obtained free of charge from Creative Commons at www.creativecommons.org. Creative Commons licence 'Creative Commons Attribution-Non-Commercial-No Derivative Works' is recommended. This licence maintains author copyright but allows others to copy and distribute work provided the author is given credit (in a way specified by the author) and the work is not changed in any way and is not used commercially.</i></p>		
IMAGE NUMBER	FILE NAME	DESCRIPTION

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10. Lodgement

All sections of this form must be completed and attachments prepared (in particular the site plan showing the proposed heritage boundary and photographs of the place) before an application is lodged. Incomplete applications cannot be accepted.

Send one copy of the completed form and attachments to:

Email:

heritage@des.qld.gov.au

OR

Post:

Applications Coordinator
Heritage Branch
Arts and Heritage
Department of Environment and Science
GPO Box 2454
Brisbane Qld 4001

Further information

- email heritage@des.qld.gov.au
- call 13 QGOV (13 74 68) and ask to speak to the Applications Coordinator, Heritage Branch
- visit www.qld.gov.au/environment/land/heritage/

Burleigh Heads State School - Nomination to the Queensland Heritage Register

Attachment A: History

Burleigh Heads State School (BHSS), first established in 1917, is located on the Lower Gold Coast Highway at Burleigh Heads on Queensland's Gold Coast. At its current site since 1935, the school is a typical early 1930s school built during the Depression, when many people were without work, then featuring an original three classrooms plus head teacher's room, high set sectional building, built to accommodate 120 pupils. Set amongst landscaped gardens, it has covered walkways, abundant shade trees, extensive play areas, sports fields and a rockery built by unemployed workers under relief programs in the 1930s.

The present school officially opened on 30 August 1935 with 85 pupils and 2 teachers, comprising a cost effective, predominantly timber-framed building (A wing), typical of pre-WWII government education designs. Indicative of the growth and prosperity of the Burleigh region, the original standard designs have been continually refined and expanded in response to changing needs with extensions to the A wing in the late 1940s, a B wing built in 1956-57, C wing built in 1959, further extensions to A wing in 1968 and 1971, D wing built in 1969-70 and E wing in 1973-74. In 1951, a one-teacher schoolhouse was moved to where B wing is currently located - it was subsequently relocated to its present site in 1955 and continues to be used as a parent room by the Parents and Citizens Association. A preschool was added in 1974, and a library in 1977. As enrolments continued to grow, and consistent with the policy of the day to establish separate Junior schools, a Burleigh Heads Infant State School was opened on the site on 23 January 1978 with 395 year 1 and 2 students, and later amalgamated with the primary school in 1989. C wing was destroyed by fire in 1982, and replaced by a brick building in the same location in 1984. (1)

Today the school is a locational feature and centrepiece of the Burleigh Heads community, well utilised for a variety of educational and community purposes and with a maximum student enrolment capacity of 679 students (2). It is conspicuous in the landscape, with its long established, highly intact, pre and post war buildings and its densely foliated (cypress) pine trees amidst the modern high rise, contemporary setting of Burleigh Heads. The school retains representative examples of standard government designs that were prevailing government educational philosophies over the 20th century. It is important in demonstrating the evolution of state education and its associated architecture in Queensland, and is a rare example of educational cultural heritage on the Gold Coast.

Situated on the land of the Kombumerri people, the site of the BHSS has always been, and continues to be, a gathering place. An ancient celebration site and campground (a place of stability and connectedness), Kombumerri men and women gathered there for dancing, singing, feasting on abundant native foods and camping under the coastal cypress pines. From the camp, there was access to the nearby men's initiation site of the Jebbribilum bora (at North Burleigh) and women's birthing site of Jellurgal (at the now Burleigh Head National Park). Remnants of the campsite remain, with majestic Coastal Cypress Pines (*Callitris columellaris*), some estimated to be between 500 and 1000 years old, providing shade for students in the now more than 100 year old Burleigh Heads State School.

There were more than 1500 Aboriginal people living on the Gold Coast, from numerous different clan groups, across the coastal strip and adjacent hinterland when the first European settlers arrived. The land of the Kombumerri clan spreads from the Coomera River in the north to the Tweed River in the south and into the hinterland. They belonged to the wider Banjalang language group, who inhabited an area from Beenleigh in the north to Grafton NSW in the south.

Burleigh Heads is a highly significant place for the Kombumerri people, a place of ceremony, of Dreamtime stories, of marriage, initiation, and a place of abundance. Over the centuries, it was also a "holiday destination", where visiting clans would boost the local population to share in seasonal abundance of food such as sea mullet. There is considerable evidence of Kombumerri activities in Burleigh Heads, including shell middens, scar trees, fish traps and the bora (3).

Growth of a new area

What is today known as the Gold Coast is occupied Country of the Kombumerri saltwater people (and other tribal groups including the Munjunbal, Gugingin, Wangerriburra, Munigali and Balungan peoples) since at least 23000 BC. The eastern parts of Australia were progressively settled by the British after the occupation of Sydney in 1788. Not long after Queensland separated from New South Wales and became a state (1859), the settlement of Nerang was surveyed (1865), with Burleigh Heads surveyed by Surveyor G L Pratten on 18 November 1871. Towns like Coolangatta (at the colonial state border) and Southport, to the north, became important service towns for burgeoning sugar, logging and dairy industries.

The area was growing. On 2 July 1872, 65 suburban lots (of 1-3.5 acres) (4) and 19 country lots (of 5-27 acres) were offered for sale by the Queensland Government near Tallebudgera Creek (5), with a further 40 suburban lots offered on 2 April 1873 (6). In January 1884, 278 subdivided allotments of the Burleigh Head North estate were auctioned by John Cameron, auctioneer (7,8). Further subdivisions and land sales occurred in 1914 (9), 1915 (10), 1929 (11), 1930 (12), and 1947 (13). Services, such as restaurants and guest accommodation, emerged to support an increasing interest in seaside bathing in the late 19th and early 20th century.

A south coast stage coach service was introduced in 1873, and extended to Tallebudgera by 1883. The hard inter-tidal sand of the beach also provided a transport corridor for horse drawn carriages, linking Southport, Burleigh Heads and Coolangatta. A railway line, completed from the state capital of Brisbane to Southport in 1889, boosted access and supported industries. The railway was extended to West Burleigh in 1901 and Coolangatta in 1903, following a route similar to the present Pacific Highway (14).

Referred to as the South Coast, the area was emerging as a seaside recreational and leisure destination for Brisbane residents. The area's first newspaper, the Southern Queensland Bulletin, first issued on 28 March 1885, strongly advocated the growth of the area, and with the growing popularity of the motor vehicle and completion of Jubilee Bridge by 1925, there was increasing investment and tourism was becoming a main economic driver of the region.

Coastal resort areas were becoming more accessible, enabling tourism and residential development to flourish. In the 1920s, newspapers were advertising new estates at Miami and Burleigh Heads.

When paid annual leave was introduced across Australia in 1930, families from around the country could more readily visit the Gold Coast for their annual holiday (15).

By 1933, there were 556 residents at Burleigh Heads. As the population grew, so too did the demand for services like education (16).

From humble beginnings - the evolution of a school

Burleigh School (No. 1568) opened on the 19th March 1917 on Tabilban Street. It had 11 pupils. The establishment of a school in the area was first mooted in 1912, when Mr Walter Brake wrote to the Department of Public Instruction (dated 11 December 1912), stressing the need of a School at Burleigh Heads, promising a piece of land for the school.

The original school on Tabilban Street was built for twenty children. However, by 1921, there were 36 children using 20 desks. By 1926, student numbers continued to grow and the complaints of overcrowding had still not been resolved, prompting the then headmaster, Mr Frederick Perrett, to advise Brisbane that "The Church of England Hall is available with plenty of playground, very centrally positioned, with suitable sanitary purposes and for a reasonable rent of 20/- weekly. The present enrolment of 93 is accommodated in a room for 36." The Department approved this temporary solution and the school furnishings were moved to the Church in Park Avenue for the commencement of the school year in January 1927, where it was renamed Burleigh Heads State School. The school remained at the Church until 1935.

The fight for a school

The school has always had an energetic School Committee (or Parents and Citizens Association), playing an active, and very vocal role in the establishment and operation of the school. A persistent community campaign to establish a permanent site for a school at Burleigh Heads, led by the School Committee, is a strong feature of its history. Over an 8-year period of intense agitation prior to and leading up to 1934, there was endless correspondence to and from the Department of Public Instruction about the need for a State school, and regular articles of objection to inaction appeared in the press, written by journalists, residents, the Progress Association and the School Committee.

The December 1932 annual report by then headmaster Mr Robert's, still based at the Church of England Hall indicated *"The school year has been marked by some irritations and compensations. By no means the least, but certainly the most persistent of the irritations is the continued lack of any official premises. I understand this building has been used for eight years. The extra labour involved in disposing furniture each weekend is most irksome. Other disabilities such as the utter impossibility of attempting mural decorations are too patent to need mention. Playground facilities are meagre and very unsuitable. In that regard, I count it as a most satisfying compensation that I have been able, with the assistance of Miss Pysden, to get through another year without the serious trouble connected with the children's play. A very feeble kick puts the football in the neighbour's yard and I can thank the restraint of the budding Bradman's for having so few broken windows to repair and roused tempers to soothe."*

In his opening address for the new school in 1935, the Minister for Public Instruction, Mr Cooper commented on the long delay in getting a school at Burleigh Heads, remarking that the department had thought seriously of constructing a special fire-proof room in which to store the voluminous correspondence and reports from the community. Further, during the opening day celebratory luncheon, he instanced the new school as a result of community spirit (17).

Today there is a long, strong and ongoing association with the past and present school community, with well celebrated 50th, 75th and 100th year anniversaries demonstrating significant and enduring connections for former pupils, parents and teachers. There continues to be a very active P&C and the school is also regularly used by the community for farmers and arts and crafts markets, church services, sporting, religious and other events and activities.

Site selection

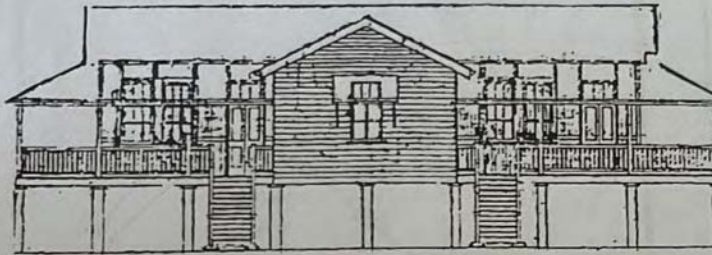
In its search for a suitable new school site, in 1928 the Department of Public Instruction purchased two acres of land from Mr Symonds, approximately a quarter of a mile from the old school at the Church. However, the site was on the side of a hill, had seepage around the hill which caused damp for much of the year and 16 foot stumps would be needed on one side of the building. Parents considered the site to be unsuitable for a school. Other sites were considered, including parts of Mr William Morris' "The Pines" estate and it was revealed that the Minister had then selected two acres facing the "main coastal road" – "a site of sandy loam and cypress trees for shade" owned by Mr Morris - but this site was put on hold due to its excessive price. Ultimately, the Lands Administration Office determined an appropriate value for the two acres and negotiations resulted in a final price of £625. The sale was finalised on 12 July 1934.

There was now a site for the school and the "long fight by the committee and its predecessors for the provision of a school for Burleigh" was ended. On the 12th December 1934, approval was given for the erection of the new school.

At the triennial meeting of the School Committee that year, the Secretary's report reveals that "On receipt of information that the building was to be commenced, the headmaster, Mr Reg Robert's, at the request to the School Committee, conferred with the builder and the department with the object of preserving as many trees as possible to beautify the grounds, and his efforts were entirely satisfactory." Many of these trees still stand today.

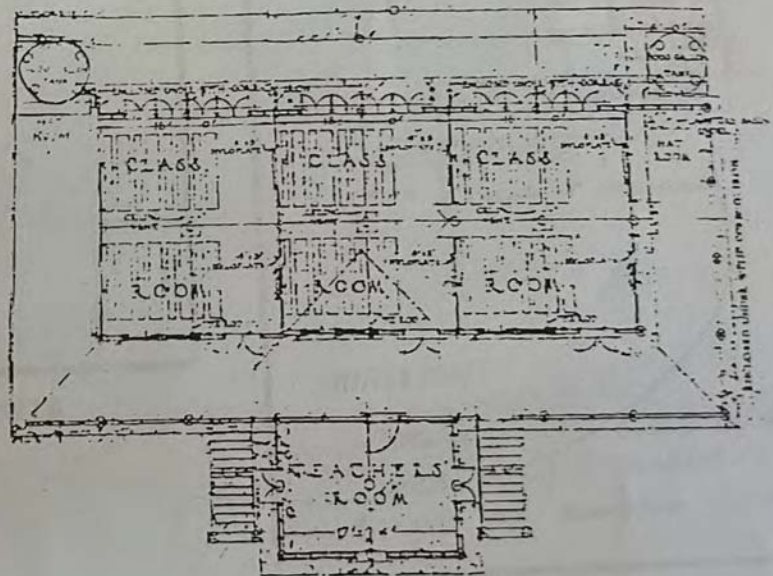
By 8 March 1935, South Coast Bulletin reported that "rapid progress is being made in the erection of the new state school at Burleigh Heads" (18).

1935 BURLEIGH HEADS SCHOOL



FRONT ELEVATION

FLOOR PLAN



Growth of the School

The first buildings: On 12 December, 1934 approval was granted for a new school at a cost of £1340 for erection. The letter of confirmation provided details "Batch No. 1568A/27 - The building is three (3) classroom sectional type to accommodate one hundred and twenty (120) pupils. A teachers' room and one (1) folding partition are included - Eight (8) desks, 7'6" long, Eight (8) forms 7'6" long, Two (2) tables, One (1) press, Two (2) chairs, Two (2) hyloplates (4'x3') fixed on wall, one hundred and twenty hat pegs. Brackets and shelving must be provided for our existing blackboards. Editing furniture to be re-used. Fencing is also included. Building is to be constructed of wood, roof covered with corrugated fibrolite."

The South Coast Bulletin reported on the nearly completed building on 8 March 1935 that "The plan of the new building shows that care has been taken to allow ample space and ventilation in the classrooms, teachers' quarters, hat rooms and with two 8ft x 7ft verandas on the northern side plus an overhand of 3ft 6 inches in the eaves and four casement windows to each classroom, 18ft by 21 ft 10 inches, the building when completed will be up-to-date in every respect. To facilitate the work of the teaching staff, the classrooms have been arranged in a row on the

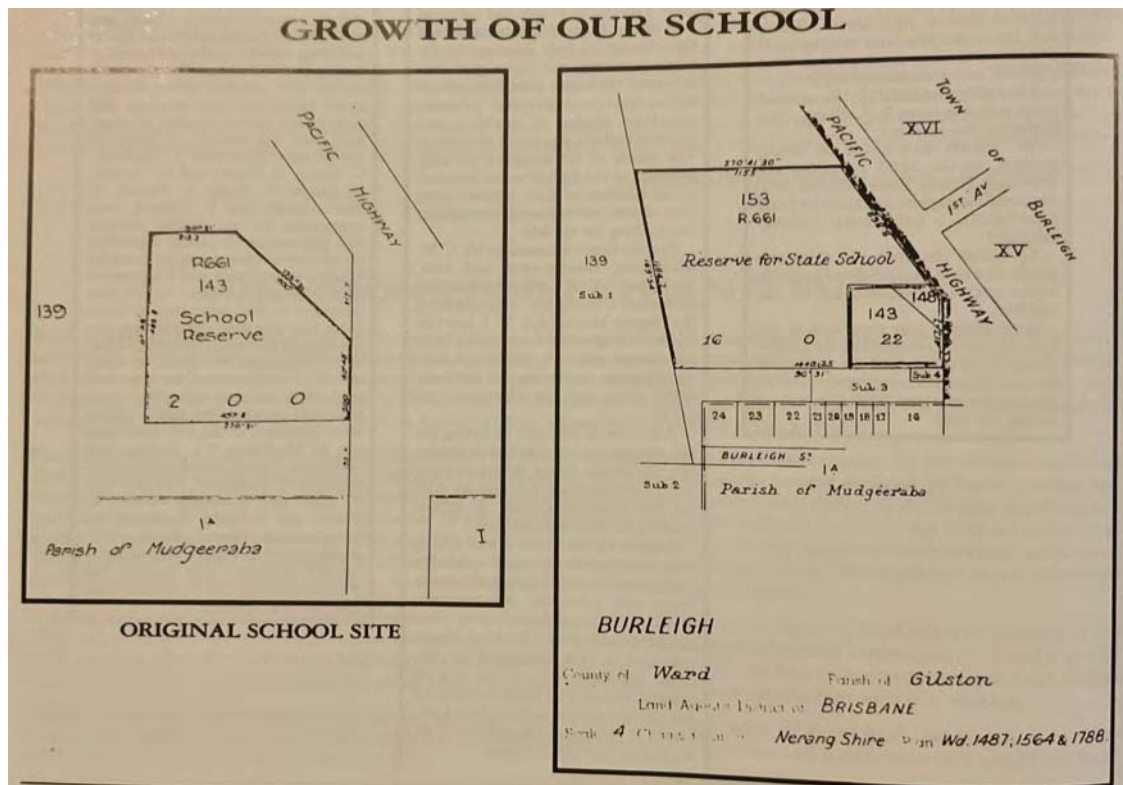
eastern side of the building and with sliding doors from No. 1 - No. 2 and casement doors to the third room, while the wide doorways lead out of the verandahs mentioned above.”

“The teacher’s room (18ft x 12ft) is also designed on modern lines and this also applied to conveniences for washing for the staff and pupils. An outstanding feature of the new school premises is the beautiful site on which it is being building. Surrounded by densely foliaged (cypress) pine trees, which nature has planted and spaced to afford shade to all and sundry and with the sandy nature of the ground, the health of the children will not be endangered by the presence of stagnant water. No doubt the department had an eye to coolness and the destructive nature of the salt-laden air on ironwork when they chose fibrolite for the roofing and also to have the building up from the ground.”

“To avoid vibrations, massive floor bearers (7in x 4 in) and floor joists have been used in the building while the supporting stumps are also on the large side. Sections of the outer walls of the casement will be enclosed with corrugated iron and it is anticipated that in the near future, the floor of the basement will be concreted (which was subsequently completed by July 1935). Provision has been made to install two septic lavatories and flushing system (19).

The building of the new school progressed during the Great Depression of the 1930s, when economies crashed around the world, with a dire effect on people and families. As there were many people without work, relief workers were engaged in the school’s construction. Firstly, relief workers brought landfill in via horses and drays to fill in the swampy area, and other relief workers spread the soil. The relief men, at least one of whom was the father of a student at the school, built the distinctive rockeries on either side of the main gate and the driveway. Significant evidence of the rockeries remain today (19A).

At the time, relief works provided development work across Queensland to assist unemployed men to maintain their “manly independence”. Principally provided by local councils in cities and towns where more than 80% of relief workers were located, State government departments also provided some relief work, including the improvement of school grounds by the Public Works Department (19B).



Land Expansion

As the school grew so did the need for additional land. In September 1938, portion 148 (1568.2 sq.m), previously a part of portion 139, was purchased from Mr William Morris. Again, on 24 March approval was given to purchase a further 16 acres, 22 perches (portions 143, 148, 153) for reserve to the Burleigh Heads State School. Further small portions were purchased, in August 1967 645 sq.m at the western end for a gate (from Z.J. Kermendi), and in September 1977, 607 sq.m. for an entrance for the Infant School (from L.J. McKone). However, in 1976, despite a campaign by the P&C, Main Roads resumed 17 feet and 12 feet at the curve in the road at the front of the school to widen the lower highway (20).

The War Years

With the outbreak of WWII hostilities in the Pacific in 1942, the school continued to operate with some disruption. School was late resuming that year, and once it did, pupils were dismissed at noon each day. Air raid shelters were constructed and air raid drills conducted with the students. While some families moved away to "safer places", with Army Camps established in the vicinity, enrolment increased and Burleigh became a three teacher school (and by 1945 a fourth teacher was needed for the burgeoning school).

In 1944, the pleasant seaside Burleigh Heads town was busy with troop movements. There were now a couple of grocery stores, a fruit shop, a butcher shop, an Estate agent, two hotels and two or three churches, a local dance hall and picture theatre, providing an enjoyable break for locals and for servicemen recovering from the gruelling campaign in New Guinea.

"I went to Burleigh Heads State School from 1939 to 1946. In those years of the Second World War, we used to plant Victory Gardens. Once we planted cotton - it was disastrous! Also we used to practice our War Drill. We would crouch in the trenches near the tennis court while the whistle blew. I was so frightened" (Shirley Taunton (nee Francis), student 1939-1946).

By the middle of 1946, the war was over and Burleigh was becoming more and more popular as a holiday destination. School numbers were expanding and the school started a program of expansion that continued for the decades to come (21).

School Expansion

The school opened on 8 July 1935 with A wing (A2, A3, A4) featuring an office and verandahs on three sides. Within the first years, it was clear that additional accommodation was needed, with parents, the Head Teacher and School Inspector lobbying for more space when, from 1945 to 1947, a teacher taught students on the verandah. The temporary solution, in 1947, was a room under A Wing using canvas blinds on two sides. Over the years, new buildings and temporary solutions were regularly built:

- 27 June 1948 - A5 was built (approved 16 December 1947)
- 30 January 1951 - A small one teacher room was moved to the site and positioned where B Wing now stands
- 20 July 1954 - Western end of A Wing verandah was enclosed as a Library
- 27 June 1955 - Room A1 was built (no eastern verandah anymore)
- Late 1955 - One-teacher school was lined and painted and moved next to A5, becoming the Library in 1958, and then a parent room for the P&C.
- 20 February 1956 - Teacher's staff room built (this became the Clerk-Typist's office in March 1968)
- 31 October 1956 - B Wing - Rooms B1 and B2 constructed
- 26 November 1957 - Rooms B3, B4 and B5 built
- 18 March 1959 - C Wing - C1, C2, C3, upstairs staffroom and storeroom underneath were built.

From 1966, a range of temporary solutions were used in response to continuing growth:

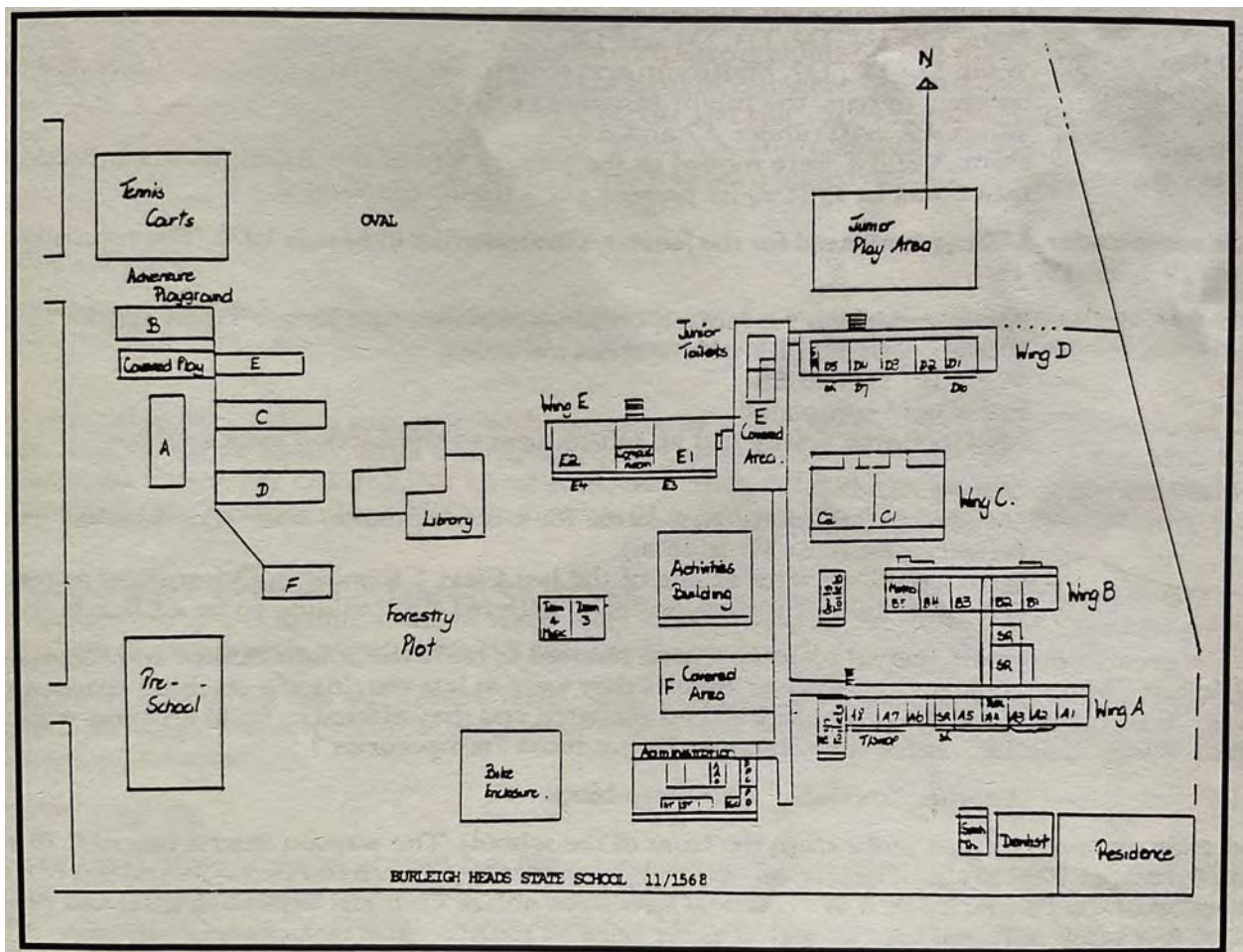
- 11 November 1966 - Demountables 1 and 2 were placed on the front playing field, east of B Wing, for years used as the Library.
- 20 January 1967 - two temporary rooms (B6 and B7) were installed under B Wing, with concrete posts through the middle of rooms. C4 was also enclosed under C Wing with a steel suspension and malthoid/sisalkraft on the ceiling to halt the fall of dust through the ceiling cracks.
- 8 December 1967 - Demountable 3 and 4 were positioned near the “big tree” in the north side of the school grounds.
- Early 1968 - the “one-teacher school” was relocated to its present site as a classroom (and used as a Speech Therapy Centre in the 1990s).

Further buildings/extensions/changes were constructed from 1968:

- 2 July 1968 - further extensions to A Wing, completion of A6 (storeroom), A7 and A8.
- 19 August 1969 - Wing D - D1, D2, D3, D4 and D6
- 20 December 1970 - Wing D - D5, D7, Staffroom and storeroom, western stairwell (later the staffroom became, in part, the Infant Mistress’s office).
- March 1971 - A room under Wing A was converted for the Janitor/Groundsman.
- 23 October 1971 - Wing A9, A10 (under A7 and A8)
- 19 November 1971 - Rooms B6 and B7 were demolished.
- 3 October 1972 - Demountable 3 and 4 were moved to the present site of the Administration Block. It’s final move was in 1981 to its 1992 site as the Music Rooms.
- 01 March 1973 - Accommodation for Janitor/Groundsman near the Junior Toilet Block.
- 18 June 1973 - Wing E - E1 and E3 with withdrawal room
- 8 September 1973 - Activities building opened (built by Mr Don Parks)
- 30 March 1974 - Wing E - E2 and E4
- June 1974 - Pre-school completed
- September 1975 - Principal’s office, next to the Clerk-Typist’s Office
- 24 August 1976 - “modular” classroom (Demountable) near the forestry plot
- June 1977 - Dedicated Library and Sports Complex was finished. At this time, special plans to alleviate growth challenges had been considered to build the Infant School and rebuild much of the Primary School, however costs had escalated and instead decided to build an extra Wing F.
- 20 January 1981 - another “modular” classroom block A. Demountables 1 and 2 had already been removed from the front of the school.
- 23 January 1978 - Burleigh Heads Infant State School opened, with administration block, tuck shop, sheltered area, toilets and Janitor/Groundsman Block, connected by covered walkways
- October 1982 - Administration Block completed.
- 13 November 1982 - the wanton destruction of Wing C by fire (narrowly avoiding B block, which was saved by the Fire Brigade.
- January 1983 - a new demountable arrived.
- August 1984 - Wing C rebuilt (22)

More Modern Buildings

In its 95th year, three new buildings were constructed - a modern, spacious library and new, vibrant administration offices with an adjoining school hall, opening in 2011.



The Trees - a "site of sandy loam and cypress trees for shade"

The site of Burleigh Heads State School features a stand of mature Coastal Cypress trees, some estimated to be between 500 and 1000 years old. Significant to the Kombumerri people (and other coastal Indigenous peoples), Coastal cypress (*Callitris columellaris*) are known for offering a number of useful attributes for campsites as they are situated on well-drained sandy country, with minimal understory vegetation and soft pine needles reducing growth and allowing colonies of ground orchids (*Geodorum*) with edible tubers to flourish. An 1874 article describes the southern coast to the Tweed as one of the 'few places where such fine tall trees can be seen, and few places where there are such valuable trees untouched. An 1879 article refers to the Cypress pines being grown in considerable abundance near the coast, yielding a very sound and durable timber. Consequently, the commercial taking of timber to support building grew in the area, much to the concern of the Kombumerri people. Present day Botanists have identified that the trees at Burleigh Heads State School, represent the largest remaining population of these trees on the Gold Coast mainland (23).

A once-common species throughout much of coastal and southern Queensland, *Callitris* was used by local Indigenous peoples for making weapons, fishing spears and torches. The gum/resin was used as an adhesive, the roots for boomerangs and it was a favoured firewood, producing a pleasant, aromatic smoke and as a deterrent to mosquitoes. There is also evidence of its use for medicinal purposes for colds and skin irritations (24).

In 1934, when the current school site was purchased, it described "a site of sandy loam and cypress trees for shade" (BHSS Parents' & Citizens' Association, p31). A 1935 article in the South Coast Bulletin claimed "an outstanding feature of the new school premises is the beautiful site on which is being built. Surrounded by densely foliated pine trees, which nature has planted and

spaced to afford shade to all and sundry with the sandy nature of the ground, the health of the children will not be endangered by the presence of stagnant water” (25).

Young (2019) refers to article dated 1935-36 describing the new site for the Burleigh Heads State School as hosting shapely and shady pine trees which contribute to its charming surrounds and for the first anniversary celebrations, coloured lights were festooned among the cypress pines, “converting the grounds into a brilliant spectacle”

After the new site for the Burleigh Heads State School was purchased in 1934, school ground improvements were carried out the following year including clearing and lopping of some pine trees on the new school site. The species of pine trees is unspecified but given the ongoing identification of the coastal cypress pines on the site, and photographic evidence, it is clear that they were cypress, and the remaining trees are a remnant native population that predates 1935 (26). Botanists had catalogued and measured all the trees (see Inventory, Attachment C), and the Queensland Herbarium is currently carbon-dating the trees which will provide precise data to confirm their age.

Today, the school is strategically placed amongst the trees which continue to provide shade for students and are a prominent feature of the school. So important are the trees to the school, that they are featured in the Burleigh Heads School Song, “By the ocean blue and the glittering sands, Near the pine trees remembered of old”, written by P.A. Mackenzie in 1992 to commemorate the school’s 75th anniversary.

Endangered *Geodorum* (commonly known as “Shepherd’s Crook” or “Pink Nodding” orchids), grow up amongst the trees. Whilst largely restricted to this site in Burleigh Heads, they too were once common across the south coast region and are indicative of the early use as a Kombumerri campsite.

With the enthusiastic support of the Principal, Mr Peter Tong (who left the school in 2024), local community groups (including Friends of the Gold Coast Botanical Gardens, Veteran Trees Group Australia, Burleigh to Springbrook Corridor Group, Ngarang-Wal Gold Coast Aboriginal Association and the City of the Gold Coast) monitor and conserve the remnant trees, allow some natural regeneration, weed forested areas and plant new trees around the school and at other places. Each remnant tree has been measured, mapped and assessed with reports provided to the School. Some seedlings have been professionally potted up and grown, and then planted by students in suitable locations around the school (but often with limited success) and further plantings are planned. The Kombumerri Rangers, established in 2022, have also developed a relationship with the school, with a program to maintain, propagate and replant *Callitris* trees and *Geodorum* orchids. Mr Tong has spoken of his conversations with renowned Elder, Uncle Dr Graham Dillon OAM (dec), about the trees, the campsite and the traditional gatherings at the school site. Dr Dillon’s granddaughter, Ms Justine Dillon, Kombumerri Noonuccal Ngugi Gorenpul Traditional Owner, Ngarang-Wall Gold Coast Aboriginal Association Secretary and Kombumerri Indigenous Land and Sea Ranger Project Manager, continues a strong relationship with the school.

Coastal Cypress (*Callitris columellaris*) is listed as a ‘local government area significant species’ in the City of Gold Coast Flora and Fauna database.

Arbor Day - part of the fabric of the school (p81, 75th anniversary)

An important component of Queensland state schools was their grounds. In the 1870s, schools inspector William Boyd was critical of tropical schools and stressed the importance of shade trees to playgrounds. This influenced site selection and led to Arbor Day celebrations becoming a feature of the school year from the 1890s (27).

Trees also feature in other parts of the history of the school. Arbor Day has been a significant part of school activities since its establishment and, by Regulation, permission had to be granted for Arbor Day on a selected day between May and September each year. On 6 September 1918, the first Arbor Day was held and Miss Jessie Andrews arranged the planting of 2 *pongamia glabra*, 2 *caesalpinia*, 2 *ficus hillii* and 3 cypress pines at the then school location on Tabilban Street. A

celebratory picnic was held for pupils and visitors and a dance held that night to raise funds for the school.

The next record of Arbor Day activities was in 1923, when, on 11 May, one native fig, 1 mango and a shrub were planted. Over the years, two camphor laurels, two eucalypt trees (1925) and three native figs (1926) were planted at the Tabilban Street site, with gardening proving a popular pastime for the girls.

At the Church of England Hall school location, the 1930 Arbor Day plantings were held at a local reserve, and, in 1934, a seafront Norfolk Pine was planted dedicated to Squadron Leader Bert Hinkler.

Coinciding with the opening of the school at its present site, Arbor Day saw the planting of five tree ferns “with only two surviving under unfavourable conditions”. Thirty-three cypress pines were planted in 1936, with 30 surviving (likely to replace some of the trees cleared for the school buildings).

Cocos palms and a camphor laurel were donated by Mr J.M. Goodwin for the 1937 Coronation Year Arbor Day, and planted on the northern boundary to honour King George VI and Queen Elizabeth II. During the following years, students planted another 2 cocos palms, 10 cypress pines, many self-sown cypress pines, Norfolk Island pines, hibiscus and azaleas.

Perhaps the most significant Arbor Day was 4 May 1951, celebrating Jubilee Day, when 52 children from Grades 5, 6, and 7 were invited to nearby koala park by the Forestry Department, each planting a tree to honour the 50 years of Australia as a nation. The formation of a Forestry Club saw Arbor Day and Club Days combined for many years.

Forestry plots were common at Queensland State schools in the 1950s. In March 1958, the Burleigh Heads State School Forest Club was formed by Mr D.S. Smyth and his grade 7 class. On Arbor Day, 27 June 1958, 50 pine (*pinus elliottii*) trees were planted on a site cleared in April/May that year by Mineral Deposits Ltd who, approved by the education department, had been given the mining rights for rutile in the grounds. As part of their rehabilitation requirements, they cleared and levelled the site in readiness for planting. A further 38 trees were planted on 28 July 1958 to replace that number removed by an under-school age child vandal.

Between 1959 and 1966 many hundreds of pine trees were planted, including windbreak planting in 1966 at the back of the school grounds of 190 trees (of which more than half were pulled out by “local delinquents”. The number of trees in the forestry plot were sadly depleted when 65 were removed for the building of the Infant School and Library (28).

The Gold Coast Bulletin reported in 1963 that 40 of the 153 trees planted by the class of 1963 were felled for “safety reasons” - a decision slammed by former teachers and nearby residents (29).

For the 1988 Bicentennial Year Arbor Day activities, an avenue of trees was planted between the Burleigh Infants and “Upper” school, to commemorate their amalgamation. In 1988-1991, the Year Seven classes each donated a tree for school beautification (30), and all of the remaining trees are testimony to that beauty.

Today, students continue to be involved in a community garden of various edible plants at the school and tree planting activities of cypress pines and Wallum banksia with community groups, like the Burleigh to Springbrook Nature Corridor Group and the Ngarang-Wal Gold Coast Aboriginal Association.

Sporting and activities

Education philosophies have embraced sport as important to the wellbeing and development of students and Burleigh Heads State School was no different. When the school opened in 1935, a tennis course was high on the agenda of the School Committee. A student, Mrs Grace Kelly (nee Hogan, 1934-39) recalls “There was always a cricket pitch - 22 yards of red soil, which was swept

before a match” and a tennis court was to be built but help was needed with funding, so students were asked to request donations. At the sparse residences near the school, people when approached gave what they could - three pence or sixpence, or sometimes a shilling - and then at last the antbed court was completed in July, 1936 with 5 rolls of 1 1/2” mesh, 18 gauge netting at a cost of £6.9.2 and cost of posts from Mr Dennis’s sawmill, £9.3.0.

The official opening was on 12 September 1936, with a display match by a Southport Men’s Team. Over the years, tennis featured on the sporting agenda with dedicated coaches and great success at interschool games.

Throughout the school’s history, the P&C remained determined that the children and staff should have the best facilities. From 1965, special projects formed part of the P&C agenda looking at a new tennis court, cricket pitches and a swimming pool. In November 1968 a school hall was mooted, which, after much lobbying, fund raising and planning, finally on 8 September 1973 an Activities Building was opened, with a bronze school badge donated by the Nielsen Bros, Brisbane on the front wall (which still stands proudly at the building entrance today and has been used for many brass rubbings by pupils).

The need for a sports complex continued to be progressed by parents and friends, holding weekly bingo nights for fund raising. On 6 August 1977, the sports complex opened comprising four tennis courts, doubling as two basketball courts, with optional transition to volleyball courts. Three netball courts were levelled and bitumenised soon after.

The school continued to grow and soon the Activities building was inadequate, so plans and specifications were drawn up for a large extension in June 1977. The building was completed in 1978 and able to accommodate the whole of Years 3 to 7, again, funded by the efforts of parents. However, despite considerable research and planning, the exorbitant price of \$160,000 for a swimming pool meant it was never built, redirecting the funds raised to date to technological enhancements, music instruments, library books and sporting equipment (31).

Throughout its history, from the 1917 Tabilban St site to the present site, inter and intra-school sport has played a prominent role in the school - in tennis, cricket, basketball, netball, athletics, swimming, Australian Rules football, hockey, baseball, softball and rugby league, with many trophies and abundant school pride.

In 2017, Burleigh Heads State School celebrated its 100th anniversary. As reported in the Gold Coast Bulletin “Two world wars, bunyip hunts and tens of thousands of students - Burleigh Heads State School has seen it all since its doors first opening a century ago”. The Principal then, Mr Peter Tong said “The school has an incredibly rich history and we still have some of the original buildings when it was built on this site.”

“Things have changed a lot since those early days and the original students did not have uniforms at all and in some cases, shoes.”

“I think the people from those early days would be amazed by how much the school has grown and changed and the legacy left behind.” (32)

In 2024, Burleigh Heads State School still stands as testimony to those who had the vision to fight for it 107 years ago, and they would be pleased to see both those original buildings still being used by students, and the buildings that have emerged over the century. However, the whole history of the school is significant, beyond just the buildings. The school’s role in the formation of Burleigh Heads - its buildings, the callitris trees, the forestry plot, the rock wall and its continuing life in the community for more than a century - are all worthy of recognition as a state significant place.

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Various historical Newspaper articles (see attachment B)

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Callitris Trees Project spreadsheet of newspaper articles				
Article #	Date & Where	Paper	What it's about	Relevance
1	31 May 1929	The South Coast Bulletin	Burleigh residents call for a state school in Burleigh as neighbouring school not a solution. Temporary school (church)overcrowded, parents bus over 30 students to Southport. Site secured 1/2 mile from township is too hilly for playground. Light, ventilation and sanitation is required.	Reason for school
2	19 July 1929	The Brisbane Courier	Request for pressing need for erection of a new state school made to Minister for Works and Education (R.M.King) yesterday. Burleigh being a Queensland beauty spot with a rapidly expanding population. Site already purchased most unsuitable due to being on a side of a mountain with a good deal of soakage and black soil as well as being away from township. People request original site they asked for.	Reason why current site unsuitable, fight for school important
3	5 May 1932	The Border Star	BHSS Committee elected with chairman Mr A. Spencer. Announced that an area of 2 1/2 acres of Mr W Morris' property at junction of coastal road and West Burleigh road resumed by government for school purposes, and that plans for a new building were being prepared.	New site resumed
4	13 May 1932	South Coast Bulletin	As per above	already covered in #3
5	3 February 1933	South Coast Bulletin	Visit by Minister for Public Instruction (F.A. Cooper) inspecting 3 sites, regretting that Morris site had been cancelled but if owner wished to submit another proposal, the terms if reasonable would be considered. Cooper assured deputation that if one site was approved, details for a school building would be finalised in a fortnight.	3 sites visited, I think Morris site was cancelled due to monetary reasons
6	22 November 1933	The Telegraph	Unsuitability of church building used as school for 8 years. eg 1080 sq feet total, church furniture had 250 sq ft leaving approx 850 sq ft. no area for wet weather, lacks suitable ventilation. 113	on going fight for school

			children on roll, no verandas/playgrounds. Residents believe	
			hold up of new school due to purchase of unsuitable site by	
			departmental officers.	
7a	20 March 1934	Queensland Times	Strike suggested against totally inadequate conditions of temp school in church. 110 children & 3 teachers in church hall. Strike not favoured.	N/A
7b	20 July 1934	The Telegraph	Approval for purchase of land for new school - 2 acres. Lands Dept to arrange survey urgently, average of 95 children attend church building for 8 years.	Approval for new site
7c	21 July 1934	Daily Standard	Notification from Director of Education that approval given to purchase of 2 acres owned by Mr W Morris and having a frontage of 2 chains.	School notified of approval
7d	23 November 1934	South Coast Bulletin	Works Dept. passed plans and approval given to construct new school building at cost of 1340 pounds.	Plans passed
8	29 August 1935	The Telegraph	New school opened by Minister for Education (Mr F.A. Cooper) In 1926, old school considered too small and removed to Tallebudgera after securing the Church of England hall. New school far enough from traffic to make it safe for smallest pupils, sheltered from south - easterly wind by tall cypress trees. Modern building has easterly aspect, made of wood and iron, 75 ft long and 30 feet wide with wide ceiled verandas on 3 sides. Spacious office and teachers' room, folding folding partition to convert into hall. Electric light and water installed and also a piano. 80 students and 2 staff. Extensive ground improvements include paths, cypress pine trees planted with more plans in future.	Opening of new school
9	29 March 1935	South Coast Bulletin	Triennial meeting expressed appreciation of work by committee and lady's committee for long fight to provide school for Burleigh. After hearing building to be started, committee conferred with builder re preservation of as many trees as possible to beautify grounds. This was successful.	Preservation of trees Fight for school
10	31 August 1935	The Courier Mail	School opened Friday 30th after 8 years of agitation by residents.	Fight - Minister comments

			Cooper (Minister for Public Instruction) jocularly remarked depart. had thought seriously of constructing a special fire- proof room to store voluminous correspondence and reports.	
11	5 September 1935	The Border Star	Opening of school, flags and bunting, students lining roadway as officials entered. Building inspected as per article # 8. Building is in keeping with Department's policy of keeping education up to date. Acting Dir Edn said he trusted Burleigh would be the model school of the state. A beautiful place deserves a beautiful school. New school a result of community spirit. Coloured lights around cypress pines created carnival spirit.	
12a	26 February 1937	The Border Star	Request to acquire more land for playground, agreed and finalised soon.	More land - playground
12b	18 March 1937	The Courier mail	1/2 acre acquired - new tennis court	1/2 acre N/A
12c	23 July 1937	South Coast Bulletin	School tennis court open early August	N/A
13	23 January 1942	South Coast Bulletin	Meeting of Volunteer Defence Corps at BHSS next Sunday 10am.	Use of school for war efforts
14	30 January 1942	South Coast Bulletin	Semi blackout at Burleigh. Parents, past pupils and head teacher Mr Roberts dug slit trenches to accommodate approximately 160 children. Trenches require timber because of sandy ground, more help needed.	Trenches dug for 160 children
15	12 June 1942	South Coast Bulletin	Ration books issued at local state school over 3 days - Burleigh Heads.	Ration books
16	20 March 1947	Tweed Daily	Unsatisfactory/overcrowded conditions continue at BHSS. Mr R Roberts, head for 18 years resigned in disgust at refusal of request for 2 replacement teachers & additional furniture to accommodate increase of 60 - 70 pupils to current 160 total.	Ongoing fight for resources physical/human
17	26 March 1947	South Coast Bulletin	P & C meeting welcomed new head Mr C McKenna and decided	May 2nd Arbour day

			to hold annual picnic on May 2nd, observed as Arbour Day.	
18	9 January 1948	The Courier Mail	Improvements 1035 pounds for additional classroom at BHSS. Approval given by Works Department.	Add classroom
19	23 February 1949	South Coast Bulletin	Education Department approached with request that an additional 3 acres be made available for the school children.	Request for additional 3 acres
20	25 March 1949	Brisbane Telegraph	The area of the Burleigh Heads State School reserve has ben increased from 2 to 16 acres by addition of land on north and west boundaries, the Lands Minister (Mr Foley) said.	Increase of land 2 - 16 acres
21	22 February 1950	South Coast Bulletin	Education Dept approached regarding playing area, 3 acres have been cleaned adjoining school, low lying portion of present school ground filled and cricket pitch is ready. School committee approved future library and reading room and money set aside for this.	3 acres cleaned, future rooms approved by school committee
22	6 December 1950	South Coast Bulletin	Oil Company benefit for temporary school room in use. adjacent to school building, not lined,is sealed and full of light.	Need for temporary room
23	2 May 1951	South Coast Bulletin	Burleigh Arbor Day - Forestry Ranger held Arbor day in National Park May 4th at 2pm, school children especially invited. 36 trees planted, 12pines, 12 tree ferns and 12 palms. Where? Co-operation of head teacher	Arbor Day
24	15 July 2015	Gold Coast Bulletin	Jo Carstens in year 6 in 1963 helped plant pine trees of which about 40 were chopped down, due to department saying they had become a safety hazard. Remembered transformation of oval from sandy patch to oval by then headmaster.	About 40 pines chopped down
25	18 March 2017	Gold Coast Bulletin	BHSS 100th year anniversary - Peter Tong current headmaster describes school as 'having incredibly rich history'. School has been on this site since 1935.	100th year anniversary
26	Current	Home>Suburban	Origin of names: Burly Heads to Burleigh Heads	


		Snippets>B Heads	Perry River to Tallebudgera Creek, auction of 65 town allotments July 1872	

TREE INVENTORY - Burleigh Heads State School Callitris Pines

Data collection January 2021 - Tony O'Malley and Jan Allen

NOTES

Tree # As tagged on site -Refer to tree location plan
Eastings and Northings Plotted with Avenza mapping software from android phone
Height canopy height in metres estimate
Radial Canopy average canopy radius in metres
DBH Stem diameter in mm at 1.3 metres above ground
CBH Stem circumference measurement in centimetres at 1.3 metres above ground.
 individual multiple measures provided for multistemmed trees

Risk Level Refer to VALID tree risk assessment

 Acceptable
 Tolerable if risk is ALARP
 Not Tolerable

No risk reduction required
 May require some risk reduction
 Requires risk reduction

Management Refer to recommendations in general assessment report

Tree #	other Tag #	Photo	Northings	Eastings	GENUS/SPECIES	COMMON NAME	Height (m)	Radial Canopy (m)	Stem DBH (mm)	CBH (cm)	Comments	Growth constraints	Risk level	Management
1		1	-28.08775767	153.4494784	<i>Callitris columellaris</i>	White Cypress Pine	14	5	400		phototropic lean to west, unable to obtain circumference due to strangler Fig on stem	Electrical assets to East, Strangler Fig on stem Against fence		Protect roots from mower damage
2		2	-28.08772061	153.4493866	<i>Callitris columellaris</i>	White Cypress Pine	14	4		200	growing in garden bed, orchids surrounding, canopy bias to west, Guioa and Ficus below canopy and growing adjacent. Juvenile Callitris in garden area	Close to driveway and kerb		Manage root area to minimise damage to orchids. Hand weeding or spot spraying only
3		3	-28.08777271	153.4493586	<i>Callitris columellaris</i>	White Cypress Pine	14	3		183	Bees nest, Ficus growing beneath, canopy bias to west	Close to bitumen car park and kerbing		Remove weeds from garden area, mulch root zone and underplant with suitable natives
4	039	4	-28.0877745	153.4493606	<i>Callitris columellaris</i>	White Cypress Pine	4.5		500		Bees nest; topped stump at edge of carpark in centre of fig tree	Dead		retain and protect
5		5	-28.08783979	153.4491869	<i>Callitris columellaris</i>	White Cypress Pine	4.5	2		35	Adolescent, healthy tree	at edge of carpark against cyclone mesh fence (potential future conflict)		Ensure growth conflicts with fence are managed to protect tree
6		6	-28.08784	153.44919	<i>Callitris columellaris</i>	White Cypress Pine	15	3.5		110	canopy phototropic to sw	Near carpark edge. Suppressed on ne side by adjacent Fig tree		Protect from infrastructure repairs
7	040	7	-28.08783979	153.4491869	<i>Callitris columellaris</i>	White Cypress Pine	17	4		220	Over pruned canopy, growing in garden area	Canopy partly suppressed, cultivation of garden area		Remove weeds and take care when cultivating garden area
8		8	-28.08776133	153.4492862	<i>Callitris columellaris</i>	White Cypress Pine	15	4.5		145	Injury mid stem on driveway side and lower stem, minor deadwood 10-15 mm	Growing hard against kerb and bitumen driveway, previous construction damage		Protect from infrastructure repairs
9		9	-28.08774469	153.4491613	<i>Callitris columellaris</i>	White Cypress Pine	12	4		180	main leader cut, hollows forming in stem, overpruned	next to drain and kerb		Protect from infrastructure repairs
10		10	-28.08776816	153.4490576	<i>Callitris columellaris</i>	White Cypress Pine		5.5		200	Bees nest at 6 metres southern side, dead wood 120mm sound, mostly over garden, stem slight lean to nw, overpruned	growing between building and bitumen driveway, overpruned canopy		Protect from infrastructure repairs
11		11	-28.08790168	153.4489626	<i>Callitris columellaris</i>	White Cypress Pine	15	4		165	good canopy density sound deadwood over building, soil level buildup around base, near building	proximity to building, soil level change in root zone		Protect from infrastructure repairs
12		12	-28.08790616	153.4488302	<i>Callitris columellaris</i>	White Cypress Pine	14	5		175	lower branch weighted down with vine, garbage over roots. One on neighbouring property similar dimensions	Proximity to boundary		Remove vine from canopy, remove spoil and rubbish from root zone
13		13	-28.08775339	153.4487776	<i>Callitris columellaris</i>	White Cypress Pine	9	3		110	In carpark in bitumen, poor vigour, minor deadwood 25mm	Within compacted bitumen carpark		improve growing area and protect roots during infrastructure repair. Provide protection for lower stems

Tree #	other Tag #	Photo	Northings	Eastings	GENUS/SPECIES	COMMON NAME	Height (m)	Radial Canopy (m)	Stem DBH (mm)	CBH (cm)	Comments	Growth constraints	Risk level	Management
14		14	-28.08774268	153.4486455	<i>Callitris columellaris</i>	White Cypress Pine	14	4.5		235	Surrounded by bitumen, measured below trifurcation, secondary leader previously removed at stem, cavity developing in stem junction, minor deadwood	Within compacted bitumen carpark		improve growing area and protect roots during infrastructure repair. Provide protection for lower stems
15		15, 16, 17	-28.08780343	153.4484756	<i>Callitris columellaris</i>	White Cypress Pine	13	3		100	Growing in small garden area with 15, 16, 17, 18	suppressed canopy growth from adjacent trees		Remove weeds and excess mulch
16		15,16,17	-28.08782174	153.4484763	<i>Callitris columellaris</i>	White Cypress Pine	13	3		100	Growing in small garden area with 15, 16, 17, 18	suppressed canopy growth from adjacent trees		Remove weeds and excess mulch
17		15,16,17	-28.08784543	153.4484738	<i>Callitris columellaris</i>	White Cypress Pine	10	2.5		45	top lost at 10 metres, basal leader coming from base of larger tree on other side of fence with dbh of 400 mm	suppressed canopy growth from adjacent trees		Remove weeds and excess mulch
18		15,16,17	-28.08786245	153.4484731	<i>Callitris columellaris</i>	White Cypress Pine	13	2.5		75	Growing in small garden area with 15, 16, 17, 18	suppressed canopy growth from adjacent trees		Remove weeds and excess mulch
19		18	-28.08764582	153.447786	<i>Callitris columellaris</i>	White Cypress Pine	12	6		195	Near containers, near pines suppressed on western side, good spread on ne side to juvenile ficus at base (remove) good canopy density and form	suppressed by Slash Pine		Mulch root zone
20		19	-28.08750569	153.4485881	<i>Callitris columellaris</i>	White Cypress Pine	9	1.5		60	small garden area near path and stairs near Eucalypt (018) with possum strikes	Proximity to structures		improve root zone in courtyard area
21		19	-28.08748219	153.448584	<i>Callitris columellaris</i>	White Cypress Pine	10.5	1.5		65	small garden area near path and stairs	Proximity to structures		improve root zone in courtyard area
22		20	-28.08746014	153.4486191	<i>Callitris columellaris</i>	White Cypress Pine	11	2		70	small garden area near path and stairs	Proximity to structures		improve root zone in courtyard area
23		21	-28.08739653	153.448666	<i>Callitris columellaris</i>	White Cypress Pine	12	3		65, 45, 80, 95	double stem, in courtyard with T25	Proximity to structures		remove soil/mulch buildup around stem base
24		22,23,24	-28.08736983	153.4486968	<i>Callitris columellaris</i>	White Cypress Pine	12	4		110	double stem, in courtyard with T25	Poor soil, exposed roots		improve root zone in courtyard area
25		22, 23,24	-28.08735732	153.4486886	<i>Callitris columellaris</i>	White Cypress Pine	10	3		80,70	double stem, in courtyard with T24,	Poor soil, exposed roots		improve root zone in courtyard area
26		25,26, 27, 28	-28.08731038	153.4487376	<i>Callitris columellaris</i>	White Cypress Pine	11	4		130	measured below bifurcation @ 1metre, in small garden area growing in small group	suppressed by adjacent tree growth, cement surround		improve root zone in courtyard area
27		25,26,27, 28	-28.08731052	153.4487279	<i>Callitris columellaris</i>	White Cypress Pine	8.5	1.5		40	4 stems likely one tree, near amenity block, soil buildup around base	suppressed by adjacent tree growth, cement surround		improve root zone in courtyard area
28		25,26,27, 28	-28.08730362	153.4487236	<i>Callitris columellaris</i>	White Cypress Pine	5.5	1		20	young sapling, in small garden area growing in small group	suppressed by adjacent tree growth, cement surround		improve root zone in courtyard area
29		25,26,27, 28	-28.08729883	153.448733	<i>Callitris columellaris</i>	White Cypress Pine	5	1		20	in small garden area growing in small group	suppressed by adjacent tree growth, cement surround		improve root zone in courtyard area
30		29,30	-28.08729373	153.448606	<i>Callitris columellaris</i>	White Cypress Pine	9	2.5		75	garden area surrounded by cement, well formed canopy, potentially long lived and well placed shade tree	surrounded by paving		improve growing area and protect roots during infrastructure repair
31		31,32	-28.08715634	153.4485815	<i>Callitris columellaris</i>	White Cypress Pine	12.5	4.5		255	between building and amenity area, surrounded by cement, 1 metre from brick wall, swollen stem base, overpruned, minor dw over roof.	within paving very close to building and shade structure		improve growing area; take care during infrastructure repairs
32		32	-28.08707875	153.4486261	<i>Callitris columellaris</i>	White Cypress Pine	15	4		110	central courtyard, mixed pavers and cement, canopy bias to nw	paved root zone and suppressed by adjacent trees		improve growing area
33		33	-28.08704998	153.448641	<i>Callitris columellaris</i>	White Cypress Pine	14	1.5		150	measured below bifurcation. Very poor condition, chlorotic canopy, thinning, declining; Root damage, basal damage	paved root zone and suppressed by adjacent trees		investigate root damage. Monitor tree health;improve growing area
34		34	-28.08702538	153.4486493	<i>Callitris columellaris</i>	White Cypress Pine	14	6		115	lean to nw, paving surround, bias to nw	paved root zone and suppressed by adjacent trees		improve growing area
35		35	-28.08700771	153.4486818	<i>Callitris columellaris</i>	White Cypress Pine	15	5		170	reasonable canopy balance, dominant tree	paved root zone and suppressed by adjacent trees		improve growing area

Tree #	other Tag #	Photo	Northings	Eastings	GENUS/SPECIES	COMMON NAME	Height (m)	Radial Canopy (m)	Stem DBH (mm)	CBH (cm)	Comments	Growth constraints	Risk level	Management
36		36	-28.08702583	153.4487035	<i>Callitris columellaris</i>	White Cypress Pine	15	4.5		100	suppressed on northern side, over pruned, flush cut on lower stem, canopy all to south	paved root zone and suppressed by adjacent trees		improve growing area
37		37	-28.08701091	153.4487385	<i>Callitris columellaris</i>	White Cypress Pine	15	2		85	suppressed on western side	paved root zone and suppressed by adjacent trees		improve growing area
38		37,38	-28.08700238	153.4487761	<i>Callitris columellaris</i>	White Cypress Pine	15	4		175	decline of lowest lateral (dead) suppressed on western side	paved root zone and suppressed by adjacent trees		improve growing area
39		39	-28.08703879	153.4489713	<i>Callitris columellaris</i>	White Cypress Pine	14	4		165	reasonable balanced canopy, two main leaders bifurcates at 1.5 with inclusion	paved root zone and suppressed by adjacent trees		improve growing area
40	013	40,41	-28.08711665	153.4489573	<i>Callitris columellaris</i>	White Cypress Pine	16	7		175	Paving and bitumen on two sides, phototropic to south south west. Scar on southern side, construction damage	adjacent to carpark and building; suppressed to north		protect from carpark and kerbing renovations
41		41,42	-28.08708087	153.4489781	<i>Callitris columellaris</i>	White Cypress Pine	12	4		60	Suppressed by Fig and adjacent #42, canopy bias to south	Suppressed by adjacent trees		
42		41,42	-28.08707651	153.4489809	<i>Callitris columellaris</i>	White Cypress Pine	16	4.5	350		Phototropic to east, rubbing conflict with Ficus prop root, stem engulfed by strangler fig, monitor,	Strangler Fig likely to suppress tree growth		remove climbing asparagus fern, monitor rubbing injury
43		43	-28.08707353	153.4490598	<i>Callitris columellaris</i>	White Cypress Pine	12	4		210	native bees, stem lean to west, canopy thinning on southern side, overpruned, line trimmer damage around stem,	mower damage, compaction		mulch and protect from mowers
44		44,45	-28.08719576	153.4491512	<i>Callitris columellaris</i>	White Cypress Pine	13	5		180	inside fence, near hydrant, bitumen carpark, weeds and other adolescent trees, phototropic to west, good carpark shade, part of copse	close to utilities		remove weeds and mulch root zone
45		45, 46	-28.08721727	153.4491697	<i>Callitris columellaris</i>	White Cypress Pine	9	2.5		60	inside fence, near hydrant, bitumen carpark, canopy thinning, part of copse	close to utilities, canopy suppressed by adjacent trees		remove weeds and mulch root zone
46		45, 46	-28.08721869	153.4491819	<i>Callitris columellaris</i>	White Cypress Pine	13	3.5		100	inside fence, near hydrant, bitumen carpark, canopy thinning, part of copse	close to utilities		remove weeds and mulch root zone
47		47	-28.08716742	153.449211	<i>Callitris columellaris</i>	White Cypress Pine	14	3		80	Phototropic to south east, changed ground levels	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
48		48, 50	-28.08719694	153.4492175	<i>Callitris columellaris</i>	White Cypress Pine	14	4		105	Phototropic lean to south east, 40 mm dw	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
49		49,50	-28.08722499	153.4492122	<i>Callitris columellaris</i>	White Cypress Pine	14	3		95	growing in close association with Silky Oak, line trimmer damage, canopy thinning	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
50		49, 50	-28.08722801	153.4492235	<i>Callitris columellaris</i>	White Cypress Pine	14	3		90	growing in close association with Silky Oak, line trimmer damage, canopy thinning	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
51		51,52	-28.0872562	153.4492214	<i>Callitris columellaris</i>	White Cypress Pine	14	3		95	In group (51-55); strong lean to west, thin in canopy, minor dw over carpark 40mm, overpruned, stem scars	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
52		51,52	-28.08726099	153.449228	<i>Callitris columellaris</i>	White Cypress Pine	7.5	2.5		55	In group (51-55); canopy suppressed, phototropic to sw, canopy leans at 5 m	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
53		51,52	-28.08725867	153.4492382	<i>Callitris columellaris</i>	White Cypress Pine	15	4		120	In group (51-55); dominant tree canopy	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
54		51	-28.08726429	153.4492391	<i>Callitris columellaris</i>	White Cypress Pine	15	3		75	In group (51-55); strong lean to south se, canopy biased to se, minor dw over seating 15mm, line trimmer damage	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
55		51	-28.08725714	153.4492484	<i>Callitris columellaris</i>	White Cypress Pine	13	3		95	In group (51-55); lean to east over road, lowest laterals dead 80 mm dw, line trimmer damage	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
56		53,54,55	-28.08736022	153.4492253	<i>Callitris columellaris</i>	White Cypress Pine	9	4		80	lean to building, exposed roots, mulch area around and under tree	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower

Tree #	other Tag #	Photo	Northings	Eastings	GENUS/SPECIES	COMMON NAME	Height (m)	Radial Canopy (m)	Stem DBH (mm)	CBH (cm)	Comments	Growth constraints	Risk level	Management
57		53,54,55	-28.0873866	153.4492178	<i>Callitris columellaris</i>	White Cypress Pine	7	1.5		45	line trimmer damage, mulch area around and under tree	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
58		53,54,55	-28.08738389	153.449242	<i>Callitris columellaris</i>	White Cypress Pine	9	1.5		60	thin in canopy, chlorotic, line trimmer damage, mulch area around and under tree	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
59		53,54,55	-28.0874134	153.449253	<i>Callitris columellaris</i>	White Cypress Pine	8	3		75	shade to seating, bias to ne.	compacted root zone and exposed roots		Provide mulch around root zone, protect from mower
60		56,57,58,59,60	-28.08683707	153.4486777	<i>Callitris columellaris</i>	White Cypress Pine	14	6.5		320	Surrounded by timber platform and seating; previous limb failure / storm damage on north east (tom lateral), end hollowing; overpruned; Ficus growing in stem junction, exposed roots in grass area. Possibly oldest tree on site.	platform and seating, rubbing and constricting in sections on north, south and west, compacted root zone		Remove ficus from stem, remove constricting timer decking/seating. Tree needs root protection/mulch.
61		61,62,63,71	-28.08562669	153.4469262	<i>Callitris columellaris</i>	White Cypress Pine	11	4		130	damage to canopy on nw side, cracks in bark, initial hollowing	dense mulch around base of trees		clear mulch back from lower stems
62		62,63,64,71	-28.08560882	153.4469005	<i>Callitris columellaris</i>	White Cypress Pine	9.5	3		90	reduced canopy biased to south west	dense mulch around base of trees		clear mulch back from lower stems
63		64,65,71	-28.08556652	153.4468734	<i>Callitris columellaris</i>	White Cypress Pine	11	2.5		90	upright with canopy bias to south west, lower canopy dead	dense mulch around base of trees		clear mulch back from lower stems
64		65,66,67,71	-28.08556111	153.4468462	<i>Callitris columellaris</i>	White Cypress Pine	11	2.5		100	canopy thinning	dense mulch around base of trees		clear mulch back from lower stems
65		66,67,68,71	-28.08555687	153.4468187	<i>Callitris columellaris</i>	White Cypress Pine	11	2.5		75	photo to nw suppressed on western side	dense mulch around base of trees		clear mulch back from lower stems
66		66,67,68,71	-28.08557252	153.4468152	<i>Callitris columellaris</i>	White Cypress Pine	11	3.5		50, 75, 80	tristemmed, smallest suppressed with large scar and leaning; canopy one stem leaning towards neighbouring boundary to north	dense mulch around base of trees		clear mulch back from lower stems
67		67,69,71	-28.0855496	153.4468001	<i>Callitris columellaris</i>	White Cypress Pine	6.5	4		75	heavily suppressed stem leaning at 4 metre height geodorum orchid at base	dense mulch around base of trees		clear mulch back from lower stems
68		67,69,71	-28.08554412	153.4467684	<i>Callitris columellaris</i>	White Cypress Pine	10	3		85	sparse canopy primary lateral dead	dense mulch around base of trees		clear mulch back from lower stems
69		67,71	-28.0855682	153.4467651	<i>Callitris columellaris</i>	White Cypress Pine	10	3		80	hollow in stem at 3 metres, top of lateral dead bark, secondary leader healthy, main leader declining, canopy biased to south	dense mulch around base of trees		clear mulch back from lower stems
70		70,71	-28.08554492	153.4467506	<i>Callitris columellaris</i>	White Cypress Pine	10	3		105		dense mulch around base of trees		clear mulch back from lower stems
71		72,73			<i>Callitris columellaris</i>	White Cypress Pine	15	4.5			Adjacent to southern boundary near tennis court, heavily pruned	close to boundary and neighbours tennis court		mulch root zone, protect from mower damage

Callitris trees (and Geodorum orchids) at Burleigh Heads State School

March 2021

Tony O'Malley

Callitris generally

Callitris columellaris is a native conifer tree species commonly called Coastal Cypress Pine. It primarily grows on well-drained deep coastal sands.

Where a number of Callitris trees are present and form a forest, it is typically referred to as Coastal Cypress Pine Forest. Other plant species in natural Callitris forest may include certain eucalypt, banksia, wattle and rainforest species. It may also contain a rich orchid flora. Callitris trees often host staghorns, elkhorns and lichen.

In NSW, [Coastal Cypress Pine Forest](#) is listed as an endangered ecological community. In South East Queensland, Coastal Cypress Pine Forest is lumped in with other vegetation on coastal sands and is called "[Regional Ecosystem 12.2.5: Corymbia intermedia +/- Lophostemon confertus +/- Banksia spp. +/- Callitris columellaris open forest on beach ridges usually in southern half of bioregion](#)". It has a "least concern" Vegetation Management Act status and an "of concern" Biodiversity status and is noted as "vulnerable south of Noosa", i.e. on the Gold Coast.

Local Indigenous and contemporary uses of Callitris

Petrie gives the Aboriginal name of Callitris as 'Burogari'. The language is unidentified, however it could be assumed that it was recorded by Petrie in Brisbane from his Turrbal informants (Young 2019).

According to King and Crosby (2004), the Kabi or Gubbi Gubbi people of the Sunshine Coast area called Callitris "kululu" (pronounced "koolooloo") or "kululoi" or "coolooli". The Yugumbir (Gold Coast) word is not known but it may have been a similar word, since it was a common species throughout much of coastal and Southern Queensland. The Minjungbal (Tweed Valley) people used Callitris for weapons and torches. The gum/resin was used as an adhesive/glue. Meston recorded Aborigines using Callitris roots for boomerangs.

King and Crosby (2004) say that Callitris bark was used by Fraser Island Aborigines for torches and was a favoured firewood. The wood produces a pleasant aromatic smoke which may have also been effective against mosquitoes. Callitris bark strips were probably used medically by Fraser Island Aborigines as firebrands to treat medical conditions.

Other recorded uses by Aboriginal people from the region include timber lit as a torch for night spear fishing; strong straight timber used for spear-making; and leaves and twigs used for colds and skin irritations.

Today, *Callitris* is commercially harvested for timber in parts of Australia. Natural substances in the wood (resin, guajol and callitrol) give the timber exceptional resistance to decay and termites. Applications include flooring, panelling, cladding, joinery, frameworks, posts, small poles, and beehive construction.

Callitris are attractive, structurally stable, slow-growing, long-lived trees suitable to retain in situ as landscaping specimens when surrounding land is developed. For ecological and plant health reasons, it is always preferable to retain a forest structure and composition, rather than just individual trees.

Callitris on the Gold Coast

Callitris columellaris is listed as a City-wide significance (CWS) species on the [City of Gold Coast Flora and Fauna Database](#) and is featured in Council's [City-wide Significant Plants of the Gold Coast](#) brochure. Citywide significance is a formal criterion allowing for the recognition of regionally significant plants whose presence in the city contribute to the region being a national biodiversity hotspot.

At the Gold Coast, small patches of *Callitris* forest survive in the following areas: Burleigh Heads State School, Jebbribillum Bora, Merrimac/Mermaid Waters, Southport, Pine Ridge and Coombabah. The only large Gold Coast patch is on South Stradbroke Island. Burleigh Heads State School supports the largest remaining patch on the Gold Coast mainland. In Queensland, there is no *Callitris* south of Burleigh Heads anymore. A mature *Callitris* patch on private land at Burleigh Heads near the Gold Coast Highway/Second Avenue intersection was cut down for development in 2016.

History of Callitris at Burleigh School

In 1934 the current school site was purchased and described as “a site of sandy loam and cypress trees for shade” (Burleigh Heads State School Parents’ & Citizens’ Association, p31). A South Coast Bulletin article in 1935 said “An outstanding feature of the new school premises is the beautiful site on which it is being built. Surrounded by densely foliated pine trees, which nature has planted and spaced to afford shade to all and sundry and with the sandy nature of the ground, the health of the children will not be endangered by the presence of stagnant water” (Burleigh Heads State School Parents’ & Citizens’ Association, p32). Young (2019) refers to 1935-1936 articles describing the Burleigh Heads State School site as hosting shapely and shady pine trees which contribute to its charming surrounds, with coloured lights festooned among the cypress pines for the first anniversary celebrations ‘converting the grounds into a brilliant spectacle.’ These quotes provide evidence that the *Callitris* trees (“cypress” and “pines”) were large a century ago and have long been considered a valuable asset to the school and students.



Image: Burleigh School 1954 with Callitris on right & background (Have you seen the old Gold Coast Facebook)



Image: Burleigh School 1960 with Callitris (Alamy stock photo)



Image: Dark vegetation in bottom centre is Callitris at School circa 1970s.



Image: Dark vegetation to the left of red building in middle distance is Callitris at School circa 1980s.



Image: Eastern section of Callitris forest in January 2016: Looking west from highway.

Indigenous significance of Burleigh School

Just south of the school is Jellurgal (Burleigh Head). Jellurgal has always been a central feature in the lifestyle of the Kombumerri people and was formed a long, long time ago when Jabreen the giant Creation Spirit stretched as he awoke (O'Connor 1997). Just north of the school is Jebbribillum (Little Burleigh) which was formed when Jabreen raised up his fighting club. Jebbribillum Bora is nearby on the highway. Jebbribillum Bora is a men's site. The second ring of this Bora ground was near the Burleigh State Primary School (O'Connor p 22). The Bora at the school was possibly the big Bora ring where everybody (men and women) could go. It is notable that Callitris still exist at both Jebbribillum Bora and the School.

Today

The School site is an important chance to conserve Callitris on the Gold Coast, because of the healthy Callitris population on site and the relatively large school grounds. In recent years, the school has been working with local residents, Friends of Gold Coast Botanical Gardens, Veteran Trees Group Australia and City of Gold Coast to conserve remnant Callitris trees, allow some natural regeneration and plant some new ones. Each remnant tree is being measured (height and girth), mapped on GIS, and an assessment made of its condition. This information will be provided in a separate report to the School.



Image: Measuring and mapping Callitris January 2021.

In the south east corner of the school (which is also the Geodorum site as discussed later), Callitris seedlings are being permitted to naturally germinate from seed dropped from nearby mature trees. The SE corner is a mulched area where weeds and other unwanted plants are removed by community volunteers. These seedlings provide the next generation. Some seedlings have been professionally pricked out, potted up, grown on and subsequently planted by students in suitable approved locations elsewhere at the school.



Image: South-east corner of school grounds with Callitris seedlings and Geodorum orchids.



Image: Grade Six Leaders planting Callitris at the school on Arbor Day 2020.

Growing and planting seedlings from local stock (i.e. local provenance) conserves the local gene pool which is very important given there are very few Callitris left in the local area and it is a City-wide significance species.

Four mature Callitris at the school host native bee hives.



Image: Native bee hive in Callitris at School. These bees are possibly pollinating the native orchids.

Native Geodorum orchids

The SE corner of the school grounds supports a significant population of native *Geodorum densiflorum* orchids growing in the sandy soil beneath the Callitris trees. Callitris forest often has a rich orchid flora. Commonly known as Pink Nodding Orchid or Shepherds Crook Orchid, Geodorum can grow in a variety of conditions, although full sun or full shade are not ideal. Other Gold Coast sites where Geodorum have been recorded are Burleigh Ridge, Mudgeeraba, Molendinar, Darlington Range, Pine Ridge and Pimpama, where they mainly occur in Eucalypt forest. Just over the border in NSW, Geodorum densiflorum is listed as an endangered plant.

The School's Geodorum site is heavily mulched but this is not adversely affecting the orchids and helps to suppress weeds. Community volunteers help keep the site weed free so that the site never needs to be brush-cut. Herbicide should not be used near the orchids as it will kill them.

The orchids are relatively small and do not have any above ground parts in drier colder months so are easy to overlook and inadvertently damage. Most of the orchids have an aluminium tag in the ground immediately adjacent to help locate them.

Reproducing Geodorum is a highly specialised task. However they are capable of producing lots of offspring naturally if not disturbed and allowed to flower and set seed. Most of the seed will drop near the existing plants. Some of the orchids are flowering and producing seed, which makes it more likely the population will survive. Native bees are possibly pollinating the orchids.

The presence of Geodorum amongst the Callitris adds greatly to the value of the Callitris.



Image: Geodorum in School grounds with seed pods and no leaves.



Image: Geodorum flowering in School grounds.

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Burleigh Heads State School Parents' & Citizens' Association (1992) Burleigh Heads State School 75th Anniversary 1917-1992.

King, Bill & Crosby, Eleanor (2004) Cultural Heritage Survey & Study: Coombabah Lakelands Conservation Area & Environs.

O' Connor, Rory (1997) The Kombumerri: Aboriginal people of the Gold Coast.

Young, Hayley (2019) Heritage Research Request: Burleigh State School – Callitris columellaris (Coastal cypress pine). Prepared by Hayley Young, Senior Heritage Planner for Lara Solyma, Supervising Conservation Officer, on 16 May 2019.

Heritage Research Request: Burleigh State School – *Callitris columellaris* (Coastal cypress pine)

Prepared by Hayley Young, Senior Heritage Planner for Lara Solyma, Supervising Conservation Officer, on 16 May 2019

Research Request: Identify the significance of the Coastal Cypress Pines (*Callitris columellaris*) located at the Burleigh Heads State School and investigate whether the school grounds were the former site of a second bora ground (alt. bora ring, kippa ring) which may have been associated with the Jebbribillum Bora Ground via a pathway.

Finding: Historical research confirms the existence of a remnant forest of Coastal Cypress Pines (*Callitris columellaris*) located at Burleigh Heads State School which predates the schools opening at that site in 1935. This investigation has not confirmed the existence and/or location of a second bora ground or its association with the site of the Burleigh Heads State School. Given the nature of bora rings being connected by a pathway, it is highly likely that a second bora ground existed that connected to the Jebbribillum Bora Ground. Further research is required and recommended resources are identified at the end of the report.

***Callitris columellaris* (Coastal cypress pine) at Burleigh Heads**

An 1874 article describes the southern coast to the Tweed as one of the 'few places where such fine tall trees can be seen, and few places where there are such valuable trees untouched. The fertile soil, the large red cedars (*Cedrela toon*), the tall Moreton Bay pines, the gigantic fig trees, the bungalow palm (named by the blacks Pickabin), the cycas and cabbage palms, the beautiful creepers, the fern trees, and other beautiful ferns, particularly attract the notice of the traveller.'¹ Coastal Cypress Pines (*Callitris columellaris*) are not mentioned in this article whereas Moreton Bay Pines (*Araucaria cunninghamii*) feature.

¹ 'Along the Southern Coast to the Tweed', the *Clarence and Richmond Examiner and New England Advertiser*, 13 October 1874 p 2.

The 1878 publication *Handbook of the colony, with catalogue of exhibits*, includes a description of the *Callitris columellaris* (Cypress Pine) in Queensland.²

4. *Callitris columellaris*, F. M. (Cypress Pine).—Diameter, 20 to 40 inches; height, 50 to 70 feet. This tree forms vast tracts along the coast, growing on barren sandy soils. The timber is an article of great importance; it is durable, fine-grained, fragrant, and capable of a high polish; it is used for piles of wharves and for sheathing punts and boats; it resists the attacks of cobra and white ants, and the root is valued by cabinet-makers for veneering purposes. The market value at the present time is 120s. per thousand superficial feet.

An 1879 article however refers to the Cypress Pines, documenting that 'Queensland abounds in trees of the hardwood and ornamental species, which are of great value for decorative purposes, but the supply of timber suitable for building purposes appears to be much less abundant, except in the interior and in a few favoured parts of the settled districts'.³ The article continues; listing the Moreton Bay pine and the Kawrie pine as in great demand in Queensland and commanding high prices. The Cypress pines – *Callitris Columellaris* – also grown in considerable abundance near the coast, yields a very sound and durable timber.

In Petrie's 'List of places, names, plants and trees', he identifies the native name of the Cyprus pine (*Callitris Columellaris*) as '*Burogar*'.⁴ The native names are referred to as a 'few specimens of Aboriginal vocabulary' and the language is unidentified, however one can make the assumption that it was recorded by Petrie in Brisbane from his Turrbal informants.

After the new site for the Burleigh Heads State School was selected in 1934, school ground improvements occurred the following year including clearing and lopping of the pine trees on specified positions of the new school site.⁵ The species of pine trees is unspecified but given the current identification of the coastal cypress pines on site it is suggestive that they are a remnant native population that predates 1935.

² Exposition universelle de 1878 (Paris, France). 1878 *Handbook of the colony, with catalogue of exhibits*, London.

³ 'Queensland', *The Logan Witness*, 4 October 1879, p 3

⁴ Petrie, Constance Campbell. 1904 *Tom Petrie's Reminiscences of early Queensland (Dating from 1837)*, Watson, Ferguson & Co., Brisbane, p. 318.

⁵ 'Burleigh Heads School Ground Improvements', *the South Coast Bulletin*, 14 June 1935, p 8.

Articles dated 1935-1936 describe the new site for the Burleigh Heads State School as hosting shapely and shady pine trees which contribute to its charming surrounds and for the first anniversary celebrations, coloured lights were festooned among the cypress pines, 'converting the grounds into a brilliant spectacle.'^{6 7}

The *Callitris columellaris* is a 'local government area (LGA) significant' species in the City of Gold Coast Flora and Fauna database.

Development of the Burleigh Heads State School

According to a 1917 article, an area of approximately nine acres was reserved at Burleigh for the purpose of a State School.⁸ It is unclear why the 1917 reserve was not pursued as a school site but by 1927 it was noted that local children were without a suitable school being schooled in the local hall.⁹ Discussions around a suitable site for the Burleigh State School were explored between Burleigh Township and Little Burleigh. However, in 1929 the debate was still active with 60 students schooled locally and 30 students conveyed by motor to the State School at Southport.^{10 11}

A 1927 sepia photograph identifies trees and a water source at the site of the Burleigh State School.¹² The back of the photograph reads a caption, '11 Panel of fencing in...from Owen's house to corner post from corner post Southport...over 1 mile. New site for Burleigh Heads S. School photo taken from main road April 18th/27.' It may be possible to identify the trees photographed in 1927 and those to the right of the image, appear to be mature trees.

⁶ 'Charming School Grounds', *the South Coast Bulletin*, 30 August 1935, p 4.

⁷ 'District News Burleigh Heads State School Anniversary', *the Border Star*, 4 September 1936, p 4.

⁸ 'Burleigh School Reserves', *the Telegraph*, 18 January 1917, p 2.

⁹ 'Burleigh State School', *the Brisbane Courier*, 4 January 1927, p 12.

¹⁰ 'Education at Burleigh Heads State School Wanted', *The South Coast Bulletin*, 31 May 1929, p 15.

¹¹ 'Burleigh', *The Brisbane Courier*, 8 July 1929, p 3.

¹² Sepia photograph (1927) of new site of Burleigh Heads State School taken 18 April 1927, Administration File Burleigh Heads No. 1568 State School 1917-1946 QSA Item ID 14041

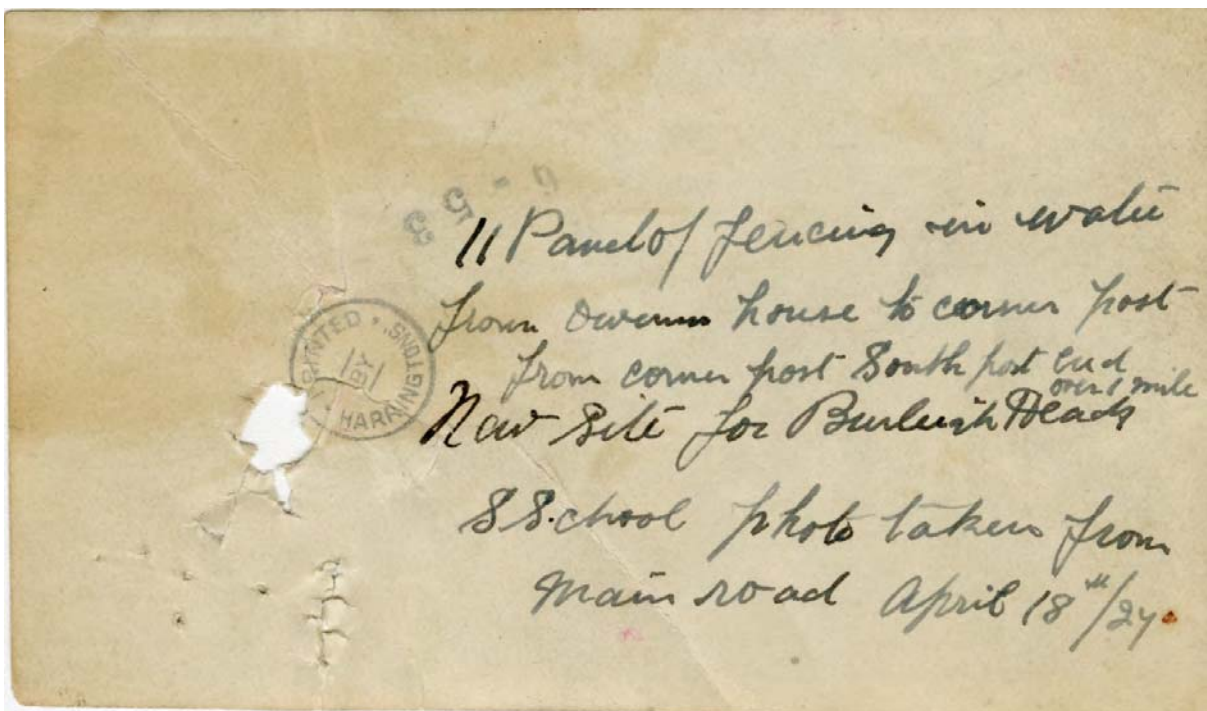


Figure 1: Sepia photograph dated 1927 of trees and body of water at the site of the Burleigh Heads State School and caption on reverse of photograph (Administration File Burleigh Heads No. 1568 State School 1917-1946 QSA Item ID 14041).

In 1930, the headmaster of the Burleigh Heads State School asked for August 22nd to be set aside as 'Arbor Day' for the school.¹³ At the time, he had permission of the Department of Public Instruction and suitable trees for planting but the species of trees was unspecified.

In 1933, three sites were considered for the Burleigh State School belonging to W. Morris, Dunlop and Symonds Bros., respectfully. Morris' site was previously cancelled by the department for Public Instruction however a small portion of his land for use as a playground was deemed necessary to make the adjacent Dunlop site viable for the school's needs.¹⁴ A year later, the controversy regarding a new site for the Burleigh Heads State School was ongoing and members of the School Committee expressed that they had practically exhausted the supply of suitable sites.¹⁵

In 1934, the Minister requested that the site known as Dunlop's be purchased for the erection of a state school and that negotiation occur with the hope that a final decision would end the matter which had plagued the Department since 1923.¹⁶ On 20th July 1934, the children of the Burleigh Heads State School were informed that the Department of Public Instruction had given approval for the purchase of two acres of land for a new school.¹⁷ It was noted that in 1934, on average, 95 pupils attended the school which for eight years, since 1926, had been held in a church building.

Burleigh Bora Ground

In 1913, discussions occurred around the question of reserving an area of ground between Burleigh and Little Burleigh, as it contained an old kipper ring, 'where the aboriginals in the early days carried out their mysterious initiations.'¹⁸ By 1932, the Burleigh Heads Progress Society decided to erect a signboard setting out the history of the bora ring to provide interpretation to the ancient site.¹⁹ Between 1913 and 1932, no mention is made of the existence of a second bora ring. Further research is required to progress this enquiry, particularly an assessment of early aerial photographs and the recommended resources listed below in conjunction with consultation with traditional owners of the Gold Coast.

¹³ 'Arbor Day at Burleigh', *The Border Star*, 3 July 1930, p 1.

¹⁴ 'Burleigh State School Visit of Minister Site Undecided', *The South Coast Bulletin*, 3 February 1933, p 1.

¹⁵ 'Southport', *Queensland Times*, 27 March 1934, p 3.

¹⁶ 'Burleigh Heads State School', *the Daily Standard*, 11 May 1934, p 2.

¹⁷ 'Approval Given Erection of State School at Burleigh', *The Telegraph*, 20 July 1934, p 15.

¹⁸ 'Burleigh Heads - cutting down the big hill - a kipper ring', *The Brisbane Courier*, 5 September 1913 p 8, 'Bora ground near Burleigh Heads', *The Courier Mail*, 16 October 1913, p. 6.

¹⁹ 'Abo Bora Ring – a link with the past', *The Border Star*, 23 June 1932, p. 2.

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TROVE – online newspaper articles

The Border Star

The Brisbane Courier

The Clarence and Richmond Examiner and New England Advertiser

The Courier Mail

The Logan Witness

The South Coast Bulletin

The Telegraph

Queensland State Archives

Administration File Burleigh Heads No. 1568 State School 1917-1946 QSA Item ID 14041

Recommended Resources

□ **Fryer Library – UQFL5 Frederick Walter Robinson Collection – Box 8 401**

“Bora rings”, papers and addresses relating to their preservation [1 folder]; Samford Bora Ring; Report and suggestions on the restoration of the Aboriginal Bora Ring Reserve, on the Pacific Highway, North Burleigh, Gold Coast, Queensland and its adaptation as a community centre for all Australians, May-July, 1959; Memorandum, on the preservation of the Aboriginal Bora Ring on the Pacific Highway, Burleigh Heads, South Coast Queensland, and its adaptation to an Australian Tree Theatre; Report on the location and preservation of Aboriginal relics and survivals in Queensland, especially ceremonial Bora Rings; Essential points for the restoration and preservation of Bora Rings; Extract from the *Courier Mail*, 27 Nov 1942, [regarding the protection of the Nudgee Bora Ground]; Photographs of Burleigh Bora Ring, Jan 28 1962; Photographs of Burleigh ring, 1935, Burleigh ring 1955 and 1960, Keperra ring [destroyed] 1959, Samford ring, nd

□ **Fryer Library – UQFL5 Frederick Walter Robinson Collection – Box 34 Folder 2 35mm slides: Burleigh Heads/Gold Coast Area**

6.1 Bora Ring Miami, Sixth Avenue, Southeast Queensland, as restored after sandmining. 3Showing R S Hut, Timber and [?]

6.2 No caption [Burleigh Bora Ring? people gathered around Bora ring, person sitting on a rock arrangement?]

6.3 Burleigh Bora [people with guitar, singing?]

6.4 No caption [Burleigh Bora ring, wooden gateway entrance to Bora Ring]

6.5 No caption [Burleigh Bora ring, Aboriginal dances, [rock arrangement?] left hand side of ring]

6.6 No caption [Burleigh Bora ring, Aboriginal dances, [rock arrangement?] right hand side of ring]

6.7 No caption [Entrance to Burleigh Bora ring?]

6.8 No caption [Unveiling of sign at Burleigh Bora Ring ‘ Burleigh Bora Ring, Let us protect it’]

- 6.9 No caption [Unveiling of sign at Burleigh Bora Ring ' Burleigh Bora Ring, Let us protect it']
- 6.10 No caption [Unveiling of sign at Burleigh Bora Ring ' Burleigh Bora Ring, Let us protect it']
- 6.11 Aboriginal Bora Ring [Stone Bora Ring, location unknown]
- 6.12 Aboriginal Bora Ring, [Stone Bora Ring, location unknown]

□ **Fryer Library – UQFL5 Frederick Walter Robinson Collection – Box 34 Folder 3 Glass slides and negatives: Aboriginal Bora Rings**

- 2.20 'Burleigh, South Coast, Bora "Take Off"
- 2.34 'Bora Ring, restoration project' 'Sketch of Bora ground planted and fenced for preservation as a national monument' [source unknown]
- 2.35 'Proposed inscription for Bora Rings'

□ **SLQ John Oxley Library – OMFR Anthropological Society of Queensland Records 1845-1982 Series 4 Box 2880**

The material includes notes on locations of bora rings, the rings at Lowood and Cowah, extracts from correspondence (August 1948 - February 1949), railway map of south-east Queensland, correspondence, 9-14 March 1940, relating to the location of the bora rings.

- **SLQ – Helen Thorne (1992) Burleigh Heads State School 1917-1992 – Level 4 open access Q994.32 BUR**
- **SLQ – Souvenir of Golden Jubilee of Burleigh Heads State School 1917-1967 – Level 4 Request VF 994.32 SOU**
- **SLQ – Frederick Walter Robinson (197?) Essential points for the restoration and preservation of bora rings – Level 4 Request P306.0899915 ESS**

- **AIATSIS – Tribal Flashback: Bora rings on Gold Coast and Tweed Preserved for all Time (S 25.2/2) in Dawn (1962) V II, no 8, p. 10**
- **AIATSIS – McCarthy, F.D. (1970) Aboriginal antiquities in Australia: their nature and preservation (B N123.45/A2) Presents a selection of papers given at the Conference on Prehistoric Monuments and Antiquities, Canberra, May 1968**

(a) Colliver, F.S. A survey of monuments and antiquities in Queensland

- **Gold Coast Libraries – Jon Rhodes (1947) Cage of Ghosts**
- **QSA – ID 2976900 Aerial photographs of bora ring sites (1985)**
- **QSA early survey maps Burleigh which may show Coastal Cypress Pines**

- ID 621792 Map of Town of Burleigh (1913)
- ID 533982 Map Moreton District Sheet 16S (1922)
- ID 1381148 Burleigh Historical Cadastral Plans (1927)
- ID 2220245 Map North Burleigh 1932 (sheet 1)
- ID 2220246 Map of North Burleigh 1932 (Sheet 2)

ABORIGINAL STUDIES

PRIMARY AND SECONDARY

11.11.3
KOM

THE KOMBUMERRI PEOPLE



A Resource Booklet

Numinbah Valley Environmental
Education Centre
MS 208
Numinbah Valley
VIA NERANG 4211

848

NUMINBAH VALLEY
ENVIRONMENTAL EDUCATION CENTRE
MS 208 NUMINBAH VALLEY
VIA NERANG Q 4211

848

**Compiled for
South Coast Region of
Queensland Education Department**

**by
Amanda Murphy, Helen Clark
and Bernie Williams**

394.3

KOM

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Information and educational activities presented in this booklet are designed to be used in conjunction with the Aboriginal History talk and guided tour provided at Fleays Fauna Centre.

INTRODUCTION

This booklet contains information about the Kombumerri Aboriginal people who formerly lived in the Gold Coast region, of which Fleays Fauna Centre and Tallebudgera Greenspace is a small part. Tallebudgera Greenspace preserves something of the original environment, so we can still get an idea of how the country must have looked to those people.

It is important to realise that each broad grouping of Aboriginals speaking a common language (and there were some 600 in Australia!) saw itself as a nation separate and different from other groups. An Aboriginal from Arnhem Land or Central Australia, visiting the east coast would have been regarded as a foreigner and probably an enemy.

Therefore, apart from the introduction on origins of Australian Aboriginal people, what we say about the Gold Coast Aboriginals does not necessarily apply to other Aboriginal people in Australia.

ABORIGINAL ORIGINS

We do not know for certain when Aboriginal people first came to Australia. There is evidence of human occupation of the continent for at least 40,000 years, and possibly longer. Aboriginals, the people living in Australia at the time of European "discovery" of Australia, are thought to be descended from people who came in successive waves across the islands of Indonesia from somewhere in Asia at a time when the last great Ice Age had caused a lowering of the oceans. At that time much shorter stretches of water separated the continents and islands, and New Guinea and Tasmania were part of mainland Australia.

Later migrations did continue to occur after the end of the Ice Age. We know this from the presence of the dingo - archaeological evidence suggests that the dingo appeared in Australia around 6000 to 5000 years ago, probably brought by Aboriginal migrants. There is also some evidence of peoples from the Pacific Islands coming to Australia and mingling with earlier inhabitants. We know that present sea level did not stabilise until about 6000 years ago and we also know that stories of the drowning of river valleys, as the seas rose after the end of the Ice Age, formed a continuous tradition of oral history within Aboriginal society right up to the present day.

Archaeologists in Australia are just beginning to put together the jigsaw of the vast story of human life in this continent before the existence of written records - so many of the pieces are still missing that theories put forward to explain the origins of Aboriginal people seem to change each year! All we can say for certain is that the prehistory of Australia is a fascinating study in which many exciting facts are still to come to light.



ABORIGINAL PEOPLE USING THE BURLEIGH HEADS AREA

Before the arrival of Europeans, the people who occupied the "Gold Coast" area (roughly from the Tweed River to the Coomera River) were members of the Kombumerri clan. They in turn belonged to a broader group of Bandjalang language speaking people who inhabited an area from Grafton in the south and Beenleigh in the north, to Tenterfield in the west.

All the clans in this region spoke different dialects of the same language.

A loose definition of "clan" is: a group of families sharing a territory. "Tribe" is defined by J.G. Steele, in his book *Aboriginal pathways in southeast Queensland and the Richmond River* as follows:

In the Australian context, the word TRIBE is now used to denote a group of clans who spoke a common language or dialect, and considered themselves to be part of a distinct cultural or ceremonial group, but who did not acknowledge a common leader and did not necessarily fight on the same side in battle.

TWO CULTURES MEET

When the first white settlers came to the Gold Coast region there may have been 1500 or more Aborigines living there, grouped into different clans spread throughout the coastal strip and adjacent hinterland.

One early historian, J.A. Gresty, described these people:

The Nerang-ballums [Kombumerri] were amongst the most intellectually and physically developed of the Australian Aborigines. The traditional rites of the tribe were punctiliously observed. They were faithful and trustworthy, with dishonesty of any kind extremely rare. They were fond of children and solicitous of their health and welfare. As well as a keen sense of humour, they possessed the qualities of fortitude and endurance, and responded to kindness with gratitude. They showed a ready sympathy for others, black or white, in sorrow or distress.

Now the cultural level of a community or people may be measured by the extent to which the materialistic many are influenced by the idealistic few. By this standard, and that of what a culture should do, the Aborigines of the Numinbah Valley and environs, possessed a culture which despite all our advantages of Western civilization, we have so far failed to acquire, let alone surpass.

At certain times of the year, local population would be boosted by visiting clans arriving for seasonal abundance of food (such as sea mullet and taylor). Even in those days before European settlement, the Gold Coast was a popular place to have a holiday!



When Europeans arrived in the region it was, at first, to exploit the rich stands of Red Cedar and other valuable timbers. Once logged and shipped to Brisbane or Sydney, the timber fetched a high price, thus bringing large numbers of timber-getters in quite a short space of time, soon followed by farmers and their families. The impact this had on the Kombumerri people was devastating.

Perhaps 30 per cent of Aboriginals died from new diseases to which they had no resistance. Such losses considerably weakened their morale, already threatened by the European invasion of their hunting grounds, and the often inhumane treatment doled out to them by settlers.

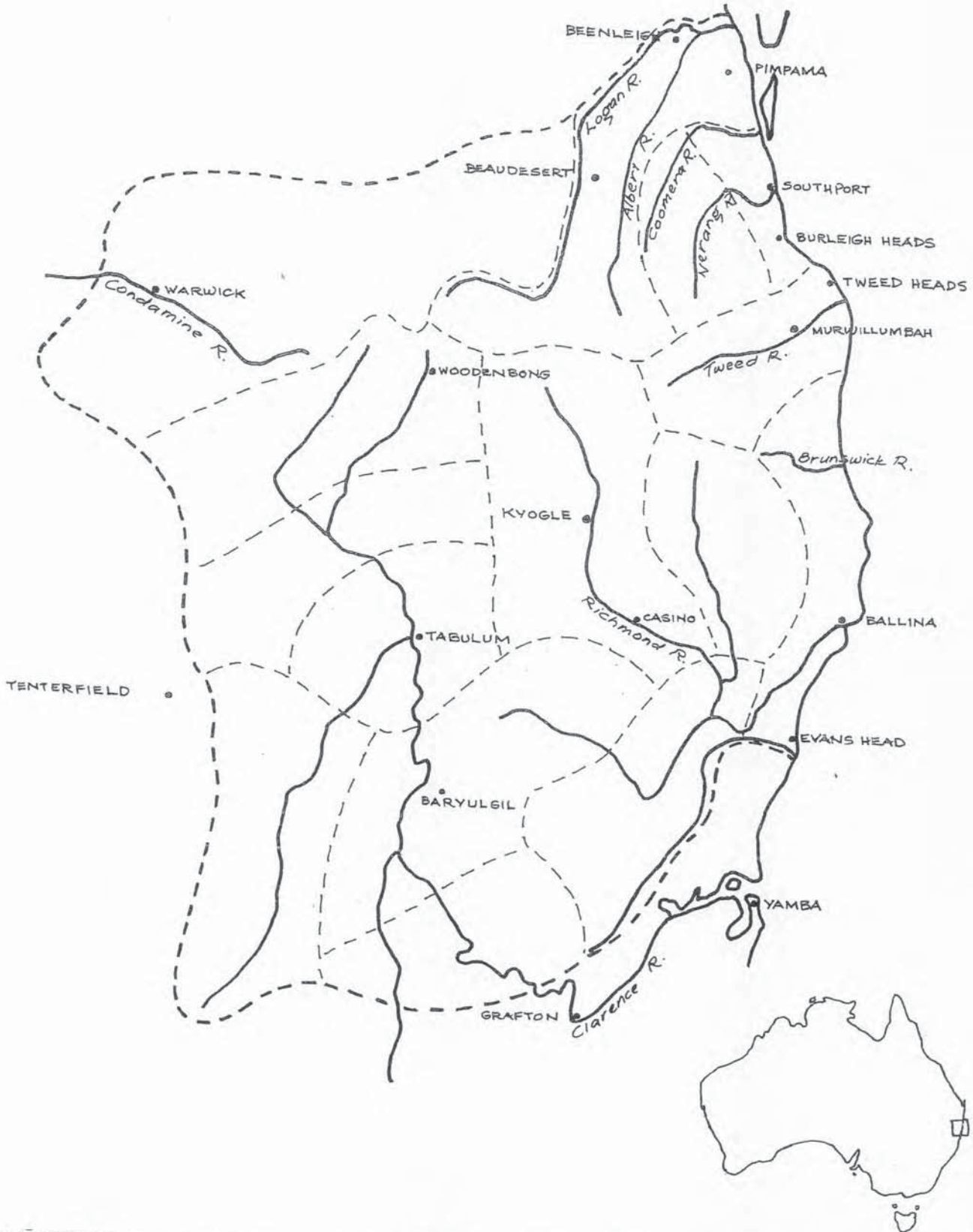
Unfortunately for both societies, little exchange of knowledge took place. Europeans brought with them all their familiar European plants and animals, which they farmed on Kombumerri hunting and gathering areas. Little attempt was made to learn Aboriginal languages or teach Aboriginals more than a crude "Pidgin" English, so neither society was really able to communicate adequately with the other. Deprived of their land and dignity, Kombumerri quickly lost their traditional way of life and became dependent on the Europeans who had so rapidly usurped the rich resources of the area.

Within one hundred years of settlement, the Kombumerri people had either died or intermarried with the colonists.





Today the descendants of these people are trying to piece together the remnants of their cultural heritage so that the wisdom and knowledge of their ancient race will not be entirely lost forever.

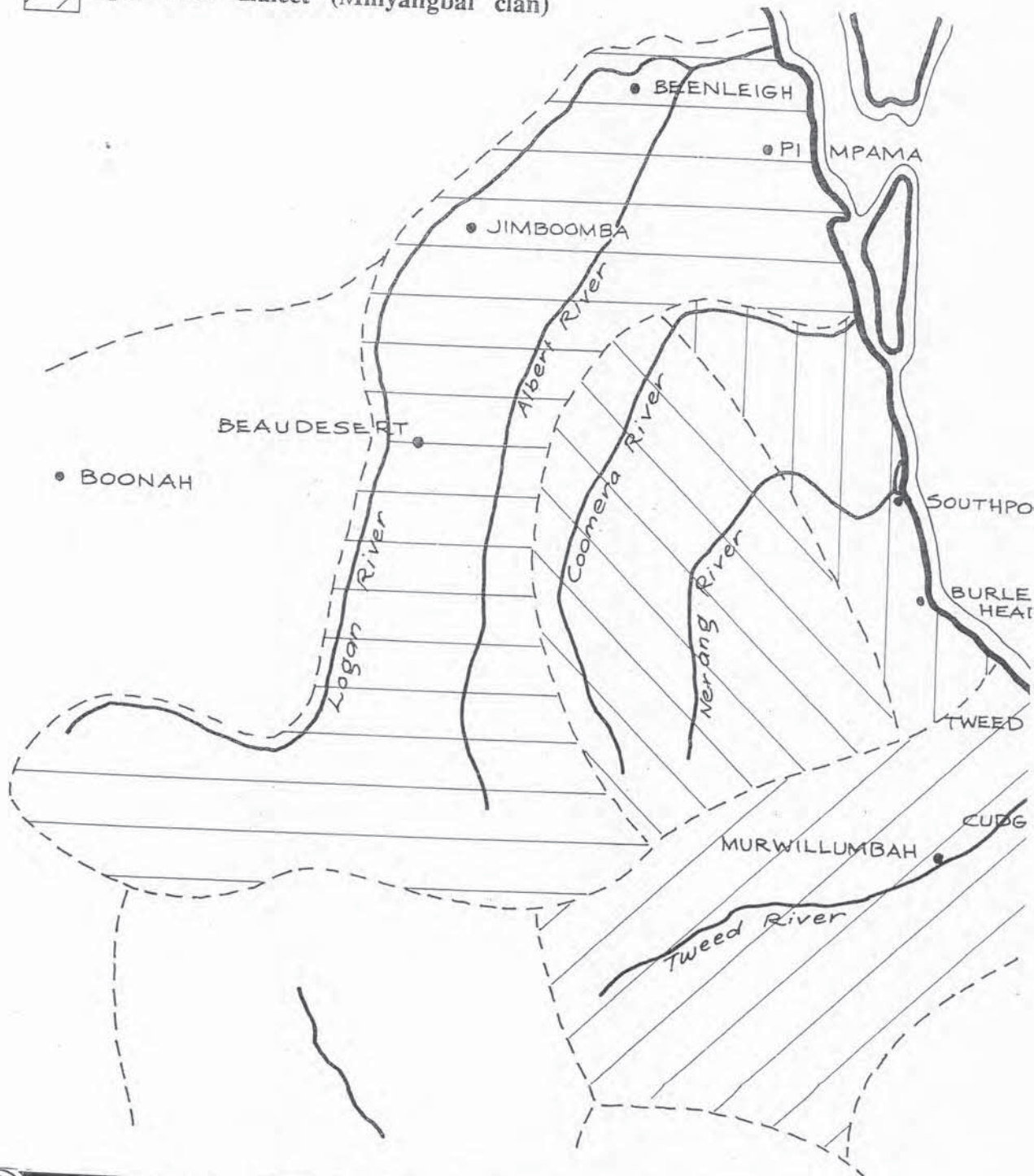


TERRITORY OF THE BANDJALANG SPEAKING PEOPLE (Divided into clan areas)



CLAN AND DIALECT BOUNDARIES OF ABORIGINAL PEOPLE OF THE GOLD COAST REGION

-  Yugambah dialect (Munanjali clan)
-  Ngarahgwal dialect (Kombumerri clan)
-  Nerang dialect (Nerang-ballun clan)
-  Nganduwal dialect (Minyangbal clan)



HUNTER-GATHERER ECONOMY

"Stone Age" refers to a period or culture in which people did not use metals such as iron. Metal implements or forging techniques were unknown to Australian Aboriginals before European contact. They were stone age hunter-gatherers.

Early descriptions of the coastal people of south east Queensland, when first observed by Europeans, agree that they were a physically robust people, tall, strong and pleasant-featured. The environment in this area was rich in food and other resources - the abundance of sea food and rich wetland habitat of the coast was complemented by good hunting and varied timber supplies in the hinterland.

It is interesting to note that Geoffrey Blainey believes most Aboriginals spent only a few hours a day getting sufficient food to sustain them, and spent the rest of the time in ritual or leisure activities. What a contrast to the nine to five society!

By the standards of 19th century Europe, the life of a Kombumerri was generally healthy and contented. However, by our current standards, such an outdoor existence would be tough indeed - Kombumerri matured early, and had to withstand the harshness of life exposed to the weather and the surroundings. Diseases such as arthritis occurred, and lives were generally shorter than our present expectancy.

A sympathetic understanding of the Aboriginals can be achieved by regarding black and white cultures as two equally valid expressions of humanity. The Aboriginal had learnt how to survive in this land: the climate was kind and there were few predators of human flesh, there was little need for permanent housing or agriculture or animal husbandry, and food was obtained by hunting, fishing and gathering. Technology was abundant, but a simple kind, using materials that could be gathered. A small population was essential to maintain this equilibrium with nature.

The white man came from a harsher climate where he had been forced to develop elaborate clothes, housing, agriculture and technology.

A different sort of equilibrium with nature was established. The black and white cultures represent two different points of balance with the land.

We are still learning how to dress and to build for the climate, to appreciate the riches of the native flora and fauna and to love the very earth and the rocks so that we can exploit them more wisely and less wastefully. We can learn so much from the Aboriginals of the subtropical coast.

J.A. Steele

Aboriginal Pathways in Southeast Queensland and the Richmond River



SOCIAL ORGANISATION OF THE KOMBUMERRIS

Strict codes of behaviour and complex tribal law governed Kombumerri people with regard to social customs, birth, death, marriage, and responsibility.

A very simple account of some aspects of this rich and complex culture are presented in this booklet as an introduction.

Government by the wise

Kings, Queens or Prime Ministers were unknown in Aboriginal societies. Tribal law was handed down from generation to generation, and interpreted and applied by the older, most experienced men and women. Decisions affecting the clan were taken "in council", as a result of the elders getting together and discussing the matter. Great respect was felt for the elders, whose deep knowledge of the law and of the land gave them wisdom. Men and women looked after their own affairs to a large extent, but men handled major matters of law and ritual.

If a clan member broke the law, the elders would decide on appropriate punishment and who should administer it. Survival of the group often demanded harsh penalties by our standards, such as physical injury, exile from the clan, or violent death, but also helped to ensure laws were not broken lightly.

Relations with neighbouring clans were also governed by strict protocol. If one clan wished to visit the territory of another it would politely seek permission by sending a messenger to the elders of the neighbouring clan. Even if permission was always granted, it would have been very rude to omit the formal request. Often the messenger was given a special stick decorated with markings which were to remind him of what to say.

Marriage

Laws concerning proper marriage partners were complex and very important. No girl was allowed to marry anyone closely related to her. Girls became of age to marry at about 13-15 years of age, and in many areas of Australia, had been promised to their future husbands from an early age. It is not clear if this applied on the Gold Coast, but in any case the whole business was given considerable drama and excitement:

The Aborigines of the Tweed, Nerang, Coomera and Albert Rivers were all on very friendly terms and were united by inter-family relationships, so that the so-called marriage by capture was between these tribes often a formality. Older men from one tribe would pay a visit to another and convey the information that they had a number of attractive young women of marriageable age. "What about some of your young fellows coming over and fighting us for them some night?", they would say. "Why, we were just thinking we might do that one night," would be the reply, "it might be about two nights after the full moon."



Back would go the visitors and tell their own men that it was just possible the tribe from over the river might be over to capture some of the young women, and about two nights after full moon would seem a likely time. "When they come over, fight them, but don't fight so hard that they will be too badly knocked about to carry off a few brides."

And then, two nights after the full moon, it happened as the old fellows had predicted. Over came the men from across the river: there was a terrific noise and much clashing of nulla nullas, with the women hoping that the fight did not go altogether against their prospective captors, as of course it did not. It was also remarkable who succeeded in capturing whom.

Then, after a year or so, the exchange of inter-tribal visits and courtesies would be resumed. The first visit between the two tribes would be a memorable occasion, each family being greatly excited, and very happy to greet the new relations which they had acquired, especially grandfather and grandmother, who were delighted beyond all to see their new grandchildren.

Carl Lentz *Memoirs and Some History*.

(He came to Australia from Germany as a young boy, in the 1870s.)

The roles of men and women

Tasks of men and women complemented each other in Kombumerri society and both were valued members of the clan. Men had precedence in matters of law and religion but this is not to say women had no involvement. Men had responsibility for protecting the clan, and for carrying on the ancient traditions of myth, religion and philosophy, as well as the laws which provided the framework for Aboriginal society. It was natural for men to engage in hunting animals, for they did not have children at foot, and were stronger and fleetier than women.

Economically, women were very important, being the prime food gatherers, providing up to two thirds of the food eaten by the clan, while men divided their time between hunting, making weapons and tools, and ritual matters. Women and children would go out each day collecting berries, nuts and seeds, roots, shellfish, goannas and lizards and so on, and along the way they would also gather materials for making string, bags, bowls, medicines and so on.

Although women were excluded from some important ceremonies conducted by the men, they still influenced the affairs of the clan, and had their own secret places and ceremonies which were taboo for the men. As in most societies, women maintained the health and happiness of the whole clan by managing the family.

Young boys remained with the women until early teen age, when they would become the responsibility of the men. After a special ceremony of initiation, conducted at a Kipperra (or bora) ring, the young initiates would no longer speak the "women's language" but instead be taught the secrets of the men's ceremonies and rituals and learn the "men's language".



Bora rings in the Gold Coast region were generally in the form of two rings, a large and a small one, sometimes in the form of circular mounds, connected by a pathway. Some bora rings are still preserved and you can see one at Burleigh Heads, on the Gold Coast Highway at the corner of Sixth Avenue. They were used for initiation and other ceremonies. One such ceremony was described by J.A. Gresty:

The "Kippera" ceremony - usually referred to as "Bora", an introduced word - was the most important ceremonial event of the tribal year. It was the initiation of boys into the tribe as young men. The older men formed a ring and the lads, six or seven at a time, each armed with a nulla nulla, were set to running round and round within the circle. They had to remain serious and not laugh or show fatigue - a number of old men tempted them to laugh by wrestling and other antics. They ran until near exhaustion, and were then given the "Kippera" insignia - a piece of possum skin bound to the wrist - and told the prohibitions as to food and conduct which they must observe. "Kippera" was the word for "youth" - between boyhood and manhood.

Special scars that indicated membership of a clan or tribe were inflicted on new initiates, so the ceremony was one they were unlikely ever to forget!

ABORIGINAL PATHWAYS

Roads, in the modern sense, did not, of course, exist in the Australia of 200 years ago, but extensive walking tracks criss-crossed the land, formed by people travelling around their territories, making occasional visits to neighbouring territories, or, rarely, journeying to other parts of the country. Apart from special trips to big "festivals" such as the Bunya Nut feast in southern Queensland, or small parties taking goods for trade, Aboriginal people generally stayed within the boundaries of their own territory.

In some parts of south east Queensland, old pathways are still visible, as on Mt Tabletop and in the Fassifern area, testimony to the many thousands of feet which must have travelled them in the old days. Being an area where neighbouring clans spoke similar languages and were generally on good terms, people moved about a good deal within the region. Unless granted special permission by the elders, it was polite to stay on the path through a different clan's land.



SHELL MOUNDS

At regular eating places and camp sites the remains of meals were placed in a heap. In coastal areas such heaps consisted mainly of shell fish (mollusc) remains and are called shell mounds. There are still many old Kombumerri shell mounds along the Tallebudgera estuary and some are believed to be thousands of years old.

What is in a mound?

The hard parts of certain fish and molluscs, stones used for opening shells or as hearth stones, occasional tools of shell, bone or stone. Softer remains such as flesh and small bones would disintegrate very quickly so are no longer present. Shell mounds tell us a good deal about the way of life of the people who made them, so are protected. Please do not disturb any you may find.

An Aboriginal story about Shell mounds (from New South Wales).

“After the Rainbow Serpent had created the tribes, the food gatherers went out every day at early light, walking many miles to find food to bring back to the camps. The women and children dug for yams and lily roots and hunted sand lizards and witchety grubs. The men went off with spears into the bush and across the plains, or launched their canoes, to gather the larger food. Sometimes they would break a tree branch beside a waterhole and move silently towards the ducks swimming on the water. When they got close enough, they would pull a duck out of the water by its feet. Before the startled bird had time to call out, its neck would be wrung and it would be hung on the belt tied around the hunter’s waist. This belt was woven from the hair of the women, wound together with vine tendrils, or else from strips of kangaroo, wallaby or possum skin.

Sometimes the women would follow the tracks of smaller animals such as the possum to its sleeping place. For the possum sleeps by day and is easy prey for the wise hunter. The flying fox, too, sleeps away the daylight, hanging upside-down - and it, too, is easy prey.

When the sun was low in the western sky, the hunters returned to camp with their day’s catch. Burning fires welcomed them home. The smell of roasting flesh made their mouths water hungrily and the children would wait impatiently for their share of the food. When everyone had eaten and bellies were full, the bones and shells that were left were gathered together carefully and placed on top of each other. This was a law that they must all obey. If they were careless and scattered bones and shells, then Biami the Good Spirit would punish them by scattering the living animals and fish, so that when the hunters went out next day, they would find it difficult to gather any food at all.

When the white man came to the land, he saw the heaps of remains that had been left by the tribal eating places, and could not understand why the bones and shells should be so neatly stacked together. But every Aborigine knew that this was the rule of Biami, and that to keep their bellies filled, they must obey that rule. For Biami the Good Spirit was interpreting the laws of the Rainbow Serpent, the Mother of Life, asleep in the ancient rocks of Australia.”



“FIRE-STICK FARMING”

Being hunter-gatherers, Aboriginal people did not cultivate the land or farm animals. They were one of the last true nomadic people of the world. Their only domesticated animal was the dingo.

Kombumerri people harvested the fruits, vegetables and animals that nature provided, and moved around their region following the food sources as dictated by the seasons. There is a short poem that goes:

*When the silky oaks are in bloom
The turtles are fat;
When the tea-trees are in bloom
The mullet are fat.*

Aboriginal people could “read” their environment and knew that certain events (such as certain trees flowering) heralded another food supply.

Fire-stick farming was one way the people partly “managed” the land. At certain times, perhaps when a large gathering was organised, an area of bush or grassland would be burnt. The fire would flush out wildlife which would be easy prey for hunters waiting in ambush. As soon as the juicy new grass shoots pushed through the blackened earth, kangaroos and wallabies would come from miles around to feed, and the wily warrior could thus save himself much effort. Burnt areas were left to grow again for several years while other patches were selected for firing.

If areas were repeatedly burnt, tree growth was prevented, and the resulting grassland provided grazing for the larger marsupials. It has even been suggested that “fire-stick farming” by Aboriginal people across the whole of Australia may have altered the characteristic vegetation of the country.



USES OF PLANTS

Kombumerri made full and resourceful use of the plants around them. This section gives some of the varieties of plants used by them.

Plants for food

(Arranged to compare Kombumerri plant foods with typical European plant foods.)

EUROPEANFOODS

Vegetables

cabbage, potato, turnip, carrot,
celery, onion, pumpkin, etc.

Fruit

citrus fruits

apples, peaches, pears,
bananas, cherries, etc.

Spices and herbs

Parsley, thyme, rosemary,
cloves, cinnamon, etc.

KOMBUMERRIFOODS

Vegetables

yams (many varieties)
tree fern centres and new fronds
Alexandra Palm (growing tip)
Hibiscus leaves
Bluebell flowers
Waterlily flower stem
Bungwall fern stems (roasted)
Bulrush roots (roasted)
Pigface leaves (roasted)

Fruit

Finger limes and Native limes

Lillipilli berries
Midyim berries
Davidson's plum
Native raspberries
Native grape
Native guava
Native mulberry
Tuckeroo
Tamarind
Redjacket
Herbert River cherry
Wait-a-while berries
Native banana
Current bush
Pig face fruit

Spices and herbs

Native ginger leaves were wrapped around food
to be cooked
Pepper vine seeds were ground and used like
pepper (from a related plant)



Beverages

Tea, coffee

Cordial

sweet drink (Banksia, Grevillea,

Sweet foods

Toffee, honey, etc.

Nuts and edible seedsBrazil nut, almond, cashew,
sunflower seed, pumpkin seedFlours

Wheat, rye, barley, rice, etc.

Plants for medicineComplaint

Coughs and colds

Headache

Fungal skin infections

Beverages

Tea-tree

Nectar-rich flowers were dipped in water to make a
Bauhinia, etc)Sweet foodsNectar sucked from flowers
Sweet sap from some wattles
Honey from native bee hivesNuts and edible seedsMacadamia nut
Bunya nut
Wattle seeds
Peanut tree seeds
Leichhardt bean seed
Broad-leafed bottle tree seed
Queensland lacebark seeds
Kurrajong seedsFloursBunya nut flour
Swordgrass seed flour
Saltbush seed flour
Blackbean seed flour
Giant waterlily seed flour
Bracken fern stem flour
Zamia seed flour
Gynea lily seed flour
Spear lily seed flourPlants usedWattle: bark or roots were soaked and the liquid
drunk.

Clematis: crushed leaves were inhaled.

Headache vine (Clematis) - crushed leaves were
inhaled.Candle nut - sap of bark and fruit skin were put
on the skin.

Snake bite, insect stings

Cunjevoi (very poisonous!) - crushed leaves and underground stems were applied to snake, sting-ray and insect bites.
Native banana sap was used to relieve the pain of Stinging Tree stings.

Dysentery

Black orchid

Eye complaints

Peanut tree - juice from inner bark applied to eye.

Other useful plants

Use

Leech repellent

Plant

Leaves of the Giant waterlily were rubbed on the skin.

Cement

Hoop pine - sap was warmed and used to make tools.

Hair brush

Banksia seed cones

Fish poison

Red jacket - crushed bark put into waterholes

Rope

Pandanus leaves, Kurrajong inner bark

Sandpaper

Sandpaper fig - rough leaves used to smooth wooden weapons and tools.

Soap

Long-leaf wattle - unripe seeds
Red ash - leaves.

Baskets

Bark; woven palm fronds, rushes and grasses.

Decoration

Hundreds of different seed pods, nuts, seeds, reed sections, vines and flowers were used to make necklaces and bracelets or decorate implements.



This list of plants and their uses is by no means complete. It is a small sample of plants available to Aboriginal people of south-east Queensland. Many of the plants listed have other uses, for example, the Wait-a-while vine:

- the fruit was crushed to make a drink as well as eaten separately
 - the stems and leaves were woven for baskets,
 - young shoots were swallowed to relieve dysentery
 - the sap was drunk to relieve colds,
 - the sharp spines were used to cut meat,
 - long lengths of cane were used to extract honey from hives,
 - witchety grubs were pulled from holes with the prickly stem,
 - the vine made strong fish netting,
- and the list continues ...!

For more detailed information on local Aboriginal plant use refer to *Mutooroo* by Glen Leiper, available from Eagleby State School.

KOMBUMERRI DIET

As you can see from the list above, the variety of fruits and vegetables available to the Kombumerris was extensive. Naturally, many of the fruits and flowers are seasonal, so not all the foods were available all the time. Even so, the diet of the Kombumerris was well-rounded and nutritious (no junk food!).

Along with the plentiful supply of plant food was:

meat:	kangaroo, turtle, emu,	wallaby, dugong, duck,	goanna, carpet snake, bandicoot
seafood:	sea mullet black trevally bream prawns	oysters mudwhelks mussels	crabs cockles pipi (eugaree)
freshwater food:	perch catfish	freshwater mullet freshwater crayfish	freshwater mussels

Coastal Aborigines, including the Kombumerris, usually cooked all their meats - unlike desert people who needed to conserve water and other fluids and so sometimes ate raw meat. Plenty of fresh water, succulent fruits and vegetables were available in this area to accompany roasted meat.

Except for duck and goanna, most meats eaten by the Kombumerris were low in saturated fats.



Preparation of food

Vegetables

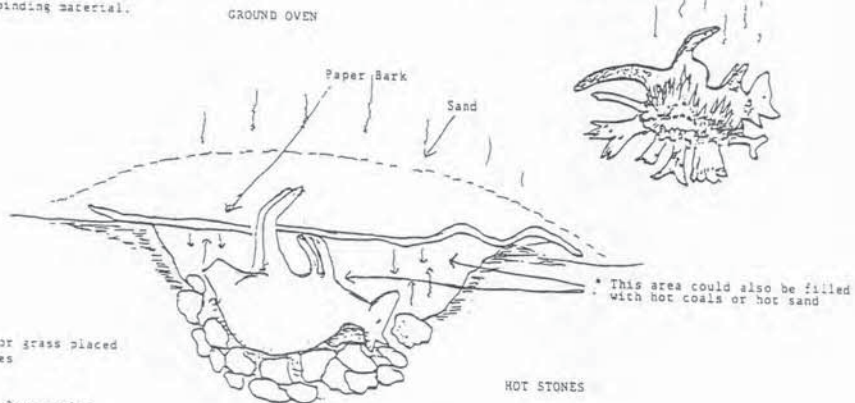
- Washing and soaking to clean and to remove some poisons in certain foods,
- Grinding, using stones and a little water to make a paste
- Pounding, to soften and remove bitterness from some roots before roasting,
- Straining, using a dilly bag or a bundle of fine grass,
- Grating, of certain vegetables using either rough bark or very rough grass.

Meats

- Roasting - placing the animal or vegetable on or in the ashes of the fire,
- Baking in earth ovens (which were often lined with spicy leaves). The oven had hot stones or ashes placed on top,
- Boiling - using large sea shells, or bark bowls,
- Grilling. Fish, meat or vegetables were placed on a platform of green twigs built over the fire.

NOTE * - Tails were cooked separately because sinews were used for string or binding material.

* Fur was singed off before being placed in Ground Oven

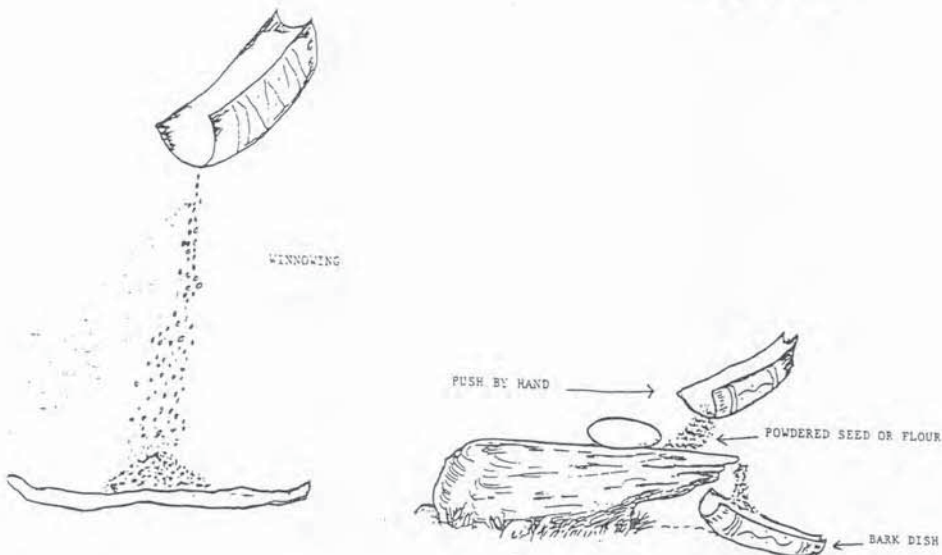


* Wet leaves or grass placed on hot stones

* This area could also be filled with hot coals or hot sand

Kangaroos, Wallaby, Sea turtles, Dugongs, Large fish were cooked this way.

GRINDING METHOD



PROTECTION FROM THE WEATHER

Clothing

Kangaroo and possum skins were the predominant material used as clothing throughout Queensland.

First the animal was skinned and then all the fat was scraped off with a sharp shell or stone. The skin was dried slowly in the sun, sometimes stretched over the root or branch of a tree, or near a fire. Natural tannins present in wattle bark were used for tanning, and to make the finished skin soft and supple the inner surface was rubbed with fat or just a smooth stone. Sometimes the skin was scored with a sharp shell or stone to help make it pliable. Many skin rugs had beautiful decorations on the inner skin, some in ochre "paint", some done with sharp tools.

Skin rugs and cloaks were made by stitching together the skins using sinews from a kangaroo. Usually they were worn with the furry side inwards, but in wet weather the fur was worn outside to help repel the rain. Occasionally women wore skin skirts draped around their waists.

The Paperbark Tea-tree was also used as blanket material. The inner, softer bark was taken from a tree in large slabs. This was then pounded to make it softer and enlarge its surface area. If a blanket was torn, it may have been sewn together with twine from other plants.

Huts

Some shelters were made by the Kombumerri people and have been described by early explorers and settlers. If the clan were on the move between two areas and only needed to stay overnight, a simple windbreak structure was made from branches.

In campsites used for longer periods, especially in wet or cold weather, larger huts were made from boughs and paperbark. If paperbark were plentiful it would be used for the floor as well.

Although some of the shelters were elaborate, they were never built with permanency in mind. Houses and shelters were for protection for a short time and were left to disintegrate when the builders moved on.



TOOLS AND WEAPONS

Stone axes

A suitable sized, fine-grained rock was found and one end ground away, using a flat piece of sandstone and a little water. A wooden handle was then attached.

Grinding stones and pounders

Used mostly for cooking preparation and for grinding ochre (for paint) and plants (for medicines).

Knives

Made from stone or, in this area, shells. Used for cutting meat and skinning animals.

Shields

Made of a tough but lightweight wood, they usually had a handle at the back. Shields were painted with ochre and were used in close combat between clans. Often the shield and a club were held in the one hand.

Club

A long baton. It was tapered at one end and had a triangular-shaped knob at the other. Sometimes the knob was carved so it looked like a small mace. It was used for fighting and hunting.

There was a second kind of club made from the root and stem of a sapling. Its shape depended on the root formation of the tree.

Spears

There were three main types of spears used in this area.

1. A spear made from a sapling 2.5 to 3 metres long. It was used for hunting and fighting.
2. A spear made from a sapling 3 to 3.5 metres long, for fighting at close quarters.
3. Spears made from certain wattles, used for trade.

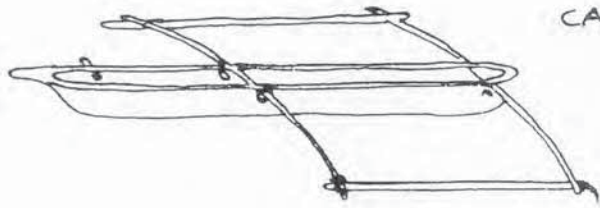
All the spears were shaped and carved and hardened in the fire.

Often the spines of poisonous fish were attached to the ends of spears to make them more lethal.

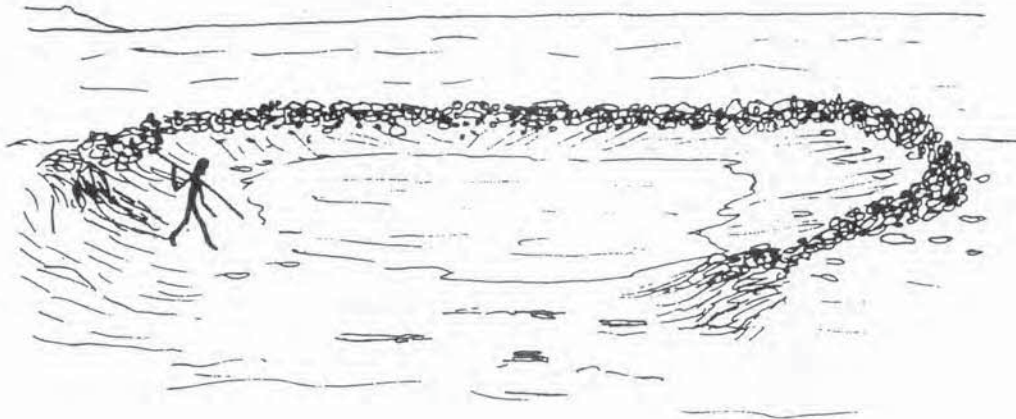
Boomerangs

Not all boomerangs were made to come back. They were throwing sticks usually used in hunting to strike an animal down. They were made from either a curve in a branch or from the wood of a trunk where it curved outwards to meet the root. This gave the boomerang added strength as the grain curved with the shape of the boomerang.



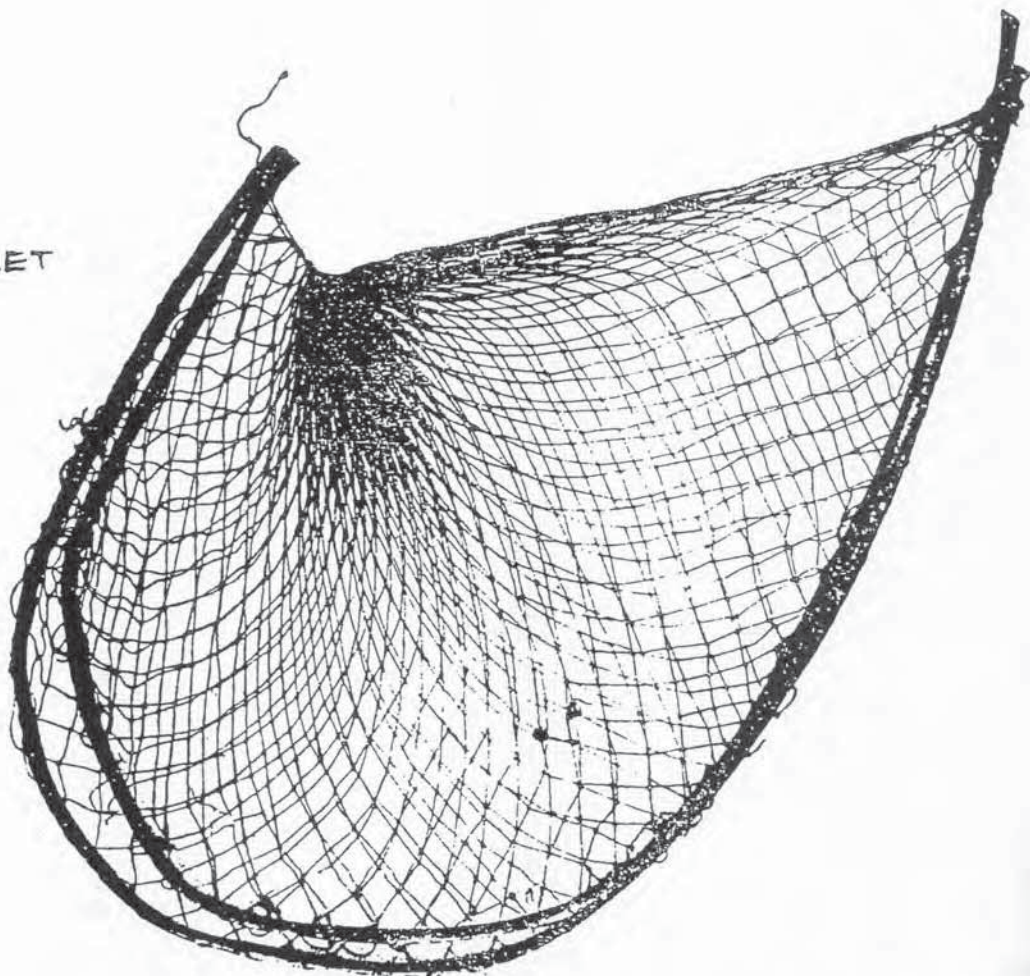


CANOE



FISH TRAP

FISH NET



Bullroarers

Bullroarers were used as a warning to women and children to keep away from a men's area. They were made of a flat piece of wood and a stick, joined with string to a stick and when whirled around, the flat piece of wood made a humming sound.

At restricted ceremonies, several men would hold the sticks and swing the bullroarers around above their heads, like helicopter blades. The noise could be heard at a great distance and ensured that people did not accidentally stumble on a ceremony they were not entitled to see.

Water containers

These were made from bark or Piccabeen palm fronds. Pottery was not made by Australian Aboriginals.

Bags, baskets and nets

Bags and baskets were woven from the fibres of vines, pandanus leaves and the bark of certain plants. Very fine string was spun from vegetable and animal fibre and used to make fishing nets and hunting nets.

Fishing nets were attached to sticks to make small individual nets, or made broad enough to be held across the mouth of a shallow estuary.

Hunting nets were placed in an opening in the bush and the hunters and their dingos would herd the quarry towards the net.

Fish traps

In the Tallebudgera Creek mouth there was once a fish trap made from rocks piled into walls. The remnants can still be seen from the inland side of the Gold Coast Highway bridge, near the southern bank. The original shape would have been like a big horse-shoe. When the tide came in, water (and fish) would flow over the wall, and, while the tide could escape through small gaps in the rocks, the larger fish would be stranded inside the trap, making them an easy target for spears.

Canoes

In this area canoes were often made from the bark of a very large tree. The bark sheet was shaped while still green, cured over hot coals and stitched together with strong twine.

Occasionally rafts were made by joining several logs together with twine. The longer the distance to travel the more logs were used.

Dugout canoes were made by carving out the trunk of a softwood tree. Extension "arms" or outriggers were added to increase stability.



ABORIGINAL ART

Although the Kombumerris had no writing, this does not mean they did not keep records or communicate. Many symbols were used to convey stories and concepts, and these were used in decoration and artwork. For example, certain symbols represented particular totems, especially in body painting.

Because combinations of symbols were often accompanied by songs and stories vital to their meaning and because most of the songs and stories have been lost, it is difficult for us to interpret the art of this region, which includes paintings on rocks and bark, rock engraving and decorations on personal items and implements.

Red ochre held great significance for Aboriginal people all over Australia and was used for paint and decoration. It is a form of iron-rich rock and was ground into a fine powder and mixed with water, saliva and other substances to form a paint.



SOME LEGENDS OF THE KOMBUMERRI PEOPLE

The Three Brothers

The legend of the Three Brothers is told, with local variations, in all the coastal districts of northern NSW and southern Queensland.

Three Brothers, the ancestors of the Bandjalang people, came across the sea in their canoes, and landed on the east coast somewhere about Yamba. They looked around, and decided to go a little further north. They landed at Lennox Head, but again travelled north and landed at Brunswick Heads. During their travels they created certain land features, such as freshwater streams, and also made the first bora ring and held the first ceremony. The eldest brother, Yarbirri, made the laws and gave them to the Aboriginal people.

After a while they decided to separate and go different ways to populate the earth. Yarbirri was the brother who travelled north, and in the dialect of the Kombumerri, his name is Jabreen. When Jabreen had been travelling for a while, he felt tired and lay down to rest, leaving his bundle of weapons and dilly bag on the ground beside him.

The long ridge ending in the jutting headland of Big Burleigh is said to represent the body of Jabreen as he lay at rest. The striking hexagonal basalt outcrops at the summit of the hill look like the interlaced fingers under the head of sleeping Jabreen. A little further to the north along the coast is Little Burleigh headland, called Jebbribillum, the waddy of Jabreen, as it lay while he slept.

The Moon and the Rainbow

One day, Jabreen was teaching young men how to throw the boomerang on some grassy flats near the Nerang River. He lost one of his best weapons in the long grass and was most annoyed. However, two little girls, who were making garlands of flowers, found the boomerang and returned it. Jabreen was so pleased he rewarded the girls by putting them up in the sky, one as the Moon, the other as the Rainbow.



PRIMARY SCHOOL READING

A list of Aboriginal myths and legends, and novels dealing with Aboriginal culture.

Aboriginal children speak. Education Department of South Australia, Jubilee 150 Education Series.

Warnayarra - The Rainbow Snake. Compiled by Pamela Lofts. Ashton.

Ballander Boy. Colin Thiele. Audio tape and novel.

Father Sky and Mother Earth. Kath Walker. Jacaranda Press.

Land of the Rainbow Snake. Aboriginal children's stories and songs from western Arnhem Land. Illustrated by Djok, Yuhupingu. By Catherine Berndt. Collins.

Marani in Australia. Faith Bandler. Rigby.

Tales of the spirit time. Djugurba. ANU Press.

Aboriginal tales from Queensland's Endeavour River. Tulo Gordon. ANU Press.

Kwork Kwork the green frog and other tales from spirit time. ANU Press.

The Milky Way, as told by Ted Egan. Narritjan Maymuru. Harcourt, Brace Jovanovich.

The Goori Goori Bird. Grahame Walsh, John Morrison. University of Queensland Press.

Didane the Koala. Grahame Walsh, John Morrison. University of Queensland Press.

The Giant Devil-Dingo. Dick Roughsey. Collins

The Rainbow Serpent. Dick Roughsey. Collins.

The Quinkans. Dick Roughsey, Percy Trezise. Collins.

Banana Bird and the Snake Man. Dick Roughsey, Percy Trezise. Collins.

The turkey and the emu. Labarna Roughsey. Harcourt, Brace Jovanovich.

Aboriginal myths. Streten Bozic, with assistance from Alan Marshall.

Warra and the Jilbruke legend. Madeline Brunato.

The echidna and the shade tree. Mona Green, Pamela Lofts.

How the birds got their colours. Mary Albert, Pamela Lofts.

How the kangaroo got its tail. George Mung Mung Lirrimyarri, Pamela Lofts.

Djugurba tales from the spirit time. Djugurba.

When the snake bites the sun. Pamela Lofts.



SECONDARY SCHOOL READING

A list of Aboriginal myths and legends and novels dealing with Australian Aboriginal culture.

Conquest of the Ngarrindjeri. Graham Keith Jenkins. Rigby. **Highly recommended.**

The fringe dwellers. Nene Gare. Sun Books.

Windradyne - a Wiradjuri Koori. Mary Coe. Black Books. (Lower Secondary)

Echoes of Dreaming. Ruth Homes. Heinemann. (White perspective)

You are what you make yourself to be: the story of a Victorian Aboriginal family 1842-1980.
Phillip Pepper. Hyland House.

Darkness under the hills. Bill Scott. Oxford University Press.

The vengeance of the dolphin. Thomas Albert Ray. Bachhaus-Smith.

Aboriginal art of the Western Desert. Geoff Bardon. Rigby. (Non fiction)

Australia's greatest rock art. Grahame Walsh. Robert Brown.

VIDEO LIST FOR ABORIGINAL STUDIES

Available from Education Department Film and Video Library, Brisbane.

- | | |
|----------------------------------|---|
| <i>The Rainbow Serpent.</i> | 11 min. 1976. Yrs 2-7.
Code: A10202641 16mm, A10273786 VHS |
| <i>Three dances by Gulpilil.</i> | 6 min. Yrs 5-12.
Code: A10002421 16mm, A10274812 VHS |
| <i>Tiddalik the Frog.</i> | 20 min. 1985. Yrs P-4.
Code A1027362X VHS. |
| <i>The Giant Devil-Dingo.</i> | 12 min. 1977. Yrs 2-7.
Code: A10227199 16mm. |
| <i>Banduk.</i> | 24 min. 1985. Yrs 2-10.
Code: A10276831 16mm, A10276750 VHS. |
| <i>The untamed Gulf.</i> | 47 min. Aust, 198-. Yrs 5 - Adult.
Code: A10279032 VHS. |



ACTIVITIES BOOKLET

NOTE TO THE TEACHER

The suggested activities in this book are based partly on the information supplied in the accompanying handbook on the Kombumerri People. However, students will derive most benefit from the activities if they do some further research.

Emphasis has been placed on practical exercises so that students can "put themselves in the picture" of traditional Aboriginal society.

* MAKING A HUT

Divide the class into groups of four or five students. Each group is to make a hut using the information from the resource booklet and other reference material.

Planning

After reading the section on huts, let the groups decide what kind of shelter they are going to build. Have them make a *mental* list of what they need,

- eg. plenty of large pieces of bark
- long lengths of twine
- several long sticks or poles
- fronds or branches
- and so on.

As some materials may be hard to find, allow plenty of time for students to bring them to school. Remind students NOT to take anything from a National Park or Environmental Park - they should find what they want at home or on vacant land.

As there will be a number of huts constructed, choose an area of the school grounds that could be used as the "camp site", where feasts, meetings and corroborees could also be held.

Once the shelters are finished, test them out! Have students sit inside a "waterproof" shelter and turn the hose on it. If it leaks, they will know where to adjust it.

Providing vandalism can be controlled, students could maintain the huts and keep the site as a continuing Aboriginal studies area.

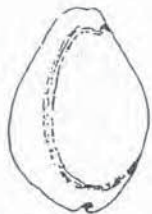
* SIMULATION GAME: MEETING OF THE ELDERS

CHARACTERS - Members of the Council of Elders

(Remember: there may have to be separate men's and women's meeting over some matters!)

1. You are the oldest member of the highly respected elders and, because of your seniority have the right to speak first. You are concerned about the shortage of rock oysters this season and you think the clan needs to address the problem.
2. You are recognised as the most senior woman of the clan. You are concerned that the quality of nets being made is becoming poor. You want to start a better training program for the young girls.
3. You are a warrior and also recognised as an authority on medical matters. You know that a new herb has been found by a neighbouring clan and used with some success to treat arthritis in the aged. You wish to seek permission to visit the neighbouring territory so you can learn more about the plant.
4. You are expecting a baby in about a week's time. You want ask the most senior woman if she will choose a midwife to go with you to a special place to help sing and chant the right songs to make the birth easy and the baby strong, and to help with the birth.
5. You are a mature woman of the clan. You know there are three boys of an age for initiation. You want to make the job of the men who will conduct the initiation easier by quietly organising for the clan to join up with a neighbouring clan, whose boys can also be initiated, at a time when there will be plenty of food for everyone. You want the men to think this was their idea.
6. You are an expert on knowing where and when different food will be available in your territory. You are always consulted when ceremonies are being planned, for they can only be successful if there is plenty of easily available food.





*** FOOD PREPARATION**

Have students make and use their own knives: they must look for a sharp stone or shell or you may like to supply a number of likely looking objects for the class to choose from.

Arrange to have in class several cheap cuts of meat from the toughest part of the animal - gravy beef, or lamb flap, or shin. Students are to use their "knives" to chop or carve the meat into portions.

Review the success of the operation and ask students to try to make improvements to their knife, such as grinding or chipping the cutting edge, attaching a handle. Discuss in class which implements did the best job, shell or stone or other.

* Make sure all the knives are collected from the students at the end of the activity.

*** GREVILLEA CORDIAL**

Grevillea, or Spider Flower, shrubs grow in many parks and gardens on the coast. The tree Grevillea, Silky Oak, is also fairly easy to find. They flower best in Spring and Autumn, though some flower all year round.

Once you are sure students can recognise the flowers, ask them to collect a large number. Avoid plants which grow beside highways as these will have car exhaust on them. Dunk the flowers in cool water for about 10 minutes, then remove and serve out the "cordial" to the class.

*** MAKING FLOUR**

Study the diagram of grinding stones in the booklet. Ask students to look for two rocks suitable for grinding grain into flour.

Issue half a cup of whole wheat or corn to each student for them to grind into flour. When they have achieved this they should add a little water to make some firm dough.

If you have access to an open fire place or barbecue, allow students to bake their dough on a hot rock or in the ashes. It may even be edible.

*** SPINNING, WEAVING AND KNOTTING**

Ask the students to make a string bag or net using string made from Pandanus leaves (the dead leaves are generally in abundance under stands of Pandanus along the coast). Twist the fibres together to make string, then knot or weave the string to make a net or a bag.

Students may wish to work in pairs, as making sufficient string could be a slow process!

Other sources of fibre should be investigated, such as reeds, vines, grasses, rushes, bark, animal fur, and so on.



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ABORIGINAL STUDIES PROGRAM

PRIMARY AND SECONDARY

* STORY TELLING

There are two short legends in the resource booklet, and a selection of published legends given in the reading lists. Students should learn the "style" of an Aboriginal story, then write their own myth or legend.

In an outdoor setting, have the students TELL their story to the class, at the same time making a drawing or painting to explain part of it. This could be done with a stick in the dirt, or on an easel or blackboard. The story must be made as interesting and spell-binding as possible.

Discuss the artwork produced. Does it make any sense without the story it accompanied? Could a different story have produced the same drawings? This will help to explain why it is so difficult to interpret some Aboriginal art.

* SPEAR THROWING COMPETITION

Under strict supervision, have students try for accuracy instead of distance, using javelins or long straight sticks. Put a bucket about six or seven metres away from the throwing line and mark a circle of one metre radius around it.

Let everyone have a throw and award three points to those who hit the target, and one point to those who land the spear in the circle.

Shift the bucket further if necessary. Add up points to see who would make a good warrior!

* CHOREOGRAPH A CORROBOREE

Have the class prepare a corroboree.

Some students may like to invent a dance to perform. They should plan costumes and body-painting. Many Aboriginal dances mimic exciting events, or tell the story of a legend.

Some suggestions:

- the emu hunt
- catching the spawning mullet
- the legend of the Three Brothers (see resource booklet)
- fire-stick farming.

Others may be responsible for the music. Although southern Aboriginals did not use didgeridus, they are fun to make from PVC pipe and decorate with paint and feathers. Clap sticks of some sort can usually be found in household garages. Some students may find original instruments such as seed pods which can be rattled, or leaves which can be "played" with the tongue. Music-makers should rehearse a little so that there is some form to the music, not just a free-for-all.

Perhaps some of the best legend-tellers could entertain the audience during a break in the dancing.

Consider performing the corroboree for the rest of the school.

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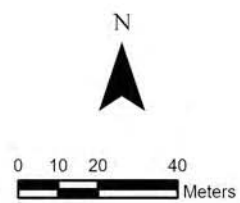


Burleigh Heads State School

Site Plan and Tree Inventory

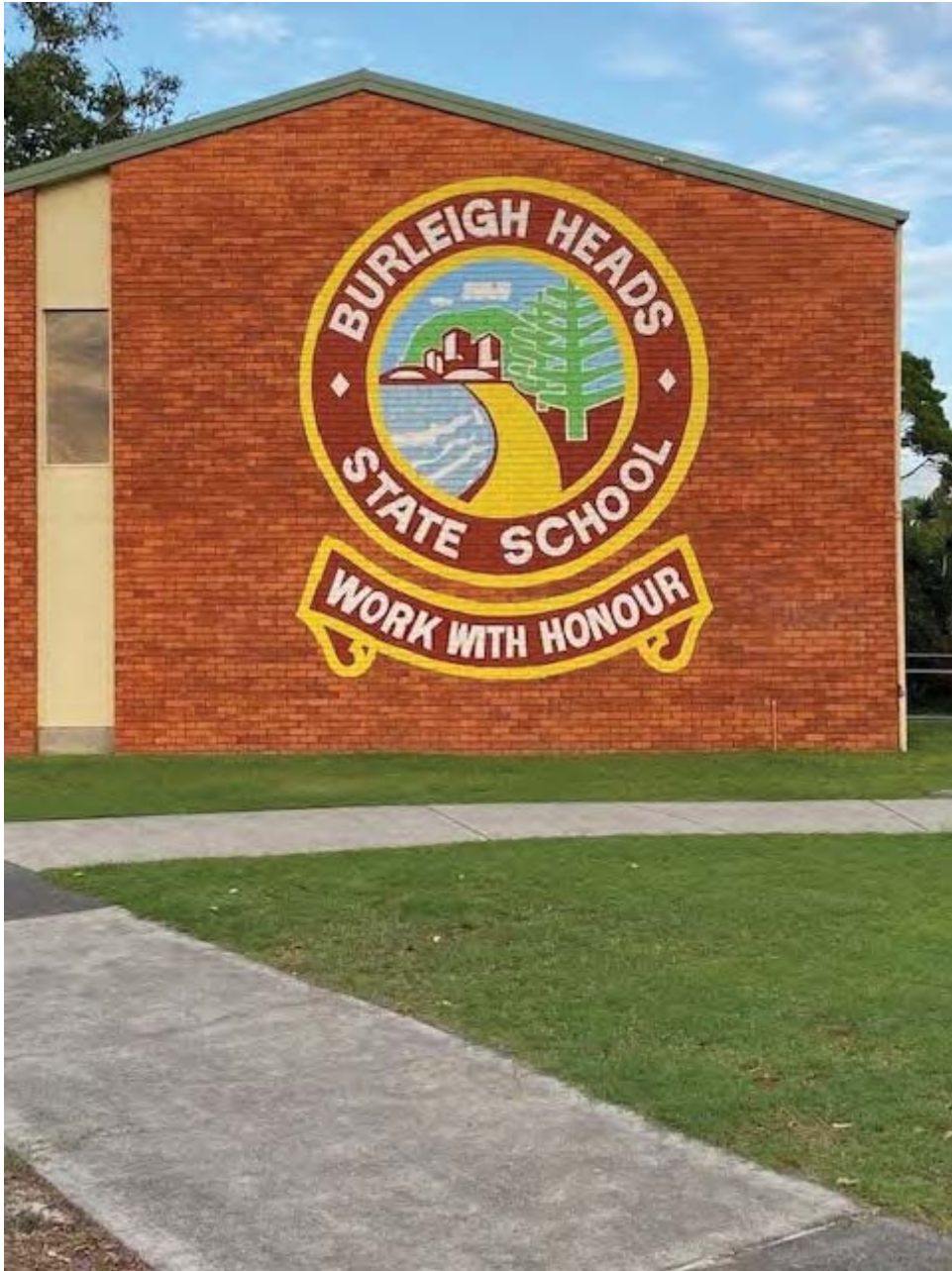
Legend

- - - Proposed heritage boundary
- Significant trees (*Callitris columellaris* tree location plan - refer to inventory for tree descriptions)
- Lot boundary
- Lot Type Parcel
- Easement



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Title F. A. Cooper, MLA, the Minister for Public Instruction, speaking at the opening of the new Burleigh Heads State School, Queensland

Creator Unidentified

Subject Burleigh Heads State School (Qld.)

Subject Schools--Queensland--Burleigh Heads

Date 1935

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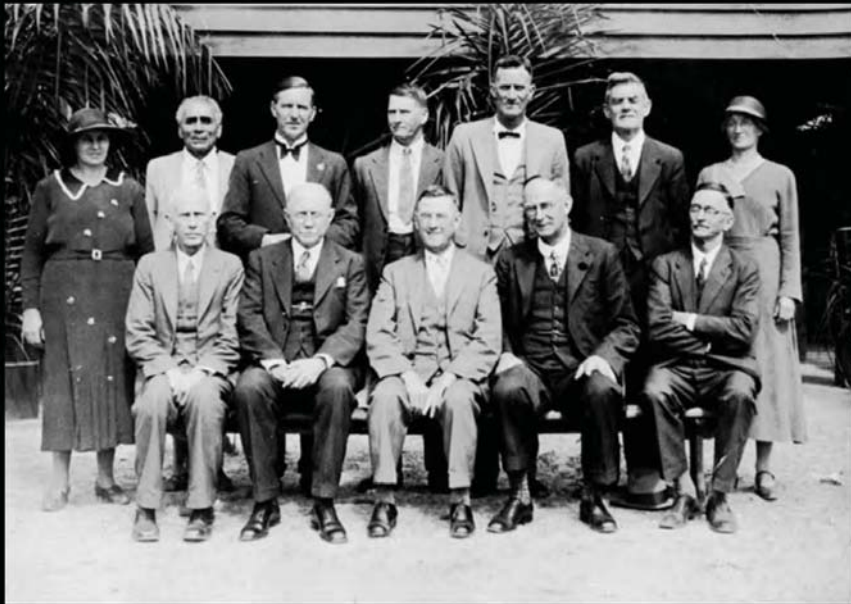
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Opening of the Burleigh State School 1935. *Image courtesy of Gold Coast City Council Local Studies Library.*





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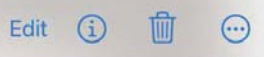
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News in review: 1982 blaze,
a part of Burleigh Heads State School history.

SCHOOL BLAZE



Two students, aged fourteen and ten, are believed to have caused a fire which totally destroyed a building at Burleigh Heads State School on Saturday afternoon, 13 November, 1982.

The area that was burnt down consisted of two classrooms, a storeroom and a speech therapy room.

Firemen believe that a locked classroom was entered, a pile of papers was collected and

set alight, and the wooden building was quickly engulfed.

The Wing, known as "C" wing, was totally gutted. Furniture, library books and Sports equipment, old school records, technical equipment and the personal belongings of the children and the teachers were lost.

The Education Department expects a new building to be ready for the 1984 school year.

Laura Peterson 6C

Burleigh Paper, March, 1982 - Page 1

1982. "C" wing wantonly destroyed by fire

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