

Rockhole to Rockhole



Khshaun Gilbert Monty Petterson Anton George

Published by the Department of Education, Western Australia.

Acknowledgements:

In addition to the student authors identified in this publication, the following people have made this publication possible: Stewart Long; Glenys Collard; Professor Ian Malcolm; Jacqueline Williams.

© Department of Education, Western Australia 2016

Reproduction of this work in whole or part for educational purposes, within an educational institution and on condition it is not offered for sale, is permitted by the Department of Education.

Each person identified as a writer in respect of a story in this book asserts his or her right to be known as the author of that story, or if more than one person is so named, then as a co-author of that story.

FOREWORD

Wayipa ngaanyalampa bukba palyanila

Wiluna is a Martu community where Mantjitjarra is the main Aboriginal language amongst other Western Desert languages. Martu English is widely spoken and our students are learning Standard Australian English as an additional language or dialect. Other languages such as Fijian, Tongan and Mandarin are spoken by families and workers in this small community of about 200 people.

Our stories come from areas around the community that Wiluna students visit with families as they grow up. When they go to these places, they camp, hunt and learn from elders about language, life and how to live it.

We are very proud of our students and their languages. We would like to acknowledge Annette Williams, Stacey Petterson and Tina Williams for their support developing the artwork. Thank you also to Sandra Wongawol for encouraging the students to speak and write in home language.

Thank you to the students in years 5 and 6 who have created this book, they are storytellers, artists and linguists. Thank you especially to Kheshaun Gilbert, Monty Petterson and Anton George for your yarns and the extra time after school where you worked on this project.

May your work be an inspiration to us all.

Pukulpayan ngaagu wangga bukku

Adriano Truscott

Principal

Wiluna Remote Community School



Long time
long long time
de old peoples
de old old peoples
dey like to go travelin
travelin to
rockhole to rockhole.



Dey go out
dey go way out campin
campin out
campin to Pawurnu
Dey lookin for parnka an kalaya.
Dey
dey used to get deir diggin stick
an spear
an everythin.

Yarrani yankula!
Campin out Pawurnu
kukaku.



When dey get dere
dey make a track
a track
all da way
all da way round to da rockhole.
An den dey come back
dey put another rock round da rockhole.
Den dey go back
an settin da camp.
Make a big ngurra
an get all da warta ready
for waru
for feed for kuka.
Set up a camp
close near da
one rockhole.



In da mornin time
dey go out untin
dey stay at dat rockhole for long time
an den dey will move
move ta nother rockhole.

Waitin.....waitin.....

In da mornin den
dem old peoples
dey go huntin
huntin all day
dey go separate way.



Den
dey come back
an share da kuka round da camp fire...
yarn an yarn at da fire
an stays up all night.
Tell a juma wajarni
an den dey keep quiet.
The mens stay all night
till dey all go to sleep
everybody haves a sleep.



An when da sun come up
dey will wakem all up.
Time for dem ta go
they'll be movin
movin
to da other rockhole.



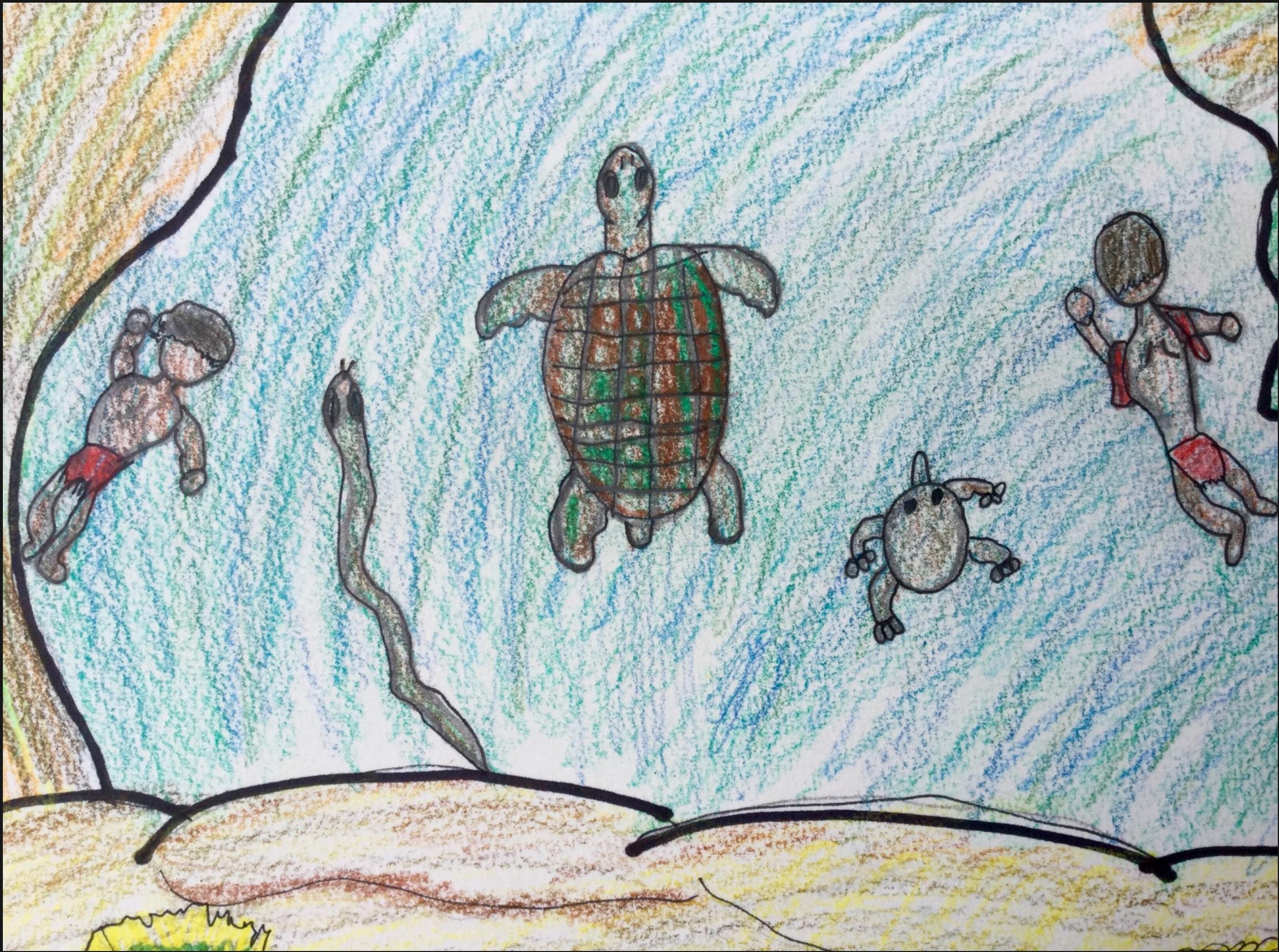
Dey'll paint deirself up
paint deirself for untin
cover demself with the spinifex.
Dey be creepin an hidin
an spear one marlu.
Got im!
Spear still dere
chase im
blood on da ground
e'll drop soon.
Get da walanu
an knock im on da head.
Hold im den
tie im leg
so den e can't kick im
an den e carry im.



Dey see nother track
dey follow it riight up
track im down
cause e'll run away
den chase it again...
spear it again.

Got im!

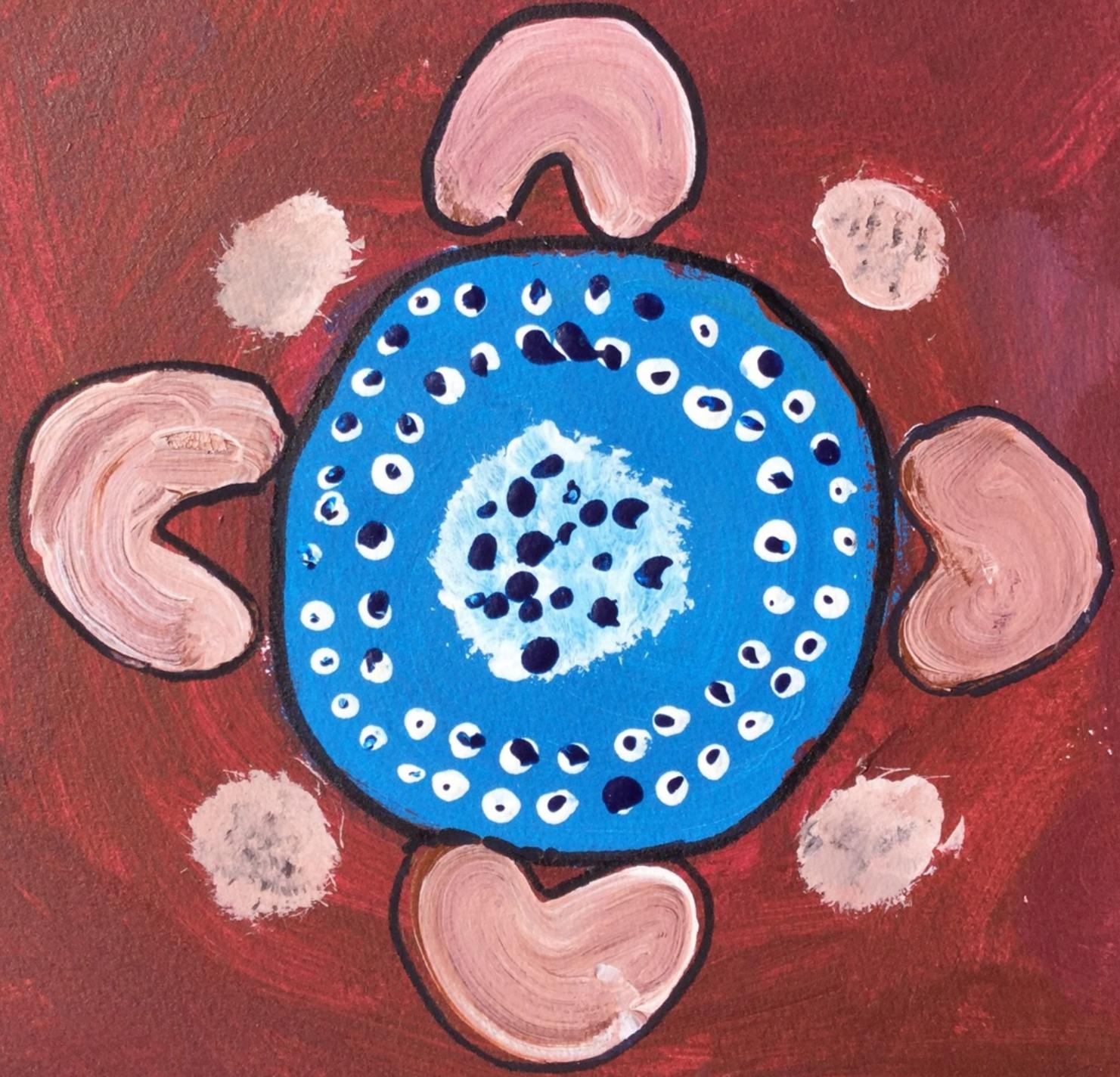
Dey carry it on deir hip.
Dey look for more
for big feed.



Two mens dey bin wake up early mornin
now dey'll have a swim in da water
den dey see da turtles
an da frogs an a snake.
Dey creep up an den dey get im.
Cook im in da waru
an eat im all up.
An dey make a camp
in da new rockhole.



Den da ladies
dey'll be diggin
diggin
for parnka
an lungki
an wukarta.



Dey'll make damper
an den dey'll have a big feed.
Dey'll be doin the damper for da kuka.
Dey bin gettin seeds
rubbin rocks right up
den dey push it.
Dey make it a big ting.
Flick it over again
flick it... flick it
flick it over again.
Den dey feel it
soft an lovely!
Break it up in pieces.
Dey put da lungki on da damper
an da parnka fat an kalaya.



Dey sing a song
a song
song for da rain
for da rockhole
for da rockhole
to fill up
an wait...
wait for da turtle to come
an da ducks
an da emu
an da marlu
an da partarda
thas it.

Glossary

parnka - goanna

kalaya - emu

yarrani yankula - come on let's go

kukaku - for food

kuka - food or meat

ngurra - home

warda - stick

waru - wood or fire

juma wajarni - story

marlu - kangaroo

walanu - boomerang

lunggi - witchety grub

wukarta - honey ant

partarda - bustard (Aboriginal English - bush turkey)





In preparing this story for publication, every effort has been made to preserve as many of the spoken qualities of Aboriginal story-telling as possible. The spelling sometimes deviates from that of Standard Australian English to follow the sounds that are typical of Aboriginal English, and the sentence breaks and punctuation are based on the structure and rhythm of spoken language. The line length is also a device that is used to emphasise rhythm, and the line breaks sometimes serve as visual signals (punctuation marks) separating grammatical (and conceptual) units. Full stops and capital letters are used less often than in Standard Australian English because of the preference in Aboriginal discourses to link (often visual) details to build an uninterrupted composite image or impression. The spelling and punctuation conventions used in this book are derived from a set of principles for the spelling and punctuation of Aboriginal English writing developed as part of the Two-Way Tracks to Learning project for the Department of Education. (Tracks to Two-Way Learning, Focus Area 8, Module 8.6.2 pages 50-51, Department of Education, 2012).



