

## Teachers' notes and Syllabus links

This site study has been designed to align with the new Stage 5 (years 9 and 10) NSW History Syllabus, which was written in 2024 and will be implemented in 2027. It also aligns, however, with the current Stage 5 (years 9 and 10) NSW History Syllabus that was written in 2012, which is currently being phased out (though will likely still be taught in 2025 and 2026). In both versions of the curriculum, a site study is mandatory for History during Stage 5; either a virtual site study or a visit to a physical location. These resources provide everything you need to conduct a virtual site study on the Inner West LGA of Sydney, located on unceded Gadigal and Wangal land. Within this large site/area, the focus of this site study will be to investigate local LGBTQ+ history from the area, from roughly the 1970s through to today.

The resources that make up this virtual site study include:

- Teachers' notes and Syllabus links (pdf)
- Historical sources (pdf and xlsx)
- Powerpoint presentation that can be used in class to introduce the site study to students.
- Guided Historical Inquiry: Worksheets that guide students through the process of conducting a mini historical inquiry, following the 'process of historical inquiry' outlined in the Stage 5 History Syllabus (pdf)
- Extended bibliography of Inner West Library's collection items that are relevant to this site study (pdf and xlsx)
- A video guide for teachers that introduces the topic of this site study as well as the resources above.

A diverse range of primary and secondary historical sources have been included in this site study, including recorded interviews and oral histories, photos, videos, newspaper clippings, websites, and various other text-based sources. A key aim of this site study is to deepen students' knowledge of local history by guiding them through the process of historical inquiry (as outlined in the Stage 5 History Syllabus). By conducting their own mini historical inquiries, students are given the opportunity to develop a range of historical skills, including the analysis and use of historical sources.

## Historical overview

The Inner West, a local government area in Sydney, is located on the unceded lands of the Gadigal and Wangal peoples. This site study focuses on local LGBTQ+ history from the Inner West, from roughly the 1970s until today. It is important to acknowledge, however, that non-heteronormative ways of being have existed on this site for many thousands of years. 'Heteronormativity', as we know it today (though it is of course an evolving concept), was a colonial import; norms surrounding gender and sexuality were undoubtedly very different on this site before the arrival of British colonisers in the late 18<sup>th</sup> century. In their 2021 article 'The Colonial Project of Gender (and Everything Else)', which you can read [here](#), Wiradjuri scholar Sandy O'Sullivan discusses how colonisation brought with it a social structure based on the heteronormative nuclear family, as well as the gender roles that this formation dictated. O'Sullivan contrasts this with "the complexity of connection found across Aboriginal and other First Nations' communities" via "extended kinship relations"<sup>1</sup>. Murri scholar Madi Day, in their 2024 essay 'The Question, or who asks for evidence of queerness in Aboriginal culture?' notes that "The colonial project of gender... is only necessary precisely because Indigenous kinship and governance systems are incompatible with formations of colonial power like the patriarchal nuclear family. Aboriginal and Torres Strait Islander queer and transgender people do not need evidence that heterosexuality was introduced to our people and communities because we are embedded in living systems of knowledge and relations that affirm our existence"<sup>2</sup>.

With colonisation came attempts to erase kinship systems, along with the imposition of rigid ideas about gender and sexuality, including criminal punishment for non-heteronormative conduct. In their 2014 article 'British colonialism and the criminalization of homosexuality', Han and O'Mahoney demonstrate of all the colonial powers, the British Empire were the most likely to impose laws that criminalised homosexuality, leaving an ongoing legacy of discrimination towards the LGBTQ+ community in many countries across the world (including Australia)<sup>3</sup>. As a result of a

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<sup>1</sup> O'Sullivan, S. (2021). The Colonial Project of Gender (and Everything Else). *Genealogy*, 5(3), 67. <https://doi.org/10.3390/genealogy5030067>

<sup>2</sup> Day, M. (2023). The question, or who asks for evidence of queerness in Aboriginal culture? In B. Carlson, M. Day, S. O'Sullivan & T. Kennedy (Eds.), *The Routledge handbook of Australian Indigenous Peoples and futures* (pp. 311-321). Routledge. <https://doi.org/10.4324/9781003271802>

<sup>3</sup> Han, E., & O'Mahoney, J. (2014). British colonialism and the criminalization of homosexuality. *Cambridge Review of International Affairs*, 27(2), 268-288. <https://doi.org/10.1080/09557571.2013.867298>

penal system that violently repressed non-heteronormative conduct, many LGBTQ+ people living in the Inner West of Sydney in the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries would have lived in secrecy and fear, meaning that many their histories were never recorded, or were erased.

This site study focuses on the local LGBTQ+ history of the Inner West from the 1970s until today. The reason that this time period was selected is that the 1970s represented a turning point for LGBTQ+ visibility in the Inner West, and in Australia more broadly, as well as in many other parts of the world. And with increased visibility came a proliferation of recorded historical sources.

Two key events, which would change the course of LGBTQ+ rights in Australia, occurred during the 1970s. The first was establishment of the organisation 'CAMP Inc.' in the Inner West, which was a gay and lesbian advocacy group that fought for legislative change, as well as offering support services for LGBTQ+ individuals, and running social and community events. 'CAMP' stood for 'Campaign Against Moral Persecution' and the organisation set up its first clubhouse at 393 Darling Street in Balmain, on unceded Gadigal and Wangal land, in 1971. CAMP Inc. were hugely influential in lobbying for legislative change that recognised the rights of LGBTQ+ people. You can read more about CAMP Inc. in Sources 1, 2, 3, 4, 5, 6, 7, 8, 12, 14, 15, 16, 18, and 20 (see the 'Historical Sources document').

The second key event that occurred in the 1970s was the first ever Mardi Gras in Sydney in 1978, which was both a protest and a street party. While this event took place on Oxford Street, on Gadigal, Bidjigal, and Birrabirragal land (not in the Inner West), many Inner West residents were involved in organising the event, including CAMP Inc. members. Despite the fact that the participants were met with police violence, this did not deter people from making the parade an annual event. The Mardi Gras has taken place every year since 1978, and has played an important role in improving the visibility of the LGBTQ+ community in Australia, as well as creating a platform for political and artistic expression. You can read more about the Mardi Gras in Sources 20–28, 32, and 45 (see the 'Historical Sources document').

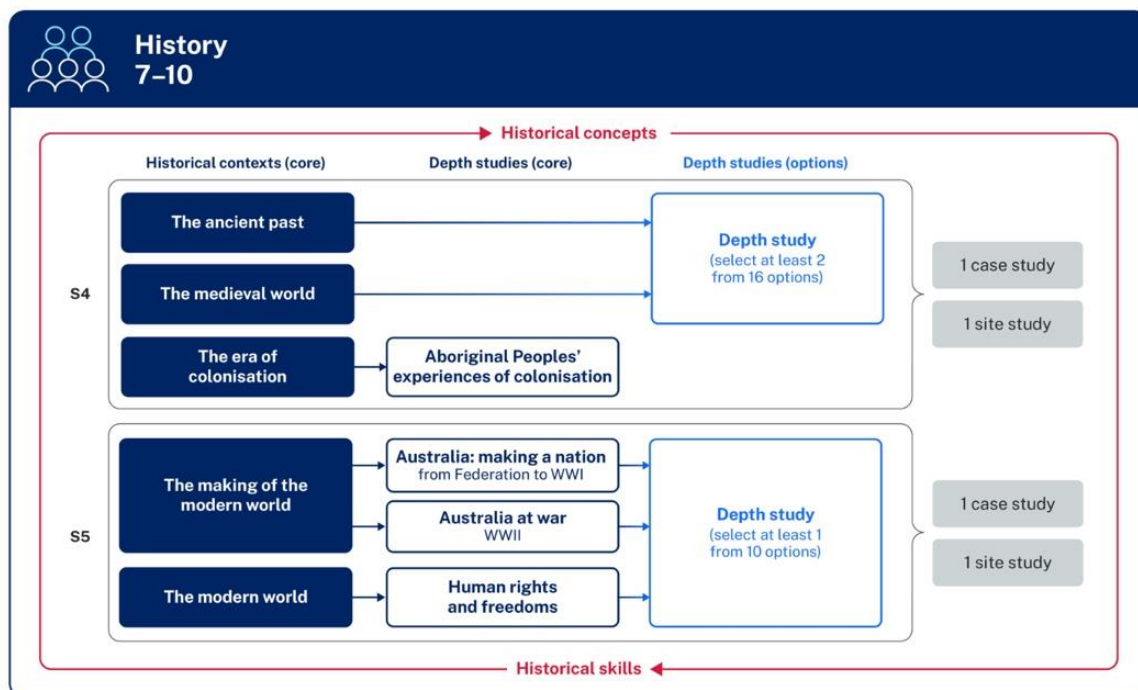
From the 1980s through to today, the Inner West has been a vibrant and important hub for Sydney's LGBTQ+ community, as well as site from which many important legislative changes were lobbied for or achieved. In the 'Historical Sources' document you can read about many of these key events and milestones. A few that stand out include: the establishment of Australia's first government funded refuge for trans people in Petersham, on Gadigal and Wangal land, in 1983 (see Source 34); Inner West

residents (such as Lex Watson and Robert French) leading campaigns which led to the decriminalisation of male homosexuality in NSW in 1984 (see Source 35); the proliferation of LGBTQ+ clubs, collectives, and venues in the Inner West in the 80s, 90s, and 2000s (see Sources 40, 41, 43, 47, 53 and 55); and the establishment of the Inner West Pride Centre in Newtown in 2024 (see Source 56). You can read about many more events and milestones in the Inner West's LGBTQ+ history in the 'Historical Sources' document.

NSW History Syllabus links, Stage 5:

### **New Syllabus (published 2024)**

This site study aligns to the new Stage 5 NSW History Syllabus in several ways. During Stage 5, students study the core historical context 'The Modern World', which includes the "rise of movements for civil, political, social, cultural, and economic rights in Australia and globally". Within this historical context, a core depth study is 'Human Rights and Freedoms', through which students learn about the struggle for Aboriginal and Torres Strait Islander rights and freedoms, the US Civil Rights movement, and "the struggle for rights and freedoms of ONE other group in Australia". It is up to the school to decide who this other group will be, and the LGBTQ+ community could be a suitable and relevant option (which would align to this site study). Aside from the core depth studies, students in Stage 5 must also study one of the optional depth studies. For the Historical context 'The Modern World' the optional depth studies are: Rights and freedoms of Australian women; Migration experiences; Popular culture; The environmental movement, or; *School-developed option* (that relates to content in Stage 5). The resources provided in this site study could form the basis of a school-developed depth study into the LGBTQ+ history of the Inner West, which would fulfill this syllabus requirement. In addition to the historical contexts and depth studies, all students in Stage 5 must undertake one case study and one site study relating to Stage 5 content. The resources provided in this kit contain everything needed to conduct a virtual site study that strongly aligns to Stage 5 content, and therefore meets this syllabus requirement. The diagram below illustrates the structure of the new Stage 5 NSW History Syllabus (note that Stage 4 is also included in the diagram, however Stage 4 content is not relevant to this site study):



### Student outcomes

This site study contributes to students achieving the following student outcomes listed in the new Stage 5 NSW History Syllabus:

- Accounts for continuity and change over a period of time in relation to a historical context (**HI5-CON-01**)
- Accounts for different contexts and perspectives of the past (**HI5-CPP-01**)
- Assesses the value and limitations of sources as part of a historical inquiry (**HI5-INQ-01**)
- Explains how significant ideas and events have shaped the past (**HI5-IEP-01**)
- Integrates evidence from sources to develop historical accounts, explanations and arguments about the past (**HI5-SOU-01**)
- Communicates historical arguments using historical terms and concepts for a range of purposes, audiences and contexts (**HI5-COM-01**)
- Analyses the key features and structures of past societies, historical periods and events (**HI5-SPE-01**)

**Related Life Skills outcomes:** HILS-CON-01, HILS-CON-02, HILS-CON-03, HILS-CPP-01, HILS-INQ-01

### Historical skills

This site study contributes to students developing the following historical skills, as listed in the new Stage 5 NSW History Syllabus:

- **Comprehension: chronology, terms and concepts**
  - Read and understand historical texts
  - Sequence historical events to demonstrate the relationship between different periods, people and places
  - Use historical terms and concepts to explain, discuss or present an argument about people, societies and events for a range of purposes, audiences and contexts
- **Analysis and use of sources**
  - Identify the origin, content, context and purpose of a range of sources
  - Process information from a range of sources as evidence in a historical argument
  - Evaluate the reliability, value and limitations of a range of sources for a specific historical inquiry
- **Research**
  - Plan historical research to suit the purpose of a historical inquiry
  - Identify, locate, select and organise information from a variety of sources, including digital technologies and other methods
- **Communication**
  - Select and use a range of communication forms , such as oral, graphic, written, multimodal or digital, to communicate effectively about the past for different audiences and different purposes

### Historical concepts

This site study contributes to students developing their understanding of the following historical concepts, as outlined in the new Stage 5 NSW History Syllabus:

- **Continuity and change**
  - Some aspects of a society, event or development are dynamic and change over time and others remain the same
  - Relationship between continuity and change in a historical context
- **Cause and effect**
  - Ways in which different factors can lead to immediate and long-term changes
  - Events, decisions, and developments in the past that produce later actions, results or effects
- **Significance**
  - Impact of a group, individual, idea, belief, practice or event on their time or later periods
  - Importance assigned to a historical site, artefact or source

### Process of historical inquiry

This site study guides students through the following process of historical inquiry, as outlined in the new Stage 5 NSW History Syllabus, such that they can conduct their own mini historical inquiries:

- **Acquiring historical information**
  - Choose a specific historical event, an individual, a period or topic of interest
  - Formulate appropriate historical questions
  - Plan an inquiry that identifies appropriate historical methods and concepts
  - Research and select relevant historical information from a range of appropriate sources
- **Processing historical information**
  - Draw conclusions about the value and limitations of sources, by assessing the purpose, context, reliability, credibility and perspective of the source
  - Interpret sources, taking into account the intended audience and the historical context to support historical narratives and arguments
  - Synthesise and organise information in selected forms, such as plans, narratives, explanations and arguments based on themes, to convey a thorough understanding of the focus area
- **Communicating historical information**
  - Present findings and ideas in a range of communication forms and technologies, using relevant and appropriate historical terms, concepts and information from sources to develop a historical inquiry.

NSW History Syllabus links, Stage 5:

### **Old Syllabus (published 2012)**

This site study also aligns to the old Stage 5 NSW History Syllabus. In Stage 5 of this syllabus, students study the historical context 'The Modern World and Australia' which investigates "the history of the modern world and Australia from 1945 to the present", including "the major movements for rights and freedoms in the world". Within this historical context, students must undertake the core depth study 'Rights and Freedoms (1945–present)', which includes an investigation of "the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world". In addition to this core depth study, students must undertake at least one of the following optional depth studies; either 'The Globalising World' or a 'School-developed topic' (that relates to content in Stage 5). The resources provided in this site study could form the basis of a school-developed depth study into the LGBTQ+ history of

the Inner West, which would be a relevant and suitable topic within this historical context and would fulfill the syllabus requirement of an optional depth study. In addition to the historical contexts and depth studies, all students in Stage 5 must undertake one site study relating to Stage 5 content. The resources provided in this kit contain everything needed to conduct a virtual site study that strongly aligns to Stage 5 content, and therefore meets this syllabus requirement.

### Student outcomes

This site study contributes to students achieving the following student outcomes listed in the old Stage 5 NSW History Syllabus:

- Explains and assesses the historical forces and factors that shaped the modern world and Australia (**HT5-1**)
- Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia (**HT5-2**)
- Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia (**HT5-3**)
- Explains and analyses the causes and effects of events and developments in the modern world and Australia (**HT5-4**)
- Identifies and evaluates the usefulness of sources in the historical inquiry process (**HT5-5**)
- Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia (**HT5-6**)
- Explains different contexts, perspectives and interpretations of the modern world and Australia (**HT5-7**)
- Selects and analyses a range of historical sources to locate information relevant to an historical inquiry (**HT5-8**)
- Applies a range of relevant historical terms and concepts when communicating an understanding of the past (**HT5-9**)
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (**HT5-10**)

**Related Life Skills outcomes:** HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13



### Historical skills

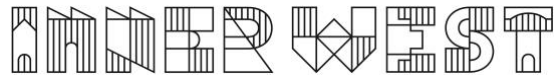
This site study contributes to students developing the following historical skills, as listed in the old Stage 5 NSW History Syllabus:

- **Comprehension: chronology, terms and concepts**
  - read and understand historical texts
  - sequence historical events to demonstrate the relationship between different periods, people and places
  - use historical terms and concepts in appropriate contexts
- **Analysis and use of sources**
  - identify different types of sources
  - identify the origin, content, context and purpose of primary and secondary sources
  - process and synthesise information from a range of sources as evidence in an historical argument
  - evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry
- **Empathetic understanding**
  - interpret history through the actions, values, attitudes and motives of people in the context of the past
- **Research**
  - ask and evaluate different kinds of questions about the past to inform an historical inquiry
  - plan historical research to suit the purpose of an investigation
  - identify, locate, select and organise information from a variety of sources, using ICT and other methods
- **Explanation and communication**
  - develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
  - select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past for different audiences and for different purposes

### Historical concepts

This site study contributes to students developing their understanding of the following historical concepts, as outlined in the old Stage 5 NSW History Syllabus:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same.



- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society.
- **Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods.

## To find out more...

To find out more about the LGBTQ+ history of the Inner West, refer to the 'Historical Sources' document that is part of this site study. That document contains 57 Historical Sources (with descriptions), as well as many links to websites and other resources. Some noteworthy websites include:

- Pride History Group: <https://www.pridehistory.org.au/>
- Inner West LGBTQ+ homepage: <https://www.innerwest.nsw.gov.au/live/community-wellbeing/lgbtq>
- Inner West Pride Seat nominees: <https://www.innerwest.nsw.gov.au/live/community-wellbeing/lgbtq/pride-seat-nominees>
- Muru-ba: First Nations LGBTIQ+ Trailblazers (oral histories, via the Australian Queer Archives website, see interview with Sue Pinckham who was born and raised in the Inner West): <https://queerarchives.org.au/posts/muru-ba/>
- History of Sydney Mardi Gras: <https://www.mardigras.org.au/history-of-sydney-mardi-gras/>
- History of First Peoples entries in the Sydney Mardi Gras (project initiated by Tim Bishop): [https://www.tiki-toki.com/timeline/entry/590976/History-of-First-Peoples-entries-in-the-Sydney-Mardi-Gras-Parade/#vars!date=1988-10-15\\_13:25:48!](https://www.tiki-toki.com/timeline/entry/590976/History-of-First-Peoples-entries-in-the-Sydney-Mardi-Gras-Parade/#vars!date=1988-10-15_13:25:48!)
- '78ers website: <https://www.78ers.org.au/>
- Amie Zar's interview with Robyn Plaister, a prominent LGBTQ+ activist based in the Inner West: <https://www.youtube.com/watch?v=3uxCB0iXnC8>

These are just a few examples; many more can be found in the 'Historical Sources' document.

Inner West Libraries' collection also includes many relevant items (books, ebooks, documentaries, movies and more). You can see selected items that are relevant to the LGBTQ+ History of the Inner West in the 'Extended Bibliography' document which is part of this site study.

Some noteworthy library collection items include:

**Title:** Riot [the history of Sydney's first Mardi Gras]

**Author/Editor/Director:** Jeffrey Walker

**Year:** 2018

**Resource type:** Movie on DVD

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=40496955>

**Title:** CAMP (campaign against moral persecution): Australia's pioneer homosexual rights activists

**Author/Editor/ Director:** Robyn Kennedy & Robyn Plaister

**Year:** 2022

**Resource type:** Physical book

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=41233714>

**Title:** Stories Out West: Stories from Western Sydney LGBTQ+ First Nations and Culturally and Linguistically Diverse Communities

**Author/Editor/Director:** Winnie Dunn

**Year:** 2023

**Resource type:** Physical book

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=40352047>

**Title:** Queerstories [collection of real-life stories from Australia's LGBTQ+ community]

**Author/Editor/Director:** Maeve Marsden

**Year:** 2018

**Resource type:** Physical book

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=40497113>

**Title:** Colouring the Rainbow: Blak Queer and Trans Perspectives

**Author/Editor/Director:** Dino Hodge

**Year:** 2015

**Resource type:** eBook

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=40828771>

**Title:** Nothing to hide: voices of trans and gender diverse Australia

**Author/Editor/Director:** Sam Elkin, Alex Gallagher, Yves Rees & Bobuq Sayed

**Year:** 2022

**Resource type:** Physical book

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=40557469>

**Title:** Transgender Australia: a history since 1910

**Author/Editor/Director:** Noah J. Riseman

**Year:** 2023

**Resource type:** Physical book

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=40565576>

**Title:** Out and about: Sydney's lesbian social scene, 1960s - 1980s

**Author/Editor/Director:** Rebecca Jennings

**Year:** 2009

**Resource type:** Physical book

**Catalogue link:** <https://innerwest.spydus.com/cgi-bin/spydus.exe/ENQ/OPAC/WRKENQ?SETLVL=&IRN=41170484>

These are just a few example of relevant items in Inner West Libraries' collection, however you can find many more via the 'Extended Bibliography' document which is part of this site study, or via Inner West Libraries' online catalogue which you can find [here](#).