

SOTA *Speak*

School of the Air Newsletter



December 2023 Term 4

Message from the Head of Campus



As we approach the end of 2023, this year's last edition of the school newsletter offers a moment for reflection and celebration. It has been a year of growth and unity, and we are immensely proud of the accomplishments of our students, staff, and community.

A heartfelt thank you to our dedicated teachers and support staff who have worked tirelessly to create a nurturing and stimulating learning environment. Your enthusiasm and dedication to your work create a positive experience for everyone in the community.

Once again, our students have demonstrated dedication and resilience in navigating the challenges of online learning, consistently completing their daily assignments and making notable strides in their educational journeys. Our Student Council has also worked enthusiastically over the year to organise activities and assemblies to strengthen student camaraderie. A special commendation is also in order for our Reception and graduating students, who have exhibited remarkable growth during their time at SOTA. In the span of just one year, our Reception students have demonstrated significant academic and social progress.

For our graduating students, the culmination of seven to eight years of primary education has transformed them into well-rounded individuals, endowed with a robust academic foundation, strength of character, and a set of skills to guide them into the next chapter of their educational endeavours.

Our gratitude to supervisors, parents and guardians who have played an integral role in shaping student success this year. You have partnered with us in navigating the challenges of remote learning, providing support at home, and maintaining open lines of communication throughout. Your involvement and dedication to your children's education have been instrumental in enabling learning growth and a strong sense of community.

As we look ahead to the next school year, we are filled with optimism because we are a stronger community to shape our approach to education. We look forward to our new teachers, Madlen Stringer and Rhys Moyne, and learning SSO, Jonathan Altmann joining us in the new year. With almost a full team of teachers, we are better equipped to facilitate learning growth and respond to challenges. Adjusting to Microsoft Teams and timetable changes might test our resilience, but as we have always demonstrated, we are adaptable and capable of learning new skills and ways of operating.

We look forward to catching up with everyone before summer break. Let's celebrate the successes of this year and strengthen our commitment to continue to provide a nurturing and enriching educational experience for our students.

Best wishes,
Lai Kuan Lim



EVENTS 2023

Get Together: **8 - 9 December**

Face to Face Event Dates 2024

Summer School @ Port Augusta: **5-8 February**

School Experience Week @ Port Augusta: **18-21 March**

Camp - Nunyara in Belair, Adelaide: **1-5 July**

Mini-School: **23-26 September**

Get Together @ Port Augusta: **6-7 December**

OPFA and SOTA CGC

Outback Parents and Friends Association (OPFA)

An opportunity for the parents, supervisors and staff of students enrolled with the Port Augusta School of the Air (SOTA) to discuss any aspects associated with the school.

SOTA Committee of Governing Council (CGC)

The SOTA CGC discusses governance issues that require further consideration from OPFA meetings.

OPFA/CGC upcoming meeting dates

All meetings at 3:00pm

OPFA: Week 3 (T1) 2024 Wednesday 14 February

CGC: Week 4 (T1) 2024 Wednesday 21 February



Term 4 Week 4

Miss Megan:

Eli for his fantastic improvement in handwriting and for putting in a big effort on Monday mornings during the Sounds-Write lessons.

Miss Jo & Miss Kiah:

Clem for increased engagement on WebEx and asking for help when needed. Keep up the great work!

Miss Morley:

Eli for excellent reflective thinking in HASS and his perseverance and application of feedback in Maths.

Miss Kaur:

Micah for active participation in all class discussions and excellent listening skills throughout the week

Ms Mel:

Ruby for diligent leadership as President of SOTA Student Council working tirelessly for the school.

Term 4 Week 6

Miss Megan:

Roy for his diligent reading practise and excellent fluency readings. Roy has been an eager participant in all of his lessons and his follow up written work and video uploads demonstrate his strong effort to grow as a learner.

Miss Jo & Miss Kiah:

Charlotte for making huge improvements with her work returns and focus in class.

Miss Morley:

Lawson for his excellent progress in reading and dedicated commitment to improving in Maths.

Miss Kaur:

Lucy for putting in an outstanding effort in all learning tasks and making leaps and bounds in her learning.

Ms Mel:

Jacob for his excellent work ethic to ensure he has a strong end to his year.

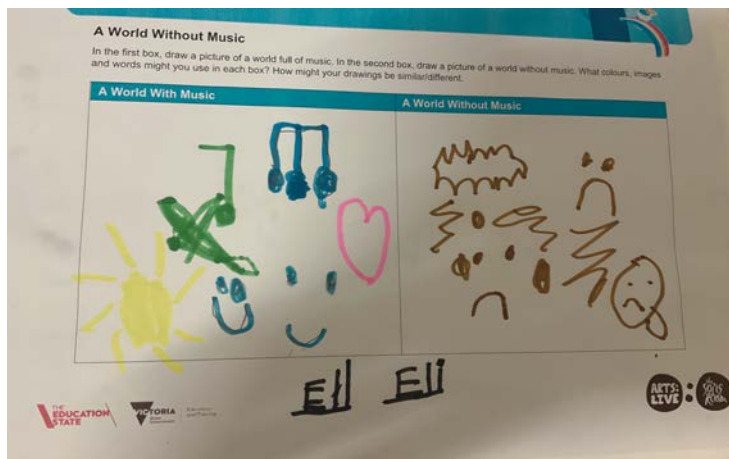
Miss Megan 's Special SOTA STAR

Lenny for his eagerness during transition lessons and his confidence in becoming a Reception student next year.

Miss Megan - Reception

This term in English our students have been engaged in many activities developing their confidence in expressing their opinions. Here are some examples where the students have voiced their thoughts using words and pictures. through writing and drawing. A focus book used during this learning has been 'Dharma the Llama'.

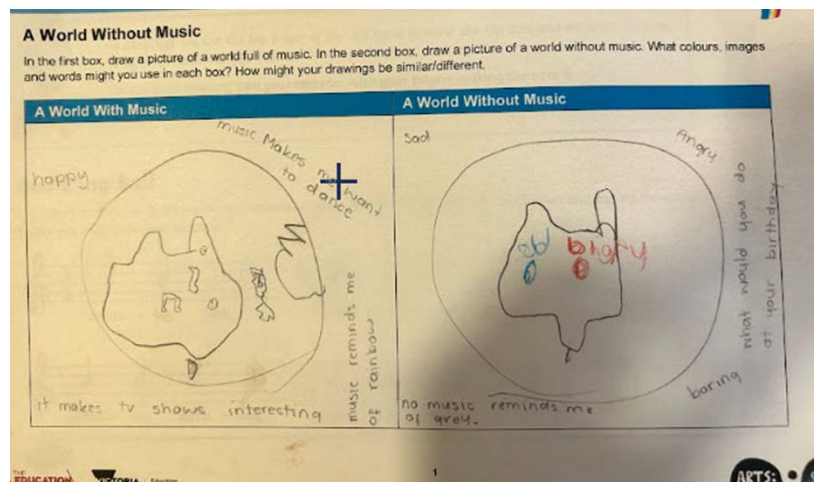
Simba



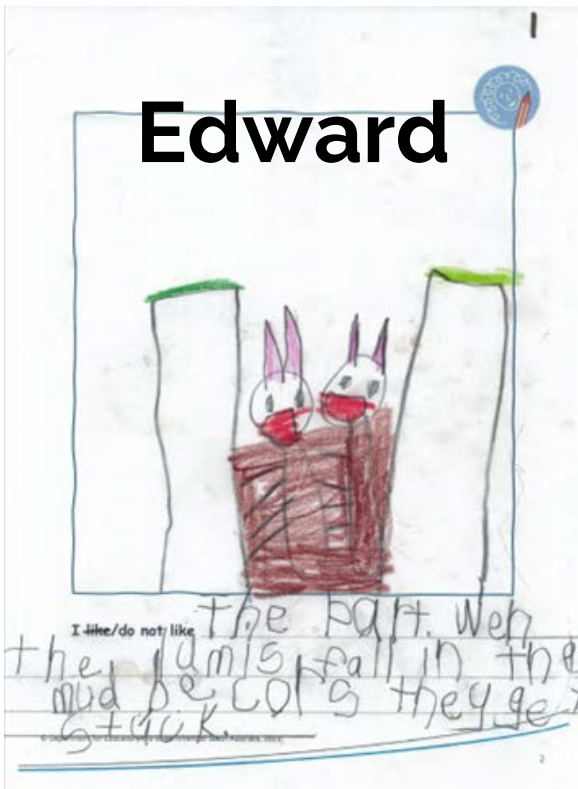
A world with/without music....

Eli

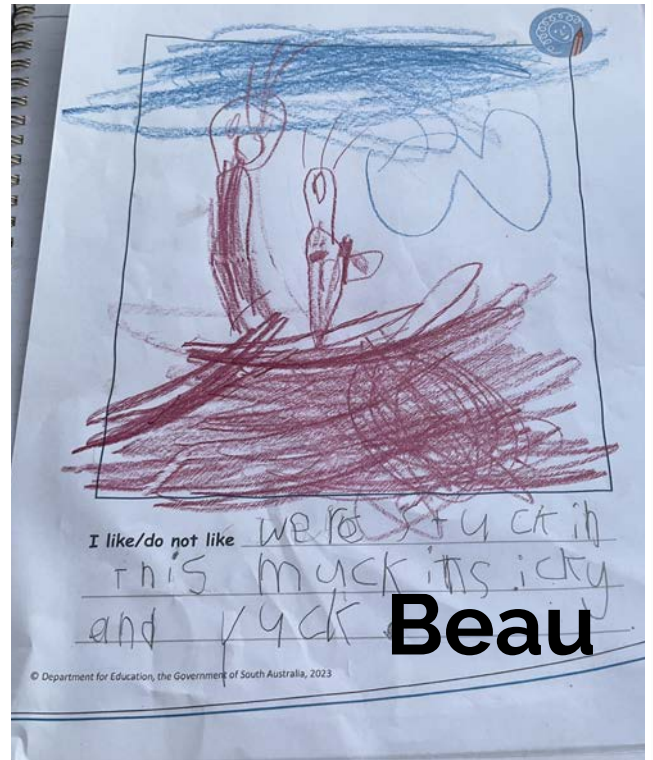
Roy



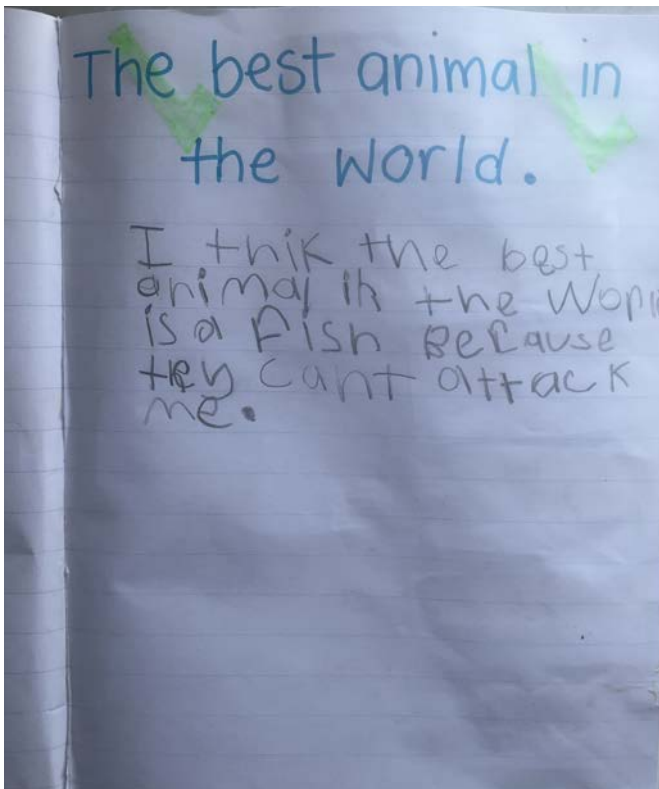
Edward



In the book 'Dharma the Llama' I like/don't like...



How I feel about books...



Remy



Emmett

Miss Jo / Miss Kiah- Year 1/2

This term in Science our students have been learning all things Earth and Space. We have explored the changing sky, both day and night and the planets that orbit the Sun. Students demonstrated their knowledge through annotated diagrams, sequential drawings and created flip-books demonstrating the moons position throughout the night.

Alex

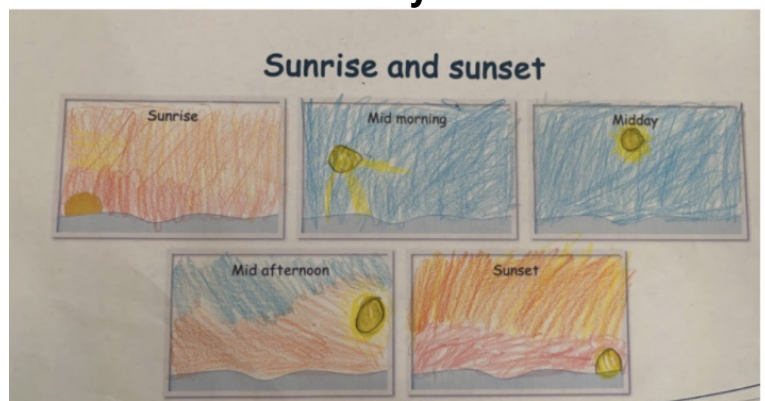


Honey-May



Lilly

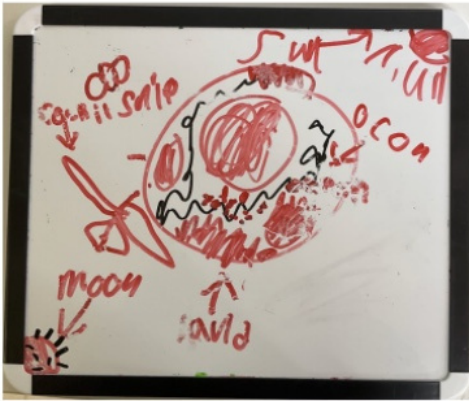
Sunrise and sunset



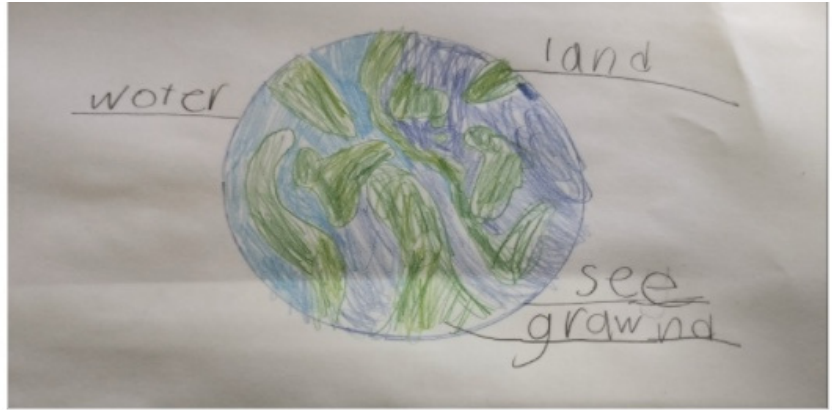
Clem



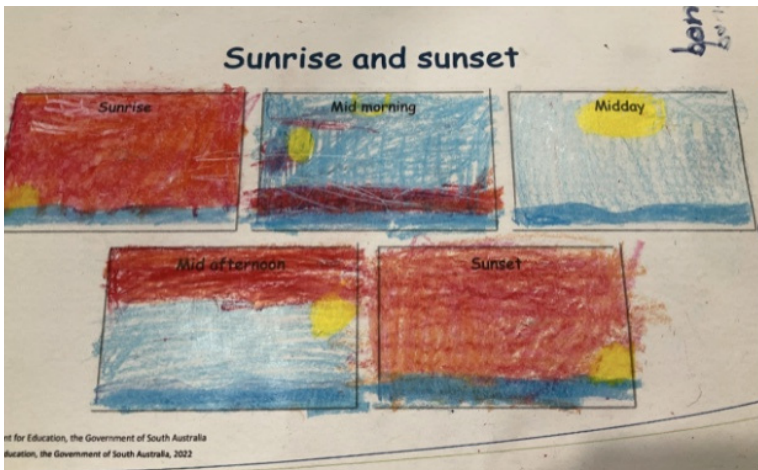
Dan



Lisma



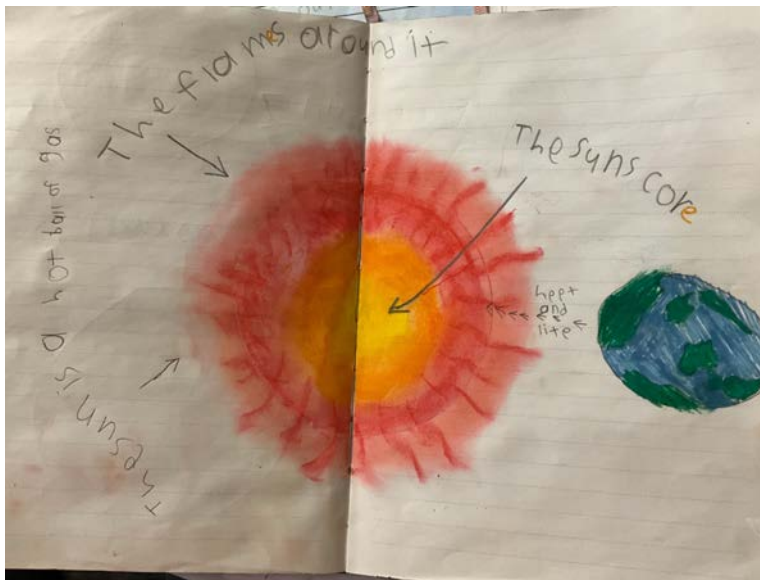
Jack



Charlotte



Sanaisha



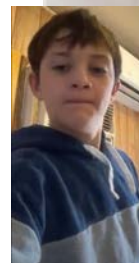
Miss Morley - Year 3/4

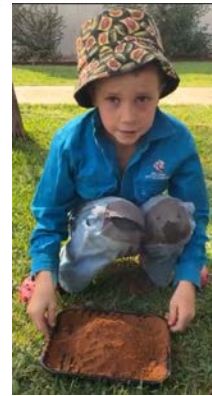
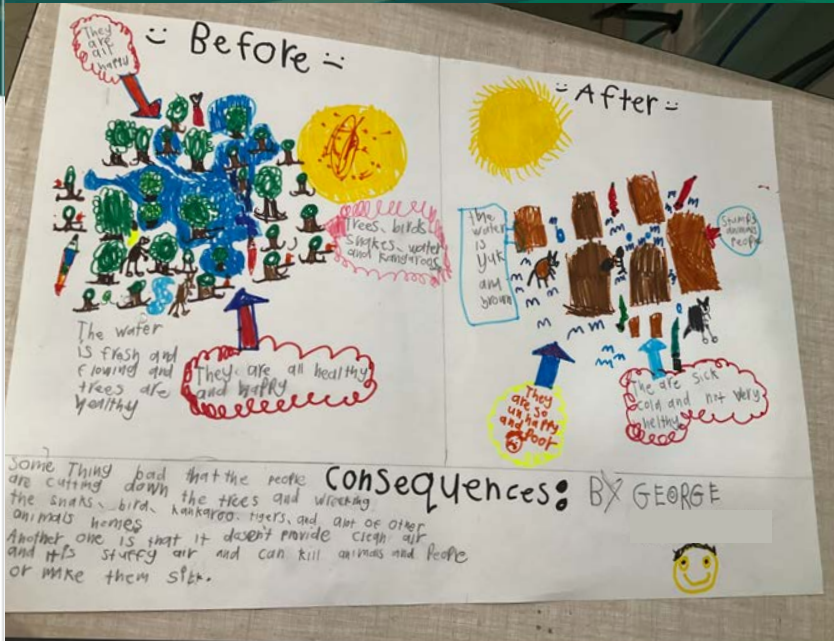
This term the 3/4 class has been exploring a range of fascinating learning areas. In HASS we have examined laws, rules, and the role of the government, before designing our own potential laws and their legal consequences. In Science we researched and experimented with changes to the Earth's surface, and in English we explored narratives, examining narrative elements and writing our own each Fortnight in our Big Write program.

We have had a wonderful and full-on end of the year - Thank you Year 3-4s for being an amazing class for my first year here - Miss Morley

Jase

Jayden

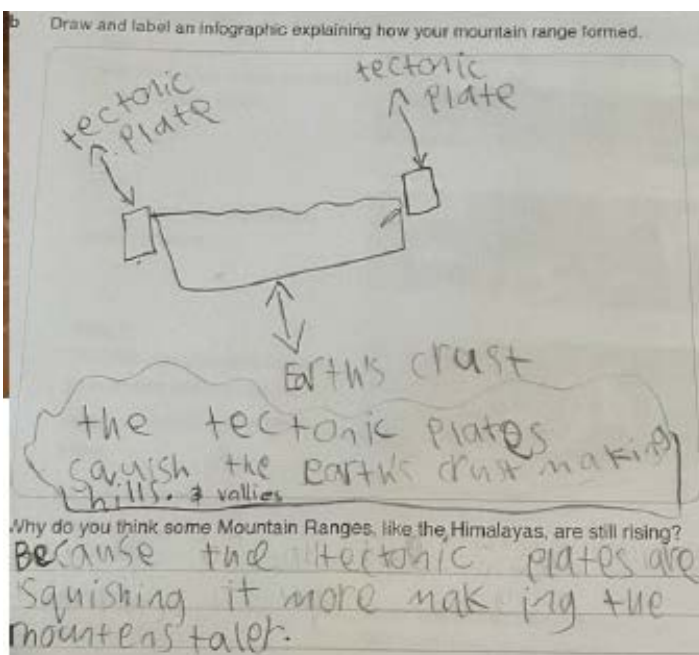
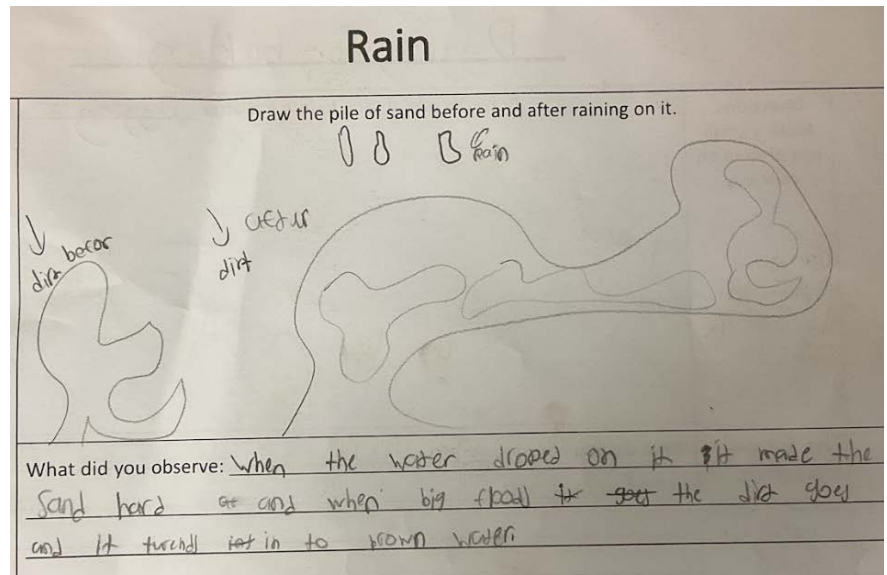





George



Eli



Bonnie

the mystery message.
 One day the 3/4 class was going on a boat to an amazing little island. "we are almost there!" said Miss Morley with a big grin on her face. Althow Eli was boat sick "we are HERE!" yells Miss Morley "YAY!" screams the class. They were playing all sorts of games. But just then our boat get washed out to sea! "Nooo!" crys Bonnie as she falls to the ground in shock "BONNIE! are you okay?" asked Lara "I will be" said Bonnie. "Looks like we are camping here" said Miss Morley. so they go to find food, water, and shelter. But Lara finds a bottle so she grabs it and a bit of paper. The next day Lara pushes it out to sea hoping some one will find it. "Lara? what did you do?" asked Jayden and Anastasia. "nothing" says Lara. "What do we do now?" asked George and Lawson. "well there is no sign!" says Lara "how we are completely stuck!" complains Shaq. well back at Port Augusta Nelson finds a message in a bottle. It says: IF you are reading this my name is Lara from SOTA SA and I am stuck on a island in the Pacific ocean with the 3/4 class. If you know me send help please?" Nelson ruses to Miss Kaur and says "the 3/4 class are stuck on an island" said Nelson. "oh dear, okay" said Miss Kaur, and they head out to find them and they did. "Lara I got your message" said nels "oh really so I saved us?" asked Lara "yes you did" said Nelson. They got home safely and they never went on a boat again



Lara

THE LETTER IN THE BOTTLE

Once upon a time, there was a bottle with a note. Bob, Bill and Ben found this bottle washed up on the beach late in the afternoon. They found it washed up on the beach shore, half buried in the wet sand. Ben dug up the sand around the bottle and pulled it out. Bill looked inside the bottle and saw a letter, he took the note out and decided to read it. The note said, return the bottle to the temple in 48 hours or you will die from the treasure curse. Bob, Bill and Ben went on a journey to the temple, with the treasure map so they can survive the evil treasure curse.

While traveling, one of the boats sank with Bill and Bob on it, so Ben went to save them, no one else new how to swim so he gave them life jackets and they swam to the boat and kept going.

On their great adventure to save their lives from the dreaded curse, they got attacked by a great white shark biting their boat engine.

Bob frantically grabbed a harpoon and shot the blood thirsty shark in the head, killing it instantly. The boat was still intact, but the engine was all chewed up, so they had to row the rest of the way to the temple, they made it just in time with an hour left.

The group of three friends ran into the temple frantically dodging as many traps as they could. On the map it showed them were to put the bottle in the golden treasure filled chest, at the centre of the temple.

They knew they were running out of time because the bottle had a magic watch inside showing the time they had left.

They had 2 seconds to spare as they threw the bottle into the chest slamming it shut, surviving to tell the tale of the treasure curse!

Shaquille



Once upon a time there lived a 9-year-old girl called Ella.

Ella was a transformer. She always snuck out at the middle of the night and then she transformed into a wolf. As a wolf, Ella had dark bushy fur, good hearing, and would get bigger and stronger. Ella loved being a wolf! When she was a wolf, she could sneak out and do lots of fun things but she was really nervous her mum would find out. Ella thought if her mum found out, she would get in heaps of trouble and never get to go out again.

One night her mother could not see Ella in bed. "Ella?" her mother asked. "Ella are you asleep?" Mum giggled. But when she pulled the blanket off the bed Ella was know were to be seen. Her mother screamed "ELLA" and then fainted.

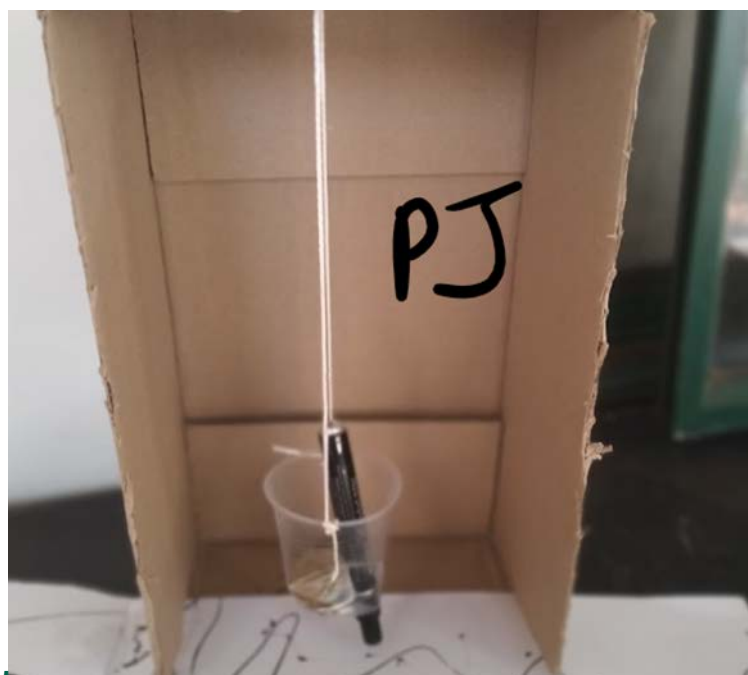
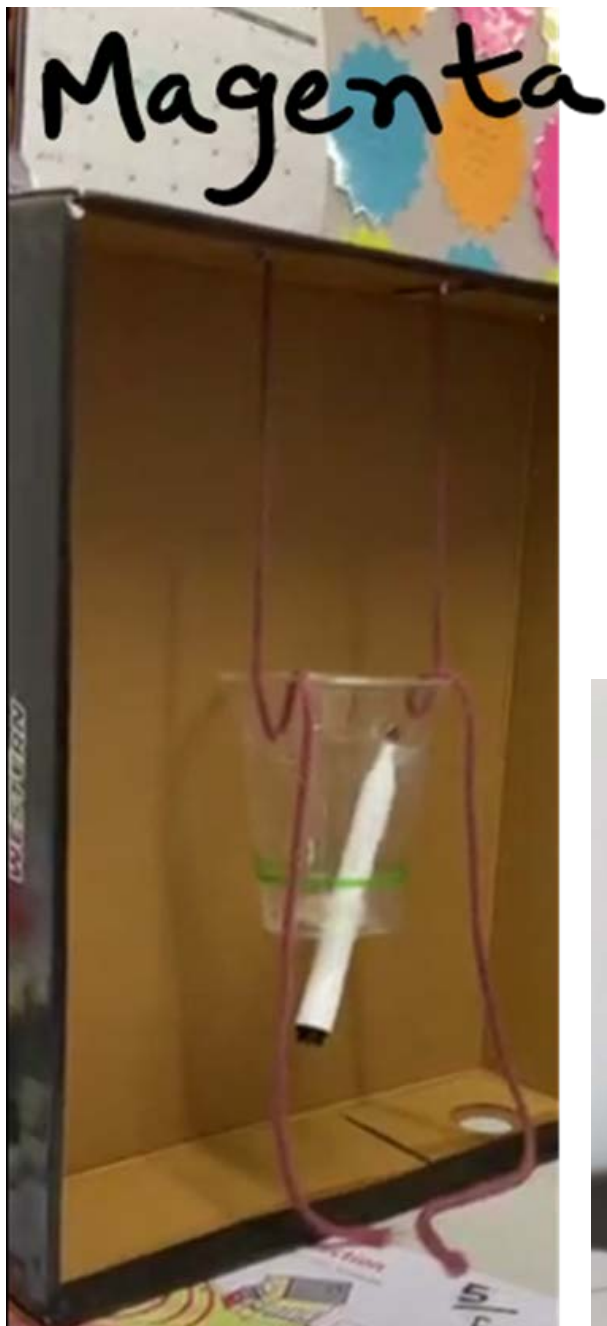
When morning came Ella's mum awoke. But Ella was fast asleep on her bed. she thought she must of bin sleep walking. "what um..... I must of been sleep walking but I don't remember." "MUM what are you doing in my room on the floor?". "um... I was just sleep walking". She giggled nervously at breakfast Ella's mum said "where were you last night". After Ella explained how she can transform into a wolf her mum said "your father was a transformer to and he could transform into a wolf as well". They both understood one another and smiled and got up and hugged each other. And the mum kissed Ella on the forehead and said "you have your fathers eyes" "and you have his hart. Ella said back to her mum " love you mum" "I love you to". Said her mother and her father was just out fencing.

Annastasia



Miss Kaur - Year 5/6

This Term, in Science, we have been learning about different types of natural disasters. Students also made their own seismograph, a device used to measure earthquakes. We also learnt about the geography of India in HASS and how the 1947 partition changed the map of India. We learnt all about angles in Maths and did some amazing story writing in English.



PARTITION OF INDIA 17 August 1947

Partition of India = creation of two sovereign States (The Dominion of Pakistan & The Union of India).

Radcliffe line = line created between India & Pakistan.

BIG PROBLEM: to deal with the city of Lahore where lots of people didn't believe in religion (secularism).

The granting of independence to British India by the United Kingdom = East and West Pakistan and India.

Some of those involved;

- All India Muslim League
- Indian National Congress
- Lord Mountbatten
- Sir Cyril Radcliffe
- Mohammed Ali Jinnah
- Jawaharlal Nehru
- Gandhi

Partition: the division of land

Reason for Partition — large % of Hindus in India. If Hindus ruled, Muslims may not be treated as well.

Sir Cyril Radcliffe was put in charge to divide India and Pakistan.

The Partition Of India Nelson

Partition of India on August 1947

Partition of India Micah

Was the creation of two sovereign states: — The Dominion of Pakistan — The Union of India.

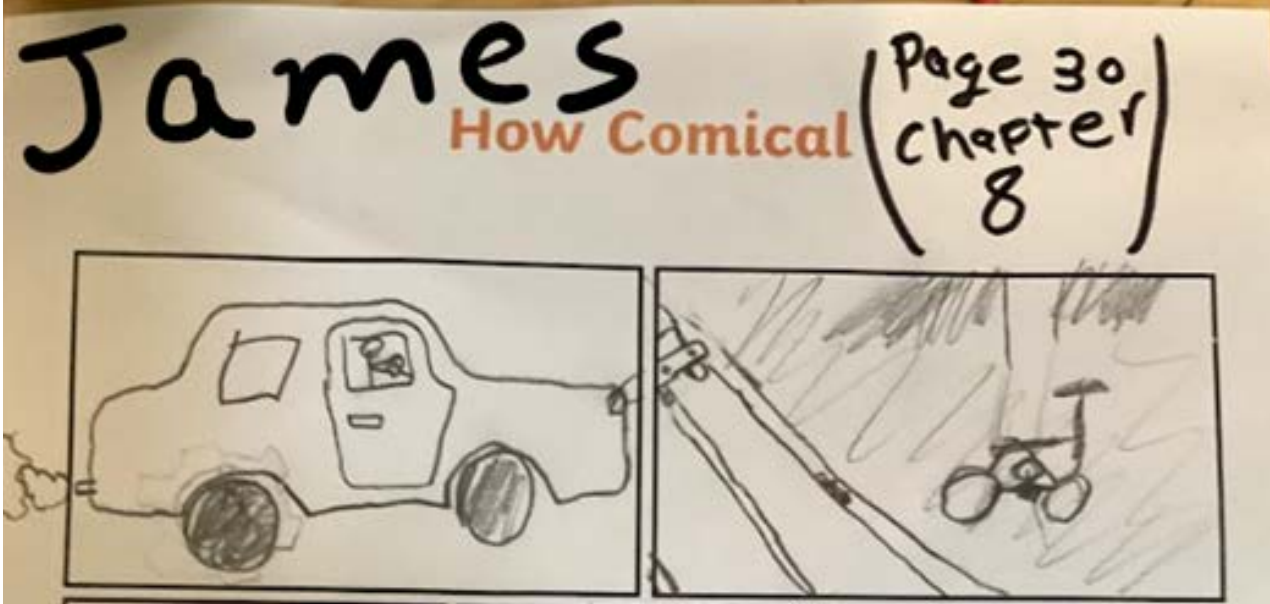
On August 14, 1947, and August 15, 1947, respectively with the coming of independence to British India by the written instrument.

The division of British-ruled India into the eastern and western parts, India and Pakistan.

A partition is a division of land.

Timeline

- 1 June 1947: Cyril Radcliffe appointed as the Chairman of the Boundary Commission
- 8 July 1947: Cyril Radcliffe arrives in Delhi
- 17 August 1947: Cyril Radcliffe submits the report (the partition map)
- 14, 15 August 1947: Pakistan and India were declared as independent nations
- 17 August 1947: Radcliffe line released



The Taj Mahal was built by the Mughal emperor Shah Jahān to immortalize his wife Mumtaz Mahal who died in childbirth in 1631, having been the emperor's inseparable companion since their marriage in 1612. The Taj Mahal was built in 1648 and it took 12 years to build.



Lachie



Ms Mel - Year 7

Jacob - PE



Feedback + Personal Improvement Plan

How did you go about gathering feedback?
 1. Ask Miss Mel
 2. Compare myself to videos on YouTube
 3. Asked my Govie to give me feedback after watching me
 Outside practice this skill.



What did you do with that feedback to improve your skill?
 I started to practice with what I was the worse at and when I was Confident enough with my improving I decided to keep working On the things I was better at.

Reflection

What improvements did you make?
 I improved a lot of my stance and how I reacted to catching the ball. I spent almost every day for 10 minutes practicing this skill so I could Reach maximum potential.

How can this task/process help me in learning new skills?
 It can help you out in PE classes and also it can help when you Need to catch something very important, and it makes you more Stronger in the arms and more braver to catch and carry heavier things.



BEGINNING LEVEL VIDEO BEFORE FEEDBACK

Personal Improvement Plan

My personal improvement plan is to take on the feedback I was given and use that to guide my improvement plan.

- I will focus on my hands.
- Having them in a w shape
 - Pointing my pointer finger up if the catch is above waist level
- I will focus on where I'm looking.
- Looking up
 - Looking at the ball
- I will focus on my feet.
- Stepping forwards to catch the ball
 - Balancing

By focusing on these key points, I will have a much stronger, guided catch succeeding in my task.

Abby - PE

Feedback

I got constructive feedback for my supervisor and my mum using this marking rubric shown below.

| Observation points |
|--|
| SKILL 1: Catch |
| Preparation |
| <ul style="list-style-type: none"> • head and body position are directed towards the flight of the ball • hands reach out to meet the ball • eyes, cupped hands positioned in line with the incoming ball • hands are positioned so that the fingers point up for a ball above the waist and point down for a ball below the waist |
| Execution |
| <ul style="list-style-type: none"> • ball is controlled with the hands only • elbows bend and hands 'give' along the flight path of the ball, prior, at and after contact • the ball is tracked with the eyes into the hands |
| Completion |
| <ul style="list-style-type: none"> • fingers close to secure the ball in the hands |
| Outcome |
| <ul style="list-style-type: none"> • catch is successfully completed |

Charley's feedback:
 To improve on Abby's catching:
 • Have two hands ready when the ball is coming, in a w shape. Make sure that your pointer fingers are up when you are catching above your waist.
 • Reach out further with your hands when catching the ball.
 • Don't be scared of the ball, lean into the catch instead of leaning away from it.
 • You are controlling the ball with your hands, but make sure they pull the ball in strong to have even more control.

My mum's feedback:
 • To improve, hold hands a bit steadier
 • Watch the ball at all times
 • Catch a bit further away from your body

Ryder - PE



BEGINNING LEVEL VIDEO

My first attempt before feedback

Feedback + Personal Improvement Plan

After I received feedback I made an improvement plan that I used when practising.

- My plan focused on the **Start phase**:
 - Tite grip
 - Lead onto the ball.
- My plan focused on the **catching phase**:
 - Long arms
 - Hands in dimon shape
 - My plan focused on the **chest mark technique**:
 - Long arms reached out
 - Carrying the ball to the chest
 - As catching, carrying the ball in with arms to hug ball.
- My plan focused on the **finish phase**:
 - Running onto the ball to beat the contest
 - Holding onto the ball tight
 - Ensuring the ball is caught with two hands.

Reflection

- What improvements did I make?
 Ensuring that I used the correct technique to catch the ball depending on the way it was thrown. Ensuring that there was a tight grip when catching the ball and making an explosive movement such as a jump (if necessary) or short sprint burst to get the ball.
- How can this task/process of seeking and using feedback help me in learning new skills?
 The principals and techniques used to catch a football can be applied to other sports and reading the play of the game to catch the ball with a correct technique. It also ensures that I am running onto the ball and using a strong grip.



Water scarcity and stress

Identify the effects of water scarcity abroad and within your community.

Other countries get crowded. Social impacts
Cape Town water crisis
People must get sick and spread disease in the community and they won't be able to go out.
Leave from smaller community.

Health impacts
Hand germs from not washing hands.
Not flushing toilets creates excess germs.
Short showers limit washing.
Drinking can cause dehydration, even death.
Leaving dirty dishes unclean.

Environmental impacts
Dry crops and dry soil.
Animals dying.
Farms suffering.
Trees dying, less clean air.

Financial impacts
Farmers not sell crops produce.
Having to import water.
Fines would be very expensive.
Paying for fuel to drive and get water.

Our community
Less people would be in Houten because all the station and owners would have to stay and help on the station.
Our sheep would die from dehydration not drinking enough.
We may have bad hygiene from shorter showers.
Erosion.
Plants dying.
Animals dying.
Barren landscape, dry earth, takes a while for plants to grow.
No tourist income because no one wants to come out.
Having to pay for environmental improve land.
No sheep to sell, no wool to sell, no income.
No tourist income because no one wants to come out.
Having to pay for environmental improve land.

Cape Town: Nature solution

Read Nature-Based Solutions Could Protect Cape Town's Water Supply to complete the following tasks.

| Types of invasive species | Impact |
|--|-----------------|
| acacia, pine, eucalyptus. | Climate change. |
| Solutions | Issues |
| Green solutions. Removing invasive species. Restoring water sheds. | Lack of water. |

How do the ideas in the resource relate to the following themes?

The invasive species affect the environment by sucking up excess lots of water. Climate change also affects the environment greatly. The lack of water dries out the land and can cause erosion, which greatly damages the land. Because of the dryness the plants die and animals die from starvation and thirst.

The way they chose to do it of the water problem is one of the cheapest, most cost-effective way to save water. They are only spending R25.5 million dollars on this project. The South African government must have a pretty large balance because every government does.

The ideas of how to save water that are presented in the document are compared to other methods of water conservation, saving and water conservation thought cheaper and more sustainable than the other options. Removing the invasive species will also let the native species thrive and improve the land.

Towards a healthier river

A story of River Turpie recovery

Use the 4 terms to write an article from each chapter of the video resource.

The people love it very much and it's important. It helps to clean the ground. It's used to be a very clean and healthy river. It helps to clean the ground. It's used to be a very clean and healthy river.

Stuffed with water, the river flows. Flow trees will choke river. The trees grow and spread, taking over the landscape. The river is choked with water, the river flows. Flow trees will choke river.

Community help to plant trees, which means to improve the environment. The river is choked with water, the river flows. Flow trees will choke river.

People don't want to live in a nice place, on an island, with a view, and a nice place, on an island, with a view, and a nice place, on an island, with a view.

People love it very much and it's important. It helps to clean the ground. It's used to be a very clean and healthy river. It helps to clean the ground. It's used to be a very clean and healthy river.

Scientific Report

Saline Solution Evaporation Time Experiment

Introduction
This experiment is about evaluating the time it takes to separate the solute and solvent in a solution using evaporation. With the amount of solvent growing each time, I'm doing this experiment three times. I am conducting it to find out how different amounts of solvent affect the time that a diluted solution takes to evaporate.

Hypothesis
I predict that the most diluted solution will take the longest time to separate when evaporated.

Aim
I am trying to find out how long it takes for a saline solution to separate using an evaporation method depending on the amount of solvent used to create the mixture.

Materials

- A small saucepan
- A 1/2 teaspoon measurement
- A 1/4 cup measurement
- A 1/3 cup measurement
- A 1/2 cup measurement
- 1 1/2 teaspoons of table salt
- 5/6 of a cup of water
- A stove
- A stopwatch
- An adult or responsible person to supervise the experiment.
- A piece of paper or open Word document to write your results down on as you go.

Method

1. Ask an adult or responsible person to help supervise and/or time your experiment.
2. Get the necessary materials (listed above) near your stove.
3. Rule up a table with your paper and pencil or bring one up on a word document and make a section for the amount of solvent and solute used and a section for the amount of time it took to completely evaporate.
4. In your three sections all should have 1/2 teaspoon in the solute. In your solvent section one should have 1/4 cup the second 1/3 cup and the third 1/2 cup. The time should be filled out accordingly to each experiment.
5. Make sure that your small saucepan is room temperature and then fill it with 1/4 cup of water and 1/2 teaspoon of salt.
6. Place the saucepan on the stove and prepare a stopwatch.
7. Light the oven as you press the stopwatch a start timing.
8. Do not leave the saucepan or stove unattended.
9. Examine until all of the water has evaporated out of the solution. Just as the water is gone stop the stopwatch and record the time in your table.
10. Take the saucepan off of the stove and leave it for 10-15 minutes until it has cooled to room temperature.
11. Once your saucepan has cooled to room temperature wash the remaining salt out and dry the saucepan.
12. Use your 1/2 cup measurement to pour 1/2 cup into the saucepan and use your 1/2 teaspoon measurement to add 1/2 of salt to the mixture.
13. Repeat steps 6-11 (make sure stove is at the same temperature)
14. Now use your 1/3 cup measurement to pour 1/3 cup of water into the saucepan then add 1/2 teaspoon of salt using your 1/2 teaspoon measurement.
15. Repeat steps 6-11 (make sure stove is at the same temperature)
16. Put the clean saucepan, measurements and stopwatch away.
17. Use your results to write a scientific report about the experiment that you have conducted.

Risk assessment
Some safety considerations that people should be aware of are:

- The salt may catch alight when the water has evaporated if stove isn't turned off.
- You or your supervisor could get burned by the hot stove if not careful.
- If the saucepan is hot it could burn you or your supervisor.
- Water could be spilled on the floor and someone could slip.
- Your mum could get angry if you don't clean up the dishes after the experiment is complete.

Variables

Constant Variable

- The Solute (amount of salt)
- The saucepan
- The temperature of the stove

Independent variable

- Solvent (amount of water)

Dependent Variable

- Time (the time it takes for each solution to separate)

Results

| Solute Amount (Salt) | Solvent Amount (Water) | Time |
|----------------------|------------------------|--------------|
| 1/2 teaspoon | 1/4 cup | 5min 29secs |
| 1/2 teaspoon | 1/3 cup | 5min 45secs |
| 1/2 teaspoon | 1/2 cup | 11min 46secs |

Discussion
I had my hardest to make this experiment a fair test by waiting until the saucepan had cooled, drying the saucepan after I had washed it and boiling the saline solution at the same temperature each time. Something that I think went well was after I did my 1/4 cup of water I estimated the amount of time the 1/2 cup should take to boil since it is double the amount and when I did get the results they were roughly double the time of the 1/4 cups time. I also tried my hardest to end the timer just as all of the water had evaporated yet it may have been of by a little bit. Overall I believe that it was a fair test and that the results are correct since they fit in with my hypothesis.

Conclusion
I have found out that in diluted solutions the amount of time that it will take to separate the solute and solvent using evaporation will be shorter if there is less of the solvent and will take longer if there is more of the solvent.

Stella - Geography

Ruby - Math

Aurelia - Science

1.1 Comparing Parts of a Whole with Graphs

a) Pie charts showing proportions of various items.

- Tomatoes
- Carrots
- Cucumbers
- Lettuce
- Capriciosa
- Asakolien
- Tatarian
- Australiann
- Super Supreme

b) Pie charts showing proportions of various items.

- Ikonan
- Hensch
- Sapanel
- Indonesan
- Ford
- Holden
- Mercedes
- Toyota
- Mitsubishi
- other

1.4 Comparing Parts of a Whole with Graphs

7) Local recreation = 7.0%
 Beach recreation = 9.0%
 Metropolitan recreation = 6.0%
 District recreation = 1.0%
 Metropolitan sport = 4.0%

8) 1.7% < 2.9% < 3.9% < 4.9%

9) Recreation is used more and is larger by 2.2%

10) Metropolitan sport ✓

11) Favorite colors in my class

- Blue
- Red
- Green
- Yellow
- Purple
- Orange
- Pink
- Grey
- Black
- White



Madlen Stringer - Class Teacher 2024

Hello! I look forward to meeting all of you, especially the fantastic kids I'll be teaching in 2024.

I'll be moving to Port Augusta with my cat and dog from Kimba where I have lived and worked as a teacher for the past 5 years. Before my life as a teacher, I was a Governess in Queensland, so I am thankful to have some background knowledge of how distance education works. I don't have many hobbies, but enjoy reading or going for a walk/hike with my small dog. I am excited to begin my SOTA journey under the wonderful guidance of the SOTA team.



See you in 2024!

Best wishes

Ms Stringer

Rhys Moyne - Itinerant Teacher 2024

Hi! My name is Rhys Moyne and I will be joining SOTA as an itinerant teacher starting next year.

I have been teaching Digital Technologies, Health and Physical Education and Outdoor Education at a high school level both in South Australia and North Queensland for the past five years. I am excited about the opportunity to work again with primary school students which is what I originally trained in.

I am an active person that loves sport, exercise, travel and meeting new people. When I am not at work you can usually find me outdoors either running, hiking, riding my mountain bike or participating in team sport. I am very excited to be joining the team at SOTA and looking forward to getting to know both students and families in my new role. I look forward to meeting you all soon.



Jonathon Altmann - Learning Support 2024

Hello everyone! My name is Jonathon Altmann and will be working as learning support SSO in SOTA in 2024. I have lived in Port Augusta for most of my life but spent ten years in Mount Isa QLD working underground as an exploration driller on a range of special projects to support the geology team to find out more about the ground, some of these were very interesting projects.

During my days off while in Mount Isa I taught music privately as I completed a Bachelor of Music Performance on the guitar at the Elder Conservatorium prior to my time in QLD. During this time, I was also able to help with the Mount Isa Eisteddfod which has been running for over 50 years in which many of my students entered and ranked. Currently, I am involved with the Port Augusta Salvation Army band and teach a cohort of music students in Port Augusta in a private setting.

My interests when I'm not spending time with my two children or doing anything music-related involve archery, welding and woodworking.

I look forward to meeting you all very soon and getting stuck into the school year.



RICE

Term 4 has flown by so quickly for preschool. Three children have started transition with SOTA, and three new children have started their preschool journey with RICE. Group 1 children investigated all things pirates last week, with a couple of Polly, the Parrots and even a Mopoke to sit on a pirate's shoulder, chests full of treasure, hats, an eye patch, sword, and maps. I am so grateful to families engaging their children in dramatic play experiences. Group 2 children worked on different forms of transport and ways of moving around our beautiful country. Everyone made a vehicle to join in an online performance of Travelling Around Australia.

Thank you to the amazing families out there, it has been a pleasure working with you.

Tania



SOTA Book Club

Dear SOTA students, parents and govies,

For the last issue of SOTA Speak we have had a lot of reviews come in!

I'd like to give a shout out to a very special young man - Jack! He sent in a book review for every single SOTA Speak this year! For our last issue he actually sent in three book reviews, but unfortunately the rules say only one review per person per issue, so we put in the first one he sent through.

Thankyou to everyone who sent in a book review this year, I have had so much fun reading about everyone's favourite books and putting them into SOTA Speak! I really hope you continue sending in reviews next year.

Best of luck for 2024 at SOTA!

Stella

Student Council Learning Leader

Reviewer: Jack (Eagles)

Title: Imagine That!

Author and illustrator: It's written by Elizabeth Best and illustrated by Paul Harrison
 What's it about: When Joe's mum leaves, he leads Peter under his house into his secret tunnel. Joe knew there was light, but Peter didn't, so he was scared. They heard footsteps, Peter thought it was a burglar but Joe already knew it was his dad. Peter still thought it was a burglar, Joe didn't want to jump on him because it was his dad so Peter jumped on him.



It was a terrible mistake of Peter's. Then Peter came to Joe and said to him 'You knew it was your dad the whole time, didn't you?' in a very angry voice.

The End

I would recommend this book to 7 to 9 years old because there are some tricky words.

Rating: 9.5/10

Reviewer: Lawson, Eagles

Title: Fartboy

Author - Adam Wallace

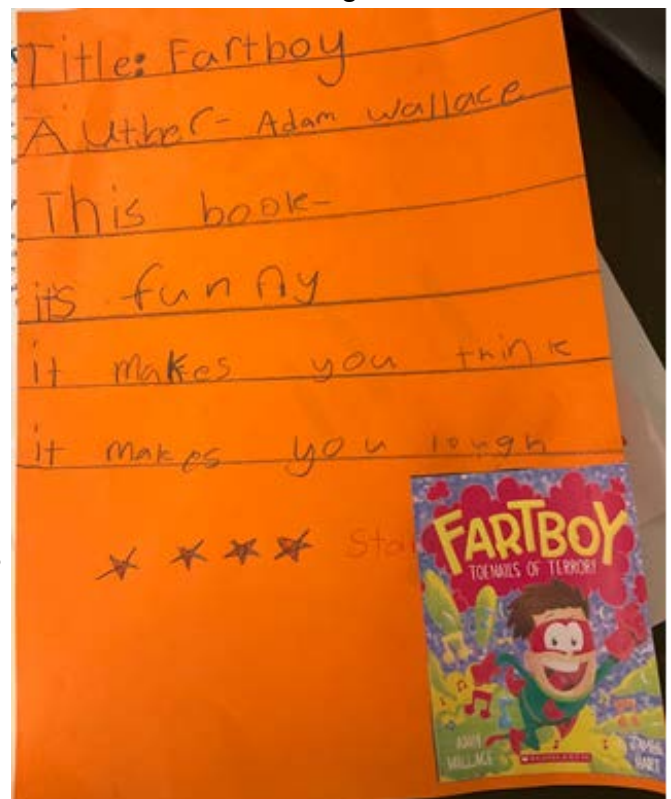
This book-

is funny

it makes you think

it makes you laugh

★ ★ ★ ★ ★



Reviewer: Stella (Brumbies)

Title: The Insignificant Events In The Life Of A Cactus

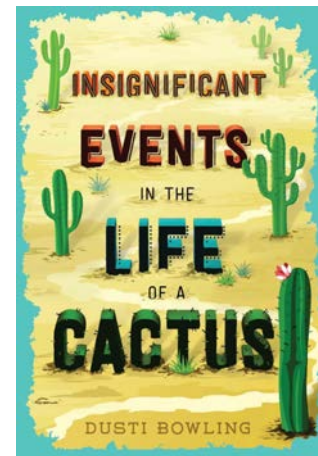
Author: Dusti Bowling

What it's about: This book is about a girl called Aven was born without arms. She has lots of friends at her school but then when her family moves to Arizona she has to deal with people being rude to her and she has to make new friends.

Rating: I love this book, it is my all time favourite! 10/10!

Age recommendation: I recommend this book for strong readers Year 5 and up.

This book is part of a duology, and the second book - Momentous Events In The Life Of A Cactus - is actually better in my opinion, and for kids Year 7 and up.



Title: Barrumbi kids

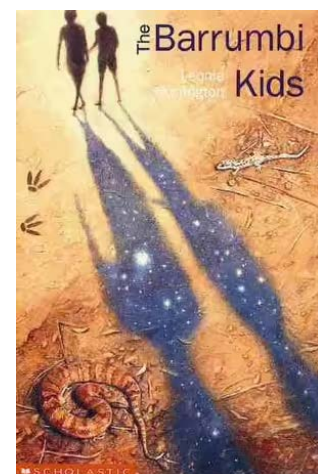
Reviewer: Cody, Brumbies

Author: Leonie Norrington

Star rating: ★★★★★

Age recommendation: 12+ years old

Description: This book is so adventurous and fun. I think that the characters are very good and have imagination. The setting is a dry bushy area and is on a river.

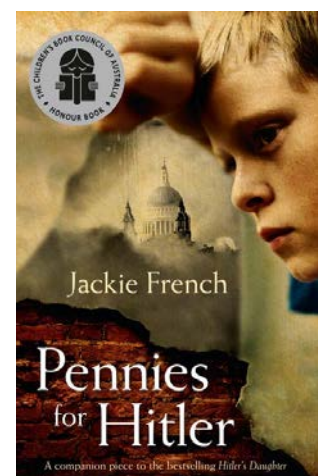


Title: *Pennies for Hitler* by Jackie French

Reviewer: Abby-Brumbies

What it's about: *Pennies for Hitler* is about a young German boy who must leave behind his family in Germany to stay safe during the Second World War. He goes to live with his aunt in London for a few years, he has to pretend he is not German. Later in the story, he has to leave for Australia after a bombing. He is placed in the hands of two very loving people. He makes good friends with a kid that lives on the next-door farm called Mud.

I recommend this book to 10-11 and up. I really enjoyed this book; it was very engaging!



Title: Grace on the Court

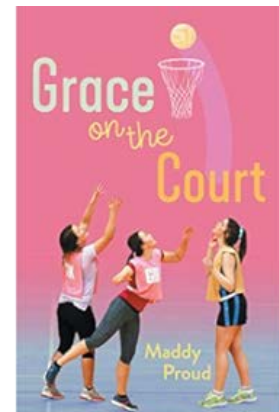
Author: Maddy Proud

Reviewer: Ruby (Eagles)

What I rate it: 9/10

Age recommendation: 10+

What it is about: The book is about a girl named Grace and she is obsessed with netball. Grace and her best friends, Stella and Mia are transitioning to high school, and they try out for the A grade netball team and make it! Grace has to face Ambur Burns, her enemy.

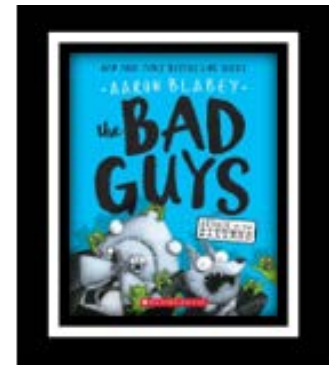


Title: Bad Guys

Author: Aaron Blabey

Reviewer: Bonnie M. (Brumbies)

What is it about: This story follows on from the first three books. An evil hamster makes zombie cats to destroy the world and the bad guys are trying to save the world. Best bit in the story is when they were on top of a truck trying to destroy thousands of Zombie cats. Funniest moment is when an old crocodile tried to eat Mr Snake!



What I love about the characters: Mr Wolf is really funny and is always getting the crew into mischief. Mr Snake is Mr Wolf's best friend and he is always really grumpy. Mr Piranha is always farting and saying, "chico". Legs is the tech guy and hacks stuff and other techy thing.

Why is the book good: Because it is not too hard and not too easy; fun to read; written for kids; really funny and quirky.

Go read it now, you will laugh your head off!



Book Title: The Adventures of Captain Underpants

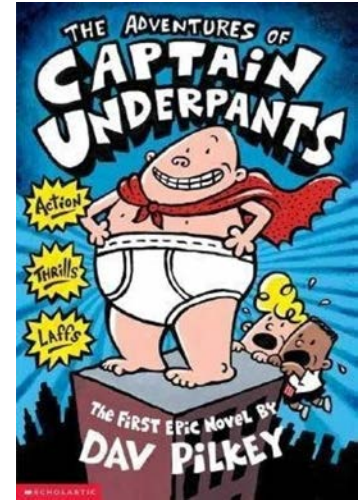
Author: Dave Pilkey

Reviewer: Nelson (Eagles)

Age Recommendations: 6+

Rating: 10/10

What it is about: Two boys called George Beard and Harold Hutchins who are best friends. They are in year 4 and love to play pranks and make comic books. The principal of the school Mr Krupp is very bossy and strict and loves to be mean to the boys. The boys hypnotised Mr Krupp with the hypno ring and turned him into one of the characters from their comics.



Reviewer: Winsome (Eagles)

'Wolf Girl 4' by Ahn Dho

Age group: 9 and up

What it's about: Wolf Girl 4 is about a girl, called Wolf Girl, who has just found a person who knows her mum. Wolf Girl has been looking for her family for a very long time and excitingly one of her dogs has found its old owner.

I loved this book and I recommend it to everyone. It was a fun story that was quite easy to read.



Title: Don't pat the wombat

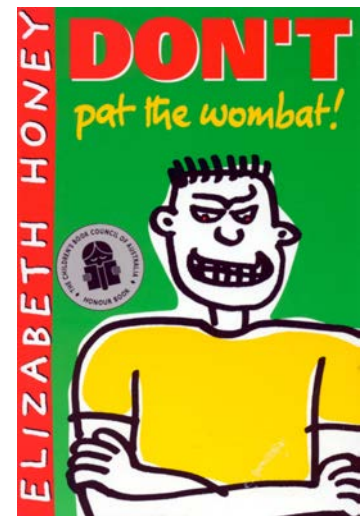
Author: Elizabeth Honey

Reviewer: Micah (Dingoes)

What it is about: I like this book because it's about Jonah's naughty adventures. He gets into trouble from riding his bike to school. Jonah's teacher, The Bomb hates him and the other school kids. He has a car and doesn't care about his belongings. His car is full of dirt and scratches and the school kids hate him. Read this book for the naughty adventures!

Age recommendation: 6+

Rating: 6/10



Title: James and the Giant Peach

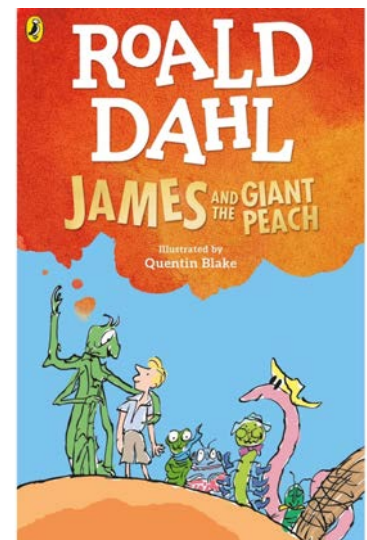
Author: Roald Dahl

Reviewer: Jayden (Dingoes)

What is it about: I find this book appealing because it is an adventure about a boy, James. The story is a little bit sad because James' parents were eaten by a rhinoceros, so he had to live with unkind aunties that made him stay inside. One day, he went inside a giant peach and found insects that said they have been waiting for him. Read the book for his adventure in the giant peach!

Rating: 10/10

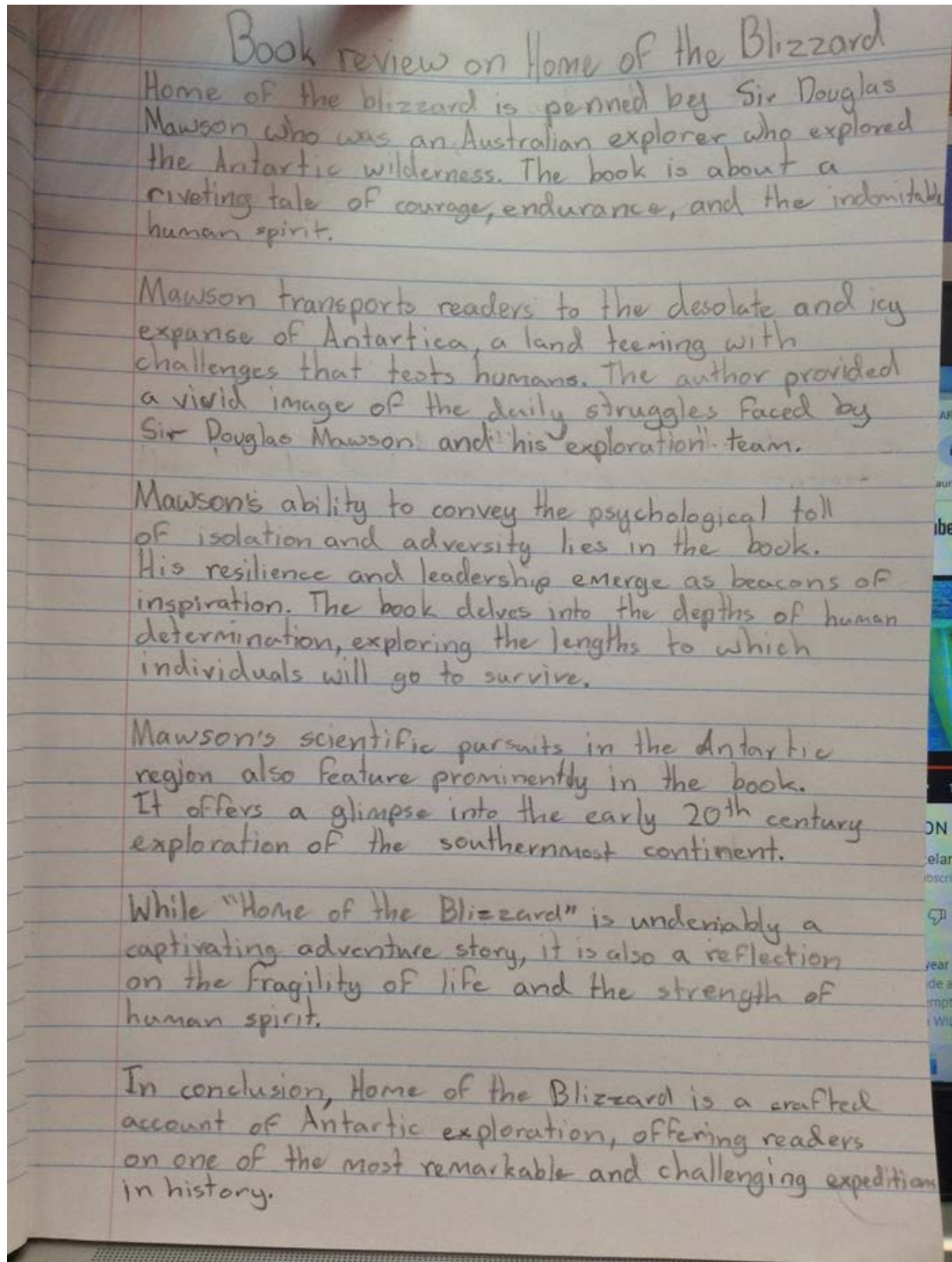
Recommendation: 6+



Title: Home of the Blizzard

Author: Douglas Mawson

Reviewer: Lily (Eagles)





GET TOGETHER PROGRAM

8 | DECEMBER
FRIDAY

SCHOOL @ SOTA

Venue: Outback Centre/APPS Oval

- Hat, lunchbox, labelled water-bottle, sneakers, *white t-shirt*

8.30 - Athletics Practice

10.30 - Recess

11.00 - DunnART Workshop

1.00 - Lunch

1.30 - APPS Colour Run

2.30 - Pick-up

WOOLSHOW (Community Event)

(Parents are responsible for duty of care during this event)

Venue: Port Augusta Golf

Course 3.30pm onwards

GRADUATION DINNER

Venue: Standpipe

7pm - 9pm parents to pick up from The Standpipe



GET TOGETHER PROGRAM

9

DECEMBER SATURDAY

SPORTS DAY @ SOTA

Venue: Outback Centre/APPS Oval

Hat, water-bottle, sneakers

8.00 Art Competition Open in the Outback Centre

8.30am*: - events start

(8am start if forecast is 38 degrees and over)

- Presentations

-Pack up

Corrall's Coffee Food Truck to be serving food and drink

SCHOOL AWARDS PRESENTATION

Venue: West Augusta Football Club

4.30pm - 6pm

- Welcome
- Performance
- Year 7 Graduation
- Awards

END OF YEAR CELEBRATION (OPFA & DES EVENT)

Venue: West Augusta Football Club

(Parents are responsible for duty of care from this time onwards)

6pm: -Dinner service begins + bar opens
-Music performance with Storm Front Productions

7pm: -DES Disco

7.45pm: -Special Christmas Guest