



SOTA *Speak*

School of the Air Newsletter

June 2022 Term 2

Message from the Head of Campus



Happy kids, happy school?

If what matters most to you is your children's happiness, the results of 2022 Student Wellbeing and Engagement survey by Department of Education might provide some reassurance. In term 1, Years 4 to 12 students were invited to complete the survey. I'm pleased to report that SOTA had not only a very high participation rate but it was much higher than the year before. In response to the questions on happiness, 65% of SOTA respondents reported a high level of wellbeing, with the remaining at medium level. SOTA students also reported a high wellbeing in relation to their connectedness to school, sense of belonging, school climate, and in all questions regarding their engagement with school.

The survey responses are most encouraging as we continue with our daily effort to bring joy to SOTA kids. Santa, in his fancy red suit, brings joy on one special day with loads of presents and jovial 'ho ho ho', whilst SOTA staff, supervisors and parents do so with no celebratory fanfare, jingle or costume - honest daily grind, quietly warming and arming the hearts and minds of our students. I celebrate all of

you for putting the love of life and learning in SOTA children.

High wellbeing provides one of the necessary conditions to support student learning and growth. In SOTA, as we all know, learning takes place beyond attending the two hours of daily Webex lessons. The effort of supervisors and family make a significant difference to wellbeing and learning too. They introduce, develop and maintain learning routines that support students to participate enthusiastically on WebEX, and engage in follow up work and daily reading independently. Together with the effort of teachers, our students are growing up in a positive SOTA learning environment.

In an effort to sustain this high level of wellbeing and engagement, a proposal was put forward to consider how best to deliver quality learning in 2023. In addition to input by CGC and OPFA members, over 77% of parent community responded to a survey on delivery models. Whilst the opinions might be different, it is amply clear that the community is engaged and cares about how education is provided. SOTA staff will continue to work through the survey findings to determine a quality learning environment that will best look after the interest of our students.

See you all in Port Lincoln!

Best wishes
Lai Kuan Lim



Events

NAIDOC Week: **3 – 10 July**

Camp: **25 - 29 July**

Pupil Free Days: **8-9 August**

Mini Schools: **26-30 September**

Get Together: **9-10 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 discuss governance issues that require further discussion from OPFA meetings.

OPFA/CGC upcoming meeting dates

All meetings at 3:30pm

OPFA: Week 3 (T3) Wednesday 10 August (WebEx)

CGC: Week 4 (T4) Wednesday 17 August (WebEx)

With the end of term 2, and the beginning of term 3, almost upon us, it's time to start prepping those kids for SOTA's Got Talent for Port Lincoln camp! After the postponement of term 1, we are so excited to be heading to this wonderful camp site again and enjoy the amazing opportunities that part of the Peninsula can offer. Camp for next year is being discussed at OPFA level, with tentative bookings being made and responses being waited on. We have now found out that mini school can't be at Woomera due to defence

restrictions being in place (again!) but it will still go ahead in Port Augusta. Next year is open to ideas for Mini School, with location thoughts always welcome to widen the variety for the kids. The trial structure for SOTA's staffing is being heavily discussed at all levels and we hope to bring you an outcome soon with what 2023 will look like for our students and families.

Thanks

Petie – Chair SOTA CGC

Leisa – Chair OPFA

Distance Education Supervisors



DES GOVERNANCE

I hope everyone is having an excellent term 2! The DES group have been in full swing planning the DES ball that is to come on the 9th of July. We will be having a raffle at the ball with some wonderful donations as prizes to win. The raffle is open to everyone within the community, so if you cannot attend the ball, you can still get in on the amazing prizes! There will be more information on this to come. The funded resources will be coming to families in term 3! We hope you have a fantastic rest of your term.

The DES group.

Premier's Be Active Challenge

The PbaC is back for its 16th year. It aims to encourage physical activity across schools. Prizes are up for grabs. The goal is to do at least 60 minutes of physical activity/day on at least 5 days/week for one month. Information can be found at www.pbac.sa.edu.au



Term 2 Week 4

Miss Emma

Daniel for being a hard-working, responsible, and caring classmate during School Experience Week.

Miss Sara:

Jase for showing respect and great learning in online lessons especially breakout session

Ms C and Miss Tennessee:

Mareike for participating and facilitating discussions and group work in breakout rooms.

Cody for engagement in Webex lesson and his contribution with class discussions.

Ms Mel:

Stella for her excellent English work this week. She wrote responses that were thoughtful and detailed.

Term 2 Week 6

Miss Emma:

Lisma for her positive attitude and willingness to have a go after returning from her trip.

Miss Sara:

Eli for showing kindness and positive attitude in his learning.

Ms C and Miss Tennessee:

Anakin for using topic specific vocabulary in Maths discussions to show his understanding.

Micah for continuously trying his best in all online lessons, and for his active contribution to our class.

Ms Mel:

Ryder for his positive attitude and adaptability on lessons, it's great to see his skills as a learner growing.

MK's Home Visits

Term 2 Week 5

Back on the road after SEW and Covid leave I headed back to The Twins to see Ryder, Eli and Lawson. Plenty of footy and hockey was played. I also saw first-hand the damage caused along the Stuart Highway by Term 1 floods. "Lake" Glendambo was still very expansive.



Term 2 Week 6

Week 6 took me back up the Stuart Highway to visit Ruby and Nelson at Arcoona. Both have started playing footy at Roxby Downs so I passed on a few hints. We played lots of hockey also. Thanks for the trip to Roxby Downs station and then Roxby Downs itself, home to a great Chinese restaurant.



Term 2 Week 7

My first visit back to Lake Everard since May 2020 to catch up with Annastasia was filled with hockey, craft, chooks and a guided tour of the station.



MK

Miss Megan's Home Visits

Since our last issue of SOTA Speak I have been busy on the road and visiting some more of our wonderful students and their families.

At Sam and Winsome's I met up with Trish from REVISE and we taught together. It was a real privilege spending some of my evenings with her. Thank you Trish for the great company.

As usual Sam and Winsome were busy with their learning and made me feel very welcome in their school room.

My next visit should have been to The Peake but as it was cancelled due to poor road conditions, I was lucky enough to make an Itinerant visit to work with Ruby and Nelson. After schoolwork was done, we practised hockey together each day and they introduced the '3 Second Rule' game which I thoroughly enjoyed.

The following week the roads had dried up considerably and I was able travel up to Magenta's. During this visit she amazed me with her skills on a rip-stick and her ability to ride bare back while maintaining her balance without even holding on to her horse!

As I write to you, I am in Stella's schoolroom. Last night she joined me in a big game of '5 Second Rule' and it was a lot of fun.

Every student has worked well during my visits, and I would like to say a big thankyou to you all.

Miss Megan



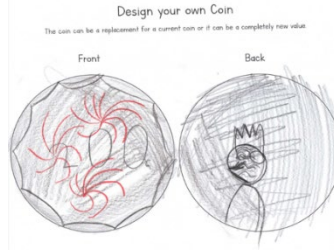
Miss Emma's Reception/ 1

In Mathematics, Reception and Year 1 students have been learning about Australian Coins. They watched a video about how the Australian Mint designs and make coins. Students then designed their own coins. As part of their Visual Arts unit on colour, students have learnt about the different colours that make up the rainbow and made their own ROY G BIV characters.

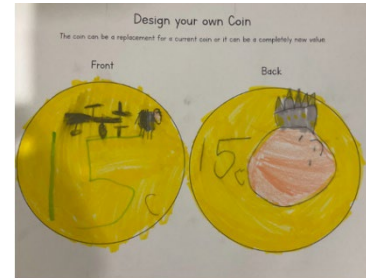
During our Sounds Write lessons Year 1 students have been learning about the different spellings for the sound /ae/.



Alex



Honey-May



Jack



Red reminds me of toad
 Orange reminds me of orange
 Yellow reminds me of egg
 Green reminds me of grass
 Blue reminds me of sky
 Indigo reminds me of purple
 Violet reminds me of purple

Clem



Red reminds me of red
 Orange reminds me of orange
 Yellow reminds me of yellow
 Green reminds me of grass
 Blue reminds me of blue
 Indigo reminds me of indigo
 Violet reminds me of violet

Lilly



Red reminds me of red
 Orange reminds me of orange
 Yellow reminds me of yellow
 Green reminds me of grass
 Blue reminds me of blue
 Indigo reminds me of indigo
 Violet reminds me of violet

Charlie

1.1 Word sorting: sound /ae/

Ask the students to read each word and write a circle the correct spelling of the sound /ae/ using the sound as they write them. They then read the words back to check they have written it correctly.

say take rain break pain
 cake play day gate game aid
 came tray steak great tail

ay ai
 play tall
 say rain
 day rain
 tray rain

ea a-e
 break take
 steak cake
 great game
 gate

Sanaisha

1.2 Word tracking: sound /ae/

Ask the students to read each word quietly to themselves. If they can hear the sound /ae/, they circle the word and continue to the next one.

As a follow-up, they can write two or three silly sentences using some of the words with the sound /ae/.

stray bring wait strain dog play
 snail came cake blame steak shop
 back shade black great song tail

Silly sentences:
~~The~~ snail jumped on
 the cake

The snail sailed to
 the beach to play

Dan

1.1 Word sorting: sound /ae/

Ask the students to read each word and write a circle the correct spelling of the sound /ae/ using the sound as they write them. They then read the words back to check they have written it correctly.

say take rain break pain
 cake play day gate game aid
 came tray steak great tail

ay ai
 say rain
 play aid
 day aid

ea a-e
 break take
 game
 gate

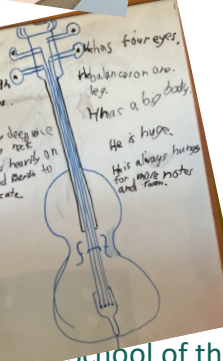
Lisma

Miss Sara's 2/3

Term 2 has been fantastic and productive for us! We did great learning and enjoyed catching up with friends during School Experience Week. We went back in time at Wadlata Outback Centre and experienced some Japanese culture with the Japanese teachers. In Maths, we have been learning about fractions and counting change. For English, we have been learning how to create an imaginative piece of text focusing on characterisation using noun groups. We have observed how the addition and removal of heat can create changes in solids and liquids through Science investigations. In Arts, we have been creating stories by adding sound effects and producing artwork using colour, lines and patterns.



15/6/22
He talks with his strings.
He has a very deep voice
He relaxes himself in his friend's hands to communicate.
He has four eyes.
He has a crown on his head.
He has a big body.
He is huge.
He always hugs for his mother and father.





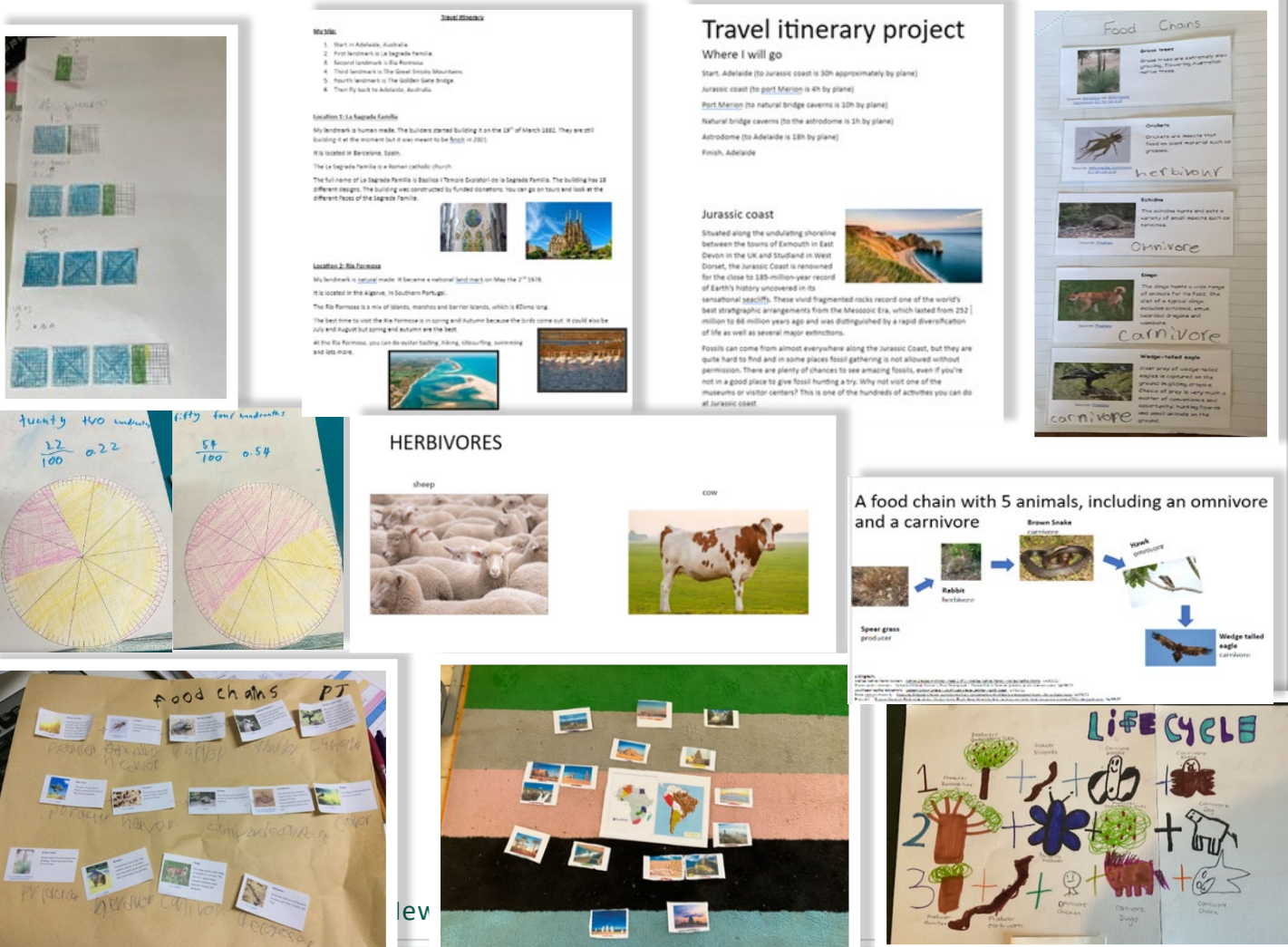
Miss Tennessee's and Ms C's Year 4/5

In English, we have been learning how to respond to different texts like painting and novels. This will also support to respond to the class novel 'The Goat who sailed the world'.

The year 4s have been learning about the two continents Africa and South America. They examined a range of natural and man made landmarks and identified which country they are from. In science, we have looked at food webs and how scientist classify different living things.

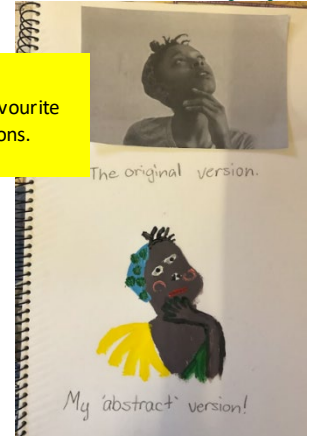
In Maths we have been learning to read, write, order and represent decimals in different ways. We have also been investigating and identifying equivalent fractions and decimals.

The Year 5 class in geography created travel itineraries to visit natural and human made landmarks in Europe and North America. We have started our new geography topic about natural disasters and are creating presentations about either Australian floods or Australian bushfires. In Science we have conducted lots of experiments to explore the properties of different states of matter and how matter can change state based on temperature.



Ms Mel's Year 6

Stella created a painterly portrait using her favourite 'marks' and knowledge of portrait dimensions.



CONTENTS

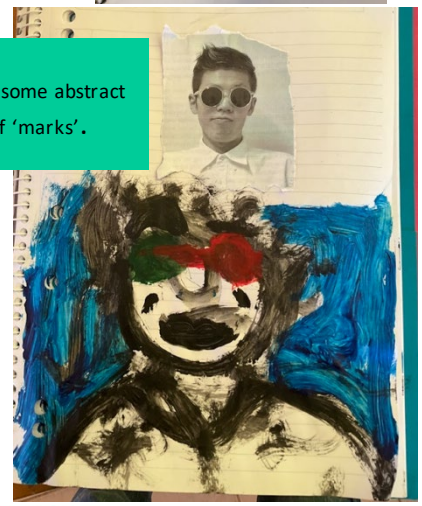
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- NATIONAL ANIMAL Pg. 6
- INTERESTING FACTS Pg. 7
- RELIGION Pg. 8

MAP AND AREA

Sri Lanka is surrounded by the Indian Ocean. Their neighbours are India and the Maldives. The Maldives are to the east of Sri Lanka and India is to the south. Sri Lanka is 65,610 km². It has over 30 islands surrounding it. On February 4th 1948 an Indian plate collided with an Asian landmass and created Sri Lanka. It used to be part of India but when the plate collided they got split and then Sri Lanka was its own country. When Sri Lanka was first created it was named Ceylon but in 1972 they changed the name to Sri Lanka.

Ruby has been working with Abby to create an informative eBook about Sri Lanka in Geography.

Jacob also painted a portrait using some abstract ideas and his different types of 'marks'.



Periodic treatments you are testing in the second observations over the next week.

Cup number	What's in the cup	Observations after one day	Observations after three days	Observations after one week
1	oil	nothing	nothing	nothing
2	Salt water	nothing	nothing	nothing
3	Vinegar	nothing	nothing	nothing
4	Water	nothing	nothing	nothing
5	Distilled water	nothing	nothing	nothing

CONCLUSION WORK

Use your observations to rank your treatments from best at preventing rust through to worst at preventing rust.

Best prevention: 1. Vinegar, 2. Salt water, 3. Distilled water, 4. Water, 5. Oil.

Worst prevention: 5. Oil.

Was your hypothesis correct? No.

Ryder tested how different materials can cause rust and the rate at which it forms.

Aurelia produced a detailed scientific report describing her rust experiment.

Scientific Report - Assessment Task

Title: Preventing Rust

Introduction (What is the experiment about? When did I conduct it and why?)

I am doing an experiment on how to prevent rust from forming. I have 5 (zinc) nails in different liquids in cups. It would be best to stop rust because rust is bad and can do things like... (check area of things made of iron, this makes them weak and can sometimes lead to these things breaking. It can also cause you to get an infection called Tetanus if you get out of it.)

Aim (What are you trying to find out?)

I am trying to find out which material will best at preventing rust from forming.

Hypothesis (What do you predict will happen?)

I predict that the nail in the cup of salt water will have the most rust because water rusts well.

Materials (What are the materials you will need to conduct this experiment?)

- Plastic Cups x5
- Zinc Nails x5
- Water x5 cups
- Salt 1 tsp
- Acrylic Paint x5 tsp
- Vicks VapoRub x1 tsp
- Vinegar x1 cup
- Black permanent marker x1

Method (What are the steps you used to complete this experiment from start to finish?)

1. Gather your plastic cups and use your black permanent marker to label them: Control, Acrylic, Vicks VapoRub, Vinegar and Salt Water.
2. Fill all of your cups to the top with the liquid labeled 'Control' & 'Vinegar' with a cup of water each.
3. Now pour the vinegar into the cup labeled 'Vinegar' and place one zinc nail into the cup.
4. Sprinkle your teaspoon of salt into the cup labeled 'Salt Water' then place one zinc nail in the cup.
5. Gather an acrylic paint and cover it with the Vicks VapoRub you collected earlier. Place this nail in the cup labeled 'Vicks VapoRub'.
6. Use the acrylic paint to cover another zinc nail. Once the paint has dried place the nail in the cup labeled 'Acrylic'.
7. Now place the last remaining nail in the cup labeled 'Control'.

Risk assessment (Are there any safety considerations that people conducting this experiment need to be aware of?)

The nails can be quite sharp so beware of poking yourself.

There is an infection called Tetanus that you can get from rust.

Acrylic paint should not be consumed if they upset your tummy.

Do not try to eat the black marker as it may upset your tummy.

Variables

Control variable: The cups must be the same size. The nails need to be all the same length and width. The nails also all need to be zinc.

Independent variable: The substance surrounding the zinc nail. The label on the cup will change.

Dependent variable: The substance that prevents the nail from rusting most.

Results (What did you observe during the experiment?)

Tables and graphs are good ways to demonstrate the results you collected.

Cup Number	What's in the cup	Observations after one day	Observations after three days	Observations after one week
1	Salt Water	It's all brown with rust.	It was very rusty.	It is covered in rust.
2	Vicks VapoRub	It still looks shiny with rust.	It has some rust.	It has spots of rust.
3	Vinegar	It has a little bit of rust on it.	Not any rust.	Sort of grey.
4	Acrylic Paint	All the paint is coming off. It has a little rust.	It has some rust.	It is completely covered with rust.
5	Control	Still the same.	Shiny as ever.	No changes.

Discussion (Was it a fair test? What went well or badly? Discuss results)

Not exactly because I had different sized cups and different amounts of water. We got to see some rust develop which was interesting to see how it happened.

Conclusion

Control was best it didn't change at all. Vinegar didn't rust it did lose its shine though. Vicks VapoRub protected it a bit but it still got some rust. Acrylic Paint was good until it fell off and the whole thing got rusted and Salt Water I think made the nail rust easier. Vinegar or Control work best at preventing rust. I found that putting an zinc nail in vinegar would make it go longest without rusting. My hypothesis was correct, salt water made the nail rust most.

Evaluative language

One device that authors use to draw the reader in is the use of evaluative language. Evaluative language appeals to our emotions, feelings and opinions.

There are 3 main types of evaluative language:

1. Describing emotions and how people feel (language of 'affect')
2. Evaluating the worth and quality of things and processes (language of 'appreciation')
3. Making judgements about people's behaviour (language of 'judgement')

For example, 'The children are very upset.'

For example, 'This is a lovely film.'

For example, 'She is such a fibber.'

An example of each type of evaluative language in the short story, *Council Wombats*, has been provided below. See if you can find examples of each. Write them in the space provided and include their page number as a reference.

1. Language of affect
"I cried because he was an acquaintance of seven years." (p.125)
2. Language of appreciation
"I wasn't quite as scared of snakes as I had been when I moved to the creek (p.100). After the first few weeks I never worried about stepping on a snake's foot." (p.105)
3. Language of judgement
"More strangers, who assume they can speed up a deserted mountain track and often don't care if they hit a wombat." (p.125)
3. Fred was careless where he told his... (p.99)
- And the rats were a nuisance, grinding against the concrete floor at 2 am." (p.105)

A New Grammar Companion for Teachers, Beverly Derwent, NCTE, 2015, p.130

Abby identified some excellent examples of evaluative language from our mentor texts Gladys by Jackie French.

Approximate pattern is where the pattern changes by a larger increment each time and follows a rule. For example: 2, 4, 8, 16, 32, 64...

On Class

1/2, 2/4, 4/8, 8/16, 16/32

1/2, 2/4, 4/8, 8/16, 16/32

1/2, 2/4, 4/8, 8/16, 16/32

1/2, 2/4, 4/8, 8/16, 16/32

1/2, 2/4, 4/8, 8/16, 16/32

Sam interviewed the one and only Trish from REVISE for his media arts project.



Beau has been working on fraction patterns and finding arithmetic and geometric patterns.

Interview with Year 4 Mareike

A journalist from a German newspaper contacted the Department of Education to request an interview with a student from School of the Air. The journalist heard about the school when she worked in Nullabor in 2015, and wanted to share how the education experience of outback community with her readers. Our year 4 student, Mareike represented the school with pride in the interview, and was most articulate in describing how learning works in SOTA. Her aspirations also show a sense of socio-ecological justice that is shaped by her engagement of ideas about the world through conversations, literature, media and school. We are so proud of Mareike for having big dreams to be an active contributor to her community, making the effort to improve lives wherever she goes.

Mareike's mother, Stef kindly offered a translation of the interview to help those of us who are not fluent in written German.

B6 Freie Presse

KINDER & CO

Samstag, 28. Mai 2022

Das Erwachsenenwort der Woche

Eltern, Lehrer und andere „Große“ sprechen oft krass unverständlich, denn sie benutzen komische Wörter. Wir erklären euch, was sie wirklich meinen.

Herr Soundso hat es gleich gemerkt. Als er heute Morgen zur Arbeit gekommen ist, haben einige Kollegen leise gelächelt, als er an ihnen vorbeigegangen ist. Sogar seine Büropflanze war kurz davor, grünblättrig loszulachen, und schnappte ein wenig nach Luft. Aber was ist denn heute bloß anders? Herr Soundso sieht an sich herunter und kann nichts Auffälliges entdecken. Na gut, höchstens seinen Büroschlips, aber über den kann man unmöglich lachen. Es ist ein ganz normaler Schlips mit einem Muster aus lauter Eisstücken. Und während er darüber nachdenkt, kommt sein Kollege vom Büro schrag gegenüber ins Zimmer, stößt einen nicht ganz ernst gemeinten Pfiff der

Bewunderung aus und sagt: „Mein lieber Herr Soundso, ich beglückwünsche Sie zu Ihrem ausgesprochen geschmackvollen Schlips!“ Herr Soundso durchschaut ihn sofort und fragt entrüstet: „Sie... Sie wollen mich wohl verhöhnenpipeln, Herr Kollege?“ Frau Soundso fühlt sich ähnlich. Denn Sohn Soundso hat heute

Aber was heißt das eigentlich: verhöhnenpipeln? Hat es etwas mit Pipeln zu tun? Aber nein. Dann hieß es ja verhöhnenpipeln. Oder bezieht sich das Wort auf Piep-Geräusche, die ein seltener Vogel macht? Oder ist es eine Tätigkeit, die ohne Pipeln auskommt?

In Wahrheit bedeutet „verhöhnenpipeln“ selbstverständlich etwas vollkommen anderes. Wenn man jemanden verhöhnenpipelt, heißt das, dass man sich über ihn lustig macht, dass man ihn verspottet, veralbert oder etwas, das er tut oder ist, ins Lächerliche zieht. Man könnte meinen, dass sich in „verhöhnenpipeln“ das Wort „verhöhnen“ versteckt. „Verhöhnenpipeln“ kommt aber von einem anderen, noch

verhöhnenpipeln

seine Mathematik zurückbekommen und sie, weil zufällig ein Stift in der Nähe war, gleich selbst unterschrieben. Mit einem schwungvollen Soundso. Und jetzt will er seiner Mutter doch tatsächlich einreden, dass sie die Arbeit selbst unterschrieben habe, und zwar ausgerechnet während ihres Mittagsschlafes. Frau Soundso fühlt sich ziemlich verhöhnenpipelt.

viel lustigeren Wort, von „Hohlhülle“ nämlich, was früher mal, ungefähr im 15. Jahrhundert, ein Wort für eine dünne, gerollte, innen hohle Wäffel war (heute aber auch gut als Schimpfwort taugen würde). Die Verkäufer, die mit ihren Wäffeln von Haus zu Haus zogen, neigten dazu, ihre Kunden zu verspotten. Vielleicht machten sie sich sogar über ihre Büroschlipse lustig, jaja!

Wenn's im Garten grünt und blüht

Wer einen Garten hat, weiß, wie sich die Pflanzen darin über den ganzen Jahresverlauf hinweg verändern. Und egal, ob deine Familie selbst einen Garten hat: Es gibt ein schönes Buch, in dem du diesen Jahresverlauf auch erleben kannst. Es heißt: „Unser Garten“ und erzählt von den Kindern Carolina und Leo. Denn ihre Familie zieht mit ihnen in ein Haus, zu dem ein großer Garten gehört. Zumindest theoretisch. Denn zu nächst einmal sieht alles recht tristlos und chaotisch aus. Aber die Familie packt an: Sie sammeln den Müll auf dem Grundstück ein, grabt die Erde um, kauft Blumen- und Gemüsesamen, verteilt alles. Und – siehe da! Bald blüht es im Garten wunderschön. In dem Buch kannst du viel Wissenswertes nachlesen und auf Zeichnungen sehen, wie man einen Garten gestalten und nutzen kann und wie sich die Natur über das Jahr verändert. [kl](#)



Gerda Müller: „Unser Garten“, Verlag Moritz, 16 Euro.

„Ich mag das Motorradfahren“

Wir Kinder dieser Welt. Was machen wir? Was wollen wir? Das, was uns gefällt. Heute: Mareike (9) aus Australien.

Fast 15.000 Kilometer liegen zwischen Chemnitz und Kondooka. Selbst in Australien ist es eine lange Reise, um die neunjährige Mareike und ihre Familie zu besuchen. Denn Kondooka ist eine Farm im Outback, also in der Wildnis, und fast so groß wie der Vogellandkreis. Zum nächsten Dorf in 100 Kilometern führt nur eine steinige Piste. Mareike geht deshalb auf die „School of the Air“, die Schule der Luft, die früher übers Radio und heute übers Internet stattfindet.

„Wenn es um 8 Uhr losgeht, kommen alle 39 Schüler zur Versammlung“, erzählt sie. Dann geht es in Gruppen weiter. Die Viertklässlerin hat zwei bis drei Stunden pro Tag: Englisch, Mathe, Wissenschaft oder Geistes- und Sozialwissenschaften. Gerade geht es um Lebewesen und Kartenlesen. Nach jeder Einheit müssen sie alleine Aufgaben bearbeiten. 15 Uhr ist die Schule zu Ende.

Viernmal im Jahr gibt es eine Schulwoche in Port Augusta – fünf Stunden entfernt. Dass sie nur selten Freunde sieht, mag Mareike nicht. Nachmittags spielt sie mit ihrem siebenjährigen Bruder Martin. Sie fahren Motorrad oder lesen. „Ich spiele auch Klavier, Geige oder male“, erzählt sie. Selbstenanntes verkauft sie im Internet.

Auch auf der Farm ist viel zu tun, im Garten oder bei den 10000 Schafen. Mareike putzt die Wassertröge oder markiert Lämmer. „Jetzt ist es sehr grün, aber wir hatten eine große Dürre“, erzählt sie. „Im Outback zu leben ist nicht so einfach, wie viele denken. Man muss hart arbeiten und verpasst auch mal Schulstunden diewegen. Doch die Freiheit und das Motorradfahren mag ich sehr.“

Ab der siebten Klasse wird Mareike aufs Internet gehen. „Ich freue mich, aber ich bin auch ein bisschen nervös. Ich hoffe, dass ich mit ein Zimmer mit einem Nerd teile“, sagt sie. Nach der High School will



Mareike lebt in Australien und kann dort in der einsamen Weite auch Motorrad fahren. FOTOS: STEFANE ROESKE

sie in die Politik, um die Rechte der Kinder zu stärken. „Im Outback haben sie nicht dieselben Chancen wie in den Städten“, sagt sie und denkt auch an die Kinder der Ureinwohner. Ihr Plan R. Marine-Biologin.

„Ich will die Ozeane retten, mit allen Tieren, auch den gefährlichen.“ Gefährliche Tiere gibt es auch an Land, aber die sehen sie selten. Ihr Tipp dazu ist der gleiche wie für Schule zu Hause: „Ruhig bleiben.“ [hala](#)



“I love to ride my motorbike”

Children of the world. What are they doing? What do they want? We are doing what we love to do!

Today: Mareike (9) from Australia

There are almost 15 000 kilometres between Chemnitz, Germany and Kondoolka, Australia. Even within Australia it will be a long journey to visit Mareike and her family on their home ground. Kondoolka is a farm/station in the outback and almost as big as the area of 'Vogtlandkreis', only a 100km long dirt road connecting the station to the next little town. Therefore, Mareike attends 'School of the Air'. The SCHOOL OF THE AIR, where not that long ago children were taught over the radio, now internet has taken its place.

“School starts at 8 am. This is when all 39 students come together for an assembly online”, said Mareike. The days continue in separate classes. The 4th grader has 2 – 3 hours online lessons each day: English, Maths, HASS, Science, Digital Technologies, Art and Japanese. Currently the content is about 'living things' and 'geography'. After every online lesson, the students have to go off and do some follow up tasks. School finishes at 3pm.

Four times a year the children will come together in Port Augusta – a five-hour drive away for Mareike. She doesn't like it much, that she isn't able to see her school friends face to face more often. After school Mareike plays with her seven-year-old brother, Martin. We like to read books and ride our motorbikes outside. “I also learn how to play the piano and violin. Sometimes I like to draw and sew.” Mareike is selling some of her sewed creations online.

There is a lot of work on the station, e.g. in the garden around the house or with our 10 000 head of sheep. Mareike cleans troughs and helps in the yards during lamb marking. “It is very green out here now, but we just come out of a big drought.” Mareike said. “It's not always as easy as everybody thinks to live in the outback. It is hard work and sometimes we miss out on school lessons because we have to help around the station. But I love the freedom, wide open spaces and that I can roam around on my motorbike.”

In year seven Mareike will go to boarding school to continue her education in high school. She said “I am looking forward to it but am also a little bit nervous. I hope I get to share a room with a nerd like me.” Once completing year 12 Mareike wants to become a politician. She wants to fight for children's rights and equality. “Children do not have the same opportunities in the outback compared to city kids!” Mareike's 'Plan B' : Marine Biologist. “I want to save the oceans and all its inhabitants, no matter how dangerous they are.”

There are lots of dangerous animals that live on land, yet they are rarely seen. Mareike's advise to living around dangerous animals is the same she has when it comes to going to school via distance education: “Always stay calm!”



Technology Support

Adding Multiple Mailboxes to Outlook

You may find it difficult to juggle school EdPass email inboxes and other mailboxes if you have multiple children. Please follow the steps below to add almost any type of mailbox, including EdPass and Gmail, to Outlook on any Windows computer.

1. Use the **Windows Search** in the bottom left to find and open **Outlook**
2. If this is your first time opening Outlook on the computer, **follow the on-screen steps** to add your first mailbox
 - a. Enter your **Name, Email Address** and **Password** and click **Next**
 - b. Wait for Outlook to configure your account and click **Finish**
3. After adding a mailbox, Outlook will open to your inbox
4. To begin adding additional mailboxes, first click **File** in the top left
5. At the top, under *Account Information*, click the **+ Add Account** button
6. Enter an **email address**, e.g., firstname.lastname###@schools.sa.edu.au or stationname@gmail.com, and click **Connect**
7. Follow the steps in the popup window to log into your account
 - a. If prompted to **Search for your site**, select the **EdPass Portal** option at the top
 - b. Enter your **EdPass username/email** and **password** and complete the login process
8. The added mailbox will now appear under your other mailboxes on the left of Outlook
 - a. To expand or minimise a mailbox, click the **small arrow** to the left of the mailbox name
 - b. To reorder mailboxes, **left-click** and **hold** the **mailbox name** and **drag it** above or below your other mailboxes on the left
9. Done! Repeat the process to add additional mailboxes



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