



**February 2026 Term 1**

## **Message from the Head of Campus**

Well, it seems such a long time since we were altogether in Port Augusta. I understand not all our SOTA families received much needed rain, but for the families and students in the north and north-east of the state I've seen some amazing photos of water laying across vast landscapes, channels full of water and even the odd student having a swim. I do hope this sets the season up for you all.

We have all transitioned back to online learning following the Start Strong Launch (face-to-face experience) in week 2. Teachers have highlighted how our students have returned seamlessly to their online learning lessons, understanding the expectations and routines and engaging in the various literacy, numeracy, linked learning, library and Japanese lessons undertaken.

### **Start Strong Launch week (Monday 2<sup>nd</sup> - 6<sup>th</sup> February) for students and supervisors/parents in Port Augusta.**

As I have mentioned, our Start Strong Launch was an overwhelming success, we understood that some families had to depart a little earlier, but the opportunity to spend time together, work as a class, engage in the various learning on offer was exciting to be a part of.

Some of the events and activities included

- Class lessons – face to face
- HPE lessons – with our Itinerant teacher; Mr Kelly and Miss Hampshire
- School Photos – great to have sorted early in the year
- OPFA meeting – productive and positive meeting
- Student Council election – all students spoke with clarity and confidence, putting their points across in a well-structured manner. We are in good hands with our 2026 Student Council and Miss Morley.
- Stormfront workshops - Students had an opportunity to work with Mark and Alison on Wednesday afternoon.
- Aquatics – Year 6 students; Bonnie and Lawson participated in aquatics on Thursday with Mr Kelly assisting with support and supervision.



We were fortunate enough to have a number of OAC visitors, which included Jeane Schocroft (Principal), along with Julie Staley (Library) and Michelle Henshaw (Wellbeing), who both presented workshops, as well as working with the students. They all thoroughly enjoyed the chance to visit, see the students, families and governesses.

We also timetabled in a multitude of workshops to inform and support parents, governesses and staff. Hopefully the wide range of workshops were relevant for you, and you were able to take away different elements shared.

The workshops included,

Workshops

- SOTA overview – Mr Pitkin
- Administration – Angela Grindell
- Learning technology - Jordan Noble-Bush
- DES meeting – Abbey Palmer
- Itinerant teachers’ role and expectation as a parent workshop – Mr Pitkin
- Supervisor induction – Miss Stringer
- Tools, tips and setting expectations as a supervisor – Miss Stringer
- RICE – Resources and membership - RICE team
- Berry Street for supervisors - Gab Turci – OAC
- Resources & Expectations: Miss Stringer, Miss A, Miss Morley and Mr Roughley
- Wellbeing Strategies for Students - Michelle Henshaw - Main Studio
- Developing Reading Confidence and importance of reading + OAC Library services – Julie Staley
- LGU for supervisors – Miss Stringer

### **Student Leadership 2026**

Miss Morley has been busy getting roles filled and the Student Council up and running for 2026. We are proud to announce and celebrate the appointment of the following student leaders:

**Student Council President: Bonnie**

**Vice President: Lawson**

**Wellbeing Leader: Alex**

**Learning Leader: Lisma**

**Community Leader: Dan**

**Congratulations** to all our student leaders!

We can't wait to see the wonderful things you'll achieve this year.







## EVENTS

Online Orientation: **26 - 30 January**  
 Start Strong Week: **2-6 February**  
 School Experience Week: **16-20 March**  
 Camp @ Port Hughes: **31 May - 5 June**  
 Mini School @Melrose: **20- 25 September**  
 Get Together: **3 - 4 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 3:00pm

OPFA: Week 3 (T1) Wednesday

CGC: Week 4 (T1) Wednesday

## SAVE THE DATE RICE 50<sup>TH</sup> BIRTHDAY

PORT AUGUSTA RACECOURSE



Do you have a memories, photos or stories to share about RICE?

We'd love to hear from you!

[admin@rice.org.au](mailto:admin@rice.org.au)  
 PO Box 1729, Port Augusta, SA 5700



## LIBRARY NEWS

### *Greetings from the Library Team!*

#### **What can students and families expect from the library this year?**

Jess will continue to host morning **library assemblies** with Reception to Year 2 students on Tuesdays, and with our middle and upper primary students on Thursdays. Library will continue to incorporate comprehension strategies, including activating prior knowledge, making connections, visualising, inferring and questioning with our main goal to create and nurture a love of reading.

Julie will be continuing **Storytime** with our junior primary students, nurturing a love of books from the very beginning. Students in Years 3–6 will participate in dedicated library lessons where they build important skills in information literacy, digital literacy, and reading engagement, empowering them to be confident, capable learners in an ever-changing world.

It's really important that all students join the **Marden Education Centre Library Team** on Microsoft Teams and keep up to date with the SOTA channel. This is where students can upload their work, enter competitions, discover new books, and stay informed about everything happening in “library land”. Students will be connected to the Teams page during library assemblies over the next couple of weeks. Please see the following page for explicit instructions.

We celebrated **Library Lovers' Day** on 14 February – a wonderful reminder to make time for reading. How long has it been since you've had a date with a book?



Don't forget to **keep borrowing!** We are currently ordering new books and would love your wish lists. Helping us choose new titles ensures we continue to meet the interests and needs of all our readers.

Year 3-6 students have access to their **Premier's Reading Challenge** records either online, on our Teams page or on their year level Teams page. Students in middle and upper primary are to complete this independently and it's due on the 4<sup>th</sup> of September 2026. Reception to Year 2 student records will be completed by library staff.

#### **Term Overview:**

<b>Assemblies with Jess</b>	<b>Lessons with Julie</b>
Overview: Getting Connected: navigating the library platform and library aps (Sora, Epic), reading dispositions and interests, space books, parts of a book (JP), genres (MP), an introduction to the PRC, Emus and Indigenous stories.	Information literacy, digital literacy, and reading engagement.



Happy Reading - 'book a date with a book' this February!

*Julie and Jess*



**0849- Marden Education Centre Library**

## LIBRARY NEWS

# Accessing the Marden Education Centre Library Teams Page



0849- Marden Education Centre Library

Join Code:  
qb5q0nb

Library TEAMS PAGE: SOTA

1

2

3

4

Join the Teams Page -  
0849 Marden Education Centre Library  
Select the Main Channel: SOTA

To access files/folders - go to "shared" - "SOTA"  
and then find the folder you're looking for -upload.  
Any questions? [jessica.tiver818@schools.sa.edu.au](mailto:jessica.tiver818@schools.sa.edu.au)



### Term 1 Week 2

**Miss Stringer:** Penny : for lighting up our school space with enthusiasm and humour and settling into a new routine with new friends smoothly.

**Miss Andrews:** Jovie: For participating in all activities with a positive attitude and stepping up as role model by showing respectful behaviours.

**Miss Morley:** Timmy: For excellent participation and positivity in all activities, particularly our explorations in chain reactions.

**Mr Roughley:** Lisma: for Positive risk-taking, stepping out of her comfort zone and building confidence to become a SOTA Leader.

**Mr Kelly:** James :For serving as an exemplary role model to his peers through consistent demonstration of admirable behaviour.

**Miss Hampshire:** Lawson: for setting a great example, encouraging and including all of his peers in HPE lessons.

**Mr Pitkin:** Emmett: for his positive support for our younger students at SOTA, helping them with various learning activities and sharing stories at assembly. Keep it up Emmett.

### Term 1 Week 4

**Miss Stringer:** Isabella : for fantastic independent blending to be able to read her very first words and following instructions in online sessions to complete learning activities.

**Miss Andrews:** Cameron: For displaying resilience when there were various interruptions in the schoolroom and showing persistence to complete all work to the best of his ability.

**Miss Morley:** Emmett: for awesome work in his mathematic investigation and morning maths, demonstrating excellent focus and flexible mathematical thinking.

**Mr Roughley:** Dan: for is mathematical thinking and reasoning and his enthusiasm for sharing those thoughts with his class.

**Mr Kelly:** Penny: For being most consistent in answering the maths questions during our lesson.

**Miss Hampshire:** Lilly: for her enthusiastic participation in PE and strong dedication to practising new skills whilst enjoying the rain.

**Mr Pitkin:** Gracie: for an enthusiastic start to the school year. Bright and energetic and willing to give everything a go ! Keep it up.

## Miss Hampshire's & Mr Kelly's Itinerant Visit

I feel very lucky to have already had the privilege of visiting the Cuffe family at Siam Station this term. It was such a wonderful first experience as an itinerant teacher. We spent plenty of time playing sport, exploring with the robots and enjoying lots of card games together. I'm really looking forward to getting out and about throughout the term and supporting your children in their schoolrooms. - Miss Hampshire

This year has started with a burst of energy from everyone. Once again, it was exciting to see everyone at the start of the year. My first visit for the year was also with the Cuffe family. It was great to see how well everyone is working in the classroom. The rocket balloons we set up in the classroom also enabled us to see how things can be pushed along at a decent speed. I am looking forward to more visits this year. - Mr Kelly





## Miss Stringer - Reception

### Maths

Students will explore numbers to 10 counting forward, backwards and starting from any number as well as recognising and forming numbers. They will demonstrate their curiosity about mathematics and numbers in their everyday environment. Students will explore patterns and describe missing elements of shape, materials, sounds and movements making, identifying and continuing a variety of patterns. Together students will problem solve to build their growth mindset and persevere with challenges.

### How families can support students at home

- Singing and sharing in nursery rhymes that encourages counting forward and backwards.
- Identifying numbers in everyday situations of life to understand that numbers are everywhere!

### HPE with Mr Kelly

In Term 1, 2026, Reception students will engage in Health and Physical Education (HPE) with a focus on developing skills, attitudes, and knowledge that support confidence and motivation for healthy, active, and safe lives. During Week 3, students will learn about personal responsibility by setting goals and using feedback to improve their health and movement outcomes. In Week 4, they will practise being respectful, embracing their own and others' uniqueness and strengths while contributing to groups and teams. Across Weeks 5 and 6, students will explore how their bodies are growing and changing, recognising the evolving nature of their identities and relationships. Throughout Weeks 7, 9, 10, and 11, the focus will be on critical enquiry and developing fundamental movement skills, including running, jumping, hopping, catching, galloping, and sliding. This approach fosters safe, respectful interactions while supporting each child's holistic development.

### LLP

Using the theme of 'My family circus' students will explore their families and what it means to be a family. Students will learn about different families within the circus and that not all families need to be related to be considered a family. They will learn about their families connections with Australia and where they live within and help our world. With none of the students having ever been to the circus we will learn about animal families and all the fun facts about a circus.



## Literacy

Students will become reflective learners by making meaning of, recognising and connecting everyday play, learning and reading experiences. Together students will begin to explore the alphabet and the phonemes and graphemes connected to each letter. Blending and segmenting will be a term focus to set students up for reading and writing. Students will explore recounts verbally, through images, video and begin to write simple sentences with basic sentence conventions. The oral language sharing program will give students the chance to boost their verbal confidence and ability to speak using whole sentences, the program also allows students to learn respectful listening and to make meaning through commenting and questioning on other students presentations.

## How families can support students at home

- Students will learn 2 x letters each week. Ask students to bring home their picture deck cards and talk about the letter names and sounds. Can they identify these letters around the house and when traveling?
- From Week 4 students will begin DORF reading and have readers from Week 6. Ask students to bring these home and share in the love, joy and excitement of beginning reading, assist with modelling reading strategies and discuss comprehension and the story.



## Book Focus

Through books, songs and informative videos, students will learn about insects, mammals and reptiles and the features that define them. Each week they will have a craft activity to choose to build fine motor skills, curiosity around animals and then have a chance to share their work with the class.

## Miss Andrews - Year 1/2

Hello and welcome to our Year 1/2 class for 2026! The year has begun with a flurry of activity, including Orientation Week and Start Strong, where it was wonderful to see everyone in Port Augusta. I am proud of the enthusiastic and positive manner in which students have embraced the beginning of our learning journey. Here is an overview of what we will be focusing on this term:

### Literacy

This term in literacy, students will engage with the Literacy Guarantee Unit (LGU), focusing on developing phoneme-grapheme connections to strengthen their foundational reading skills. Through Heggerty's Phonemic Awareness program, they will explore rhyme and rhythm, building confidence in phonemic awareness. Reading lessons will introduce a range of skills and strategies, with an emphasis on comprehension. Students will continue to refine their handwriting, alongside learning grammar and understanding writing purpose, including key elements of a sentence such as subjects and nouns. As the term progresses, they will begin constructing narratives, drawing on their growing understanding of grammar and sentence structure.



### Maths

Students are set to strengthen their maths skills this term by building a solid foundation in number and algebra. Activities throughout the term include practising counting forwards and backwards, developing an understanding of place value, and working with numbers up to 100 in Year 1 and 1,000 in Year 2. Addition and subtraction strategies, along with number facts to 20 and beyond, may be explored, as well as introductory multiplication through repeated addition, equal groups, and arrays. Students may have opportunities to recognise coins and notes and engage in simple money transactions. Measurement explorations might include comparing lengths using informal and formal units, developing time concepts, and examining the properties of 2D shapes. Collecting and recording data to create picture and column graphs is also likely to be part of the learning focus.



## Linked Learning

The “Our Dream Playground” unit for Linked Learning this term invites students to design and build a model or plan for a playground tailored to their school or community. This project connects across several subjects: In Design Technology, students are encouraged to research playground equipment and materials, draw, build, and test model features, and consider improvements. Visual art can be used to decorate models, while The Arts allows for creativity through playground-themed songs, soundscapes, or drama that explore how students use different spaces. HASS may involve surveying peers and teachers about needs and wishes, reflecting on changes in playgrounds over time, and investigating local parks for inspiration. In Science, students could test material strength, explore forces in playground equipment, and think about climate response factors such as shade or drainage. All these learning experiences may be helpful for the development of our new SOTA site playground.



## HPE with Mr Kelly

Health and Physical Education (HPE) in Term 1, Year 1, and Year 2 empowers students to build skills, attitudes, and knowledge that help them lead healthy, active, and safe lives. This term, students will focus on developing resilience by fostering a growth mindset and showing compassion when reflecting on their self-talk. They will learn to identify and demonstrate protective behaviours, as well as practise help-seeking strategies to keep themselves and others safe. Understanding and respecting themselves and those around them will help students shape their identities and navigate changes and transitions with confidence. Critical inquiry and creativity will be encouraged through asking questions that stimulate curiosity and deepen understanding of health-related topics. In Movement, students will transfer and adapt their skills across a variety of situations, practising fundamental movements such as hopping, skipping, leaping, dodging, crawling, and catching. Through these experiences, students will be supported to become confident, creative learners who value their wellbeing and relationships.

Please feel free to contact me if you have any questions at all.

😊 Miss Andrews

## Miss Morley - Year 3/4

Welcome back to 2026! I hope you all had a wonderful holiday and are feeling excited for the year ahead at SOTA. We have a busy and engaging term planned, and I am looking forward to learning and sharing new experiences together.

### English

This term in English, students will begin by exploring narrative poetry. We will read and discuss a range of poems, focusing on how poets use structure, vocabulary, and poetic devices to tell a story. Students will then experiment with these techniques as they create their own narrative inspired by a poem.

On Fridays, students will take part in a novel study, reading an assigned chapter and participating in group discussions to deepen their understanding of the text and its key elements.

Our class will continue with the SA Spelling Program, learning about phonemes and morphemes each week, and the DORF program, which supports daily reading practice and literacy skill development.



This Photo by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/)

### Mathematics

In Mathematics, students will be learning about number and algebra. We will begin the term by developing our understanding of place value and the properties of numbers. Students will apply this knowledge when working with the four operations: addition, subtraction, multiplication, and division.

Our class will also develop flexibility with numbers through regular maths chats, and build fluency and fact recall through our daily Automathics program.



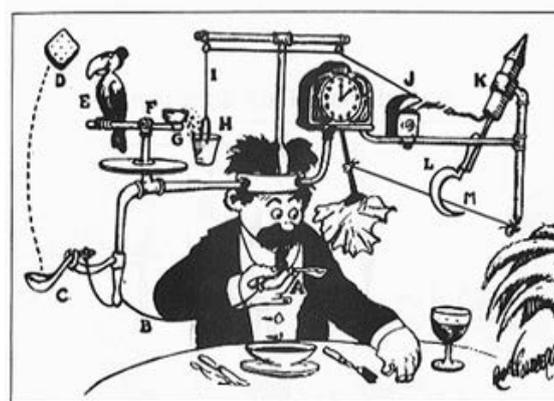
## Linked Learning

In Linked Learning this term, students will learn about the famous cartoonist Rube Goldberg. While examining his work as an inventor, the class will explore different types of forces and how forces can cause or stop motion in chain reactions.

Students will also explore his work as a cartoonist, learning and practising sketching techniques, focusing on how line and shape can be used to represent 3D objects on a 2D surface.

Using these skills and understandings, students will design, draw, and explain their own Rube Goldberg-style invention.

Self-Operating Napkin



This Photo by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)



In this unit, students will learn about Topics 1 and 2 of the Child Protection Curriculum, with a focus on the right to be safe and understanding healthy and protective relationships.

## CPC

## Health and PE

This term in HPE, Year 3/4 students will explore how overcoming challenges and making positive choices can strengthen resilience and identity, while also discussing how our actions can be influenced by stereotypes. They'll develop and practise a range of movement skills, especially through soccer. They will apply strategies to achieve success in new activities.

Students will investigate the benefits of staying active, including how regular physical activity supports health and wellbeing. They will participate in both indoor and outdoor activities to learn how to make healthy, active choices.



## Mr Roughley - Year 5/6

### English – Narrative Writing & Communication

This term in English, students will explore storytelling and narrative writing by learning how their own experiences, ideas, and values can be shared through written texts. They will practise speaking and listening skills through respectful discussions, including in online learning settings, and learn how stories are structured to engage readers. As the term progresses, students will focus on creating strong characters, using descriptive language to bring settings to life, and organising their ideas clearly using paragraphs. They will plan, draft, revise, and edit their narratives, developing confidence in grammar, punctuation, and spelling, before publishing and presenting their work using digital tools. Students will also reflect on how their language choices help improve their writing.

### Mathematics – Place Value & Number Sense

In Mathematics, students will strengthen their understanding of large numbers and place value. The term begins with a short revision of key Year 4 concepts to help students feel confident and ready to move forward. Students then learn how to model and understand very large numbers—up to one million for Year 5 and up to one billion for Year 6—using place value charts, expanded form, and visual models. Throughout the unit, students practise comparing and ordering numbers and explaining their thinking using accurate mathematical language, building strong number sense and confidence.



Billions		Millions		Thousands		Ones	.	Decimals									
Hundred billions	Ten billions	billions	Hundred millions	Ten millions	millions	Hundred thousand	Ten thousand	Thousand	Hundreds	Tens	Ones	tenths	hundredths	thousandths	Ten thousandths	Hundred thousandths	millionths



## Mr Roughley - Year 5/6

### Integrated Unit – Place, Identity & Perspectives

In this integrated unit across Science, HASS, Technologies, Visual Arts, and STEaM, students explore how place, culture, and perspective shape identity. They investigate natural landforms and environments, learn how people connect to places in different ways, and examine Aboriginal and Torres Strait Islander perspectives of Country. Students develop mapping and digital skills to represent meaningful places and create a personal project called My Place, My Story, combining a digital map or place story, a piece of artwork, and a written or recorded explanation. Throughout the unit, students build respect for different viewpoints, strengthen communication skills, and reflect on how place influences who we are.

### HPE

This term in HPE, our Year 5/6 students will be practising and applying specialised movement skills, with a focus on developing their soccer abilities. They'll take part in activities to boost their fitness and learn how regular movement benefits overall health and wellbeing. Students will also discover how physical activity helps build connections within our community and between cultures. Later in the term, we'll explore practical strategies to stay safe and healthy and how to access helpful resources when needed.

### How Families Can Support Learning at Home

- Talk with your child about places that are important to your family and why they matter.
- Encourage your child to explain their thinking—how they solved a maths problem or why they chose certain words or images in their work.
- Look at maps together (paper or digital) and discuss features such as symbols, scale, and landmarks.
- Support regular reading and writing at home, and celebrate effort, creativity, and progress.

# SOTA BOOK CLUB

## Wednesday 3:00pm-3:20

Years R-2

Years 3-6

### It's Book Club Time!

During book club time, we will

- listen when anyone else is speaking;
- respect other people's opinions;
- be brave and share our ideas;
- try to use new words when we talk about books;

- try to always explain what we think;
- be keen to read different types of books;
- ask questions.

### It's Book Club Time!

During book club time, we will

- listen when others are speaking;
- respect the opinions of others;
- be brave and contribute to discussions wherever we can;
- challenge ourselves to use interesting vocabulary when describing and recommending books;

- try to always justify our opinions;
- be willing to read and explore a range of different genres;
- ask questions to help us gain understanding;
- be curious about the books we are going to read and other people's opinions.

### It's Book Club Time!

How can we describe the books we have read so other people might also want to read them?

<b>Exciting or Interesting...</b> <ul style="list-style-type: none"> <li>amazing</li> <li>brehtaking</li> <li>gripping</li> <li>page-turning</li> <li>surprising</li> <li>thrilling</li> </ul>	<b>Funny or Silly...</b> <ul style="list-style-type: none"> <li>amusing</li> <li>comical</li> <li>daft</li> <li>side-splitting</li> <li>wacky</li> <li>witty</li> </ul>	<b>Boring...</b> <ul style="list-style-type: none"> <li>dreary</li> <li>dull</li> <li>flat</li> <li>irritating</li> <li>repetitive</li> <li>tiresome</li> </ul>
<b>Sad...</b> <ul style="list-style-type: none"> <li>disappointing</li> <li>emotional</li> <li>gloomy</li> <li>moving</li> <li>touching</li> <li>upsetting</li> </ul>	<b>Scary...</b> <ul style="list-style-type: none"> <li>creepy</li> <li>frightening</li> <li>shocking</li> <li>eerie</li> <li>gruesome</li> <li>terrifying</li> </ul>	

### It's Book Club Time!

Give your opinions about books using these talk frames.

**My favourite character was...**

**In my opinion, the start of the story was...**

**I didn't like this part of the story because...**

**The plot was...**

**Other sentence starters you could use:**

- I didn't like this character because...
- I would prefer...
- I thought that the story ending was...
- It would have been better if...
- This is the best book because...
- The setting was...
- I liked/did not like this author because...
- The illustrations were...
- I liked the length of this book because...
- I would/would not recommend this story because...

There is book review sheet in the chat for book club, if you would like to track your reading.

A book review by: _____ Book title: _____ What is the book about? _____ _____ _____ Who are the main characters? _____ _____ Where is the story set? _____ _____	What did you like about this book? _____ _____ _____ Rating: ☆☆☆☆☆ Draw your favourite part of the story. 
---	--