

# SOTA *Speak*

School of the Air Newsletter



## March 2024 Term 1



### Message from the Head of Campus

What an exuberant occasion our first face-to-face event of 2024 proved to be! The students' contagious enthusiasm, punctuated by giggles and laughter, infused the school with a buoyant spirit, as they eagerly reconnected with their peers and teachers following the long summer holidays. We can't wait to feel the joyous atmosphere once more during School Experience Week in week 8. Maybe the govies will throw us another delicious sausage sizzle?

As we approach the end of week 4, we have worked through the initial hurdles of adapting to Microsoft Teams, and settling into our schoolroom routines. I am so impressed by the agility and sheer cleverness displayed by our staff, students and supervisors in swiftly mastering a new platform. The support and patience they extend to one another as they navigate through technical glitches epitomises the strength inherent in our SOTA community.

Leading the charge in fostering camaraderie this year is our 2024 Student Council, spearheaded by Cody as President, and supported by Vice President, Lucy. Together with their eight council members: James, Lara, George, Eli, Micah, Lachie, Nelson and Jayden, they will harness the power of student voice to strengthen solidarity through various engaging activities both online and during face-to-face events.

We have much to look forward this term. Whilst School Experience Week is NAPLAN season for Years 3, 5 and 7, the week will also include a whole school excursion to Whyalla. Students will learn about road safety as well as enjoy a spectacular acrobatic performance by 360 Allstars at Middleback Arts Centre. Additionally, the marine biologists from Marine Discovery Centre will also be doing a captivating show-and-tell session on Friday of week 10.

At SOTA, our community school thrives on the active involvement of parents and supervisors who actively support student learning, participate in school events, volunteer their time, and maintain open lines of communication with teachers. A recent example illustrating the impact of parent volunteers, is the Department for Education's Parent in Education grant secured by Leah and Petie which enabled the Visible Wellbeing workshop.

While our perspectives may vary and the ways we express our aspirations may differ, what unites us is a shared hope – that the educational experience at SOTA supports our children to discover and lead fulfilling lives.

So, let's work together, support each other and make 2024 a year of satisfying growth and success for everyone.

Best wishes  
Lai Kuan Lim



## EVENTS

Public Holiday: **11 March**

School Experience Week:  
**18 - 21 March**

Pupil Free Day: **28 March**

Good Friday: **29 March**

Easter Monday: **1 April**

Last day of term 1: **12 April**

First day of term 2: **29 April**

Pupil Free Day: **27 May**

Public Holiday: **10 June**

Camp: **1 July- 5 July**

Last day of term 2: **5 July**

First day of term 2: **22 July**

School Closure day: **6 September**

Pupil Free Day: **9 September**

Mini Schools: **23 -26 September**

Last day of term 2: **27 September**

First day of term 2: **14 October**

Get Together: **6-7 December**



## 2024 Student Council



**President:**  
Cody



**Vice President:**  
Lucy

### Learning Leaders:



**James**



**Lara**

### Wellbeing Leaders:



**Micah**



**Eli**

### Community Leaders:



**Lachie**



**George**

### Communication Leaders:



**Nelson**



**Jayden**

## 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 7 (T1) Wednesday 13 March

CGC: Week 8 (T1) Wednesday 20 March

Hitting the ground running is the general feeling of SOTA's 2024 beginnings! Induction was another successful start for our SOTA community with the weather playing its usual game – hot as Hades the week before, brisk and fresh the week of and back to 38 the week after! But from what we've heard, it didn't stop our swimmers. We know some wanted to retreat to the change rooms early but they gave it a red hot crack (although hot it was not).

We had an informative wellbeing session out at Arid Lands on Monday the 5th with a great turn out of parents and govies and we noticed lots of notes being taken so this is a sign of a good workshop. Arid Lands put on a beautiful spread and when there is food involved, there are happy faces.

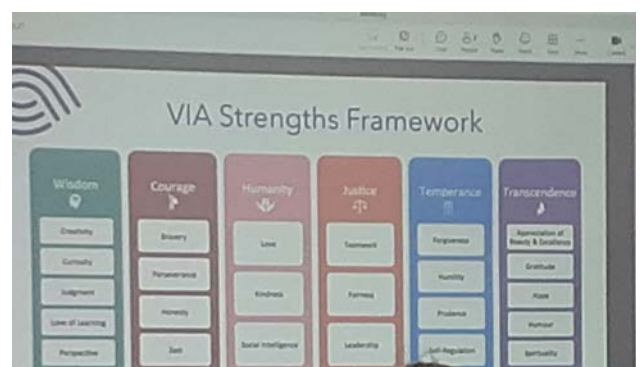
Following the workshop we had 2024's first OPFA meeting with all attendees from the workshop staying on so it made for good numbers.

Leigh Creek has been decided for Mini School, with ex-local resident Hollie Williams preparing a list of activities for our kids. SEW will be here before we know it, and like last year, it coincides with the ICPA conference in Quorn so that should see lots of attendees for both.

Camp for 2025 (it seems a long way out, but we need to book) is being looked in to with the original choice of Arbury Park being questioned due to it being in the Hills in winter. If you have a brain wave or know of a great spot, please let Lai Kuan and Frankie know ASAP as we need to book.

Petie Rankin – CGC chair

Leah Beard – OPFA chair



## Distance Education Supervisors

During our Induction week, the DES group spent time to get to know each other face-to-face, as well as learnt new ways we could use 'Teams' with our kids. We were also equipped with the tools we will need to help your children excel in the schoolroom. It was a great opportunity to re-acquaint with our previous governesses as well as get to know and meet the new governesses who have just joined our group.

One of the aims of DES is to fundraise for the school. It is our hope that we can raise funds to purchase additional resources for our school rooms and positively contribute to enriching experiences for the children when we are at face-to-face events.

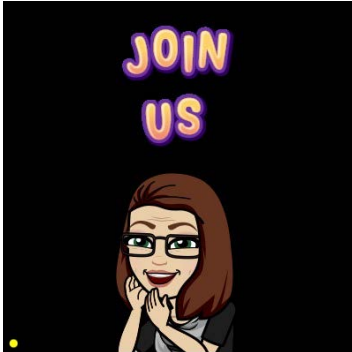
During our Induction Week we decided to run a Sausage Sizzle, and thus making packing lunches a little easier. On Thursday the children had a wonderful afternoon. A highlight for the governesses, was seeing the children experience using money to buy their own sausage for themselves, especially our younger children.

Through the sausage sizzle we were able to raise a total of \$155 profit which has gone into the DES fund to be spent on your children in the coming weeks! Watch this space. A special shout out to the Butcher - Terry Gardiner Meats & Smallgoods Port Augusta who kindly donated all 70 sausages free of charge. This was really helpful for us and we are extremely grateful to Terry Gardiners Meats & Smallgoods for their generous contribution and swift organisation for sourcing the meat to us just two days prior to the event. Thank you to Lai Kuan and Elli who donated the bread and sauce.

From all the DES group thank you!



## LIBRARY NEWS



This year the library is getting on board the Microsoft 'Teams Train' and trying this platform out to communicate with families. We will be loading Competitions and Events on this page, Including the Premiers Reading Challenge forms, National Simultaneous Storytime Event and Book Week Activities.

We will still have a Google Classroom for our Marden Primary classes, so you are also welcome to join this class also to share and interact with the wider school community.

**PLEASE BE AWARE** that these are two different platforms and require different codes to join.



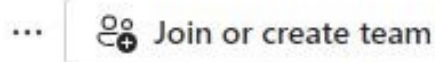
Join Google Class HERE:

<https://classroom.google.com/c/NjQwODg0NjQ0MTk3?cjc=seroxmc>  
Class Code: seroxmc



Join our Teams Site with this Code: qb5q0nb

On your Teams Dashboard please click in the right-hand corner to Join Team



Once you join our Teams page, you will be added to the 'PRIVATE SOTA CHANNEL'. You will still be able to see other information from the library, but you will also have a private space to communicate with each other and us.

Please contact the library if you have any issues joining these.

Thank you for taking this learning journey with us.

Please feel free to send us updates on how Teams is working/not working for you.

Zoe and Jodie





## Term 1 Week 2

### Miss Stringer:

Edward for displaying such a positive attitude and approach to all tasks and being such a kind and inclusive friend. Well Done!

### Ms Mel:

Dan for trying his best and following our classroom expectations. Thanks for bringing your positive attitude!

### Miss Kaur:

Jase for actively engaging in all learning tasks this week.

### Miss Morely:

Cody for being an excellent role model and help with the younger SOTA students

### Miss Megan:

Thomas for being brave and joining in the daily PE games.

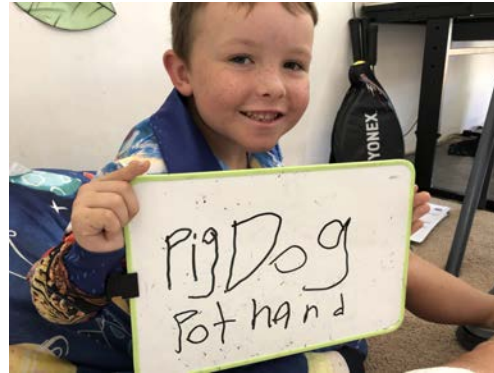
### Mr Moyne

Nelson for facing his fears in the ocean.

### Lai Kuan

Cameron for being so excited and joining in lots at school during his first two weeks. Keep it up, Cameron! You're shining like a super duper star!

## Miss Megan's Home Visits



As you can see Lilly and Cameron are fully engaged in their school activities, embracing learning with enthusiasm. What a great start to the New Year and my itinerant visits for 2024!



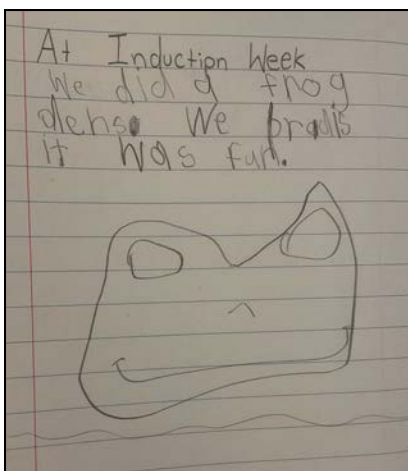
## Mr Moyne's Itinerant Visits



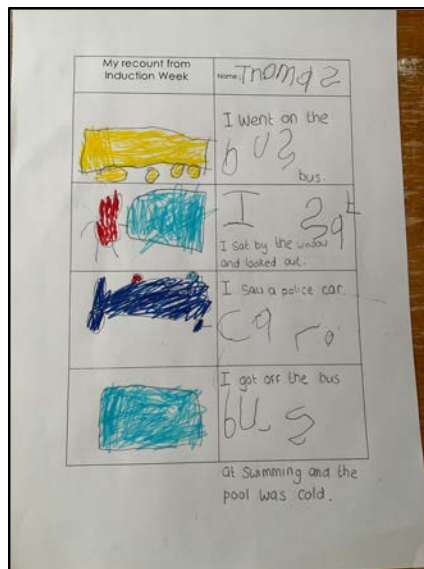
During my first itinerant visit I spent some time with Eli and Lawson both inside and outside the schoolroom. We practised mathematics concepts by playing dice games, got to use different technology such as electronics and Sphero robots. We also applied learning outdoors by measuring the longest footy kick, practising tennis skills and playing lots of different sports including cricket. What a great introduction to Itinerant teaching and looking forward to the year ahead!

## Miss Stringer - Reception / Year 1

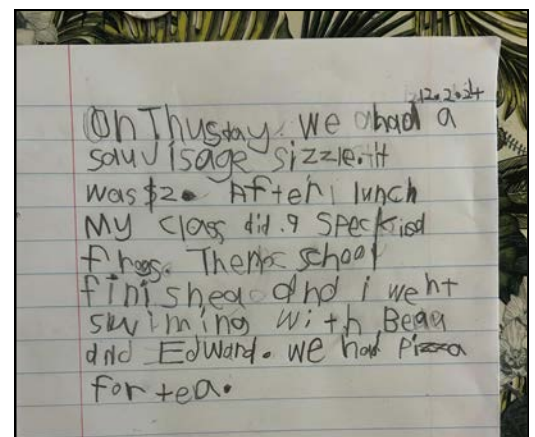
Students are learning to write recounts and the essential information that we must have in them. Here you can see some great examples of recounts from our week at SOTA. As the Receptions are still learning their sounds and beginning writing, they drew images and were assisted to write by their supervisors.



**Emmett**



**Thomas**

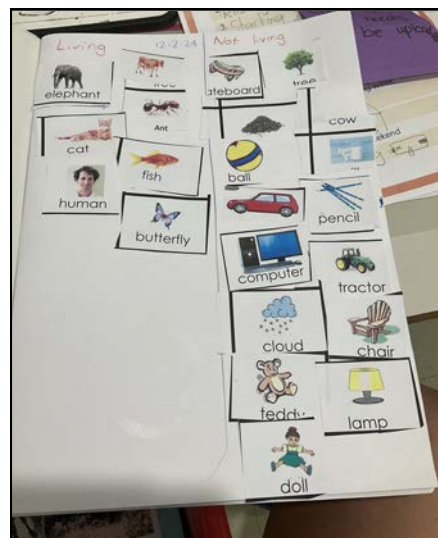


**Roy**

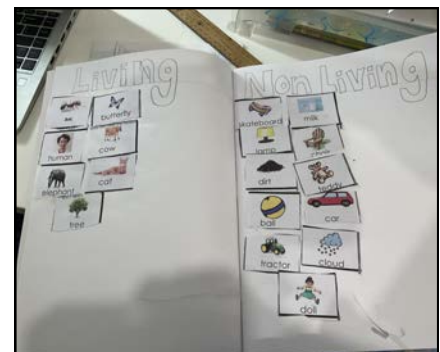
Students started learning about living and non-living in Science. We will soon find out the 5 things that all living things need to survive. Here you can see some student work samples of their living and non-living sort.



**Eli**



**Lenny**



**Beau**

During Induction Week we began our Drama unit in Art and performed '5 Little Speckled' frogs to our peers and families. Students did a fantastic job with the log and pool props and were very entertaining. We even got to practise the skill of counting backwards. Well done to Cameron, Edward and Thomas who recieved SOTA STAR certificates



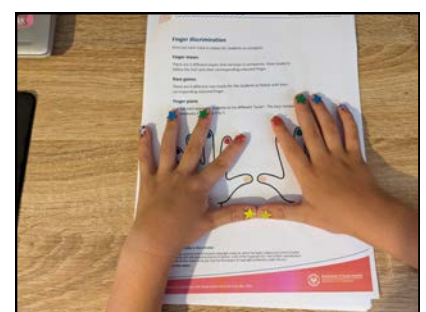
We have been getting creative in Arts and showing off our talents with these Week 1 activities. Following the instructional video to draw a bear - then adding background features. Designing a long dog full of information about ourselves.

### Simba



### Edward

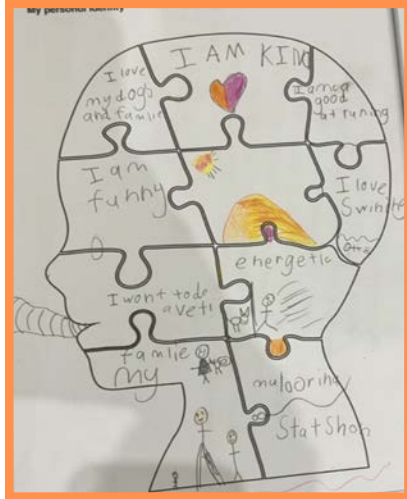
We practised finger discrimination activities in Maths to assist students with visualization in their brains.





# Ms Mel's - Year 2/3

We have had a cracking start to the term in the Year 2/3 class! I have been blown away by the neat handwriting, creative designs and interesting mathematical thinking .



Charlotte

Dan

**Skip counting**

- Skip count **forwards** by 2s from these numbers
 

26	28	30	32	34	36	38
39	31	33	35	37	39	41
- Skip count **backwards** by 2s from these numbers
 

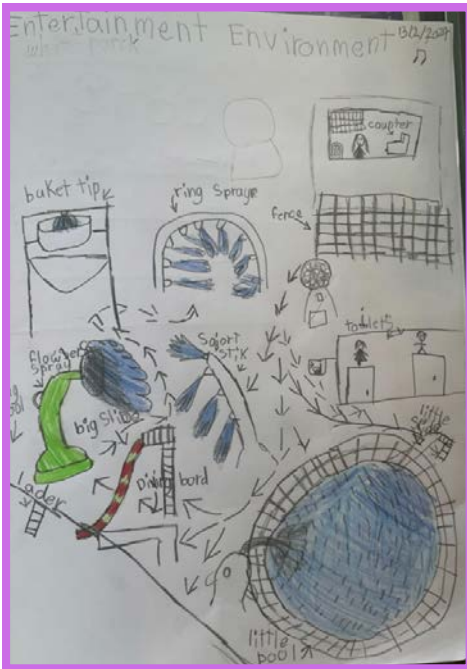
42	40	38	36	34	32	30
77	75	73	71	69	67	65
- Skip count **forwards** by 5s from these numbers
 

35	40	45	50	55	60	65
51	55	61	67	72	77	82
- Skip count **backwards** by 5s from these numbers
 

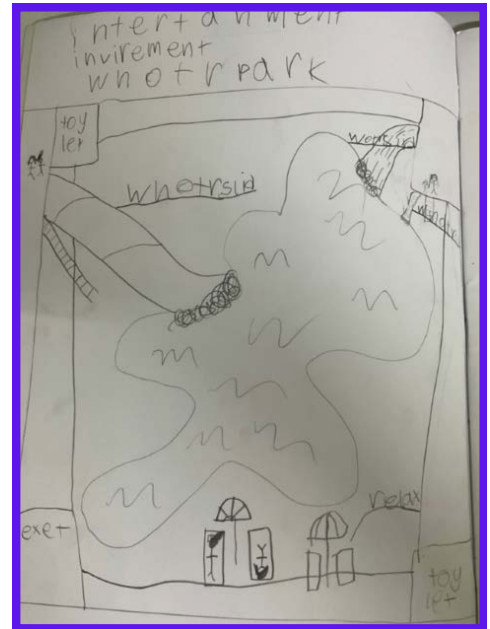
85	80	75	70	65	60	55
93	88	83	78	73	68	63
- Skip count **forwards** by 10s from these numbers
 

25	35	45	55	65	75	85
42	52	62	72	82	92	102
- Skip count **backwards** by 10s from these numbers
 

85	75	65	55	45	35	25
72	62	52	42	32	22	12



Lisma



Honey-May

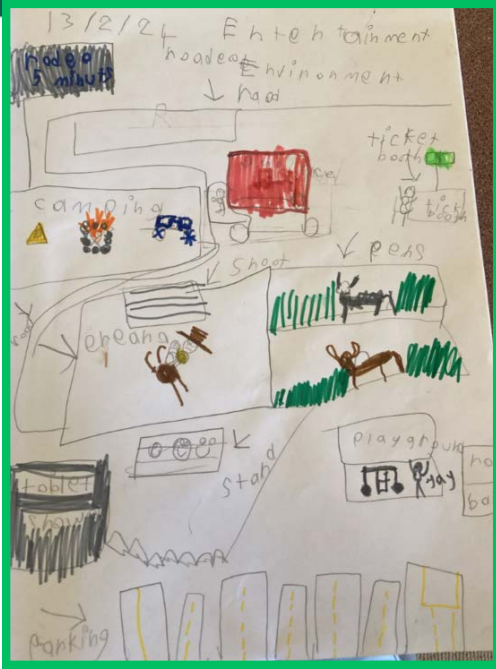
star star star star star  
 charm charm charm charm charm  
 army army army army army  
 farmer farmer farmer farmer

or sound 12/22/24  
 star star star star star  
 barking barking barking barking  
 charm charm charm charm  
 army army army army  
 farmer farmer farmer farmer  
 market market market  
 The starfish stores

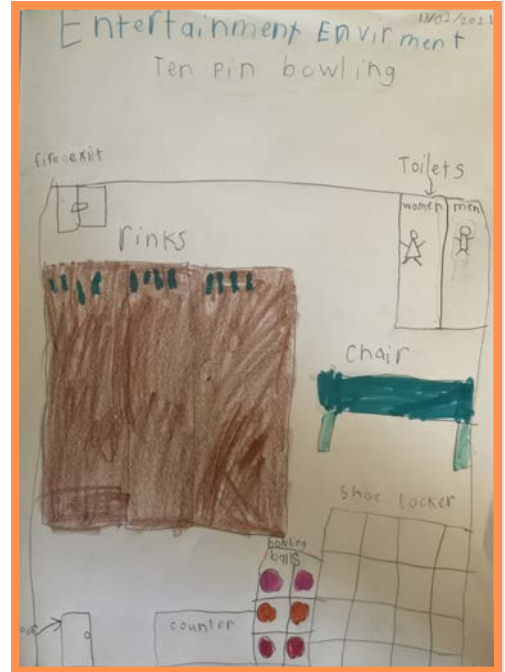
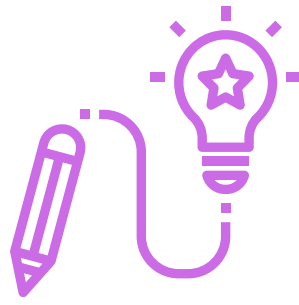
or sound 13/2/24  
 star star star star  
 barking/barking/barking  
 charm/charm/charm/charm  
 army/army/army/army  
 farmer/farmer/farmer  
 market/market/market/market  
 The starfish stores

or sound 13/2/24  
 star star star star  
 barking barking barking barking  
 charm charm charm charm  
 army army army army  
 farmer farmer farmer farmer  
 market market market market  
 The starfish stores

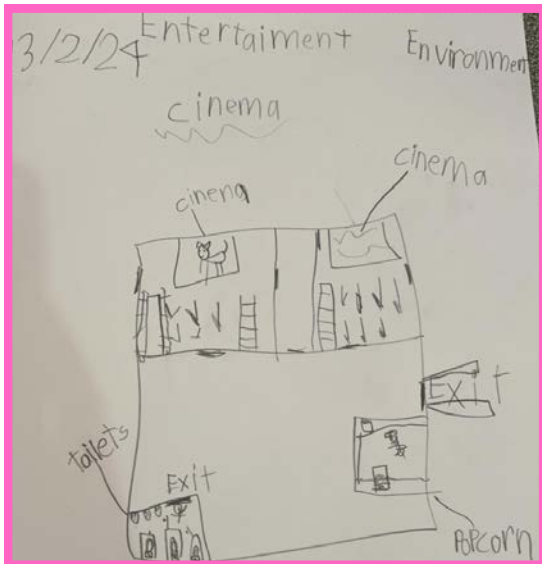
aw sound 14/02/2024  
 raw raw raw raw  
 claw claw claw claw  
 draw draw draw draw  
 lawn lawn lawn lawn  
 crawl crawl crawl crawl  
 The raw claw



Clem



Alex

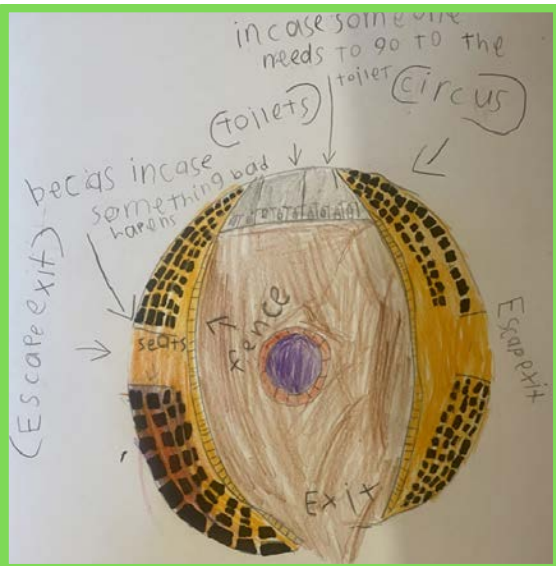


Lilly



Jack

Sanaisha





## Miss Kaur - Year 4/5

I'm so proud of all the learning year 4/5s have done so far. We had a wonderful time in Week 2 with all the students onsite.

In English, we have been learning about information reports and how to find important facts from an article. In Science, we discussed what's out there in space and created our own space book profile. In HASS, we learnt about different points of view and researched some facts about child convicts of Australia.

**Informational Text Summary**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: Australia

Topic of the text and the author's main point: History of Australia **Shaquille**

Three important words from the main idea: Islander Australia first people

Three important details from the text:

<u>Aborigines</u> were the first people to live in Australia.	The southern cross is a symbol of Australia in the southern hemisphere.	There are many landmarks like the Sydney Harbour Bridge and the Sydney Opera House and the Great Barrier Reef.
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Summary of the text in one word: history



**Informational Text Summary**

Name: Lara Date: 2-12-24

Text title: wild brumbies **Lara**

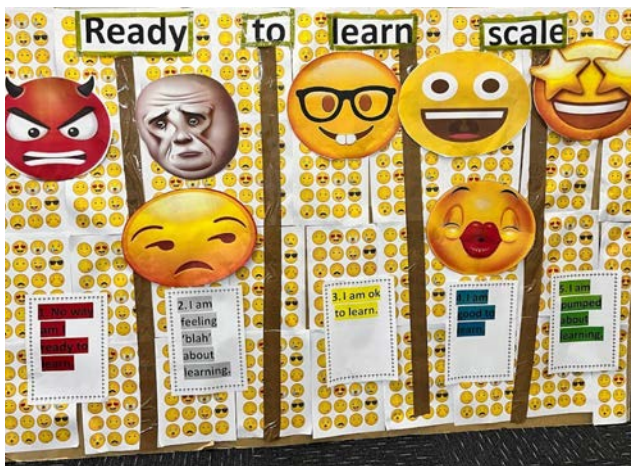
Topic of the text and the author's main point: The main things of Brumbies.

Three important words from the main idea: Brumbies dominant European

Three important details from the text:

<u>led</u> by a dominant Stallion or male horse.	<u>they</u> were brought to Australia by European Settlers many years ago.	While some people love brumbies and see them as a symbol of Australia's wild spirit.
--	--	--

Summary of the text in one word: Brumbies



**Spacebook profile**

Space object name: shooting star

Profile photo:

Features: Really small pieces of rocks. Move so fast that it's hard to see.

**Jayden**

**SCIENCE** WK3

Student name: Eli Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Spacebook profile**

Space object name: Mars

Features: Mars is red because it contains iron. Mars has 4 seasons. The same in mind to Earth has the moon. Mars is red. Mars is 100 million miles from Earth. It's a year on Mars is longer than 40 Earth days.

**Eli**



**SCIENCE**  
 Student name: Bonnie Class: 4/5 Date: 15/2/24  
 Spacebook profile

Space object name: MOON

Profile photo:

**Bonnie**

Features: grey w/ dreg. Was lots of craters + lots dark and bright.

Did you know the moon affects the tides. With you know there is no wind on the moon.

Spacebook profile

Space object name: mercury

Profile photo:

**Jase**

Features: mercury is the smallest planet mercury is a bit bit different from the moon.

mercury is the closest to the sun

Fact 1 Children were orphaned homeless so they begged for food and they stole first

Fact 2 one of the boys Jon hudson at the age of eight and broke in to a shop.

**George**

Fact 3 the youngest girl on the first fleet was Elizabeth hollywood.

the convicts ate their made meal at one o'clock salt y meat and bread.

日本語 My Nihongo Learning Journey

na mae  
 なまえ: LAWSON

こ Kon  
 ん n  
 に ni  
 ち chi  
 は wa

た tatsu  
 ち shi  
 せ sei

**Lawson**

kurasu 2:27 : Sat  
 gakunen かく年 : Yen C  
 nen sei 年 廿

**Annastasia**

5 3 4 + = 97

1. = 131

2. = 47

3. = 131

4. = 58

5. = 65

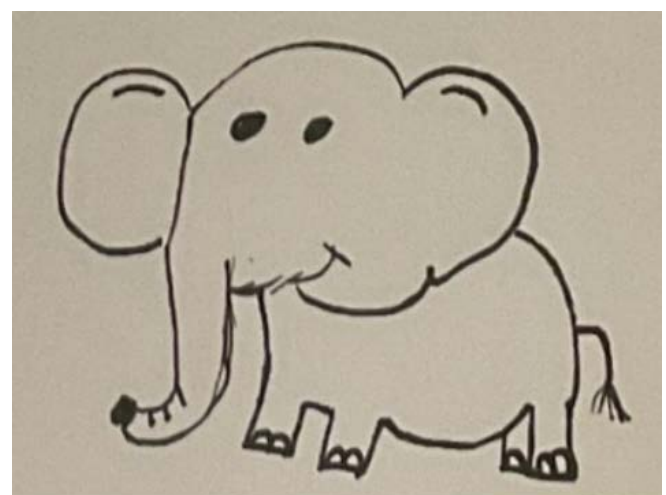
6. = 1416

7. = 715

8. = 99

9. = 75

10. = 170

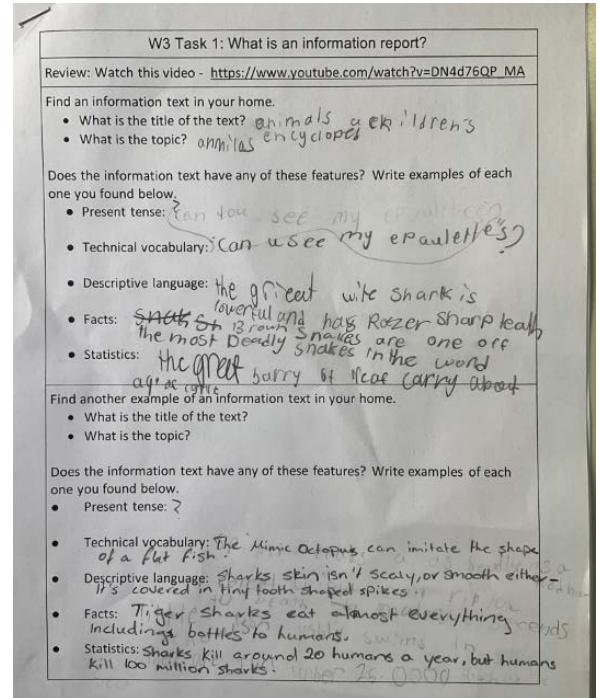


# Miss Morley - Year 6/7

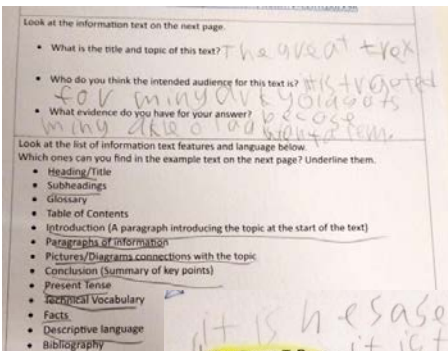
Well done to the Year 6-7s for a wonderful face-to-face visit in Week 2 and a good start to online learning and all our new topics.

In English, we have been learning about the language features and structure of information reports.

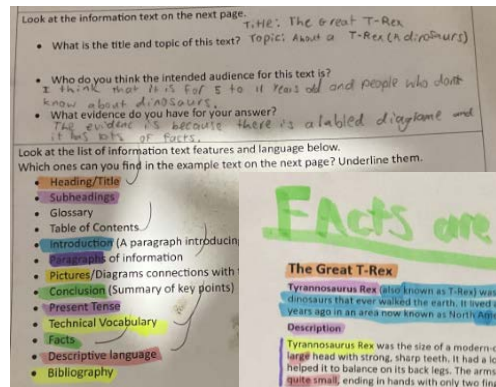
For Science, we have been experimenting with the travel of and properties of light. We also have been practising identifying variables and drawing diagrams in our experiments.



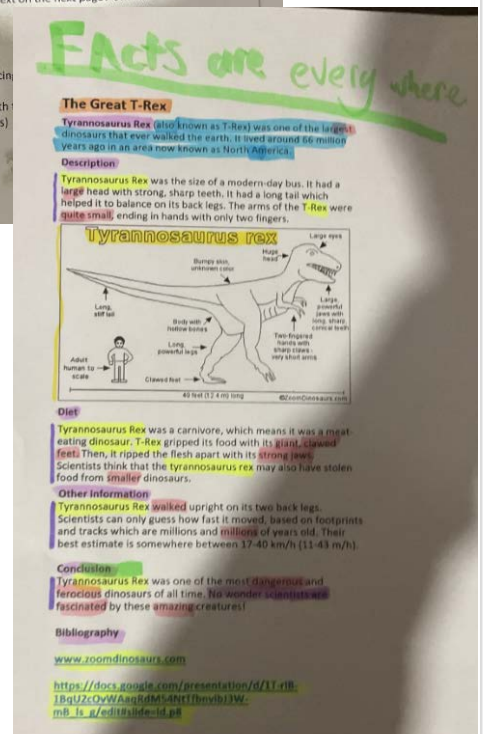
Magenta's Text Explorations



PJ's Text Examination



Lucy's Text Examination





Refraction Light: Records Worksheet - Experiment 1 MAKE YOUR OWN RAINBOW

Choose at least two of the five refraction experiments to complete. Use the table below to identify the principles of fair testing used in your second experiment.

1. Use the table below to identify the variables for your experiment.

What was the <b>independent variable?</b> (what did you change for each test?)	What were the <b>constants?</b> (what were all the other variables that you had to keep the same for each test?)
We lifted the glass to get a rainbow	Use the torch and the glass of water
What was the <b>dependent variable?</b> (what did you measure/observe?)	
We see the light the torch shines on	

2. Draw a diagram that shows how your experiment was set up. Label the equipment that you used and any other key features of the test.

Nelson's Refraction Experiment

5. Consider what you observed in each of your experiments and explain how you demonstrated the concept of light refraction in the boxes below.

Experiment 1: Broken pencil the pencil was bent broken and when water is held the torch.	Experiment 2: Glass bowl In this experiment when I could not see them but when I made it over flow I could see them.
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6. Compare your experiments and decide which one was more helpful for demonstrating the concept of refraction. Explain the reasons for your decision.  
(You might include: Materials, length of time, difficulty of experiment)

exp 2

the glass bowl was more refraction because of the two glass bowls

Micah's Refraction Experiment

Choose at least two of the five refraction experiments to complete. Use the table below to identify the principles of fair testing used in your second experiment.

3. Use the table below to identify the variables for your experiment. broken pencil

What was the <b>independent variable?</b> (what did you change for each test?)	What were the <b>constants?</b> (what were all the other variables that you had to keep the same for each test?)
placement of the pencil.	1. the water 2. the pencil
What was the <b>dependent variable?</b> (what did you measure/observe?)	
the amount of water and the pencil	

4. Draw a diagram that shows how your experiment was set up. Label the equipment that you used and any other key features of the test.

in front | behind | in

James's Refraction Experiment

Lachie's Refraction Experiment

What was the <b>independent variable?</b> (what did you change for each test?)	What were the <b>constants?</b> (what were all the other variables that you had to keep the same for each test?)
the position of the light source	the water's position
What was the <b>dependent variable?</b> (what did you measure/observe?)	
the Rainbow size	

2. Draw a diagram that shows how your experiment was set up. Label the equipment that you used and any other key features of the test.

Cody's Refraction Experiment

Refraction Light: Records Worksheet - Experiment 1 broken pencil

Choose at least two of the five refraction experiments to complete. Use the table below to identify the principles of fair testing used in your second experiment.

1. Use the table below to identify the variables for your experiment.

What was the <b>independent variable?</b> (what did you change for each test?)	What were the <b>constants?</b> (what were all the other variables that you had to keep the same for each test?)
The position of the pencil.	The pencil, The glass, the water.
What was the <b>dependent variable?</b> (what did you measure/observe?)	
The pencil size.	

2. Draw a diagram that shows how your experiment was set up. Label the equipment that you used and any other key features of the test.

# Happy Days

