



March 2026 Term 1



Message from the Head of Campus

As we approach the close of Term 1, it's truly amazing how quickly the time has passed! Here at SOTA, we're dedicated to creating an exciting range of experiences and opportunities for our students and families. This commitment to engagement makes the weeks disappear in a blur of activities, events, and memorable moments. We've had an incredible term filled with growth, learning, and connection, and we can't wait to share all that we've accomplished together! I also wanted to extend a warm welcome to our newest SOTA student Haydyn Cummings (Year 2) and his family (Connor, Hayley, Kayce) at Lake Everard. We trust you'll enjoy our school/community.

School Experience Week – in review!

What a great week had by all. For those able to attend our School Experience Week, it was full of amazing experiences and opportunities.

I would like to begin by acknowledging the efforts of many,

- Students – their positive approach and attitude, support for one another and willingness to give all activities a go were present the whole week.
- Parents – appreciate your efforts coming into SEW, attending our morning and afternoon assemblies, being involved in the various activities and talking with our wonderful educators.
- DES – although you only had a small group, your efforts throughout the week didn't go unnoticed; providing lunch everyday was a hit, not only for our students, but our parents certainly appreciated it. The running and supporting of different activities were valued by all – especially the Kahoot! Although the 'guess how many Easter eggs in the jar' competition drew a lot of interest also.
- SOTA Teachers and educators – to our teaching team – Madlen, Janine, Beck, Jon, Steven and Sarah, learning support - Abby, ICT - Jordan and administration – Angela team; your commitment, flexibility and passion was on display to provide the best learning opportunities for our students and families. You jumped in and supported one another throughout the week, took time to continue to build relationships with students, parents and governesses – thank you!
- Online learners - due to a variety of challenges, not all of our SOTA students and families could attend our SEW. However, online lessons, activities and workshops were provided and enabled all of our students to still participate and engage with diverse learning events from home.
- Elders, BHP and Woolworths – Port Augusta; their generous support once again was evident, assisting with providing funds to purchase lunches.



School Experience Week (Port Augusta) - in review

Monday:

A great first day together for 'School Experience Week'.

- The rain was consistent throughout the day, which seems to be a common thread when we have been together for face-to-face events in 2026.

As I said, our educators absolutely look forward to students coming in for the week, continuing their learning, and providing a multitude of experiences while together.

- HPE – started the day off in the gym
- A theme of art and design featured strongly throughout the day.
 - Clay characters – with our SOTA students online
 - Crazy names – reflective symmetry
 - Maker art – with Marden and SOTA students online
- Class activities – performances, narratives, handwriting etc.

The best thing was going to pool because in the mini pool Memphis was on the crocodile and we played a game. I sat next to Ada on the bus and we played I-Spy.
Asher, Year 1

Tuesday:

Day 2 started rather wet, before clearing up. I hope the rain reached where it was needed most or provided a top-up! Some impressive photos of flooded creeks, with green everywhere !

- HPE – started the day off in the gym (a really positive and energetic way to begin the day)
- Class lessons
 - Students had a variety of different lessons with their classroom teacher or our itinerant teacher
 - Descriptive writing / Performance rehearsal / Letters – tracing/colouring/cutting
- NAPLAN assessments – started with Writing and Reading for our Year 3 and 5 students
- Student Council – Cooking Club
 - Spaghetti Bolognese and biscuit decorations

Wednesday:

A balmy day for Port Augusta, hot when the sun was out, humid in periods and fine the rest of the time !

However, it did make for great swimming weather – which our students thoroughly enjoyed the opportunity.

- HPE - in the gym from 8:45am – 9:25am with Mr Kelly and Miss Hampshire
- NAPLAN - Conventions of language : Year 3 and Year 5 students
- Swimming
 - Formal water safety lessons, along with some time enjoying the Splash Zone and smaller pools. The set up at Port Augusta pool is amazing, with students, teachers, and governesses experiencing a different environment!

Wednesday: (continued)

- Tour of the new SOTA site
 - Parents / governesses / Miss Megan had the opportunity to visit the NEW SOTA building today. A run down of the layout was provided by Linkan – Site Manager.



- Easter activities + Easter Hunt
 - Easter basket making was the task after lunch, with Miss Stringer and Miss Hampshire hiding unifex cubes in and around the playground; with students having to locate 8 cubes and return these in exchange for their Easter baskets – filled with Easter eggs! I honestly don't think the eggs would have lasted long once school finished!
- Performance
 - A whole school performance completed the day's activities, with our very capable narrators, Dan and Jack telling the story, along with our various Australian animals reading their scripts to join the picnic and sharing their food. Well done on the time and effort to create the performance, masks, and scripts.
- Lily Hatcher – turned 18! (Happy birthday from all of us!)

Thursday:

Our last day together for our SEW, which concluded our busy week of activities.

- HPE - in the gym from 8:45am – 9:30am with Mr Kelly and Miss Hampshire
- NAPLAN - Numeracy : Year 3 and Year 5 students
- Retirement Village excursion
 - Year R-6 walking to the retirement village; playing games, cards, reading or just having a chat with the residents.
- Easter activities theme continued for our students.
- DES Kahoot – SOTA Studio; No doubt fun had by all
- SOTA Stars – Assembly
 - Was conducted in our studio, with families present.

School Experience Week - photos



As part of OAC Wellbeing Day, we linked in with Marden and the families at home and created a wellbeing plasticene figurine. I enjoyed how we got to express how we might regulate through plasticene and make what we want with no restrictions. We shared our ideas and everybody made something different. We all enjoyed making something!

Dan, Year 5



School Experience Week - photos



BHP donated food and we cooked a fun and unique lunch of spaghetti. It really brought back the old SOTA years when we used to cook. It was fun and I enjoyed helping the younger students with cooking and how all the students really enjoyed the meal together.
Dan, Year 5



School Experience Week - photos



We had to rescue our friends from the pool, we used a noodle if they were close or a board if they were out far. We got to practice swimming and we jumped in to the deep water! It was really deep, you must always swim with an adult.
Emmett, Year 3



School Experience Week - photos



We had to find 8 little blocks hidden all around the playground, they were on the roof, in the trees and on the ground. When we gave them to the teachers, we got EASTER EGGS!!! The winners from the best DES drawing got an easter egg too. All of the students performed in Miss A's performance, I was a little mouse!

Emmett, Year 3



Learning Conversations

On Wednesday this week all teachers undertook their Learning Conversations with each student, parents and governesses. In essence 'Learning Conversations' are a discussion between you, your child, and your child's teacher. The conversation is led by the teacher and provides an opportunity to discuss your child's learning and growth, including any questions or concerns you may have. They will form part of your child's report for Term 1.

AADES executive meeting @ Adelaide (Marden)

Last Thursday evening and all-day Friday I was able to participate in the Executive Leaders meeting for AADES (Australasian Association of Distance Education Schools) at Marden.

The association is a strong and vibrant community of connected virtual educators who lead evidence based, innovative practice to influence the education agenda, enabling all students to thrive. It advocates for equitable access for diverse learners to high quality remote learning and leads the distance education agenda across Australia and New Zealand. The community of practice within AADES identifies effective practice that fosters continuous growth for diverse and dispersed learners; and provides professional learning opportunities to share evidence-based practice in teaching and learning in our contexts.

The values within AADES are

- Mahi Tahi (we work with shared purpose, together, as one)
- Respect
- Curiosity
- Trust

I was able to meet all executive leaders from Distance Education and SOTA from all states and territories, as well as New Zealand.

I initiated dialogue around developing a network or working group for School of the Air, which seemed to be well received for those sites in attendance. In listening to other School of the Air sites discuss their context, I certainly picked up on similarities, along with unique differences. I'm keen to continue to broaden our network and providing opportunities for our staff and possible students to engage with other School of the Air sites across Australia to enhance learning experiences. I'll keep you updated in the dialogue.



Solar and Sun - Sculpture Exhibition; Arid Lands 28th March to 21st May, 2026

Exhibition Theme: “Solar & Sun” - Sculpture must be constructed of at least 50% raw or 50% recycled materials

- SOTA theme - Blooming under BIG skies!
- Age group - 9 years old to 12 years old category
- List the mediums used to create the Sculpture - Old steel, washers, bolts, nails, paint

Blooming Under Big Skies celebrates the creativity of our outback kids who may live hundreds of kilometres apart, yet share the same red dirt, wide horizons and resilient spirit. From the schoolrooms on their remote cattle and sheep stations, the School of the Air (SOTA) Port Augusta kids collected discarded metal and forgotten scraps, transforming them into a vibrant garden of wildflowers.

Just like wildflowers after rain, these sculptures represent how creativity can flourish in the harshest environments. Even though distance separates us, imagination connects us. Under the same endless sky, we have turned pieces of our everyday station lives into masterpieces that reflect our home — tough, bright and beautifully unique.

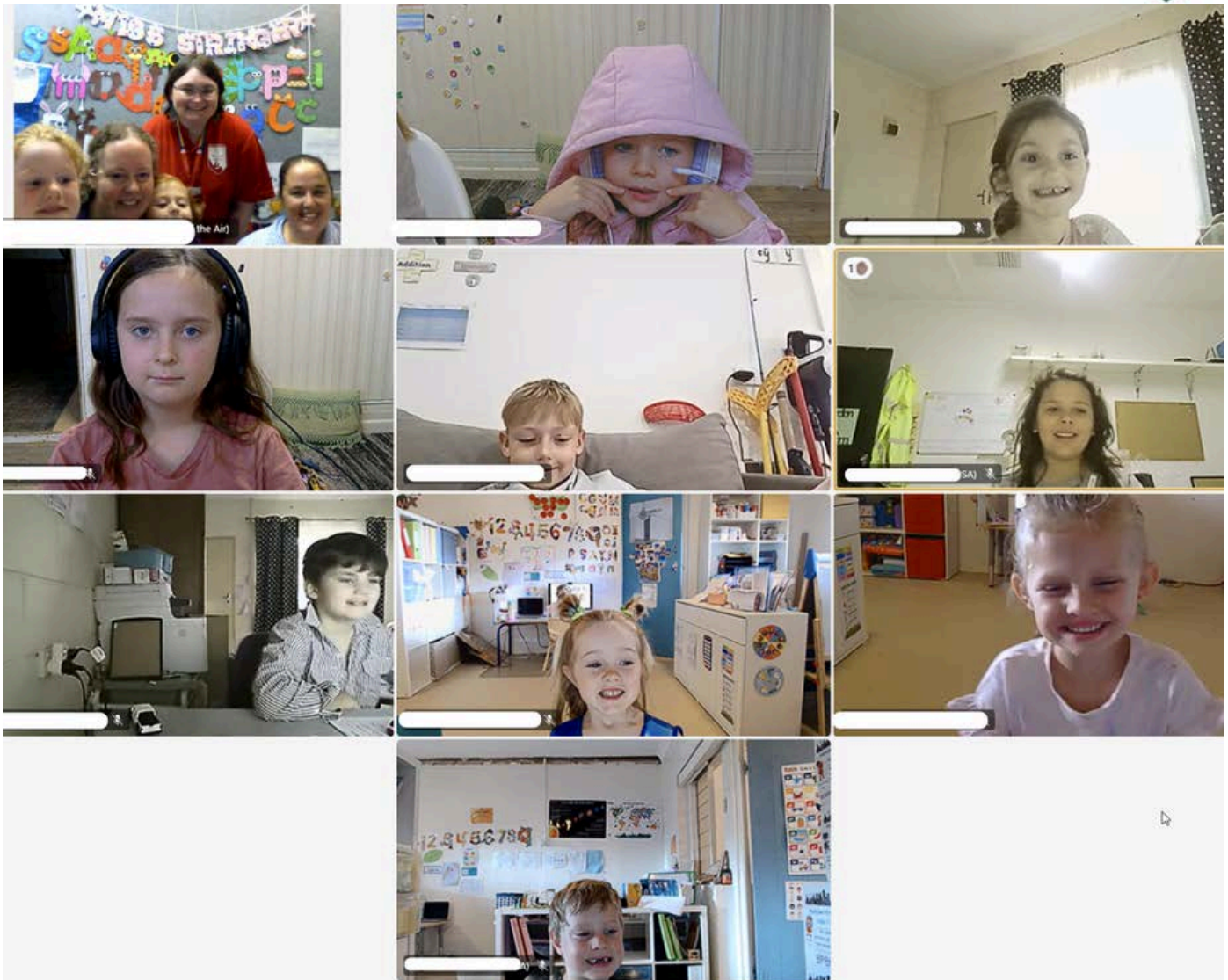


Ron Ritchhart’s “Cultures of Thinking in action”

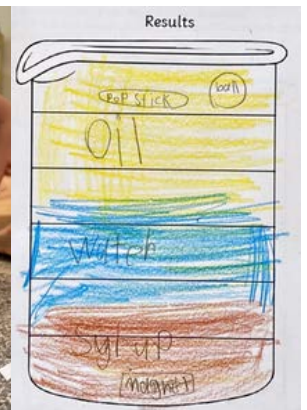
Earlier in term 1, I had the privilege in joining with the OAC Executive Leaders to attend the workshop by Ron Ritchhart's titled - "Cultures of Thinking in action" framework. It is designed to prioritise thinking within educational environments, fostering a culture where both teachers and students value deep, reflective thought over rote memorization. This approach promotes practices like making thinking visible through classroom discussions and activities, encouraging students to express their thoughts and questions. By creating safe and supportive learning spaces, teachers can enhance student engagement and ownership of their learning, prompting them to actively participate in their educational journey.

Open Access College has already engaged with Ron’s framework to drive professional development to learn strategies that encourage a culture of thinking. Ultimately, the approach aims to cultivate engaged, reflective learners who are equipped with essential skills for academic success and beyond. It was certainly thought provoking, and as OAC we will continue to build on the learning provided by Ron to enhance thinking for our students.

School Experience Week - At home



Cowarie HPE obstacle course



EVENTS

Pupil Free Day: **7 April**

Camp @ Port Hughes: **1 June - 5 June**

Mini School @ Melrose: **21- 25 September**

Get Together: **4 - 5 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 & 7 (T2, 3 & 4) Wednesday

CGC: Term 2 - Week 4 & 8

DES

Easter colouring competition

Years R-2

Winner : Tilly

Second place : Isabella

Years 3-6

Winner : Dan

Second place : Emmett

Guess the chocolate in the jar!

Answer : 85

Winner : Bonnie

DES KAHOOT - Guess the govie and teacher baby.

Winner : Lilly

Second place : Remy

During School Experience Week, the governesses spent time preparing meals, joining classroom time, and discussing future events and fundraisers for the DES group. This allowed us to form deeper connections and relationships within the SOTA community.

On Monday, we kicked off the week with morning tea and lunch. This included cutting fruit, cakes, and cooking pies and sausage rolls. We then spent some time discussing possible fundraisers and other ideas for the future of DES. Later in the week, we joined in on the morning HPE, which the students loved, especially beating us in the games. We also had a hobby session, joined a team meeting with the other govies at home, and discussed some of the activities we enjoy in our spare time. This was such a great experience, and we definitely learnt a lot more about each other.

During the week we ran a colouring in competition, Kahoot and guess the easter eggs in the jar competition. Thank you so much to everyone that participated and congratulations to all our winners.

Also very big thank you to Elders Port Augusta and Woolworths Port Augusta for donating money for the lunches in Week 8, we greatly appreciate it.





Term 1 Week 6

Miss Stringer: Ada : for constant enthusiasm and a willingness to participate in all activities and follow instructions. Ada is kind, polite, respectful and is working persistently to blend, segment, count and is already reading cvc words. Keep it up Ada!

Miss Andrews : Airlie : for demonstrating outstanding resilience, persistence, and consistency in completing work neatly and to a high standard.

Miss Andrews: James : for confidently asking questions, showing resilience when faced with challenges, and demonstrating persistence in completing set tasks.

Miss Morley: Lilly : for demonstrating resilience and persistence as she learns to use and practises place value in larger numbers. Lilly shows great courage in attempting math problems that challenge her confidence - keep going!

Miss Morley: Jack : for excellent engagement in lessons, guiding his peers to stay focused and complete tasks in breakout rooms, and willingness to take on feedback to improve his narrative writing.

Mr R: Bonnie : for creating cleverly crafted characters to carry conflict in her narrative. I can't wait to read what they do.

Mr Kelly: Tilly : for a well-presented piece of work representing who she is and some of the interest she currently has.

Miss Hampshire : Alex : For being an active participant in all health activities, consistently engaging with enthusiasm and always providing thoughtful and creative responses to every task. In addition, Alex has shown outstanding commitment to the Student Council, regularly logging in and contributing from any location. Well done, Alex!

Mr Pitkin: Lawson : for his positive and proactive approach to the 2026 school year. Thoughtful, engaged, responsible, supportive and respectful. Keep up your efforts Lawson.



Term 1 Week 8

Miss Stringer: Gracie : for an enthusiastic approach and a big smile for all tasks, building confidence to contribute online and for a persistent approach to blending and reading her first words independently.

Miss Andrews : Lenny : For participating in all activities with a positive attitude when online and during School Experience Week. Keep up the great work Lenny!

Miss Andrews: Asher : For her consistent efforts to improve her reading skills, displaying great number skills, and for being an active participant during School Experience Week.

Miss Morley: Eli : for making positive choices in both his online and face-to-face learning, demonstrating resilience in trying again after set-backs, and for demonstrating courage and perseverance during his swimming lessons.

Miss Morley: Remy : For thoughtful reflection on her learning, openness to receiving and applying feedback for growth, and active participation in at-home activities.

Mr R: Lawson : for persistence in Algebra when finding unknown numbers during Maths lessons.

Mr Kelly: Aria : for a consistent effort in creating a vision board and effectively articulating her ideas during the lesson.

Miss Hampshire : Roy : for showing resilience and persistence in HPE lessons, even when outcomes don't always go as you wish.

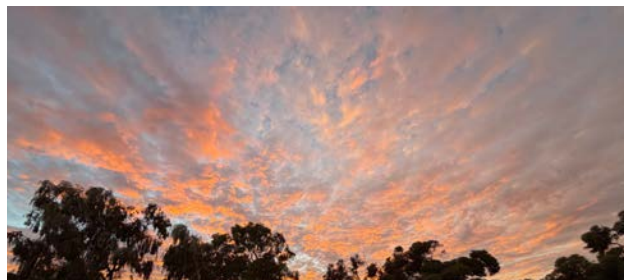
Mr Pitkin: Hudson - for his positive attitude to the School Experience Week; being involved in all the activities with his classmates, asking questions, providing answers and completing tasks. Keep up your great approach towards your learning and being part of the Year 1/2 class. Go the 'Crows'!



Miss Hampshire's Itinerant Visit

I have been very fortunate these past few weeks to visit Bonnie at Thurlga Station and the Daly family at Angorichina. Both visits have been fantastic opportunities to gain further insight into student learning in their unique schoolrooms. Although it has been difficult to get out and about this term, it has now been an added bonus to see how beautiful and green all your properites are looking after welcomed rain!

At Thurlga, we were extremely busy exploring the robots, practising for upcoming gymkhanas and enjoying plenty of sport, including soccer and netball, which brought lots of laughter! Shearing is a special time at Thurlga and it was great to experience this as well. A highlight of my visit was watching Bonnie lead Cooking Club with her partner in crime, Lolly, as they made mud pies together



Miss Hampshire's Itinerant Visit

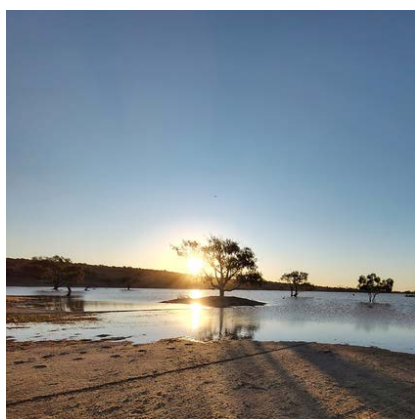
During my visit to Angorichina, Tilly and Penny were thrilled to experience their first-ever Itinerant visit and participate in a range of engaging activities I had brought along. Together, we enjoyed a variety of Easter crafts, decorating eggs and making cards and practised several sports, including soccer, hockey, and t-ball. The robots were a definite highlight, as we explored different movements and techniques to bring them to life.

After the recent rain, we had a wonderful time walking down the creek to 'Ango Springs' together, searching for frogs and playing in the waterholes. A highlight for everyone!



Mr Kelly's Itinerant Visits

For the remainder of this term, we have been met with some very needed rain which has meant I have not been able visit any families due to road closures. I have still been busy filling in for SOTA teachers and I have been travelling to other schools to research the best way to fulfill my other role as an Autism Inclusion Teacher (AIT).



Library with Julie and Jess

Julie has been sharing her expertise with Book Creator with the Year 3/4 students. Students have now started writing the middle of their stories, introducing problems and challenges for their main characters to solve as they work towards a strong ending.



Our Year 1 and 2 students have been exploring some fascinating creatures, reading about dung beetles and jellyfish. Did you know a dung beetle can push 1,000 times its own body weight? That's the equivalent of a person pushing six double-decker buses!

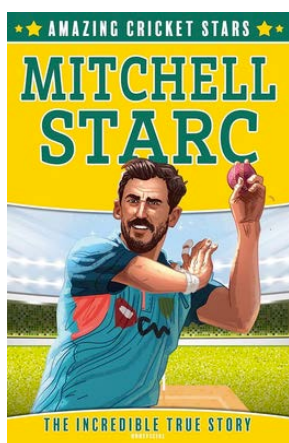
The Reception students have been enjoying stories that connect with the experience of starting school such as exploring feelings, emotions and learning that making mistakes is part of how we learn and grow. They especially loved the book *Lyrebird* by Philip Bunting, which celebrates creativity and finding your own voice.



Year 5/6 students have been using Google Maps to locate their stations and calculate their distance from the Adelaide CBD. As part of their Learning Legacy Project, they are also researching the history of their stations, including when each property was established and how long families have been connected to it.

JACK

Right: Jack's Book Adventure task showcasing his favourite book and interests.



My Book Adventures

How do you feel about reading?

I don't like reading or being read to yet.

Reading is okay sometimes.

I usually enjoy reading or books.

I love reading!

My name is: Jack W

My interests: I like...

- Cricket
- Footy
- Cows
- Going to Shed
- Friends
- Family

Draw your favourite book's front cover!

Mitchell Starc

The incredible true story

I like to read stories that are:

Funny Scary Fiction - make believe Non-fiction (informational)

Adventurous About animals Fairy Tales About sports

Library with Julie and Jess

In Jess' classes, SOTA students were asked to set a reading goal for the year. They discussed how goals don't always need to be about reading the *most books*. Instead, students were encouraged to focus on developing a skill or strategy, discovering a new author or series, exploring a new interest, or trying a nonfiction text. It was highlighted that we need to be checking in with our goals throughout the year. Some of goals students came up with include:



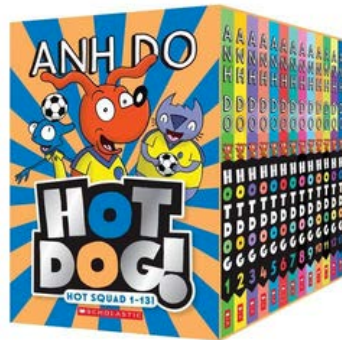
To read all the Pigeon books in the Mo Willems' Collection.
ARIA



To finish my non-fiction book about dog facts.
LISMA

To read all the Worst Week books this year.
CAMERON

To read the entire Hotdog Series by Anh Do this year.
TIMMY



To complete three pages of my reading log this term!
AIRLIE

With the state election coming up this weekend, the Middle and Upper Primary students read *If I Was Prime Minister* by Beck Feiner and Robin Feiner. This sparked some lively discussion, and students enjoyed sharing their own ideas about what they would do if they were Prime Minister.



If I was Prime Minister I would make a road for cars and a separate road for motorbikes.

EMMETT

If I was Prime Minister I would make treehouses for homeless people like they did in the book.

LAWSON

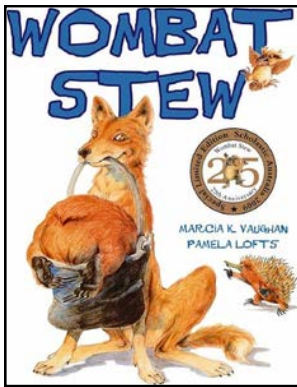
If I was Prime Minister I would make sure every house had at least one air conditioner and an ice machine.

REMY

Library with Julie and Jess

Jess has received some fantastic Book Adventures from students, which are now proudly displayed next to her desk. This activity invited students to reflect on their interests and how these connect with their reading habits, helping Jess and the library team to discover what really makes students tick and what books they might enjoy exploring next. Thank you to everyone who has sent this in! The first six students who completed the activity will soon receive a small prize in the mail!

LENNY



My Book Adventures

How do you feel about reading?

I don't like reading or being read to yet.

Reading is okay sometimes.

I usually enjoy reading or books.

I love reading!

My name is: Lenny

My interests: I like...

motorbike
mustering

Draw your favourite book's front cover!

WOMBAT STEW

I like to read stories that are:

Funny Scary Fiction - make believe Non-fiction (information)

Adventurous About animals Fairy Tales About sport

My Book Adventures

How do you feel about reading?

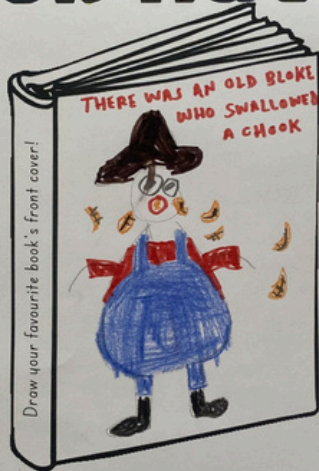
I don't like reading or being read to yet.

Reading is okay sometimes.

I usually enjoy reading or books.

I love reading!

My name is: Hudson



My interests: I like...

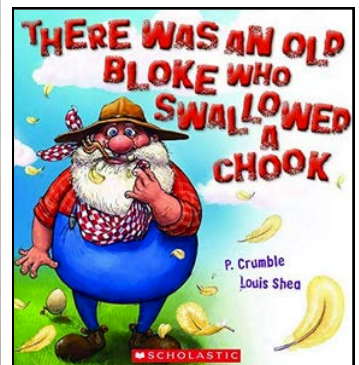
cricket
footy
animals
motorbikes
ant
maths
swimming

I like to read stories that are:

Funny Scary Fiction - make believe Non-fiction (information)

Adventurous About animals Fairy Tales About sport

HUDSON

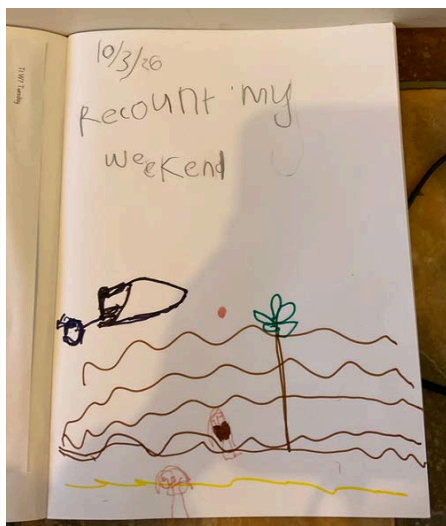


Happy Reading,
Julie & Jess

Miss Stringer - Reception

Literacy

Ada

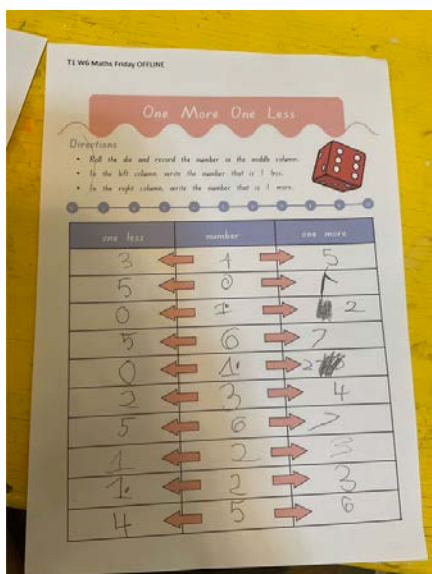


Gracie



This term in Literacy we have been learning all things phonics : blending, segmenting, reading letters, writing letters, learning the grapheme and phoneme and are just starting some writing of CVC words and learning the sentence conventions. Our genre focus has been recounts, with many visual and verbal recounts shared. Students have at home readers and their reading progress is tracking along well.

Maths



Our focus has been all about numbers, identifying them, counting them, writing them, thinking about all the ways we use numbers and counting collections. Along the way we have learned some very important skills such as identification, formation, 1:1 counting, subitising, more and less and are just moving into addition to learn rainbow facts, counting on a tens frame and number line.

Penny



Isabella



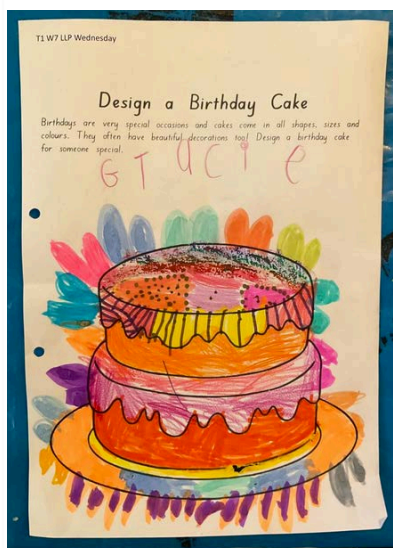
Ada

LLP

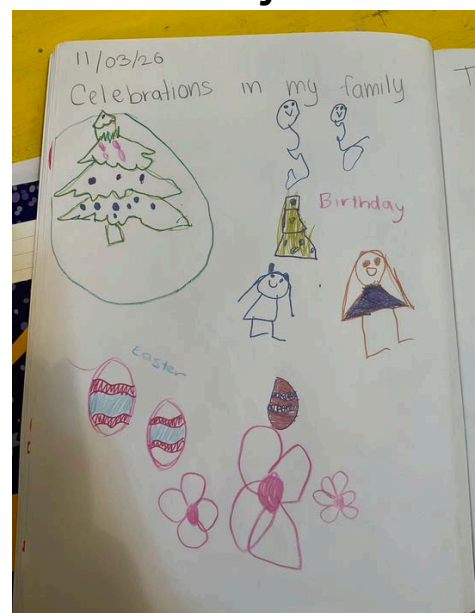
We have been learning about families, what makes a family and more importantly, who is in my family? We are adapting our family learning into learning about the circus as well and learning the roles of the circus performers, all about the animals, the big top tent and more. Students learned all about celebrations and traditions and explored some of their family traditions and celebrations. To finish the term we will look at traveling circuses and look at our place in the world, where we live, where our stations are and how we fit into our community.

Penny

Gracie

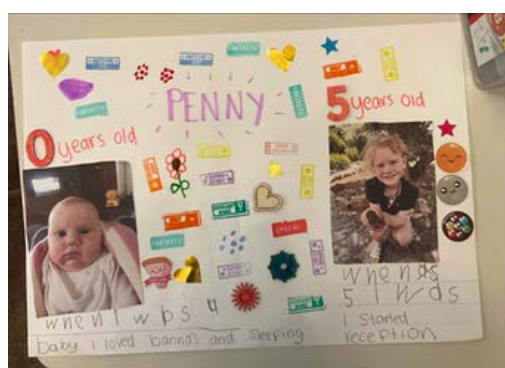


Isabella



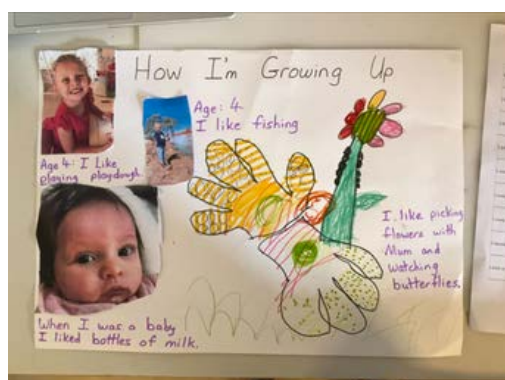
HPE

This term we have been learning about how we change as we grow up. Each student from reception has put in a lot of work into their designs as they continue to grow physically and emotionally.



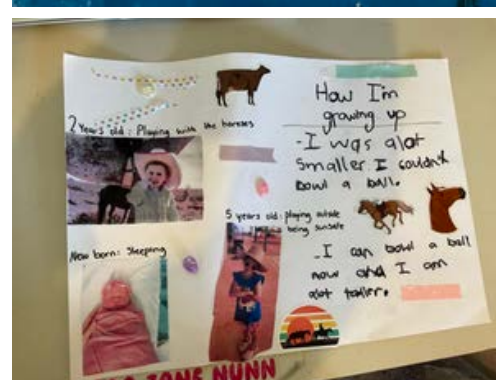
Penny

Isabella



Gracie

Ada



Miss Andrews - Year 1/2

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.

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 ADELAIDE CUP	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

HUDSON

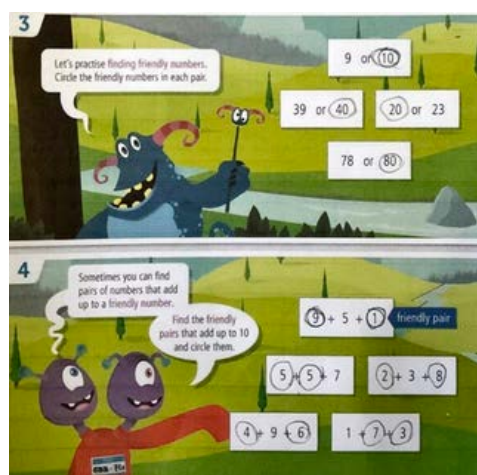
Literacy

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.

Start - At the airport
with my
family.
flew in a big plane
in Adelaide.
I got the window
seat next to mum

End - We flew back
to Adelaide.
I had the window
again.
Then we drove all
the way home.

ASHER



HAYDYN

Child Protection Curriculum (CPC)

Students will have opportunities to explore and practise many ways of interacting and responding in various situations. The focus topics for term 1 will include feelings.



ELSIE

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.



MEMPHIS



LENNY



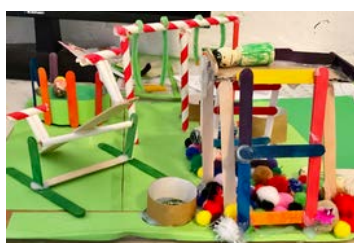
CAMERON



ARIA



TILLY



JAMES



JOVIE

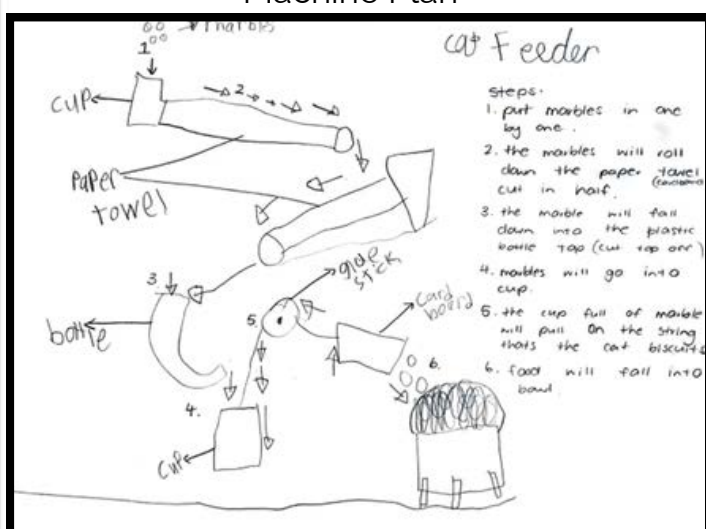


ANRUE

Miss Morley- Year 3/4

This term has been a whirlwind with our class busily learning place value and operation skills in maths, writing descriptive stories and sentences in English, and learning to be both engineers and artists like our Linked Learning focus - Rube Goldberg.

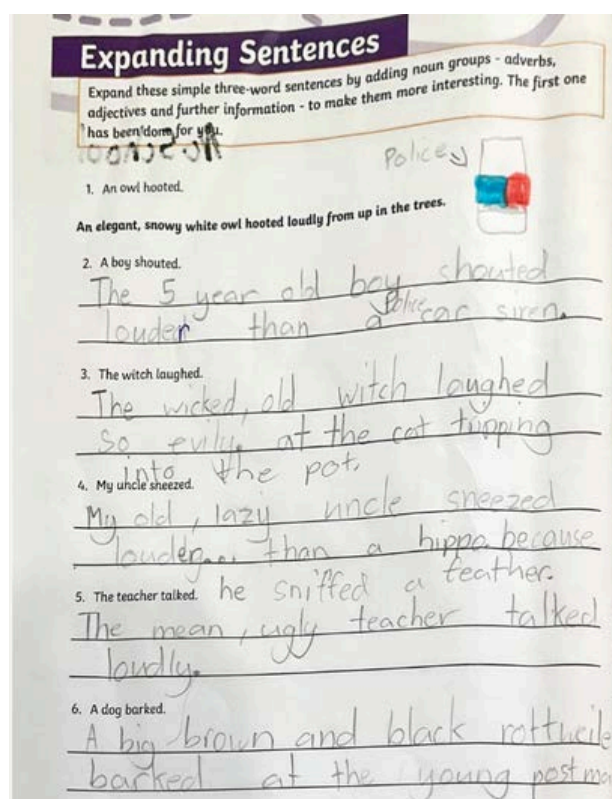
Lilly's Linked Learning - Rube Goldberg Machine Plan



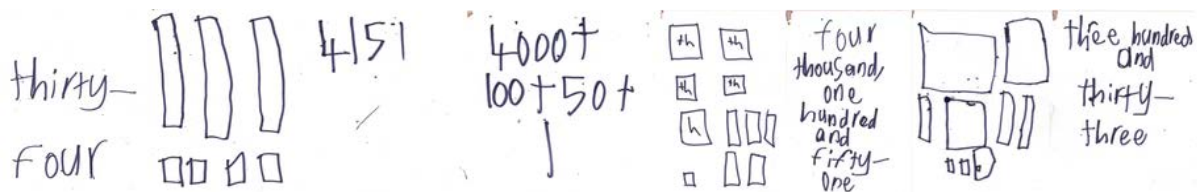
Eli's 3D shapes



Jack's Expanded Sentences



Remy's Rube Goldberg Machine Prototype



Edward's Place Value Game

You will need: minimum 2 dice (the more dice you have, the harder the challenge) and MAB blocks.

Roll the dice and use the digits to make all possible numbers. Choose one number then make the number using MAB blocks. Finally expand the number to show its place value.

Roll It	Build It	Expand It
2 and 4 24 or 42		2 tens 4 ones $20 + 4 = 24$
0, 3 and 2 032 302 320 203 230 023 030 300		$600 + 30 + 2 = 632$
4, 4 and 4 444		$400 + 40 + 4 = 444$
5, 3 and 2 532		$500 + 30 + 2 = 532$
0, 4 and 3 043		$600 + 40 + 3 = 643$
6, 6 and 6 666		$600 + 60 + 6 = 666$
61		$60 + 1 = 61$
62		$60 + 2 = 62$

Roy's Place Value Building

Introduction -

On the edge of a Bright green garden lived three very small snails with shiny pearly, swirly shells.

There was Sonny, who loved to zoom after raindrops, Macy who asked to many questions and Donnie who was the careful one out of the group.

One very warm morning, as the sun sparkled on the dewy leaves the three little snails peeked out of their cozy home and discovered a mystery trail....

And that was the day of their biggest adventure....

Rising Action

As the three little snails followed the strange trail through the garden, a loud "KOOKOOKOOKOOKOOKOO!" Suddenly echoed loudly above them.

A big kookaburra landed on the old wobbly fence, tilting its head and watching the snails.

Sonny froze. Macys little feelers trembled. Donnie started to tuck himself away in his shell. The mysterious trail led them straight under and pass the fence..

The snails would have to be very brave to keep going.

Timmy's Narrative Story

In Week 8 we had a small crew but a fun week, teaming up with the other classes for awesome learning experiences like cooking with student council, as well as solving monster mysteries by questioning!

On a scorching summers day Leo and Millie sprinted quickly to Port Hughes beach together to play in the water carrying just their towel and their colourful and bright bathers on. The beach was full of people, and the waves were giant, everyone looked like they were having fun and Leo and Millie were excited. The sun was shining bright, and the sky was clear, but to their surprise when they jumped down into the water it was freezing but they stayed in the water because Leo said quietly if you move around slowly for one minute it will warm up. But off in the distance gigantic black stormy clouds started to cover the sky quickly, no one noticed.

Next, the massive storm came in quickly and quietly everybody had to find shelter. Leo and Millie found the best shelter. The shelter was big enough for everybody and it was strong enough to stay there through the loud thunder, bright lightning, strong wind and pouring rain. Leo and Millie told everybody loudly to come inside their shelter so there were many people inside. In their shelter, Leo and Millie found their missing buckets and were very happy. Leo's bucket was bright green, and Millie's bucket was light pink with purple dots. The storm never passed, and everybody was stuck inside so they continued to wait till the big storm passes.

Emmett's Narrative Story



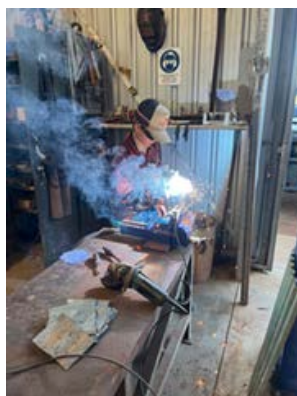
Mr R- Year 5/6

What a huge and busy term this has been as our Year 5/6 students continue to develop their skills across Mathematics, English and Linked Learning.

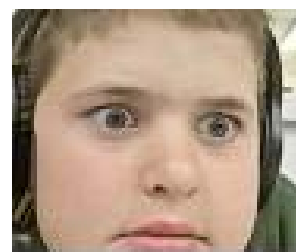
In Maths, we are strengthening our understanding of numbers and problem solving. Throughout the term we have focused on place value, decimals, multiplication, division and early algebra thinking. We have been learning different strategies to solve problems and explain mathematical thinking clearly.

In English, we explored the art of narrative writing and learning how authors create interesting stories using strong characters, dialogue and exciting events. We are planning and drafting our own stories using the structure of orientation/setting, rising tension, climax and resolution. Through writing activities, class discussions and TAG Feedback (Tell me something you like. Ask a question. Give a suggestion), we are developing confidence in expressing ideas and improving our writing.

Our Linked Learning lessons explore systems and sustainability on Australian remote stations. We have been investigating Systems of Thinking and Generational Change (how land, water, animals and people all work together within a station system) and ways stations can manage land sustainably. Students are documenting their learning through a photo-journal style Legacy Journal project, and a personal journal entry.



Year 5/6 were busy welding and making sculptures for the Arid Lands Competition. Well done!



Part of Bonnie's Draft Narrative

Alex's Draft Narrative

A Nightmare Down the Winding Path

As Jack and Chole walked along a path, stretching further and further ahead they came to sudden halt in front of a big wooden door. "We should open it" whispered Jack. "Ok, said Chole, on the count of three 1...2...3!" They pushed the door open with immense force. They stood in the doorway looking out into a big, wide wooden room. "Where are we" Jack stammered as they moved into the room. "Over here" Chole replied quietly and grabbed Jack's arm and pulled him towards a brightly lit oil lamp. They heard a creak and a tall, hooded figure appeared in front of them. "I am the keeper of this mansion" it said in a rasping voice and moved towards them, gliding along the floor. "RUN!!" screamed Chole and sprinted back into the doorway and out the door. Jack wasn't far behind her as he too sprinted through the door. They ran faster and faster back down the winding path and soon reached their house at the end of the street. "Whew, said Jack wiping sweat off his forehead, that was a close one" "We are NEVER going back down that path EVER again!!" Chole yelled. They both agreed to never go back down that path ever again. The End.

"Come on, come on! Let me through!" It was only one minute until they took down the cheerleading tryouts poster and I was desperate to see it. I squeezed through tiny gaps of the crowd and elbowed other desperate girls out of the way. They screamed as they hit the footpath, but I didn't care. I could hear the hum of footsteps and the gasps of the people looking at the poster. It was only when I got to the poster, I understood why they were so miserable. To become cheerleading captain, you had to do a back-entry, half-twist front flip. That was one of the hardest cheerleading stunts ever.

"Zoe!" A familiar voice called from the other side of the crowd. I turned to the sound of my name to see my best friend Emilia waving to me. "One sec!" I called back as I squeezed back through the crowd. Just as I reached Emilia, I saw the cheerleading coach, Coach Price take down the cheerleading tryouts poster and holding it high above her towering head so no one could reach it. "Oh no! I didn't see it!" Gasped Emilia as we started walking to class. "Hey! I saw it, you ~~have~~ to do a basket toss with your team." I cut in before she could get too dramatic.

By then we were walking in the school doors and there she was. Milla. The most spoiled, mean and overconfident queen bee in school. She gave us a long glare of resentment, I held my breath hoping she won't confront me until we turned the corner. I let out a gasp for air. "Did you see that?" I asked Emilia. "Yeah, what's her problem?" She replied. "I don't know." I wondered. We reached the English room and went in. The room reeked of old gum and spit from people with braces "accidentally" spitting on everyone they talk to. It was ~~sooooo~~ nice to be back to this living hell after the holidays.

English was our last class, so after that Emilia and I walked home together. Emilia's house is right next to mine so as soon as we met, we knew we would be friends. So everyday I meet her on the street, and we walk to and back to school together. When we reached my house, we agreed that we will both be practicing for the next week so we can't hang out as much, but we will still walk together. I said goodbye to Emilia and walked the rest of the way down the footpath to my door.

I opened the door to my mum and dad cooking and dancing in the kitchen. "Oh, hi darling!" Mum yelled over the loud salsa music. "Hi!" I replied. Dad

Lawson's Draft Narrative

The muster of 2026

3:30 On a cloudy morning the fellas came over to the homestead for a cupper before the big day. About 4:00 the chopper was taking air to go find some cattle, while the others are loading bikes and buggies. 4:30 The fun starts everyone is out just before sun rise Dan cruised out to the chopper to start bringing them in, meanwhile Lawson and Jack are getting ready. 6:00 everyone has a big mob each and are getting ready to join them all up.

the helicopter sees Thunderhead clouds with lightning going mad. The chopper thinks he might need to warn everyone on the radio Ronnie in the helicopter is saying the is a big thunderstorm in the south heading our way and it is possible to have 700mm of rain building up in it. Suddenly before anyone could react the storm broke right on the station the radio is going mad with people calling out while Lawson turned it off and tried to stay calm. Lawson was trying to tell everyone to calm down, but they won't listen. The helicopter lands on the dam bank because he realises, he can't fly. Once everyone was quiet, he says something they all were shocked about.

Dan - Rising Action Draft

Rising Action Draft

"We are stranded!" cried Bob.

"Calm down," said Daryl.

The water is rising and they can die but they don't know what to do so they think.

"Rocket ship?"

"No Sam," said Bob.

But then Bob said "let's channel our inner Harry Potter and make a wand and cast a spell."

"No," said Daryl. "We need a barge, a lift, a ferry, I got it..."

Lisma's Draft Narrative

Die But full crisp morning
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up in Buring wohn palce and went
to kettle wind to see her two
best friends scrog and prinxes vony
outside for her so she rushed out
and went to play as they
wer waking they saw the scarp
dog in town and ~~not~~ and
shager said they her's ~~was~~ ~~shager~~
and ran up to her! and said hi he
shag ~~shager~~ got her but she was small
they and she asked ~~what are the scarp~~
he asked and said nothing its not your
problem OK she said But why
are you laughing up no reason he
said she started uning the chanc
air taking up is cover and he was free
he said ~~hullo~~ ~~prinxes~~ ~~loved~~ ~~was~~
Please say of make friends with all thes Bad I
mean ~~prinxes~~ pool pet too I work later



Lawson Visiting OAC Marden Campus

