



SOTA *Speak*

School of the Air Newsletter



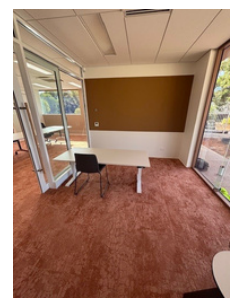
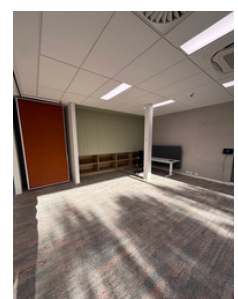
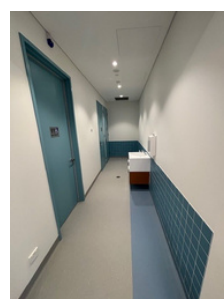
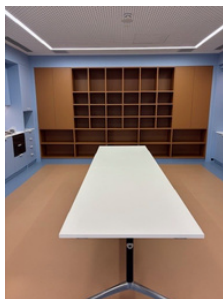
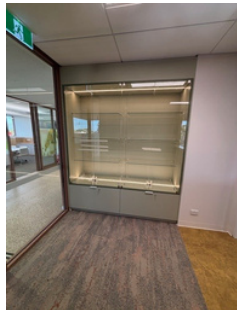
May 2026 Term 2

Message from the Head of Campus

With term 2 well underway, I trust everyone had a safe, relaxing and enjoyable school holiday break, whatever you got up to! This term we have welcomed back Alex and Edward Robinson, who completed their schooling at Booborowie Primary School for the last 4-5 weeks of term 1, due to flooding at Sturt Vale Station. At the beginning of the term I took the opportunity to visit Booborowie PS on my way to Burra (to attend the ICPA Conference), not only to see the school, but meet their principal Tricia Spurling (and thanked them for being so accommodating), along with meeting the other educators and students.

NEW School of the Air building - update

The building is certainly taking shape, with only small finishing touches to be completed inside, and landscaping underway outside. Less than four weeks until the 'big' move ! I've included a few photos to show the progress.





SOTA *Speak*

School of the Air Newsletter

SA ICPA 2026 - 'Breaking Barriers'

I had the privilege of attending the SA ICPA 'Breaking Barriers' state conference at Burra in the first week of this term. The theme for the conference was 'Breaking Barriers' which is a great way to reflect on all the barriers that families who are educating their children in rural and remote South Australia have to face each day, and how hard they fight to break through them. It would also seem to be a cheeky reference to the main highway that runs through the North East Branch's area.

We also had two high quality speakers, with Glennis Crawford a perfect example of someone who has broken through many barriers in her life, along with her involvement in ICPA. The keynote speaker Emily Riggs, founder of Iris and Wool, talked about a life which has seen tragedy, resilience, hard work and triumph (and perhaps at the moment lots of nappies, feeding and sleepless nights) and one that has seen her build not only Iris and Wool, but her life into wonderful success. I'm fairly confident in stating there wasn't a dry eye in the room!

We were also treated to the various presentations from the different branches

- North East Branch
- Marree Air Branch
- Port Augusta Branch
- Lone Members
- Marla Oodnadatta Branch
- Flinders Ranges Branch
- North West Branch



As part of the official conference agenda, motions and explanations were put forward throughout the day by the various branches, shared with the wider attendees, with support, clarification or comments made. From these a delegation will take steps to meet with various State government Departments or elected State Federal representatives.

I appreciated the invite and meeting, connecting and networking with parents, families and stakeholders from not only SA, but from across Australia.



Not a dry eye in the house while we listened to Emily Riggs as she told us her story on how her business 'Iris and Wool' started and how Breaking Barriers was the for front to her beginning. Her wonderful woollen hats now support Childhood cancer through her Softly Brave initiative.



Professional Learning Day

Late last term Marden and SOTA staff continued our 'Communities of Inquiry' work. This entailed educators working in four distinct groups and areas of impact.

- Student articulation and metacognition
- Strategic awareness and productive struggle
- Meaning making and relevance
- Questioning, curiosity and cognitive engagement

Staff through various resources, prompts and processes identified student learning behaviours within our groups to determine the behaviour we wanted to prioritise. We identified specific, repeatable teacher actions in the online context that foster the development of these behaviours. Finally, we generated examples of observable evidence to determine whether these learning behaviours are being demonstrated by our students. The next step is implementation and a cycle of inquiry (this term) to gather information and evidence. We look forward to working through this process, connecting in with our groups and ways to enhance positive learning behaviours in our students.

Regional visit - Leigh Creek

As part of the Open Access College process to support learners who connect with Marden from across the state, especially the secondary subjects, Executive leaders and teachers have been visiting different regions to support our learners.

I've had the opportunity to travel to Leigh Creek late last term with Marden's Design and Construction teacher, Matt Holdinghausen and support the Year 7/8 students. We had a great day working in the woodwork room, working through safety procedures, designing and creating a unique puzzle – which will continue into next term. The Leigh Creek Area school were amazing hosts, generous with their time, while the students were certainly engaged and keen to use the Tech Room.

Tom Curtain - Snow Speaks Up !

I had the opportunity to watch Tom Curtain perform at Melrose on Easter Sunday evening. Tom is an award-winning Australian country music artist, entertainer, and horseman who splits his year between touring nationwide and performing in Katherine, Northern Territory.

While at the show, I had a look at the various merchandise for sale, with Tom's book 'Snow Speaks Up' catching my eye. Tom is a huge advocate for 'Dolly's Dream' with \$5 from every book sale going towards this fund. The book is a heart-warming outback story about courage, kindness, and standing up for your mates. We have purchased the book to have at SOTA and support 'Dolly's Dream'.



OPFA and SOTA CGC

Outback Parents and Friends Association (OPFA)

An opportunity for parents, supervisors and staff of students enrolled with 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 (T2) Wednesday

CGC: Week 5 (T2) Wednesday



During Week 2 when Kindergarten students had a face to face week, we were delighted to have Elsie and Asher join us for part of the week. You can see Asher and Elsie working hard here with our itinerant teachers and Miss A, as well as a surprise visit to the Reception class - and a visit from a furry friend!



SAVE THE DATE RICE 50TH 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

PO Box 1729, Port Augusta, SA 5700



EVENTS

Camp @ Port Hughes: **31 May - 5 June**
Mini School @ Melrose: **20- 25 September**
Get Together: **3 - 4 December**

This year, we have 13 amazing governesses supporting our SOTA Students. We would love to share some of our favourite Term 1 memories with you!

Name: Abbey
Station: Peake Station
When I started: 2025



Favourite Term 1 memory – My favourite memory was by far seeing all the rain, jumping in puddles and exploring the creeks with the boys was so fun.

Name: Nicole
Station: Siam Station
When I started: 2026



Favourite Term 1 memory – My favourite memory in term 1 has been, exploring the station with the kids and watching the sunsets.

Name: Jacinta
Station: Thurlga Station
When I started: 2024



Favourite Term 1 memory - My favourite memory in term 1 was seeing one of the rock holes I haven't seen before. With the bonus of there being water in it.

Name: Katie
Station: Ingomar Station
When I started: May 2025



Favourite Term 1 memory – My favourite memory from 2025 is helping with sheep work and seeing the kids help in the sheep yards.

Name: Alice
Station: Mount Sarah Station
When I started: 2026



Favourite Term 1 memory – My favourite memory in term 1 was seeing the kids so happy after the rain. They loved playing outside in all the green.

Name: Mistique
Station: Innamincka Station
When I started: 2025



Favourite Term 1 memory – It's so hard to pick one memory, however it would have to be watching the rain and water fill up our creek and watching the kids be able to swim outside the shed.

Name: Charli
Station: Macumba Station
When I started: 2025



Favourite Term 1 memory – Its hard to pick one but it would definitely have to be playing with the kids in the water from all the rain we had and fishing out of creeks or puddles that we found.

Name: Olivia
Station: Todmorden
When I started: 2026



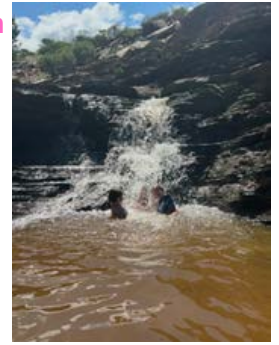
Favourite Term 1 memory - My favourite memory last term was when our station got stuck on an island during all the rain, so the crew, Lisma and I got to swim down the floodplain.

Name: Delia
Station: Dulkaninna
When I started: May 2025



Favourite Term 1 memory - I loved watching the landscape and life in general change after the rain! It was so exciting to see the creek rise and paddocks turn green. Dan and I even turned the house creek into the Dulkaninna Lazy River!

Name: Lily
Station: Angorichina Station
When I started: 2026



Favourite Term 1 memory – My favourite memory was watching the girls complete their first term at SOTA and seeing how much they enjoyed playing in the creeks after all the rain.

Name: Georgie
Station: Hamilton Station
When I started: Feb 2025



Favourite Term 1 memory – My favourite memory from term 1 was watching Jovie practice his motorbike skills after school and compete at the gymkhanas, the confidence he's gained on his motorbike has directly impacted a positive attitude in the school room.

Name: Chloe
Station: Hamilton
When I started: 2026



Favourite Term 1 memory – I have so many favourite memories, but my top pick would be when the floods from all the rain had stopped. There were so many little fish and yabbies left!! I took the boys fishing, and it was so cool to see how the water had formed the roads!

National Humpback Whale Day Webinar - Wednesday May 6th



On Wednesday May 6th we celebrated National Humpback Whale Day virtually with 6000 other people and learned all about humpback whales - their snort, how they jump out of the water and their migration. Students joined in at home, but Elsie was luckily enough to join in the fun at the SOTA office.



Dress up as your Mum day - Monday May 11

Our SOTA mums are some of the best in SA - we don't have any statistics on that, but we are pretty confident it is true! Thank you to those students that joined in and dressed up as their mums for a bit of fun and Happy Mother's Day to all the special women in our SOTA students lives.



Do it for Dolly Day - Friday May 8th

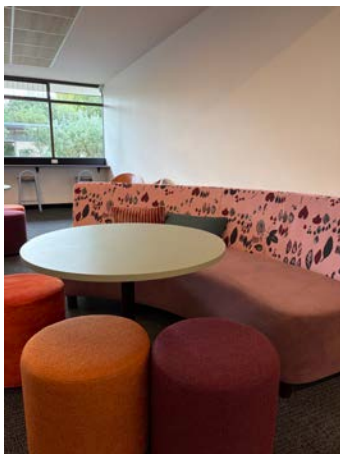


Do it for Dolly Day spreads a fantastic message about the impact that bullying can have and to 'speak even if your voice shakes'. We learnt all about bullying and students and families all across the outback came together dressed in blue to help to end bullying.



LIBRARY NEWS

Term 2 is shaping up to be incredibly exciting, with our **brand-new library** just about ready to open! Every single book has now been moved into the new space — all 24,000 of them! What an effort! We can't wait to share it with you. Here's a little sneak peek...



National Simultaneous Storytime

We are looking forward to celebrating National Simultaneous Storytime on Wednesday the 27th May at 11:30am via Teams. This year's story is *Luna Roo the Kangaroo Baller* by Adam Wallace and Adrian Lloyd, illustrated by Jake A Minton. It's a fun and energetic story set at the Animal World Cup, with a powerful message about courage and determination.



To make the day even more exciting, we are inviting SOTA students to dress in team colours for the event! Students can choose to support:

FC Outback (green and gold – a great choice for SOTA students 😊), or

Bush United (red and blue)

Students might also like to create pom poms or posters to cheer on their team.

Anyone who dresses up will go into the draw to win a copy of Luna Roo the Kangaroo Baller!



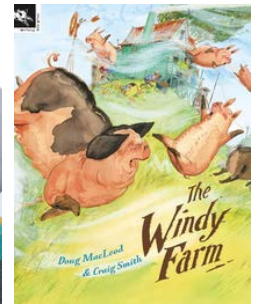
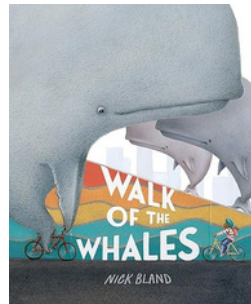
Keep an eye on your snail mail over the next couple of weeks for a special envelope coming your way. Open your red bag, and inside you will find an envelope with a "ticket to the game" on the front that provides information about the dress-up. Please don't open it until the day as we will open the envelopes together at the National Simultaneous Storytime session.

LIBRARY NEWS

Premier's Reading STEM Competition

This term, students will once again have the opportunity to participate in the Premier's Reading STEM Competition. We will be reading the selected books during assembly over the coming weeks, and I am really looking forward to working with students on their entries.

- **Reception–Year 2:** Create a drawing in response to *The Windy Farm* by Doug MacLeod and Craig Smith, or *Walk of the Whales* by Nick Bland.
- **Year 3–5:** Design an invention using wind or solar power, inspired by *The Windy Farm* and *Harnessing Power from the Sun* by Niki Walker.
What creative invention can you come up with?
- **Year 6:** Create a research poster on a STEM topic.



All submissions can be emailed directly to me this year by the 18th of June:

Jessica.tiver818@schools.sa.edu.au

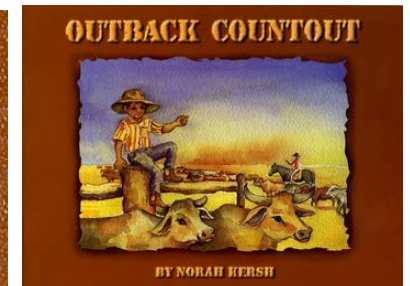
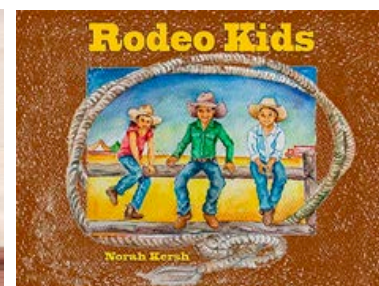
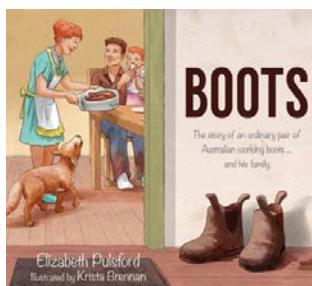
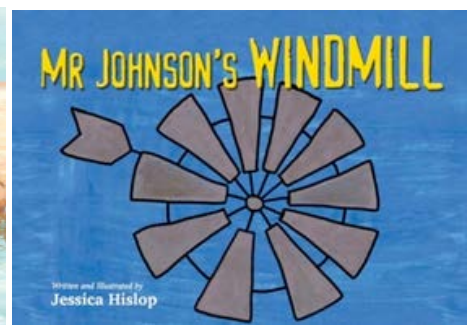
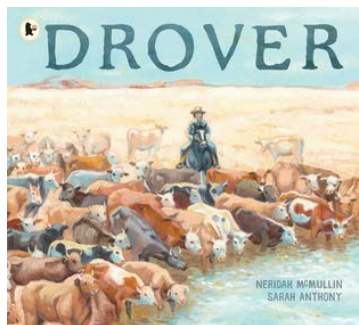
There are some fantastic prizes up for grabs, including zoo passes and beautiful STEM themed books. It would be fantastic to see a SOTA student among the winners this year!



A big thank you to Julie, who has been working tirelessly on the library move. She is looking forward to returning to library lessons in Week 3.

NEW BOOKS

New books with a rural focus that our SOTA students can connect with.





Term 1 Week 11

Miss Stringer: Ada : For consistently greeting all peers with a friendly good morning and for a positive have-a-go attitude towards all tasks. You have shown great resilience and growth this term to learn and have independent attempts at blending, segmenting, reading, writing, addition and more! I am so proud of you, Ada.

Miss A: Hudson : For his outstanding efforts to complete all his learning tasks, his dedication to improve his reading, and willingness to do extra activities with Miss Webb. Keep up the amazing work Hudson!

Miss A: Tilly : For her consistent efforts to improve in all areas of her learning and her confidence to contribute during our online lessons. Well done Tilly!

Miss Morley: Roy : For enthusiastically engaging in our Linked Learning, making great connections, queries, and sharing about animal classifications.

Miss Morley: Jack : For dedication to and resilience in learning, making considerable efforts to engage in and complete tasks while away from home and to catch-up after absences.

Mr Roughley: Dan : For positively supporting his peers during lessons and providing valuable insights around lesson content. Well done Dan on the growth you have shown in your learning during Term 1 and your willingness to have a go.

Mr Kelly: Asher : Designing a carefully planned obstacle course that utilises fundamental skills she has acquired, while creatively incorporating the space available around her classroom. The activity culminated in a celebratory dance to mark her achievement.

Miss Hampshire: Bonnie : For consistently asking clarifying questions when unsure and completing all set HPE tasks with diligence and enthusiasm, congratulations on your outstanding effort this term! Your proactive approach to learning and commitment to doing your best are commendable. Well done!

Mr Pitkin: Eli : For his positive approach to his learning while at SOTA and online. Positive on-task behaviours, asking questions, providing answers and completing activities. You have demonstrated curiosity, resilience and persistence. Keep up your great approach towards your learning Eli.



Term 2 Week 2

Miss Stringer: Penny : For enthusiastic effort in all online lessons, wonderfully smooth blending when reading, resilient subtracting and fantastic sharing presentations speaking in whole sentences.

Miss A: Elsie : For demonstrating greater independence, consistently putting in her best efforts with all her tasks, and bringing a joyful attitude when working at SOTA.

Miss A: Memphis : For showing persistence to improve across all learning areas, demonstrating improved work ethic, and embracing every challenge with a 'have a go' attitude and growth mindset.

Miss Morley: Emmett : For demonstrating enthusiastic and dedicated efforts in improving his literacy in lessons, follow-ups, and on feedback.

Miss Morley: Timmy : For persistence and dedication in his learning overall and a positive start to a new term working respectfully together with his new governess.

Mr Roughley: Alex : In recognition of her considered and heartfelt free verse poem created for her English follow-up assignment.

Mr Kelly: Lenny : for implementing effective coping strategies when experiencing fear, anger, or sadness, and consistently submitting his work each week.

Miss Hampshire: Remy : For joining in with skipping in PE, even without a rope. Well done using your creativity, you showed resilience and a great attitude. Keep it up!

Mr Pitkin: Isabella : In recognition of your dedication to follow instructions and complete tasks. Her impressive reading skills, particularly her ability to blend and recognize your sight words. Keep up your amazing efforts Isabella.

Miss Hampshire's Itinerant Visit

Miss Stringer and I made the trek up the Birdsville Track to visit the crew at Cowarie. We were welcomed with lots of excitement, making us feel very special. It was wonderful to spend time together enjoying lots of craft activities, playing musical instruments, joining in with sport and exploring the robots. The students were also excited to take us out to the cattle yards to watch some branding, giving us a wonderful glimpse into station life and their special jobs in the yards. After such a long time, it was lovely to see the students again and to look through all of their wonderful learning in the schoolroom.



Miss Stringer - Reception

Our reception girl gang continues to bring the energy and enthusiasm one rainbow and unicorn at a time! We have enjoyed hearing all about Ada's garden at Macumba, Penny's visits from her cat, Ollie, seeing Isabella's wonderful and bright daily dresses and hearing all about Gracie's adventures with her little sister, Matilda.

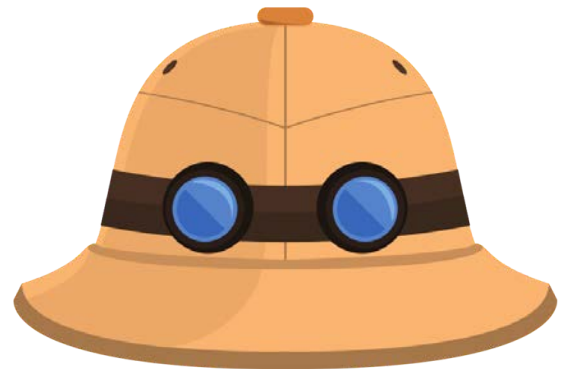
Literacy

Week 5 will be an exciting week for our Reception students, it is the week that we will have learnt all of our single sounds. Students have done a stellar job to be able to identify the letter, write the grapheme and say the name and phoneme of each letter. We have been working on our reading and writing strategies. Writing strategies will come in particularly useful as we are learning about narratives this term. Narratives have three parts, a beginning, middle and end. Week 4 will see us begin to use our segmenting skills to sound out words for writing our own narratives. Students will also need to use our sentence conventions knowledge to add capital letter, full stops and finger spaces. Students are using their phonics knowledge to read words will in their environment as well as sent home texts.



HPE with Mr Kelly

Students share how they change as they grow and how their personal qualities shape who they are. They talk about how to build resilience and how their feelings influence how they interact with others. They also show respect and care, which helps them build safe and healthy relationships. Students practise protective behaviours responsibly to keep themselves and those around them safe, even knowing when to ask for help. They notice how physical activity boosts their wellbeing and feel joy and success when they get involved in it. This makes us all want to stay active and look after ourselves.

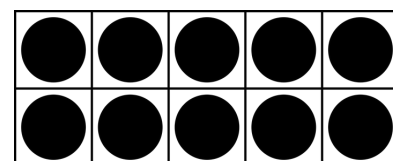
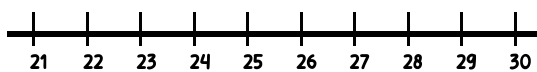


Linked Learning

Students are exploring living and non-living things with the theme of 'Into the Safari'. This unit will then expand into the observable external features of plants and animals as well as looking at the life cycle of a chosen plant and animal. Students will create a life cycle piece and use digital technologies to share it with their peers.

Numeracy

Following on from number and addition in term 1, students have started off the term learning about subtraction, where it is in our world, why we use it and different strategies and ways to subtract. Collections can be separated and partitioned to represent different situations. Students will explore subtraction by working with counters (or objects), number lines, fingers and tens frames. In the later half of the term students will explore money. Money has value in every day living and comes in a variety of forms. Students will learn the features of Australian money to be able to recognise each coin and some notes.



Miss Andrews - Year 1/2

Welcome back to Term 2! We have already jumped straight back into our learning, and it has been wonderful to see the energy and enthusiasm in our schoolrooms from students and supervisors. I am delighted to have seen some fantastic work from all our Year 1/2 students already, and I look forward to a productive and engaging term ahead.

Literacy

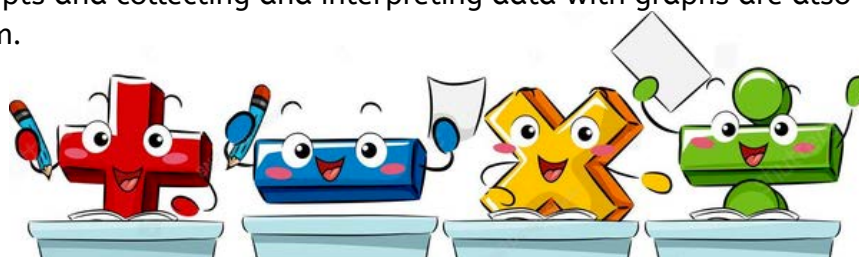
This term in literacy, students will develop their skills across writing, reading, and spelling. In writing, they will explore different types of verbs, including action, state-of-being, and irregular forms—while learning to write clear “How to” instructions, news stories, animal reports, science explanations, and descriptive texts using conjunctions, adjectives, possessives, and sensory details. There will be a strong focus on grammar, sentence structure, and using the 6+1 Traits of Writing for ideas and organisation.



In reading, students will practise skills and strategies such as visualising, making connections, asking questions, identifying main ideas, making predictions, and explaining their thinking with evidence. Spelling work will include a focus on consonant and vowel digraphs, long vowel phonemes, and heart words to strengthen both spelling and phonemic awareness.

Maths

Our maths program this term incorporates hands-on activities and daily routines to support skill development and problem-solving. Students engage in Think Mentals, Daily 10, and the department’s Daily Maths Chats to build fluency and confidence. The focus includes discovering number patterns through skip-counting, strengthening understanding of place value, and tackling addition, subtraction, multiplication, and division problems. Multiplication will be represented with repeated addition, equal groups, and arrays, while division is explored through grouping and sharing. Students will investigate the properties of 2D and 3D shapes, compare volume, capacity, and mass, and recognise and use Australian money in practical tasks. Probability concepts and collecting and interpreting data with graphs are also key areas of learning this term.





Linked Learning

This term's linked learning unit, "Messages in a Bottle," invites students to explore the unique stories, traditions, and connections that shape who we are. Through drawing, writing, and sharing important memories, students will discover what makes their families and homes special, while learning how communication and storytelling have evolved over time. They will investigate traditions from other cultures, design and build creative bottles to protect their messages, and practise expressing themselves through written, recorded, or artistic messages. Along the way, students will reflect on their own messages, thoughtfully respond to others, and celebrate the special connections formed within the class and wider community.



HPE with Mr Kelly

Students share how they change as they grow and how their personal qualities shape who they are. They talk about how to build resilience and how their feelings influence how they interact with others. They also show respect and care, which helps them build safe and healthy relationships. Students practise protective behaviours responsibly to keep themselves and those around them safe, even knowing when to ask for help. They notice how physical activity boosts their wellbeing and feel joy and success when they get involved in it. This makes us all want to stay active and look after ourselves.

**JUMP
ROPE for
HEART**



Resilience



Premier's
be active.
Challenge

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

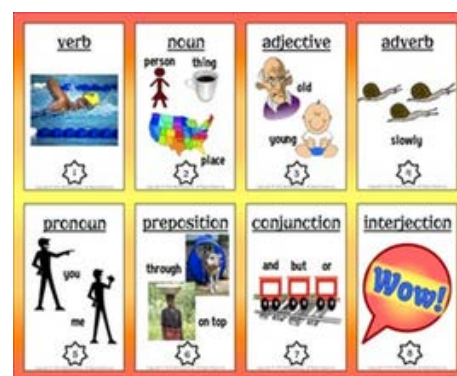
😊 Miss Andrews

Miss Morley - Year 3/4

Welcome back to Term 2! We are well into another great term of learning! Our topics this term have been split, with our Port Hughes camp in Week 6 marking our change in focus. This term we are also swapping CPC for an extra Linked Learning lesson.

English

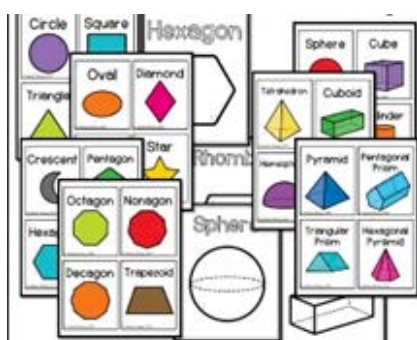
This term in English, our class will learn to break apart and build different types of sentences using parts of speech and different tenses. Using the book *Off Around Australia*, and *Geronimo Stilton: Down and Out Down Under*, we will examine authors' language choices, and how writing and illustrations work together to create meaning, before using our understandings to create our own imaginative travel recounts.



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.

Mathematics

In Mathematics, we will explore shape, space, and financial calculations. Our first half of the term will focus on the properties of 2D and 3D shapes, measuring their length, mass, and capacity, as well as learning to interpret and map locations using spatial language and grid references.



In the second half, the class will be learning to use timetables and budgets in practical scenarios, calculating costs and planning timings of events. Students will continue 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 we are discovering the world around us. In the first half of the term, we are learning about Australia and its states and territories. Students will learn about different places within our country, both natural and man-made environments and landmarks, as well as develop their questioning and research skills – investigating places and topics of interest.



In the second half of the term, we are turning to other countries, comparing life in Australia to life in other countries. Our class will explore the culture of our nearest neighbours as well as that of countries from other continents, finishing with a presentation on a country of their choice.

HPE

This term in Health and Physical Education, students will be participating in the Jump Rope for Heart program, with an emphasis on developing skipping skills and understanding the importance of heart health and physical activity. Through fun and engaging PE lessons, students will practise various skipping techniques, learn about working as a team and build their fitness as part of this nationally recognised initiative.

Alongside our PE program, students will explore important health concepts centred around identity, resilience and relationships. Our learning will focus on building a strong sense of self, understanding how people cope with challenges and change and recognising the support networks that help us grow. Students will learn how stereotypes can impact others, practise emotional regulation strategies and develop skills to strengthen relationships. We will also discuss safe responses in emergencies to help students feel prepared and confident.



Mr Roughley - Year 5/6

Welcome back to another exciting term at school! I hope everyone had a wonderful holiday break and enjoyed some well-earned down-time with family and friends. Holidays are such an important opportunity to rest, recharge, and create special memories together.

In English, we will be exploring our Poetry Unit, where we will be reading, analysing, and creating a range of poems while developing confidence with figurative language, imagery, rhythm, and performance skills through reading our own creative prose in class.



In Mathematics, we will focus on fractions, decimals and problem-solving strategies, through hands-on and collaborative activities and, how these apply in real-life situations.

In addition to using IXL Maths and English for our daily Independent Tasks, this term we are adding Think Mentals to the mix. Think Mentals has daily activities, provides step-by-step strategies and gives the opportunity to develop skills and confidence to successfully perform mental computations.

In Linked Learning our focus this term will centre on sustainability, future worlds, and creative problem-solving as students investigate how the choices we make today can shape the future of our communities and environment. There will be a choice of 3 assignment activities to choose from: 1) Build a diorama showing a sustainable future environment, 2) Invent a solution that solves a sustainability problem or, 3) Create a visual or design future design of a sustainable future.

For most lessons we will take time to work in breakout rooms, have group discussions, create projects, do online Kahoot reviews, and opportunities to extend our thinking through investigations and collaborative tasks.

Mr Roughley - Year 5/6

Year 5/6 Term 2 HPE Overview

One of the highlights of the term for me will certainly be going to my first SOTA school camp at Port Hughes. I am incredibly excited to see everyone there and being able to share in the many fun activities that have been planned. I'm looking forward to a wonderful week filled with adventure, teamwork, laughter, and being outside the classroom with you all

Thank you, as always, for your ongoing support. I am looking forward to another fantastic term working together with the Year 5/6 class.

This term in Health and Physical Education, students will be participating in the Jump Rope for Heart program, with a focus on developing skipping skills and promoting physical fitness. Students will take part in a range of inclusive and engaging activities, designed to improve coordination, build confidence and raise awareness for heart health.

In Health, our learning will centre on understanding consent, identity and stereotypes. Students will practise communicating consent respectfully, learn how to respond when consent is denied and explore strategies for managing challenging social and emotional situations. Students will investigate how role models and our sense of place influence identity and consider the visible and hidden aspects of self-identity. We will also explore rites of passage and cultural transitions and examine gender stereotypes and their impact in society. To support inclusive practices, students will propose strategies for challenging stereotypes and building positive identity.

