



# SOTA *Speak*

School of the Air Newsletter

**June 2026 Term 2**



## Message from the Head of Campus

I believe our Port Hughes camp was an overwhelming success. With the opportunity to spend time together, experience new and exciting learning opportunities it had a positive vibe.

Some of the events and activities included

- HPE lessons – with our Itinerant teachers; Mr Kelly and Miss Hampshire
- Class performances/dance – some inspiring performances
- OPFA + CGC meeting – productive and positive meeting
- Kindy graduation – we celebrated Drew Colman’s kindy graduation, with per kindy teacher and RICE staff in attendance.
- Little athletics workshops - students worked with Russel and Kathy to learn about different athletic events, techniques, warm-ups and executing the event.
- DES Disco – neon themed; some great outfits, games and dancing on show.



- Quiz –hosted by Miss A.
- Beach walks/sandcastle competition – students, govies and staff walked to the Port Hughes foreshore, as well as spending time at Wallaroo beach front, building sandcastles and playing beach cricket.
- Orienteering – Miss A and Miss Stringer developed an orienteering task, which enabled students to pair up (older student/younger student) use the compasses and clues to solve the question. Students were thoroughly engaged and enjoyed this learning opportunity.
- Celebrated birthday’s – Jack, Memphis and Airlie’s throughout the week.
- Fish and chips at North Beach, Wallaroo – the fish and chip shop at Wallaroo was working overtime to produce the number of fish and chips required for 40+ people; but they did an exceptional job and the students, staff and govies thoroughly enjoyed the chance to have fish and chips on the beach.
- Kadina Farm Museum – A look back in time at different eras, machinery and household items provided our students with a unique experience, which promoted lots of curious questions from our students.
- Mini Golf Putt Putt – everyone enjoyed playing mini-golf, with plenty of hole-in-ones occurring! (not by me though!)

# SOTA *Speak*

School of the Air Newsletter



## **Camp - Port Hughes (continued)**

• Some of the events and activities included (continued)

- Pink stumps cricket match – everyone was dressed in pink to acknowledge the pink stumps cricket match, some terrific cricket was on show, some big hitting, great bowling and fantastic fielding ... although rain did stop play before our last batting pair was ready to bat – to be continued!
- Movie night – our Year 4-6 students watched – ‘Tom and Jerry’, while our younger students watched ‘The Super Mario Galaxy movie’. The popcorn was a hit!
- Gymnastics – a 2-hour workshop held at Kadina gymnastics was certainly a hit with all students, the time spent warming up, rolling, tumbling, jumping, hanging provided our students with lots of fun and challenges.
- Lawn bowls – Wallaroo Lawn bowls facility allowed our students to experience a game of lawn bowls, many for the first time. The Wallaroo bowlers were patient and helpful teaching our students the techniques involved.

Of course, the success of our Port Hughes camp would not have been possible without the support and contributions of many. As we reflect on the positive experiences and achievements throughout our time away, it's important to take a moment to express our thanks to all those who made the camp a memorable and enjoyable experience for everyone.

- OPFA: catering/accommodation costs
- DES for funding: gymnastics, farm museum, putt putt, disco and lawn bowls
- Govies: support and encouragement throughout the week: staff and students have sincerely appreciated your efforts. Thank you.
- Miss Georgy: attending and being part of our camp (catching up with families and staff)
- Principal OAC - Jeane Schocroft and Michelle Henshaw - Wellbeing leader for visiting and watching our students participate in gymnastics and lawn bowls.
- Caterer: Ash and Serena; meals were hearty, filling and in abundance.
- Parents: your unwavering efforts to support your children and give them every opportunity is not lost on me or our staff. We appreciate not only your efforts attending, but all those little bits and pieces, helping out with dishes, chats, general support of our program. We hope you have enjoyed the camp also.
- Teachers: I have sincerely appreciated the efforts of all our staff: always willing to support, help, encourage and participate in anything and everything on offer. You are great role models - Thank you. Also a big shout out to Miss Stringer for her organisation and documentation.

Lastly, and most importantly, we want to thank you—our students. Your capacity to support, encourage, and work alongside each other is amazing and reflects the strong values of our school community. The way you approached every activity with enthusiasm and kindness made the camp experience enjoyable for everyone involved. We hope you have thoroughly enjoyed your time at Port Hughes, taking every opportunity to learn, grow, and create wonderful memories together. Well done on making this camp such a positive and memorable experience.

# Port Hughes Camp - Sunday/Monday



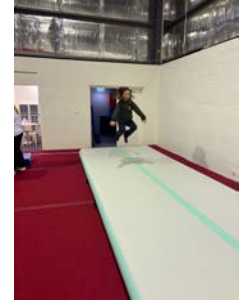
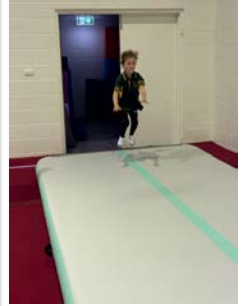
# Port Hughes Camp - Tuesday



# Port Hughes Camp - Wednesday



# Port Hughes Camp - Thursday/Friday



# SOTA Stars - Port Hughes



## Historic Day for SOTA

Friday 29th May marked our last day teaching out of the School of the Air building based at Augusta Park.

Angela and Jordan, along with Julie Taylor supported the transition of our furniture, resources etc across to our new SOTA building and set things up in anticipation of our educators returning in week 7 (Tuesday 9th June) from camp.

Depending on your length of association with SOTA, it will dictate the experiences you have been apart of here at Augusta Park, from the use of the Outback Centre and SOTA building, to sports day and various events. I'm sure it will bring up different emotions, however it's important to reflect and acknowledge the great experiences and opportunities provided for 30+ years here at Augusta Park.

I also want to highlight the partnership we have had with Augusta Park PS, the staff and community, how they have enabled School of the Air to operate effectively, utilise their resources (gymnasium, oval, classroom spaces) and deliver the service of School of the Air education to our families and communities. I do thank them for their support and generosity, and plan to meet with the staff to convey our appreciation.

With one chapter finishing, a new chapter will begin with our new partnership with the RFDS, along with our new purpose-built space. The state-of-the-art facility will provide new and improved environment for educators, students and families, with the capacity to support our face-to-face experiences and opportunities enhance the teaching and learning delivery. Exciting times ahead.



## EVENTS

Pupil Free Day: **7 April**

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

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

Get Together: **4 - 5 December**

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## 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

CGC: Monday 29<sup>th</sup> June (week 10) 3pm

## DES

Hello everyone!

What a fantastic way to split Term 2 with school camp! The Govies had an absolute blast, showcasing their skills in dancing, lawn bowls, gymnastics, and putt putt. It was an amazing week, and we loved spending it with families, teachers, and staff.

Thank you to everyone who dressed up and participated in the DES Disco. The children's costumes were incredible, and we were so proud to see everyone getting involved. Congratulations to our winners in the limbo, musical chairs, best dressed, and first-and-last-song guessing competitions.

We would also like to say a huge thank you to our SOTA community. Without your generous donations, we would not be able to fund these amazing experiences for our children.

Disco Prizes:

Limbo –

R-2 - Hudson

3-6 - Alex

Best Dressed –

Girl - Bonnie

Boy - Jack

1<sup>st</sup> song – Hudson “Billie Jean”

Last song – Memphis “Life is a highway”



Musical Chairs

R-2 - Lenny

3-6 - Lily





#### Term 2 Week 4

**Miss Stringer: Gracie** - for using words when requiring assistance, fantastic segmenting to write narratives following the set structure, and working on her independence to source her own materials.

**Miss Andrews : Haydyn** - For demonstrating resilience during his transition to SOTA and online schooling, embracing this significant change, and 'having a go' at most tasks.

**Miss Andrews: Aria** - For showing persistence to improve across all learning areas, demonstrating improved work ethic, taking on feedback with a positive attitude, and putting in her best efforts with all her tasks.

**Miss Morley: Edward** - For active engagement in our learning, demonstrating great connections between prior learning and our current topics, while also working on improving his understanding of sentence structure and parts of speech.

**Miss Morley: Remy** - For demonstrating her curiosity, questioning skills, and knowledge of reliable research while gathering and communicating information about biomes and environments in Linked Learning.

**Mr R: Lisma** - For demonstrating persistence when working with fractions. Your determination to understand and apply your knowledge is to be commended. Well done Lisma!

**Mr Kelly: Hudson** - For an amazing Captain Responsible drawing and for always handing his work in on time.

**Miss Hampshire : Jack** - For consistently working hard each week on his skipping skills, mastering the double-duch and demonstrating excellent persistence while practising the criss-cross trick.

**Mr Pitkin: Lilly** - for your outstanding improvement in your learning approach. Your active listening and participation in Linked Learning, along with your curiosity about Kakadu, have stood out. Additionally, your dedication to improving your reading and your fantastic work with Katie are a credit to you. Keep up the positive attitude



### Term 2 Week 6

**Miss Stringer: Ada** - for participating enthusiastically in all activities, using manners, building positive relationships with all SOTA peers and a spectacularly brave Country Road performance.

**Miss Andrews : Lenny** - For showing exceptional persistence, confidence, and resilience throughout camp week, approaching every activity with a positive attitude and determination.

**Miss Andrews: Tilly** - For demonstrating outstanding persistence, confidence, and resilience throughout camp week, participating in all activities with enthusiasm and a positive attitude.

**Miss Morley: Roy** - For dedication to practise, leadership when guiding his peers for his class performances, and initiative in performing in the SOTA talent show.

**Miss Morley: Emmett** - For demonstrating and encouraging respectful engagement during our museum visit, as well as making great learning connections and asking insightful questions.

**Mr R: Dan** - For showing persistence in producing a perfect piece of poetry.

**Mr Kelly: Airlie** - For always having a happy disposition all day and encouraging her peers and teachers to participate in an active lifestyle.

**Miss Hampshire : Lisma** - For actively participating in camp activities and bravely putting her hand up to try things first, even outside her comfort zone.

**Mr Pitkin: Remy** - For her enthusiastic and energetic approach to every activity during camp, her willingness to lend a helping hand, and her wonderfully curious nature. Her friendly manner and 'give it a go' attitude encouraged and supported those around her. A big thanks for being one of my putt-putt golf partners. Well done and keep shining!

**Student Council: Hudson** - For participation, resilience, and respectful engagement throughout the camp.



### Term 2 Week 8

**Miss Stringer: Penny** - for being more independent in the school room to gather her own lesson materials, cutting out her own work, and having an independent attempt at segmenting to write words and sentences in her narrative with the scaffolded support of Miss Lily. Way to go Angorichina team.

**Miss Andrews : Jovie** - For showing consistent improvement in his reading and putting in dedicated effort to develop neat and careful handwriting.

**Miss Andrews: Hudson** - For developing a genuine love of reading, demonstrated by impressive improvements in decoding words quickly and reading fluently, and for enthusiastically choosing to read seven books with Miss Webb in a single session.

**Miss Morley: Jack** - For consistent practise of his questioning and research skills, finding and sharing information and appropriate sources to answer his peers' questions and help them learn!

**Miss Morley: Eli** - For an awesome job during my visit, enthusiastically participating in his learning, working on his self-regulation strategies, and role-modelling appropriate behaviours and language in the classroom.

**Mr R: Bonnie** - For her work as President of Student Council in helping to arrange and facilitate meetings, encouraging student council in planning projects to support the SOTA Community.

**Mr Kelly: Lisma** - For modelling a high standard of SOTA work ethics by continuing to edit and improve her poetry task. Lisma also displayed some higher order thinking by using a different working out method to solve some decimal point math problems.

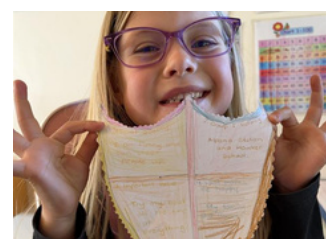
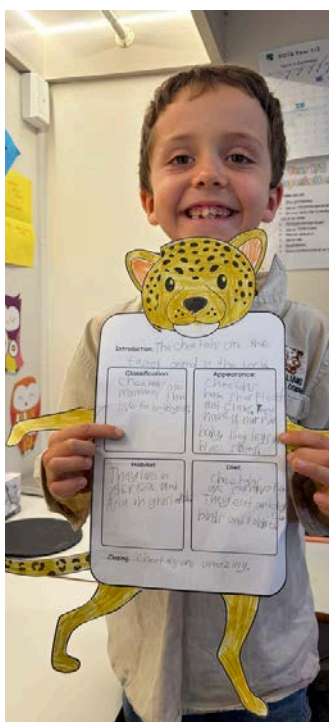
**Miss Hampshire : Emmett** - For his massive improvement in skipping skills since the beginning of the term. Through consistent practice every week and completing all the activities, he has shown great determination and progress. Keep up the hard work, Emmett!

**Mr Pitkin: Cameron** - For consistently demonstrating an outstanding attitude, perseverance, and resilience during all activities at our Port Hughes camp. Your willingness to embrace challenges, particularly your bravery and determination on the balance beam, truly stood out as a highlight for both staff and your peers. Your friendly nature—always saying hello with a smile and offering your help—sets a wonderful example. These qualities are valued. Keep up the excellent effort and positive attitude. Well done Cameron.

**Student Council: Elsie** - For consistent active respectful listening and positive engagement in assemblies

## Miss Hampshire's Itinerant Visit

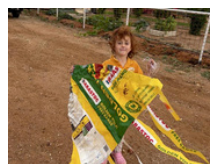
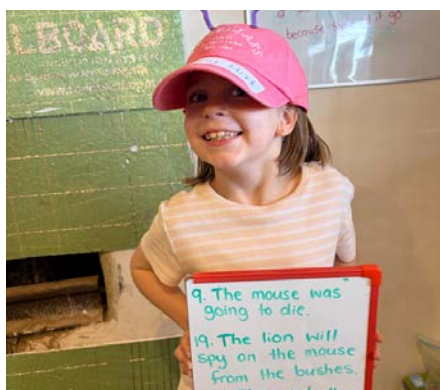
Over the last few weeks, I've enjoyed a wonderful burst of activities and learning whilst visiting students at The Peak, Alpana, Siam and Macumba stations. At The Peak we enjoyed many science experiments including making bouncy eggs and growing crystals and exploring the animals in the creek after school. Similarly, at Alpana we made the most of the beautiful weather and explored the new water hole that formed in the recent rain. It was wonderful to be at Alpana on National Simultaneous Storytime, where Elsie had a special part to read in the book 'Luna Roo'.



## Miss Hampshire's Itinerant Visit

During Miss Morley's teacher visit to Siam, we took a big walk up the hill with plenty of four-legged friends to enjoy the beautiful view. In the schoolroom Eli enjoyed being teachers assistant for the week! At Macumba, we explored many activities but a big highlight of the week was flying kites and having a go making our very own out of chook feed bags.

Whilst the visits aren't over for the term, I'm looking forward to many more visits in Term 3 to see all the wonderful learning happening in your schoolrooms.



## Mr Kelly's Itinerant Visits

What an amazing term 2 we have had. I have been able to get out and visit several stations this term including our new student Haydyn at Lake Everard. Of course there was also the famous Barrista Dan who showed me how to make a professional cup of coffee. Camp was a lot of fun as everyone was busy everyday enjoying all the activities camp had to offer. I am looking forward to next term as I continue to get the opportunity to visit more stations.



## Mr Kelly's Itinerant Visits

Even the SOTA governesses were involved showing off their hidden talents. I am sure there was also some sand bought back from the beach as everyone was busy building castles and burying people in the sand.



# Library with Julie and Jess

We kicked a goal with **National Simultaneous Storytime** and Luna Roo the Kangaroo Baller! SOTA students joined more than 2 million children across Australia to hear the story at exactly the same time.

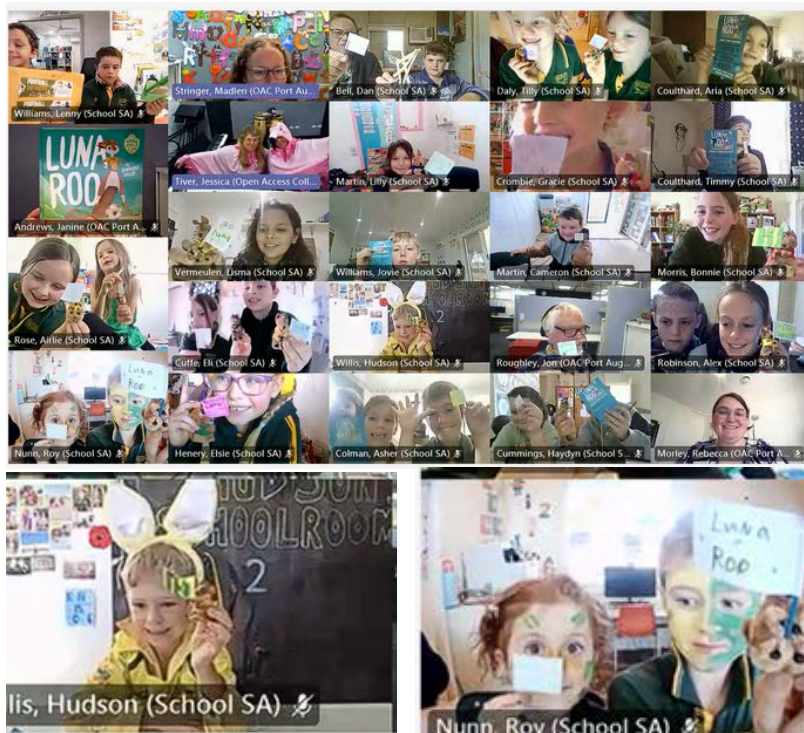
Jeff and Gary (aka Julie and Jess) – a couple of galahs – brought the story to life, with several students joining in to read parts throughout the session. Thank you to all the students who participated.

The surprise packs included a code-cracker activity, with key letters that revealed a phrase that captured the message of the story. There were some super sleuths out there working hard to solve the puzzle, with several students chiming in with, “Rise to a challenge with heart and grit”.

I thought this quote was particularly fitting for our SOTA students, who consistently rise to the challenges of life in the outback with resilience, perseverance and a positive spirit.



Thank you to the students who went the extra mile by dressing up in team colours to support either FC Outback or Bush United. Congratulations to Roy for his fabulous green and gold face paint, and to Hudson, who was the perfect Luna Roo! Both students received a prize pack in the mail. All students who participated will receive a certificate in the mail.



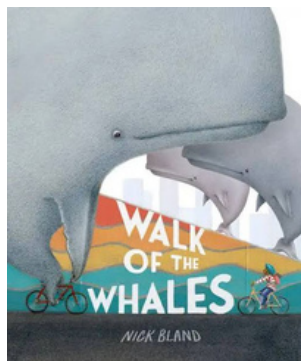
# Library with Julie and Jess

## Premier's Reading Challenge STEM Entries

Well done to the following students who completed an entry for the Premier's Reading Challenge STEM competition: Elsie, Memphis, Eli, Penny Tilly, Isabella, James, Gracie, and Lenny. The entries were based on the following books: "Walk of the Whales" by Nick Bland, "The Windy Farm" by Doug McCleod and "Give Me Some Space" By Philip Bunting. Winners will be announced in August with entries closing on the 18<sup>th</sup> of June 2026.



Elsie



Tilly



Memphis



Lenny



Penny



Gracie



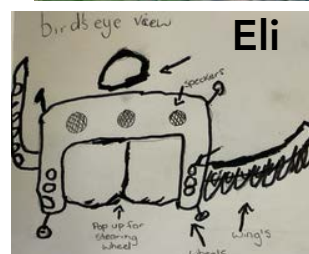
James



Isabella



James



Eli

## Miss Stringer - Reception

Ada



Ada has created a giraffe and wrote/drawn how it gets the 5 survival needs.

Gracie



Gracie has created a flower pot and wrote/drawn how it gets the 5 survival needs.

Penny



Penny has drawn and labelled plants around her home using all their external features.

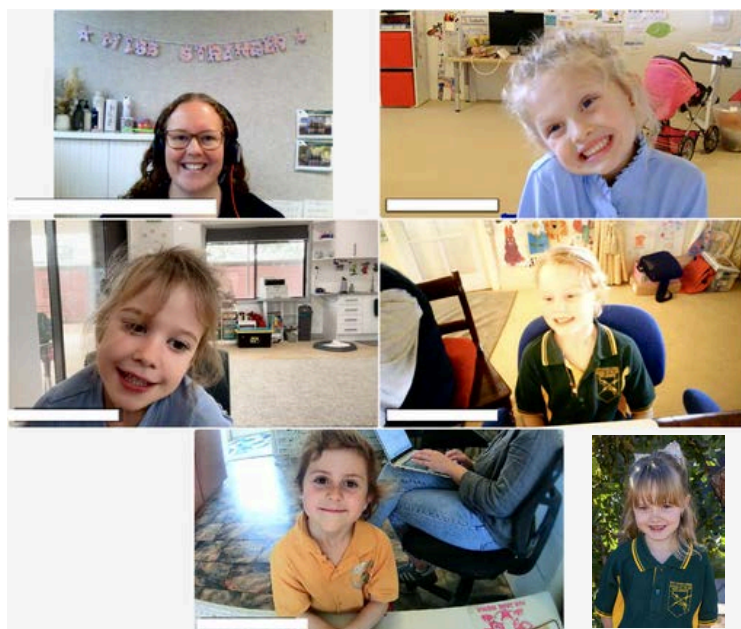
### Linked Learning

We have been extremely busy learning about all things living and non-living. What do living things need to survive? How do living things meet these needs (plant V human V animal)? We then moved to external features of plants and animals and how they all have special characteristics to help them survive in their particular environment.

In Term 3, Drew will join our girl gang as a mid-year entry student. In Weeks 8, 9, and 10 Drew will join us for one lesson a week to assist with this transition.

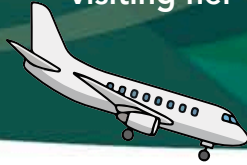
We look forward to Drew joining our class and being a part of her learning journey.

Here we are all together at her first transition session.





Isabella has been busy for the last 3 weeks exploring Denmark and visiting her family. We look forward to hearing all about her adventures when she returns.

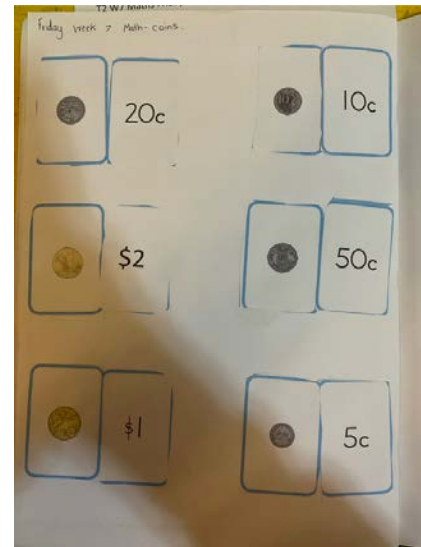
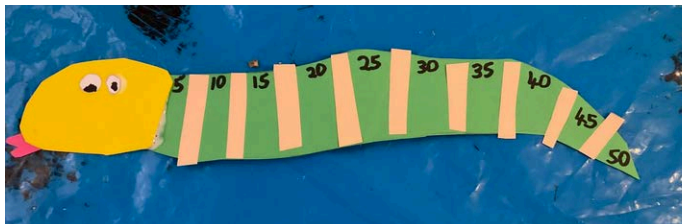


### Maths

In maths we have been exploring money. We have explored Australian coin features, what money is, why we have money, the different ways we use money and more. Students have been able to recognise coins and represent the value with appropriate symbols.

Students have also been learning to skip count by 2 and 5 to count collections more quickly.

Gracie and Ada's skip counting by 5 snake.

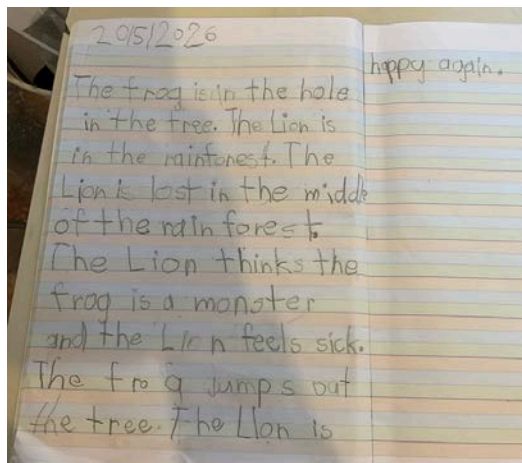


Penny was able to independently cut and match the values to their coins.

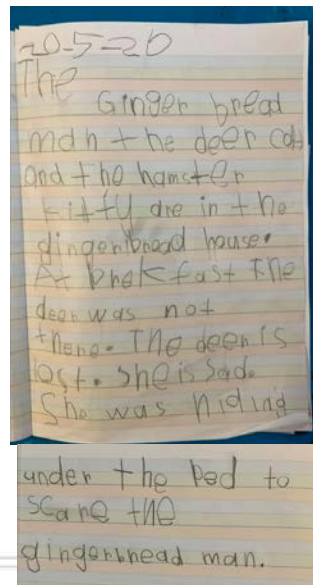
### Literacy

Check out these awesome narratives students planned and wrote practicing their segmenting and letter formation skills.

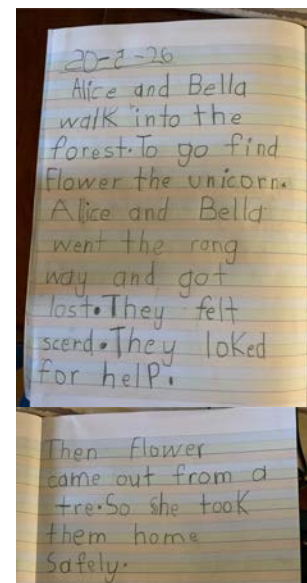
Ada



Gracie



Penny

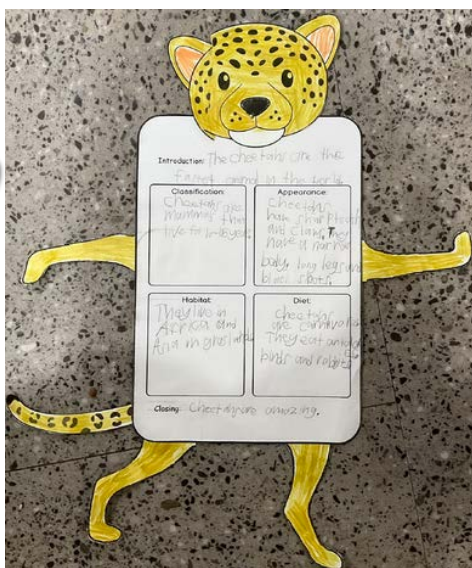


# Miss Andrews - Year 1/2

Term 2 has been a productive and exciting time for our Year 1/2 students, filled with amazing learning experiences. In literacy, students have expanded their reading comprehension strategies, deepened their understanding of informative texts, focused on using verbs, and explored consonant and vowel digraphs. In maths, they have worked on multiplication and division strategies, learnt about money, practised skip counting, and investigated 2D and 3D shapes, as well as explored volume, capacity, and mass. Our Linked Learning unit, "Message in a Bottle," saw students sending messages to friends, creating their own bottles, and learning about the history of communication. We have also enjoyed Wellbeing Day, including National Simultaneous Storytime, and an unforgettable camp at Port Hughes.

## LENNY

Informative Animal Report



## CAMERON

Personal Recount

**Cameron's Marree Recount**

On Friday after Camp, we went to Marree for the Gymkhana and Motorkhana. First Lilly rode Mia my Papas horse on Saturday. She won 3 or 4 times. Then it was Sunday and my birthday. I got Lego, a sticker kit for my motorbike and a WWE wrestling belt. For my birthday I got to ride my motorbike in the Motorkhana. After I rode, we went to Roxby Downs to sleep and see Aunty Tash. We had birthday cake, it was yum. When we got home, I was tired!

Good writers Activity: Informative news story  
**big Storm**  
 There is a big Storm coming to Siam Station on the 8<sup>th</sup> of may. It is important that Mum, Dad, Eli, Memphis waylon and nicole prepare for the Storm by packing up to go to port Augusta.

## MEMPHIS

Informative News Story

## LITERACY

## TILLY

Visualising Reading



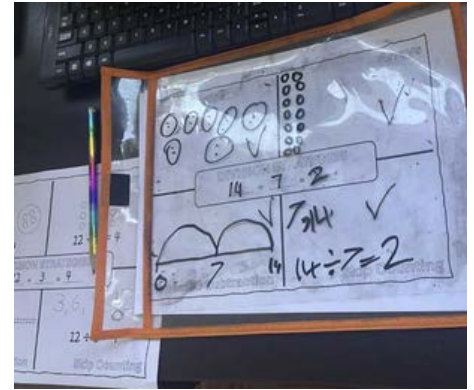
# ELSIE

Multiplication Arrays



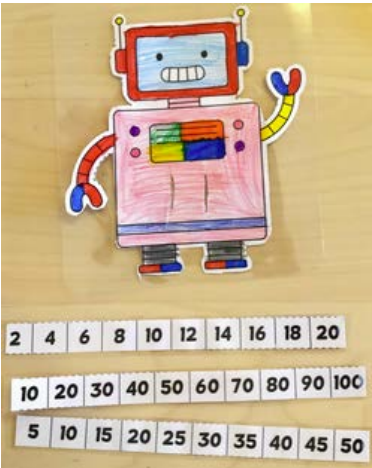
# HUDSON

2D Shapes



Division Strategies

# AIRLIE



# JAMES

Skipcount Robot



# ASHER

Message in a Bottle



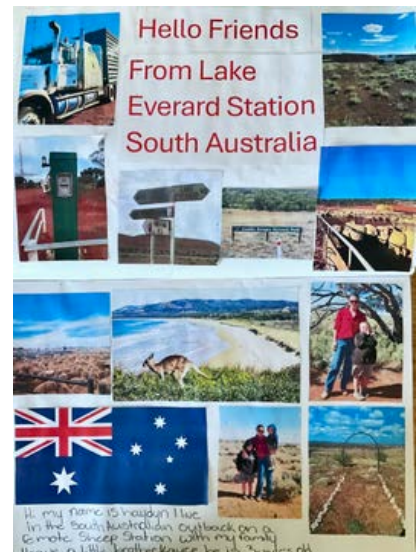
# ARIA

Bottle design



Linked learning:  
Who did you interview?  
My Grandpa. (born 1950s)

How did you send messages when you were a kid?  
Telegram/ Telegraph. You went to the post office to send a message. Someone would write down or type on a typewriter a short message and then it would get delivered by a boy on a bicycle. It sometimes took a long time to get the message and was quite expensive.



# HAYDYN

Creating a Postcard

# JOUIE

Message in a Bottle Interview



## Miss Morley- Year 3/4

This term our 3 / 4 class has been busy with many different learning experiences! In English we have been exploring how our language works, breaking it apart into types of spelling, words, and sentences, before applying it in our own writing.

In maths we have learnt about different types of shapes and measurement, going from 1D to 3D, measuring length, perimeter, area, and mass.

In Linked Learning, we travelled across Australia and other countries, learning about Australia's states and territories, natural and man-made landmarks and environments, how to interpret and use maps, and how to ask and research questions.

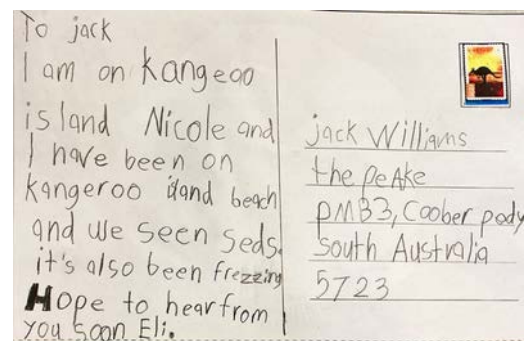


Emmett's 3D Shapes

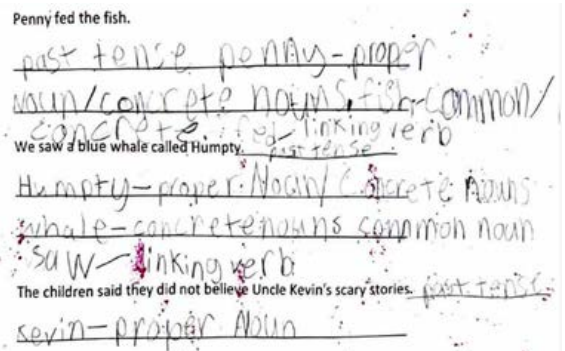
word	Antonyms	Synonyms
slay	Fail	kill
frail	Weak	strong
Brain	Stupidity	Mind
Spray	Absorb	Mist
Stray	Stay	Lost

Roy's Vocabulary Building

### Eli's Postcard with simple and compound sentences



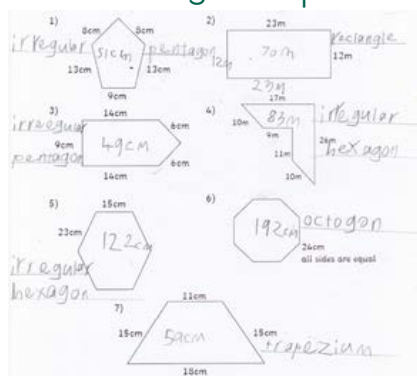
### Lilly's Nouns, Verbs, and Tenses



### Timmy's Map and Route to Kakadu

Where is Kakadu and how do we get there?

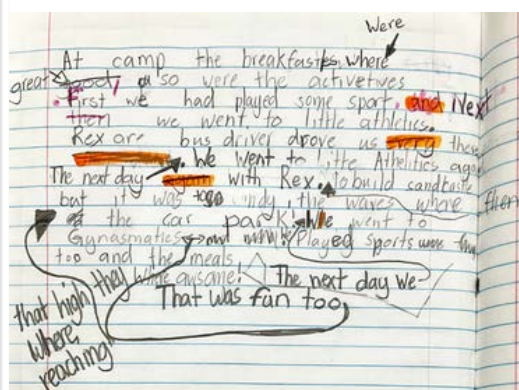
1. Kakadu is in Northern Territory in Australia.
2. 29 hours and 2865km from Adelaide.
3. Main stop is Alice springs



Remy's Word Sorting

NOUN	VERB
brain	Slay
stray	frail
rainway	stay
	spray
	play
	stray
	reply

Edward's 2D shapes and perimeters



Jack's Writing and Editing

## Where is Kakadu and how do we get there?

- Kakadu is located in the Northern Territory an hour and a half drive from Darwin. It's a 31-37 hour drive depending on the route you take from Adelaide. Route 1 is 3022 kilometres and route 2 is 3459 kilometres.
- You can get to Kakadu in many different ways such as a car, bus, motorbike, if you lived closer you could walk and a plane.



Roy's Map and Route to Kakadu

## WHAT IS KAKADU'S CULTURAL HERITAGE?

- Aboriginal people are called Bininj in the north of the park and Munggy in the south.
- The Aboriginal people of Kakadu care for their land and its wildlife and that is important to their culture.
- Art, language, ceremonies, family and looking after Country are all part of cultural responsibility.
- Visitors can show respect by not entering restricted areas and look after Country.



Edward's Cultural Research



Eli's Life Cycle

Dear Alex and Turbo,  
 Today I went to Lake Eyre.  
 There were lots of birds!! I also went in a plane and it was amazing!!  
 Love Edward



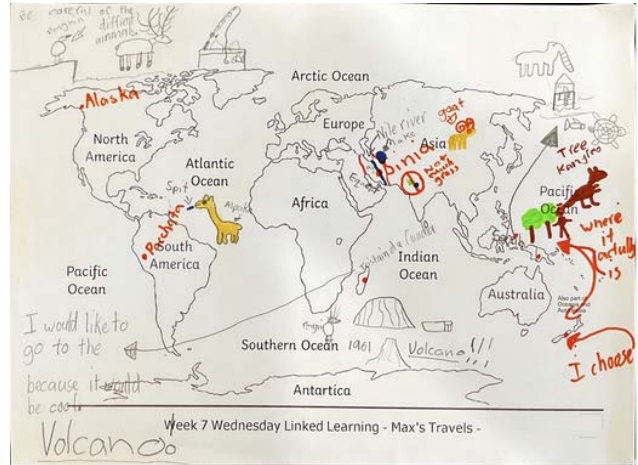
Edward's Virtual Holiday

## Timmy's Handwriting

K Kakas eat only plants leaves  
 although they are poisonous  
 to humans



## Jack's World Map



## Emmett's Fox Research

### What is the smallest type of fox?

## THE FENNEC FOX

By Emmett

The smallest type of fox is the fennec fox. They weigh only about 1.5 kilograms.



They live in the desert biome in North Africa and on parts of the Middle East, which is hot and dry, receiving less than 25mm of rainfall each year. Due to the weather, animals hide in shady spots during the day and come out only at night. The average temperature is 38°C. At nighttime the temperature drops and animals become more active during this time. Because there is not a lot of water, the fennec fox gets enough water from their prey to survive until the rain.

They are known for their very large ears. They are 10-15 centimetres in length.



The Fennec Fox has long thick hair and is white/sand coloured. Their tail is bushy and has a black tip. Their soles are hairy to help the move in the desert to protect their feet from the hot climate.

The Fennec Fox has large ears because: Help them locate prey burrowed in the sand. They help them release heat so they can cool down in their desert habitat.



### Bibliography:

- <https://kids.britannica.com/kids/article/desert/346108>
- <https://kids.nationalgeographic.com/nature/habitats/article/desert>

## Lilly's Food Chain

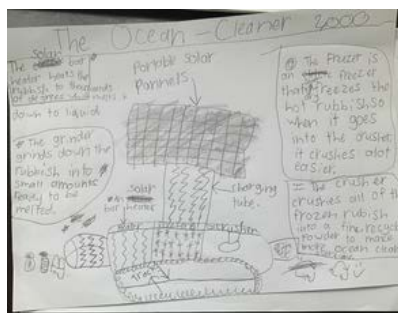
### How are the plants and animals in Kakadu interconnect



## Mr R- Year 5/6



Lawson - exploring sustainability  
Linked Learning



Alex - exploring sustainability  
Linked Learning



Dan - exploring sustainability  
Linked Learning



Bonnie - exploring sustainability:  
Linked Learning



Lisma - exploring sustainability:  
Linked Learning

Term 2 has been a busy and engaging time for our Year 5/6 students, with many opportunities to build on their knowledge and skills. In English, students delved into the world of poetry, exploring a variety of poetic devices and techniques. They created their own poems, developed a performance piece, and produced an anthology showcasing their learning.

In Mathematics, students continued to strengthen their understanding of fractions and decimals. They compared, ordered, added, and subtracted fractions, and explored the connection between fractions and decimals through hands-on activities and real-world investigations, further developing their problem-solving skills.

Our Linked Learning unit, Future Worlds and Sustainability, encouraged students to think critically about how our actions impact the planet. They explored environmental challenges, renewable energy, and future technologies, and designed creative solutions for more sustainable communities.

It has been wonderful to see students' confidence and creativity grow as they shared ideas and reflected on their learning throughout the term. Well done, Year 5/6—I look forward to seeing you build on these achievements in Term 3.

The wintery town filled with Christmas glee  
 Jim dear and darling talking by the tree  
 Darling was surprised  
 when she saw Lady's little eyes  
 Lady barked as she rolled around  
 On the warm soft matted ground



What imagery was strongest? The imagery that was strongest was how I described the ground as "Warm soft matted ground".

How did you create atmosphere? I created atmosphere by describing what the town was like. For example, I said the town was wintery and that it was Christmas.

What senses did you use most effectively? The senses I used most effectively were sight and touch because the Lady wasn't just rolling around on the ground she was rolling around on the warm soft matted ground.

Bonnie's poetry



Lisma's poetry performance

## Poem 3



**My siblings**  
**Mad bull, mad fighter**  
**Pro distracter, living tractor**  
**Footy mad, action mad,**  
**dirtbike riding sad**  
**Lying is so bad mad**  
**teaser**  
**Mummy's boy fashion**  
**maker living spanker**



Lawson's poetry

### The Amazon River by D.P. Bell

The willowing swamp made gloop glap gloop  
 The murky water slowly filled my boots  
 Splash sploosh

Swimming in unknown water  
 Creepier than ever  
 In murky water can't see where we're going  
 Kick, paddle, kick

The calm water slowly become not calm  
 SWIM!  
 There were piranhas chasing us  
 We hurry  
 To a tree  
 Climb, crack, snap

We figured out that we got worried for nothing  
 Piranhas don't eat anything bigger than themselves.

Dan poetry

## Haiku

The sunrise is here  
 Mist lifts off the still water  
 Pelicans squawk loud.

Lambs graze on the ground  
 Highland cows eating lush grass  
 Birds fly overhead.

Alex's poetry

# Baking Club



## Week 8 Social Space Cooking at Macumba Station with Roy and Ada

