

SOTA *Speak*

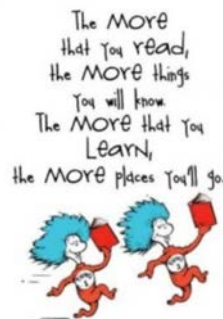
School of the Air Newsletter



February 2025 Term 1



Message from the Head of Campus



Wow, what a week at SOTA! It was an absolute pleasure to see all the students and meet their families.

Thank you to all the families and supervisors who were able to join us in Port Augusta last week. For those who couldn't make it, I hope we have the opportunity to meet at another event or during a visit with an Itinerant Teacher.

Our new Reception students are settling into their learning routines well with Miss Stringer. I had the chance to crash their lesson on Monday to see how everything runs, in preparation for teaching my own lessons, which I am excited to undertake.

Reading: More Than Just Words on a Page

Reading is such an important skill, even though it can sometimes be challenging for some learners. Remember, reading words from a page is just one part of the reading process. There are many ways to encourage a love of reading. You might like to consider:

- Books (fiction or non-fiction)
- Magazines
- Wordless picture books
- Audiobooks
- Shared reading experiences

Reading doesn't have to be hard or boring—we can find ways to make it fun and accessible for everyone! Don't forget the OAC Library can send books straight to you via their online portal. It is worth taking a look and borrowing books with your students.

Don't forget:

- Students can join our Book Club on Wednesdays from 3:00 pm to 3:20 pm.
- The Premier's Reading Challenge is also on again this year. Find out more: [Premier's Reading Challenge](#)

Celebrating Success at SOTA

This year, we want to highlight our successes and share our stories. One of our stars is George, a Year 6 student with impressive artistic flair and sculpting skills in welding. George won the Youth Category (10–17 years) and received the People's Choice Award for a different creation at the 2024 Solar and Sun Exhibition held at the Arid Lands in Port Augusta. Please see photos on next page. Well done, George!



Student Leadership 2025

Miss Morley has been busy getting roles filled and the Student Council up and running for 2025. We are proud to announce and celebrate the appointment of the following student leaders:

Student Council President: Lara

Vice President: George

Wellbeing Leader: Eli

Wellbeing Leader: Lawson

Learning Leader: Bonnie

Community Leader: Jayden

Congratulations to all our student leaders! We can't wait to see the wonderful things you'll achieve this year.





EVENTS

- Adelaide Cup Day (Public Holiday) - **10 March**
 Pupil free day - **11 March**
 School Experience Week: **17-21 March**
(includes Friday)
 Yr 6 Aquatics - **18 March**
 NAPLAN: **18 - 19 March**
 Field Day: **20 March**
 ICPA conference: **21 March**
 Canberra Camp (Years 5/6): **28 April - 2 May**
 Camp @ Woodhouse: **30 June - 4 July**
 Mini School @Coober Pedy: **22- 26 September**
 Get Together: **5 - 6 December**

Absences

Rachael:

- 4WD Training 17 February
- Education Leaders Day and literacy summit 27-28 February
- Planning day - 3 March at Marden
- ALA meeting - 7 March
- Family visits - Week 9 -10

Angela:

- Training at Marden 17 - 21 March

Miss A:

- Keeping safe curriculum training - 14 March

Miss Morley:

- Personal leave - 21 February

Miss Megan:

- 4WD training - 17 February

OPFA and SOTA CGC

Outback Parents and Friends Association (OPFA)

An opportunity for the parents, supervisors and staff of students enrolled with the Port Augusta School of the Air (SOTA) to discuss any aspects associated with the school.

SOTA Committee of Governing Council (CGC)

The SOTA CGC discuss governance issues that require further discussion from OPFA meetings.

OPFA/CGC upcoming meeting dates

All meetings at 3:00pm

OPFA: Week 3 (T1) Wednesday

CGC: Week 4 (T1) Wednesday

DES

In 2025 we will have 12 eager Governesses and 8 dedicated Parent Supervisors working alongside our teachers. These 20 superheroes do not yet realise how big of an impact they will have on the lives of their students. Their positive interactions and guidance assists students through many successes throughout the year, as well as offering support and growth mindset strategies required for life.

We cannot thank these Governesses and Parent Supervisors enough for their dedication to SOTA students, and we look forward to working together for the year.

This week we happily announced Indi as DES Head Supervisor. Indi has been working at Wintinna and brings enthusiasm and flair to the role. She has already had great ideas and vision for our supervisors. Thank you Indi for volunteering your time for this important position. DES provides many events for our students, families and community while fundraising throughout the year. This fundraising is used for our SOTA students to participate in events and experiences they may typically miss out on due to their location. DES has kindly paid for all students to attend the Zoo on our upcoming Woodhouse camp.

Thank you Indi and your DES group for always thinking of our students.



LIBRARY NEWS

Once again, the Library will be communicating with families through Microsoft Teams for our Library Events and Assemblies. We will be loading Competitions and Events on this page, Including the Premiers Reading Challenge forms, National Simultaneous Storytime Event and Book Week Activities.

Join our Teams Site with this Code: **qb5q0nb**

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

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

Links to the **library catalogue and how to borrow books** are also located here on our teams page:

View module: "[Borrowing Books from the Library](#)"

Access our catalogue from the SORA APP on your mobile device:

View module: "[Using the SORA APP for READING](#)"

LIBRARY ASSEMBLY TIME: This year we are splitting our library time by year levels. This will help us to promote reading material and events based on student interests. You will have us crazy librarians for double the fun on Wednesday and Thursday mornings for our 15minutes of fame.

Reception to Year 2's – Wednesday morning 8:30 - 8:45am

Year 3-6's – Thursday mornings 8:30 – 8:45am

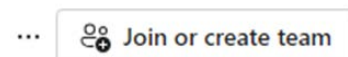
Please join your MORNING ASSEMBLY LINK as normal here:

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 494 274 958 571

Passcode: **zR3Qb2jy**



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

We look forward to sharing our library fun this year and thank you for taking this learning journey with us.

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

Regards
The Library Team





Term Week 2

Miss Stringer: Airlie For enthusiastic participation in all learning areas, welcoming new students and always trying her best when presented with new learning tasks

Miss Andrews: Simba For always being ready to learn, his respectful classroom behaviours, and enthusiastic participation in all activities during Induction Week.

Miss Kaur: Sanaisha For doing her best listening, and actively participating in all class activities this week.

Miss Morley: Shaquille For positive collaboration with his peers and active thinking in our linked learning topic.

Miss Megan: Timothy For showing strong resilience and persistence when he was learning his lines for the class presentation

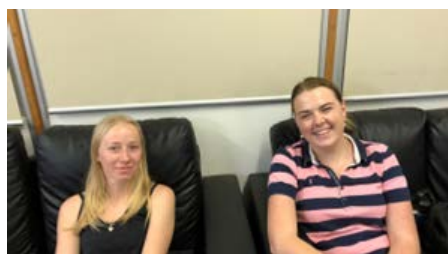
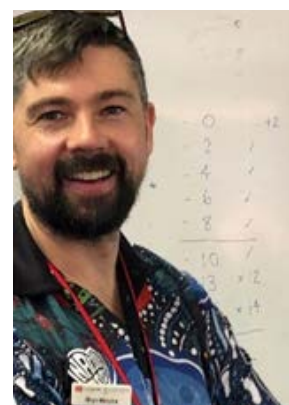
Mr Moyne: Lara For positive engagement throughout all lessons and demonstrating leadership by supporting younger students in HPE lessons.

Mrs Russell: Katie & Leah

For their support and kindness while I settled into the new role.



Miss Megan's Home Visits



Hello everyone! It was wonderful to see everyone during Orientation Week. Mr. Moyne and I are excited to announce SOTA's participation in the Jump Rope for Heart program, which supports research into heart disease. Our aim is to get students active and hopefully generate some donations for this very worthy cause.

We are currently waiting for a delivery of our new skipping ropes for Years 3-6, which we will send out shortly. All junior primary students should have received a skipping rope during Week 2. Please let us know if your child still needs one.

Jump Rope for Heart challenges each student to log 10 hours of activity by Week 11.

Interested in fundraising? Register at jumprope.org.au/parents.



Miss Megan



Mr Moyne's Itinerant Visits

Hi all, I hope you have had a great start to the term. For those who were able to travel down for Induction Week, it was a great opportunity for everyone to connect as well as for our Year 3-6 students to participate in H&PE lessons. Despite the hot weather, we were able to utilise the school gym and get out on the oval for a game of cricket. Students also had a great opportunity to attend an after-school football clinic. As Miss Megan mentioned, our school is participating in the Jump Rope for Heart program and we encourage you to get your students involved by logging the activity and registering for the challenge. I look forward to seeing you all during a visit sometime soon.





Miss Stringer - Reception

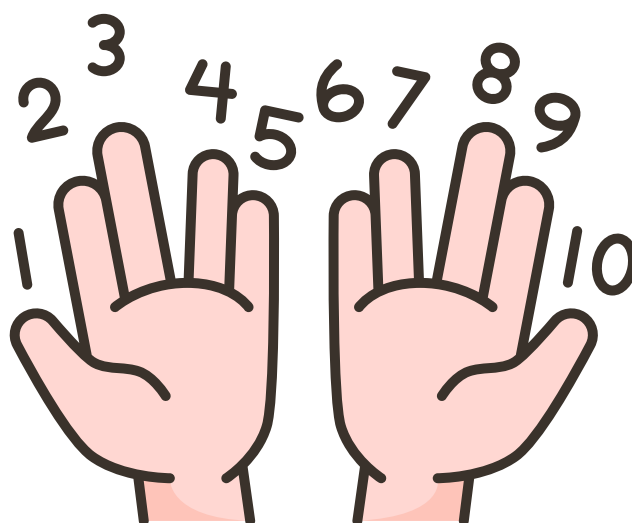
Literacy

This year we have two different groups, Rockets and UFO's to align with our space themed SOTA school room. Each week we will learn two new phonemes, or sounds. We will learn to write it, say it, sound it out and identify the letter in our environment. Students are already beginning to read and blend known sounds together. We will also explore recounts building up to the students writing their own recounts. Term 1 is always very busy and tiring as students build stamina, and the cognitive requirements change from Kindy to School, but so far there has been plenty of enthusiasm from all! Students will have daily Heggerty Phonemic Awareness recordings to watch, these videos model explicit phonics instruction for early literacy instruction.



Maths

Maths this term is all things numbers. Students are exploring numbers from 0-10 and 0-20 working through those confusing teens. We will look at many mathematical concepts such as, what is a number?, how do we represent numbers? 1:1 counting, counting collections, subitising, part-part-whole, partitioning - and more! I try to keep this as hands on and engaging as possible for busy little hands and minds while adapting to students interests and meeting their learning needs. Students will undertake daily maths consolidation tasks independently at home.



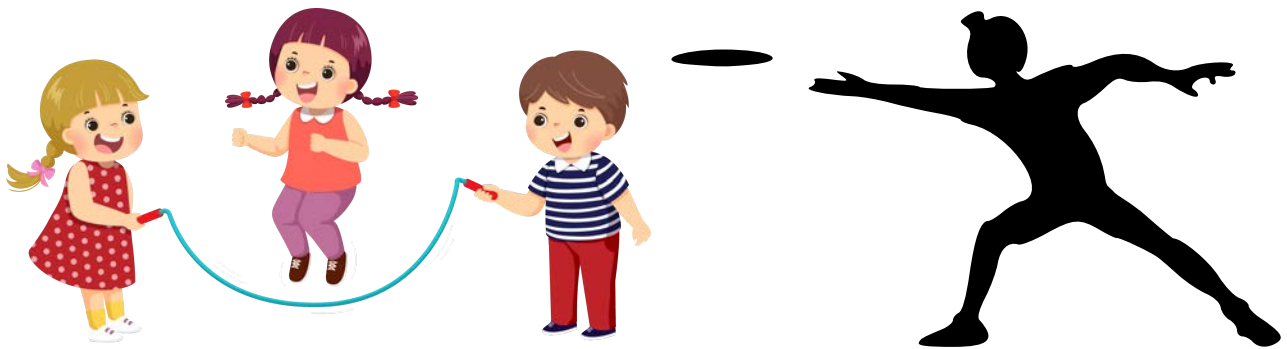
LLP

This is my first time undertaking a Linked Learning Project and I have chosen the theme of rainforests. During this, students will explore what it means to be a living thing. What is a living thing, what they need and how their external features, behaviours and interactions help them to survive in their environment. Students will all research their chosen rainforest animal.

HPE

This term in Health lessons, the students will learn to identify some of their personal strengths, and they will explore how these skills and abilities have been developing over time and improving with determination and practice.

In PE lessons, we will introduce frisbees to further develop the students' movement, throwing and catching skills and we will have a focus on basic skipping using ropes.



CPC

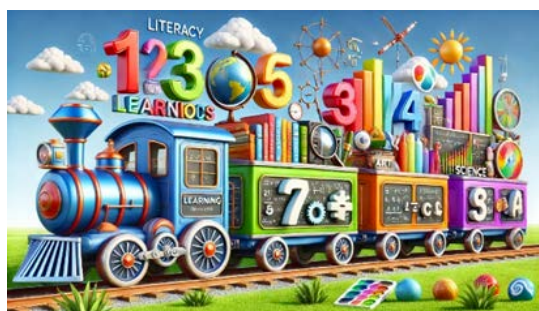
We will be beginning the year working on our growth mindsets and the power of yet. Students will navigate through challenges relative to their age and work through problem solving strategies. Students will identify their safe and trusted people, what it means to be safe and that we all have the right to be safe.



Miss Andrews - Year 1/2

Welcome back to SOTA for 2025! I hope you had a relaxing summer break and are now refreshed and ready to embark on your learning journey for another year. I am excited to be your teacher, to guide and support you through the many adventures across all learning areas, and to help celebrate all your academic achievements. Let's have a look at what adventures Term 1 has in store.

This year, we are starting our journey with a flipped learning approach, where you will do some at-home learning before you come online for your lesson. The morning sessions are dedicated to literacy, followed by maths in the middle session each day. Afternoon sessions combine linked learning (including one online session), Japanese, handwriting/typing, and a CPC follow-up.



Linked Learning

This term, our class will combine a range of subjects in a linked learning unit. Our focus this term is 'Under the Sea'. Students will explore marine life, ocean ecosystems, virtual underwater environments, create ocean-themed artwork, and investigate the oceans of the world.

Through engaging activities and investigations, students will delve into various learning areas, including HASS, Science, Technology, and the Arts, all centred around the theme 'Under the Sea'. These cross-disciplinary activities will enhance their understanding while fostering creativity, curiosity, and critical thinking skills.

Literacy

Acquiring phonics knowledge and skills lays the groundwork for reading and spelling. Therefore, our literacy learning will follow the progression of the suggested phonics teaching sequence set by the Literacy Guarantee Unit (LGU) with daily activities relating to the focus phoneme-grapheme correspondences. Literacy sessions will allow students to consolidate and extend their reading comprehension skills.

This term, students will focus on developing their recount and letter-writing skills, understanding the structure of these genres, and beginning up-levelling their writing by developing editing skills.



Maths

Our class will begin their maths this year with a number focus on counting, particularly patterns formed by skip counting, and place value. There will also be a measurement focus on recognising and reading the time on an analogue clock to the hour, half-hour, and quarter-hour and describing the duration of time using years, months, weeks, days and hours.

Mental maths skills are essential for developing problem-solving skills that promote faster calculations.

Students will complete an easy-to-follow weekly structure of Think Mentals tasks, which teaches students how to break maths problems into friendly, manageable chunks. Once they can do this, students will develop the skills and confidence to perform mental computations efficiently. In addition, students will build on their counting skills by completing fluency tasks based on their current understanding.



Child Protection Curriculum (CPC)

In CPC this term, students will focus on building critical skills to ensure their safety and well-being. They will learn how to recognise abuse, talk to trusted adults and understand ways to keep themselves safe.

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, safe and unsafe, warning signs, personal emergencies, and risk-taking. Students will be helped to reflect on the impact of their own behaviour and how to modify their behaviour in response to feedback.



Health and Physical Education (Miss Megan)

This term in Health lessons, students will explore the characteristics that make them who they are, including the knowledge and skills they bring to their work and the attributes that define how they will apply themselves to a role or task. The students will be asked to list their personal strengths, and they will be asked to think about the goals they could set to work towards to make themselves stronger. In PE lessons, we will focus on developing throwing and catching skills using a frisbee, and the children will use ropes to improve their skipping skills.



Miss Kaur - Year 3/4

Hello everyone. I hope you had a fantastic start to Term 1 and are enjoying your learning so far. I am super excited to have you as my new class this year and can't wait to see you all spread your wings and do some amazing learning throughout the year.

Let's have a look at what we are learning this Term.

Similar to last year, each week you will have three online lessons for English, Maths, and Linked Learning, as well as one lesson each for CPC and Japanese.

Maths

This term our focus will be on Number and place value, where students will explore various properties of numbers. They will recognise, represent, and order numbers and apply place value to partition, rearrange and regroup numbers. Students will develop efficient mental and written strategies and use appropriate digital technologies for solving problems involving the four operations.

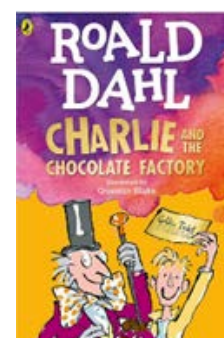
To practise their Maths skills, students will be using an online platform called IXL Maths, where they will get differentiated problems to best support their learning.



English

This term, students will focus on developing their skills in narrative writing while exploring the classic text *Charlie and the Chocolate Factory* by Roald Dahl. They will study the key features of narrative writing, such as structure, character development, setting, plot, and the use of engaging language to create vivid stories. In addition to crafting their own narratives, students will deepen their understanding of grammar by examining important elements, including parts of speech, and sentence types.

Students will be completing weekly comprehension and grammar tasks on IXL English. We will also begin the SA spelling and morphology program which will focus on how we can use phonics patterns, affixes, and word origins to learn to read and write unknown words.



Linked Learning

This unit will closely connect with our English text for the term, Charlie and the Chocolate Factory. Students will embark on an exciting journey to learn all about chocolate—its fascinating science, rich history, and cultural origins. They will explore how chocolate has evolved over time, examining the processes and innovations that have shaped it into the product we know today.

Through engaging activities and investigations, students will delve into various learning areas, including HASS, Science, Technology, and the Arts, all centred around the theme of chocolate. These cross-disciplinary activities will enhance their understanding while fostering creativity, curiosity, and critical thinking skills.



CPC

In Child Protection Curriculum (CPC) this term, students will focus on building critical skills to ensure their safety and well-being. They will learn how to identify and respond appropriately to warning signs, such as feelings of discomfort or unsafe situations, and practice strategies for staying calm and composed when faced with potential danger.

Students will also develop their ability to recognize, assess, and respond to risk situations effectively. Through discussions, role-playing, and guided activities, they will gain a deeper understanding of how to evaluate their surroundings, make safe choices, and seek help when needed. This learning is aimed at empowering students with the confidence and knowledge to protect themselves and others in real-life scenarios.



Health and Physical Education (Mr. Moyne)

This term in Health, students will develop the knowledge and strategies needed to interact positively with their peers. They will investigate how feelings, emotions and mood can affect their own and other's behaviours and responses. They will also examine culture and how this influences a person's identity.

Within Physical Education, students will play and suggest modifications to a variety of different target games considering the value of movement, effective game strategies, inclusion and fair play. Students will refine, adapt and apply their fundamental movement skills while playing these games. Finally, students will create their own target game with the objective of creating a game that promotes physical activity and demonstrates fundamental movement skills and movement strategies to solve a movement challenge.



Miss Morley - Year 5/6

This year our learning will be following a different framework, with three online lessons each in English, Maths, and Linked Learning, as well as one CPC lesson and one Japanese lesson per week.

Maths

This year we are beginning maths by exploring the properties and patterns of whole numbers. and investigating the application of integers and algebraic concepts to everyday situations and problems.



Our maths will be conducted as flipped learning. Instead of a follow-up, students will complete a recorded lesson and activity before attending online classes. This will provide recorded explanations of concepts for review, as well as target assistance and collaborative learning in online lessons. We will also continue using IXL as our daily morning maths, as well as throughout our units to consolidate and extend our learning.



English

In English, we are exploring narratives in poetry, focusing on the poem *The Jabberwocky* by Lewis Carrol. Students will develop their grammatical understanding and writing skills by examining how specific vocabulary choices and text structures can be used to set a scene and tell a story, before experimenting with their use in their own narratives.

We will also begin a new spelling program, starting the SA spelling and morphology program, which will focus on how we can use phonics patterns, affixes, and word origins to learn to read and write unknown words. This will be connected to our DORF program, with students completing a range of literacy activities throughout the week based on their reading passage.

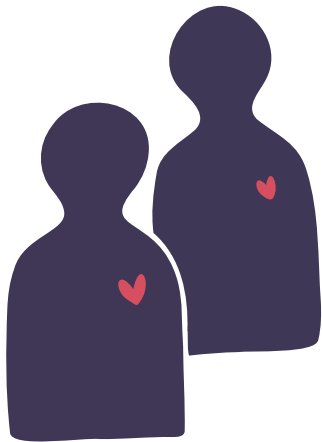
Linked Learning

In our new Linked Learning subject, our class has received an Invitation to Tea. Throughout this term, we will complete a combined HASS, Science, Technology, and Media Arts investigation all about the 'Good Old Cuppa Tea'. Students will examine many ideas and questions around tea, such as how tea came to Australia, where and what tea needs to grow, what the various types of tea are, and how tea is connected to culture and societies.

In the second half of the term, students will try designing their own tea blend, experimenting with flavours and brewing conditions, before learning to market their final product through visual and video advertising.



CPC



In this unit students will learn about Topics 1-2 of the Child Protection Curriculum, focusing on the right to be safe and relationships. Students will learn about risk-taking, identifying risky situations and evaluating the risk in different situations, and strategies to remain safe and calm during stressful situations or emergencies.

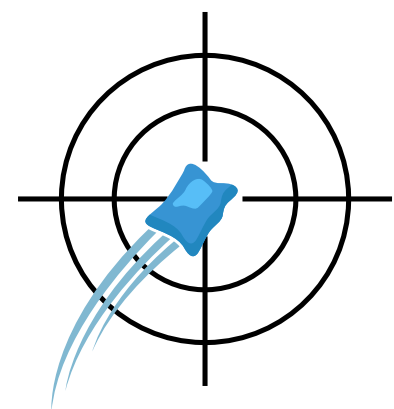
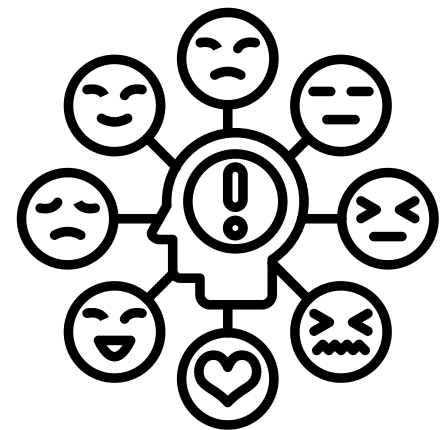
Students will explore a range of relationships, learning to identify signs of healthy and unhealthy relationships and manipulation in relationships. They will learn about types of power and discuss how power can be used positively or abused in relationships.

Health and Physical Education (Mr. Moyne)

This term in Health, Year 5 students will focus upon emotional interactions. Students will learn to recognise the influence of emotions on behaviours and describe factors that influence how people interact. Students will also learn about the skills needed to establish and maintain respectful connected relationships.

Year 6 students will be exploring what it means to be active. Students will investigate how physical activity creates opportunities for different groups to work together. Students will identify how physical activity contributes to individual and community wellbeing, including: physical, social, emotional, and environmental impact.

Within Physical Education, students will play, analyse and critique a variety of different target games considering the value of movement, effective game strategies, inclusion and fair play. Students will create their own target game with the objective of creating a game that promotes physical activity and enhances health and wellbeing for SOTA students and other people within their lives.



SOTA BOOK CLUB

Wednesday 3:00pm-3:20

Years R-2

Years 3-6

It's Book Club Time!

During book club time, we will:

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

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

It's Book Club Time!

During book club time, we will:

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

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

It's Book Club Time!

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

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

It's Book Club Time!

Give your opinions about books using these talk frames.

Other sentence starters you could use:

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

My favourite character was...

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

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

The plot was...

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

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