

### English

Students explore how authors use precise vocabulary, literary devices and varied sentence structures to develop characters in literary texts. They learn to use these elements to write stories.

Students examine how authors use paragraph structures and persuasive language features to influence an audience. Students read, view and analyse persuasive texts. Students learn how to interact with others and listen to and create spoken texts to influence others to a particular point of view. Students learn how to participate in small group discussions to persuade others to their point of view.

### Mathematics

Students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students recall multiplication facts for twos, fives and tens and use a range of strategies. They interpret and create two-dimensional representations of familiar environments. Students conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context. They record, represent and compare data they have collected.

### French

Students learn how to use French spoken language to give and respond to commands in familiar environments including school and the local community. They learn to ask and respond to oral questions used in familiar environments including the classroom and shopping experiences. They role play experiences. Students learn to comprehend simple spoken texts using cues.

### The Arts

**Music** Students develop skills for singing including breathing, awareness of pitch, beat and rhythm and singing softly and loudly for a purpose. Students develop listening skills and skills for manipulating elements of music, including rhythm, pitch and timbre, when singing and playing instruments.

#### Visual Arts

Students analyse how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place.

### Central Idea & Key Concepts

Through the learning in two or more subjects, the students explore the following central ideas and key concepts.

Central Idea: Peoples beliefs and values contribute to and shape the community in which they live.

Key concepts: reflection, connection

Central idea: People create systems that contribute to local and global communities.

Key concepts: reflection, connection, function, causation

### Science

Students investigate life cycles of plants and animals including metamorphic and non-metamorphic life cycles, observing the stages and examining the differences between life cycles. They learn to make scientific observations, recording on an ongoing basis observable features and activity at different stages of the life cycle. Students learn to represent stages of a plant or animal life cycle using visual representations such as drawings and digital photographs. They learn to organise data and information using provided scaffolds and use scientific vocabulary when appropriate. Students learn to compare characteristics of living and non-living things, classifying and explaining reasons for classifications.

### Humanities & Social Sciences

Students investigate how people actively participate and contribute to communities. Students learn to locate, collect and record information and data from different sources, including guest speakers from the local community. They learn how to use ideas from sources, and subject-specific terms to present descriptions and explanations in the form of images and text. Students examine the importance of rules to communities. They learn about who makes rules, why rules are important in the local community, and the impact of rules not being followed. Students learn how to analyse information and data to identify perspectives and draw conclusions. They learn how to propose actions or responses in the form of rules to meet the needs of certain contexts.

### Technologies

Students investigate the fundamentals of coding by using algorithms with branching and iteration. They use a program to develop a video game that branches into multiple paths. Students learn to use design criteria.

### Health & Physical Education

Students explore modifications to games that aid inclusivity of all abilities and learn why modifications to games are important to build inclusivity. Students create a scoring system for Oz Tag to create fair play and apply rules. They participate in Oz Tag to achieve successful outcomes in group or team movement activities.

For those that I haven't met my name is Tom McKee. I am excited to be teaching for my second year at Brisbane Central. I have been teaching for 8 years with most of my experience in the upper years of primary school.

I believe that for students to achieve at their fullest potential, parents and teachers must work together. I fully appreciate all issues and concerns that may arise on an individual's educational journey. I understand that every parent wants the best possible outcome for their child and am looking forward to working successfully on this together throughout the year.

## 2025 Improvement Agenda

Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our shared practice.

### Key times in the week for our class

Homework due: Friday  
Library: Thursday  
French: Tuesday  
Music: Monday  
Technologies: Friday  
Health & Physical Education: Monday

### Key dates

Term 1 – 28 January to 4 April  
29 January Classroom meet and greet  
12 February City Districts swimming  
12-24 March NAPLAN – Years 3 and 5  
24-28 March Parent Teacher Interviews  
Term 2 starts 22 April

**Thursday – Active School Travel Day** – How can you travel to school while leaving the car at home?

### Fruit Break

Each day students have a fruit/vegetable snack around 10am. Please send your child with a piece of fresh fruit or vegetables to eat in a separate labelled container.

### No hat – Alternative play spaces

Students who do not have a hat at school are not able to play on the oval or playgrounds during breaks. Students will be directed to undercover/shaded and indoor play spaces. Please help us support your child to be sun safe.

### Positive Behaviour for Learning (PBL)



Brisbane Central State School follows the Positive Behaviour for Learning model to teach our students what behaviour is expected at school. Each week classroom teachers teach a focus lesson, explicitly teaching appropriate behaviours. All classes focus on the same lesson, and all staff are on the lookout for this behaviour being displayed. When the positive behaviour is noticed, Owlies are handed out to acknowledge the behaviour. Owlies lead to stamps in a Behaviour Passport and then to a Rewards Menu where the students can choose from a variety of rewards.

### Culture of feedback

Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand **what** a quality piece of work looks like, **where** their work is in comparison to this and **how** to take their next step to improve. Students do this through:



- Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers
- Engaging in multiple opportunities to produce work and analyse their own and other's work
- Applying feedback to improve

### Class teacher contact details

For messages that require attention on the same day please make contact via the school office on 3230 4333. Teachers are not on email consistently throughout the teaching day. For other enquiries or information, please feel free to email the details or to request a meeting. Email: [tmcke237@eq.edu.au](mailto:tmcke237@eq.edu.au)

### School contact details

**Address:** Rogers Street  
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