

### English

Students investigate how authors portray characters' beliefs and values through their choice of language features. They explore how scientists use text structures and language features (including visual features) to inform an audience. Students learn how to share and extend ideas and information by using text structures and language features, including complex sentences, topic-specific vocabulary, and visual features.

### Mathematics

Students recall and demonstrate multiplication facts and the related division facts. They apply facts to develop efficient mental strategies with larger numbers. Students use various representations of fractions and make connections between fractions and decimals. They use grid references and directions to locate and describe positions and pathways. Students identify symmetry of shapes and create symmetrical patterns and pictures. They investigate, collect, record and display data. Students interpret the data and communicate the results. They analyse the effectiveness of different data displays.

### French

Students learn to communicate about their life experiences, choices and actions in French. They also learn how to source unfamiliar French vocabulary relating to activities of interest.

### The Arts

**Music** Students learn about elements of music and how they are used to compose and perform music.

### Central Idea & Key Concepts

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

Central Idea: People's life experiences have an impact on their beliefs, values and actions.  
Key Concepts: reflection, causation

Central idea: Forces affect interactions between objects.  
Key concepts: connection, responsibility

### Science

Students investigate how natural and made materials including fibres, metals, glass and plastics have properties and that these influence their use. Students learn how to relate the uses of materials to their properties and pose questions to identify patterns and relationships. They construct design plans to organise information and data, using scientific vocabulary where appropriate. Students investigate contact and non-contact forces and how they affect interactions between objects. They learn to organise data to show simple relationships and identify patterns. Students pose questions to identify patterns and relationships and make predictions based on observations.

### Humanities & Social Sciences



Students explore how cultural and social factors shape identity, including our values, beliefs and actions. Students learn to identify the role and importance of the cultural, religious and social groups that they and others in their community belong to.

### Technologies

Students learn that properties and uses of materials are considered when creating designed solutions. They learn to reflect on their actions to refine their processes, develop their decision-making skills and improve their solutions. Students learn to communicate their design ideas to others using drawings, including annotations and symbols.

### Health & Physical Education

Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. Students explore how behaviours contribute to our own and others' health, safety, relationships and wellbeing.

<p>Welcome to term 1. 40 have settled in nicely together and are working thoughtfully towards their Term 1 learning goals. Your efforts in having the children ready for learning are obvious and I sincerely thank you for that. One reminder, would you please ensure that your children are not at school before 8.30am? If this is unavoidable, please reach out and I can let you know about the options we have available for supervision before school.</p>	<p style="text-align: center;"><b><u>2025 Improvement Agenda</u></b></p> <p style="text-align: center;">Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our shared practice.</p>
<p style="text-align: center;"><b><u>Key times in the week for our class</u></b></p> <p>Technologies: Mondays Library: Tuesdays French: Wednesdays Music: Wednesdays Health &amp; Physical Education: Thursdays Homework due: Fridays</p> <p><b>Thursday – Active School Travel Day</b> – How can you travel to school while leaving the car at home?</p>	<p style="text-align: center;"><b><u>Key dates</u></b></p> <p>Term 1 – 28 January to 4 April 29 January Classroom meet and greet 12 February City Districts swimming 28 February Investiture Ceremony 24-28 March Parent Teacher Interviews Term 2 starts 22 April</p>
<p style="text-align: center;"><b><u>Fruit Break</u></b></p> <p>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.</p>	<p style="text-align: center;"><b><u>No hat – Alternative play spaces</u></b></p> <p>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.</p>
<p style="text-align: center;"><b><u>Positive Behaviour for Learning (PBL)</u></b></p>  <p>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.</p>	<p style="text-align: center;"><b><u>Culture of feedback</u></b></p> <p>Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand <b>what</b> a quality piece of work looks like, <b>where</b> their work is in comparison to this and <b>how</b> to take their next step to improve. Students do this through:</p>  <ul style="list-style-type: none"> <li>• Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers</li> <li>• Engaging in multiple opportunities to produce work and analyse their own and other's work</li> <li>• Applying feedback to improve</li> </ul>
<p style="text-align: center;"><b><u>Class teacher contact details</u></b></p> <p>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. <b>Email: kocon91@eq.edu.au</b></p>	<p style="text-align: center;"><b><u>School contact details</u></b></p> <p><b>Address:</b> Rogers Street Spring Hill Qld 4000 <b>Telephone:</b> (07) 3230 4333 <b>Facsimile:</b> (07) 3831 5469 <b>Email:</b> admin@brisbanecentralss.eq.edu.au</p>