

### English

Students examine how authors use language features and text structures in audio-visual and print biographies to inform an audience about a person's life story. They learn to read, view and comprehend a range of print and multi-media texts and explain how ideas are developed through language features and multi-modal elements including sound and images. Students examine how authors manipulate language features and make vocabulary choices to portray characters and settings from a person's point of view in a specific historical era. Students learn to use language features including complex sentences, tenses, topic-specific vocabulary and literary devices. They learn to develop and expand on ideas with supporting details from topics and texts, related to historical periods.

### Mathematics

Students read, compare and order numbers with more than 2 decimal places and show these numbers on a number line. Students compare and order fractions on a number line, using knowledge of factors and multiples. They identify and explain the connection between multiplication and division and develop number facts. Students use grid coordinates to locate positions and describe position and movement using coordinates and directional language. They describe and perform translations, reflections and rotations of shapes and identify symmetries. They plan and conduct investigations to collect and interpret data and communicate findings. Students read graphs representing change over time and discuss conclusions.

### French

Students learn how to discuss their identity in French. They learn to use varied sentence structure, and correct noun-adjective agreement, as well as skills to isolate intended vocabulary.

### The Arts

#### Visual Arts

Students learn to use the elements of visual arts to communicate meaning through portraiture.

#### Music

Students learn to use notation to document and record the music they compose.

### Central Idea & Key Concepts

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

Central idea: Our connection to people and places makes us who we are and influences our identity.

Key concepts: connection, reflection

Central idea: Evidence of the past can be used to make connections to present day.

Key concepts: perspective and change

### Science

Students identify sources of light and model the transfer of light to explain observed phenomena. They learn how to manipulate observable properties of light to investigate the direction of light travel and how to manipulate the strength, colour and transparency of light rays.

### Humanities & Social Sciences



Students investigate how significant people from pre-federation Australia influenced or changed Australian society through the lens of the Gold Rush and the Eureka Stockade. They learn to locate information from sources about aspects of daily life for different groups of people during these events and this colonial period in Australia. They learn to examine different viewpoints about the significance of individuals and groups in shaping the colonies.

### Technologies

Students examine how digital tools can be used to create, locate and communicate content to each other when working within a group to create coding for a program. They explore how user interfaces and programs can be designed for the purpose of solving problems using co-developed design criteria generated from user stories.

### Health & Physical Education

Students explore how different factors influence identities. They examine how societal roles and responsibilities can be influenced by gender stereotypes.

<p>Welcome to term 1. The students have had a fantastic start to the year, reconnecting with familiar faces and warmly welcoming new ones. It has been wonderful to see their enthusiasm and eagerness to learn. We have an exciting term ahead, filled with engaging learning experiences and plenty of fun.</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>Homework due: Friday          Library: Friday          French: Thursdays and Fridays          Music: Mondays          Technologies: Tuesday          Health &amp; Physical Education: Tuesdays</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: bjdar0@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>