

English

Students investigate how authors use language features in different ways to develop characters as they face physical, social, emotional and intellectual challenges that effect their evolving identity. They develop a short story that involves a character who experiences a challenge, by applying their developing understanding of narrative elements and language features.

Students engage with a focus novel written by an Australian author and related informative texts, connecting with contemporary environmental issues. They identify similarities and differences in how ideas are presented and developed in both literary and informative texts. They examine text structures such as chapters, headings and subheadings, tables of contents, indexes and glossaries and language features such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.

Humanities & Social Sciences

Students explore how significant people, events and ideas led to Australian Federation, democracy and citizenship. They learn how to evaluate sources they are using to determine origin, purpose and perspectives and evaluate evidence to draw conclusions. Students examine how consumers can make informed consumer and financial choices to meet their rights and responsibilities. They consider how their consumer choices impact the physical conditions of habitats that impact the growth and survival of living things. Students learn how to develop questions, and locate, collect and organise information and data from a range of primary and secondary sources while evaluating evidence to draw conclusions. They learn to select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

French

Students learn to use French to discuss characteristics of significant people in French history. They learn topic specific vocabulary, focussing on a variety of nouns and adjectives, and they learn to vary their sentence structure.

The Arts

Media Arts

Students explore how media languages and media technologies are used in media arts works they experience to communicate ideas, perspectives and meaning.

Music

Students explore rhythmic ostinatos as a repeated melodic phrase throughout a section or whole piece of music and how they are used for effect.

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 have national and personal identities that are influenced by historical events and the beliefs and values in different periods.

Key Concepts: perspective, connection

Central idea: Groups and individuals exercise their rights and responsibilities to care for the growth and survival of living things.

Key concepts: causation, responsibility

Mathematics

Students identify situations that use positive and negative whole numbers and show these numbers on a number line. They locate numbers and points in the 4 quadrants of a Cartesian plane and describe changes when a point is moved. Students create tessellations and other geometric patterns. They plan and conduct investigations to collect, analyse and compare data and communicate findings.

Science



Students investigate how changes in the physical conditions impacted by human activity affect plant growth and explore aspects of human activities that impact the environment. Students learn to identify variables to be changed, measured and controlled while using equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions.

Technologies

Students explore how people represent their own identities online and offline in different ways. They explore how people securely access and use multiple digital systems while protecting their privacy and security online.

Health & Physical Education

Students investigate how increasing physical activity and reducing sedentary behaviour levels has benefits for your health and wellbeing. They learn skills to protect themselves online and offline.

<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;"><u>2025 Improvement Agenda</u></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;"><u>Key times in the week for our class</u></p> <p>Homework due: Wednesdays Library: Wednesdays French: Thursdays and Fridays Music: Mondays Technologies: Mondays Health & Physical Education: Tuesdays</p> <p>Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?</p>	<p style="text-align: center;"><u>Key dates</u></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;"><u>Fruit Break</u></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;"><u>No hat – Alternative play spaces</u></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;"><u>Positive Behaviour for Learning (PBL)</u></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;"><u>Culture of feedback</u></p>  <p>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:</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;"><u>Class teacher contact details</u></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. Email: mtlan1@eq.edu.au</p>	<p style="text-align: center;"><u>School contact details</u></p> <p>Address: Rogers Street Spring Hill Qld 4000 Telephone: (07) 3230 4333 Facsimile: (07) 3831 5469 Email: admin@brisbanecentralss.eq.edu.au</p>