

English

Students read and view animated short films that tell stories and spoken and written reviews of short films. They also read a narrative poem that tells a story in free verse writing style. They learn how authors use language and literary devices to develop characters, events and ideas. Students share their thoughts in discussions and respond to texts through speaking and writing, using these texts as examples for their own work. As part of their learning, students present and explain their ideas and opinions about a short film to an audience.

Mathematics

Students use addition and multiplication facts to add and subtract, multiply and divide numbers. They identify equivalent fractions and make connections between fraction and decimals. Students solve problems involving durations of time. They create and understand grid references. They identify symmetry in plane shapes and create symmetrical patterns. Students make data displays, decide if the display shows the data well and explain patterns in the data. They use surveys and digital tools to generate data in investigations and communicate findings.

French

Students learn to use spoken French in everyday situations. They learn how to use simple words and phrases to help keep themselves and others safe.

The Arts

Media Arts

Students learn how media artworks use pictures, sound effects, text and voice-overs to tell a story and engage viewers. Students apply these techniques to create their own media artwork that tells a story.

Music

Students develop listening skills through singing and playing instruments. They learn how to change and control musical elements such as pitch and rhythm. Students use these skills to play a simple tune on a melodic instrument.

Humanities and Social Sciences

Students explore cultural and social factors that help shape identity. With a focus on local government, students learn that rules and laws have a purpose and affect people's everyday lives. They learn how community members can contribute to local government decisions and services. Students develop questions and gather information from a range of sources. They examine information to identify different perspectives and draw conclusions. Students use ideas from sources and subject specific words to explain their learning.

Science

Students learn about natural and made materials such as fibres, metals, glass and plastics. They explore how the properties of materials affect how they are used. Students apply this knowledge to create design plans and communicate ideas about materials for an audience using scientific vocabulary where appropriate.



Technologies

Students learn how the properties and uses of materials help shape design choices. Students develop and compare design ideas while working together in teams. They use simple criteria to check how well their designs meet the purpose. They reflect on their work to improve their processes and decision making. Students share their design ideas using drawings, labels and symbols.

(This learning is covered over Terms 1 and 2.)

Health and Physical Education

Students learn about influences that help build identities. They explore how success, challenges, setbacks and failure can help build resilience. Students learn ways to manage emotions during changes and transitions, such as growing up. Students also learn that people can feel emotions differently and practise ways to manage their feelings.

	<p align="center"><u>2026 Improvement Agenda</u></p> <p>Investigating world's best practice in pedagogy for reading, mathematics and student wellbeing and making it our best practice.</p>
<p align="center"><u>Fruit Break</u></p> <p>Students are allowed to bring in a piece of fruit or vegetable if they wish during the morning session. There is no set time for a 'fruit break' and students are free to munch on a snack while they work.</p>	<p 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 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 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.</p> <p>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 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.</p>	<p align="center"><u>School contact details</u></p> <p>Address: Rogers Street Spring Hill Qld 4000</p> <p>Telephone: (07) 3230 4333</p> <p>Facsimile: (07) 3831 5469</p> <p>Email: admin@brisbanecentralss.eq.edu.au</p>