

English

Students read imaginative texts that explore topics and ideas including poetry and picture books for older readers. They also read and view written and spoken reviews of texts. They explore how authors use characters, settings, events; language features such as imagery, similes and metaphors; and images to bring stories to life and communicate ideas. They also respond to texts and create their own imaginative writing, experimenting with characters, settings and expressive language. Students learn to share their opinions and ideas about texts, using appropriate speaking skills and vocabulary to suit a podcast format.

Mathematics

Students read, compare and order numbers with more than two decimal places and show these numbers on a number line. Students compare and order fractions using knowledge of factors and multiples. They make connections between multiplication and division and develop number facts. Students locate and describe positions and movement using coordinates and directional language. They describe and transform translations, reflections and rotations of shapes and identify symmetries. Students collect and interpret data and communicate findings.

French

Students use spoken French to communicate with others through games and play-based activities. They practise the pronunciation, rhythm and intonation of the language.

The Arts

Visual Arts Students learn how to use colour, line, shape and other art elements to create portraits that show meaning and expression.

Music Students develop listening skills and use rhythm and melody to create expressive music. They sing, play instruments and compose using simple pentatonic melodies and repeating rhythmic patterns to add interest and effect.

Humanities and Social Sciences

Students learn about the economic, political and social reasons for colonisation and the reasons for the establishment of British colonies in Australia after 1800. Students develop questions to guide their learning. They examine information to find patterns and trends. Students select important ideas from sources and use correct terms to explain their understanding.

Science




Students learn about light and its sources and explore how light travels. Through simple experiments, students investigate how changing the strength, colour and transparency of light affects what we observe, helping them understand how light works in everyday life. Students plan and carry out safe investigations to look for patterns and make predictions. They learn to identify what they will change and measure, compare their results with others, recognise possible errors, ask new questions and use evidence to explain their conclusions.

Technologies

Students learn how digital programs, and the visual and interactive elements they have, can be designed to solve problems and meet people's needs. Students plan ideas and set simple criteria for creating a digital tool. Using the criteria, students explain how their design meets its purpose. They create basic coding with choices and instructions using visual programming tools. Students work together and use digital tools and simple technical language to share their ideas.

Health and Physical Education

Students learn about what makes them who they are. They learn how other people, experiences and media can influence their choices. They practise managing their emotions, coping with change, and showing respect, empathy and inclusion in everyday situations.

	<p align="center"><u>2026 Improvement Agenda</u></p> <p align="center">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>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 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. 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>