

English

Students read and view simple texts that retell events and experiences in clear ordered steps, either for real experiences or for imagined events and characters in stories. They learn new words related to their daily life and school topics. They practise reading and understanding simple texts. Students retell events in stories and their own experiences, through writing and speaking. They use language to sequence events, make connections and share thoughts and feelings about these.

Mathematics

Students connect number words, written numbers and position of numbers in order from zero to at least 20. They break and make groups of numbers in different ways and show practical situations that involve counting, equal sharing, adding to and taking away. Students learn about mass, capacity, length and duration, and compare objects and events. Students name, create and sort familiar shapes.

French

Students learn to follow simple classroom instructions in French. They also learn the names of body parts. Students learn simple French songs and nursery rhymes and compare them to the English versions.

The Arts

Music

Students use their bodies to move to the beat and rhythm of the music.

Dance

Students learn that body movements can be used to communicate messages about their feelings and emotions. They talk about how people use their bodies to express their emotions through dance.

Humanities & Social Sciences

Students look at how a family's culture and where they live can change how they celebrate special events and traditions. They learn about different celebrations and commemorations and how people take part in them. Students practise asking questions, sharing their ideas, and thinking about what they learn.

Science

Students look at different objects and see how they move. They test what makes objects move in different ways, such as their size, shape, or what they are made of. With help, they check if what they thought would happen matches what really happened. They learn to talk about their questions, guesses, and what they notice with others.

Technologies

Students learn how to follow steps to make something. They will practise planning and creating a product, step by step.

Health & Physical Education

Students learn how they are the same as, and different from, others. They explore different feelings.

2026 Improvement Agenda

Investigating world's best practice in pedagogy for reading, mathematics and student wellbeing and making it our best practice.

Approaches to teaching and learning

At Brisbane Central we use a varied and balanced approach to teaching so that every child has the best opportunity to learn and thrive. We carefully select teaching methods to suit the curriculum content, the needs of our learners and the learning goals. No matter the approach, student engagement is always at the core of everything we do. Two key strategies we use are explicit teaching and inquiry learning.

Explicit teaching involves clear, focused instruction where teachers guide children step-by-step through new concepts and skills. This method helps children build strong foundational knowledge and provides opportunities for active participation, guided practice, and application of their learning. Explicit teaching is especially effective for building literacy, numeracy and other essential skills.

Inquiry learning provides children with the skills and opportunities to take ownership of their learning. Students ask questions, investigate topics and explore ideas. This approach fosters curiosity, critical thinking, and problem-solving skills, helping children to make meaningful connections between their learning and the real world.

By using both explicit teaching and inquiry learning, we create a rich and well-rounded learning experience. This not only helps your child develop important skills and knowledge but also inspires a lifelong love of learning.

Learner Assets

At Brisbane Central teachers explicitly teach, notice and celebrate learner assets, helping students to understand that learning is not just about getting the right answer, but about developing habits and skills they can use throughout life. Learner assets also provide a shared language between students, teachers, and families to talk about learning, strengths and next steps.

Contributor – *Courageous & Responsible* - Takes part and shares ideas

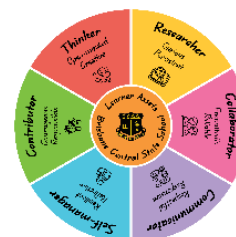
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

Researcher – *Curious & Persistent* - Finds information, asks questions, explores topics more deeply

Communicator – *Respectful & Responsive* - Shares ideas clearly in different forms

Collaborator – *Empathetic & Reliable* - Works well with others, listens respectfully, and cooperates

Self-Manager – *Resilient & Reflective* - Organises themselves and learning



Positive Behaviour for Learning (PBL)



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.

Culture of feedback

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:

- 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



Fruit Break

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 container.

No hat – Alternative play spaces

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.

Class teacher contact

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.

School contact details

Address: Rogers Street
Spring Hill Qld 4000

Telephone: (07) 3230 4333

Facsimile: (07) 3831 5469

Email: admin@brisbanecentralss.eq.edu.au