

English

Students read and explore texts that explain how to do things, such as picture books, recipes and instructions. Students learn how procedures are shared through speaking and writing. They learn to use specific words to match the topic, to give the steps in order and to use their voice to be clear and interesting. Students learn to express opinions about the activity they have explained and to give reasons to convince others to share their opinion. Students learn to read simple texts, such as decodable books that align with the sounds and letters they are learning.

Mathematics

Students make one- and two-digit numbers in different ways. They make collections into equal groups and skip count in twos, fives or tens to at least 120. Students solve addition and subtraction problems within 20. They solve practical problems involving addition, subtraction, equal sharing and grouping and use calculation strategies. Students compare and order objects and events based on length, mass, capacity and duration. They measure length of shapes and objects and make, compare and classify them using features.

French

Students learn to use French verbs to talk about everyday activities and nouns to describe the places in the community where these activities happen and the people involved.

The Arts

Music

Students learn listening skills by identifying high and low sounds in songs. They practice singing skills.

Dance

Students create a short dance in small groups. They choose a starting shape and use different levels, directions and ways of moving. They explore how to keep their balance, change their posture, and move different body parts to help make their dance.

Humanities & Social Sciences

Students learn about places in the local area that are used by the people in the community. They take photos and make labelled drawings of places to collect information on them.

Science

Students learn how forces like pushing and pulling can make things move or change shape. Students learn to ask questions, make predictions and observe what happens.

Technologies

Students use familiar devices and identify their main parts like screens and keyboards. They discover how apps can help with everyday tasks. They find out how devices connect through networks to share information.

Health & Physical Education

Students practise bouncing, throwing and catching skills. They describe what makes physical activity fun.

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

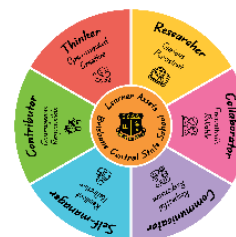
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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
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