

English

Students read and explore different stories and information texts to help them learn how writers and speakers use words and text structure to persuade others. They practise reading harder texts and learn how words and text structures change for different purposes and audiences. Students use speaking and writing to share ideas and convince others, using words that show their opinions and feelings. They practise organising their ideas clearly, using topic words and using their voice effectively.

Mathematics

Students show fractions and multiples in different ways. They recall multiplication facts, use problem solving processes and a range of strategies to solve real-world problems involving single-digit multiplication and division. Students learn single-digit addition and related subtraction facts. Students identify and compare angles. They make, compare and classify objects using key features. Students estimate, compare and measure objects with metric units.

French

Students learn to speak French by using simple learned phrases and short sentences. They practise talking about celebrations, like saying birthday greetings and talking about parties.

The Arts

Music

Students learn to play simple tunes on the recorder and improvise to create a three-note tune.

Drama

Year 3 students use drama skills like voice, movement, facial expressions and gestures to create characters and situations. They use these skills to act out scenes they have made up and bring their roles and situations to life.

Humanities & Social Sciences

Students look at photos and articles to learn how their local area has changed over time, like changes to transport, entertainment, buildings and natural spaces. They learn how people and groups from diverse backgrounds in the community have helped make these changes. Students learn how people take part in their communities. They find and record information from different sources, like guest speakers. They use this information and key words to share ideas with pictures and writing.

Science

Students observe the properties of solids and liquids and how adding or removing heat energy leads to a change between solids and liquids.

Technologies

Students learn how to grow plants for food, planning the steps, using tools and working together. They create a poster explaining the process.

Health & Physical Education

Students learn how to stay safe online and offline, how to recognise and deal with cyberbullying, and how to behave respectfully.

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

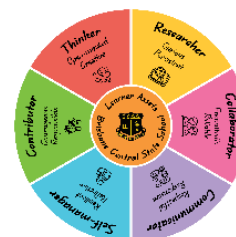
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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

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