

English

Students read and view different texts including imaginative and persuasive texts, to learn how to build an argument. They practise reading and understanding more challenging texts and explore how ideas are organised and connected. They learn the difference between opinion-based language and factual language. Students work together and independently to create persuasive texts. They learn to use their voice effectively to present their arguments clearly to an audience.

Mathematics

Students use place value to show tenths and hundredths in decimal form and multiply multiples of 10. They count and show fractions on a number line. Students identify equivalent fractions and make connections between fraction and decimals. They solve financial and other real-world problems, using number sentences, choosing efficient strategies and interpreting results. Students learn to measure length, area, mass, capacity and temperature. They name and compare angles and shapes.

French

Students learn to speak naturally in French by acting in a play. They practise pronunciation and rhythm when saying their character's lines. They learn how to produce French sounds correctly, including which letters are silent and which vowels or letter combinations make the same sound.

The Arts

Dance

Students learn how dance movements can show ideas and feelings. They practise creating and performing simple dances for people they know.

Music

Students use simple notes and rhythms to make and play music. They share their songs in small, informal performances.

Humanities & Social Sciences

Students learn about the sustainable use and care for resources like plants and water and why this is important for people and animals of a country. They find out how First Nations Australians care for the land using their knowledge.

Science

Students learn about how animals, plants, and decomposers work together in a habitat. They study food chains to see who eats what. They also look at simple graphs, ask questions, find patterns, and make predictions based on what they see.

Technologies

Students learn how to stay safe online by protecting their personal data. They learn to create good passwords, and that information shared online can be seen or used by others.

Health & Physical Education

Students explore what affects participation in physical activity and learn how to help themselves and others stay active and healthy.

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

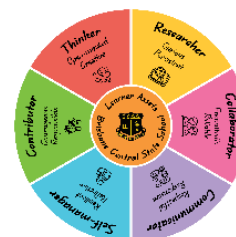
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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