

English

Students explore texts that provide models for persuasive speaking and writing including viewing speeches and reading written arguments on a topic. Students build their skills to read and understand texts. They look at real and imagined issues, learning how a text's point of view and messages affect how the audience thinks and feels. They learn to justify opinions or ideas as they create written and spoken persuasive responses. They practice formal presentations, using voice features like tone and volume to share and support their ideas.

Mathematics

Students order, show, add and subtract fractions. They use problem solving processes to solve financial and other real-world problems. Students show percentages and connect them to fractions and decimals. They learn to measure length, mass and capacity and solve problems using perimeter and area. Students estimate and measure angles and connect objects to two-dimensional nets.

French

Students learn to speak naturally in French by acting in a play. They practice pronunciation, rhythm and tone of voice when saying their character's lines. They explore different ways writers use words to share meaning. They discuss how people use these words and phrases in everyday life, comparing examples in French and English.

The Arts

Music

Students write a percussion backing for a known song. They use rhythm, tempo and volume to match the song.

Drama

Students explore how performances from different times, places and cultures share ideas and meanings. They learn how to use drama to show thoughts, feelings, and actions and practise performing scenes from a familiar story. They watch their classmates' performances and talk about how emotions or messages are shared through the drama.

Humanities & Social Sciences

Students learn about democracy, including its key ideas, how elections work, and what elected leaders are responsible for. They explore how people with shared values can work together to achieve goals in their community and beyond.

Students discover how natural resources, people's skills, and money or equipment are used to meet the needs and wants of a community.

Science

Students explore how the particles that make up solids, liquids, and gases are arranged and move. They learn how this affects the properties of each state, like why solids keep their shape, liquids flow, and gases spread out.

Technologies

Students learn how to make informed food choices by exploring nutrients, food groups and balance diets. They learn to use digital tools to create a healthy eating plan poster. Students describe design choices for food packaging explaining the importance of sustainability, aesthetics and function in product design.

Health & Physical Education

Students demonstrate fair play and teamwork skills while taking part in baseball activities and games.

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

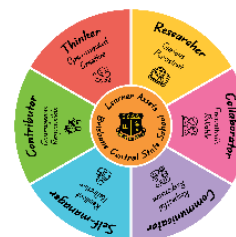
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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

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