

English

Students explore different texts, such as video and written texts as models for creating their own persuasive speeches. They read and analyse how texts use structure and language to influence an audience. Students look at community issues in real-world and imagined settings, learning how persuasive techniques, emotional language and bias work. They use these ideas to write and speak about problems faced by people in the community and characters in texts. Students practise speaking and listening skills, using the right level of formality to share opinions and support their arguments.

Mathematics

Students order, add and subtract fractions. They use problem solving processes to solve practical problems involving percentages and numbers. Students use addition, subtraction, multiplication and division with decimals and show decimals of measurement. They identify and use rules to make growing number patterns and sets of numbers.

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 practice listening for pitch, rhythm and expression when learning to sing for others.

Dance

Students create and perform dances to share ideas. They use dance elements and techniques to structure their dances, combining different movements, levels, and patterns like repeating or contrasting steps. Students practise and perform in informal settings.

Humanities & Social Sciences

Students learn how Australia's government works, what each level of government is responsible for and the key ideas and beliefs of a democracy. Students identify an issue or challenge in the community and learn more by collecting information from different places. They use criteria to assess the possible advantages and disadvantages of proposed solutions. They use this information to come up with a preferred option for action in response to the issue. Students use precise terms to explain their ideas clearly.

Science

Students explore how electrical circuits work and how different components transfer and change energy. They investigate what affects how electricity flows, use equipment to test circuits, record their results, and reflect on how they and others carry out experiments.

Technologies

Students learn how electrical circuits work and how energy is turned into light, sound or movement. They use simulations in TinkerCad to design and test circuits and built real circuits using components. such as LEDs, resistors, motors and switches. Students learn how people who work in technology jobs think about different needs and challenges when creating solutions.

Health & Physical Education

Students learn and apply skills for catching and hitting balls and use these skills in baseball practice 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

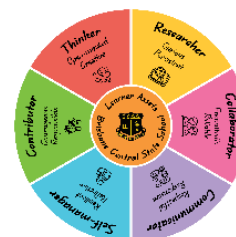
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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
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