

English

Students read a novel to learn about parts of a story, such as the orientation, complication and resolution. They look at how authors use language to describe characters, settings, and events. Students use their reading skills to understand the story and read fluently. They write their own story using paragraphs, longer sentences, topic words, and creative language. They learn to spell longer and more complex words.

Mathematics

Students build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers. They learn to follow and create set of rules involving numbers and identify patterns. Students measure and compare angles. They conduct chance experiments, describe the results and order the events or outcomes.

French

Students revise numbers in French and talk about time and dates related to special events in their lives. They use example sentences and simple sentence structures to create written texts in French.

The Arts

Music Students build their singing and listening skills by learning songs based on the pentatonic scale (common five-note scale). They practise awareness of breathing, pitch, beat, rhythm and volume when singing to help them sing well with others. Students learn that music changes depending on why it is created and where it comes from. By listening to and performing music, students explore how it tells stories, shares traditions, and brings people together.

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

Humanities & Social Sciences

Students learn about the events and causes that led to colonisation. They learn that there were many different experiences and effects on people in Australia before and after 1788. They explore the lives of European explorers, convicts, settlers, and Australia's First Peoples, and how colonisation affected different groups of people. Students learn about how Australia's First Peoples and others interacted, and how these interactions changed people and the environment.

Science

Students learn how contact and non-contact forces change the way objects move and interact. They draw simple science diagrams to show how forces work. By doing experiments, students sort their data and make column graphs to see patterns. They also ask questions, look for patterns, and make predictions based on what they observe.

Technologies

Students learn how data is shared through the internet and identify key parts such as routers, modems, cables, satellites, and servers. They learn to code in Arcade MakeCode using loops and branching to create a simple game that shows how these coding concepts work in action.

Health & Physical Education

Students practise volleyball skills like positioning, passing, and serving. They think about how these skills help their team play better and focus on being respectful to teammates and opponents.

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

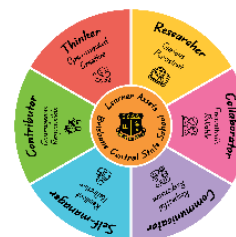
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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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