

English

Students study a novel to explore themes in imagined settings. They learn how authors use story elements like main ideas, characters, settings and imagery (similes, metaphors and personification). Students write their own stories, using paragraphs, complex sentences, dialogue and descriptive language to suit the style of text.

Mathematics

Students write and order decimals. They use multiplication facts and calculation strategies to multiply and divide numbers by one- and/or two-digit numbers. They learn to understand operations in equations involving multiplication and division. Students create and use sets of rules to identify and explain patterns in the factors and multiples of numbers. They explore chance experiments, list the possible outcomes, estimate and make comparisons.

French

Students learn to use strategies to understand stories written in French, such as using prior knowledge, visuals and familiar words and recognising words that are similar to English. They show what they understand from a story by answering questions in French or English.

The Arts

Music

Students explain how they use the elements of music, like rhythm and melody, in music they compose on the ukulele.

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 learn to explain how emotions or messages are shared through the drama.

Humanities & Social Sciences

Students learn how to reduce the harm caused by natural disasters, like cyclones, floods and bushfires. They look at data to understand how people responded to a natural disaster in Australia. They learn how Aboriginal and Torres Strait Islander peoples care for the land and use resources. Students also suggest ways people can respond to natural disasters and what might happen as a result.

Science

Students describe how different processes can slowly or quickly change the Earth's surface. Students learn how communities respond to changes to Earth's surface to protect environments.

Technologies

Students learn about sustainable practices related to food, water, and energy, and design a sustainable solution that could be applied within the school.

Health & Physical Education

Students learn volleyball skills like positioning, passing, and serving. They think about how these skills help the success of the game.

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

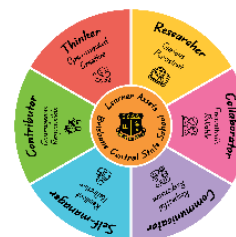
Thinker – *Open-Minded & Creative* - Makes sense of learning, asks questions and solves problems

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