



BELL K-10 STATE SCHOOL

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Date Claimers

Term 3

August

26th - Book Week

September

2nd - Kindy Transition Day

4th - Student Free Day

Principals Notes 25th of August 2026

Welcome to Week 7, Term 3 of our 2026 School Year.

Book Week:

Tomorrow, we will be celebrating Book Week with a special function in the library. It is always fantastic to see the creativity and imagination students bring to their costumes and the wonderful themes they choose.

Of course, I will be wearing my signature uniform! A big thank you to Mrs Knight for helping to organise this event. Parents and carers are warmly invited to join us for the Book Week Parade and capture some special memories of the occasion.

We look forward to a fun celebration of books, reading and imagination.

PBL Focus: "Follow Teachers' Instructions"

One of the most positive qualities of Bell K-10 School is that students who wish to pursue academic success have every opportunity to do so. If they want to excel, they have the support and resources to achieve their goals.

Sometimes, however, students arrive at our school after experiencing a range of educational settings, often with little consistency in expectations and routines. As a result, some students may not yet fully understand the importance of classroom etiquette and established expectations.

A key part of this is recognising that the teacher is responsible for leading the classroom and that reasonable teacher instructions are to be followed. Students may not always agree with every rule or procedure, but these systems are in place to allow teachers to teach, students to learn, and everyone to have the best possible opportunity for success.

We are fortunate to have quiet, well-structured and organised classrooms led by dedicated teachers. These environments encourage engagement and support students throughout their learning journey.

The discipline and positive behaviour demonstrated by our students result from a strong partnership between families, home life, the school environment and the expectations of our broader community. Our school is very much a reflection of our community, and we are proud of the positive culture we continue to build together.

School Supervisor's Visit:

As part of our school designation, Mr Marcus Jones, School Supervisor, will be visiting our school again tomorrow.

During this visit, we will be examining some of our processes around Paired Reading, particularly within the Junior Secondary years.

Unfortunately, Junior Secondary results in terms of Levels of Achievement, or A-E data, across Australia

are not currently where we, as an educational system, would like them to be. We are continuing to examine our practices and identify ways to support improved student learning and academic outcomes.

Student Information and Absences:

Could I please ask all parents and carers to ensure that students are signed in and signed out through the school office when arriving late or leaving early?

This is important to ensure students are officially recorded as being on or off school grounds, particularly in the event of an emergency.

Please also remember to notify the office of any absence involving your child or young person. Accurate attendance records are important and help us ensure the safety and wellbeing of all students.

Disruptions:

Disruptions are a part of any environment; however, we certainly want to avoid those that are unnecessary and preventable.

As we all know, a neighbour who leaves a gate open and allows their cattle to wander onto your crop can create quite a problem, especially when you are already busy trying to get things done!

Classroom disruptions can have a similar effect. They interrupt teachers, distract students and make it more difficult for everyone to work to their full potential.

By following instructions, respecting others and staying focused, students can help maintain the positive learning environments we work hard to create.

Library and Library Books:

Reading is one of the fundamental building blocks upon which education is based. Without strong reading skills, many everyday tasks can become challenging in today's busy world.

Our library is a busy yet calm environment where students can engage in a range of educational activities and, importantly, develop a love of reading. As with all organised systems, there are procedures around borrowing and returning books. As many parents will know, the last place you look is often where you eventually find that missing book, perhaps under a bed, behind a couch or somewhere else entirely unexpected!

Could I please ask parents and carers to make a special effort to check school bags and around the home for overdue library books? Students can also speak with their teachers if they are unsure whether they have any books outstanding.

Your assistance will help reduce frustration and ensure books are available for all students to enjoy.

Let's keep working together to ensure our students are at school, on time and ready to learn each day.

Kind Regards,

Rob Nowlan
Principal

90 Dennis Street
BELL Q 4408

Email: principal@bellss.eq.edu.au
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Main Phone (07) 4679 2333
Student Absences (07) 4679 2366

Newsletter Term 3
Week 7 - 25/08/2026

Excellence in Education, K-10 Bell State School

Great state. Great opportunity.



Supporting Every Learner

with *Brigid Redding*

Head of Learning Support



Understanding Dysgraphia

"They can tell me the answer—but getting it onto paper is so hard."

Welcome back to **Supporting Every Learner**, our Learning Support series exploring the different ways children learn and how families and schools can work together to help every child succeed.

Last week, we looked at **dyslexia** and the difficulties some children experience with reading and spelling.

This week, we're turning our attention to **dysgraphia** and **significant difficulties with written expression and handwriting**.

For some children, writing is an incredibly demanding task. They may have wonderful ideas, explain their thinking clearly and contribute confidently to conversations—but when asked to put those ideas onto paper, everything seems to fall apart.

It can be tempting to think:

"They know this. Why don't they just write it down?"

For some students, it's simply not that easy.



What is Dysgraphia?

Dysgraphia is a term commonly used to describe **persistent difficulties with handwriting and/or producing written work**.

Writing is actually an incredibly complex task.

When a child writes a sentence, their brain may need to simultaneously:

- 1 Think about what they want to say.
- 2 Organise their ideas.
- 3 Remember the sentence.
- 4 Choose appropriate vocabulary.
- 5 Spell the words.
- 6 Remember letter formations.
- 7 Control the pencil.
- 8 Think about spacing and punctuation.
- 9 Monitor whether their writing makes sense.

That's a lot happening at once!

For a child experiencing significant writing difficulties, managing all of these demands can overload their working memory.



What might you notice?

A child experiencing difficulties with handwriting or written expression may:

- 1 Have handwriting that is difficult to read.
- 2 Form letters inconsistently.
- 3 Mix upper and lowercase letters.
- 4 Have unusual spacing between letters or words.
- 5 Write very slowly.
- 6 Become tired or complain that their hand hurts when writing.
- 7 Avoid longer writing tasks.
- 8 Produce very little written work despite having lots to say verbally.
- 9 Struggle to copy accurately from the board.
- 10 Spend so much effort forming letters that they lose track of their ideas.
- 11 Become frustrated when asked to rewrite work.
- 12 Have difficulty organising their ideas into sentences or paragraphs.



You may also notice a significant difference between what your child can tell you and what they can write independently. That difference is important.



"But their handwriting is neat when they try!"

Sometimes children can produce neat handwriting—but only by using enormous amounts of concentration and effort.

If almost all of a child's attention is being used to form letters correctly, there may be very little mental capacity left for spelling, punctuation, vocabulary and ideas.

The question isn't simply:

"Can they write neatly?"

We also need to consider:

"How much effort does writing require, and can they maintain it while also thinking about what they want to say?"



Myth or Fact?



Myth: "Messy handwriting means a child has dysgraphia."



Fact: Many children have messy handwriting and do not have dysgraphia.

Handwriting develops with instruction and practice, and there can be many reasons a child finds writing difficult.

Dysgraphia involves **persistent and significant difficulty** that affects a child's ability to produce written work.

A diagnosis cannot be made simply by looking at a handwriting sample.



Dysgraphia Can Affect More Than Handwriting

Dysgraphia isn't just about how writing looks—it's about the significant effort a child needs to put in to express their ideas in writing.

When writing is so difficult, it can affect:

- ✓ Academic achievement
- ✓ Self-esteem and confidence
- ✓ Willingness to participate in class
- ✓ Enjoyment of learning
- ✓ Future opportunities



Every child deserves the chance to share their ideas and show what they know. With the right understanding and support, we can help remove the barriers that stand in the way of their success.



Working Together

When families and schools work together, we can:

- ✓ Recognise the effort behind a child's writing.
- ✓ Provide appropriate support and adjustments.
- ✓ Build confidence and celebrate progress.
- ✓ Help every child find their voice on paper.



Remember: It's not about lowering expectations—it's about removing unnecessary barriers so children can reach their full potential.

Brigid Redding

Head of Learning Support

Supporting Every Learner

with *Brigid Redding*

Head of Learning Support



How do we support students at Bell State School?

Our goal is always to continue developing a student's writing skills **while ensuring that difficulty with handwriting doesn't prevent them from demonstrating what they know.**

Depending on the student's individual needs, teachers may use strategies such as:

- 1 Explicit teaching of letter formation.
- 2 Additional modelling and guided practice.
- 3 Breaking writing tasks into manageable steps.
- 4 Sentence starters and writing scaffolds.
- 5 Graphic organisers for planning.
- 6 Additional time for written tasks.
- 7 Reduced copying from the board.
- 8 Opportunities to verbally rehearse sentences before writing.
- 9 Appropriate use of technology or assistive tools.
- 10 Alternative ways of demonstrating knowledge when appropriate.



Not every student requires every adjustment.
Support should always respond to the **individual student's needs.**



Support AND Skill Development

Technology can be extremely valuable for students who experience significant difficulty with writing.

Tools such as **typing, speech-to-text** and **text-to-speech** can help some students access learning and demonstrate their knowledge.

However, providing technology doesn't mean we stop teaching handwriting or spelling.

Where appropriate, we do both:

Teach the skill AND provide access to learning.

A student can continue receiving explicit handwriting and spelling instruction while also using technology for a longer task where handwriting would otherwise prevent them from demonstrating their knowledge.



Bell Family Tip of the Week

Let them say it before they write it.

If your child is stuck on a writing task, ask:

"Tell me what you want to say."

Let them explain their idea aloud first.
Then help them turn that idea into a sentence.

For many children, separating the **thinking** from the **physical act of writing** reduces the demands of the task and helps them get started.



When should I seek further advice?

Handwriting develops at different rates, particularly in the early years of school.

However, it may be worth speaking with your child's teacher if writing difficulties are persistent and you notice that your child:

- 1 Writes significantly more slowly than expected.
- 2 Has ongoing difficulty forming letters despite instruction and practice.
- 3 Regularly experiences pain or excessive fatigue when writing.
- 4 Produces substantially less written work than they can explain verbally.
- 5 Avoids writing or becomes extremely frustrated by it.
- 6 Has difficulty copying or organising work on a page.
- 7 Continues to struggle despite appropriate classroom support.

Your child's teacher can help determine whether the difficulty is primarily related to handwriting, spelling, language, attention, fine motor skills, written expression—or a combination of factors.

Where appropriate, further assessment or advice from relevant professionals may be recommended.



Did You Know?

Handwriting becoming **automatic** is important for learning.

When letter formation requires less conscious effort, children have more mental capacity available to think about their **ideas, vocabulary, spelling, punctuation and sentence structure.**

This is one reason we continue explicitly teaching and practising handwriting while also providing appropriate adjustments for students who need them.



Looking Beyond the Page

Sometimes a child's written work doesn't show us everything they know.

A student might give a detailed and insightful verbal explanation but produce only a few written sentences.

Rather than immediately assuming:

"They didn't try."

It can be helpful to ask:

"Is writing getting in the way of showing what they know?"

Our goal isn't simply to produce neater handwriting.

Our goal is to develop confident writers who can communicate their ideas successfully.

By explicitly teaching writing skills, providing appropriate adjustments and recognising children's strengths, we can help students experience success without lowering our expectations of what they can learn.



A child's handwriting should never define their intelligence or their potential.



Together, we can continue

Supporting Every Learner.

Brigid Redding
Head of Learning Support



Respect

Safety



Active

Learner



Award Recipients



Term 3, Week 6



Congratulations

Year 1

Highest Weekly

Attendance



Respect

Safety



Active

Learner





Respect

Safety



Active

Learner



Students of the Week - Term 3, Week 7

Arabella Kindy/Prep Class: Active Learner Award: For creating a wonderful retell of our excursion to the see Room on a Broom.

Ethan 4/5 Class: Respectful Learner Award: For showing kindness and leadership during English by helping his peers understand our class text, read questions and explain ideas more clearly.

Taliah 6 Class: Active Learner Award: For exceptional achievement in our Fractions test!

Tomas 7/8 Class: Active Learner Award: For creating a well-structured analytical paragraph in English, using clear evidence and thoughtful explanations.

Riley 9/10 Class: Active Learner Award: For recognition creating a well-structured thesis in English that clearly communicates her ideas.



Respect

Safety



Active

Learner



BELL STATE SCHOOL PBL LESSON

WEEK 7

Follow teacher instruction

GOOD LISTENERS...

- LISTEN CAREFULLY
- LOOK AT THE SPEAKER
- SIT QUIETLY
- RAISE YOUR HAND TO SPEAK
- FOLLOW INSTRUCTIONS

Listening carefully and following instructions helps our classroom run smoothly and helps everyone learn and feel safe.

Year 4/5 - Exploring the Water Cycle

Our students have been busy exploring the water cycle through a hands-on science investigation. Using warm water and a **water cycle** diagram drawn on a sandwich bag, students were able to observe **evaporation, condensation, precipitation and collection** happening before their eyes. Throughout the investigation, students carefully followed **fair-testing and safety procedures**, making observations and discussing how water moves through its continuous cycle. It was a fantastic way to bring our science learning to life!



Bike Ride Fun!

We would like to say a big thank you to all the volunteers who took time out of their busy lives to come and lend a hand at our annual Bell Bunya Trail Bike Ride. It was a huge success, and without our volunteers, we would not be able to put on events like this.

Below are some photos capturing some of the excitement from the weekend.



Book Week off to a Fantastic Start!

Book Week has started with plenty of fun and excitement across the school, thanks to an unexpectedly popular "Where's Wally?" hunt!

Students from both the Primary and Secondary sectors enthusiastically joined in the challenge, searching high and low to spot Wally in some unexpected places. It has been wonderful to see such strong participation from everyone, with many Secondary students helping and encouraging younger Primary students as they took part in the hunt.

Due to its overwhelming popularity, we're excited to announce that **a brand-new hunt will be ready to go tomorrow, Wednesday 26 August**. Make sure you keep your eyes peeled and get involved!

Don't forget that our **Book Week Costume Parade** will be held in the **Library from 9:00am on Wednesday morning**. We can't wait to see the incredible creativity on display, with lots of colourful costumes and favourite book characters coming to life.

Thank you to everyone who has already taken part and helped make Book Week such a great success. We look forward to another fun-filled day of reading, imagination and celebration tomorrow!





Bell State School

90 Dennis Street BELL Q. 4408

Email: principal@bellss.eq.edu.au

Phone: (07) 4679 2333

Kindy Transition Days

Kindy at Bell is FREE!

BELL STATE SCHOOL IS A STATE DELIVERED KINDERGARTEN.

Parents are required to stay for the transition days.

Each day runs from 9:00 to 11:00am.

What you will need: hat, water bottle and snack/lunch

Term 3

➤ Day 1 - Wednesday 2nd September 2026

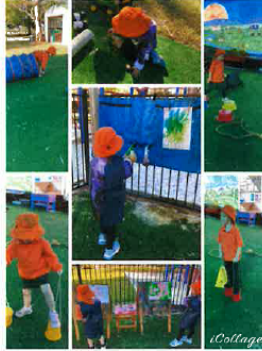
Term 4

Please make bookings with school office to inform us which days you will be attending.

➤ Day 2 - Wednesday - 21st October 2026

➤ Day 3- Thursday - 12th November 2026

➤ Day 4 - Wednesday - 2nd December 2026



- ✧ An information session will be held in Term 4 for all new families to Kindy. Further details to be confirmed.
- ✧ Bookings for Registration interviews can be made at the school office either prior to or on Transition days

Please come and join us for the

Father's Day BREAKFAST

Celebrate all Dads,
Grandads, Pops and Carers

All Welcome

Bell K-10 State School
Primary Area

 **Thursday the 3rd of September**
from 8.00am - 8.45am







Sign of the Week

yes

Sign



Tilting at wrist, move fist, palm down, up and down.
Hint: Nod your head up and down too!

Symbol

yes



Use it! CLASSROOM

- "Yes that's right!"
- "Yes you can have a turn."
- "Yes, I can help."
- "Yes, good thinking."
- "Yes, that one."
- "Do you want more? Yes or no?"
- "Yes, join us!"
- "Yes, let's start. Are you ready?"
- "Yes you can go to the toilet."

Use it! PLAYGROUND

- "Yes, you can play with that."
- "Yes, your turn next. Do you want a turn?"
- "Yes, let's share."
- "Yes, that's the rules of the game."
- "Yes, you can have that toy."
- "Yes! Do it again! You are amazing!"
- "Yes, that was fun. Should we do it again?"

Use it! HOME

- "Yes, we are having sandwiches for lunch."
- "Yes, I'll help you."
- "Yes, you're ready! Let's go!"
- "Yes, thank you."
- "Yes, one more story then it's time for bed."
- "Yes you can help with the cooking."
- "Yes, we have football training after school today."
- "Yes, you can have a treat."



Book Club

Issue 6 is due back Wednesday 2nd September.

Thank you for your support.

Book Club Organiser
Mrs McGuire

Uniform Convenor

Amy Brooks - Please contact Amy on 46792333 during school hours or by email abroo271@eq.edu.au for uniform enquiries or orders.



NEW!
PLAYGROUND
catch up

NEW TIME: 9AM
 CASSIDY ST PARK
 EVERY FRIDAY

Bring the kids for a play and meet some new friendly faces!

All families WELCOME!

P&C Meeting - To be advised

Swim Club Meeting - To be advised

Drum Muster - To be advised

Bike Ride - In Recess

Containers for Change
Funds raised go towards
Bell State School Student Council

Container Recycling Number C10008756

If you are unable to get them to a Recycling Centre, please bring any bottles or cans into the school and we will take care of them. Any amount will be greatly appreciated.

Braford — NEW DEMENSION — SALE CANTEEN



Volunteers Needed! ♥



If you have some availability this **Saturday the 29th of August** from **9.00am - 2.00pm** to help with the serving of **Morning Tea and Lunch** it would be very much appreciated.



We would also greatly appreciate any baking of slices/cakes or biscuits to supply for the morning tea.



If you are able to help out or do some baking please contact

Amanda Burns
on **0499421156**

Many hands make light work

Thank you for supporting our Sale Canteen! ♥

DALBY STATE SCHOOL'S
Creekside Markets

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HIGH AIR SHOW

DALBY
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GATES OPEN AT 5PM
5TH SEPTEMBER

BUY TICKETS
HERE
OR AT THE GATE



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