



Walpole Primary School Newsletter

Nature Culture Future

important dates

24 – 28 August – Book Week
25 August – Book Week Parade
01 Sept – Father's Day Afternoon Tea
2 Sept – Crazy Hair Day
2 Sept – Year 6 Basketball Comp Denmark
3 Sept – Education Assistant Appreciation Day
4 Sept – Winter Carnival Pemberton



100 DAYS OF SCHOOL

We celebrated 100 Days of School at Walpole Primary in true Walpole style! ¹⁰⁰
Our students and staff got wonderfully creative, with some very convincing 100-
year-olds, a few mysterious characters, 100 dogs 🐕 and even a certain legendary
wildlife presenter getting ready for his next expedition! 🔍🌿
There were walking sticks, curlers, glasses, tweed caps, curious creatures and plenty
of laughs along the way.
What a fantastic way to celebrate 100 days of learning, growing and having fun
together!



From the Principal

by Stuart Klose

Kaya, parents and community members of Walpole Primary School,

I am pleased to share that our latest NAPLAN results have now been released, and overall, our school has achieved outcomes that we can all be very proud of. These results reflect the hard work, dedication and enthusiasm of our students and staff. At the same time, the data provides us with valuable insights into where we can focus our efforts next. Specifically, we have identified Spelling, Punctuation and Grammar as areas where further work will help lift our achievement even higher. As part of our strategic planning for 2027, our teaching team will investigate evidence-based approaches to determine what we can do better to support our students in developing these essential literacy skills.

In other exciting news, Walpole Primary School was recently selected as one of only 19 schools across the state to be represented at the Department of Education WA Wellbeing Project. This initiative brought educators together to explore what effective wellbeing looks like for both staff and students. We were also introduced to the current science and research surrounding wellbeing in education, providing a valuable opportunity to reflect on our own school environment. It was heartening to recognise that we are already doing many things well here at WPS to support a positive and caring school culture.

Drawing upon this professional learning, we have begun creating a wellbeing plan that will build on and strengthen the practices already in place at our school. A key message from the research is that the greatest impact a school can have on student wellbeing is through the delivery of high-quality teaching and learning. By keeping strong educational practices and supportive classroom environments at the heart of what we do, we can help our students to thrive both academically and emotionally.

Celebrating Book Week: A Symphony of Stories

Next week is Book Week, and we are excited to celebrate and promote just how important and fulfilling reading can be for our students. This year's theme is A Symphony of Stories, which offers a broad range of creative opportunities for costumes and character dress-ups.

Our annual Book Week parade will take place on Tuesday 25 August in the undercover area, starting at 9:00 am sharp. We warmly encourage parents and carers to dress up as well and join in the fun and festivities of reading with our school community.

Our staff will also be dressing up as popular book characters. They are sure to look fantastic—but will you be able to find them?



From the Principal

by Stuart Klose

Supporting Healthy Gaming Habits During the School Week

Many children love gaming, and in moderation it can be a fun way to relax, be creative and connect with friends. However, when gaming becomes excessive during the school week, it can start to impact a child's social and emotional wellbeing in ways that aren't always obvious at first.

We are increasingly seeing that high amounts of screen-based gaming can make it harder for primary-aged children to regulate their emotions after school. Fast-paced or competitive games can leave children overstimulated, making evening routines—such as homework, family time and winding down for sleep—more challenging. Over time, this can contribute to tiredness, irritability and difficulty managing everyday frustrations.

Excessive gaming can also affect social development. When children spend most of their after-school hours online, they have fewer opportunities to practise face-to-face communication, problem-solving and cooperative play. These real-world interactions are essential for building confidence, resilience and positive peer relationships.

We encourage families to set clear, consistent limits around gaming during the school week and to support children in balancing screen time with outdoor play, reading, creative activities and family connection. Small changes can make a big difference to a child's overall wellbeing, helping them feel calmer, more connected and ready for learning each day.

Crazy Hair Day Supporting Camp Quality

On Wednesday 2 September, we will be hosting a Crazy Hair Day in support of Camp Quality. We encourage students to get creative with their hairstyles and join in the fun while supporting this important cause. Students are asked to bring a gold coin donation on the day. These donations will be passed on to Camp Quality when they visit our school to provide an incursion for students on Tuesday 8 September. We look forward to showing our support for Camp Quality and enjoying a colourful day of crazy hairstyles together.

Thank you for your ongoing support of our school community. We look forward to seeing many fantastic costumes at our Book Week parade and plenty of creative hairstyles on Crazy Hair Day.

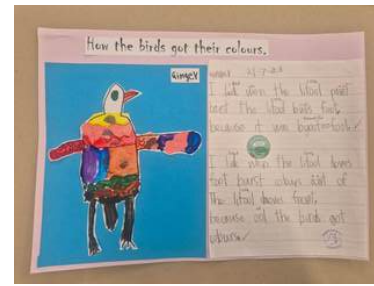
Warm regards,
Stuart Klose





As part of our celebrations, the students worked together to create a colourful collaborative NAIDOC art display, celebrating connection, culture and belonging.

We also read the Dreamtime Story *How the Birds Got Their Colours*. The students loved listening to the story and discussing its characters and events before creating their own bright and colourful birds. They then wrote about their favourite part of the story, sharing their ideas and responses.





NEWS ROOM 1

To celebrate the message that we all belong, the students also created a special handprint display. These activities provided a wonderful opportunity for Room 1 to learn, create and celebrate together while developing their understanding and respect for Aboriginal and Torres Strait Islander peoples, histories, and cultures.



NEWS ROOM 2

Term 3 has been busy and productive in Room 2. There has been a lot of extra activities for students to participate in and enjoy. On Thursday of week 2, students and staff celebrated 100 days of school by dressing up and taking part in a parade. In week 3, children's author Steve Heron visited our school and conducted writing workshops with the students. Also in week 3, Room 2 students had an excursion, meeting with the Manjimup Shire President. They represented Walpole Primary School very well with their insightful questions and there are some potential future community leaders amongst the Room 2 cohort. A classroom focus of Room 2 this term is practicing gratitude. Students discuss something they are grateful for and we have created a gratitude wall to help remind us of the many things that remind us that gratitude is the right attitude!





NEWS ROOM 2

Writing

This term we are focusing on persuasive writing. Students have been applying 'sizzling starts' to engage the reader and begin to introduce their viewpoint, 'tightening the tension' by practicing saving our strongest, most convincing argument for the final body paragraph, and, learning how to apply 'endings with impact' to ensure the reader remains engaged and hopefully 'convinced' of the writer's viewpoint. There have been some robust discussions in class when we have been brainstorming for and against arguments of writing prompts provided.

Reading

Our Shared Reading lessons greatly contribute to building student's vocabulary, understanding text structure and developing reading comprehension skills. The books chosen build student background knowledge of a topic and importantly, are highly collaborative lessons which allows all students of all reading abilities to immerse themselves in a wide range of literature. Aligning with our focus this term on civics and citizenship, the paired fluency texts have built background knowledge of this topic, developed reading comprehension and fluency, and improved student's confidence of reading aloud.

Maths

Room 2 students have completed a unit of work about time. Some of the concepts learned were understanding the features of an analog clock, duration of time and calculating elapsed time. The last 3 weeks has been focused on multiplication and division concepts and using calculation strategies to solve maths problems. In Ninja maths, multiplication is the term focus. It is wonderful to see students making progress each week with their recall of multiplication facts. An important aspect of our maths lessons is practicing concepts students have learned by playing games focused on the learned concept. This is a great way to consolidate the concepts that we want students to practice and the students enjoy this fun approach.



NEWS ROOM 2





NEWS ROOM 4

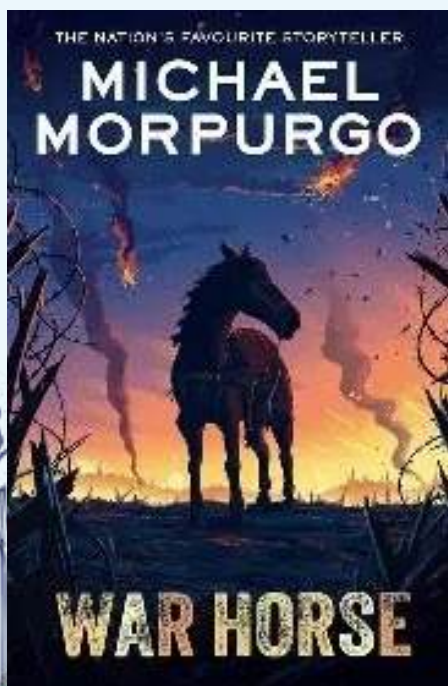
Our class is growing, with the addition of two new students this term. A very warm welcome to Jelanri and Phoenix! We are delighted to have you join the Walpole school community and look forward to getting to know you and sharing lots of learning experiences together.

On Friday of Week 4, the students of Room 4 hosted our whole-school assembly. Everyone did a fantastic job hosting and presenting a short play based on our class novel study, *War Horse* by Michael Morpurgo. The presentation complemented the students' in-class persuasive writing work, where they have been working hard to develop and organise their ideas based on the Seven Steps to Writing Success process. Students have been using the Seven Steps approach to plan, draft and refine their persuasive writing pieces, with a focus on creating engaging and convincing arguments. The assembly provided a wonderful opportunity for students to connect their classroom learning with real-life speaking and performance, helping them build confidence in sharing their ideas clearly and effectively with an audience.

It was wonderful to see the confidence the students demonstrated when speaking and performing in front of our school community. They supported one another throughout the process and should be very proud of their efforts. A special mention goes to Year 6 students Delta and Simon, who stepped up at the last minute to deliver the speeches on behalf of their fellow Year 6 students who were unable to attend the assembly. Their confidence, initiative and willingness to help are to be commended.

It has certainly been a busy start to Term 3, and we are looking forward to all the learning, challenges and exciting opportunities still to come in Room 4!

Well done, Room 4!





NEWS ROOM 4

In **Health**, we have been focusing on friendships and what healthy friendships look like. We have been discussing the importance of surrounding ourselves with people who make us laugh and smile, care about us, support us and help us to feel safe and valued. As part of our learning, we created our own Healthy Friendship Jars. We filled our jars with the qualities and things we feel are essential for healthy and positive friendships, such as kindness, trust, respect, honesty, support and having fun together. This has helped us think carefully about the type of friends we want to be and the qualities we value in others.

In **Maths**, we have been focusing on division and exploring a range of different strategies to help us solve problems. The students have been working hard to develop their understanding and are becoming more confident in explaining the strategies they use. On Thursdays and Fridays, our Maths focus has been on 'time' including AM and PM, the 12 and 24 hour clock, calculating the start or finish time of an event or its duration, converting between the different units of time and reading timetables. From week 4 onwards, we will shift our Thursday and Friday focus to measurement, specifically calculating perimeter, area and volume.





NEWS ROOM 4

In **HASS**, we have been learning about economics and business, exploring the difference between profit and non-profit organisations and thinking about ways we can help keep the economy flowing within our local community of Walpole. In our last lesson, we explored kid entrepreneurs and looked at some of the different problems that businesses and entrepreneurs can create. This helped us think critically about how new ideas can have both positive and negative impacts on people, communities and the environment.

Now it's time for us to become creators and entrepreneurs ourselves! Students are designing their own creations and considering how their ideas could solve a problem, meet a need or benefit our community.

This term in Science, Room 4 students are exploring the fascinating world of biology, with a focus on extreme environments and the incredible ways living things adapt to survive.

Students have been learning about a range of challenging environments, from the freezing conditions of Antarctica to the hot, dry deserts and deep ocean. They are exploring how animals, plants and other organisms develop physical and behavioural adaptations that help them find food, conserve water, regulate their body temperature and protect themselves from the conditions around them. It has been fascinating to discover that even the most extreme environments are home to living things that have developed remarkable ways to thrive!





KITCHEN GARDEN

Kitchen Garden Update



Our Kitchen Garden program has been busy and productive so far this term! Students have enjoyed heading out into the garden to harvest fresh spinach, silver beet, lettuce and mandarins and seeing the rewards of their hard work.

As part of our kitchen sessions, students also completed a stocktake of our wet and dry ingredients, learning about organisation, checking supplies, dates of products and preparing for future cooking activities.





KITCHEN GARDEN

Kitchen Garden Update 🌱



Using our freshly harvested spinach, the students then worked collaboratively to make some delicious spinach and ricotta rolls. It was wonderful to see them involved in the whole process from garden to plate—harvesting, preparing, cooking and, of course, enjoying the finished product!

We look forward to seeing what else our gardens produce and creating more delicious recipes throughout the term.

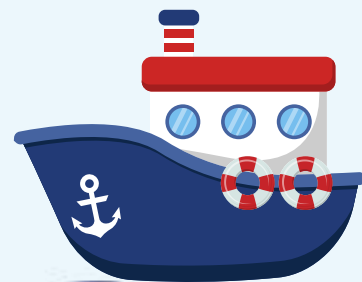




TECHNOLOGY NEWS

Our students have begun Term 3 busily exploring, creating, and problem-solving through a range of engaging Design and Technology projects.

Room 1 has been inspired by the story *Who Sank the Boat?* Through hands-on investigations, students have explored why some objects float while others sink. They examined different boat shapes and discussed how design affects buoyancy and stability. Last week, students created boats from aluminium foil and tested how many counters each boat could hold before sinking. It was wonderful to see students making predictions and testing their ideas.



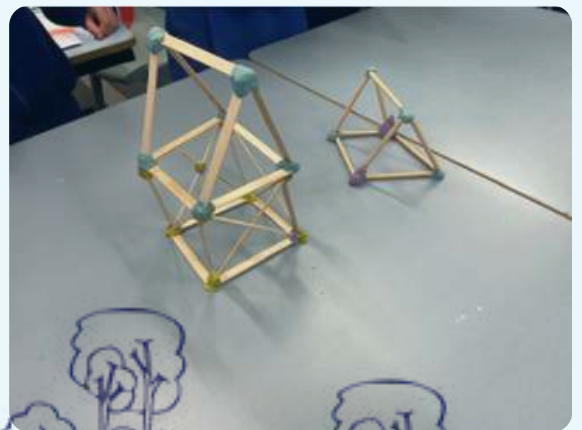


TECHNOLOGY NEWS

Room 2 has taken on the exciting challenge of designing and creating a musical instrument using recyclable or reusable materials. Students have so far investigated the different families of musical instruments and discovered how sound is produced through vibrations. They are beginning to apply their learning to designing and constructing unique instruments.



Room 4's focus is on designing and constructing a mini greenhouse. Students have explored the purpose of greenhouses and how they create an ideal environment for plants to grow. They have also investigated the strength and stability of different structures, considering which designs would best support their greenhouse. Using this knowledge, students have begun planning their design for their own mini greenhouses, which we aim to build later in the term.



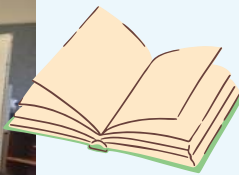


LIBRARY NEWS

Week 3 at Walpole Primary School, Years 1, 2 and 4 enjoyed an engaging visit from Australian children's author Steve Heron.

Steve shared his love of writing and gave students an insight into how books are created. The students were also introduced to some of his wonderful books, including *The Ging* and *Skimming Stones*.

There were plenty of questions, lots of listening and hopefully a few budding authors inspired to put pen to paper! 🖋️📖





CONGRATULATIONS

Congratulations on receiving a merit certificate at our last assembly.

ROOM 1 WINNERS:

- Jonah Cochrane
- Arthur Bir
- Petra Pearce
- Evie Webster
- Ren Catoni

ROOM 2 WINNERS:

- Luna Burton
- Ava Hambley
- Xavier Spinks
- Luvik Ranamuka

ROOM 4 WINNERS:

- Lucas Cleary
- Aoife Neill
- Harvey Nistelberger
- Lucas Nguyen
- Rosie Pollard
- Jai Syme
- Isabelle Anning
- Louis Bentink





COMMUNITY NEWS

AFTER SCHOOL NETBALL

Commencing August 25th at 3:15pm
Walpole Recreation Centre

If you would like your child to participate in the upcoming 5 week Netball season at Walpole Recreation Centre. Please complete the form that was sent home with your child previously, email to walpole.ps@education.wa.edu.au or call us on 6871 0200 if you require a copy of the form.





COMMUNITY NEWS

SATURDAY 22 AUGUST

COME AND TRY KARATE

**LEARN
CONFIDENCE
DISCIPLINE
& RESPECT
WHILE STAYING
ACTIVE & HAVING
FUN!**

**SCAN HERE
TO SIGN UP
FREE!**



Department of
Creative Industries,
Tourism and Sport



KARATE
western australia



CONTRIBUTIONS 2026

Contributions have been set at \$60.00 per child for 2026. Payment of these enables the school to support your child's education by providing materials, services and facilities such as:

- cooking ingredients
- materials for arts and crafts, design and technology, and science activities
- class sets of resources
- access to educational software systems such as Mathletics.

This equates to \$1.50 per week or \$15.00 per term. The school is very happy to support families wishing to set up a payment plan, please contact the office and organise to meet with the Manager Corporate Services.



BUS NOTIFICATION

To assist the smooth departure of the school buses, **could you please contact the office via phone or email before 2pm** if there is to be a change in plans for children getting home. Please also contact the office regarding ongoing changes such as participation in after-school sport on Wednesdays (when running).



FEELING UNWELL

Families are reminded that if your child is unwell with flu like symptoms that they stay home until their symptoms resolve.

To ensure the safety of our students, parents please make sure that the office has the most up to date medical details for your child.





*email your
newsletter
items to:*

walpole.ps@education.wa.edu.au or dropped off at
the office by 3pm Monday of newsletter week.
Newsletters this term will be made available from
our website on Friday of Week 5 and 10.



08 6871 0200

1 Swan Street Walpole WA 6398

walpoleps.wa.edu.au

walpole.ps@education.wa.edu.au

Online gaming information for parents and carers

Online gaming has many benefits

Gaming can be a way to:

- Have fun and be entertained.
- Relax and reduce stress.
- Keep the mind active.
- Develop creativity.
- Strengthen decision making and strategic skills.
- Connect with others.

For most gamers, playing is a casual pastime. But a growing number of people play or watch competitive gaming (or eSports) as individuals, teams or families. Many gamers belong to vibrant and active communities.

Gaming can be used for a range of other purposes. These include general school education, right through to specialist workplace training (for example, flight simulations and various defence and cybersecurity exercises).

While gaming often has positive effects on the mental health and wellbeing of participants, it also has risks — like most online activities.

This information sheet provides practical tips and links to further information, so you can help your child reduce the risks and maximise the positive experiences of gaming online.

State of play

According to a major Australian gaming industry report:¹

- Typical daily casual game play is 10 minutes, twice a day; typical daily in-depth game play is 1 hour.
- 47% of gamers are female.
- 78% of gamers are over the age of 18.
- The average age of an Australian gamer is 34 years old.
- Adult players have been gaming for an average of 12 years.



Competitive gaming, known as eSports, is a multi-billion dollar industry that includes many gaming genres and titles, such as *League of Legends* and *Counter Strike: Global Offensive*. Gamers also watch eSports to learn strategies to improve gameplay.

¹ Source: [Interactive Games & Entertainment Association](#)

Gaming risks

It is important to take a balanced view and recognise that gaming, like everything online, has its pros and cons.

[eSafety research](#) has found that people playing online games can be exposed to risks including:

- [Cyberbullying](#) (for example threats, verbal abuse, ganging up, exclusion).
- Inappropriate language, [age-inappropriate content](#), or [access to pornography](#).
- [Unwanted contact](#) from others, including 'grooming' by a sexual predator.
- [In-app purchasing](#).
- Themes or elements that may encourage young people to gamble now or later in life.
- Giving out too much [personal data](#).
- Spending too much [time online](#).



Many multiplayer games involve hundreds or even thousands of people playing at the same time. The gamers can communicate with friends and strangers through web cam, private messaging or online chat functions. This increases the risk of contact from online abusers or bullying from other players.

Managing gaming

The best way to help your child manage the risks is to take an active interest in their gaming.

Select the right privacy settings

Make sure your child only joins games suitable to their age and maturity. The privacy settings can also be restricted so your child only plays or chats with gamers they know.

Choose the right games

Collaborate with your child on game purchases — have them suggest the game they wish to play or purchase. Ask them to find out the recommended age, information about the content and how to use the privacy settings.

To identify if a game is beneficial, ask:²

- Are there emotional benefits? (Is it fun?)
- Are there cognitive or learning benefits? (Do you need to solve problems?)
- Is creativity required? (Do you build stuff?)
- Is it a social game? (Do you connect with other players and is the connection safe?)

Ratings and reviews

You can look up games on the [Australian Classification website](#) to check their rating and other information about the content, to help you decide if it is suitable for your child. Check out the video [Quick guide to Australian classification ratings](#).

[The eSafety Guide](#) has information about popular online games, apps, social media sites and other digital platforms. The guide explains what the game is and how people use its tools and functions. It also provides the gaming company's age recommendation and links to key safety information, including how to report and block abusive players.

eSafety can direct an online service or platform to remove illegal content or ensure that restricted content can only be accessed by people who are 18 or older. [Find out more](#) about illegal and restricted online content.

[Commonsense media](#) provides parents with reviews of the latest games and apps (as well as movies, TV shows and books).

2. Dupon, S. (2016) Parents guide to gaming, Manningham YMCA

Get involved

Co-play

Many gamers watch video tutorials or 'walkthroughs' to help them play. You can watch these with your child so you can both understand the games better. Learn the lingo with your kids — you can search online together to check the meaning of terms like 'walkthroughs', 'first player shooter' and 'PVP'. Play the game yourself, or even get into the habit of co-playing with your child.

Listen and ask questions

Have a conversation with your child about common gaming issues using the [eSafety kids](#) and [eSafety young people](#) pages to guide them. You can workshop strategies to deal with upsetting or inappropriate behaviour and learn together how to report, mute and block abusive players.

Co-design rules

Kids are more likely to follow rules if they helped to create them. Part of the discussion and negotiating is explaining why a rule might or might not work.

One of the things that may help to manage your child's gaming is negotiating the time they are allowed to spend online — before they start playing. Together you could decide a limit on how many games or levels can be completed, or the length of playing time.

It's also good to establish rules about when and where digital devices and consoles can be used. For example, making it clear that games have to be played in open family areas not in bedrooms, homework has to be finished first, or screen time ends an hour before sleep.

Help regulate time online

You may be concerned that your child is spending too much time playing online games. There is no magic number for 'healthy' hours or minutes. If gaming is balanced with other activities and sleep, there is usually no need for concern. Many young people game a lot and still study, socialise and feel happy.

But if gaming starts to have negative impacts on your child or your family, you may need to encourage them to better regulate their time online. You can read more about the [signs to look out for](#) when your child is spending too much time gaming. It may be useful to get your child to reflect on the [impact gaming is having on their life](#) by helping them do a self-evaluation.

If you have serious concerns about your child and online gaming or gambling, seek professional advice from a doctor, psychologist or school counsellor. Gaming disorder has now been recognised by the [World Health Organization](#)

as a mental health condition and there are practitioners who specialise in internet overuse problems. eSafety does not recommend any particular practice but there are listings on [nliira](#).

[Responsible gambling Victoria](#) has information to support conversations about gaming and gambling.

For other relevant advice and resources you can also check out our list of [counselling and support services](#), or go directly to [KidsHelpline](#), [eHeadspace](#) or [Beyond Blue](#).

