



Principal: Rosie Gilsenan-Reed
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School Context Statement

School number: 0444

School name: Two Wells Primary School

GENERAL INFORMATION

School Principal	Rosie Gilsenan-Reed
Year of opening	1979
Postal Address	17 Gawler Road, Two Wells, SA 5501
Location Address	17 Gawler Road, Two Wells, SA 5501
DfE Region	Greater Gawler
Geographical location	45-minute drive north of Adelaide
Telephone number	8520 2277
School website address	https://www.twowellsps.sa.edu.au/
School email address	dl.0444.info@schools.sa.edu.au
Out of School Hours care (OSHC)	Happy Haven

May FTE school enrolments 2018 – 2023	2017	2018	2019	2020	2021	2022	2023	2024
Enrolments	341	343	360	364	381	228	224	229
ATSI (%)	3.23	5.25	5.63	7.97	8.54	9.65	9.65	12.94
SWD (%)	9.38	8.45	10.14	7.97	7.12	7.46	8.33	16.51
NESB (%)	0.2	0.28	0.28	1.92	3.20	4.39	3.95	1.78
School Card (%)	20.53	19.24	22.50	23.20	26.24	35.10	32.50	31.50

School Profile

Two Wells Primary school is committed to student wellbeing, this is paramount as we strive to provide quality learning experiences in a safe, nurturing environment, which enhances learner's opportunities to achieve their very best. As a site, we strive to develop the whole child by ensuring we provide the appropriate conditions for learning, socially, emotionally, physically and academically. We are committed to providing an inclusive environment which celebrates the unique characteristics of the child, this means we provide a range of supports which include ready to learn



plans which profile the student's functional needs. We offer a range of tiered interventions which support social connection through woodwork, gardening and cooking, we provide additional support in reading, ensuring we maintain the child's love for literature. We are developing an educational philosophy which encourages learners to contribute to a positive school culture, thus allowing our learners to develop the skills to function in a world that is changing rapidly. We are endeavouring to make tomorrow part of today. Our reviewed values underpin this philosophy of inclusion, connectedness and tolerance. After significant work with staff and students we have refined our values, courage, respect, growth mindset. Working in Partnership with the community our Governing Council are currently reviewing the values alongside our learner dispositions.

Once a quiet rural community, with a rich history, we are experiencing a change moving from traditional industries such as farming to lifestyle blocks which reflects the community love of horses to high density housing. As a community we are experiencing rapid growth impacting our bicultural school. Many families like our small community focused school which is now provided with an opportunity to welcome many cultures to our school. We represent families from South Africa, Europe, Russia and India as well as growth in our first nations young people.

Two Wells Primary school recognises that all staff are vital sources of support and are the foundations to success for all learners. We are committed to developing an inclusive and engaging curriculum, our core subjects are English and Mathematics, we will be adopting the South Australian Curriculum with a focus on the Social and Emotional Capabilities as we prepare students for the growth mindset required for lifelong learning.

Supporting Aboriginal students continues to be a focus at Two Wells Primary school, we are ensuring that our Aboriginal learners are visible in our school, and we are building leadership in this area with students leading learning at the YASTA conference in 2023 and 2024. Our Aboriginal Education worker is part-time, in 2024 we allocated the Aboriginal Education teacher role to one of our staff, we are proud that this group are central to our school and families are more connected. A highlight in 2024 was a whole school exhibition for Reconciliation in 2024.

Student enrolment trends

The school opened on the present site in 1979 with an enrolment of 260 students. This increased steadily, peaking at 500 in 1995. Our current enrolment stands at 229, students R-6. When Xavier College opened in 2021, combined with Year 6 and Year 7 transitioned to High School our site experienced a significant drop in student numbers. The development of a new boundary for Riverbanks College R-12 decreased our students from Lewiston, this was exacerbated by changes in the bus route. Our numbers stabilised in 2022, and as the fastest-growing development in South Australia we expect to see a steady increase over the next five years. Our current enrolments cover Riverlea in Virginia, Dublin, Korunye, Two Wells and Lewiston. This is a vast area and we have seen rapid growth this year with our classes reaching capacity at the end of term 1. Additional support is in place to ensure we support staff and make room for new families.

Staffing numbers (July Census)

There are 13 members in our teaching team. This includes an inclusion teacher and an additional teacher to provide support to staff working beyond the EB.

Current leadership includes:

- Principal
- Deputy Principal
- B1- Coaching JP
- B1 – Coaching/Wellbeing Primary (two terms)

All members of the leadership team hold responsibilities across the school for curriculum management and student wellbeing.

Support Staff:

We have 16 support staff, three support students with high needs and are fully funded.

- Administration, Finance and Facilities
- Curriculum
- Grounds
- Library
- Aboriginal Education Community worker (AECW)

Special site arrangements

The school covers a wide area, with students enrolled from Dublin and Lewiston traveling by our yellow bus. This is a 75% cut in transport since 2020. Parents in Virginia are requesting transport to Two Wells, this is a new request, and it will depend on enrolments as new builds increase in Virginia. Students must live 5KM or more away from the school to be eligible for bus transport.

The Two Wells Community Children's Centre is located next to the school, and we host the only outreach programme in the state, this is located in one of our buildings. We believe this is a fabulous opportunity to support learners to move with confidence into Reception at the end of the year. We have developed a close working relationship with the outreach staff. We also work closely with Stepping Stones. Movement of new families into town has meant that we have worked closely with other early years centres across Adelaide.

In 2024 we appointed an inclusion teacher to work with students with access to our therapy room. We also have three students with hearing impairment, and we have developed a good relationship with Kilparin. We regularly loan equipment from Seru and have taken steps to minimise noise in our classrooms to support sensory needs. We have two staff who have completed the Autism Inclusion training, and are supporting staff to develop their knowledge and skills in providing for our neuro diverse learners.

Happy Haven provides vocational care, Preschool and after school care. This provider reports to our Governing Council and we hold regular meetings.

STUDENTS AND THEIR WELLBEING

General Characteristics:

The school population is co-educational and bi-cultural, with an increasing number of students with disability, currently 16.51%. We cater for our ADHD and Autism community, in recent years the school has provided significant staff development and resources to support this group of students, the success of our interoception room and whole school approach to acknowledging neuro diversity alongside positive behaviours for learning has supported students to acknowledge their needs and articulate strategies that support their learning. The move towards explicit instruction has also fostered high levels of predictability and routine improving student safety and wellbeing. We also have a number of students with physical disability and our environment has been modified to ensure inclusion, we have ramps, wider doors and a new toilet/changing area which meets current standards. The leadership team regularly review SWD on a case management approach, our Deputy is the lead and coordinates with SSS and IESP. As a site we monitor provision in the classrooms and through our coaching model are identifying opportunities to ensure we cater for the child's functional need. As such students have a Ready to learn plan which is critical in managing sensory needs and providing student voice and feedback. In recent years we have seen a steady decline in 'melt downs' as students are able to acknowledge and explain their needs in an increasingly safe space.

For high needs students we apply the Departments processes around NDIS providers. As a site we have limited space and a booking system is in place once all the relevant documentation is received.

Student Wellbeing

Student wellbeing is at the heart of learning, as a site we have consulted with the wider community to develop learner dispositions. Two Wells Primary School is committed to improving learners' wellbeing and mental health. We deliver the Child Protection Curriculum, the framework provides structure, guidance, and staff with professional learning, online resources, webinars and support, all of which ensure the wellbeing of learners

We are supporting our students by providing a Counselling service through Nacys. They visit our site for two days per week. This is a case managed system; a referral process is in place with many of our ADHD and Autistic community requiring support to articulate their worries and needs. We also refer students with high trauma and sadly students who have suffered bereavement. Parental permission is given and it is confidential. For students who need more, we talk to parents about seeking support from their doctor. Our site provides a short-term intervention and we discuss this with families as we review the impact of Nacy's.

Student support

The Positive behaviour team, work with a range of students across the site. This is case managed and we target students who are 'potential behaviour problems' many of these young people are not verified and struggle with focus, regulation and self-management. Developing supportive and warm relationships with a significant adult in our site is significant in terms of ensuring our students thrive. Our SSO team are critical and as such take small groups with a clear purpose, often guided by data analysis in our leadership meetings and teacher feedback.

The Aboriginal Education Team, including AET, ACEW and SSOs, closely monitor the learning of all ATSI learners. The school is committed to improving attendance and retention rates as well as Literacy/Numeracy growth for all ATSI learners. The school is proud of its achievements in significantly reducing the gap between ATSI and Non-ATSI learners in recent years. Our Aboriginal students spend time with the AET and AECO in special projects such as visiting the Barossa Bush Garden and designing a unique uniform for our students. We have developed a connected team who are central to our school, our students wear their personally designed school t shirt with pride and have a strong sense of belonging. They have attended the STEM Congress over the last two years and are proud and confidently representing Two Wells Primary School.

Student management

We follow DfE guidelines which ensures:

- Two Wells Primary School is a safe, caring environment in which the rights of learners to learn and teachers to teach are supported.
- Staff and learners work within a framework within our school community where the quality of relationships is valued and protected. In 2023 we developed a cultural agreement with our staff, after significant work to align our values which are honesty, courage, growth mindset and respect.
- We develop in our learners an acceptance of responsibility for their behaviour and a willingness to make amends, restore and strengthen relationships.
- Parents, learners and staff work collaboratively to provide a consistent and fair approach to the development and management of learner behaviour that considers the different needs of individual learners.

Clear documentation is reviewed and developed to support our learners, staff and parents in behaviour management at each level. Parents can access the behaviour management and grievance policy via our school website.

The school requires all to respect all members of our community, as such racism and bullying are taken seriously within the site and are managed within our current Department guidelines for suspensions.

All parents enrolling their children at our site met with a leader to discuss our expectations this includes the behaviour management, bullying and attendance.

Student Governance

Our student leadership team is supported by Beck Mather-Brown, the students come together and plan for improvement. Our Current team are behind our colour run and soup kitchen which runs on a Friday.

HOUSE CAPTAIN

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Student Voice

SAT

SAT

SAT

SAT

SAT

SAT

KEY SCHOOL POLICIES

Special programmes offered at Two Wells Primary School

Year 6 camp

Bi annual whole school Production.

SAPSASA

Modified Kitchen Garden

Interoception

Book fair/Parade in Two Wells

Key school policies

Site improvement plan (SIP) and other key statements or policies:

Two Wells Primary school aims to 'build a better system' for engagement and wellbeing, teaching for effective learning & effective use of data, all of which will improve learner outcomes so they can thrive. The plan is intrinsically linked to the Standard of Educational Achievement (SEA). Both the SIP & SEA are available on the school website. 2022-2023 and seeks to build upon the success of its predecessor, which will lead to continued improvement in learner growth and achievement in Reading. This year we have introduced the ORF as we target improvements in fluency. Professional

CURRICULUM

Learning Communities and coaches are aligned to the SIP, and their work is visible in classrooms as we provide coaching to support our vision. The site improvement plans, school agreements and policies are currently in review as we unpack the Education Strategy released in 2024. As we review these will be uploaded onto our new website.

ESR - School Directions 2023

Build and strengthen a culture of continuous improvement and high expectations through reaching agreement and consensus of what this looks like, with a lens on student improvement and high achievement.

Foster and build new opportunities to build connections with the school and school community with a stronger focus on events that promote student learning and achievement and authentic opportunities for learner agency and leadership

Continue to build and foster a positive school culture through supporting opportunities to work and collaborate R-6 with a focus on building trust, mutual respect and collegiality.

Subject Offerings:

Two Wells Primary School educates learners from Foundation to Year 6 in a nurturing and stimulating learning environment where good manners and respectful behaviour are expectations. Class sizes are large; however, the school has a number of SSOs and interventions which support teachers to cater to individuals and personalise learning.

The Primary School is underpinned by a diverse curriculum that is beginning to emphasize individual skill development and assists learners in engaging, behaving and working at the standard level. Academic rigour is crucial in the school, as we ask learners to strive for their personal best daily. Primary classes are provided with a wide range of learning opportunities across seven areas of learning. As much as possible, primary learners can appreciate the Arts, PE and Health and STEM with specialist teachers and specialist teaching areas. Primary school staff actively promote learning in the seven areas, constantly sourcing learning opportunities through the Department Units of work. Parents are strongly encouraged to be part of the learning environment that fosters play and resource-based learning.

Students with additional needs

School leadership is a support system in the school for learners with special needs. They assist in the liaison with external agencies to support classroom teachers to cater for learners with special learning needs, difficulties and abilities. Leadership meets every week to achieve the following:

- Coordinate internal and external services to meet the educational needs of learners
- Monitor individual learning outcomes and growth of F-6 learners
- Develop a collaborative approach to catering for individual needs
- Develop whole school documentation processes to track and monitor learner progress

Teaching methodology

Teachers focus on explicitly teaching in literacy and numeracy while selecting content to ensure skill development while encouraging independent learning. The school introduced the Visible Learning journey with a focus on developing student friendly success criteria and feedback, this is an area for our coaches to continue building knowledge, motivating staff, embed practice and develop teaching techniques. All teaching spaces are equipped with interactive screens, and the school is ensuring all students have access to a device.

Student assessment procedures and reporting

The school adopted Daymap in 2021 as its Learner Management System, and this platform will be used extensively across all aspects of reporting and assessment. This year we provided reports on Daymap, this system is linked to Riverbanks College, learners can access Daymap remotely, and caregivers can access it via the Daymap portal on a personal device. Like Riverbanks we are moving towards assessment tasks which are included in the work units with assessment criteria made explicit to learners. Annual data collection for Literacy and Numeracy takes place in F – 6. In Years 3, and 5, learners participate in the NAPLAN tests. Parents receive learner progress reports through:

- two published reports per year
- school or parent-initiated 3-way interviews
- portfolios of work/assessment folders
- grades as required by the national reporting guidelines (in the form of a report)

SPORTING ACTIVITIES

Learners participate in most SAPSASA sports activities. School endorsement of participation in these events relies on learner adherence to the school values while on-site. Governing Council are keen to see improvements in this area and along with our student leadership team are interested in developing a Two Wells Primary School Sports uniform. The school also attends swimming lessons in term 4 and Year 6 complete aquatics in term 1. We expect all students to participate.

STAFF (AND THEIR WELLBEING)

Staff Profile:

The school is fortunate to be served by a mix of established practitioners and those in the Early Career Teacher phase of their career.

Leadership Structure:

Principal, a Deputy principal and a Band 1 Coordinator.

Staff Support Systems:

Staff are actively supported through targeted professional learning linked to the Site Improvement Plan, professional learning opportunities at both a site and partnership level and Impact coaches' daily work.

Performance Management:

All staff members have a current Professional Development Plan linked to the new model. Staff members meet at least once per term with their line manager for formal appraisal, personal reflection and planning purposes. Informal meetings occur regularly. Observation of teaching practice occurs at least twice a year, and written feedback is provided to each staff member. Both formal and informal instructional rounds are used to assess practice and support improvements of teaching and learning.

School Facilities

Buildings and Grounds:

The school is a mix of new brick, weatherboard, and transportable buildings. The buildings are comfortable and well appointed, with carpet in most areas. The site has requested the removal of old buildings, classroom refurbishment, to remove excess noise has taken place by building walls and

installing doors. A strategic resource plan is in place to further upgrade the site from 2023-2025 two more classroom spaces will be created by the end of the year and the canteen will be refurbished.

Heating & Cooling: Cooling/heating for buildings - reverse cycle air conditioners are installed in each learning area, the Library, STEM, Administrative and office areas. An industrialized fan has been installed in the gymnasium and circulates air in this area.

Staff Facilities: All teaching staff were issued with a laptop and have several refurbished places to work during non-Instruction time. A resource plan is in place to review our technology and ensure all staff have access from 2025.

SCHOOL OPERATIONS

Decision making structures:

The Governing Council and Finance Committee meeting is held on Wednesday afternoon in Week 4 and Week 8. Our Governing Council is very active in supporting the development of the school. Our secretary is in school on a weekly basis.

Staff use democratic decision-making processes, with discussion and decision-making occurring at whole staff or tool box meetings as appropriate. Personnel advisory committee meets twice per term.

Regular publications: Two Wells Primary School's newsletter is published and distributed every three weeks through our e-newsletter system and printed for caregivers without internet access. A Family Handbook is provided to new families when families are enrolled. We are working towards learners and their caregivers having daily access to unit/lesson plans through the Daymap portal. Full written reports are issued at the end of terms one and three, Staff receive updated Policy and Procedural information throughout the year via Tool box and Teams. Daily bulletins are published on our Learner Management System.

Other communication:

Staff information is displayed in the staffroom, and MS Teams is used regularly to disseminate information and generate dialogue. With the update of the school website, the latest information and news are now accessible through an App which is connected to the website (online calendar of events) and updated frequently by admin staff.

School financial position: The school seeks funding through grants and fundraising activities to support school initiatives. These grants enable the school to actively continue program, curriculum and facility developments within a defined plan.

Reviewed and updated – August 2024.