

Two Wells Primary School

Term 2, Week 3



A Message from the Principal

Dear Two Wells Primary School Community, Welcome to Term 2!

As we move forward in 2026, I am delighted to share some highlights and updates from our ongoing journey together.



Site Improvement 2026

At the outset of our strategic planning process, our staff demonstrated genuine enthusiasm and unwavering commitment, signalling a readiness to embrace a more ambitious vision for Two Wells Primary School. We have firmly recognised that effective leadership is achieved by working alongside staff, fostering a collaborative environment rather than adopting a top-down approach.

A key moment this term was the sharing of targeted PAT data, which sparked a thoughtful 'I Notice, I Wonder' discussion amongst staff.

This dialogue fostered constructive reflection and brought shared concerns to the forefront, particularly around students' mathematical literacy.

In response to these insights, we launched a Professional Learning Community (PLC) sprint, centred on sparking curiosity and enhancing student engagement in mathematics. Our PLC groups have collaboratively developed innovative pedagogical approaches, with curiosity and inquisitiveness as the driving forces behind reenergising our classroom practices.

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Positive Behaviour for Learning (PBL) – Tier 1 Completion

We are nearing the end of our implementation period for Tier 1 of Positive Behaviour for Learning (PBL). Our focus has been on establishing a cohesive, school-wide foundation for behaviour expectations and practices, developed through collaborative staff efforts.

Key components of Tier 1 include:

- Explicit teaching of expected behaviours to all students
- Consistent recognition and reinforcement of positive behaviours
- Data-driven monitoring and guidance of behaviour interventions
- Whole-school strategies to promote a safe, respectful, and inclusive learning environment.

Staff commitment during Tier 1 has enabled a positive cultural shift, with noticeable improvements in student engagement and behaviour consistency. These achievements have positioned us well for the next stage of the PBL framework.

Looking ahead, we will continue with the full implementation of Tier 1 while transitioning to Tier 2 next term, which will involve the provision of targeted supports and interventions for students requiring additional assistance beyond universal strategies.

Thank you for your ongoing support and commitment to our school's vision. Together, we are establishing a strong foundation for both professional growth and the improvement of student outcomes. Wishing everyone a productive and rewarding Term 2.

Kind regards,

Kirsty Brumby

TERM 2 REMINDERS



IMPORTANT UPCOMING DATES

MAY 22nd

National Walk safely to school day

MAY 26th

National Sorry day.

MAY 27th

National Simultaneous Storytime

MAY 27th - JUNE 3rd

Reconciliation Week

JUNE 5th

World Environment day

JUNE 8th

Kings Public Holiday

JULY 3rd

Final day of term 2

JULY 5th - 12th

NAIDOC Week.

Lunch Orders via QKR!

Lunch orders are available through the Qkr! app on **Tuesdays, Wednesdays and Thursdays**. Please make sure your order is in by 8:30am on the day. If you haven't already, you can download the Qkr! app to get started.

Student Absentees / Seesaw

If your child is unwell or will be late due to an appointment, please notify the front office or your child's teacher via the Seesaw app prior to the start of the school day. This helps us ensure our attendance records are accurate and up to date.

Seesaw can also be used to contact your child's teacher with any enquiries regarding your child.

Library / Overdue invoices

Your child participates in a weekly library lesson. We kindly ask that books are returned each week so students can borrow a new one and help minimise overdue items in our library.

Please note that if a book is not returned, an overdue notice will be sent home with your child. A final notice will be issued in Week 3, after which an invoice for replacement may be generated if the book is still outstanding.

Recess and Lunch Activities

Library : Open Monday, Tuesday and Wednesday
Recess and Thursday lunch

Taikondi Room: Open Monday - Friday for lunchtime activities.

Student Achievements

Congratulations Casey 50 AFL Games and Counting!

There's nothing quite like the thrill of gameday, the smell of freshly mown grass, and the feeling of lacing up your boots, especially when you're about to hit a milestone! This week, we're delighted to celebrate Casey, who has played an impressive 50 games of AFL. That's 50 days of mud, sweat, and glory.

Casey's dedication and sportsmanship have made him a true asset to his team and our school. Whether marking in the forward line or doing the trusty "don't argue" in midfield, Casey has shown what commitment and teamwork really mean.

Congratulations, Casey! May your next 50 be filled with big kicks, brave tackles, and plenty of post game canteen visits.

Share Your Child's Achievements



We love showcasing what makes our school community special. If your child has achieved something memorable, whether it's sporting success, academic awards, artistic talents, or anything else worth celebrating, please let us know! We would be honoured to help share in their joy and acknowledge their efforts.

Send through any images and information you'd like to see in the newsletter to the front office or your child's teacher. Let's make sure every milestone gets the cheers it deserves!

POSITIVE BEHAVIOUR

Safety | Respect | Compassion | Growth Mindset

At Two Wells Primary School, we are committed to creating a safe, welcoming, and supportive environment for all. Our core behaviour expectations are grounded in our school values: Safety, Respect, Compassion, and Growth Mindset.

Our School Values in Action

- Safety: We make choices that keep ourselves and others safe.
- Respect: We treat everyone with kindness and consideration.
- Compassion: We show empathy and care towards others.
- Growth Mindset: We believe in learning from mistakes and always doing our best.

Behaviour Expectations for Everyone

Our behaviour expectations apply to students, staff, and families. We have made these expectations clear and easy to understand by breaking them into three key areas:

Learning Time: How we behave in the classroom and during lessons.

Play Time: How we treat each other in the yard and during breaks.

All the Time: The behaviours we use everywhere and every day, both inside and outside the classroom.

By stating our expectations explicitly for these areas, we ensure that everyone knows what positive behaviour looks like in different parts of the school day.

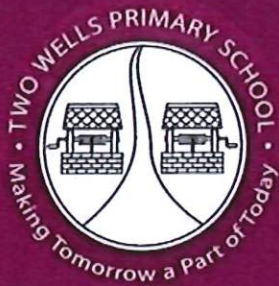
The Role of Families

Families play an important role in maintaining a positive school culture. By supporting our values at home and talking to your children about them, you help reinforce the positive behaviours we encourage at school. Engaging in school activities, giving feedback, and modelling these values in everyday life all support our shared vision for a safe and respectful community.

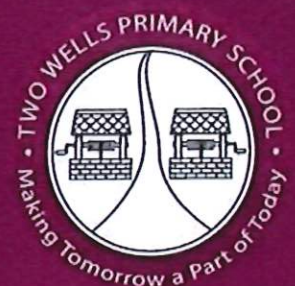
Working Together

We are proud of the caring, inclusive environment at Two Wells Primary School, and we thank you for your ongoing support. If you ever have questions or feedback, please reach out—we value your partnership.

Together, by upholding our school values and behaviour expectations, we help every student learn, play, and thrive.



TWO WELLS PRIMARY SCHOOL



POSITIVE BEHAVIOUR FOR LEARNING WHOLE SCHOOL MATRIX

LEARNING TIME

PLAY TIME

ALL THE TIME

Whole School Matrix

We are respectful	<p>We stay in the learning space unless we have permission to leave</p>	<p>We are sun safe</p> <p>We play in age appropriate groups</p> <p>We agree on rules before starting a game and follow them</p> <p>We stay within boundaries</p> <p>We return to class and line up when the bell goes</p> <p>We use and encourage safe play</p>	<p>We use strategies to support ourselves to be safe</p> <p>We use objects safely</p> <p>We use safe hands, safe feet and safe mouths</p> <p>We follow instructions</p> <p>We are kind to each other</p> <p>We solve conflict in a non-violent manner</p>
We Are Safe	<p>We track the speaker and actively listen</p> <p>We follow instructions</p> <p>We actively participate in and attempt all learning tasks</p> <p>We use technology safely & responsibly</p>	<p>We keep the school clean and tidy</p> <p>We make choices that are respectful to the needs of ourselves and others</p>	<p>We speak respectfully</p> <p>We treat school property respectfully</p> <p>We follow adult instructions</p> <p>We advocate for ourselves and others in a respectful way</p> <p>We put equipment away</p> <p>We follow school expectations and behaviour code</p>
We are compassionate	<p>We allow teachers to teach and students to learn</p> <p>We take pride in learning environment and appreciate the things we have</p> <p>I put in my best effort to feel proud</p>	<p>We help others if they are hurt or upset</p> <p>We think about how our choices impact others</p>	<p>We tell the truth, even when it's hard</p> <p>We use self-advocacy in appropriate ways</p> <p>We communicate needs proactively</p> <p>We treat others with kindness</p> <p>We are inclusive to all, celebrating differences and achievements</p> <p>We have unconditional positive regard for ourselves and others</p>
We have a Growth mindset	<p>We have a go at all learning activities</p> <p>We take responsibility to access our ready to learn strategies</p> <p>We accept teacher feedback to improve ourselves as learners</p> <p>We take risks and challenge ourselves</p>	<p>We look for the yard duty teacher for big problems</p> <p>We step away from conflict and seek adult support immediately</p>	<p>We accept that challenges and mistakes can make us uncomfortable, and persist through these to help us grow</p> <p>We are responsible and accountable for our choices</p> <p>We use our self regulation strategies and support others to use theirs to stay engaged in positive interactions</p> <p>We use problem solving strategies and are persistent</p> <p>We actively participate in all aspects of school</p>

A framework of clear and consistent expectations to support the learning and wellbeing of our students.

POSITIVE
BEHAVIOUR
FOR LEARNING



POSITIVE BEHAVIOUR FOR LEARNING

PARENT INFORMATION SESSION

We are excited to invite parents to an Information Morning about Positive Behaviour for Learning (PBL). This session will provide insight into what PBL is—and what it is not—helping families understand the framework supporting positive behaviour in our school.



Wednesday 3rd June
(Week 6)



9:00-9:30am



Staff Room

REGISTER NOW



ROOM 9 CLASS NEWS



HASS:

In HASS, our class explored changes from the past to the present, focusing on differences in work, schooling, and travel. The students showed great curiosity about the evolution of transport and how these changes have affected daily life.

SCIENCE:

Last term, we explored what people and animals need to survive, focusing on unique animal adaptations. The class especially enjoyed learning about koalas and created their own fact books after researching their features, habitats, and feeding habits.



ENGLISH:

Phonics has continued to be a strength this term, with students building on their confidence using familiar sound cards and previous learning. Our established routine, where students and helpers lead storytelling for the class, continues to make our literacy sessions highly interactive and engaging.

ABC



MATHS:

We began a daily maths chat to encourage discussions about numbers, patterns, and strategies for identifying a secret number. Our focus has been on developing place value knowledge and skills in ordering and comparing two-digit numbers, using hands-on tools like counters and number lines.

ROOM 18

TERM 1 RECAP

Last term, Room 18 focused on writing narratives, building creativity and critical thinking skills. Students started by developing detailed character and setting profiles, using tier 2 (high utility, descriptive) and tier 3 (subject-specific) vocabulary to enrich their stories. Creating these profiles encouraged deeper exploration into character personalities, feelings, and appearance, helping students build authentic and engaging narratives.



One challenge students faced was thinking beyond simple descriptions to truly “flesh out” their characters and settings. Many found it difficult at first to express complex emotions or to use precise vocabulary. However, through targeted lessons and practice, students grew in their confidence, gradually incorporating more vivid, accurate language.

Story planning was scaffolded with a story mountain plot chart for short story writing. Initially, students found breaking the plot into major sections—beginning, build-up, problem, resolution, and ending—a challenge. Some struggled with organising their ideas or deciding how their story would progress. The plot chart, however, proved to be a valuable tool, helping students structure their thinking and make detailed notes about characters and settings. Over the course of the term, students developed their understanding of pacing and narrative structure.

Room 18 made steady progress in their writing skills and gradually became more comfortable with exploring new genres and themes. By the end of the term, students were able to produce narratives that showed creativity and improving structure. Many enjoyed the creative process and took pride in their developing abilities, showing persistence and growing engagement with their writing.

Mr Taylor



MOTHER'S AND CHERISHED WOMENS DAY AFTERNOON TEA

We would like to extend a heartfelt thank you to all of the mothers, grandmothers, carers, and cherished women who attended our Afternoon Tea on Friday, 8th May. It was wonderful to see so many special people sharing meaningful moments with their children and being part of such a warm and welcoming afternoon.

These occasions provide valuable opportunities for children to celebrate the important people in their lives and to create lasting memories together. The smiles, conversations, and time spent together made the event truly special for our school community.

We also acknowledge that days such as these can bring a range of emotions for many families. Some loved ones may no longer be with us, some families may be separated by distance or circumstances, and others may not have been able to attend for personal reasons. We send our thoughts and appreciation to all members of our community and hope everyone felt included and valued in their own way.

To those who were unable to join us on the day, please know you were still thought of and appreciated. We hope you were able to enjoy a peaceful and meaningful Sunday with those closest to you.

Thank you once again to everyone who continues to support and care for our students each and every day. Whether through attending special events, offering encouragement from afar, or simply being a positive presence in a child's life, your role is deeply valued and appreciated within our school community.



COMMUNITY NOTICES

Disclaimer



The services and events contained in Community News are in no way connected with the school and are included for your information only. We strongly recommend that parents and caregivers make their own enquiries and assessments about the suitability of these events and services for their children,
Thank you.

The Smith Family Saver Plus Program

Saver Plus is a free matched-savings and financial education program designed to help eligible families plan and save for school-related costs, including camps and essential learning items.

How it works:

Families who join the program can:

- Save up to \$50 per month over a 10-month period
- Complete free online MoneyMinded financial education workshops
- Receive matched savings dollar-for-dollar, up to \$500

This means families may access up to \$1,000 to put towards education expenses such as:

- School camps
- Uniforms
- Laptops or other devices
- Stationery and supplies

Families can join at any time during the year. Once the program is completed, matched funds can be used for approved education-related costs.

Eligibility criteria (all must apply):

- Hold a current Health Care Card or Pensioner Concession Card
- Receive an eligible Centrelink payment
- Have a school-aged child (including those starting next year or homeschooled), or be studying themselves
- Have a regular income (e.g. employment, Carer Payment, Child Support, or cash income)
- Be aged 18 years or over
- Be willing to participate in free online MoneyMinded workshops
- Not have completed the Saver Plus program before.

To check eligibility or request a callback, families can visit the Saver Plus website or call **1300 610 355**.



BALLET

JAZZ / TAP

LYRICAL / HIP HOP

ACRO / BELLY DANCE

1/23 Acrylon Road
Salisbury South SA

E: info@dancecraft.com.au

W: dancecraft.com.au

Or find us on Facebook
Dance Craft SA

At Dance Craft we strive to provide students with a fun and educational environment where students can express themselves through the art of dance. We are committed to providing high quality dance tuition for students of all ages, from toddlers to adults, beginners to advanced.



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