

2024 annual report to the Community

Two Wells Primary School

Two Wells Primary School number: 444

Partnership: Greater Gawler

School principal:

Rosemarie Gilsenan-Reed &
Darrell Avery



Date of endorsement:

03/03/2025

Context Statement

Two Wells Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 223. Two Wells Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 13% Aboriginal students, 8% students with disabilities, 3% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

Two Wells Primary School Governing Council Chairperson’s Report

2024

It has been another productive and rewarding year, and I am pleased to share an overview of our achievements and key developments.

Welcoming New Members & Leadership Changes

This year, we have welcomed several new parent members to the School Governing Council. Your enthusiasm and commitment to supporting our school community are greatly appreciated, and we look forward to your contributions. We would also like to extend our gratitude to the parents who have been on the Governing Council for longer than a year. Your ongoing dedication, experience, and guidance have been invaluable in driving positive change within our school community. Your continued support is truly appreciated.

We also experienced a leadership transition, as we bid farewell to our principal, Rosie Gilsenan-Reed, who has been an invaluable part of our school. We sincerely thank her for her dedication and leadership, and we wish her all the best in their future endeavors.

At the same time, we warmly welcome our new principal, Kirsty Brumby. We are excited to work together to continue improving and strengthening our school community.

Key Focus Areas & Achievements

Support for Special Needs Students & Autism Inclusion Group

One of our primary focuses this year has been enhancing support for special needs students. We have worked closely with staff to ensure that resources, learning support, and inclusion strategies continue to be a priority. An Autism Inclusion Group was also set up this year, and it has been very successful in fostering greater support and understanding for students on the autism spectrum. It has been wonderful to see positive developments in this area, and we remain committed to making our school a supportive environment for all students.

School Fencing Project

The topic of school fencing has been a significant discussion point within the Governing Council. While no final decisions have been made, it remains a high-priority issue as we explore the best options for ensuring student safety and school security.

Enhancing Sports at School

We have also made strides in promoting sports and physical activity within the school. Encouraging participation in sports is essential for student well-being, teamwork, and school spirit. We have supported initiatives to increase student involvement in various sporting activities, and it has been fantastic to see students embracing these opportunities.

Parent Friends & Successful Events

A special mention must go to our Parent Friends Group, who organized a hugely successful school disco. This event brought students together for a night of fun and games and there is much demand for another one this year. In addition to this, the Mother’s Day and Father’s Day stalls were also well received, providing students with the opportunity to select gifts for their loved ones while contributing to school fundraising efforts. Thank you to everyone involved in making these events a success!

Concerns Regarding Out of Hours School Care

The Governing Council has been actively bringing up concerns regarding out of hours school care, following feedback from both parents and the student leadership team. Ensuring that this service meets the needs of families and aligns with our school’s expectations remains an important discussion point moving forward.

Community Values & Expectations in Education

One of our main focuses this year has been identifying the values and expectations that we, as a school community, want our children to be learning and embracing within school. This ongoing conversation is essential in shaping a positive, inclusive, and well-rounded educational experience for our students.

Looking Ahead

As we move into the new year, we look forward to building on these achievements and continuing to work together to support the school, students, and staff. I encourage parents and caregivers to stay engaged and involved, whether through the Governing Council, volunteering, or simply sharing ideas to help our school grow.

Thank you once again to all our members, staff, and families for your contributions and dedication. It has been a privilege to serve as Chairperson, and I look forward to another successful year ahead.

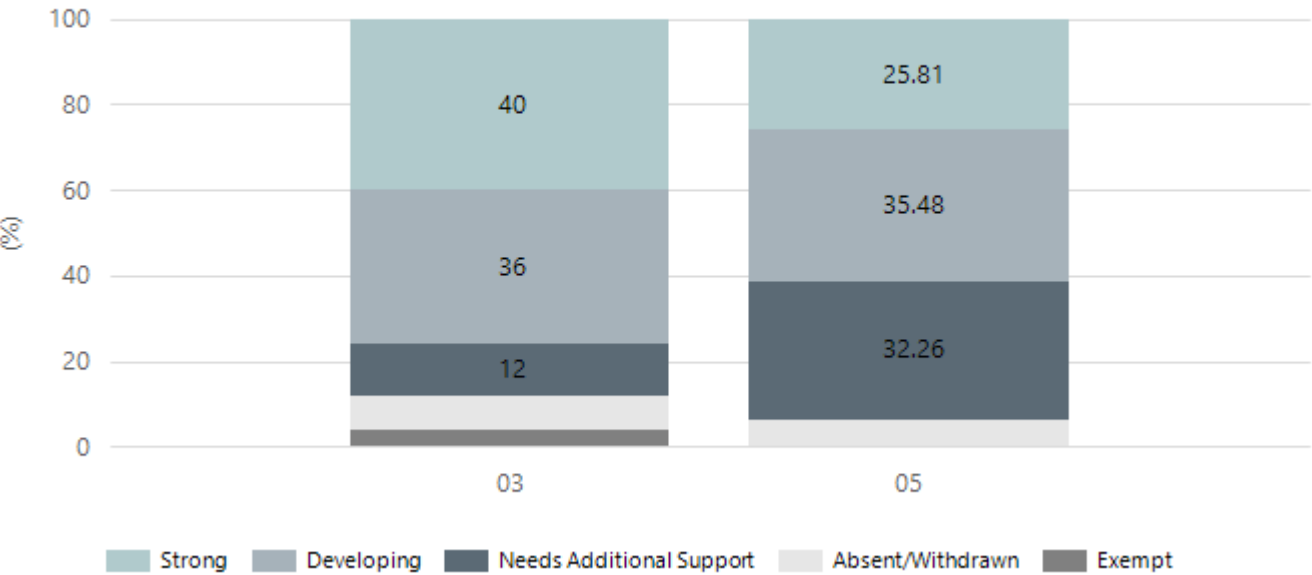
Pauline Faulkner
Chairperson, Two Wells Primary School Governing Council

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

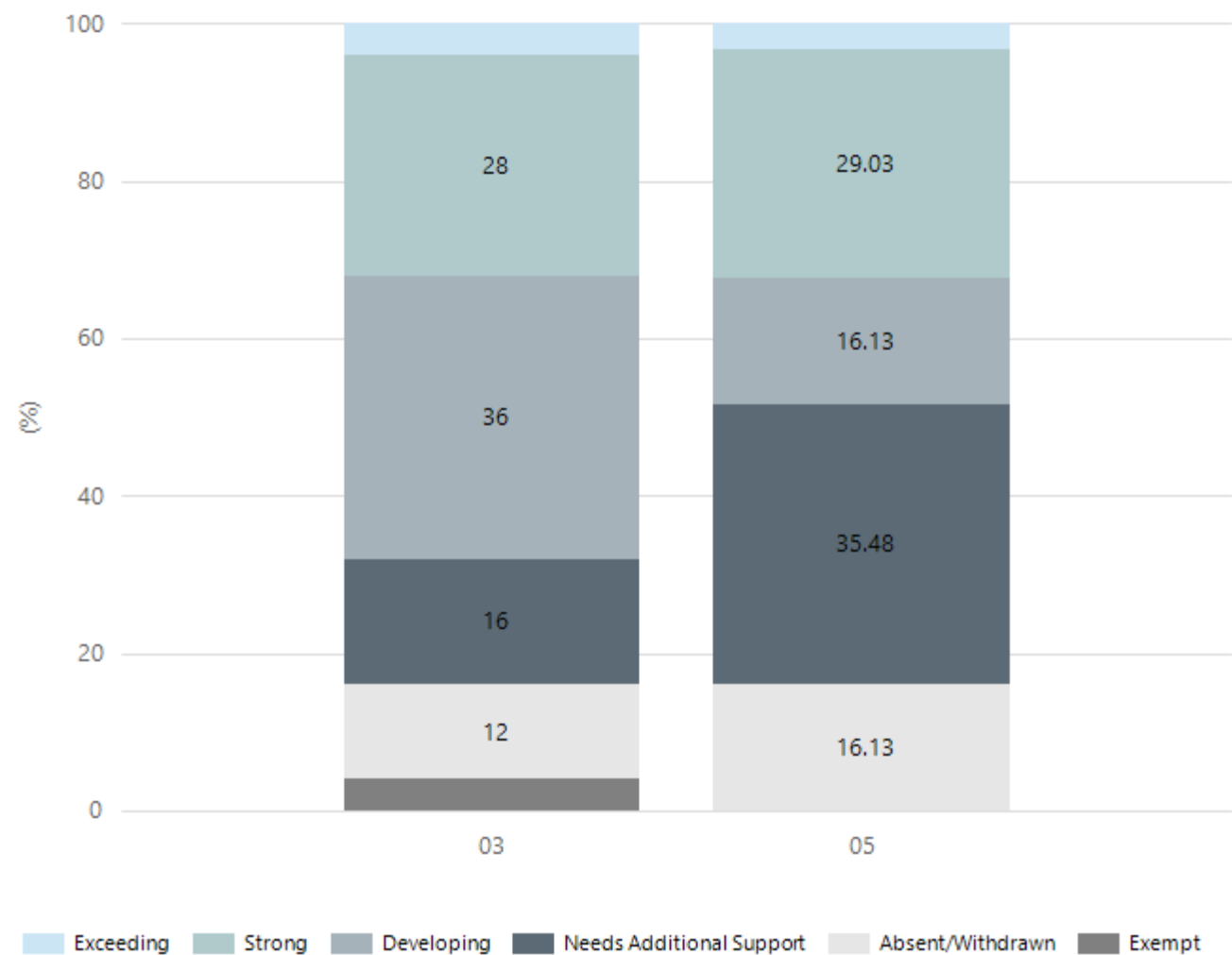
Numeracy



Year Level	03	05
Strong	10	8
Developing	9	11
Needs Additional Support	3	10
Absent/Withdrawn	2	2
Exempt	1	
Total	25	31

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

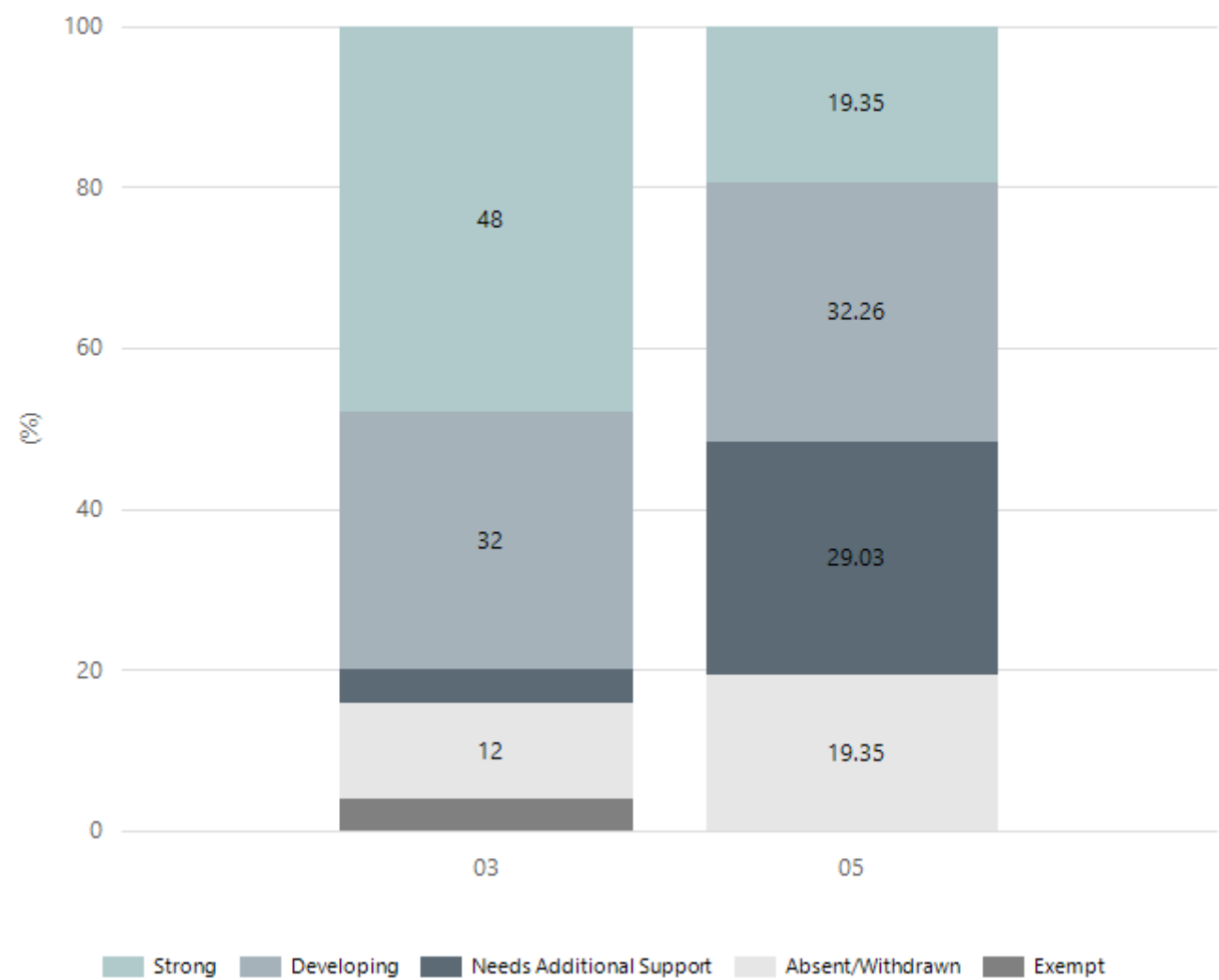
Reading



Year Level	03	05
Exceeding	1	1
Strong	7	9
Developing	9	5
Needs Additional Support	4	11
Absent/Withdrawn	3	5
Exempt	1	
Total	25	31

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

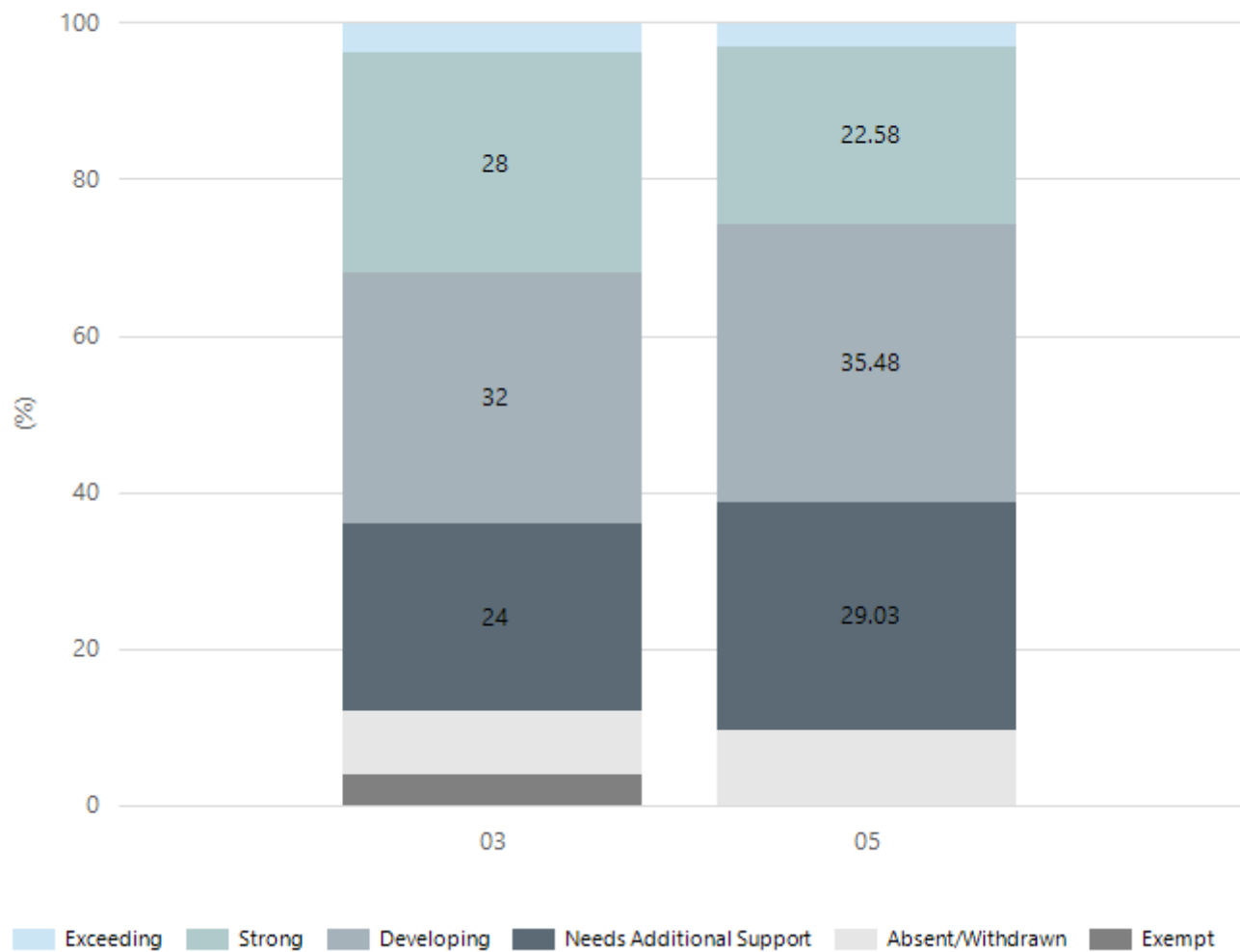
Writing



Year Level	03	05
Strong	12	6
Developing	8	10
Needs Additional Support	1	9
Absent/Withdrawn	3	6
Exempt	1	
Total	25	31

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

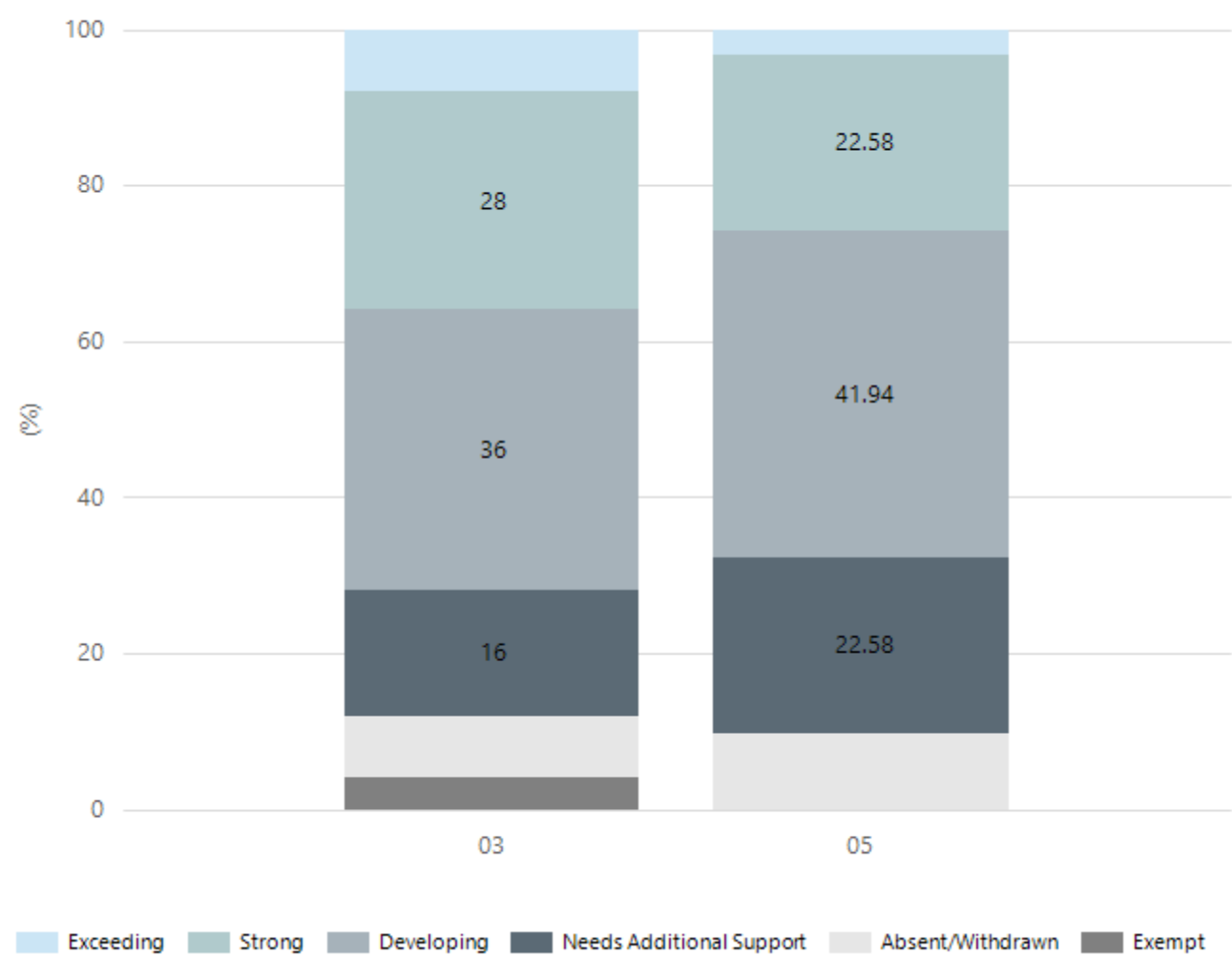
Grammar



Year Level	03	05
Exceeding	1	1
Strong	7	7
Developing	8	11
Needs Additional Support	6	9
Absent/Withdrawn	2	3
Exempt	1	
Total	25	31

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	2	1
Strong	7	7
Developing	9	13
Needs Additional Support	4	7
Absent/Withdrawn	2	3
Exempt	1	
Total	25	31

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

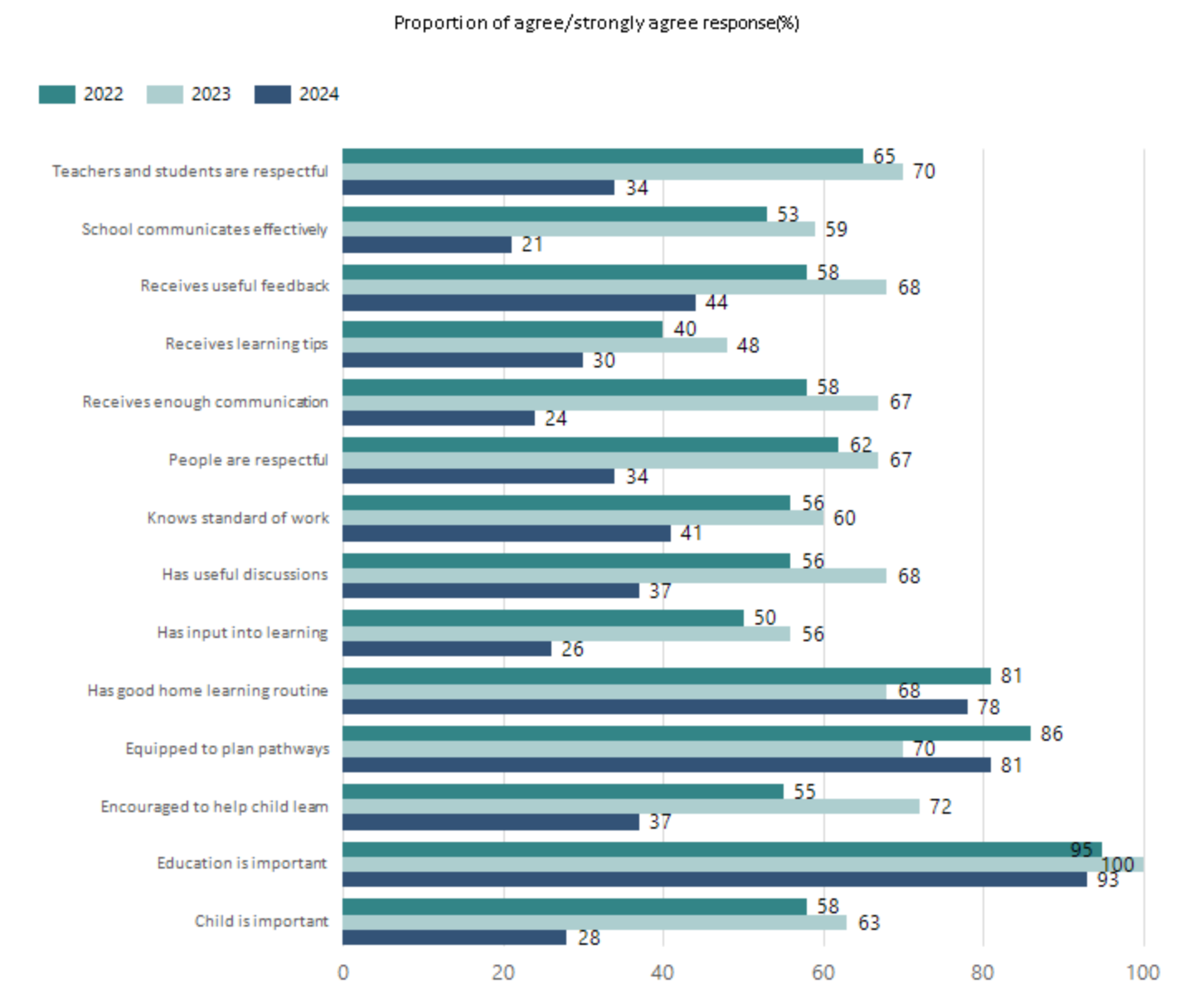
Year Level	2022	2023	2024
Reception	89.8%	82.9%	86.2%
Year 01	84.4%	88.2%	86.7%
Year 02	88.6%	85.8%	86.1%
Year 03	84.7%	85.1%	87.2%
Year 04	82.8%	89.8%	86.2%
Year 05	80.1%	84.1%	85.8%
Year 06	84.0%	83.2%	84.1%
Primary Other		91.3%	
Total	85.0%	85.7%	86.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	53.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	47.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	10
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.1	0.0	9.8
Persons	0.0	16.0	0.0	12.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	3200841.68
Grants: Commonwealth	6766.53
Parent Contributions	56153.26
Fund Raising	7917.95
Other	43440.5

Data Source: School supplied data.