



IVANHOE EAST PRIMARY SCHOOL

PROSPECTUS

2025 EDITION

PROSPECTUS CONTENTS

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We acknowledge the Wurundjeri people of the Kulin Nation as the Traditional Owners of this land and we pay our respects to their Elders past, present, and emerging. We recognise their deep connection to this Country and their role in caring for it.

PRINCIPAL'S WELCOME



MR TOM BOYLE

Welcome to Ivanhoe East Primary School (IEPS), a vibrant and inclusive learning community where every child is known, valued, and supported to thrive. We are proud of our school's strong sense of purpose and the collaborative spirit that underpins everything we do. Our success is built on shared and strategic leadership that lives across every level of the school. By fostering collective responsibility, we grow professional expertise, build trust, and maintain an unwavering focus on student learning and wellbeing.

At IEPS, we are committed to ensuring every child experiences high-growth learning. Our teaching practices are evidence-based and aligned with the Victorian Teaching and Learning Model 2.0. We focus on how students build knowledge over time and implement high-impact strategies such as explicit instruction, scaffolded application, and structured inquiry to engage and challenge students at their point of need. We believe that growth is a more meaningful measure of success than grades. By identifying each learner's current level and designing learning that is tailored, supportive, and aspirational, we help all students progress with confidence.

Our approach to numeracy encourages students to explore, question, and communicate their mathematical thinking. We use a 'launch-explore-summarise' model, supported by weekly toolbox and investigation lessons, to ensure mathematics is practical, collaborative, and connected to real-world contexts. In literacy, we take a structured and systematic approach. Our reading instruction is grounded in the Big 6 of reading development: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension and is supported by engaging texts and purposeful discussion. Writing is taught through the Writer's Workshop model, encouraging creativity and voice, while phonics and spelling are taught explicitly using the Oxford ELSA program in the early years, and advanced strategies in Years 2-6.

Student wellbeing is at the heart of our school. We understand that children learn best when they feel safe, supported, and empowered. Our wellbeing framework uses a multi-tiered system of support to meet the emotional, social, and behavioural needs of all students. Initiatives include Positive Classroom Management Strategies, fortnightly PIVOT Wellbeing Surveys, and the RRRR (Resilience, Rights and Respectful Relationships) curriculum. We also run the Cyber Safety Project for students, staff, and parents, and empower our Year 6 leaders through the Stand-Up Project, which promotes upstander behaviour and respectful relationships across our school community. Our dedicated wellbeing team facilitates Student Support Group meetings, Individual Education Plans, and Disability Inclusion Profiles to ensure personalised support for students who need it. We are also fortunate to have an in-house psychologist who works with students, staff, and families, and delivers parenting programs such as *Tuning into Kids* to build emotional connection and resilience at home.

Our vision is to create an inclusive learning environment where students are valued and nurtured to excel academically, emotionally, and socially. Our mission is to cultivate respect and diversity, promote shared responsibility for growth and wellbeing, and use data to personalise and challenge learning. These aspirations are underpinned by our school values: Curiosity, Resilience, Respect, and Friendship. These values are not just words they are embedded into daily life at IEPS and help shape the positive, connected culture of our school.

We know that strong partnerships with families are key to student success. We actively foster a welcoming and collaborative environment where families are engaged in their child's learning. We connect with our community through 10-week cycle reports, Seesaw digital portfolios, learning showcases, and regular communication between staff and families. Our Parent, Teacher and Friends Association (PTFA) hosts a wide range of events, including our biennial school fair and alternating gala evenings. Strategic community engagement is guided by a dedicated School Council subcommittee and supported by Principal's Forums and comprehensive community updates each term.

I warmly invite you to visit Ivanhoe East Primary School to experience the rich learning and vibrant culture for yourself. Join a school tour, attend one of our community events, or simply reach out to start a conversation. Together, we are shaping a school where every learner can thrive academically, socially, and emotionally.

OUR LEADERSHIP

LEADERSHIP THAT INPIRES GROWTH AND EXCELLENCE

At Ivanhoe East Primary School, our success is built on a foundation of strong instructional, distributive, and collaborative leadership. Our comprehensive organisational model ensures that leadership is not confined to a single office but is shared, supported, and strategically aligned across the school. This model enables us to build collective efficacy, grow professional capacity, and maintain a relentless focus on student learning and wellbeing.

We are proud of our leadership structure, which includes School Principal, two substantive Assistant Principals, two Learning Specialists, and three Annual Implementation Plan (AIP) Leaders focusing on Literacy, Numeracy and Engagement & Wellbeing. Each year level team is supported by a Professional Learning Community (PLC) Leader, with additional leadership in curriculum, assessment, and student engagement.

This distributed leadership model ensures that responsibility for improvement is shared and sustained. There are clear throughlines between support and accountability, enabling all staff to engage in meaningful collaboration that drives progress. Our School Improvement Team (SIT) continually reflects on and implements best-practice pedagogies, guided by data and a deep understanding of our students' needs.

Our staff are actively supported to lead and grow. They are provided with privileged time for professional learning, team planning, and coaching with Learning Specialists. Opportunities for leadership development are embedded, with staff participating in programs through the Victorian Academy of Teaching and Leadership, including *Leading Literacy*, *Leading Numeracy*, the *Teaching Excellence Program*, as well as *Masters of Learning Intervention* through *Melbourne University*. Furthermore our leadership team has engaged with international leadership development through *Harvard Business School* and completed a *Harvard Certificate in Educational Leadership*.

Feedback from the independent school review panel and school staff surveys confirms the strength of our leadership culture:

- **100%** of staff endorsed the school's leadership teams being highly visible and have ongoing engagement with both teachers and students in our school.
- **97%** of staff endorsed the school's leadership teams focus on creating the conditions necessary for change to happen and support staff during times of significant change.
- **97%** of staff endorsed the school's leadership teams focus on encouraging all staff to 'stretch and grow' as professionals.
- **94%** of staff endorsed the schools leadership teams focus on continually monitoring the effectiveness of assessment and instructional practices used in the school.

At Ivanhoe East, leadership is not a title—it's a culture. Our students, staff, and families benefit from a community where leadership is fostered at every level and where every member of our team contributes to a shared vision of continuous improvement, inclusion, and excellence.

TEACHING AND LEARNING

LITERACY

PHONICS AND SPELLING

- In Foundation and Year 1, we utilise the Oxford ELSA Phonics Program. This program is a structured, research-based approach that systematically develops students' phonemic awareness, decoding, and spelling skills to support early reading success and confident, fluent literacy development.
- In Years 2-6, students are explicitly taught a range of strategies in order to internalise them and use them interactively to produce correct spelling. There are three major spelling strategies - visual, sound/symbol and morphemic, all of which students use and explore in their "My Word Noticing Books" and "Spelling Journals".



READING

- Reading at IEPS is a strategic and reflective process, incorporating modelled reading, shared reading, guided reading, and independent reading. Oral language, phonemic awareness, phonological knowledge, phonics, fluency and vocabulary are taught explicitly and through multiple exposures.
- Our aim is to equip students with a broad array of reading strategies that foster independent and successful reading.

WRITING

- In Writing, our focus is on nurturing high-quality student compositions through consistent teaching practices and exemplary instruction.
- The Writer's Workshop model is employed at all school levels, emphasising purposeful writing and deep thinking. Our instructional model empowers students to become independent writers who take ownership of their writing making decisions about content, style, and revisions by utilising a variety of writing tools.
- IEPS emphasises the teaching of grammar within the context of student writing, enabling learners to apply grammatical rules and conventions practically while crafting their compositions.
- Classrooms are embedding the 6+1 Writing Traits into the writing program. These traits are explored during Writer's Workshop sessions and explicitly taught in Text Type lessons.



TEACHING AND LEARNING

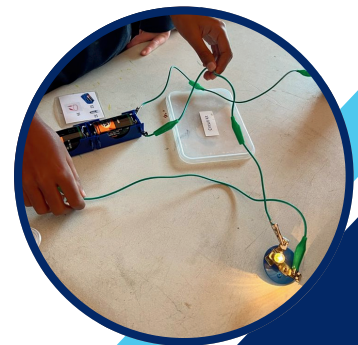
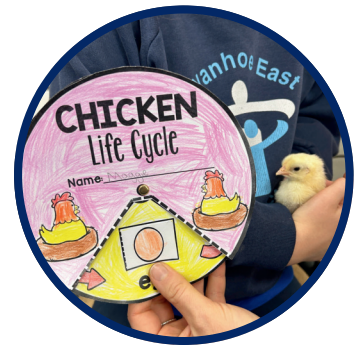
NUMERACY



- Our Numeracy program's core objective is to cultivate students' proficiency in utilising numbers effectively and confidently across various contexts.
- A primary focus is to nurture a genuine passion for mathematics in students.
- Weekly lessons encompass 'toolbox' and 'investigations,' each structured with a 'launch-explore-summarise' approach.
- We prioritise helping students make connections between fundamental mathematical concepts and communicate their thought processes clearly.
- The program offers opportunities for students to apply their mathematical knowledge to real-life situations and encourages them to explore different problem-solving approaches.
- Students are encouraged to collaborate, utilise hands-on materials, and persist when faced with challenging questions.
- Professional development and collaboration with the Mathematical Association of Victoria (MAV) contribute to refining teaching approaches and aligning the program with current research and best practices.

INQUIRY

- Our approach is grounded in inquiry-style learning, where students actively investigate concepts, solve problems, and make connections to the real world through hands-on, meaningful experiences.
- Inquiry topics are taught on a two-year cycle to ensure breadth and depth across key learning areas, including Science, Civics and Citizenship, History, Geography, Digital Technologies, Health, and Business and Economics.
- Students are encouraged to pose their own questions and take ownership of their learning, with increasing opportunities for student voice and choice in the senior years, where they are supported to become experts in an area of personal interest.
- Twice a year, we hold whole-school Inquiry Expos, which are open for families to attend and celebrate the rich, student-led learning that takes place across all year levels.



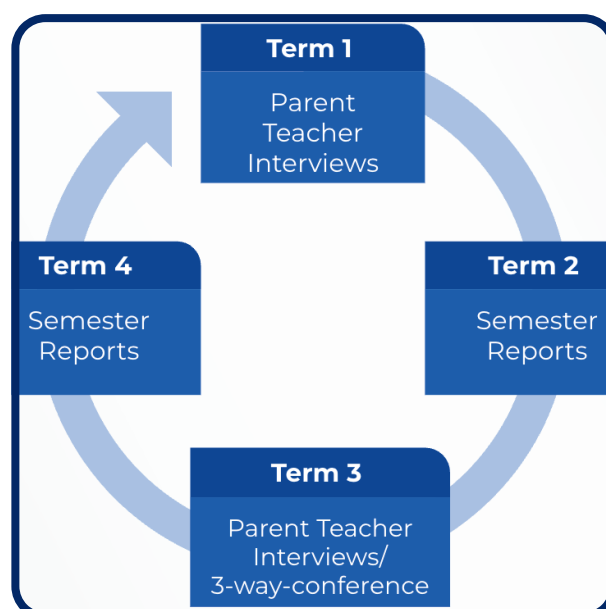
ASSESSMENT

PERSONALISED & DIFFERENTIATED LEARNING

- At Ivanhoe East Primary School (IEPS), teaching and learning are underpinned by a commitment to personalised education that supports every student's individual learning journey. Teachers build strong relationships with students to better understand their social, emotional, and academic development, using this insight to plan engaging and purposeful learning experiences. Ongoing classroom observations, student conferencing, and group work enable teachers to track progress and provide timely feedback.
- A key tool in this process is Elastik, a data analysis platform that gives teachers real-time insights into student achievement in Reading, Writing, and Mathematics. These insights allow educators to target specific areas for support or extension, creating tailored programs that meet individual learning needs.
- Differentiated teaching strategies are a central part of the IEPS approach. Teachers adapt content, process, and learning goals to suit students' abilities, interests, and readiness levels. Student voice is valued, with teachers and students working together to set personalised learning goals. These goals guide students toward continuous improvement and self-awareness as learners.
- IEPS also provides supported learning for students requiring additional assistance. This may include classroom resources, targeted intervention programs, and support from tutors or education support staff. These supports aim to develop academic confidence and address specific challenges in literacy, numeracy, language development, behaviour, or organisation.
- For students ready to go beyond the standard curriculum, extension opportunities such as the Maths Olympiad, Maths Games, VHAP (Virtual High Achievers Program), and Gateways provide enrichment in areas like Mathematics, English, and Science. These programs cultivate critical thinking, creativity, and a love of learning.

ASSESSMENT & REPORTING

- Assessment at IEPS is ongoing, varied, and aligned with the Victorian Curriculum. It includes both formative (in-the-moment feedback) and summative (end-of-unit) assessments. Teachers use this data to identify learning needs, differentiate instruction, and evaluate student growth. Assessment strategies include work samples, pre- and post-tests, student self-assessments, and digital tracking via Elastik.
- Reporting to families occurs through formal reports twice a year, parent-teacher interviews, and learning tasks shared online. These reports include student achievement, progress, and suggested next steps. The aim is to ensure transparency, celebrate growth, and guide future learning effectively.



SPECIALIST PROGRAM

ART



The 2025 Visual Arts program, themed "In Our Backyard," guides Foundation to Year 6 students through creative exploration. Students learn various techniques, study art elements and principles, and connect with Australian and international artists. The program fosters creativity and global awareness. A highlight will be the 2025 Art Show in Term 3, where students' imaginative and talented works will be celebrated by families and the school community.

FRENCH

At IEPS, students learn French through games, songs, and role plays, progressing to reading and grammar skills. Each term focuses on a theme like animals, community, transport, or hobbies. Students develop listening, speaking, and writing skills while exploring French culture. An annual French Day celebrates Bastille Day, giving students a chance to engage with traditions and history. These experiences help build language confidence and deepen their appreciation for French language and culture.



MUSIC



IEPS students from Foundation to Year 6 engage in a vibrant music program that includes singing, instruments, games, and technology, guided by Orff and Kodály approaches. Students explore creativity and key values such as respect and collaboration. The 2025 program includes ukulele, marimbas, music technology, and composition. Extracurricular opportunities include mass dance, rock band, and private lessons. A whole school concert is also planned, helping students build confidence and a love for music.

PHYSICAL EDUCATION

IEPS provides a comprehensive Physical Education program focused on developing movement skills, teamwork, and a positive attitude to fitness. Junior students focus on basic skills, while older students engage in complex games and strategies. Key values taught include sportsmanship, inclusion, and perseverance. Students benefit from excellent facilities including indoor and outdoor courts and an oval. The program aims to build lifelong healthy habits, promoting confidence, enjoyment, and a strong foundation in fitness and physical wellbeing.



LIBRARY



Our library is a dynamic and inclusive learning hub that nurtures curiosity, imagination, and a lifelong love of reading. It offers a wide selection of fiction and non-fiction texts and caters to the diverse range of interests of all our students across all year levels. The library is a vibrant space where students engage in quiet reading, research projects, and participate in weekly library sessions. Our passionate librarian works closely with classroom teachers to promote literacy through targeted programs and special events such as Book Week and author visits. With a calm atmosphere and wealth of resources, the library plays a vital role in fostering a love of reading which directly links to a love of learning.

STUDENT ENGAGEMENT AND WELLBEING

At IEPS, student wellbeing and engagement are at the heart of everything we do. Our curriculum builds essential life skills including emotional regulation, empathy, teamwork, leadership, and resilience. These skills lay a strong foundation for mental health and positive relationships. We foster meaningful partnerships with families and the wider community to ensure every child feels connected and supported. Through inclusive practices and tailored strategies for every learner, we empower all students to thrive.

SCHOOL WIDE POSITIVE BEHAVIOUR FRAMEWORK

We utilise multi-tiered systems of support (MTSS) through our School Wide Positive Behaviour Framework to ensure every child has their emotional, social and academic needs met. We regularly update our implemented strategies using student feedback, conversations with families and allied health input.

POSITIVE CLASSROOM MANAGEMENT STRATEGIES



Positive Classroom Management Strategies (PCMSs) are implemented across all classrooms. Developed by the Department of Education, these evidence-based approaches have a strong focus on relationships and preventative strategies and include clear routines, consistent expectations, proactive behaviour support, positive reinforcement and targeted teaching strategies.

PIVOT - WELLBEING FOR LEARNING

Students complete fortnightly wellbeing surveys which give them an opportunity to share how they are feeling at school and at home. Dedicated time is set for teachers to review the survey results and follow up with any students they have concerns about, ensuring early and proactive support is provided. Students also complete tri-yearly surveys on teaching and learning. Data from these surveys help teachers understand how students feel about their learning, the classroom environment, and teaching practices. Teachers use this feedback to improve teaching strategies and create a more supportive, effective learning experience for all students.



RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

Every fortnight, all students participate in RRRR (Resilience, Rights and Respectful Relationships) lessons. These lessons help students develop important life skills, such as understanding emotions, recognising personal strengths, coping positively, solving problems, and managing stress.

STUDENT SUPPORT GROUP MEETINGS & INDIVIDUAL EDUCATION PLANS

Student Support Group meetings are held termly for students requiring an Individual Education Plan or Behaviour Support Plan. These provide time for families, teachers, and allied health professionals to come together to monitor and celebrate student achievements and growth and plan for future goals to work towards.

STUDENT ENGAGEMENT AND WELLBEING

CYBER SAFETY PROJECT



IEPS partners with the Cyber Safety Project to deliver online safety and digital wellbeing education to students, staff and parents. The Cyber Safety Project facilitate a yearly parent forum and a yearly staff professional development session. They also deliver tailored student workshops to each year level with follow up lessons being taught by their classroom teachers during Inquiry and Wellbeing sessions.

STAND UP PROJECT

Our Year 6 students work with the Stand-Up Project to explore and learn how to promote respectful relationships and empower others to speak up against bullying and unfair treatment, specifically focussing on what a bystander is along with how to be an upstander. Year 6 students can nominate to be Stand-Up Project leaders (SUP Leaders) who undergo further learning, develop lesson plans to be taught across the school, lead staff professional development sessions and a parent information evening.



DISABILITY INCLUSION PROFILES

Disability Inclusion Profiles are developed for specific students requiring extensive adjustments to access the school environment both academically and socially. These profiles, developed by our wellbeing executive team, are used to apply for funding from the department. This funding allows us to provide the best support for students' individual needs and ensures access to appropriate resources and interventions.

TUNING INTO KIDS - PARENTING PROGRAM

Our school psychologist and Inclusive Practices leader deliver the Tuning into Kids Parenting Program multiple times each year. This program supports parents and carers to recognise their child's emotions and to build stronger emotional connections within their family. The program focuses on helping parents understand the basis of their child's emotions and respond to these in supportive and constructive ways.

SCHOOL PSYCHOLOGIST

At IEPS we have a dedicated school psychologist who supports students, families and teachers to foster an inclusive and supportive environment for all students. Our school psychologist builds the capacity of our staff in implementing strategies to support diverse learners, runs small group skill based programs and offers short term acute counselling to students when the need arises.

ADDITIONAL INFORMATION

CANTEEN



The IEPS canteen is a valued service that we offer to our school community, providing students with healthy, balanced, and delicious meal options throughout the school week. Operated by our experienced Canteen Manager, the canteen is open everyday and offers a varied menu that includes hot meals, fresh snacks, and seasonal treats.

We are committed to promoting healthy eating habits, and our menu is regularly updated to align with nutrition guidelines. Parents and carers are invited to volunteer in the canteen, providing a wonderful opportunity to connect with the student population. The canteen not only supports busy families but also fosters a sense of community and shared responsibility.

OUT OF SCHOOL HOURS CARE - THEIRCARE

Ivanhoe East Primary School is proud to partner with TheirCare to deliver a safe, caring, and engaging Out of School Hours Care (OSHC) program for our families. TheirCare operates before school from 6.45am to 8.45am and after school from 3:30pm to 6:00pm each weekday, conveniently located onsite at IEPS.

The program offers a wide range of structured and free-choice activities including arts and crafts, games, sport, and quiet time for reading or homework. Nutritious snacks are provided, and the experienced staff ensure that children feel welcome and supported at all times. TheirCare is an ideal option for working families, offering flexibility and peace of mind through a well-organised, child-centered service.

FACILITIES



IEPS is well-equipped with exceptional facilities that support high-quality teaching and learning across all domains. Our spacious grounds feature multiple basketball courts and an oval, all covered with astroturf. There are expansive play areas for our junior and senior students as well as well-maintained green spaces that promote active, healthy lifestyles and outdoor learning opportunities.

Inside the school, specialist spaces such as our Performing Arts (PA) Room and Media Room allow students to explore their creative and technological talents. Further to this we have a dedicated Music, French and Art Rooms, as well as a full sized basketball court. As a dual campus school we also have a range of open spaces where classes can collaborate with each other and spread across cohorts as required. Further to this each subschool has their own building, Junior School F-1, Middle School 2-3 and Senior School 4-6. These facilities reflect our commitment to providing a well-rounded education that inspires every student to thrive academically, socially, and creatively.

ASSEMBLIES

At Ivanhoe East Primary School, whole school assemblies are held fortnightly, with each year level taking turns to host. These assemblies provide an opportunity to share student learning, celebrate achievements, and foster a strong sense of community. Families are warmly invited to attend and be part of the celebrations. In addition to the in-person gatherings, our Year 6 Press Club members create Online YouTube assemblies twice a term (in Weeks 4 and 8), using our dedicated media arts room to showcase school highlights in a creative and engaging format.



IVANHOE EAST PRIMARY SCHOOL

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