

PRINCIPAL'S REPORT: WELLBEING & ENGAGEMENT

EXECUTIVE SUMMARY

Over the past five years, Ivanhoe East Primary School has undertaken a deliberate and sustained journey to build a culture where every child feels safe, connected, and empowered to learn and thrive. Through significant investment in staff expertise, whole-school frameworks and targeted programs, today we have 14 wellbeing initiatives in place and we are a high-performing school in Victoria for student engagement and wellbeing, while continuing to show exceptional growth year on year.

This growth shows that our work is making a tangible difference for our students: they feel safer, more connected, and more empowered to learn. This success belongs to our whole community; staff, students, and families who have embraced our vision for a culture of care, connection, and achievement.



BIG WINS FOR IEPS IN 2025



6

Ranked
6th of 41
similar schools*.



11% above similar
schools*, 12% above
our network and 9%
above state across key
wellbeing domains.

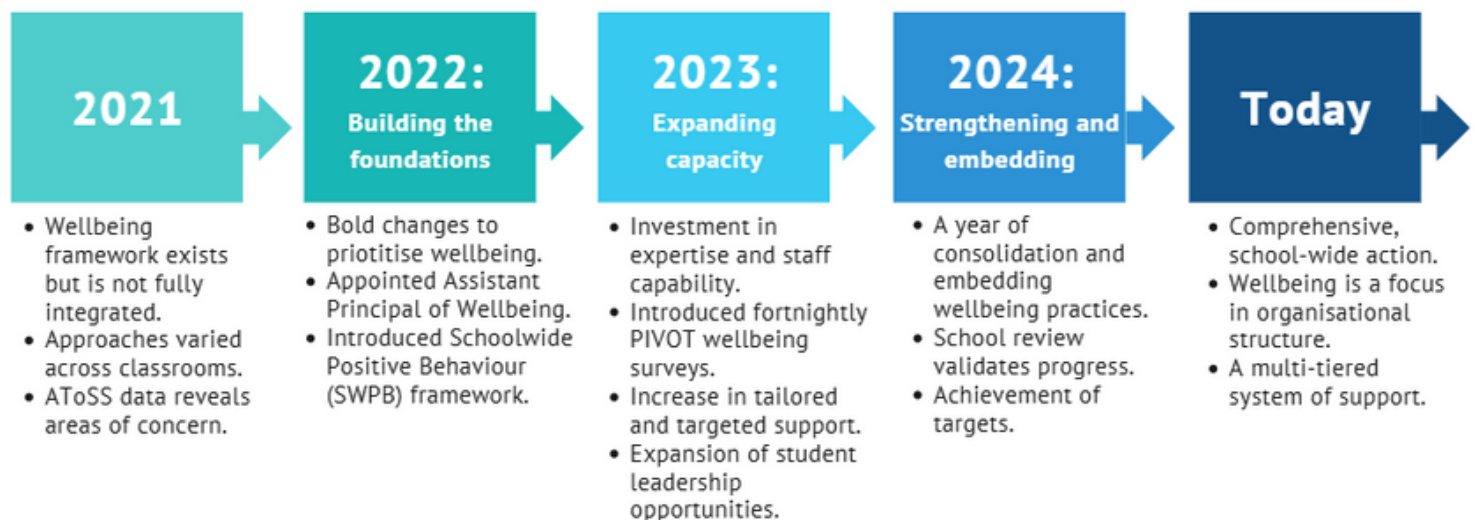


Strongest gains in
emotional awareness,
managing bullying,
connectedness, and
student voice.

14

Wellbeing
initiatives now
in place.

THE JOURNEY SO FAR (2021-2025)



WHAT WE ARE DOING IN 2025

The outstanding results of 2025 are the product of comprehensive, school-wide action. Together, our wellbeing initiatives form a multi-tiered system of supports that spans universal, targeted, and individualised strategies, ensuring that every child's wellbeing is supported to promote an environment where students can thrive and flourish.

- **Wellbeing a focus in Organisational structure:** A wellbeing team consisting of an Assistant Principal, Learning Specialist and School Psychologist working collaboratively with the Principal on a weekly basis to dive deeper into the data, identify and respond to trends and the individual needs of our students. Whole Staff Professional Learning every three weeks on Wellbeing and weekly team-level meetings focusing on wellbeing data and the tiered supports in place for students.
- **Positive Classroom Management Strategies (PCMS):** Staff engaged in whole-school professional learning and implemented evidence-informed strategies across all classrooms. This has reduced disruption, increased instructional time, and created calmer, safer learning spaces.
- **PIVOT Wellbeing Surveys:** Students complete fortnightly surveys, and teachers dedicate time to reviewing and responding. This ensures students see their teacher being responsive to their voice which enhances their classroom and school experiences.



- **Stand-Up Project:** Year 6 leaders built their capacity to be up-standers and then taught lessons across the school, led staff Professional Learning, and hosted a parent evening. This project has given students agency in preventing bullying and promoting respect.
- **Cyber Safety Project:** Through student workshops, staff training, and parent sessions, the whole school community has engaged with building digital safety awareness.
- **Tuning Into Kids:** This parenting program has empowered families to strengthen emotional connections with children. Feedback shows improvements in regulation and resilience at home.
- **Social Stencil:** Implemented in Year 5 and piloted in Year 2, the program has supported empathy, conflict resolution, and peer relationships.
- **Inclusion Practices:** Enhanced Individual Improvement Plans (IEPs), regular Student Support Group (SSG) meetings, and Disability Inclusion Profiles ensure personalised supports. Staff worked closely with our Inclusion Outreach Coach to build confidence in delivering quality IEPs.
- **Neurodiversity Professional Learning:** Partnering with Yellow Ladybugs, staff learned how to better identify and support students with autism, especially girls, ensuring a neuro-affirming, trauma-informed approach to supporting students.
- **La Trobe OT Partnership:** Paediatric Occupational Therapist students provided intensive support in fine motor, social skills, and emotional regulation. Teachers gained strategies to embed in daily practice, and students benefitted from personalised interventions.

LOOKING AHEAD: 2028 TARGETS

Our 2028 Strategic Plan will build on this trajectory with goals either maintain or lift data in: Student voice and agency, Stimulated learning, Motivation and interest, Effective teaching time and differentiated learning challenge.

Key improvement strategies will focus on:



Increased staffing resources through the introduction of a Mental Health & Wellbeing leader at 0.6 time fraction (3 days a week).



Deepening wellbeing through PCMS*, restorative practices, and data-driven planning.

*Positive Classroom Management Strategies



Growing student agency with co-designed curriculum and a whole-school goal-setting framework.



Refining attendance monitoring and family partnerships to ensure full engagement.

ATTITUDES TO SCHOOL SURVEY (ATOSS) – DATA SHOWCASING OUR GROWTH STORY

The AToSS survey has been central to our wellbeing journey, guiding decisions and showing impact.

- **2021:** Baseline data highlighted challenges in emotional regulation (68%), managing bullying (64%), and respect for diversity (69%).
- **2022:** After the introduction of SWPBS and restorative practices, we began to see early improvements, particularly in behaviour consistency and safety.
- **2023:** With PIVOT surveys, new wellbeing staff, and stronger inclusion supports, results improved further. Students reported stronger teacher-student trust and voice in decision-making.
- **2024:** Our Review year confirmed major gains: stimulated learning (84%), differentiated learning (85%), self-regulation (87%), teacher concern (76%), and voice/agency (69%). Most strategic plan targets were met or exceeded.
- **2025:** IEPS is now among the best in the state:
 - 11% above similar schools, 12% above our network, 9% above the state across key wellbeing domains.
 - Ranked 6th of 41 similar schools.
 - Multi-year average (2023–2025): 8% above similar schools, ranking 7th of 41.
 - Strongest gains in emotional awareness, managing bullying, connectedness, and student voice
 - PIVOT data confirms this growth, showing +18% in emotional safety, +15% in teacher-student relationships, +14% in belonging, +10% in peer support, and +9% in wellbeing access.

Notably, the greatest gains have been in the areas we deliberately targeted:



Emotional Awareness & Regulation - Students now report far stronger skills in recognising and managing emotions, supported by Zones of Regulation, PCMS, and restorative practice.

Managing Bullying - A substantial lift in positive responses, driven by the Stand-Up Project, consistent language across classrooms, and proactive follow-up through Chronicle.

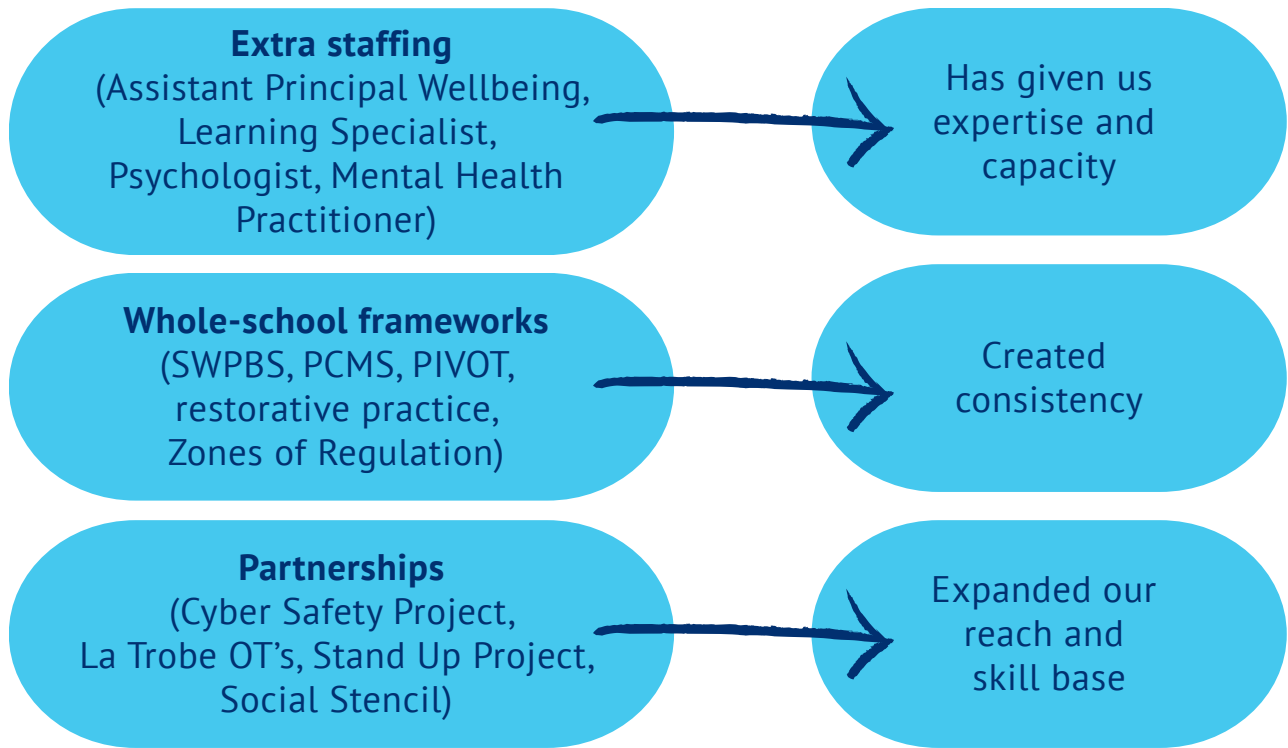
Sense of Connectedness & Belonging - Students report feeling safer, more included, and more valued at school – reflected in PIVOT data showing +14% in belonging and +18% in emotional safety.

Stimulated Learning - Not only sustained at high levels (84%+), but growing year on year, showing that our focus on engagement and wellbeing is directly supporting academic challenge.

Student Voice & Agency - One of our biggest growth areas, with students reporting that they are increasingly heard, involved, and active in shaping their learning.

WHY THIS MATTERS

These results matter as they show that the resourcing and investment in wellbeing is working:



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These results remind us that when we invest in wellbeing and engagement, we are investing in every child's future and together, we are building a community where all can flourish socially, emotionally and academically.

Tom Boyle, Principal.

For more information about wellbeing at IEPS, visit:

<https://ivanhoeeastps.vic.edu.au/wellbeing>



FURTHER READING (2021-2024)

2021: WHERE WE STARTED

In 2021, while a wellbeing framework existed, it was not yet a fully integrated, school-wide positive behaviour model. Approaches varied across classrooms, and there was no consistent language or strategy for supporting social-emotional development.

- AToSS data (2021) revealed areas of concern:
 - Emotional Awareness & Regulation – 68%
 - Managing Bullying – 64%
 - Respect for Diversity – 69%
- Our systems for tracking and responding to wellbeing needs were limited.
- While staff were committed, much of the work relied on individual teacher initiative rather than consistent, whole-school systems.

This highlighted a pressing need for change.

2022: BUILDING THE FOUNDATIONS

2022 was the year of laying foundations, building a consistent and predictable environment where students could feel supported. We made bold structural changes to prioritise wellbeing:

- **Leadership & Resourcing:** Appointed an Assistant Principal of Wellbeing to lead engagement and support. Created an Annual Implementation Team in Wellbeing & Engagement, drawing teachers across year levels into the improvement process.
- **Frameworks:** Introduced a School-Wide Positive Behaviour Support (SWPBS) framework as our anchor. Through this we implemented:
 - Restorative practices and restorative conversations where students were taught how to repair harm and build relationships after conflict has occurred.
 - Compass Chronicle to track behaviour and wellbeing data across the school
 - Zones of Regulation across the whole school, giving students consistent strategies and language for managing emotions.
- **Classroom Practices:** We prioritised Community Circle time at the start of the day and “tuning in” activities after recess and lunchtime as an emotional wellbeing check in. Embedded Smiling Mind and Resilience, Rights & Respectful Relationships (RRRR) lessons weekly.
- **Family Engagement:** Teachers worked more closely with families of at-risk students, strengthening trust and partnerships.

2023: EXPANDING CAPACITY

This was the year of building capacity and ensuring we had the structures, staffing, and tools to meet student needs. We invested further in expertise and staff capability:

- **Staffing:** Appointed a Learning Specialist (Wellbeing & Engagement) and employed a School Psychologist (0.6FTE) through Mental Health in Primary Schools funding.
- **Embedding Practices:**
 - Restorative approaches became routine.
 - Chronicle data was systematically analysed for patterns.
 - Zones of Regulation became embedded into classroom practice.
- **New Tools:** Introduced PIVOT Wellbeing Surveys (fortnightly), giving every student a voice in sharing how they were feeling socially, emotionally, and academically.
- **Targeted Supports:**
 - Expanded use of IEPs and Behaviour Support Plans for at-risk students.
 - Our Mental Health Practitioner worked directly with students and teachers to provide tailored support.
- **Professional Learning:** Staff engaged in a Real Schools book study on restorative teaching.
- **Student Voice:** Leadership and agency were expanded across the school.

2024: STRENGTHENING AND EMBEDDING

2024 was both a School Review year and a year of consolidation:

- **School Review:** Validated our progress, moving IEPS from Evolving to Embedding in Engagement & Supports.
- **Achievement of Targets:**
 - Stimulated Learning rose from 71% (2021) to 84% (2024).
 - Differentiated Learning Challenge rose from 77% to 85% (2024).
 - Self-Regulation & Goal Setting rose from 81% to 87% (2024).
 - Teacher Concern rose from 69% to 76% (2024).
 - Student Voice & Agency rose from 57% to 69% (2024), strong growth though just below the 75% target.
- **Inclusive Practices:** Transitioned from the PSD model to the Disability Inclusion model
- **Restorative Practice:** Consistency strengthened through reflection and repair sheets to support conversations, affective language tracked and embedded, and documentation in Chronicle streamlined and consistent.
- **Community & Diversity:** Partnerships deepened, and diversity was celebrated more explicitly in classrooms.
- **Systems:** Weekly and fortnightly team meetings focused on wellbeing data became standard practice.

By the end of 2024, IEPS was a school with embedded wellbeing practices and validated growth across student outcomes.