Date: November 12, 2025

Dr. A.T. Leatherbarrow Primary School School Improvement Plan

Mission

Dream **A**chieve **T**each **L**earn

Vision

Be your best you!

ASD-South DIP Focus Areas

- Achievement
- Belonging
- Equity
- Professional Competence

Our School Improvement Goals

Social-Emotional Growth

To foster a positive, predictable, and inclusive school culture by implementing Tier 1 PBIS practices consistently across all learning environments.

DIP Connection

Focus Areas:

- **Belonging:** Foster a positive, predictable, and inclusive school culture where every child feels safe, valued, and connected.
- **Equity:** Ensure consistent, fair, and culturally responsive behaviour supports for all students through Tier 1 PBIS practices.

Key Actions

- Review and update the DATL Behaviour Expectation Matrix to reflect inclusive and age-appropriate expectations.
- Explicitly teach, model, and reinforce expected behaviours in all school settings.
- Strengthen the school's acknowledgement system (e.g., praise tickets, mascot, celebrations) to recognize positive behaviour.
- Use data (referrals, classroom reports) to monitor trends and guide decision-making.
- Provide ongoing professional learning on PBIS, social-emotional learning, and trauma-informed practice.
- Engage students and families in promoting and celebrating positive school culture.

Numeracy

To foster student achievement, confidence, and deep understanding in numeracy by implementing a holistic curriculum supported by evidence-based instructional strategies, meaningful assessment, and targeted intervention.

DIP Connection

Focus Areas:

- **Achievement:** Strengthen student understanding, reasoning, and fluency in mathematics through effective instruction and intervention.
- **Professional Competence:** Build teacher expertise in implementing the holistic numeracy curriculum, using data to inform instruction, and engaging in collaborative professional learning.

Key Actions

- Implement daily number routines and problem-solving opportunities that promote reasoning and flexible thinking.
- Use formative assessment to identify each student's present level of performance and guide instruction.
- Plan targeted small-group interventions for students requiring additional support.
- Engage teachers in professional learning communities (PLCs) focused on numeracy progressions and assessment for learning.
- Communicate numeracy learning goals and progress to families through classroom updates and school communications.

Evidence-Informed Practices

To strengthen schoolwide data-driven practices so that school operations, instructional decisions, interventions, and professional learning are consistently guided by multiple forms of evidence, resulting in measurable improvement in student learning and wellbeing.

DIP Connection

Focus Areas:

- **Achievement:** Use multiple forms of evidence (assessment data, progress monitoring, etc.) to ensure instructional decisions are targeted and effective.
- **Professional Competence:** Data informs professional learning priorities, ensuring teachers develop skills aligned with student needs.

Key Actions

- Identify multiple data sources (academic, behavioral, attendance, PBIS expectations).
- Embed data discussions into CLT, PBIS, PLC and Staff meetings.
- Create pyramid of interventions (academic and behavioral).
- Use data to inform interventions (academic and social emotional).
- Develop a clear protocol for using evidence in all referral decisions.
- Offer targeted professional learning aligned with staff-identified needs.