

## 2023-2024 School Learning Plan

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### SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the Musqueam, Squamish Nation and Tsleil-Waututh Nation. Norma Rose Point (NRP) School, named after a Musqueam elder and located on Musqueam land, neighbouring Pacific Spirit Park and the University of British Columbia, consists of 740+ Kindergarten to Grade 7 students and 68 staff. The school is comprised of nine learning communities (ranging from 80 to 140 learners), named after Indigenous flora in Pacific Spirit Park and Indigenous cultural history. Norma Rose Point School is known for its innovative learning environment, flexible learning spaces, a focus on inquiry learning and the desire to integrate Indigenous ways of knowing in authentic ways.

The learners come from a vast array of countries and continents and have many cultural experiences. There are now 42 languages other than English spoken by students and families, with Mandarin speaking learners as the largest group. Approximately 35% (279) of the students receive English Language Learning (ELL) support. The cultural and language histories are wide and varied and parents come from many walks of life. NRP's transiency rate is incredibly high and remains a challenge as NRP constantly works to establish norms, routines, and get to know up to 300 new learners and parents every year.

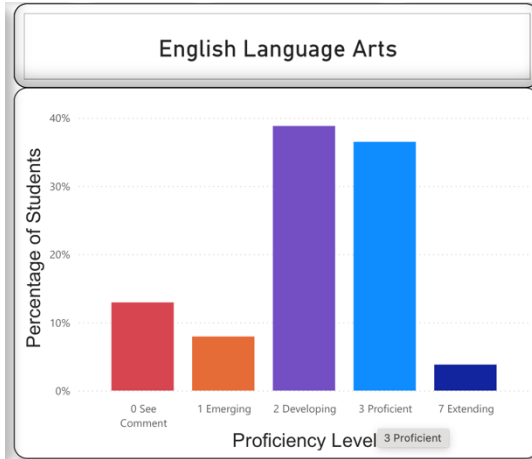
Within the university community, it is clear that families hold high academic expectations for students. In addition, many of these families choose to enroll students in out-of-school academic programs. In the past, NRP teachers have been involved in inquiry research on the topic of math instruction (i.e. Inquiry question: "How are innovative teaching and learning practices used to develop curricular competencies in Math, while changing the cultural understanding around math learning?") NRP will continue to discuss, examine and modify math programs and practices through the lens of best practice. Math will continue to be a school goal but will not be a primary goal moving forward.

Norma Rose Point has an involved and very supportive parent community that volunteers to support school and classroom activities such as school garden projects, welcome-to-school activities, whole school dance and recreation experiences and many other events to encourage parent and family involvement. A dedicated group of parents actively participate in monthly PAC meetings developing and implementing fundraising initiatives. The PAC has been pivotal in supporting educational changes in the curriculum and in communicating student learning, in supporting new and emerging technologies and in supporting playground and beautification plans.

## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

### Literacy

As you can see from the data below, students at Norma Rose Point are generally proficient in literacy.



- Kindergarten: over 70% proficient in Literacy
- Primary Grades 1-3: over 80% proficient in Literacy
- Intermediate Grades 4-7: over 80% proficient in Literacy
- From Final Written Learning Update data: nearly 40% of Norma Rose Point students are proficient and extending in English Language Arts

### Social Emotional Wellbeing and Belonging Data - from the Middle Years Development Instrument tool:

- Norma Rose Point students have high self-esteem: they believe they can learn, they feel they belong at school, and they plan to graduate from high school and go on to university
- With regards to bullying, over 60% of Norma Rose Point students said they have not been bullied (cyber, physical, social, verbal)
- With regards to optimism, happiness, self-esteem, absence of sadness, general health, Norma Rose Point students are thriving less than in comparison to District data on students.
- With regards to after-school activities, over 85% of Norma Rose Point students are involved
- 60% of Norma Rose Point students said they have an adult at school who believes they will succeed
- With regards to volunteering or working in a job, over 80% of Norma Rose Point students have not done this
- Most Norma Rose Point students go home right after school and are by themselves or with younger siblings

Data from the Middle Years Development Instrument shows that social emotional well-being is an area of growth for Norma Rose Point Students. In comparison to the District, Norma Rose Point students appear to have less optimism, happiness, self-esteem and absence of sadness. Social/emotional well-being will be a continued focus for next year.

### What do you know about your community of learners with regards to equity and reconciliation?

Norma Rose Point School is located on Musqueam land and this is highlighted in assemblies, newsletters and other communications. That being said, families' and student knowledge and connection to Indigenous teaching and learning is varied. Students and staff have greatly benefited from project teacher support with regards to connecting learning, such as working in the rain garden, to the local First Nations. Students share their learning and their project experiences with families. Norma Rose Point invited families to come out and walk through

the rain garden project with their children. The school's Parent Advisory Committee planned an event where students and families helped clean up and prune plants and trees in the rain garden. Events such as these demonstrate that the path to reconciliation continues to grow and develop.

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## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Norma Rose Point staff participate in class reviews. This is the process which looks into student interests, student passions, student successes and student challenges. This process gives the school a chance to wish and dream for ideas and ways to support those interests, passions and areas to support. One common thread throughout the grades from this year's data is the challenge of improving student Literacy skills from Emerging/Developing to Proficient. Another common thread is the need for specific instruction and practices around social/emotional learning. This will be a focus for the coming year. Specific instruction might include the use of common language and visuals throughout the grades. Teachers will begin the day with "soft starts" - a time to welcome students to the day and assist with regulating them. Teachers will continue to incorporate body breaks and outdoor learning throughout the school day. NRP will continue to provide alternate or quiet spaces for students as an option for self-regulation. School will do the best to connect students with a variety of staff to help build a sense of belonging for students.

### Improve equity

As a school, staff are focusing on effective efforts to shift from a fixed to mixed to growth mindset for *all* learners. The school is using vertical and horizontal sharing in communities which helps learners learn from each other and is a great 'Universal Design for Learning' strategy. Norma Rose Point uses formative assessment to drive student learning. School is promoting teaching and learning practices which enhance student voice, student choice and student engagement. *The school is differentiating learning for the success of all students*, and giving students practices and strategies to help deal with stresses, both school related and outside school.

Norma Rose Point as a school community is giving each student a clearer sense (learning targets) of where they are at in their abilities and where they need to go and what they need to do to get there. From the most recent Middle Years Development Instrument, close to 80% of students surveyed agreed with the statement that they "could learn the skills taught in school this year". In contrast, only about 12% to 22% thought they could make a difference in the world or make the world a better place. 48% stated that they have difficulty persevering and following through when working on goals. This year, student conversations about personal goals and resilience and perseverance was facilitated in early student goal-setting conferences. These conferences were robust and went deep into students' learning strengths and challenges. When it came time to report out on student progress, the formal document merely echoed what had been discussed in conferences. Coming out of assessments both

prior to and within conferences, it was evident that more opportunities for experiential learning both inside school and outside in the community need to occur. These experiences can and will be shared in vertical and horizontal sharing. The goal is to provide opportunities for students to reflect on personal values/ beliefs with respect to others. A goal is to continue to focus on building engagement and interest in what students are learning and to provide more opportunities for students to have choices about their learning, to develop their interests and to provide them with opportunities to self-assess.

### Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Norma Rose Point School continues to find ways to build knowledge and provide authentic experiential learning focused on Indigenous people and Indigenous culture and history. The goal continues to be to provide more opportunities for students to learn about and participate in First Peoples' activities. The school has benefited from targeted staffing this year, focusing on local Musqueam connections to the land on which Norma Rose Point School stands. Students have learned about local plants and water systems, especially as they exist in NRP's rain garden. They have been taught a local First Nation's language and the significance of words such as 'garbage'. Students do the land acknowledgement to begin the week and to start assemblies. Students are gaining an emerging understanding of the Musqueam peoples, as NRP is on Musqueam land, and continue to develop their understanding of First Nations, Metis and Inuit.

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## HOW WILL WE KNOW WE'RE ON TRACK?

Data from the Student Learning Survey, MDI, EDI, classroom assessments and reporting, celebrations of student learning events, conferences and student self-reflections will give evidence of being on track. Teaching staff will engage in professional conversations throughout the year and will pause to self-reflect at year end. Upon reflection, if feedback from data illuminates minimal, none or unanticipated changes, intentional and critical conversations will be opened up with a look for change. Feedback by way of student self-reflections and survey results will be reviewed and used to guide steps to change, as will feedback from parents in conferences, informal communications and survey results.