

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam). Norma Rose Point (NRP) School, named after a Musqueam elder and located on x^wməθk^wəyəm 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.

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 adapt math programs and practices through the lens of best practice. Math will continue to be a focus but will not be the 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?

Looking at data from the Foundation Skills Assessment (FSA), Written Learning Updates (report cards), Middle Years Development Instrument (MDI) and from the Student Learning Survey (SLS), there are definitely some visible trends as students move from Kindergarten at NRP to Grade 7, and even beyond to Grade 12 at University Hill Secondary School. The learners at NRP have many strengths and some identified areas for growth which will continue to be a focus moving forward.

Strengths (K-3 and Grade 4 and 7 students):

- 70% of Grade 4 and 7 students feel they are learning to think creatively and critically
- 70% of Grade 7 students feel they are learning how to take care of the environment
- 70% of Grade 4 and 7 students feel that they can share their learning in different ways
- 70% of Grade 4 and 7 students feel they are improving in reading and writing and communicating
- 60% of Grade 4 students and 70% of Grade 7 students feel they are improving in Math
- 80% of Grade 7 students feel they respect those who are different from them
- 87% of Grade 4 students stated they are learning about Indigenous Peoples; 85% of Grade 7 students stated they are being taught about Indigenous Peoples
- 73% of Grade 4 students stated they are learning about local First Nations; 78% of Grade 7 students stated that they are being taught about local First Nations
- 74% of Grade 4 students are Proficient/Extending in Numeracy (FSA data)/ district average is 66%; 56% of Grade 4 students are Proficient/Extending in English (FSA data)/ district average is 50%
- From K-3 CSL schoolwide data in Literacy
- Kindergarten students show the Literacy Developing segment shifted from Term 2 which was at 45% to 38% in Term 3 and the Proficiency segment shifted from 24% to 36% in Term 3
- Our Grade 1/2 students Literacy Proficiency scales increased by 3% from Term 2 to Term 3
- Our grade 2/3 students Literacy Proficiency and Extending Scales were slightly increased by 1% by Term 3
- Our K-3 Emerging data decreased by 12% to 8% in Term 3
- From K-3 CSL schoolwide data in Numeracy show
- 48% of Kindergarten students are Proficient
- 46% of Grade 1 students are Proficient
- 61% of Grade 2 students are Proficient
- 43% of Grade 3 students are Proficient

Challenges:

- 30% of Grade 4 and 50% of Grade 7 students feel that they have too many commitments outside of school and school makes them feel stressed or anxious
- 75% of Grade 4 students do not participate in any Indigenous activities; 77% of Grade 7 students do not participate in ongoing Indigenous activities
- 76% of Grade 4 students stated they are not learning about a local First Nations' language; 60% of Grade 7 students stated they are not being taught the local First Nations' language
- 40% of Grade 4 students and 60% of Grade 7 students say they are not learning about Indigenous Peoples
- 40% of Grade 4 students and 60% of Grade 7 students say they are not learning about things they are interested in or given choices
- 25% of Grade 4 and 40% of Grade 7 students expressed that they are not getting enough exercise.
- 50% of Grade 4 and Grade 7 students expressed that they are not getting enough sleep or eating enough healthy food
- 68% of Grade 7 students are Proficient/Extending in Numeracy (FSA data)/ district average is 71%; 49% of Grade 7 students are Proficient/Extending in English (FSA data)/ district average is 64%
- In schoolwide data from CSL reports: in Primary (Kindergarten to Grade 3) there is a decrease in students Proficient and an increase in students Emerging in English Language Arts
- In Literacy CSL schoolwide data in our grade 1 student population, there is an increase in Literacy Developing percentage from 57% in Term 2 to 61% in Term 3
- In Literacy CSL schoolwide data in our grade 2 student population, there is little shift in the Literacy Developing segment between Term 2 and Term 3, maintaining at 30%.
- In Literacy CSL schoolwide data in our grade 3 student population, there is little shift in the Literacy Developing segment between Term 2 and Term 3 maintaining at 15%
- Using P3P assessments, portions of the K protocol and UFLI diagnostics, our LST team identified 32 students at-risk in Literacy (students who were at Emerging) - this accounted for 12% of our K-3 population in Term 2. Over 50% of those students are ELL.

Moving Forward -

- Literacy data for students in the Developing category in Grades 2 and 3 remained consistent between Term 2 and Term 3, showing no significant change. This stability suggests the need for a more targeted and timely literacy intervention strategy following Term 2 to support continued growth.
- In contrast, Grade 1 data shows an increase in the number of students in the Developing category. This trend requires a responsive plan to address emerging learning needs.
- Of the 32 students identified in the Emerging category, a large portion are English Language Learners. This highlights the importance of reassessing our current ELL strategies and reevaluate the reallocation of Learning Support resources to support this group.
- Student Learning Survey data from Grades 4 and 7 reveals a disconnect between intended outcomes of Indigenous learning and students' perceptions of their learning. This suggests a need to bridge the gap between instructional delivery and student experience.

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

- Implement a tiered intervention model led by the Learning Support Team to address the literacy needs of our Grade 1–3 student population. Scheduling should be intentionally designed to reflect a focused and responsive approach to literacy development.
- Term 1 Focus: Provide targeted intervention for Emerging students in Grades 1–3, with an emphasis on foundational literacy skills and early identification of learning needs.
- Term 2 Focus: Shift the focus to students in Grades 2 and 3 who remain in the Developing category, ensuring continued support and progress monitoring to close learning gaps.
- Math instruction, programs and resources designed to meet students where they are
- Small group instruction
- Mindfulness practices, instruction and supporting resources including breathing techniques, times of calm or silence, writing practices which allow for reflection, calming and building neural pathways
- Instructional day includes "soft starts", body breaks and integrated exploration/learning through play breaks

Improve equity

- Targeted program to welcome students new to NRP within the school year
- Determine group of new students each month
- Provide students and families a “welcoming package”
- Package to include information about school and the school day, what supports and services for students are available and how to access them, what supports and services are available for families and how to access them
- Schedule activities and experiences to welcome and acclimate new students (i.e. school tour with introductions)
- Instruction practices to model and reflect the Universal Designs for Learning model which meet students where they are and allows for multiple ways and means to demonstrate learning
- Available technology to support the diverse ways of learning of students
- highlight Professional Development opportunities in ELL strategies
- Establish a coordinated effort with Mandarin Settlement worker to help support newcomer families

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

- To deepen our collective understanding and integration of Indigenous perspectives, each classroom will receive a *First Peoples Principles of Learning* poster. Educators are encouraged to intentionally highlight and embed these principles into daily learning experiences. By identifying and emphasizing opportunities where Indigenous ways of knowing can be made more explicit, we can foster more meaningful, culturally responsive learning that honours the values and teachings of Indigenous communities.
- To deepen student engagement with the hən̓q̓əmiñəm language, we will amplify its presence beyond morning announcements. Each week, the featured words or phrases will be prominently displayed in visible areas throughout the school—such as hallways, classrooms, and common spaces—encouraging daily practice and familiarity. This initiative supports language revitalization and fosters a stronger connection to Indigenous culture and identity within our learning community.

- Musqueam elders or leaders to welcome in the season, new month or even new school week
- Flexible schedules to reflect different perspectives and attitudes on the notion of time
- Continued focus on whole-body learning, learning from and with the land, and having assessment and reporting practices to reflect Indigenous thought
- Increased focus on teaching the local First Nations' language and in bringing in local First Nations' to teach this language
- Schedule Indigenous activities to be ongoing and to have a year-long plan
- School day begins with Musqueam Land Acknowledgement
- Assemblies and other school-based events and gatherings include the Coast Salish Anthem (sung by students and staff)
- Instructional day includes reconciliation practices such as circle meetings and other class meeting structures

HOW WILL WE KNOW WE'RE ON TRACK?

- Increase in number of students targeted as needing literacy support at year end are performing at "proficient"
- K-3 Data in Literacy between Term 2 and Term 3 will show a greater shift in our proficiency scales
- Feedback from staff providing resource support stating model of intervention is working
- Communities/classes including mindfulness practices and instruction in daily schedules (examples such as including breathing techniques, times of calm or silence, writing practices which allow for reflection, calming and building neural pathways)
- Communities/classes implementing "soft starts" to start the school day (i.e. body breaks and integrated exploration/ learning through play breaks)
- Have a "Welcome to NRP" manual and package ready to go for Fall 2025 and have staff looped in on monthly procedures to welcome new students
- Classroom teachers implementing the Universal Designs for Learning practice
- Land Acknowledgement included in daily announcements, all assemblies, and all school-based events
- Classes implementing circle meetings/ class meeting structures daily, weekly or monthly
- Communities/classes teaching or having First Nations' language taught
- Communities/classes having an intentional ongoing and year-long plan for including Indigenous activities