



2025-2026 School Learning Plan

SCHOOL STORY

Norquay Elementary, named after John Norquay, the fifth premier of Manitoba and a leader of proud Métis ancestry, is located on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwataʔ (Tsleil-Waututh) Nations. With over 650 students, Norquay is one of Vancouver's largest elementary schools. The building is fully accessible and home to three District Programs: the Elementary Learning Support Program, the Social Emotional Learning Centre, and the Early Mandarin Bilingual Program.

In 2025–2026, Norquay continues to support the goals of the Education Plan: student achievement, well-being, belonging, equity, and reconciliation by fostering community and ensuring equitable access for all learners. School events are typically offered by donation to reduce barriers and promote inclusion. Activities such as the annual book exchange, Scholastic Book Fair, and extracurricular sports teams are consistently well attended. Students take on meaningful leadership roles throughout the school, including playground leaders, office and library monitors, morning announcers, lunch-time buddies, and club leaders. They also participate in community-minded initiatives such as the Poppy Fund and the Terry Fox Run, and this year secured a grant to host *Courts of Culture*, bringing local basketball professionals into the Norquay community. In addition, Norquay students serve as the elementary representatives on the District's Equity and Anti-Oppression Working Group. The student-led equity and diversity club continues its work under the name *Power in YOUth*.

Norquay's dedicated staff create a rich and supportive learning environment by nurturing each student's strengths, interests, and talents. Strong community partnerships enhance this work, including contributions from the Rotary Club, Growing Chefs, One to One Literacy, Adam's Apples, the Firefighters Snack Fund, and LunchLAB. The Windermere Community Schools Team further supports students through after-school and breaktime programming. The Norquay Parent Advisory Council (PAC) plays an essential role in strengthening school-community relationships through well-loved events such as the annual waffle breakfast, pizza days, movie nights, and the Spring Fair. For the third year in a row, the PAC partnered with LunchLAB to host a Welcome Back Barbecue by donation and co-hosted the Singapore Salad Toss and morning family reads.

Norquay also maintains meaningful relationships with its alumni. The PAC alumni chair connects with the leaving Grade 7 class each year, inviting them to join the growing Norquay alumni network, an initiative that helps sustain pride, belonging, and connection across generations.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Norquay Elementary is a diverse and vibrant school community of approximately 670 students, including 253 students whose primary home language is not English, representing 32 different languages. Norquay learners bring curiosity, enthusiasm, and a strong desire to explore new ideas. Staff maintain high expectations for literacy and strive to provide meaningful, culturally responsive instruction that reflects students' identities and strengths.

The school's focus on connection and belonging over the past few years has led to notable improvements in both attendance and literacy achievement. As student attendance increased we observed steady growth in reading proficiency between Term 1 and Term 3 in 2024-2025. There were fewer students at the emerging stage and more at the proficient stage. Students shared that school-wide initiatives, such as Camp Read and student-led clubs, have helped them feel engaged, welcomed, and supported. We know that creating spaces of belonging is essential: school connectedness is a stronger predictor of graduation than test scores, and students who feel they belong are three times more likely to persist through challenges (Hammond, 2026).

In 2025-2026, we looked at early literacy data and writing samples and noticed significant variability within our primary cohorts. While many students enter school with emerging skills in letter naming, phonemic awareness, and sound blending, a substantial number require strategic or intensive support to develop these foundational skills. In a focused survey, staff also noted that many primary and intermediate students benefit from intentional instruction in oral language development, idea generation, storytelling, and translating their thinking into written form.

To address these patterns, Norquay continues to prioritize staff collaboration to strengthen early intervention and language-rich practices across all grades. These approaches support oral language development, nurture creativity, build ideas, and help students use the storytelling approach to author meaningful writing. Together, strong relationships, purposeful collaboration, and targeted investment in literacy ensure that every child at Norquay feels seen, supported, and capable of flourishing academically, socially, and emotionally.

To support reconciliation, students and staff have focused on representation this year. We used guiding questions from Indigenous scholar Carolyn Roberts: *Whose voice is present? Whose voice is missing? How can we include multiple perspectives?* to deepen our learning. This work is reflected in bulletin board displays, classroom presentations, and the intentional use of diverse resources from the school library throughout the year.

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

In 2025–2026, we built on this strong foundation of connection and shifted toward intentional collaboration. Our guiding question was: *Will moving from strong relational connections to intentional collaboration among staff, students, and families to co-design strategies enhance learning and success?*

The results have been encouraging. We *have* seen multiple examples of collaborative efforts among staff, including Story Workshop, numeracy pilots, and increased grade group planning, among others. Through this intentional collaboration, we have observed positive impacts on student learning, particularly in literacy, where student achievement data shows improvement. Our data showed a positive impact:

- In term 1 we noted:
- 64% percent of students were at the emerging and developing level
- 36% percent of students were at the proficient and extending level
- In term 3 we were excited to see
- A drop in the number of students at emerging and developing: 55%
- An increase in the number of students at proficient and extending: 45%

Looking ahead, we recognize that research identifies collective teacher efficacy as one of the strongest influences on student achievement, underscoring the importance of working together to meet diverse learner needs (Hattie, 2023). When collaboration becomes embedded in daily practice, learning becomes more consistent, inclusive, and responsive for all students. We have decided to continue centering collaboration, moving from intentional collaboration to functional collaboration:

Our 2026-2027 inquiry question: How will strengthening functional collaborative instructional practices across classrooms improve student achievement and well-being in literacy?

Our strategies:

- Strengthen early literacy and numeracy instruction through shared planning, common assessments, and aligned intervention practices across K–7.
- Expand language-rich, culturally responsive instructional approaches that support oral language, idea generation, and the transition from storytelling to writing.
- Use collaborative team structures to monitor student progress, identify emerging needs early, and adjust instruction responsively.
- Promote physical and mental well-being through predictable routines, relationship-based practices, and school-wide initiatives that foster belonging and engagement.
- Continue attendance-focused strategies that remove barriers and ensure equitable access to learning.

Improve equity

The emphasis on intentional collaboration also extended to students, motivating them to work together more and strengthening student voice. Our data set focused on the significant expansion of student-led clubs and activities: this went from occasional opportunities to almost daily offerings organized *by students, for students*. A couple of examples are a Grade 4 student initiated and led an origami club, while another group of students independently organized and ran a chess club and student leaders planned multiple staff versus students matches. These clubs emerged from students identifying their own interests and needs and working alongside staff to bring their ideas to life.

We noticed that as opportunities for collaboration increased students demonstrated greater agency, confidence, and ownership of their learning environment. They began advocating for what they needed, problem-solving collaboratively, and taking initiative to create inclusive spaces for their peers. We noticed that as student voice increased, so did engagement and ownership. This reflects research showing that meaningful engagement is linked to higher grades and lower absenteeism when adults actively listen and respond to students (Conner et al., 2025).

This shift has strengthened both engagement and a shared sense of responsibility within the school community. We will continue building on this momentum:

Our 2026-2027 inquiry question: How will functional collaboration with students, staff, and families help us design more equitable, culturally responsive learning experiences that improve outcomes for all learners?

Our strategies:

- Co-design learning experiences with students and families to ensure instruction reflects diverse identities, languages, and cultural strengths.
- Use collaborative inquiry cycles to examine student data, identify inequities, and design targeted supports that respond to diverse learner needs.
- Align school-wide systems (intervention, ELL, resource support) to ensure consistent access to services across divisions.
- Embed student voice in decision-making, building on last year's success with initiatives like Camp Read and attendance improvement efforts.
- Strengthen collective teacher efficacy by creating structures for shared planning, reflection, and professional learning

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

In 2025–2026, our work was guided by the inquiry question: *How can we continue to decolonize our worldview and transform our practices to reflect more inclusive, relational, and reconciliatory ways of knowing and being?*

Through this inquiry, staff engaged in meaningful professional learning and reflection. A highlight was our “Samosas and Selection” lunch-and-learn, where four guest speakers shared how they authentically select resources that reflect the identities of the learners we serve while broadening the

voices and stories students encounter. Our data set focused on attendance, and we were excited to see almost every staff member engage in this learning opportunity. This experience fostered rich dialogue and encouraged staff to critically examine whose voices are present, and whose are missing, in our classrooms and learning environments.

This work extended into classrooms, where identity, representation, and belonging were explored through a reconciliation lens. During Pride Month and National Indigenous History Month, students engaged in the “Cookie People” activity inspired by Monique Gray Smith (Cree and Scottish). Smith describes “cookie people” as individuals who come into our lives, sometimes briefly, sometimes over time, and positively shape our journeys by recognizing and nurturing the gifts within us.

This activity aligned closely with our commitment to reconciliation by centering relational ways of knowing and being. Students reflected on their own identities, their connections to others, and the people who have influenced their lives. Through this process, they developed a deeper understanding of the importance of relationships, respect, and community, values that are central to many Indigenous worldviews.

The experience fostered a stronger sense of belonging while helping students appreciate the diverse identities and stories within our school community. It also created opportunities to consider how we can act in ways that uplift one another and contribute to a more inclusive and caring community. Our data showed that not only did almost every student create a cookie, the impact extended beyond the classroom, as families and community members participated in creating their own “cookie people,” strengthening the connections between home, school, and community, an essential element of reconciliation.

This led to our 2026-2027 inquiry question: *How can we deepen our understanding of Truth and Reconciliation and take meaningful action within our school community?*

Our strategies will be guided by David A. Robertson’s *52 Ways to Reconcile*, using it as a practical and accessible framework to move from learning to action.

- Share weekly reconciliation actions and reflections from *52 Ways to Reconcile* with staff through morning announcements, the Week at a Glance, and staff communications.
- Encourage staff to engage in small, intentional, and ongoing acts of reconciliation in their classrooms and professional practice.
- Create opportunities for collective reflection and dialogue around weekly themes to deepen understanding and accountability.
- Empower student leadership groups to take an active role in sharing, modeling, and leading reconciliation-focused actions across the school.

HOW WILL WE KNOW WE'RE ON TRACK?

To know we are on track, we will look at the following information:

1. Improving student achievement in literacy, numeracy, well-being, and belonging

- More students reaching Proficient/Extending levels in literacy and numeracy.
- Fewer students needing strategic or intensive early literacy support.
- Stronger oral language, idea generation, and writing evident in classroom work.
- Improved attendance and increased student-reported belonging and well-being.
- Instruction becoming more consistent and collaborative across classrooms.

2. Improving equity

- Students who have been historically underserved showing better access to supports and improved outcomes.
- Learning experiences that reflect student identities, languages, and cultures visible across classrooms.
- Collaborative inquiry leading to targeted, responsive supports for diverse learners.
- Student and family voice influencing classroom learning and school-wide decisions.
- Staff demonstrating stronger collective efficacy and shared responsibility.

3. Continuing our journey of reconciliation

- Indigenous perspectives and pedagogies embedded meaningfully across subjects.
- Student leadership groups contributing to reconciliation-focused learning.
- Students showing deeper understanding of reconciliation and respect for Indigenous cultures.