



2025-2026

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 xʷməθkʷəy̓əm (Musqueam). Norma Rose Point School (NRP), named after a Musqueam elder and located on xʷməθkʷəy̓əm land, neighbouring Pacific Spirit Park and the University of British Columbia, consists of 770 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 environments, 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 experiences they bring with them to school. There are now 42 languages other than English spoken by students and families, with Mandarin speaking learners as the largest group. Approximately 37% (285) of the students receive English Language Learning (ELL) support. The cultural and language histories are wide and varied. 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 their families every year.

Within the university community, it is clear that families have high academic expectations for students. In addition, many of these families choose to enroll students in out-of-school academic programs. 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, recreation experiences, the highly participated in Spring Fair and many other events to encourage family involvement. A dedicated group of parents actively participate in monthly PAC meetings to develop and implement initiatives that support our students from technology to outdoor play structures.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The learners at NRP have many strengths and some identified areas for growth which will continue to be a focus moving forward.

From the 2025 Student Learning Survey (SLS) data, students identify growth in core competencies of creative and critical thinking and problem-solving. A majority of students (70%) identify strengths in thinking creatively and critically, identify strengths in sharing their learning in different ways and identify strengths in respecting diversity in their fellow students and in the environment.

Academically in grades 4-7, a majority of students have shown growth and improvement in Numeracy and Literacy. 2025 Foundational Skills Assessment (FSA) results show that 76% of Grade 4 students are On Track/Extending in Literacy (24/25 district average of 72%) and 84% are On Track/Extending in Numeracy for Grade 7 students (24/25 district average of 75%). For Grade 7 students, 94% are On Track/Extending in Literacy (24/25 district average of 79%) and 91% are on Track/Extending in Numeracy (24/25 district average of 74%).

Looking at 2026 Middle Years Index (MDI) data, Grade 6 students report positive well-being - emotionally, socially and physically, social connectedness with peers and adults and a strong sense of safety in school and the neighbourhood. In addition, a large number of students report that many out-of-school activities are particularly focused on educational lessons or activities.

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

Literacy- Learning Support Team to support literacy needs of Grade 1-3 students with various instructional practices: UFLI (University of Florida Literacy Institutes' Foundations Toolbox), small group instruction, push-in and pull-out support

- Numeracy - continue inquiry learning into mathematical thinking beyond basic computational skills
- Well-being and belonging - continue with self-regulation programs (e.g. TAPS, MindUP, social communication), we will maintain a continuation of school clubs, providing alternate and additional spaces for students during snack recess and lunch recess
- Well-being: continue to teach and encourage our students to seek perspective and to develop an incipient sense of what we can control and what we cannot; our goal is for students to limit some of the things that bring them anxiousness
- Physical well-being: - intentional "soft starts" after children arrive and movement breaks as appropriate to meet student needs. We also support community-based exploration times which support learning through play

Improve equity

- Class wide instruction to support equity and diversity
- School workshops with external facilitators (e.g. District Equity and Anti-Oppression resource teachers; Out in Schools; NEDIC; Safer Schools)
- Students new to school are welcomed, provided with school tours and are teamed with peers for support

- Instruction practices to model and reflect the Universal Designs for Learning model which meets students where they are and allows for multiple ways and means to demonstrate learning
- Available technology to support the diverse ways of learning
- Establish a coordinated effort with Settlement Worker/Multicultural Worker to help support newcomer families

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

Educators are encouraged to intentionally highlight and embed The First People's Principles into daily learning experiences to foster more meaningful, culturally responsive learning that honours the values and teachings of Indigenous communities (e.g. Nature School, being in circle)

- To deepen student engagement with the hən̓qəmin̓əm̓ language, we will amplify its presence beyond morning announcements and include it in assemblies, large and small group instruction.
- 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' presenters 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 formal gatherings begin with Musqueam Land Acknowledgement
- Instructional day includes reconciliation practices such as circle meetings and other class meeting structures

HOW WILL WE KNOW WE'RE ON TRACK?

- K-3 Data in Literacy and Numeracy will show a greater shift in our proficiency scales
- Dynamic Indicators of Basic Early Literacy Skills to assess student progress in Literacy and guide teacher practice and highlight the decrease in students benefiting from intensive language support
- Feedback from staff providing resource support stating model of intervention is working
- Feedback from families and our school community that students are being acknowledged, included and supported as is appropriate for their children
- Classroom teachers implementing Teir 1 (whole class supports) strategies
- Classes implementing circle meetings/ class meeting structures daily, weekly or monthly
- Increased communities/classes teaching or having First Nations' language taught