

## 2022-2023 - Year 2 School Learning Plan

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### GENERAL SCHOOL STORY:

Norquay is one of the largest elementary schools in Vancouver in 2022/2023, with a diverse socio-economic community on the southeast side of Vancouver. Of the 635 students enrolled, approximately 65% are English Language Learners, with 28 different languages spoken at home and school. There is a multi-ethnic composition of students at Norquay, with the major cultural groups being Chinese, Filipino, and Vietnamese. Approximately 2% of the school population identifies as Indigenous and approximately 4% of our students are designated with special needs. Norquay is wheelchair accessible with elevators to access all three floors. Norquay has three District Programs: Elementary LSP (Learning Support Program) for Grades 4-7, SELC (Social Emotional Learning Centre) for Grades 1-3, and the Early Mandarin Bilingual Program (implementation 2011) for Grades K – 7. These three programs make up approximately 35% of the student population and are an integrated and integral part of the school community. Norquay also continues to be a collaborative early literacy intervention school (CELI) which focuses on literacy development and early intervention for students to flourish.

Norquay celebrated the Education Plan goals of student achievement, physical, and mental well-being, belonging, equity, and reconciliation in 2022/2023 by seeing the return of many favourite in-person events, including the Annual Book Exchange, scholastic book fair, and all the extra-curricular sports teams, including soccer, basketball, volleyball, track and field, cross country, and badminton. Students continued to strengthen citizenship by participating in the Student Leadership Inclusive playground program, volunteering as library and office monitors, making morning announcements, and participating in the lunch time buddy program.

Norquay continues to see strength in community so continues to work closely with community partners such as Rotary Club and Growing Chefs, hosting events such as Welcome to Kindergarten, the One-to-One Literacy Volunteer program and the Lunch Lab Pop Up. In addition, Norquay is supported by the Windermere Community Schools Team, which provides after-school programs each term, and additional programs during each school break. Norquay has a dedicated staff who provide an academically and socially rich environment for students. Norquay is a school that develops and highlights the many talents and strengths of each student. Norquay is committed to creating learning environments where students flourish. In addition to this, Norquay has a dedicated Parent Advisory Council (PAC) that offer many exciting events to bring community together: waffle breakfast, pizza days, a Halloween event and the Norquay Spring Carnival are just a few.

Norquay Elementary continues to have deep connection to place and space by recognizing and working with the strong group of Norquay alumni who keep the connection from the past to the present for the hopes for the future.

## WHAT DID WE SEE?

At the Indigenous Focus Day in November staff shared that to connect we need to:

- recognize students' strengths
- give students a voice
- be in good relations with each other and self
- be authentic
- be open to making mistakes and doing better

The recent unofficial data from the Student Learning Survey show in comparison with the district 35% of Norquay students feel they belong all of the time (district = 18%). Over 50% of students feel they belong most or all of the time, but 28% feel they belong only sometimes and 7% feel they almost never belong. The last two data sets are the ones we will focus on for the 2023 – 2024 school year. Our hope is to bring those down to zero.



In addition, through anecdotal conversations with students and staff it is evident that there is still a craving for connection: to self, to each other and to community. What we see is that ....

Norquay students:

- are thoughtful
- are kind
- are wanting to learn
- are willing to participate in co-creating learning environments when given the opportunity
- are advocates for their learning when given the chance to share their voice
- enjoy working collaboratively
- flourish when in strong relationship
- thrive in outdoor learning environments
- come to school with different lived experiences

Norquay students are seeking:

- foundational learning skills
- readiness to learn: connection to self, connection to school, connection to learning
- a place and space to share their voice

## WHAT DO WE NEED TO RE-ADJUST?

The desire is to continue the goal much in the same fashion as Year 1 as the launch was not as significant as hoped for. The focus on 'connection' will continue with a specific focus on connection to self, others and community. We hope to significantly focus on students reflecting on their strengths and identity so they can co-design learning environments in which they are connected to. In addition, there continues to be students in each class who are not flourishing so this will be a focus of the work moving forward as we know that what we implement for one student supports all students.

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## INQUIRY QUESTION (previously known as “Goal”)

Our inquiry question is: If we continue to focus on building community, will we see increased engagement in learning?

Connection is a large theme that can be broken into components that can be addressed separately recognizing they are each a small part of a greater whole:

- Connection to Self (personal awareness),
- Connection to others (social awareness, SEL),
- Connection to community (positive personal and cultural identity, social awareness, diversity and antiracism),
- Connection to the World (Critical Thinking and social awareness),
- Connection to Learning (Critical Thinking, reflective thinking and self-assessment, and communication),
- Connection to Big Ideas (Critical and Creative Thinking and communication),
- Connection through Collaboration (Collaborating),
- Connection through core values (antiracism, diversity, Indigenous Ways of Knowing, belonging, mastery and a culture of community)

We recognize that the core competency profiles have valuable insight into the development of a learner. As an example, the Core Competencies in the BC Curriculum provides profile 4 under positive personal and cultural identity shares that “I have pride in who I am. I understand I am part of larger communities”. Using these profiles provides aligned language and connection to this inquiry question.

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## WHAT IS OUR NEW PLAN?

As we look towards building connection:

- Two school offered professional development days with theme of connection: September professional development day is already planned with the pro-d committee, with the theme of connection and learning and flourishing together including alumni resources.
- If students arrive in the office, they will be given the opportunity to share their voice regarding what is needed in the classroom for them to be connected to learning (co-designing learning)
- Monthly student-led assemblies with the theme of connection, connected to global days of significance.
- Working with the PAC to create a combined vision/mission that aligns with the Education Plan goals and School Learning goals.
- Opportunities to mindfully collect student voice on their connection to learning.

As we want to model co-learning and co-designing, we will adjust and pivot as we move forward on the journey together.

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## WHAT SUPPORTS WILL WE NEED?

As we are looking to build connection to self, each other, and community we will be inviting in members of the community for the first professional development day (and future ones as well). At the first professional development day in September, an alumnus will be sharing his experiences as a Norquay student, and what made him feel connected to school and learning. We will also be adapting the morning announcements to highlight different aspects of connection, then share at monthly assemblies and newsletters to families. If possible, student leaders will be invited to PAC meetings to share their thoughts on connection. The support needed is engagement by all key interested parties: staff, students, and families.

In year 3, we will commit to rescanning the school community and consult with students and families to determine our next steps in the fall.

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

School climate and interactions between students, staff, and parents are often realistic and authentic indicators of success. When there is a positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track.

We will use primarily street level data (Safir, 2021) such as anecdotes, stories, interviews from students, staff, parents and caregivers. In addition, we will continue to track attendance data as the inquiry question asks if we continue to focus on building community, will we see increased engagement in learning? For students to learn and be part of community, they need to be at school. As we attend to create community, our hope is that students are engaged and attending. The data will reflect this. Finally, we will look at the on question in the SLS, "is school a place you feel like you belong?".

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## HOW WILL WE SHARE?

To share learning and successes we will use some or all of the following avenues:

- monthly assemblies
- bulletin boards highlighting student work and learning
- morning announcements shared by student teams over the PA system
- progress reports and family conferences
- staff regularly engaging parents in conversations related to student social emotional development, communication skills, thinking and achievement
- newsletters
- student voice at PAC meetings



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

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## WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

This year Norquay committed to Call to Action

*63.iii. Building student capacity for intercultural understanding, empathy, and mutual respect.*

To action this, the morning land acknowledgements were transformed. Students from divisions worked alongside classmates, peers, and staff to create their own land acknowledgement which was then shared in a newsletter and as part of the morning announcements for a week. The intention was to, in the words of Anishanbee scholar Dr. Hayden King, 'breathe life and meaning into the lands and treaties'. The first class to do this was a kindergarten class who shared: *Thank you to the Musqueam, Squamish, and Tsleil-Waututh peoples for letting us live, play, gather, learn, read books, and make friends on their unceded lands. We need to share and care for one another. We learned that many Indigenous Peoples went to Residential Schools, and they missed their families. We need to remember that Every Child Matters.*

Since that time, every week, one division has shared, including one Mandarin Immersion division who did it in both Mandarin and English.

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## HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will continue to highlight the Calls to Action and share how we bring them forward in our everyday lives. Students will continue writing their land acknowledgement and offering it during the morning announcements and in the newsletters to families. At the November 2023 Professional Development Day (Indigenous Focus) staff spoke about not tokenizing this work, and how we can learn, unlearn, and relearn to be in good relation. We hope that to highlight another Call to Action at our next Indigenous Focus Day and enact it with students for reconciliation.