



Wells - Barkerville Elementary School Growth Plan

2024-2027

School growth plans are aligned with the District's [Strategic Plan](#) with priority measures represented in the Framework for [Enhancing Student Learning Report](#).

September 30, 2025

School District 28 rests on the traditional lands of the Lhtako Dene.



SCHOOL INFORMATION

What makes Wells-Barkerville great?

- Small class size
- Friendly supportive environment
- Community involvement
- Mentorship/leadership – older students help the younger students develop skills and traits to be successful citizens
- Terry Fox Run, IMA Kids Art Show, National Day of Truth and Reconciliation, Pancake breakfasts, Year-end celebration, Remembrance Day, Christmas Play
- Commitment and support of parents
- Opportunities for many small group discussions
- Focus on place-based learning and outdoor education

PAC

Wells-Barkerville has an active Parent Advisory Council that supports students and staff. Our PAC meets every fourth Wednesday of the month. Their bottle recycling fundraising provides opportunities for a variety of out so school learning experiences throughout the year.

OUR SCHOOL THE STORY/JOURNEY

Wells-Barkerville Elementary is located in Wells, BC and is part of School District #28 (Quesnel). It is a small school with a multigrade classroom of students from Kindergarten to grade 7.

Our students have many year-round opportunities for outdoor learning, place-based learning and are very involved in the community arts programs.

We know that we continue to need to gives students strategies to further their learning and to regulate their emotions.

We continue to balance the challenges of a multi-grade classroom and are concentrating our energies on providing our students the skills they need to be successful.

The school is the heart of the community, students walk to school and use the school playground seven days a week.



SUPPORTIVE SPACES

At Wells-Barkerville our learners will be able to identify and communicate how they and others are feeling and practise strategies that support self-regulation and healthy decision making.

RATIONALE

We believe inclusive, caring schools are fundamental to a thriving community. True inclusion ensures students and staff see themselves represented and feel as though they belong in the space, are connected to the other members of the school and are able to access the curriculum they are engaging with.

ACTIONS/STRATEGIES:

Belonging – class buddies and mentorship, leadership, class jobs, talking circles, choice and voice.

Communication – regular parent communication through email, phone, newsletters, and after school conversations.

Mental Health and Well-being – Second Step, growth mindset, and daily class meetings

Outdoor Education – understanding that learning in nature reduces anxiety and improves overall well-being, land-based, experiential learning happens as much as possible.

Differentiation – “just right” access points for all students, meeting them where they are to build confidence and self-efficacy.

MEASURES:

Observations

Data from school district surveys is masked due to the small number of students.

SPEAK TO THE DATA:

Wells-Barkerville is a small school and has a strong sense of community within the school and the community of Wells. There is a strong sense of belonging at Wells-Barkerville school with all students responding that there are 3 or more adults at school who care about them and will listen when they need to talk. All students responded that they have friends they trust at school and feel safe at school. Data from Student Learning Survey and the MDI is masked.



EQUITY & ENGAGEMENT - LITERACY

At Wells-Barkerville, our students will demonstrate increased academic growth in literacy.

RATIONALE

We are preparing learners for a world that we do not yet know. A focus on intellectual, human and social, and career development we will provide meaningful learning opportunities for all students to achieve their goals.

ACTIONS/STRATEGIES:

Support students to attain the skills to be successful on the Provincial Literacy Assessment

Develop and utilize a Literacy Framework inclusive of Tier 1, 2, 3 interventions

Immersion in a variety of literacy opportunities – independent “just right” reading every day, guided reading, buddy reading, side by side reading, read alouds, UFLI, writer’s workshop and author’s circle and personal inquiry projects.

MEASURES:

MyEd Data English Language Arts Data
Reading Level Data (PM Benchmarks and Fountas & Pinnel)

Foundational Skills Assessments
Literacy Learning Pathways

SPEAK TO THE DATA:

Our June 2025 English Language Arts Data shows a 89% of our students meeting grade level expectations for speaking, listening, reading and writing.

Reading Level Data from June 2025 shows that 80% of our primary students and 100% of our intermediate students are meeting grade level expectations of reading fluency and comprehension.

We look forward to seeing more progress in the coming years as we develop Tier 1 supports to continue to build students’ reading, writing, speaking and listening skills.



EQUITY & ENGAGEMENT - NUMERACY

At Wells-Barkerville, our students will demonstrate increased academic growth in numeracy.

RATIONALE

We are preparing learners for a world that we do not yet know. A focus on intellectual, human and social, and career development we will provide meaningful learning opportunities for all students to achieve their goals.

ACTIONS/STRATEGIES:

Use comprehensive and consistent numeracy assessment practices to guide planning and deepen understanding
SNAP numeracy practice
Number talks, Esti-Mysteries, Esti-Clipboards
Rich Math routines
Math games and centres
Hundred Day
Guided Math
IXL
Counting Collections

MEASURES:

MyEd Data
Learning Pathways
SNAP Number Sense assessments Spring 2025
Foundation Skills Assessment

SPEAK TO THE DATA:

June 2025 MyEd Mathematics data shows that 100% of our students in grade 2 to 7 are developing, proficient or extending grade level expectations in Mathematics.

Spring 2025 SNAP Number Sense Math Assessments show 89% of our students are proficient in their ability to communicate, represent, understand, solve, analyze, connect, and reflect their mathematical skills.

Foundation Skills Assessment data is masked due to small number of students.



CULTURAL COLLABORATION

At Wells-Barkerville, our students will continue to engage in cultural experiences with local Indigenous communities to build a learning environment free from racism and discrimination and to imbed Indigneous practice, education and history in our curriculum and lessons.

RATIONALE

While the results for Indigenous students continue to improve, gaps still exist between non-indigenous and Indigenous students. The results, together with the feedback from community consultation, highlight the need for the district to address these inequities of outcomes, by partnering with Indigenous communities to create safe and culturally responsive learning environments for the students free from racism and discrimination.

ACTIONS/STRATEGIES:

Language – District Language lessons, bulletin boards, language posters,

SD #28 Cultural Resource Teacher visits throughout the school year.

Local Knowledge: bannock, Lahal, jigging, dancing, beading, history, guest artists and speakers, crafts, land and animals.

Orange Shirt Day, National Indigenous Peoples Day, Truth and Reconciliation Week

Indigenous texts and resources.

With guidance of First Peoples Principles of Learning, enhance learning opportunities through place-based, experiential education in and around the community and local environment.

MEASURES:

Evidence of tolerance and diversity

Observations and anecdotal evidence.

SPEAK TO THE DATA:

At Wells-Barkerville we continue to embrace the First Peoples Principles of Learning and learn about the culture. Traditions and language of the local and national Indigenous Peoples. Learning supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Learning is holistic, reflexive, reflective, experiential and relational. Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of Indigenous knowledge. Learning is memory, history, and story. Learning involves practice and time. Learning explores one's identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

