



Quesnel Junior School School Growth Plan

2025-2026

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

September 21, 2025

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



Parent Corner

"As a parent of a Grade 9 student at QJS, I am very pleased with our experience. The school's infrastructure is excellent—modern, clean, and clearly the result of thoughtful investment to create a welcoming and safe environment. The teachers are exceptional, truly dedicated to their students' growth and success, and they make learning engaging and supportive.

My son genuinely enjoys being part of this school community and feels encouraged every day. It is wonderful to see him thriving in such a positive, well-run, and caring school."

– **Grade 9 Parent 2025**

"Having two children at QJS—one in Grade 8 and one in Grade 9—who are complete opposites has given our family a well-rounded view of the school's culture. One of my boys is non-stop sports, while the other prefers books, cooking, and board games. QJS has provided both of them with opportunities to explore their individual interests and, just as importantly, to form meaningful friendships and connections along the way.

The school's culture is structured yet fun, with clear expectations for students. What stands out most to my kids is that QJS truly has something for everyone, no matter their interests."

– **Gr. 9 parent 2025**

OUR SCHOOL STORY / JOURNEY



Quesnel Junior School is located in South Quesnel, near the confluence of the three primary water veins; the Fraser River, the Quesnel River and Baker Creek. The school's history and location has moved and transformed from its roots as a secondary school in 1950.

Our school is home to approximately 450 students of various backgrounds, with approximately 30% representing Indigenous ancestry. Being the only Junior School in Quesnel, we welcome grade 8 and 9 students from all of the schools in School District 28.

We are proud of our modern school building, including a state-of-the-art gymnasium, many supportive spaces including our open concept learning stairs, collaboration spaces, smudge room and alternative learning spaces within each wing of the school. Our large windows allow natural light to shine brightly.

Building a safe and predictable learning environment for our staff and students is at the core of our practice and structure. We believe in meeting students at their level, maintaining high expectations and building community to promote academic and social success.



RATIONALE

At QJS we recognize that our students have different interests, cultures and a diverse levels of comfort and needs. We find ways to provide spaces that support their emotional well-being, interests, and academic or social success.

By providing so many physical spaces in a supervised setting, we believe that many of our anxious students, culturally diverse students or can find a place that they can connect to. We are proud to see all of these spaces filled each and every day thanks to the many teachers/adults that offer their time and talents.

Providing supportive spaces fosters a calmer, more connected school environment and promotes positive and meaningful interactions.



SUPPORTIVE SPACES

SUPPORTIVE SPACES

We aim to embed supportive spaces throughout the school day, both during instructional and non-instructional times to intentionally strengthen connection, build capacity and foster a positive environment for student belonging and learning.

ACTIONS / STRATEGIES

Library, music room, art room, counselor space – These spaces all offer a supervised setting during instructional time and in the morning or at lunch to promote safety, connection and opportunity for students to learn, gather and play.

Our PE team creates opportunities for all learners and levels – students can select competitive or casual skill development, arrange alternate roles like refereeing or scorekeeping. Students also learn cultural games.

Open gym at lunch also provides our athletic minded students a place to practice and burn some energy.

Our Indigenous space and Smudge room are accessible every day for students to be supported with learning, culture, or gathering.

Weekly fun competitions are held in our learning stairs/stage area on to strengthen school spirit and bring create an enjoyable, inclusive space for all who wish to participate.

Our breakfast program and office supports any student in need of food in the morning as well as between classes.

MEASURES

Observation: Every day, we see these spaces and more, being used by many of the same students which suggests a positive connection and feeling of belonging. By providing such a wide range of choices and spaces, we have a high rate who enjoy being in a supportive space other than our common areas. This year, we will gather attendance data for these supportive spaces.

SPEAK TO THE DATA

With so many students accessing various locations, services and spaces every day, it is difficult to capture precise data; however, we know that a significant portion of our student body use the above-mentioned supportive spaces (and more). We remain committed to leveraging established, effective spaces, while exploring new approaches and innovative ideas to strengthen supports we provide.

RATIONALE

Literacy education is promoted across all subject areas at QJS. We strive for our students to be receptive and expressive communicators. This means that in all subjects, there will be a need to send and receive messages either in written, digital or oral ways.

In an evolving and changing world, our young citizens will engage with news, social media, books and other text in both new and traditional ways. Being able to approach text with confidence and a critical lens will help to form their understanding and develop their ability to analyze and understand the world around them.

Reading, writing, digital literacy and listening are the foundational pillars to literacy growth.

SUPPORTIVE SPACES

EQUITY & ENGAGEMENT – LITERACY

To develop confident and critical readers and writers by fostering literacy skills across all subjects, promoting diverse perspectives, and ensuring equitable access to resources.

ACTIONS / STRATEGIES

We do our best to ensure equitable access to assistive resources, such as speech to text or listen to text tools.

Universal access point for all learners. For example, whole class read-alouds, student choice etc.

Text to self – teachers try to make the material relevant to students.

Teacher best practices: Strategies like direct instruction, modelling, peer support, use of supportive technology like Google Classroom (some teachers), manipulatives, exemplars etc.

Whole group instruction, small group instruction and individual feedback or support.

MEASURES

Rubrics – Providing students with criteria for their success provides consistency and transparency with student assessment.

Report card data – We analyze data annually and use it to help inform our programming and instruction.

SPEAK TO THE DATA

Report Card – We use report card data from the district to have a lens on incoming students and current students. Data is used to approach instruction so that all learners have an entry point.



RATIONALE

Numeracy development is promoted across numerous subject areas including but not limited to mathematics.

Our Fine Arts and Applied Skills courses like Textiles and Foods, Woodwork, Drama Tech and more, teach and grow our students' abilities and skills related to numeracy in an applied manner. For example, learning about fractions in math and apply that knowledge in foods and textiles or woodwork, their understanding is reinforced and deepened.

Reasoning and analyzing, understanding and solving, communicating and representing, connecting and reflecting on mathematical concepts are at the core of building a strong grasp of numeracy



SUPPORTIVE SPACES

EQUITY & ENGAGEMENT – NUMERACY

To develop mathematical concepts and competencies with the goal of being able to apply those skills in a real world setting through a variety of classroom assignments across numerous subject areas.

ACTIONS / STRATEGIES

Direct instruction, modeling and supported independent practice is seen throughout our STEM department.

Attempts to provide a universal point of entry for all students is ongoing in recognition that many of our learners are working below grade level and some require opportunities to extend their learning.

Use of visuals, manipulatives and supportive technology help students to apply concepts to real problems.

Our Fine Arts and Applied Skills department develops real world application of coordinate systems, unit conversions, graphing, layout, drafting of 3-D objects and more.

Our Drama Tech classes perform cost analysis of running inventory for specific projects to help determine budgets.

MEASURES

Report Card Data

Grade 8 SNAP assessment

Look into developing data snapshots for applied numeracy

SPEAK TO THE DATA

Because our school is limited to grade 8 and grade 9, we do not have access to provincial data like the FSA.

This year will be the first year that our school has a required grade 8 numeracy assessment.

The school will also be looking to collect data snapshots from select applied numeracy courses like foods/textiles and woodwork

RATIONALE

To enable students from different cultural backgrounds to feel included in school learning, sports and clubs that could be culturally relevant to them.

Recognizing that one third of our student population is of Indigenous ancestry, we believe it is important to reflect parts of their culture in the school curriculum, culture and practice.

SUPPORTIVE SPACES

CULTURAL COLLABORATION

Although we offer a number of traditions relative to cultural awareness and connection, we will work to expand our community connections with our neighbourhood partners and the Lhtako Band.

ACTIONS / STRATEGIES

Current actions include:

Orange Shirt Day activities and a Walk to remember children of residential schools (215).

Family Gathering in IES space

Student Voice group

Indigenous Support Teacher: Several blocks of support each week on top of the Indigenous Education Support Workers

2 IES workers who support students with culture, social-emotional needs and academics

Teaching the significance of certain games in PE like lacrosse, Tatanka

Celebrate student achievements in different sports from different cultural backgrounds (Pow Wow dancing, boxing, rodeo...)

Moving forward we will make efforts to:

- Broaden the use of the smudge room
- Increase connections with our community neighbours

MEASURES

Record the number of cultural actions we do and look to grow it.

Record the number of interactions with community and look to grow it.

SPEAK TO THE DATA

We will begin to record the number of cultural and community interactions/events that we do as a school. This data will be established as a benchmark to uphold or grow year over year.

