MEASURING UP
How are we doing?













2025 – 2026
SCHOOL YEAR

ABBOTSFORD
SCHOOL DISTRICT

Land Acknowledgement

Éy swáyel.

We acknowledge that the Abbotsford School District is located on the traditional and unceded territory of the Semá:th First Nation and Máthxwi First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.

ABBOTSFORD SCHOOL DISTRICT

Indigenous Education



Our Commitment

The Abbotsford School District acknowledges historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public educational institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching and community engagement.



OUR MISSION

Preparing and inspiring our students for a lifetime of success.

OUR VISION

A world-class, innovative, and individualized educational experience for every student.

OUR VALUES

Respect, Trust, Integrity, Communication, Teamwork.

A MESSAGE FROM THE

BOARD OF EDUCATION

The Abbotsford School District publishes the *Measuring Up* report, a key resource through which the Board of Education highlights the achievements of the past school year and reaffirms our commitment to the Ministry of Education and Child Care's Framework for Enhancing Student Learning. Driven by our core values of respect, trust, integrity, communication, and teamwork, our initiatives align with the goals outlined in our Strategic Plan.

As we reflect on the 2025–2026 school year, we are reminded that building a strong education system requires thoughtful planning, collaboration, and a shared commitment to the future. Across the Abbotsford School District, we have continued to make meaningful progress on the priorities that guide our work, ensuring our schools are well positioned to meet the evolving needs of students and our growing community.

Our current Strategic Plan continues to provide a clear direction for this work, helping us focus our efforts and resources on what matters most. From supporting student achievement and well-being to investing in our schools, staff, and community connections, we continue to turn our shared priorities into meaningful action.

On behalf of the current Board of Education, I reflect with gratitude on the opportunity we have had to serve our school community. As we approach the end of our term, we are confident the incoming Board will be well positioned for continued success, supported by a strong leadership team and a clear Strategic Plan that is being put into actions.

I extend my sincere appreciation to our staff, families, and community partners for their continued dedication to public education. It has been a privilege to serve our community, and we look forward to seeing Abbotsford Schools continue to grow and thrive.

Dr. Stan Petersen
Chair, Abbotsford Board of Education



2022-26 Abbotsford Board of Education
Arsh Kaler, Stan Petersen, Jared White, Mike Rauch, Rupi Kanda-Rajwan, Preet Rai, and Shirley Wilson
(pictured left to right)

A MESSAGE FROM THE

SUPERINTENDENT

The Abbotsford School District is well known as a high-performing system that serves a wonderful and vibrant community. With close to 100 languages spoken across our 46 schools, we are one of the most diverse districts in Canada.

Every day across the Abbotsford School District, remarkable things are happening. Behind them are talented, passionate, and dedicated people who bring an unparalleled level of commitment to supporting our students and one another. It is this collective dedication that makes our district such an exceptional place to learn, work, and grow.

Innovation is happening in every corner of our education system, from classrooms and schools to the departments and teams working behind the scenes. Guided by a clear and relevant Strategic Plan, we continue to challenge ourselves to think differently, find new opportunities, and strengthen the ways we support student success.

This year, we placed an even greater emphasis on sharing the stories behind our work, helping our community better understand the people, programs, and initiatives that shape our district. This *Measuring Up* report is another important part of that commitment to transparency. It provides an opportunity to reflect on our progress, celebrate where we are seeing success, and recognize where continued focus and improvement are needed.

As Superintendent, I am incredibly proud of what we continue to accomplish together. My sincere thanks to our staff, students, families, and community partners for the important roles they play in making the Abbotsford School District a place where students can thrive. I look forward to all that we will continue to achieve together.



Dr. Nathan Ngieng
Superintendent of Schools

TABLE OF CONTENTS

A Message from the Board of Education....4
A Message from the Superintendent....5
Our Strategic Direction....6
Our School District....7
System Improvement Story....8
Progressive Workforce....15
Engaging Opportunities....16
Optimized Resources....17
Student Success....19
- Literacy Achievement....20
- Numeracy Achievement....22
- Graduation & Transition to Post-Secondary....23
- Student Well-being....24

Our *Measuring Up* report highlights progress on the following goal areas: literacy, numeracy, student well-being, careers and graduation.

Data included in this report comes from the Ministry of Education and Child Care and includes:

- Foundation Skills Assessment from 2021/22 to 2025/26
- Graduation Assessment from: Grade 10 Literacy from 2020/21 to 2024/25 Grade 10 Numeracy from 2020/21 to 2024/25
- Student Learning Survey from 2020/21 to 2024/25
- 5 Year Dogwood Completion Rate from 2020/21 to 2024/25
- Transition to Post-Secondary from 2019/20 to 2023/24

OUR

STRATEGIC DIRECTION

Aligned with the B.C. Ministry of Education and Child Care's Framework for Enhancing Student Learning, our district has developed a renewed Strategic Plan that centers on student success with an enhanced focus on family and community engagement.

The 2024-28 Strategic Plan, developed in collaboration with students, staff, parents, and community members, is aligned with our four fundamental pillars: Student Success, Optimized Resources, Engaging Opportunities, and a Progressive Workforce.



STUDENT SUCCESS

Our students are engaged, challenged and prepared for a lifetime of success.

Our Goals:

- Improve student success in literacy
- Improve Early Learning
- Improve student sense of well-being
- Improve student success in numeracy
- Improve core competencies so students can achieve career/life goals
- Improve graduation rates

OPTIMIZED RESOURCES

We are creative and responsible in the management of educational resources.

Our Goals:

- Increase the capacity of our school facilities
- Maximize budget allocations for instructional staffing
- Maintain a healthy financial position
- Increase resources available to fund capital equipment

ENGAGING OPPORTUNITIES

We provide engaging opportunities for every member of our learning community to contribute to student success.

Our Goals:

- Increase parent and community engagement
- Increase student participation in extra-curricular activities
- Improve the use of technology (operationally and pedagogically)

PROGRESSIVE WORKFORCE

We provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth.

Our Goals:

- Increase employee engagement
- Improve recruitment and retention of staff
- Improve leadership capacity
- Improve employee health, safety and resiliency

OUR

SCHOOL DISTRICT

BY THE NUMBERS



WE HAVE HAD AN INCREASE OF 70% IN OUR SCHOOL-AGED CARE SINCE 2022

TYPE OF CHILD CARE	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027
Infants	44	46	39	67	84
Toddlers (3-5)	121	143	171	214	201
Elementary aged children*	610	752	883	975	1,030

*(out of school care)



9.3% INDIGENOUS STUDENTS

16.4% ENGLISH LANGUAGE LEARNERS

13% DIVERSE LEARNERS

1,600 STUDENTS ON SCHOOL MEAL PLANS

11,134 MEALS PROVIDED EVERY WEEK



20,962 STUDENTS

FRENCH DISTRICT PROGRAMS

4 ELEMENTARY SCHOOLS
1 MIDDLE SCHOOL
1 SECONDARY SCHOOL

CAREER PROGRAMS

16 DUAL CREDIT
3 CAREER SIMULATION

STUDENTS HAVE ACCESS TO:

5,000 iPADS

4,500 WINBOOKS

1,400 LAPTOPS + DESKTOPS

31 ELEMENTARY SCHOOLS

7 MIDDLE SCHOOLS

6 SECONDARY SCHOOLS

2 COMBINED MIDDLE-SECONDARY



2025/2026 ABBOTSFORD SCHOOL DISTRICT

SYSTEM IMPROVEMENT STORY

1. PLAN:
Strengthening School Planning:
From Alignment to Action

2. INQUIRE:
FACES on the Data:
Deepening Collaborative Inquiry Through FACES on the Data

Continuous Improvement

3. BUILD CAPACITY:
Building Leadership Capacity:
Investing in the people and the practices to sustain the work

4. LISTEN AND ADJUST:
District Planning Team 2025/26:
Listening, Learning, and Adjusting Together

1. Strengthening School Planning: From Alignment to Action

In 2025/26, the district moved beyond alignment and strengthened the learning processes that support continuous improvement.

Building on the revised school planning framework introduced in 2024/25, the Abbotsford School District continued to refine and strengthen its approach to school improvement planning during the 2025/26 school year. While the initial work focused on aligning school plans with the District Strategic Plan, departmental operational plans, and the Framework for Enhancing Student Learning, this year's work emphasized building a deeper understanding of how evidence informs planning, action, monitoring, and adjustment.

Through differentiated elementary, middle, and secondary planning processes, school leaders have begun to engage in structured planning sessions using their own school evidence to identify patterns, define a problem of practice, establish focused learning priorities, develop theories of action, and identify evidence that would be monitored throughout the year.

District Operational Planning Template



Aligned. Collaborative. Evidence-Informed. Learning Together for Impact.

2025/2026 ABBOTSFORD SCHOOL DISTRICT

SYSTEM IMPROVEMENT STORY

The revised process places greater emphasis on:

- Beginning with evidence and patterns rather than activities
- Focusing on one or two high-leverage learning priorities
- Making adult actions explicit through a theory of action
- Identifying above-and-beyond supports for Indigenous students, students with diverse abilities, and Children and Youth in Care
- Establishing review cycles that support ongoing reflection, adjustment, and continuous improvement throughout the year



2024-25: Building Alignment

- Revised AP 105
- Common planning expectations
- Alignment with Strategic Plan
- New school planning templates
- Focus on priority learners

2025-26: Deepening Practice

- Evidence-informed planning
- Problems of practice
- Theory of action
- High-leverage priorities
- Review and adjustment cycles
- Continuous improvement conversations

Result: Greater coherence between evidence, adult actions, and student outcomes

- Elementary School Planning Process
- Middle School Planning Process
- Secondary School Planning Process
- Elementary School Plan 2026
- Middle School Plan 2026
- Secondary School Plan 2026

Evidence - Priorities → Problem of Practice → Learning Priorities (1-2) and Goals → Theory of Action → Above and Beyond Support → Strategies/ Activities/ Evidence → Continuous Improvement- Review

SYSTEM IMPROVEMENT STORY

2. FACES on the Data- Deepening Collaborative Inquiry Through FACES on the Data

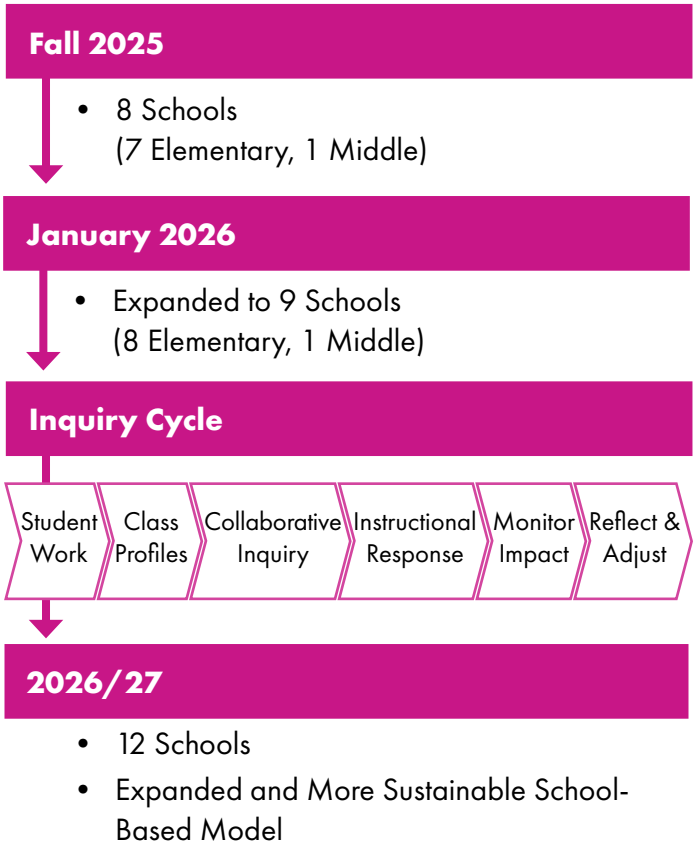
FACES on the Data was launched in Fall 2025 as a district collaborative inquiry initiative designed to strengthen evidence-informed instructional practice and improve outcomes for learners. During its first year, eight schools participated (seven elementary and one middle), with a ninth school joining the initiative in January 2026. Expansion to twelve schools (elementary, middle, and secondary) is planned for 2026/27 as the district enters Year 2 of implementation.

At each participating school, the principal or vice-principal served as the lead learner, working alongside a curriculum helping teacher assigned to the school as a knowledgeable other. Together with teacher teams, they examined student work, reviewed class profiles, identified learners of focus, planned instructional responses, monitored progress, and reflected on the impact of changes in practice.

While the process began with a focus on individual learners, one of the most significant outcomes was the development of stronger Tier 1 instructional practice. Using evidence from student work and collaborative inquiry conversations, teachers identified next steps for individual students while also discovering new instructional strategies that could be applied across their classrooms. Support from colleagues, school leaders, and curriculum helping teachers helped staff refine instructional approaches and strengthen their collective capacity to respond to learner needs.

The process also provided principals and vice-principals with a deeper understanding of classroom practice, student learning trends, and the effectiveness of instructional responses across their schools. In several schools, the work extended beyond FACES sessions through the use of data walls, staff learning conversations, and ongoing collaborative review of evidence. As a result, FACES increasingly became a way of thinking about instructional leadership and school improvement rather than a stand-alone initiative.

FACES on the Data: Building Capacity Through Collaborative Inquiry



2025/2026 ABBOTSFORD SCHOOL DISTRICT

SYSTEM IMPROVEMENT STORY

Participant feedback consistently highlighted the value of examining student work, collaborating with colleagues, receiving support from curriculum helping teachers, planning focused instructional responses, and engaging in follow-up review cycles to monitor progress. Many participants described becoming more intentional in collecting, analyzing, and responding to evidence of student learning.

Looking ahead, Year 2 will focus on expanding participation while developing a more sustainable model that can be increasingly embedded within existing school structures and collaborative practices over time.

"The FACES process helped me be more intentional in collecting and analyzing student evidence throughout the year. Collaborative discussions with colleagues provided valuable insights and practical strategies that I was able to implement in my classroom."
– Participant







SYSTEM IMPROVEMENT STORY

3. Building Leadership Capacity- Investing in the people and the practices to sustain the work

Throughout 2025/26, the district continued to invest in leadership development at all levels of the system. Building on existing literacy, numeracy, and instructional leadership initiatives, professional learning opportunities were intentionally designed to strengthen principals' and vice-principals' instructional leadership, develop teacher leadership, support collaborative inquiry, and create sustainable professional learning networks across schools.

This work included Leading for Literacy Learning, Leading for Numeracy Learning, CLARITY learning with Dr. Lyn Sharratt, Middle School Residencies, Literacy Ambassador networks, Numeracy Deep Dives, and FACES on the Data. Through classroom-based inquiry, collaborative learning networks, student work analysis, school-to-school learning, instructional rounds, and leadership development opportunities, educators strengthened their capacity to use evidence to inform instruction, respond to learner needs, and improve outcomes for students.

While each initiative had a unique focus, together they contributed to a coherent approach aimed at improving classroom practice, increasing educator capacity, and strengthening outcomes for students.



Stronger instructional leadership, improved Tier 1 practice, and greater system coherence.

2025/2026 ABBOTSFORD SCHOOL DISTRICT

SYSTEM IMPROVEMENT STORY

4. District Planning Team 2025/26- Listening, Learning, and Adjusting Together

During the 2025/26 school year, the District Planning Team met four times to review evidence, discuss student outcomes, explore emerging trends, and provide feedback on district priorities related to literacy, numeracy, human and social development, career development, and system planning. The team brought together diverse perspectives from across the district, including student representatives from each secondary school, teachers, Abbotsford Teachers' Union representatives, DPAC representatives, trustees, members of the Senior Management Team, principals and vice-principals, and district staff. Feedback from these sessions helped inform district planning, professional learning priorities, school supports, and adjustments to strategies across the system.



Four Planning Conversations

Literacy, Numeracy, Human & Social Development, Career Development

What We Heard

- Learning should be relevant, purposeful, and connected to students' lives.
- Relationships, belonging, and adult connection matter.
- Strong support exists for evidence-informed decision-making and planning.
- Students and families want clearer pathways, supports, and transitions.

How We Responded

- Strengthened literacy and numeracy professional learning and leadership networks.
- Expanded collaborative inquiry through FACES on the Data.
- Increased focus on student well-being, belonging, and mental health supports.
- Continued refinement of graduation pathways, career development opportunities, and post-secondary transitions.

Continuous Improvement:

Listen → Reflect → Adjust → Improve

2025/2026 ABBOTSFORD SCHOOL DISTRICT

SYSTEM IMPROVEMENT STORY

Indigenous Education Across the Framework

Enhancement Agreement 2025-2030

INTELLECTUAL DEVELOPMENT

Literacy, Identity, and Achievement

- Indigenous Support Workers received literacy training and resources through partnership with Curriculum.
- Indigenous early readers and culturally connected literacy resources were provided to schools.
- Community literacy evenings were held in partnership with local First Nations and the Indigenous community.
- Literacy FSA results for Indigenous learners improved compared to the previous year while achievement gaps continue to be monitored.

Grade 4 Literacy FSA and RC 2026

Grade 7 Literacy FSA and RC 2026

Grade 10 Literacy FSA and RC 2026

Representation matters. Indigenous-themed resources, authors, and culturally connected learning experiences continue to strengthen engagement and literacy development.

HUMAN & SOCIAL DEVELOPMENT

Belonging Through Relationships, Voice, and Culture

- Indigenous student voice directly informed Enhancement Agreement priorities.
- Students identified the importance of trusted adults, dedicated Indigenous spaces, and relationship continuity.
- The district continues to prioritize Indigenous Support Worker staffing and dedicated Indigenous spaces in schools.
- Work is underway to increase visibility through local artwork, language, murals, and culturally responsive environments.
- Indigenous learners report improved feelings of welcome and belonging over time.

Students wanted consistent relationships, dedicated Indigenous spaces, and meaningful opportunities to be heard.

CAREER DEVELOPMENT

Pathways, Graduation, and Future Opportunities

- Annual Indigenous Grad Verification meetings continue to monitor every Indigenous learner's graduation pathway.
- Indigenous summer and spring break learning opportunities provided additional pathways to earn credits and remain on track for graduation
- Grad coaches support pathway planning, post-secondary applications, scholarships, and transitions.
- Indigenous students participated in university visits, dual-credit opportunities, and career exploration experiences.

99% of Indigenous graduates were ministry eligible to graduate and enrolled in appropriate courses through the Grad Verification process.

PROGRESSIVE WORKFORCE

EMPLOYEE RECRUITMENT AND ENGAGEMENT

We provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth.

Key successes from 2025/2026:

Employee Recognition & Engagement

- Hosted the district's first ABC Awards of Recognition, expanding employee recognition from four awards to 15 categories and celebrating outstanding achievement and service across employee groups.

Leadership Development & Psychological Safety

- Continued the revised Leadership Academy and New Leaders Program, with participants reporting positive experiences and opportunities to develop core leadership competencies.
- Supported a cohort of 25 Leadership Academy participants in completing the program and presenting Inquiry Projects reflecting a broad range of perspectives from across the district.
- Coordinated a mentoring program for new leaders, pairing participants with mentors to provide additional support during their transition into leadership.
- Integrated psychological safety principles into district leadership training, emphasizing environments where employees can raise concerns and ask questions without fear.

Employee Health & Safety

- Completed safety and risk assessments at all district schools and sites and began advancing Hazardous Materials Emergency Planning, including focused inventory and risk assessment work.

Employee Onboarding

Advanced development of a comprehensive employee onboarding program designed to support employees through their transition into the district, provide key district resources and mandatory training, and offer new employee welcome events twice annually.

Employee Wellness & Resilience

- Partnered with the Indigenous Education Centre and an external consultant to provide staff with practical tools and strategies for building resilience and supporting emotional well-being.
- Delivered resilience and wellness workshops for employees during the district-wide Shared Learning professional development day.
- Embedded themes of self-care, emotional health and psychological safety throughout the New Leaders Induction Program and Leadership Academy.
- Expanded learning on stress and burnout through Dr. Shahana Alibhai, a physician specializing in mental health and resilience, who provided learning for district leaders and ongoing training for staff.



ENGAGING OPPORTUNITIES

RIGHTSHOLDERS ENGAGEMENT

Ongoing Engagement with Education Rightsholders & Indigenous Leadership & Indigenous Communities

Ongoing engagement with rightsholders continues to be a cornerstone of the Abbotsford School District's work. The district commits to active listening to the guidance from Semá:th First Nation, Máthxwi First Nation, the Fraser Valley Métis Association, employee groups, families, students, and community members. These conversations take many forms, including the Indigenous Education Council and district Joint Committees (Indigenous Education, Inclusive Education, Workplace Health and Safety, Modern Languages, District Planning Team, Student Voice and Leadership).

Over the past year, the district has continued to strengthen partnerships that create meaningful learning opportunities for students and staff. In collaboration with Máthxwi First Nation, new Grade 3 and Grade 6/7 curriculum guides are being piloted, bringing local knowledge and perspectives directly into classrooms. Semá:th First Nation has supported emotional coaching learning sessions focused on caring for those who care for our children, strengthening the capacity and well-being of staff who support students each day. Elementary schools also came together for *Xa Xa Téméxw – Swáyel Sacred Earth Day*, a Halq'eméylem concert that celebrated language, culture and connection to the land.

Our partnerships continue to create opportunities for students to learn, lead and build connections across the community. The Fraser Valley Métis Association is working with local Elders to develop resources and learning packages that will soon be shared with students, while VYPER (Vision Youth Peer and Equity Revitalization) has supported youth-led monthly powwows that give students opportunities to gather, lead and celebrate culture. These relationships were brought together at the National Indigenous Peoples Day celebration at Mill Lake Park on June 5, where students, families and community partners gathered in celebration. Through continued collaboration and shared learning, the district is strengthening relationships and creating opportunities for belonging, connection and success.



OPTIMIZED RESOURCES

FINANCIAL STEWARDSHIP

Through our optimized resources pillar, financial stewardship guided our decision-making. Our commitment to be creative and responsible in managing our educational assets has allowed our district to focus on improving fiscal transparency while enhancing school services.

In 2025/2026, the district continued its focus on responsible financial stewardship, passing a balanced budget of $289.6 million while strengthening the systems and processes that support effective resource allocation. Work throughout the year focused on improving financial information, modernizing payroll and administrative systems, and finding efficiencies that help direct resources where they can have the greatest impact for students.

Key successes from 2025/2026:

- Developed new Power BI financial reports to provide more timely, consistent and accessible financial information.
- Advanced implementation of the new HR and Payroll system, including completing data migration and parallel payroll testing.
- Implemented Staffing+ for CEF Remedy expense reporting across the district.
- Strengthened purchasing practices, including greater use of proactive procurement and volume purchasing to maximize value.
- Improved enrolment and demographic information used to support forecasting and resource planning.
- Enhanced tracking of Facilities work orders, preventative maintenance, project costs and budgets to support more effective prioritization and use of resources.

Emerging Areas of Need:

- Addressing an aging fleet of vehicles, facilities and equipment
- Rising utility costs
- Recruitment and retention of Facilities Department unionized trade and non-trade staff as well as custodians and bus drivers
- Increasing gaps between costs to maintain services and funding from the BC Government

OUR FINANCIAL SNAPSHOT

2025/2026 REVENUE VS EXPENSES:

Guided by our overarching Strategic Plan, horizontal alignment has been established between all operational plans and finance to ensure we are responsible in the management of our educational resources and that this is reflected in a student-focused balanced budget.

Student enrolment accounts for approximately 98% of our revenues and determines the level of spending required throughout the District. Our relatively stable enrolment has contributed to our successful operations and strong financial position.



OPTIMIZED RESOURCES

INFORMATION TECHNOLOGY

Through our Optimized Resources pillar, the Information Technology team makes technology simple and dependable, allowing students and staff to focus on teaching and learning.

Key successes from 2025/2026:

- Completed the district-wide transition to Windows 11.
- Improved the performance of more than 2,000 computers though targeted hardware upgrades that extend the life of existing equipment.
- Refreshed classroom technology with new displays, projectors, document cameras, and sound systems, helping create engaging and reliable learning environments
- Upgraded critical servers, modernized core network infrastructure, and enhanced system maintenance and patch management, improving performance, reliability, and cybersecurity across our schools and district sites.
- Partnered with schools to support provincial and national assessments
- Worked alongside Digital Learning to better understand how technology is being used in classrooms.

AI Literacy:

- Collaborated with Curriculum to support the district's AI journey through digital citizenship, AI literacy, and the responsible use of emerging technologies.

Future Plans:

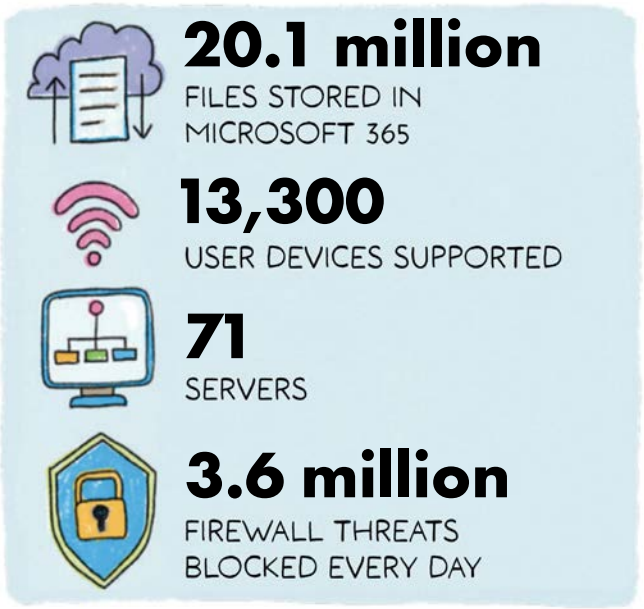
- Introduce 24/7 cybersecurity monitoring and response and explore new ways artificial intelligence can improve IT services and Helpdesk support.

Cybersecurity Initiatives:

- Assessed 153 cybersecurity safeguards against the CIS framework to find and rank our security gaps
- Removed local administrator rights and strengthened computer security across the district
- Introduced automated ransomware detection and response
- Expanding multi-factor authentication in phases, starting with staff who can access sensitive systems
- Completed a penetration test and tabletop exercises to practise our cyber incident response
- Made our backups harder to alter or delete, with a stronger backup and disaster recovery solution being rolled out now
- Onboarded 24/7 cybersecurity monitoring and response



Fun Fact: ITC resolved over 9,000 Helpdesk requests in the 2025/26 school year.



STUDENT SUCCESS

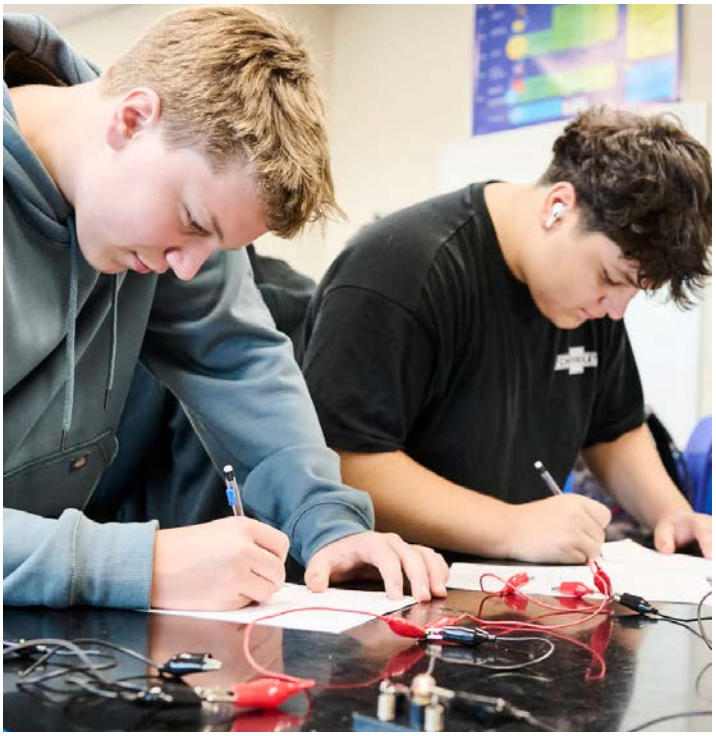
Student success is at the heart of our mission, and we strive to ensure that all students are engaged, challenged, and equipped for the future. In 2025/26, our district moved from building alignment to deepening practice, strengthening how evidence informs planning, action, monitoring, and adjustment in every school. Grade 4 and Grade 7 literacy results increased this year, including gains for Indigenous learners, while numeracy results continue to identify a need for focused improvement.

FACES on the Data

Last year, we launched FACES on the Data, a collaborative inquiry initiative in which principals and vice-principals, curriculum helping teachers, and teacher teams examine student work, identify learners of focus, plan instructional responses, and monitor progress. Alongside implementation of the Literacy Framework, the launch of the Numeracy Framework, and our partnership with Dr. Lyn Sharratt through CLARITY, this work is strengthening Tier 1 instruction, instructional leadership, and coherence across our system.

Moving forward, we will continue to focus on reducing disparities for Indigenous learners and students with disabilities and diverse abilities, strengthening numeracy in Grades 4, 7, and 10 and supporting belonging and well-being, particularly in the middle and secondary years.





STUDENT SUCCESS

LITERACY ACHIEVEMENT

The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4, 7, and provides parents, schools, school districts and the Ministry of Education and Child Care with important information about how well students are progressing in the foundation skills of reading, writing, and numeracy. Grade 10 results come from the provincial Grade 10 Graduation Literacy Assessment, which all B.C. students complete as a requirement for graduation.

The following data shows the 5-year trend for Grade 4, 7 and 10 literacy assessments (proficient or better).

Grade 4

	2025-26	2024-25	2023-24	2022-23	2021-22
All	68%	62%	74%	72%	65%
Indigenous Students	55%	52%	63%	62%	58%
Resident Students with Designation	48%	46%	54%	51%	59%

Grade 7

	2025-26	2024-25	2023-24	2022-23	2021-22
All	72%	66%	71%	72%	69%
Indigenous Students	59%	49%	62%	64%	51%
Resident Students with Designation	44%	36%	42%	46%	34%

Grade 10

	2024-25	2023-24	2022-23	2021-22	2020-21
All	69%	68%	66%	73%	66%
Indigenous Students	60%	53%	47%	60%	53%
Resident Students with Designation	48%	43%	40%	45%	33%



STUDENT SUCCESS

LITERACY ACHIEVEMENT

Literacy is a key priority within our Strategic Plan and an essential foundation for student success. Results from provincial assessments help us identify areas of need and opportunities for growth. The following outlines our identified priorities and future plans to strengthen literacy outcomes and support student learning across all grade levels.

Emerging Areas of Need

Achievement Gaps for Priority Learners: Literacy outcomes remain relatively stable overall, with improvement for Indigenous learners in several measures. However, achievement gaps persist for Indigenous learners and students with disabilities and diverse abilities, particularly in Grades 4 and 7.

Assessment Literacy and Data Fluency: Continue building leader and staff capacity to use common and diagnostic assessment evidence to identify learner needs, monitor progress, and make targeted instructional decisions.

Collective Efficacy and Tier 1 Instruction: Strengthen Tier 1 literacy instruction across the district by building teachers' collective efficacy, the shared belief that, working together, teams can improve outcomes for every learner. This work builds on what was learned through FACES on the Data and extends across the district through other curriculum projects.

Representation and Culturally Connected Learning: Continue to strengthen engagement and literacy development through Indigenous-themed resources, authors, and culturally connected learning experiences.

Future Plans

Expand FACES on the Data: Grow from nine schools to twelve elementary, middle, and secondary schools in 2026/27, while developing a more sustainable model embedded within existing school structures and collaborative practices.

Strengthening Tier 1 Instruction District-Wide: Build on FACES on the Data through Changing Results for Literacy Learners, Literacy Ambassadors (K–5), Middle School Literacy Residencies, and CLARITY, where teacher teams use learner evidence to select, review, and adjust Tier 1 instruction and monitor the progress of marker learners.

Deepen CLARITY and Instructional Leadership: Continue the partnership with Dr. Lyn Sharratt and deepen implementation of CLARITY, building on leadership learning such as Leading for Literacy Learning and the Literacy Ambassador networks.

Literacy Framework Implementation: Continue implementation of the district Literacy Framework.

Common and Diagnostic Assessments: Expand the use of common and diagnostic literacy assessments, while strengthening educator capacity to use assessment evidence to inform instruction, intervention, and monitoring of impact.

Monitoring Impact: Strengthen the collection and analysis of evidence through EdPlan, class profiles, and school planning processes.

Coordinated Supports for Priority Learners: Continue collaboration among Curriculum, Indigenous Education, Learning Support Services, and school teams, building on literacy training for Indigenous Support Workers, Indigenous early readers, and community literacy evenings held with local First Nations and the Indigenous community.

STUDENT SUCCESS

NUMERACY ACHIEVEMENT

FSAs are based on the provincial curriculum and are developed by classroom teachers. The main purpose of the assessment is to help the Ministry of Education and Child Care, school districts and schools track how well students are learning core academic skills. The information is used by the Ministry, the district and by schools in planning for improvement. Evidence demonstrates a continued need for numeracy supports. Grade 10 results come from the provincial Grade 10 Graduation Numeracy Assessment, which all B.C. students complete as a requirement for graduation.

The following data shows the 5-year trend for Grade 4, 7 and 10 numeracy assessments (proficient or better).

Grade 4

	2025-26	2024-25	2023-24	2022-23	2021-22
All	58%	59%	64%	59%	52%
Indigenous Students	42%	47%	54%	45%	32%
Resident Students with Designation	40%	48%	44%	34%	38%

Grade 7

	2025-26	2024-25	2023-24	2022-23	2021-22
All	48%	55%	51%	56%	57%
Indigenous Students	37%	35%	37%	46%	40%
Resident Students with Designation	21%	27%	26%	32%	29%

Grade 10

	2024-25	2023-24	2022-23	2021-22	2020-21
All	40%	33%	33%	36%	27%
Indigenous Students	33%	18%	21%	20%	18%
Resident Students with Designation	23%	22%	15%	16%	16%

Emerging Areas of Need

Grades 4 and 7 Numeracy: Results continue to identify a need for focused improvement. In 2025/26, 58% of Grade 4 students and 48% of Grade 7 students were on track or extending, down 1 and 7 percentage points from the previous year.

Equity of Outcomes: Numeracy outcomes for Indigenous learners and students with disabilities and diverse abilities remain below those of their peers, particularly in Grades 4 and 7.

Instructional Leadership in Numeracy: Continue strengthening principals' and vice-principals' instructional leadership and data fluency in numeracy.

Assessment Literacy: Build educator capacity to use common and diagnostic assessment evidence to identify learner needs and target instruction.

Future Plans

Numeracy Framework Implementation: Continue implementation of the district Numeracy Framework, launched this year.

Leadership and Teacher Networks: Build on Leading for Numeracy Learning, Numeracy Deep Dives, and the Middle School Math Enthusiasts network to strengthen instructional practice.

Math Lab: Strengthen Tier 1 numeracy instruction and assessment by supporting school teams in eight schools to track marker learners and refine practice together.

Common and Diagnostic Assessments: Expand the use of common and diagnostic numeracy assessments to inform instruction, intervention, and monitoring of student growth.

Collaborative Inquiry: Use FACES on the Data inquiry cycles to identify learners of focus, plan instructional responses, and monitor student growth.

Coordinated Supports for Priority Learners: Continue collaboration among Curriculum, Indigenous Education, Learning Support Services, and school teams to improve outcomes and reduce disparities for Indigenous learners and students with disabilities and diverse abilities.

STUDENT SUCCESS

GRADUATION & TRANSITION TO POST-SECONDARY

Our ultimate goal is to equip every student with the skills, knowledge, and confidence needed to achieve a lifetime of success. While Abbotsford students consistently graduate at rates above the provincial average, we remain deeply committed to further enhancing outcomes, particularly for Indigenous students.

The five-year completion rate is the percent of students who graduated with a Certificate of Graduation or Adult Graduation Diploma, within five years from the first time they enrol in Grade 8. School District-level results are adjusted for student migration in and out of British Columbia.

5 Year Graduation Rate

	2024-25	2023-24	2022-23	2021-22	2020-21
All	87%	89%	88%	88%	89%
Indigenous Students	69%	67%	70%	67%	67%
Resident Students with Designation	58%	64%	57%	61%	58%



Emerging Areas of Need

Equitable Graduation Outcomes: Indigenous learners and students with disabilities and diverse abilities continue to experience lower completion and transition outcomes than their peers. In 2024/25, the five-year completion rate was 87% for all students, 69% for Indigenous students, and 58% for students with disabilities and diverse abilities.

Indigenous Student Completion: Indigenous five-year completion rates are improving over time (69% in 2024/25, up from 67% the previous year), supported by grad verification meetings and individualized pathway planning; continued focus is needed to close the gap with all students.

Career Pathway Participation: Participation in trades, dual credit, and career pathway programs remains uneven for some groups, including Indigenous learners and women in trades.

Post-Secondary Transitions: Sustained relationships, coaching, and pathway planning remain important factors in supporting successful transitions beyond graduation, particularly for priority learners.

99% of Indigenous graduates were ministry eligible to graduate and enrolled in appropriate courses through the Grad Verification process.

Future Plans

Grad Verification and Early Intervention: Continue annual grad verification meetings for Indigenous learners and strengthen pathway planning through earlier monitoring and intervention for students at risk of falling off-track for graduation.

Flexible Pathways and Grad Coaching: Continue Indigenous summer and spring break learning opportunities to earn credits, and grad coach support for pathway planning, post-secondary applications, scholarships, and transitions.

Career Program Supports: Continue the current career program support model, including academic monitoring, accommodations, mentorship, family engagement, and collaboration with post-secondary and community partners.

Expand Opportunities: Expand dual credit, career pathway, and work-based learning opportunities that connect students to post-secondary education, training, and employment.

Outreach for Equity: Strengthen outreach, mentorship, and barrier-reduction strategies to increase participation and success for Indigenous learners, women in trades, and other underrepresented groups.

Monitoring Outcomes: Continue monitoring graduation, transition, and post-secondary outcomes to evaluate the impact of pathway supports.

STUDENT SUCCESS

STUDENT WELL-BEING

Our students are engaged, challenged and prepared for a lifetime of success. When our students feel safe, connected and cared for, they will experience success at school.



Q1: Is school a place where you feel welcome?

Grades 4, 7 & 10	2024-25	2023-24	2022-23	2021-22	2020-21
All	74%	72%	71%	73%	70%
Indigenous Students	66%	63%	65%	59%	60%
Resident Students with Designation	65%	64%	70%	59%	60%

Q2: Do you feel safe at school?

Grades 4, 7 & 10	2024-25	2023-24	2022-23	2021-22	2020-21
All	79%	76%	74%	77%	74%

Q3: Is school a place where you feel like you belong?

Grades 4, 7 & 10	2024-25	2023-24	2022-23	2021-22	2020-21
All	62%	59%	56%	58%	52%
Indigenous Students	52%	44%	41%	40%	38%
Resident Students with Designation	52%	48%	48%	38%	35%

Q4: Do you feel there are two or more adults who care about you at school?

Grades 4, 7 & 10	2024-25	2023-24	2022-23	2021-22	2020-21
All	60%	63%	62%	61%	64%
Indigenous Students	59%	65%	61%	59%	63%
Resident Students with Designation	64%	70%	67%	63%	68%

STUDENT SUCCESS

STUDENT WELL-BEING

Student safety and well-being are key priorities within our Strategic Plan. Through ongoing assessment and planning, we have identified areas of need and established future priorities to strengthen student supports, foster safe and inclusive learning environments, and help all students achieve success.

Emerging Areas of Need

Foundational Inclusive Practices: Strengthen consistent, inclusive practices that create the conditions for every student to participate, belong, and experience success.

Belonging and Connection: Increase students' sense of belonging and connection, with particular attention to learners experiencing barriers to engagement.

Attendance and Engagement: Strengthen early identification and response when attendance or engagement signals that a student is becoming disconnected from school.

Student Voice and Agency: Increase meaningful opportunities for students to communicate their strengths, needs, preferences, and experiences and participate in decisions that affect them.

Coordinated Student Support: Improve consistency in how school and district teams identify needs, plan supports, and respond to students experiencing barriers to well-being and participation.

Belonging and Connection in the Middle and Secondary Years: Many students report positive relationships with caring adults at school; however, data continues to identify belonging and overall well-being as areas of concern, particularly during the middle and secondary years. In 2024/25, 60% of students reported two or more adults care about them at school, down from 63%.

Future Plans

Strengthen Foundational Practices: Build staff capacity in inclusive, relational, and responsive practices that support belonging and participation for all students.

Create Conditions for Belonging: Embed predictable opportunities for connection, student voice, supportive relationships, and meaningful participation within everyday school experiences.

Strengthen Attendance and Engagement Supports: Use attendance and engagement information to identify barriers early and coordinate timely, individualized supports.

Enhance Student Voice: Strengthen student participation in planning, self-advocacy, and decisions about the supports and conditions that help them be successful.

Improve Collaborative Support Planning: Strengthen common processes and practices that support consistent, coordinated, and responsive planning for students.

Indigenous Belonging and Student Voice: Indigenous learners' sense of belonging rose to 52% in 2024/25, up from 44%, reflecting the impact of Enhancement Agreement commitments, relationship-based supports, and culturally responsive initiatives; results remain below desired levels and provincial benchmarks. Continue implementation of Enhancement Agreement commitments and expand opportunities for student voice, and strengthen use of the Student Learning Survey, MDI, YDI, and local evidence to inform school planning.


2026































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