



MEASURING UP: How are we doing?

The Abbotsford Board of Education's Annual Report on Student Achievement



ÉY SWÁYEL

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



A MESSAGE FROM THE

BOARD OF EDUCATION

Every spring, the Abbotsford School District produces our *Measuring Up* report, one of the important ways that the Board of Education communicates with the broader community about our successes from the prior school year. Our school district's work is guided by our Strategic Plan and its four key pillars - *Student Success, Optimized Resources, Engaging Opportunities* and *Progressive Workforce*.

In September 2021, and throughout the 2021/22 school year, we saw a return to full-time face-to-face instruction, providing opportunities for students to return to the classroom, participate in extra-curricular activities, collaborate with their peers and pursue their passions.

With over 20,000 students learning and engaging in new and innovative ways – and over 2,500 staff members supporting them along the way – we still have so much to celebrate and many ways to share success. As we move forward, the Board of Education remains committed to our district's core values – Respect, Opportunity, and Innovation.

To every teacher, educator, and employee who supported our students; to every parent, guardian and family member who found a way to provide care and compassion; to every student who reminded us of why it was all worth it as we watched you learn, grow, and thrive – thank you for making the 2021/22 school year successful.

KORKY NEUFELD

CHAIR, ABBOTSFORD BOARD OF EDUCATION

2022-26 Abbotsford Board of Education

KORKY NEUFELD, STAN PETERSEN, JARED WHITE, MIKE RAUCH,
RUPI KANDA-RAJWAN, PREET RAI, and SHIRLEY WILSON

(pictured left to right)



A MESSAGE FROM THE SUPERINTENDENT

Every staff member in our organization plays a valuable role in advancing the Board’s vision of providing a world-class, innovative, and individualized educational experience for every student. Throughout the 2021 /22 school year, that aspiration was certainly highlighted across our school district.

I am proud of our staff’s commitment to equitable student achievement and well-being, particularly as we navigated the impacts of the COVID-19 pandemic and reintegrated back into school for full-time face-to-face instruction.

There is a tremendous amount of work underway across the district in support of our Strategic Plan - more than what we can cover in this report - but this document highlights the progress we are making on multiple levels every day. We see first-hand how working together helps support positive outcomes for our students. These achievements and successes are a testament to the very talented and dedicated teachers, support staff, and administrators throughout our district. An integral part of our strategy is investing in our employees, and equipping them with the knowledge and skills they need to support our students. They truly are the ones who make the difference.

The secret to a brighter future for our students rests with an unwavering commitment to developing global citizens and leaders of tomorrow. We must work together with parents and the community to deepen student learning and expand learning opportunities for each child in our care. We look forward to building on our encouraging progress to date, and I am confident that the Abbotsford School District will continue to be a place where all students and staff can thrive.

DR. KEVIN GODDEN
SUPERINTENDENT OF SCHOOLS / CEO

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OUR STRATEGIC DIRECTION

In alignment with the B.C. Ministry of Education's Framework for Enhancing Student Learning, our district has developed a Strategic Plan to outline the steps we are taking to fulfill our vision.

Our 2020-24 Strategic Plan, developed in consultation with our stakeholders, sets the direction for every departmental and operational plan. The plan is comprised of four key pillars. Fundamentally the Board is committed to ensuring that each staff, regardless of where they serve in the organization, is clear about the important contributions they make towards student success. It is for this reason that this Strategic Plan is designed to create a clear "line of sight" to the district vision. Just as every student is important, every employee's contribution is vital to student success.



STUDENT SUCCESS

Students are our top priority. Our students will be engaged, challenged, and prepared for a lifetime of success.



OPTIMIZED RESOURCES

Financial stewardship will guide our decision making. We will be creative and responsible in the management of our education resources.



ENGAGING OPPORTUNITIES

We'll be listening and watching. We will provide engaging opportunities for every member of our organization to contribute to student success.

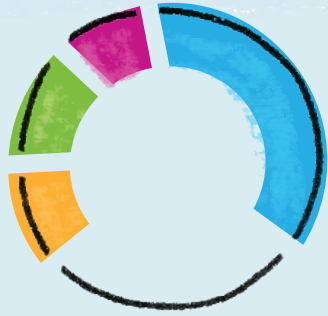


PROGRESSIVE WORKFORCE

The more we learn, the more we grow. We will provide a workplace that fosters creativity, inspires excellence and challenges everyone to embrace growth.

OUR SCHOOL DISTRICT

BY THE NUMBERS



- 10%** INDIGENOUS STUDENTS
- 13%** ENGLISH LANGUAGE LEARNERS
- 10%** DIVERSE LEARNERS
- 38%** VULNERABLE STUDENTS

Based on EDI Data



20,771
STUDENTS

500 → STUDENTS ON SCHOOL MEAL PLANS

2,500 → MEALS PROVIDED EVERY WEEK



2,500+
EMPLOYEES



12
DISTRICT PROGRAMS



14 CAREER PROGRAMS



STUDENTS HAVE ACCESS TO:

4,512 IPADS

3,281 CHROMEBOOKS

3,281 LAPTOPS + DESKTOPS

6TH LARGEST SCHOOL DISTRICT IN BRITISH COLUMBIA



31 ELEMENTARY SCHOOLS

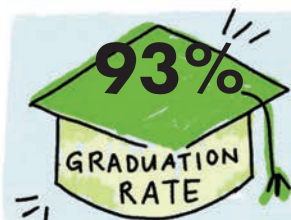
7 MIDDLE SCHOOLS

6 SECONDARY SCHOOLS

2 COMBINED MIDDLE-SECONDARY



93% GRADUATION RATE



PROGRESSIVE WORKFORCE

We continue to provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth. The 2021/2022 school year saw a number of innovative achievements for our district. While we continued to navigate impacts of the global pandemic, the Human Resources department successfully developed and implemented safe work procedures for 50 sites across the school district, while strengthening our mental health literacy and trauma informed practices.

Some additional successes from 2021/2022:

- Cross-collaborated with departments to create Éy kw'ás émi - The Welcome Project, an onboarding and Indigenous cultural awareness training for all employees within the organization.
- Introduced a mentor position for Indigenous Support Workers;
- Established a peer recognition program to highlight and celebrate the work of employees within the organization;
- Provided a number of professional development opportunities and expanded services for employees and leaders to support mental health and well-being;
- Enhanced the violence prevention program by launching site-based risk assessments; and

- Increased the use of social and emotional learning, mental health literacy and trauma informed practices.

Emerging Areas of Need:

- Equitable and inclusive work environments;
- Workforce planning to address national labour shortages; Employee health and resilience; and
- Acquisition of modern systems to support data analysis and reporting.

Future Plans:

- More diversified recruitment and retention strategies;
- Enhanced support for practicum students;
- Expanding professional development opportunities for support staff; Violence prevention training; and
- Employee engagement strategy.

BY THE NUMBERS



2,500+
EMPLOYEES



132
NEW TEACHER HIRES



176
NEW SUPPORT STAFF
HIRES



LARGEST EMPLOYER
IN THE CITY



ENGAGING OPPORTUNITIES

We continue to provide engaging opportunities for every member of our organization through our ethical and innovative use of technology, and by strengthening our communication efforts. The 2021/2022 school year saw several technological advances for our district. Internally, our Information Technology (IT) Department continued with significant network infrastructure upgrades, replacing all 1,400 wireless access points at every school and site to improve data transmission rates, troubleshooting response time and enhance the district's security posture. Externally, our Communications Department expanded the use of our communication tools, incorporating more video across our digital platforms to help share our stories and built a dedicated portal to enhance system-level engagement.

Emerging Areas of Need:

- Rapidly changing cyber security landscape;
- Effective use of social media tools;
- Communication strategies for engaging with ELL families; and
- Recruitment of IT professionals

Future Plans:

- Video development to showcase stories related to social emotional learning, mental health and well-being, blended learning strategies and innovative use of technology;
- Transitioned from Google Apps for Education to Microsoft Office 365 for Education;
- Upgraded and increased accessibility-compliant district and school websites; and
- Improved the reliability, redundancy and availability of district technology and IT infrastructure.

BY THE NUMBERS



7.4 MILLION
DOCUMENTS STORED
IN THE CLOUD



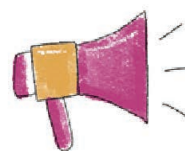
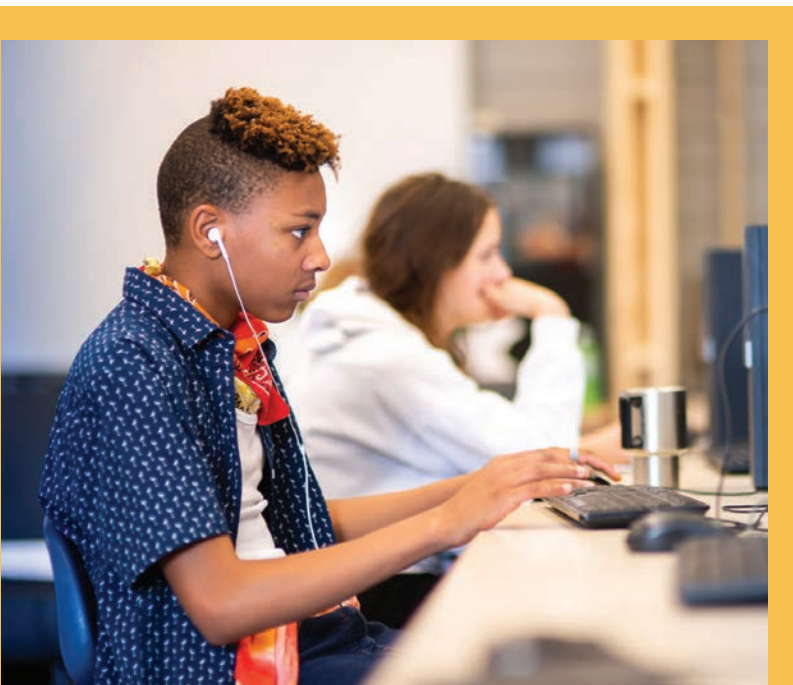
1,438
ACCESS POINTS



75
SERVERS



5,400
WEEKLY CYBER-SECURITY
DETECTIONS BLOCKED



**Share your voice.
Shape our school district.**

Our online consultation portal lets you see our latest projects, share ideas, discuss important topics, provide feedback on policy, planning and contribute to the future success of our district.

 engage.abbyschools.ca

ENGAGING OPPORTUNITIES

Ongoing Engagement with Education Stakeholders & Indigenous Peoples

The district uses several processes to engage employee groups, parents, the two local Indigenous Nations, as well as the local Métis Association.

Engagement includes active participation in regular District Advisory Councils and Joint Committees (Indigenous Education, Special Education, District Parent, Workplace Health and Safety, Pandemic Response Team, Modern Languages, Traditional Schools, Student Voice and Leadership).

In 2019, after months of significant and dedicated consultation and dialogue, the 2019-2024 Education Enhancement Agreement for Indigenous Students was signed by Semá:th First Nation, Mathxwí First Nation, Fraser Valley Métis Association, Stó:lō Nation, and the

Abbotsford Board of Education. The agreement, which is a collection of the voices of the Indigenous community, sets the stage for our continued focus for Indigenous students for the next five years in three areas - Student Success, Cultural Identity, and Equity and Access.

Our district also focuses on ongoing public consultations around current issues or themes present in our community. A variety of electronic platforms are also used to capture feedback from stakeholders. School based processes reflect those utilized at the district level, as well as thousands of one-on-one conversations.



OPTIMIZED RESOURCES

We continue to be creative and responsible in the management of our educational resources. Our Finance Department is focused on improving our fiscal stewardship and transparency, while our Facilities Department continues to focus on improving department services to schools.

In addition to passing a student-focused balanced budget of two hundred and thirty-nine million dollars, we finished construction on Irene Kelleher Toti:ltawtxw, our newest elementary school in the district that accommodates up to 460 students and provides an additional 88 spaces for childcare.

Some additional successes from 2021 /2022:

- Navigated impacts of historic flooding to our community and completed repairs to Semá:th Elementary in four months;
- Increased awareness and engagement opportunities in the annual strategic plan and budget cycle;
- Seismic upgrades for Abbotsford Traditional School and funding for new capital projects;
- Improved Facilities Department services to schools ensuring facilities are safe, clean and properly maintained; and
- Reduced the number of facilities and maintenance work orders due to a streamlined services process.

Emerging Areas of Need:

- Maintaining a reasonable unrestricted accumulated surplus;
- Recruitment and retention of bus drivers; and
- Impacts of global warming and rising utility costs.

Future Plans:

- Updating the district's Enterprise Resource Planning system;
- Developing strategies to address aging sports fields; and
- Improving service integration with the City of Abbotsford.

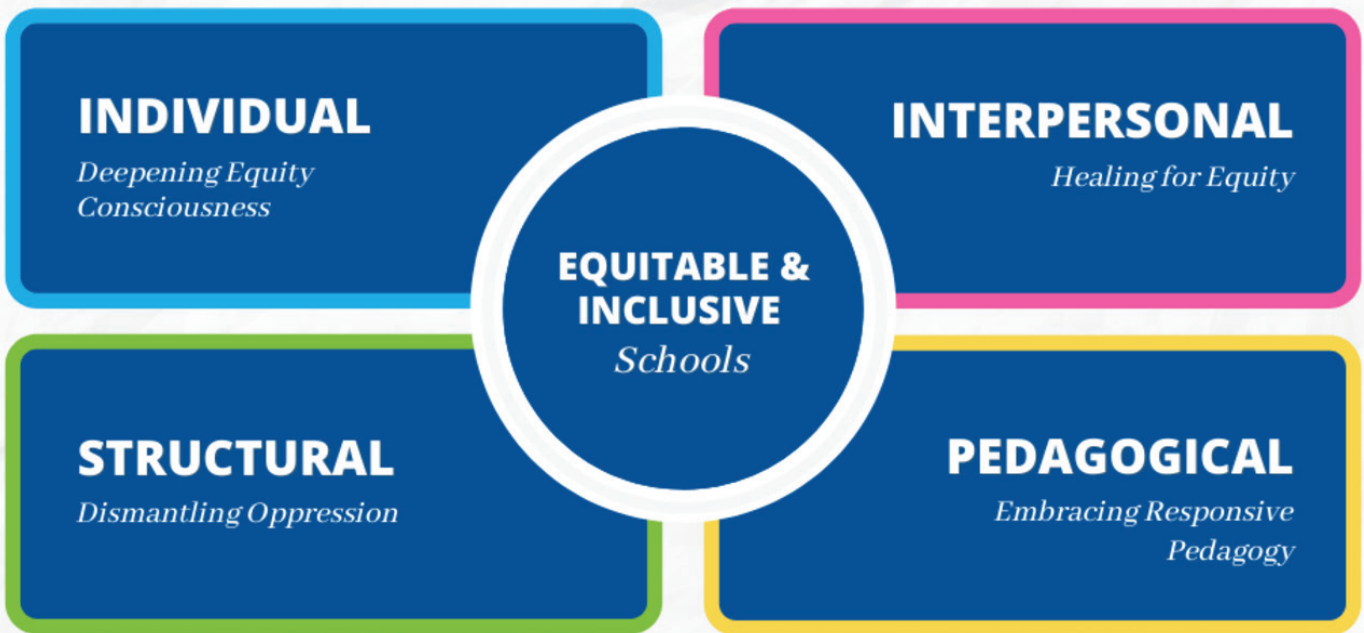
OUR BUDGET SNAPSHOT 2021 /2022 REVENUE vs EXPENSES:

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.



BUILDING EQUITABLE & INCLUSIVE SCHOOLS



We are committed to ensuring that each student receives the support they need to access the high-quality education they deserve. Equity is the state that would be achieved if success was not predictable by any social, cultural or economic factor. It involves celebrating the individual cultures, talents, abilities, languages, and interests of every student by ensuring they have the necessary opportunities to fulfill their aspirations. Our school district's Equity Framework captures how we must act in the service of our students, particularly those who are historically underserved.

STUDENT SUCCESS

Student success is our top priority. We want all students to be engaged, challenged and prepared for the future. District assessment results show that while we have some noteworthy accomplishments, we still have room for improvement in several areas that will guide us in our ongoing plans for student success.

Our plans for continued success include an ongoing focus to increase the success of Indigenous students in literacy; expand student engagement in inquiry, play, and place-based learning in the community; increase student reading comprehension and numeracy results in middle school; improve the social-emotional competence of our middle and secondary students; and expand flexible learning in all secondary schools guided by student voice and agency.

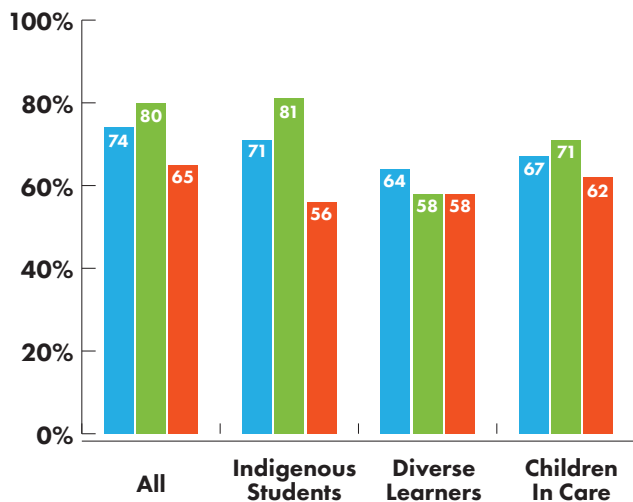


LITERACY ACHIEVEMENT

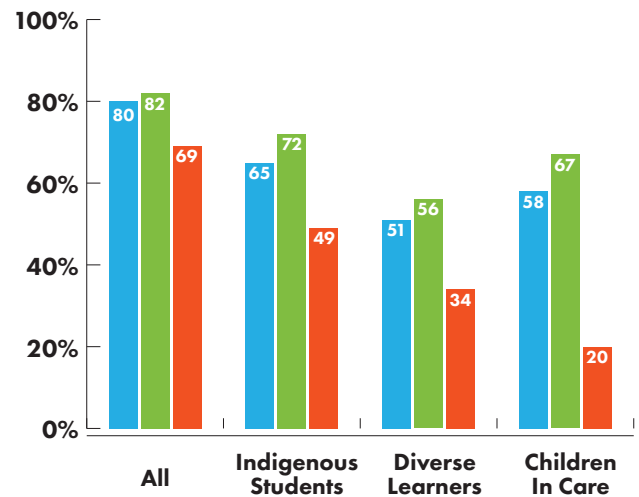
The Foundational Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, schools, school districts and the Ministry of Education with important information about how well students are progressing in the foundation skills of reading, writing, and numeracy.

The following data shows the 3-year trend for Grade 4, 7 and 10 literacy assessments (proficient or better).

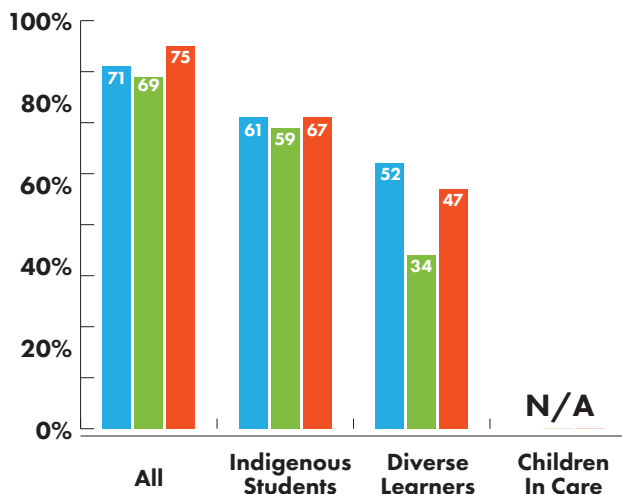
Grade 4



Grade 7



Grade 10



Emerging Areas of Need:

- Access to books and resources that reflect the diversity of our students;
- Opportunities for inquiry-based approaches to improve student engagement and achievement
- Improve the literacy achievement of our Indigenous learners; and
- Build the fluency and understanding of our educators and leaders for instructional leadership in literacy.

Future Plans:

- Refreshing early reading resources to reflect the rich personal and cultural identities in schools;
- Continue to personalize learning to ensure the success of all students;
- Implementation of competency-based literacy assessments in Grades 6-8; and
- Procurement and utilization of competency-based comprehension resources.

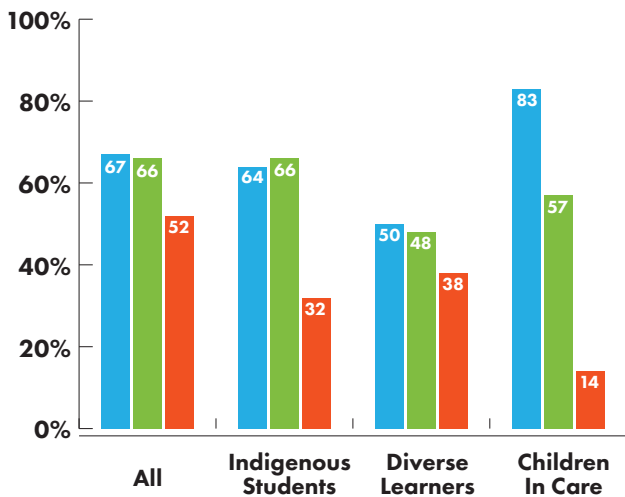
■ 2019-2020
 ■ 2020-2021
 ■ 2021-2022

NUMERACY ACHIEVEMENT

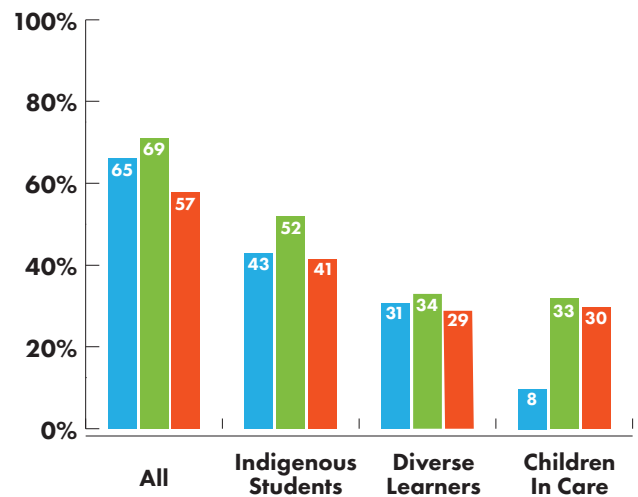
FSA's are based on the provincial curriculum and are developed by classroom teachers. The main purpose of the assessment is to help the Ministry of Education, school districts and schools track how well students are learning core academic skills. The information is used by the Ministry, the district and by schools in planning for improvement. Evidence demonstrates a continued need for numeracy supports.

The following data shows the 3-year trend for Grade 4, 7 and 10 numeracy assessments (proficient or better).

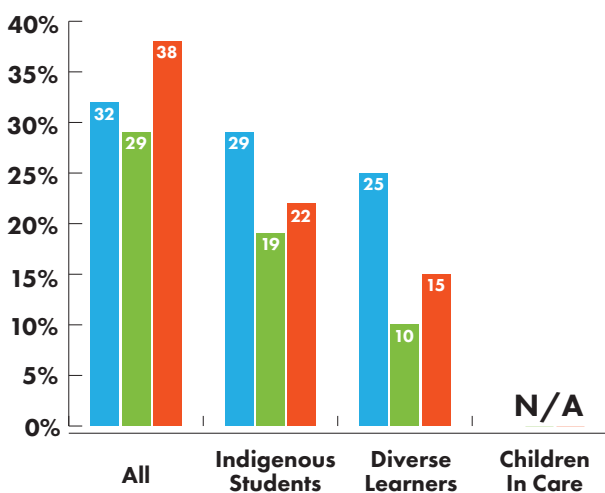
Grade 4



Grade 7



Grade 10



Emerging Areas of Need:

- Focus on a competency-based approach to numeracy instruction and assessment; and
- Build the fluency and understanding of our leaders for instructional leadership in numeracy.

Future Plans:

- Implementation of assessment practices that focus on competencies and standards;
- Implementation of competency-based strategies to support numeracy instruction; and
- Resources to support competency-based numeracy instruction.

2019-2020 2020-2021 2021-2022

GRADUATION & TRANSITION

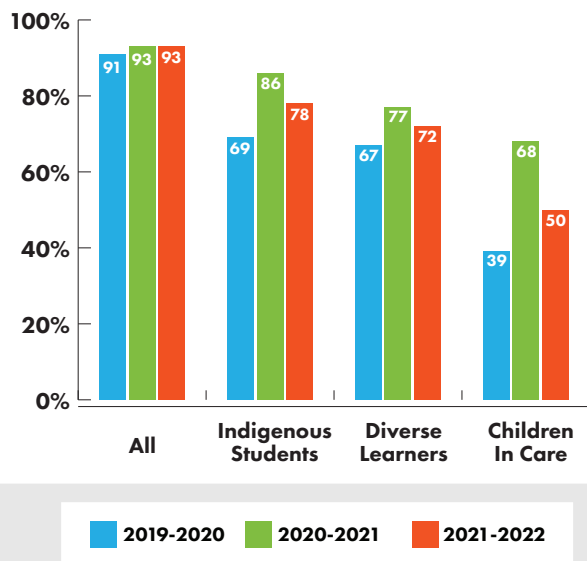
TO POST-SECONDARY



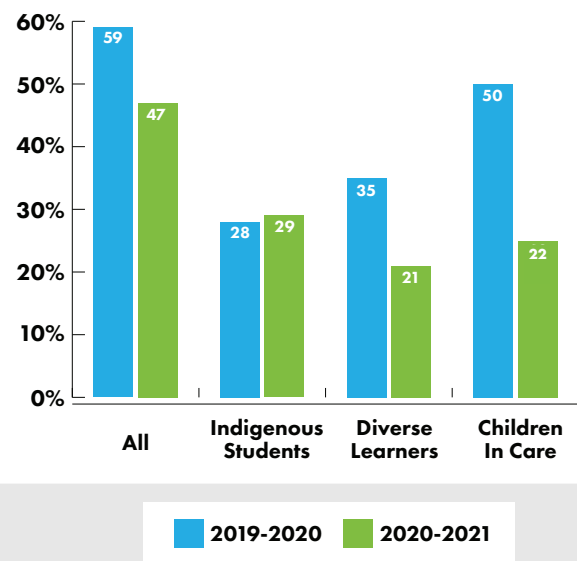
Preparing our students for a lifetime of success is our ultimate goal.

The six-year completion rate is the percentage of students who graduated with a Certificate of Graduation or Adult Graduation Diploma, within six years from the first time they enrolled in Grade 8. Our successes last year sustained progress in graduation rates, decreases in graduation rates for Indigenous students, diverse learners and children in care; and two-thirds of students transitioning to a post-secondary institution within three years of graduation. Evidence shows that the district is above provincial averages, and need for ongoing improvements for targeted student groups.

6 Year Dogwood Completion Rate



Students Transitioning To Post-secondary Within 1-3 Years



Emerging Areas of Need:

- Improving engagement in Literacy and Numeracy 10 assessments;
- Focus on student mental health and well-being;
- Increase connections for students with adults;
- Trauma-informed approaches to support the mental health and well-being of students and staff;
- Creating and sustaining connections with our vulnerable learners; and
- Continued need to focus on The First Peoples Principles of Learning and the Truth and Reconciliation Commission's Calls to Action for Education.

Future Plans:

- Implementation of inquiry-based and student-voice informed instructional practices;
- Develop a Grade 11 student-led community of practice engagement;
- Making social and emotional learning routine within the school day; and
- Continued district participation in the MDI and the YDI.

STUDENT WELL-BEING

The Student Learning Survey is a survey for students in grades 4, 7 and 10, their parents and staff. The results from our student responses show us that we still need to strengthen the overall well-being of our students.

The following data shows the 3-year trend for survey results.

Q1: Do you feel there are two or more adults who care about you at school?

Grade 3/4	2019-2020	2020-2021	2021-2022
All	70%	70%	68%
Indigenous Students	69%	67%	75%
Diverse Learners	75%	63%	62%

Grade 7	2019-2020	2020-2021	2021-2022
All	55%	63%	65%
Indigenous Students	50%	63%	64%
Diverse Learners	56%	67%	66%

Grade 10	2019-2020	2020-2021	2021-2022
All	57%	56%	68%
Indigenous Students	56%	57%	71%
Diverse Learners	61%	74%	64%

Grade 12	2019-2020	2020-2021	2021-2022
All	67%	67%	79%
Indigenous Students	71%	74%	82%
Diverse Learners	80%	71%	85%

Q3: Is school a place where you feel welcome?

Grade 3/4	2019-2020	2020-2021	2021-2022
All	77%	77%	75%
Indigenous Students	65%	64%	77%
Diverse Learners	66%	61%	68%

Grade 7	2019-2020	2020-2021	2021-2022
All	71%	64%	61%
Indigenous Students	52%	48%	42%
Diverse Learners	57%	55%	44%

Grade 10	2019-2020	2020-2021	2021-2022
All	68%	65%	57%
Indigenous Students	56%	65%	49%
Diverse Learners	53%	64%	45%

Grade 12	2019-2020	2020-2021	2021-2022
All	65%	60%	57%
Indigenous Students	59%	49%	49%
Diverse Learners	61%	59%	47%

Q2: Is school a place where you feel like you belong?

Grade 3/4	2019-2020	2020-2021	2021-2022
All	64%	59%	57%
Indigenous Students	48%	47%	53%
Diverse Learners	57%	43%	43%

Grade 7	2019-2020	2020-2021	2021-2022
All	56%	48%	51%
Indigenous Students	33%	29%	28%
Diverse Learners	35%	32%	33%

Grade 10	2019-2020	2020-2021	2021-2022
All	51%	45%	44%
Indigenous Students	35%	37%	34%
Diverse Learners	26%	29%	39%

Grade 12	2019-2020	2020-2021	2021-2022
All	51%	44%	45%
Indigenous Students	41%	37%	33%
Diverse Learners	43%	39%	44%

Q4: Do you feel safe at school?

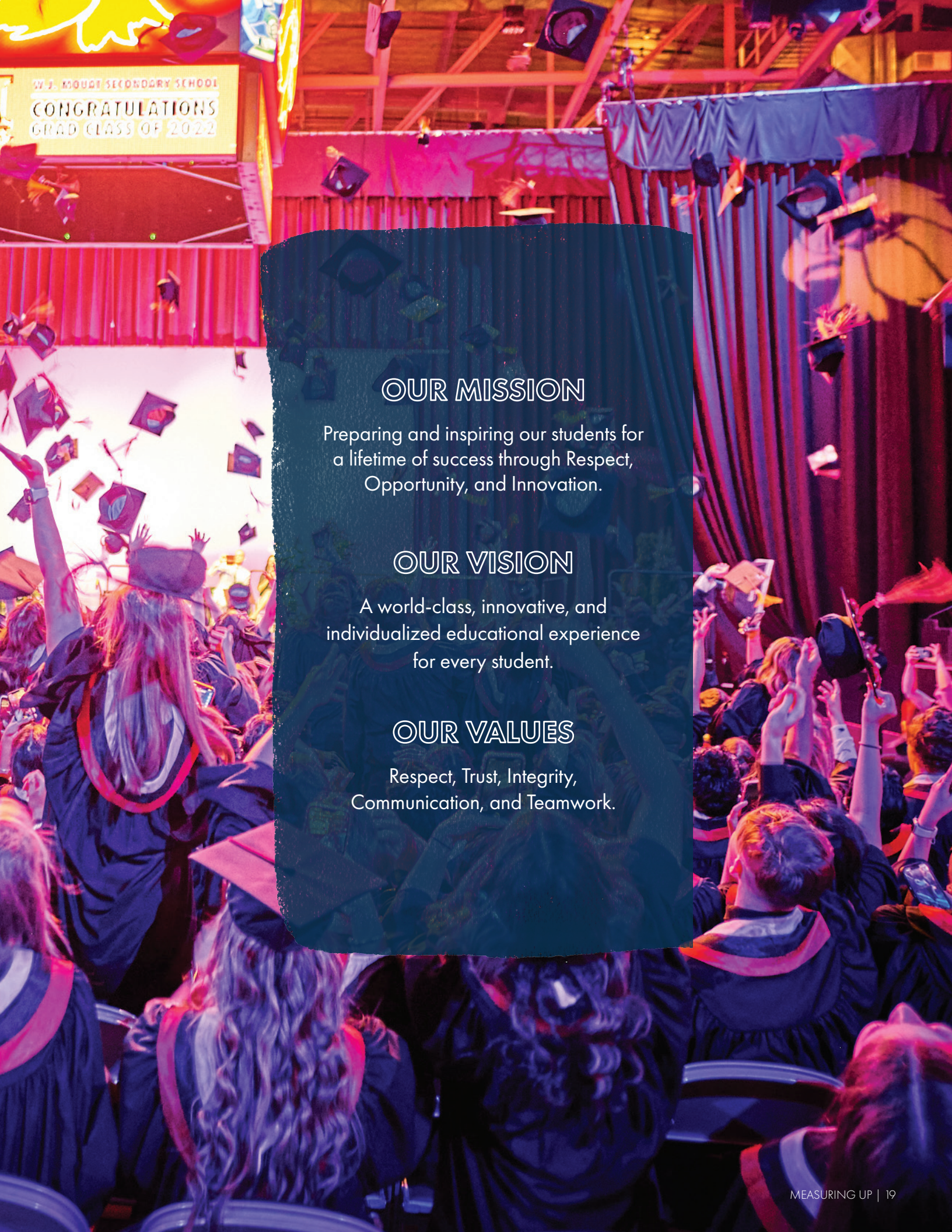
Grade 10	2019-2020	2020-2021	2021-2022
All	79%	77%	77%

Grade 10	2019-2020	2020-2021	2021-2022
All	75%	69%	68%

Grade 10	2019-2020	2020-2021	2021-2022
All	74%	75%	71%

Grade 10	2019-2020	2020-2021	2021-2022
All	76%	76%	74%





W.J. MOUAT SECONDARY SCHOOL
CONGRATULATIONS
GRAD CLASS OF 2022

OUR MISSION

Preparing and inspiring our students for a lifetime of success through Respect, Opportunity, and Innovation.

OUR VISION

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

OUR VALUES

Respect, Trust, Integrity, Communication, and Teamwork.

20
23



ABBOTSFORD
SCHOOL DISTRICT

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Abbotsford, BC V2T4M7
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