

## Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Father Leonard Van Tighem School (2022-23)

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Father Leonard Van Tighem School provides a Catholic Education from Pre-Kindergarten to Grade Nine in the Westside community of Lethbridge. The school is closely linked with St. Martha's Parish in West Lethbridge, Children of St. Martha School (ELP-6), and St. Patrick Fine Arts School (K-6), sending students to our Junior High Program. Thus, we are part of the greater Holy Spirit Catholic Schools community. On September 30, our enrollment from Kindergarten to Grade 9 was 624 students and an additional 43 students in our Early Learning Program. Within our K to 9 programs, our staff includes 30 FTE teachers, 7 FTE educational assistants, and 9.5 FTE support staff. We also have an active parent community and a supportive School Council.

We are proud to be part of a Catholic Education system. Besides our rich religious education program, we follow a three-year faith plan entitled *Arise! Pilgrims of Hope*. This year the focus is on *God is in Our Hearts*.

Finally, the staff, students, and parents can be proud of how the school responded to the challenges of operating a school during the COVID-19 pandemic. Together, we supported each other throughout the school year.

### **Mission and Vision Statements:**

- **Mission** - Father Leonard Van Tighem School is a Catholic learning community dedicated to the holistic development of all our students while preparing them to be responsible citizens and disciples.
- **Vision** – Father Leonard Van Tighem School is a Christ-centered learning community dedicated to excellence for all.
- **Motto** – Many hands building a better world.

Father Leonard Van Tighem School - Continuous Improvement Plan – 2022-23

Board Strategic Priorities

- 1) Staff and students will grow in their faith and experience the richness of Catholic Education;
- 2) High-quality instruction rooted in sound research and effective assessment practices to support growth for all learners;
- 3) First Nations, Metis and Inuit education for all;
- 4) Foster a culture of wellness that is foundational to support learning.

Strategic Priorities will be presented in four overarching themes:



Faith	Learning	First Nations, Metis, & Inuit Education	Wellness
<p>By June 2023, staff &amp; students will demonstrate growth in understanding of their faith, our faith plan, &amp; the Van Tighem Virtues.</p>	<p>By using high quality instruction &amp; effective assessment staff will support student growth &amp; improvement in all subject matter including literacy, numeracy, &amp; competencies by June 2023.</p>	<p>By June 2023, all students and staff will have a greater understanding of culture, history, &amp; traditions of First Nations People.</p>	<p>By June 2023, students &amp; staff will have an increased knowledge of wellbeing &amp; greater understanding of strategies to improve physical and mental wellness.</p>
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Implement Year 1: Arise! Pilgrims of Hope (Liturgies, Masses, prayer, classroom learning activities, parish, social justice)</li> <li>2. Weave FLVT Virtues with Faith Plan, school faith life &amp; culture)</li> <li>3. Implement Growing in Faith and Fully Alive programs</li> </ol>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Continue to improve assessment practices</li> <li>2. Strengthen/introduce Collaborative Response in all grades, including intervention programs</li> <li>4. Strengthen JH AEP program</li> </ol>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Continue Truth &amp; Reconciliation activities &amp; Treaty poster contest</li> <li>2. Build Blackfoot content (smudging, in lessons, use of FN Worker, Blackfoot language)</li> <li>3. Enhance First Nations Centre</li> <li>4. Build classroom resources</li> </ol>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Focus on relationships</li> <li>2. Improve PE program</li> <li>3. Topic permeated throughout subjects, activities, &amp; PD Days</li> <li>4. Build classroom resources</li> </ol>
<p><b>Measures</b></p> <ol style="list-style-type: none"> <li>1. Observe &amp; reflect on events</li> <li>2. Our School Survey &amp; local surveys</li> <li>3. Assurance Model Report</li> <li>4. # of social justice projects &amp; # of virtue vouchers</li> <li>5. Teacher observation plan</li> </ol>	<p><b>Measures</b></p> <ol style="list-style-type: none"> <li>1. Use of Dossier Data</li> <li>2. Teacher observations &amp; assessments</li> <li>3. Assurance Model Report</li> <li>4. Our School Survey &amp; local surveys</li> <li>5. Teacher observation plan</li> </ol>	<p><b>Measures</b></p> <ol style="list-style-type: none"> <li>1. Observe &amp; reflect on events</li> <li>2. Our School Survey &amp; local surveys</li> <li>3. Checklist of events</li> <li>4. Monitor Dossier data, including achievement &amp; attendance &amp; Assurance Model Report</li> </ol>	<p><b>Measures</b></p> <ol style="list-style-type: none"> <li>1. Observe and reflect on events</li> <li>2. Our School Survey &amp; local surveys</li> <li>3. Checklist of events</li> <li>4. Monitor Dossier data, including achievement &amp; attendance &amp; Assurance Model Report</li> </ol>

Fall 2022 Assurance Measures



Required Alberta Education Assurance Measures - Overall Summary  
Fall 2022

School: 6483 Father Leonard Van Tighem School

Assurance Domain	Measure	Father Leonard Van Tighem Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	91.8	93.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	90.6	91.1	85.5	81.4	83.2	83.1	Very High	Improved	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	65.8	n/a	78.5	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	19.9	n/a	21.5	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	<a href="#">Education Quality</a>	92.4	94.5	92.9	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.4	94.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	89.2	90.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	86.8	86.9	85.7	78.8	79.5	81.5	Very High	Maintained	Excellent

PART One

2022 Comparison of FLVT to Alberta Measures	
Student Learning Engagement	FLVT 6.7% higher
Citizenship	FLVT 9.2% higher
Education Quality	FLVT 3.4% higher
WCRSLE	FLVT 6.3% higher
Access to Support and Services	FLVT 7.6% higher
Parental Involvement	FLVT 8.0% higher

Summary: Higher than provincial measures in all categories.

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	190	93.1	192	91.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	33	95.9	23	95.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,694	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	126	84.5	145	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	166,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	31	98.9	24	98.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 6.7% higher
Parent	FLVT 6.8% higher
Student	FLVT 10.1% higher
Teacher	FLVT 3.1% higher

Summary: Higher than provincial measures in all categories.



**Student Growth and Achievement**

**A.6 Citizenship - Measure History**

School: 6483 Father Leonard Van Tighem School  
Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	170	88.4	185	82.3	180	88.7	189	91.1	192	90.6	Very High	Improved	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	25	77.4	23	71.3	26	85.3	33	84.0	23	88.8	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	120	85.1	136	77.3	127	83.0	125	92.6	145	90.9	Very High	Improved Significantly	Excellent	185,023	73.9	197,060	73.5	193,577	73.8	166,741	74.1	187,120	72.1
Teacher	25	98.8	26	98.5	27	97.8	31	96.7	24	94.1	High	Maintained	Good	32,622	93.4	33,277	93.2	33,045	93.6	30,197	94.1	30,961	91.7

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 9.2% higher
Parent	FLVT 6.4% higher
Student	FLVT 18.8% higher
Teacher	FLVT 2.4% higher

Summary: Higher than provincial measures in all categories.



**Teaching & Leading**

**A.4 Education Quality - Measure History**

School: 6483 Father Leonard Van Tighem School  
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	171	91.7	185	92.2	182	93.6	190	94.5	192	92.4	Very High	Maintained	Excellent	254,028	90.0	265,841	90.2	264,823	90.3	230,814	89.6	249,532	89.0
Parent	25	88.6	23	86.1	26	92.9	33	93.4	23	89.6	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	121	92.5	136	91.7	129	90.4	126	93.0	145	92.7	Very High	Maintained	Excellent	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	25	96.0	26	98.7	27	97.5	31	97.3	24	95.1	Intermediate	Maintained	Acceptable	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 3.4% higher
Parent	FLVT 3.5 % higher
Student	FLVT 6.8% higher
Teacher	FLVT 0.1% higher

Summary: Higher than provincial measures in all categories.



**Governance**

**C.1 Parental Involvement - Measure History**

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Father Leonard Van Tighem Sch										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	50	80.2	49	83.5	53	87.8	64	86.9	47	86.8	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	25	86.9	23	71.7	26	76.4	33	77.6	23	77.7	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,566	73.9	30,886	72.2	31,568	72.3
Teacher	25	93.5	26	95.4	27	99.2	31	96.1	24	95.8	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 8.0% higher
Parent	FLVT 5.4% higher
Teacher	FLVT 10.6% higher

Summary: Higher than division and provincial measures in all categories.

**Learning Supports**

**W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History**

School: 6483 Father Leonard Van Tighem School

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Father Leonard Van Tighem Sch										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	189	94.6	192	92.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,061	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	33	91.6	23	88.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	125	94.6	145	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,268	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	31	97.7	24	97.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 6.3% higher
Parent	FLVT 1.5% higher
Student	FLVT 14.0% higher
Teacher	FLVT 3.4% higher

Summary: Higher than provincial measures in all categories.



**PART Two**

**Supplemental Alberta Education Assurance Measures - Overall Summary**

Spring 2022

School: 6483 Father Leonard Van Tighem School



Measure	Father Leonard Van Tighem Sch			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	0.0	0.0	0.1	2.3	2.6	2.6	Very High	Maintained	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	88.9	84.4	96.9	83.7	84.9	85.1	High	Declined	Acceptable
<a href="#">Lifelong Learning</a>	88.6	89.2	74.0	81.0	82.1	72.0	Very High	Improved	Excellent
<a href="#">Program of Studies</a>	86.8	84.1	88.0	82.9	81.9	82.3	Very High	Maintained	Excellent
<a href="#">Program of Studies - At Risk Students</a>	89.8	89.6	86.5	81.9	82.7	84.8	High	Maintained	Good
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	94.4	95.4	92.1	88.8	90.0	89.2	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	82.6	76.7	77.7	72.6	71.8	74.1	High	Improved	Good
<a href="#">School Improvement</a>	79.3	88.9	84.8	74.2	81.4	81.3	High	Declined	Acceptable
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
<a href="#">Work Preparation</a>	87.0	87.0	80.5	84.9	85.7	83.5	Very High	Maintained	Excellent

2022 Comparison of FLVT to Alberta Measures	
Drop Out Rate	FLVT 2.3% better
In-Service Jurisdiction Needs	FLVT 5.2% higher
Lifelong Learning	FLVT 7.6 % higher
Program of Studies	FLVT 3.9% higher
Program of Studies – At-Risk Students	FLVT 7.9 % higher
Safe and Caring	FLVT 5.6% higher
Satisfaction with Program Access	FLVT 10.0% higher
School Improvement	FLVT 5.1% higher
Work Preparation	FLVT 2.1% higher

Summary: Higher than provincial measures in all categories.

**Drop Out Rate**

Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta



	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	61	1.3	55	0.3	66	0.0	55	0.0	73	0.0	Very High	Maintained	Excellent	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 2.3% better

Summary: Better than provincial measure.



### D.6 In-Service Jurisdiction Needs

Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	25	91.9	26	97.4	27	96.3	31	84.4	24	88.9	High	Declined	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	25	91.9	26	97.4	27	96.3	31	84.4	24	88.9	High	Declined	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 5.2% higher
Teacher	FLVT 5.2% higher

Summary: Higher than provincial measures.



### A.7 Lifelong Learning

Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	46	88.2	48	71.2	51	76.9	64	89.2	45	86.6	Very High	Improved	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	69,478	82.1	60,822	81.0
Parent	21	56.4	22	50.0	24	57.8	33	84.3	21	86.5	Very High	Improved Significantly	Excellent	33,714	64.0	33,676	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	25	80.0	26	92.3	27	96.1	31	94.0	24	90.7	High	Maintained	Good	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 7.6% higher
Parent	FLVT 11.9% higher
Teacher	FLVT 3.3% higher

Summary: Higher than provincial measures in all categories.



### A.1b Program of Studies

Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	130	87.8	133	87.1	135	89.0	140	84.1	146	86.8	Very High	Maintained	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	25	87.8	23	84.7	26	89.9	32	85.5	23	83.2	Very High	Maintained	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	80	83.8	84	80.9	82	81.7	77	80.0	99	86.7	Very High	Maintained	Excellent	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	106,776	76.9
Teacher	25	91.9	26	95.7	27	95.3	31	86.7	24	90.5	High	Maintained	Good	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 3.9% higher
Parent	FLVT 0.8% higher
Student	FLVT 9.8% higher
Teacher	FLVT 1.2% higher

Summary: Higher than provincial measures in all categories.

### B.3 Program of Studies - At Risk Students

#### Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.



	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	170	85.1	185	82.7	180	90.4	189	89.6	192	89.8	High	Maintained	Good	253,515	84.2	265,382	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	25	88.0	23	86.2	28	80.8	33	81.3	23	75.8	Intermediate	Maintained	Acceptable	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	120	88.5	136	85.7	127	90.5	125	93.1	145	95.1	Very High	Improved Significantly	Excellent	185,470	81.7	196,933	81.9	193,409	82.2	166,831	80.2	186,935	80.1
Teacher	25	98.7	26	98.1	27	100.0	31	94.4	24	98.6	Very High	Maintained	Excellent	32,608	94.0	33,246	94.5	33,910	94.4	30,181	91.2	30,946	90.3

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 7.9% higher
Parent	FLVT 0.5% higher
Student	FLVT 15.0% higher
Teacher	FLVT 8.3% higher

Summary: Higher than provincial measures in all categories.

### B.4 Safe and Caring

#### Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	170	92.1	185	92.2	180	92.0	189	95.4	192	94.4	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	25	87.2	23	87.7	26	90.0	33	92.7	23	91.2	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	120	90.6	136	88.8	127	86.0	125	95.5	145	93.7	Very High	Improved	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	25	98.4	26	100.0	27	100.0	31	98.0	24	98.3	Very High	Maintained	Excellent	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 5.6% higher
Parent	FLVT 1.7% higher
Student	FLVT 11.2% higher
Teacher	FLVT 4.0% higher

Summary: Higher than provincial measures in all categories





## B.2 Satisfaction with Program Access

### Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	169	78.0	184	76.5	179	78.8	189	76.7	190	82.6	High	Improved	Good	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	24	65.5	22	57.6	26	64.7	33	55.6	23	72.4	High	Maintained	Good	34,350	61.2	34,371	61.1	35,663	68.4	29,417	65.7	30,664	67.4
Student	120	82.8	136	82.8	126	86.5	125	91.6	143	89.6	Very High	Improved	Excellent	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	25	85.8	26	89.1	27	85.2	31	83.0	24	85.8	High	Maintained	Good	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 10.0% higher
Parent	FLVT 5.0% higher
Student	FLVT 16.1% higher
Teacher	FLVT 8.8% higher

Summary: Higher than provincial measures in all categories.

## E.2 School Improvement

### Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Father Leonard Van Tighem Sch										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	170	86.1	184	81.3	178	88.3	185	88.9	190	79.3	High	Declined	Acceptable	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	25	84.0	22	68.2	25	84.0	32	81.3	22	54.5	Very Low	Declined	Concern	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	120	86.3	136	83.5	126	88.3	124	95.7	145	91.9	Very High	Improved	Excellent	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	25	88.0	26	92.3	27	92.6	29	89.7	23	91.3	Very High	Maintained	Excellent	31,003	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 5.1% higher
Parent	FLVT 15.5% lower
Student	FLVT 15.6% higher
Teacher	FLVT 15.0% higher

Summary: Higher than provincial measures in all categories except the parent category. One possible reason for the lower parent results is JH parents' reaction to pandemic protocols.



### A.8 Work Preparation

#### Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Father Leonard Van Tighem Sch										Alberta												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	46	84.5	47	79.5	51	81.5	61	87.0	46	87.0	Very High	Maintained	Excellent	65,188	82.4	66,088	83.0	68,221	84.1	58,109	85.7	50,488	84.9
Parent	21	81.0	21	66.7	24	66.7	31	80.6	23	87.0	Very High	Improved	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	26,563	77.3
Teacher	25	88.0	26	92.3	27	66.3	30	93.3	23	87.0	Low	Maintained	Issue	32,010	90.3	32,665	90.8	33,277	92.2	26,247	93.7	26,935	92.5

2022 Comparison of FLVT to Alberta	
	FLVT to Alberta
Overall	FLVT 2.1% higher
Parent	FLVT 9.7% higher
Teacher	FLVT 5.5% lower

Summary: Higher than provincial measures in some categories. The lower teacher results are based on two or three teacher responses.

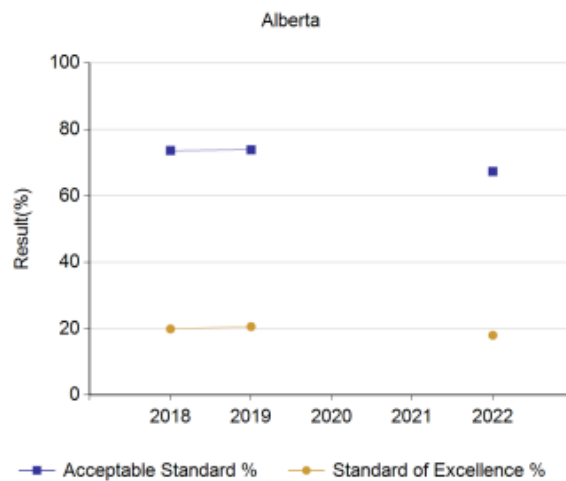
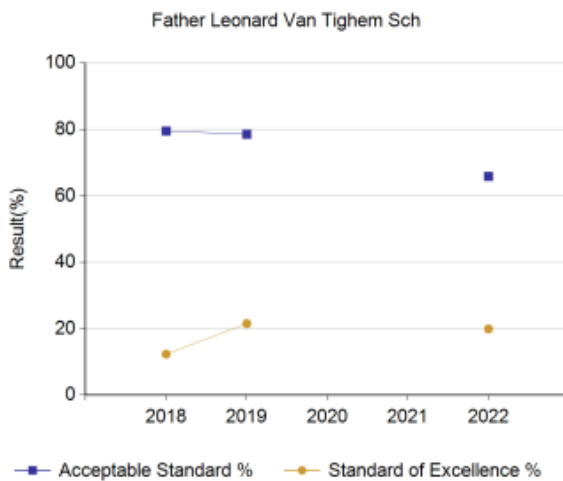
### PART Three

#### PAT Results By Number Enrolled Measure History

School: 6483 Father Leonard Van Tighem School

Province: Alberta

	Father Leonard Van Tighem Sch					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	128	114	n/a	n/a	136	100,210	104,264	n/a	n/a	109,833
Acceptable Standard %	79.5	78.5	n/a	n/a	65.8	73.6	73.8	n/a	n/a	67.3
Standard of Excellence %	12.3	21.5	n/a	n/a	19.9	19.9	20.6	n/a	n/a	18.0



**2021-22 Provincial Achievement Results (Students that wrote)****Yellow Highlight identifies an area better than Provincial Avg.**

PATS	Category	FLVT	Province
Math 6	Writing	87.5%	84.6%
	Acceptable	69%	74.5%
	Excellence	14.3%	14.7%
	Below Acceptable	31%	25.5%
LA 6	Writing	89.6%	84.7%
	Acceptable	81.4%	89.8%
	Excellence	23.3%	22.3%
	Below Acceptable	18.6%	10.2%
Social 6	Writing	95.8%	84.7%
	Acceptable	76.1%	80.2%
	Excellence	39.1%	24.5%
	Below Acceptable	23.9%	19.8%
Science 6	Writing	91.7%	84.9%
	Acceptable	86.4%	84.0%
	Excellence	43.2%	28.7%
	Below Acceptable	13.6%	16.0%
Math 9	Writing	80.7%	82.2%
	Acceptable	59.2%	62.7%
	Excellence	12.7%	19.6%
	Below Acceptable	40.8%	37.3%
LA 9	Writing	84.1%	81.5%
	Acceptable	86.5%	85.4%
	Excellence	13.5%	15.8%
	Below Acceptable	13.5%	14.6%
Social 9	Writing	80.7%	82.8%
	Acceptable	73.2%	72.4%
	Excellence	23.9%	20.6%
	Below Acceptable	26.8%	27.6%
Science 9	Writing	80.7%	82.0%
	Acceptable	88.7%	82.0%
	Excellence	26.8%	27.6%
	Below Acceptable	11.3%	18.0%

## Local Literacy Data

### Fountas and Pinnell Summary:

Beginning of Year

Green Incomplete Results

Grade	# of students	Not Yet Expectations	Approaching Expectations	Meets Expectations
1	November 2021	12	0	29
	November 2020	10	0	31
	November 2019	3	0	44
2	October 2021	17	4	18
	October 2020	21	5	16
	October 2019	20	8	18
3	October 2021	19	10	25
	October 2020	16	14	15
	October 2019	8	23	15
4	October 2022	19	7	29
	October 2021	7	15	26
	October 2020	16	4	26
	October 2019	10	5	31
5	November 2022	6	11	27
	October 2021	11	6	35
	October 2020	5	6	30
	October 2019	14	7	34
6	November 2022	15	23	12
	October 2021	19	17	16
	October 2020	17	15	19
	October 2019	19	14	16
7 – only struggling Ss	November 2022	34	28	11
	October 2021	65	8	8
	October 2020*	18	0	0
	October 2019	42	0	0
8 – only struggling Ss	November 2022	56	3	26
	October 2021	56	16	10
	October 2020*	4	0	0
	October 2019	n/a	54	134
Overall	November 2022	130	72	105
	October 2021	206	74	167
	October 2020*	107	44	137
	October 2019	116	57	158

\*Grade 7 and 8 testing was suspended due to the move to At-Home Learning on November 30, 2020

- The COVID-19 pandemic and the move to online learning from March 2019 to June 2020 have negatively impacted student literacy skills.
- The negative impact varies by grade.

## Local Numeracy Data

### Common Math Assessments Summary (past years):

Gr	June 2018 %			June 2019 %			October 2020 % (prior Gr test/level)			June 2021 %			Trend From June 2019
	Meet Grade Level	Approaching Grade Level	Not Yet at Gr. Level	Meet Grade Level	Approaching Grade Level	Not Yet at Gr. Level	Meet prior Grade Level	Approaching prior Grade Level	Not Yet at prior Gr. Level	Meet Grade Level	Approaching Grade Level	Not Yet at Gr. Level	
1	94.4	5.6	0	78	17	5	n/a	n/a	n/a	86	9.3	4.7	n/a
2	92.1	0	7.9	97.5	0	2.5	n/a	n/a	n/a	87.5	0	12.5	n/a
3	72.3	10.6	17.0	75.0	13.6	11.4	n/a	n/a	n/a	68.8	12.5	18.8	Down
4	91.3	6.5	2.2	92.6	3.7	3.7	50.0	31.3	18.8	91.7	2.1	6.3	Down
5	78.6	14.3	7.1	80.4	10.9	8.7	33.3	28.9	37.8	78	10	12	Up
6	52.2	15.2	32.6	54.8	16.7	28.6	27.6	34.5	37.9	67.2	14.8	18	Down
7	68.9	22.2	8.9	53.8	26.4	19.8	44.3	35.2	20.5	52.8	15.1	32.1	Down
8	51.4	32.4	16.2	69.1	18.1	12.8	42.0	29.0	29.0	63.5	18.8	17.6	Up
9	42.3	32.1	25.6	45.7	32.9	21.4	49.3	30.1	20.5	48.9	22.7	28.4	Down

Summary:

- Compared to June 2019 (same cohort of students), all grade results are lower except for current grade 5s and 8s.

### Common Math Assessments Summary (2021-22):

Gr	June 2022 %			The trend from the Previous Grade
	Meet Grade Level	Approaching Grade Level	Not Yet at Gr. Level	
4	81.6	10.2	8.2	Most students at Grade Level
5	84.6	11.5	3.8	Fewer students at Grade Level
6	54.2	25.0	20.8	Fewer students at Grade Level
7	51.7	26.3	22.0	Fewer students at Grade Level
8	62.9	25.8	11.2	More students at Grade Level
9	46.6	29.5	23.9	A similar number of students at Grade Level

Summary:

- Results vary by grade.

## Early Literacy & Numeracy Screening Assessments - FLVT Data at a Glance

### Castles & Coltheart 3

Castles and Coltheart Assessment (CC3). This assesses a student's ability to recall familiar and irregular words, e.g., take, hand, island, cough, etc., and the ability to sound out nonwords, e.g., norf, peef, framp, gurve, etc. The CC3 is designed to identify the nature of a child's reading difficulties.

### October 2022-23 Results – Grade 2

Outcome	At-Risk	Not At-Risk
Count of Irregular Words	29.2%	70.8%
Count of Non-Words	37.5%	62.5%
Count of Regular Words	39.6%	60.4%

Summary:

- Compared to last year, more students are not at-risk.

### October 2022-23 Results – Grade 3

Outcome	At-Risk	Not At-Risk
Count of Irregular Words	39.5%	58.1%
Count of Non-Words	39.5%	51.2%
Count of Regular Words	41.9%	58.1%

Summary:

- Compared to last year, more students are not at-risk (except for the Count of Non-Words outcome).

### October 2022-23 Results – Grade 4

Outcome	At-Risk	Not At-Risk
Count of Irregular Words	20.0%	80.0%
Count of Non-Words	18.2%	80.0%
Count of Regular Words	21.8%	78.2%

Summary:

- Compared to last year, more students are not at-risk.

### October 2021-22 Grade 2 and 3 Results

Outcome	Below Average	At-Risk	Above Average
Count of Irregular Words	25.3%	18.4%	56.3%
Count of Non-Words	20.7%	23.0%	56.3%
Count of Regular Words	31.0%	19.5%	49.4%

### Letter Name-Sound (LeNS) Assessments

Letter Name-Sound Assessment (LeNS). This assesses a student's ability to sound out single letters and letter combinations, e.g., n, d, e, ch, ay, oa, oy, etc. This assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader.

### October 2022-23 Results – Grade 2

Outcome	At-Risk	Not At-Risk
Count of LeNS Score	47.9%	52.1%

Summary:

- Compared to last year, more students are at-risk.

### October 2021-22 Grade 2 and 3 Results

Outcome	Below Average	At-Risk	Above Average
Count of LeNS Score	12.8%	28.2%	59.0%

### Numeracy Screening Assessments

The Kindergarten to Grade 3 Numeracy Screening Assessments was designed at the Carleton University Centre for Applied Cognitive Research and are rooted in current mathematical cognition and development theory. The assessments are administered individually at the Kindergarten level and as a classroom activity for grades 1 to 3. Notably, the assessment results can help teachers identify and address gaps in their students' foundational understanding of numbers.

### October 2022-23 Results – Grade 2

Outcome	At-Risk	Not At-Risk
Count of Weighted Total Score	8.3%	91.7%

Summary:

- Compared to last year, more students are not at-risk.

**October 2022-23 Results – Grade 3**

Outcome	At-Risk	Not At-Risk
Count of Weighted Total Score	20.9%	79.1%

Summary:

- Compared to last year, more students are not at-risk.

**October 2022-23 Results – Grade 4**

Outcome	At-Risk	Not At-Risk
Count of Weighted Total Score	14.5%	85.5%

Summary:

- Compared to last year, more students are not at-risk.

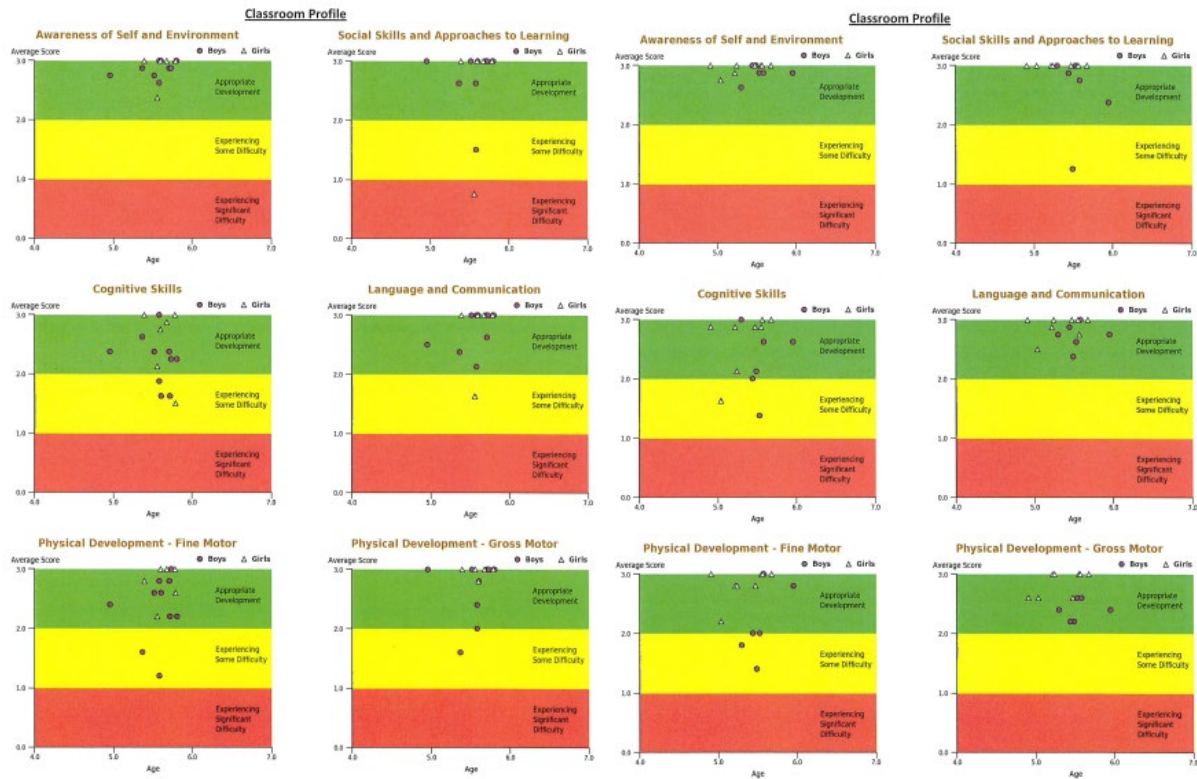
**October 2021-22 Grade 2 and 3 Results**

Outcome	Below Average	At-Risk	Above Average	N/A
Count of Weighted Total Score	20.0%	15.6%	60.0%	4.4%

# Kindergarten Early Years Assessment (EYE) (November 2022)

## AM Class

## PM Class



### Interpretation of Assessment Results

Developmental Level	Score Range	Responsive Tiered Instruction (RTI) Category	Recommendation
Can Achieve Tasks	2 to 3	1	<b>Quality classroom instruction:</b> continue high quality classroom instruction and monitor child's progress
Experiencing Some Difficulty	>= 1, less than 2	2	<b>Quality classroom instruction plus targeted, small-group instruction:</b> continue high quality classroom instruction, monitor progress and provide additional support to targeted areas of difficulty.
Experiencing Significant Difficulty	>= 0, less than 1	3	<b>Quality classroom instruction plus individualized instruction:</b> continue high quality classroom instruction, monitor progress and provide individualized instruction to meet the child's learning needs.

**N/C (Not Complete):** the child did not complete enough items in a domain to provide a result, or in the case of RTI categories, the child was missing data for two or more domains.

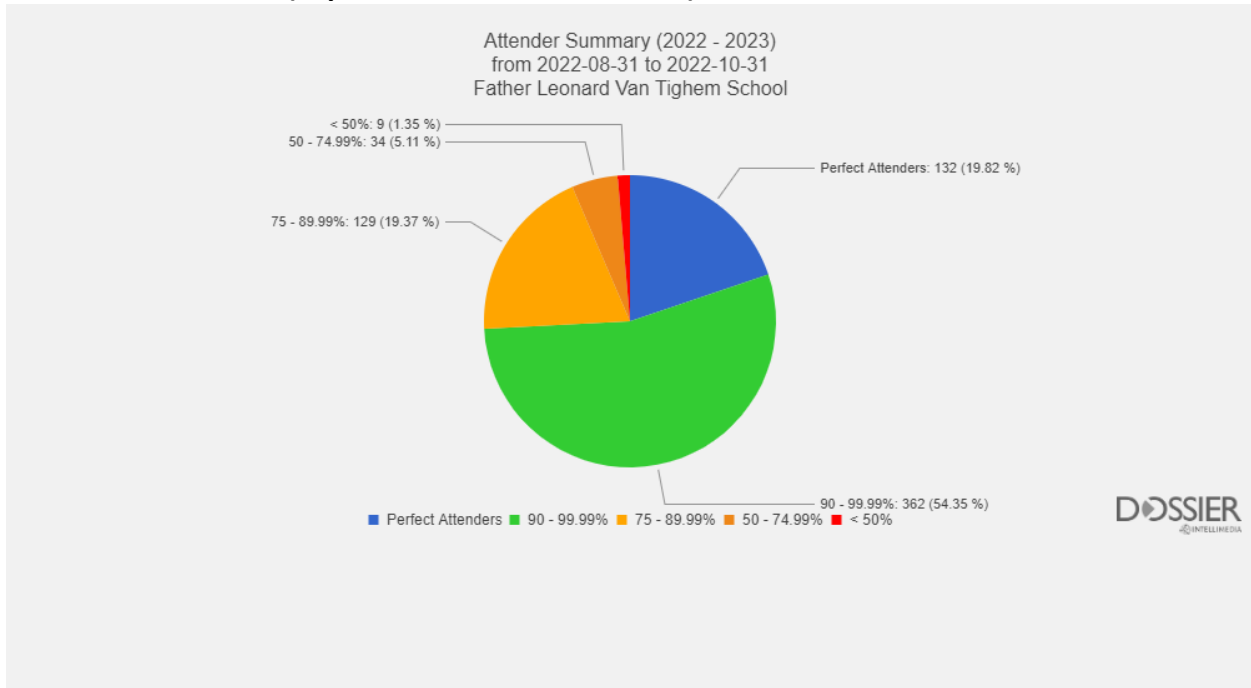
No single assessment can provide a comprehensive view of children's emergent skills. Results should be considered in the context of ongoing teacher evaluation and children's responsiveness to tiered instruction.

Summary: The majority of students are at the appropriate development level.



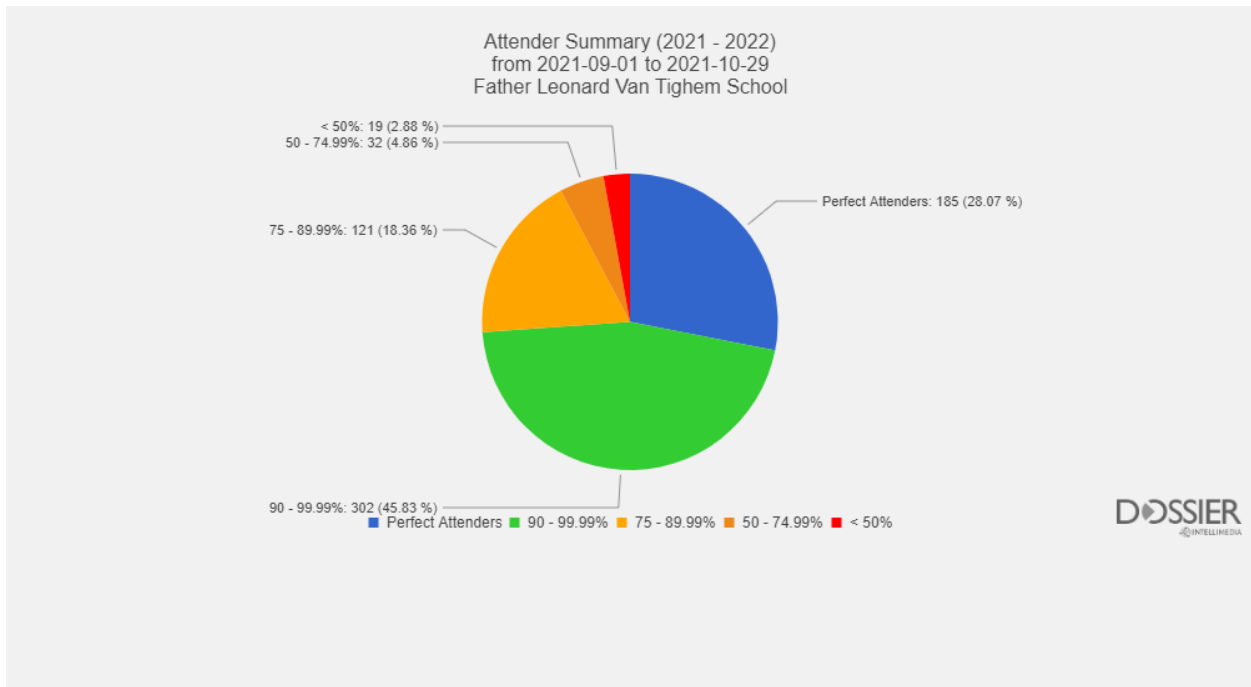
## Attendance Data

### Attendance – School (September and October 2022)

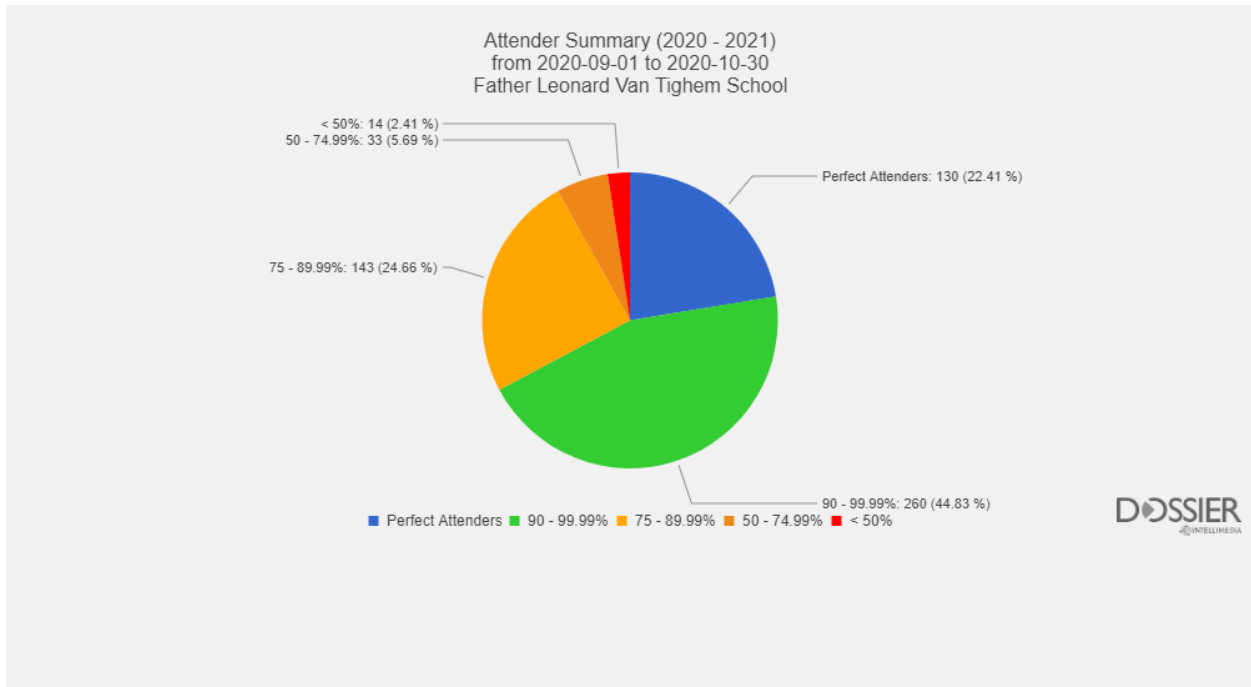


Summary: Attendance data is similar to last year but is below pre-pandemic levels.

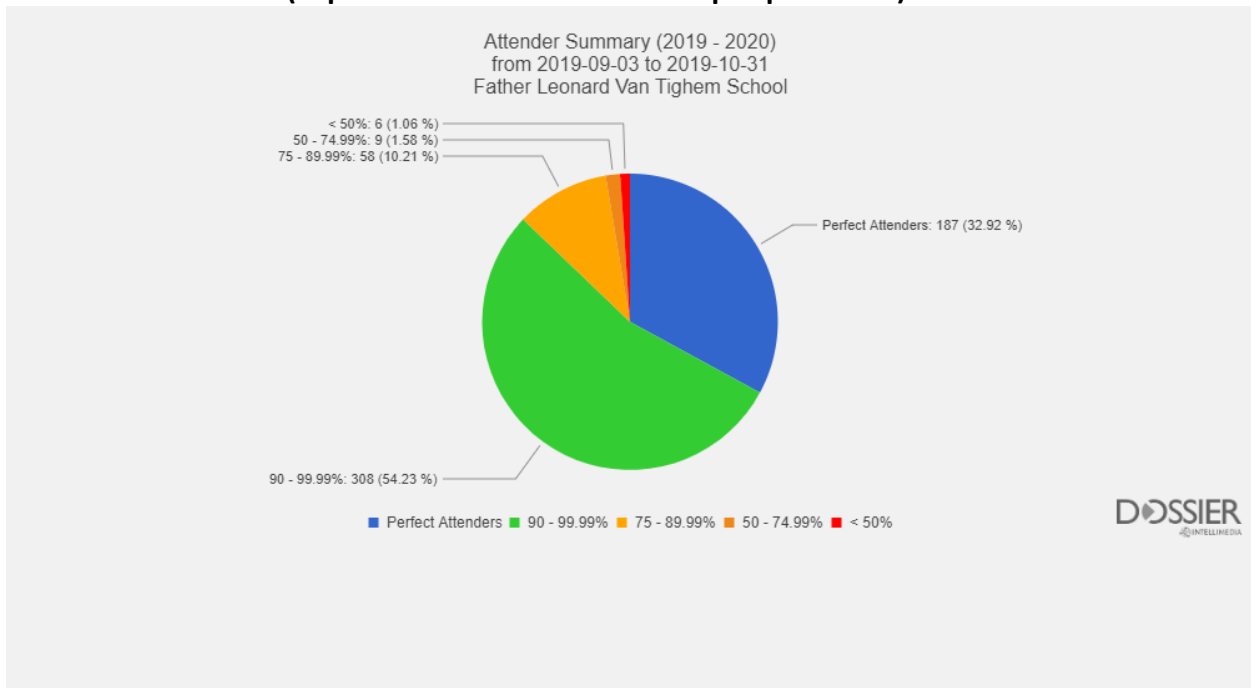
### Attendance – School (September and October 2021)



### Attendance – School (September and October 2020)



### Attendance – School (September and October 2019 - pre-pandemic)



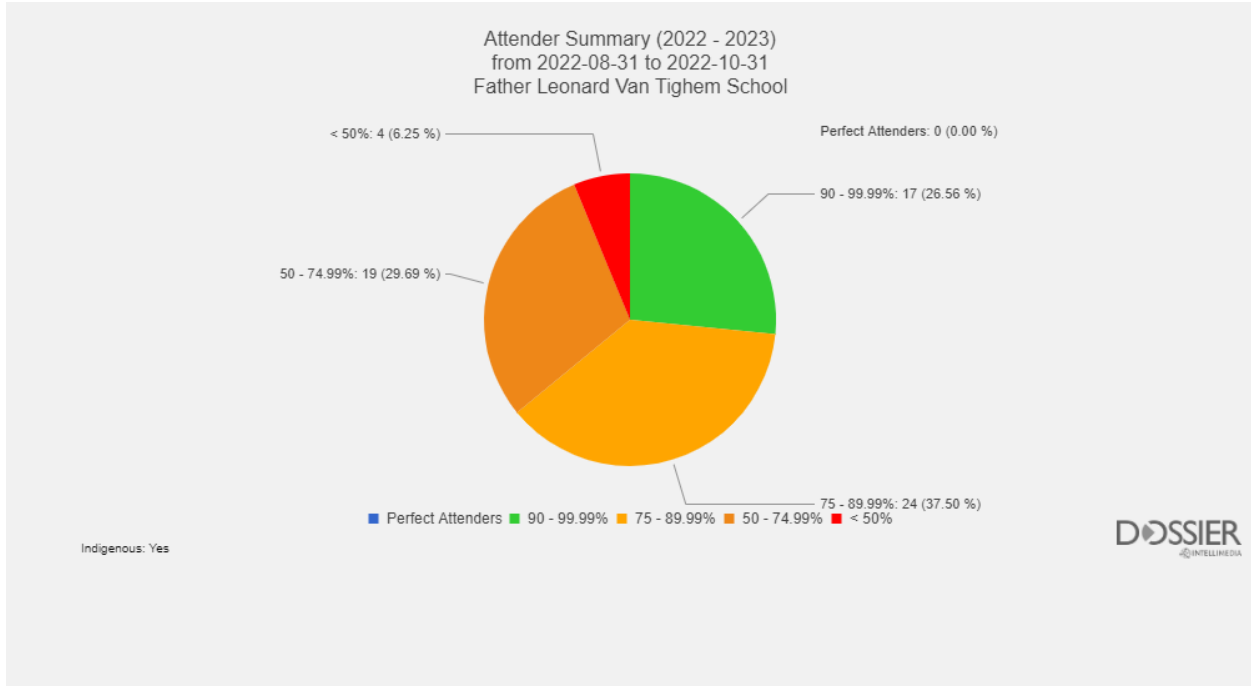
Summary: The pandemic has had a dramatic negative effect on student attendance.

# First Nations, Metis and Inuit Data

## Student Numbers

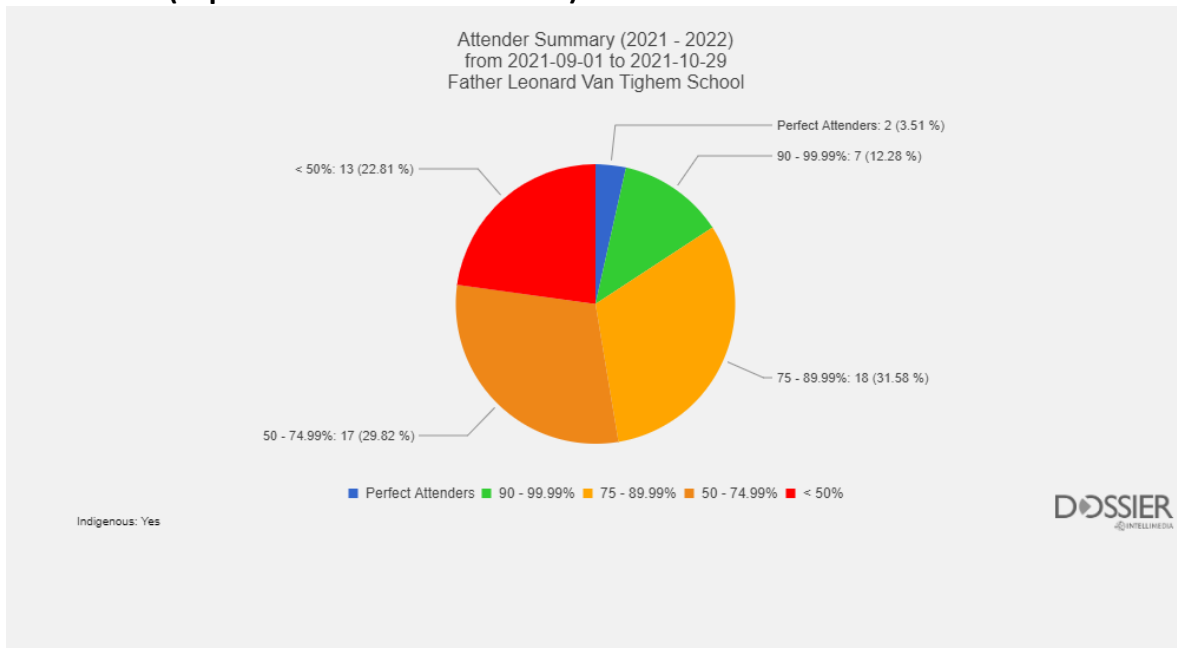
FNMI	# of students	Total
All Grades	Fall 2022	64
	Fall 2021	57
	Fall 2020	54
	Fall 2019	47
	Fall 2018	54
	Fall 2017	39

## Attendance (September and October 2022)

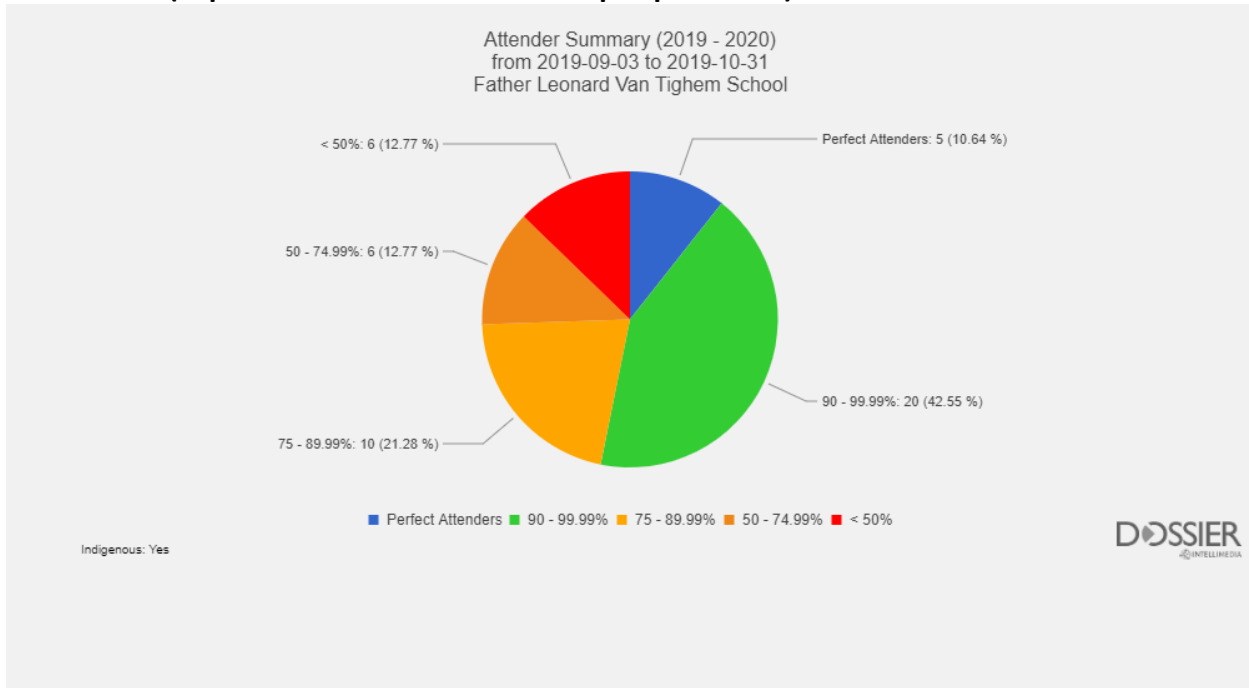


Summary: Attendance has improved from last year but is below pre-pandemic levels.

## Attendance (September and October 2021)



**Attendance (September and October 2019 – pre-pandemic)**



Summary: The pandemic has had a dramatic negative effect on student attendance.

**Fountas and Pinnell**

FNMI	# of students	Not Yet Expectations	Approaching Expectations	Meets Expectations
All Grades	Fall 2022	24	5	1
	Fall 2021	32	2	4
	Fall 2020	15	1	3
	Fall 2019	11	3	6

- Grade 7 and 8 testing was suspended due to the move to At-Home Learning on November 30, 2020
- Grade 7 and 8 – only struggling learners were tested

**Common Math Assessment (Past Years)**

Grade	June 2019 %			October 2020* %			June 2021 %		
	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level	At the prior Grade Level	Approaching prior Grade Level	Not Yet at prior Gr. Level	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level
1	100	0	0	n/a	n/a	n/a	0	100	0
2	50	0	50	n/a	n/a	n/a	33	0	67
3	50	33	17	n/a	n/a	n/a	0	0	100
4	83	17	0	33	0	67	100	0	0
5	50	0	50	0	25	75	0	25	75
6	33	0	67	0	40	60	33	0	67
7	21	21	57	0	7	93	12	4	84
8	33	33	33	-	-	-	25	0	75
9	25	0	75	37	17	50	20	10	70

\*October 2020 students were given the prior year's test.

### Common Math Assessment (June 2022 Results)

Grade	June 2022 %		
	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level
4	0	100	0
5	0	75	25
6	20	0	80
7	10	19	71
8	22	22	56
9	33	17	50

Summary:

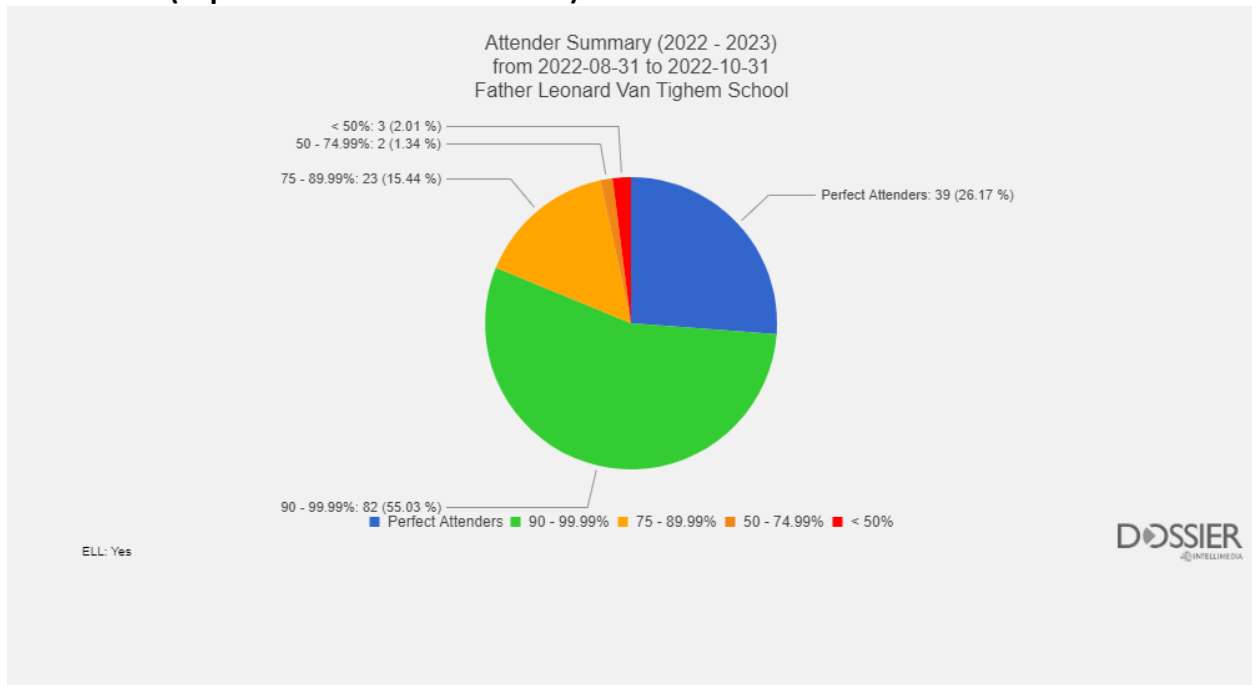
- Most of our First Nations, Metis and Inuit students' results are below grade level.

### English Language Learners Data

#### Student Numbers

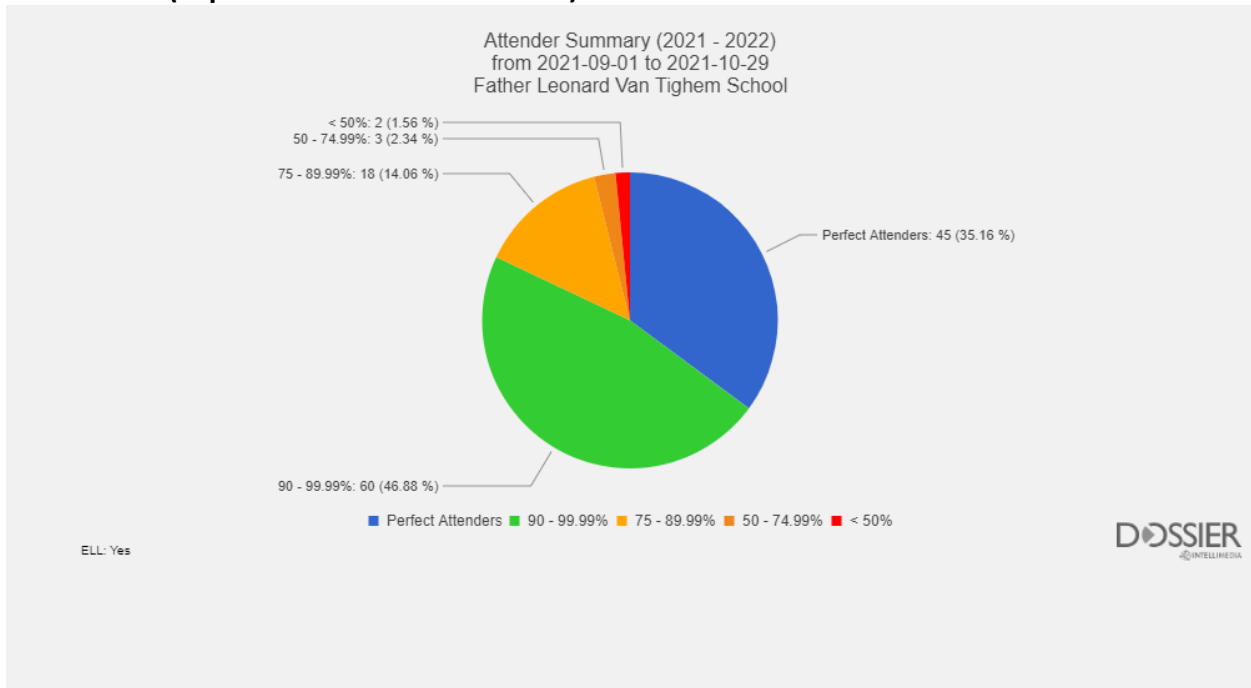
ELL	# of students	Total
All Grades	Fall 2022	149
	Fall 2021	128
	Fall 2020	109
	Fall 2019	94
	Fall 2018	84
	Fall 2017	75

#### Attendance (September and October 2022)

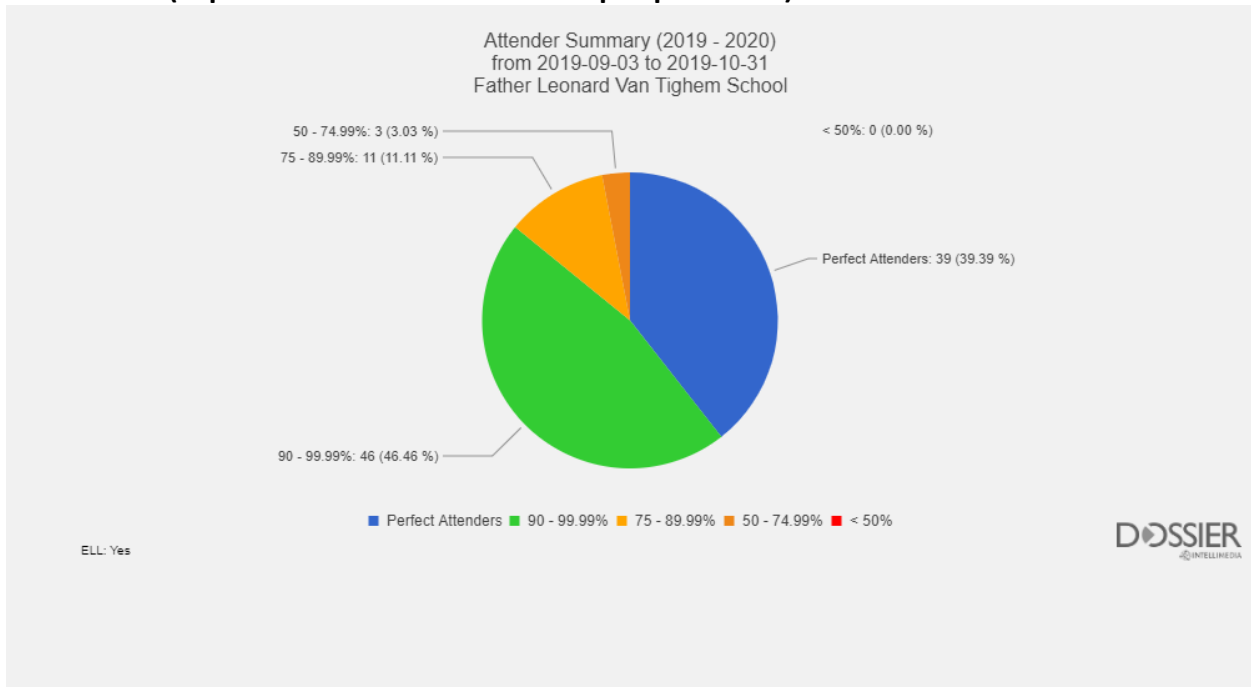


Summary: Attendance data is similar to past years, including pre-pandemic levels

**Attendance (September and October 2021)**



**Attendance (September and October 2019 – pre-pandemic)**



Summary: The pandemic has not had a dramatic negative effect on student attendance.

### Fountas and Pinnell

ELL	# of students	Not Yet Expectations	Approaching Expectations	Meets Expectations
All Grades	Fall 2022	33	16	26
	Fall 2021	43	19	33
	Fall 2020	23	13	18
	Fall 2019	30	11	29

- Grade 7 and 8 testing was suspended due to the move to At-Home Learning on November 30, 2020
- Grade 7 and 8 – only struggling learners were tested

### Common Math Assessment

Grade	October 2020* %			June 2021 %			June 2022 <sup>48</sup> %		
	At the prior Grade Level	Approaching prior Grade Level	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level	At Grade Level
1	n/a	n/a	n/a	67	0	33	Did not write		
2	n/a	n/a	n/a	75	0	25	Did not write		
3	n/a	n/a	n/a	62	23	15	Did not write		
4	56	22	22	70	10	20	8	8	85
5	27	27	46	77	15	8	0	11	89
6	13	50	38	56	22	22	42	0	58
7	36	18	46	73	20	7	24	24	52
8	39	8	54	44	31	25	19	0	81
9	31	39	31	20	47	33	48	21	32

\*October 2020 students were given the prior year's test.

### Summary:

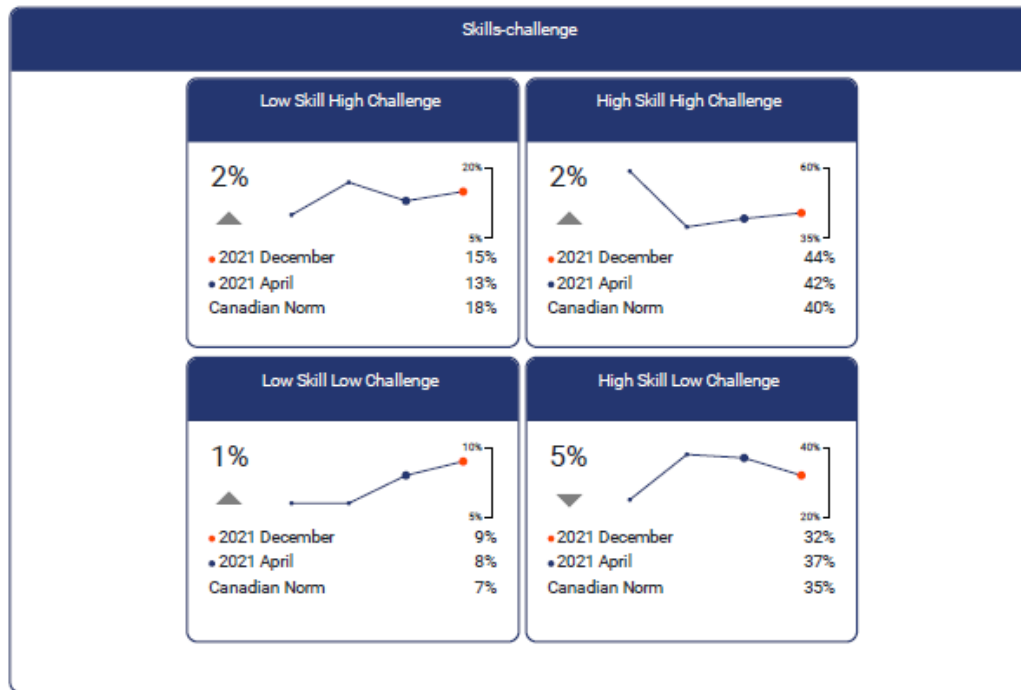
- The pandemic had dramatic adverse effects on student learning.
- Most of our English Language Learner students' results are at grade level except grade 9.

**Our School Student Survey** (formerly Tell Them From Me) **WAS** administered in December 2021

**Elementary Trends**





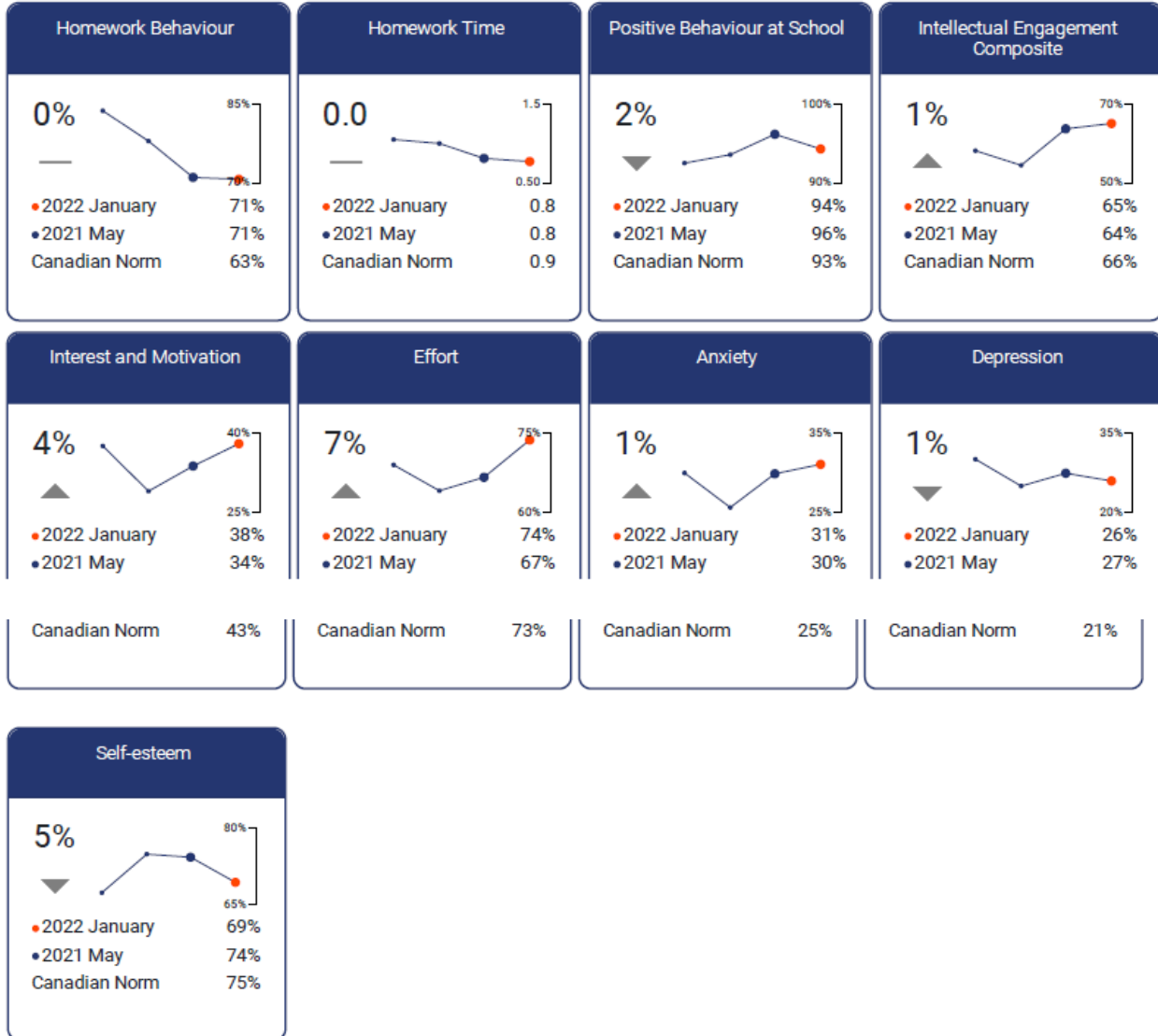


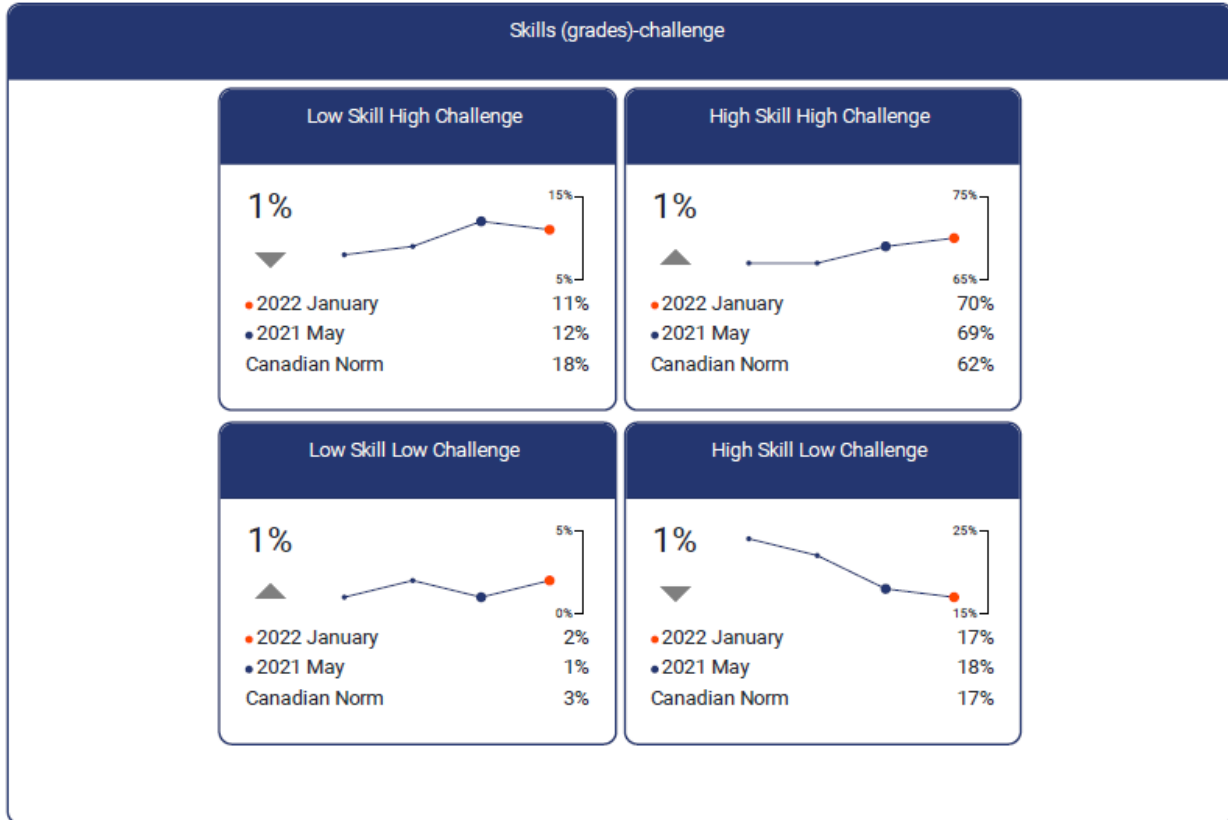
### DRIVERS of Student Outcomes



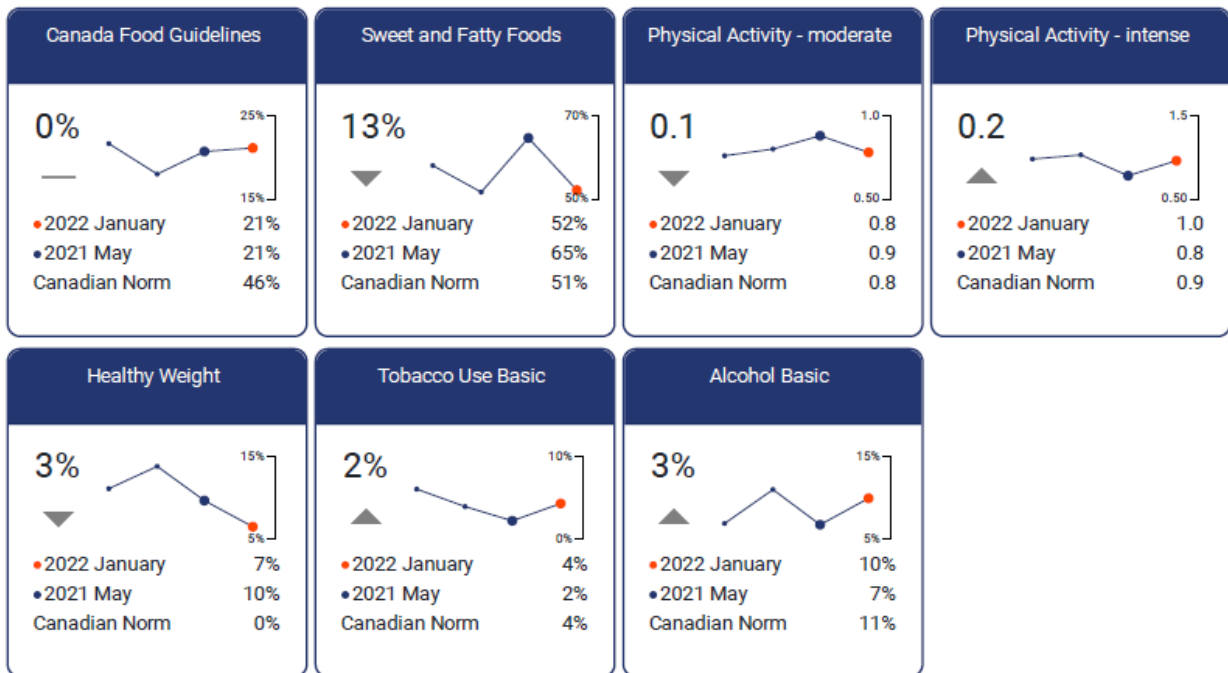
Jr. High Trends



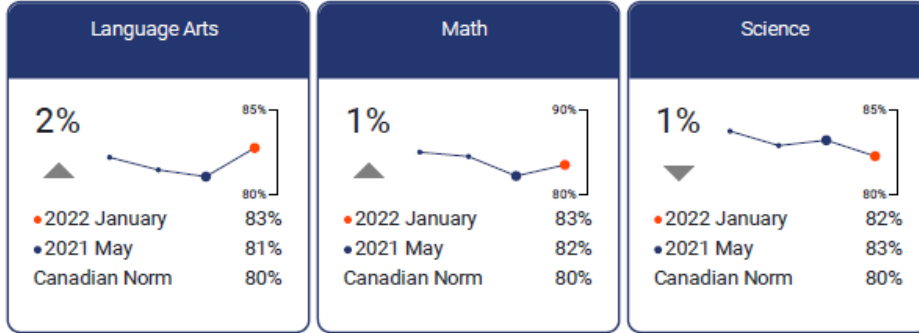




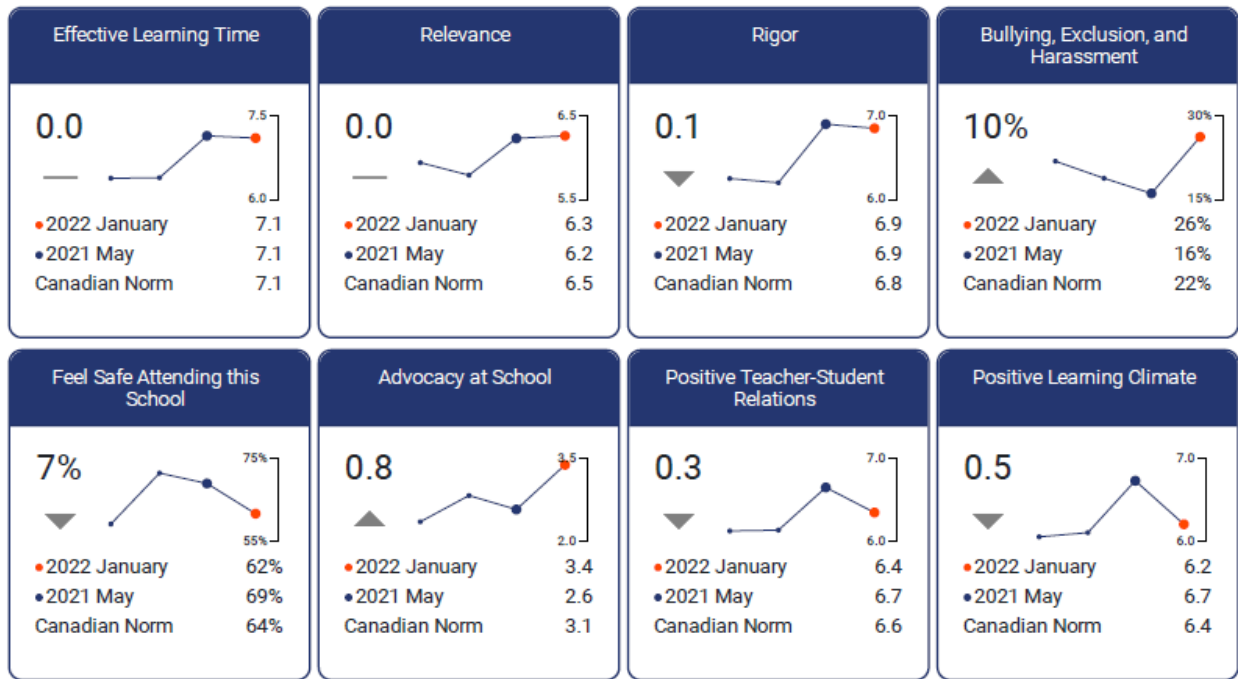
### Physical Health Outcomes

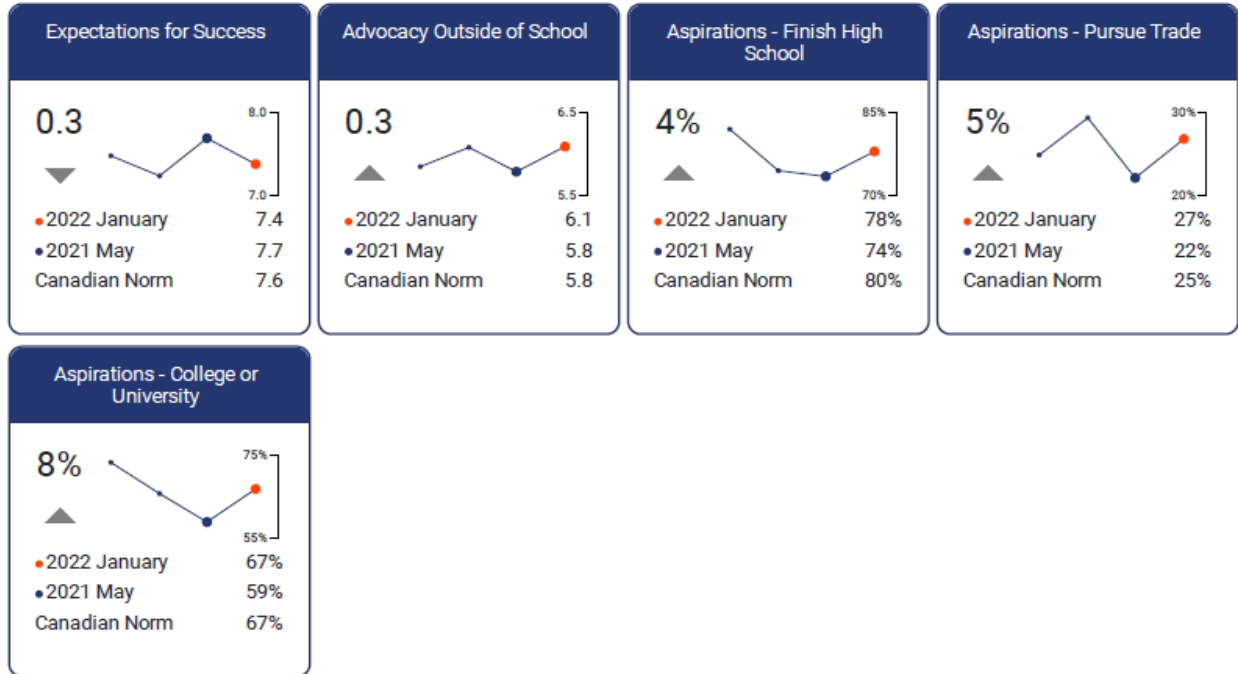


Academic Outcomes



DRIVERS of Student Outcomes



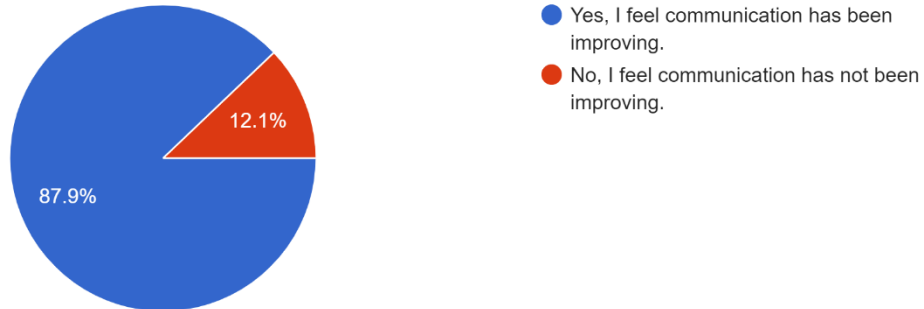


Summary: Overall, our Our School Survey results are positive.

## Local Parent Survey – February 2022

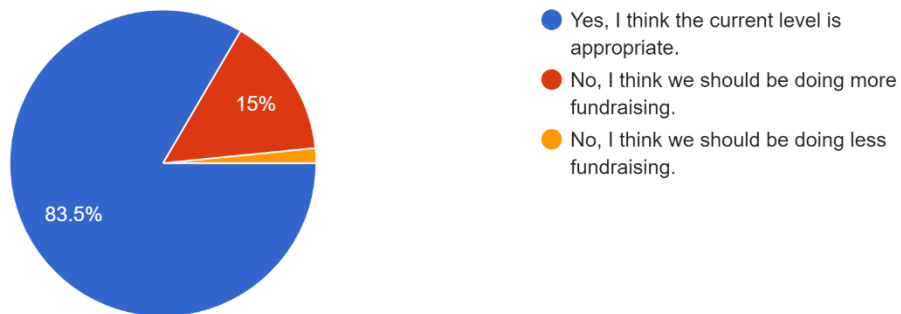
School Communication - We have been working to improve school communication, especially during the pandemic. Do you feel school communication is improving?

124 responses



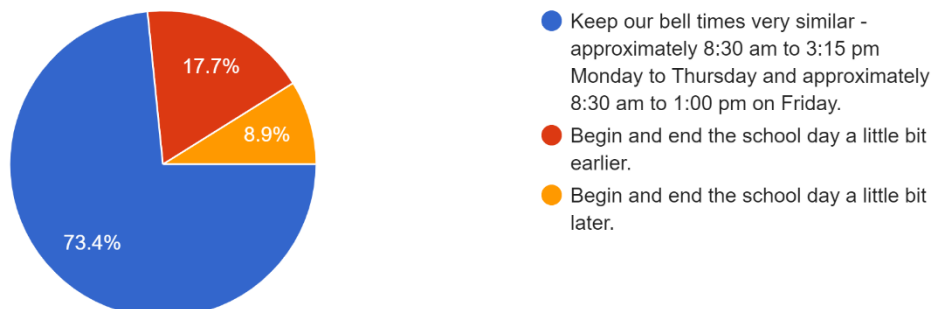
This year, we had two significant fundraisers -- the Card Fundraiser in the fall and the School Council Winter Fundraiser just before Christmas. T... current level of fundraising appropriate at FLVT?

127 responses



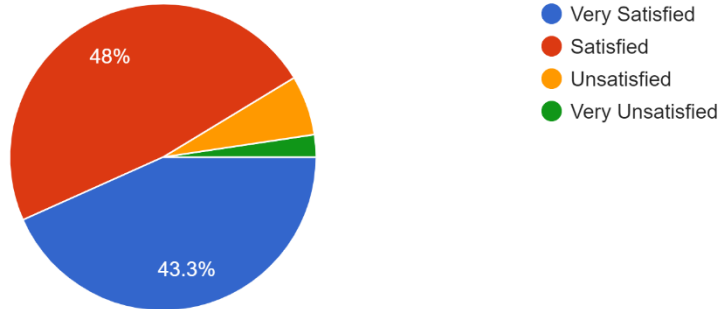
We are very hopeful that the school transportation (school busses) situation improves. If there is a change to our bus schedule, and if we have any input, which option would you prefer?

124 responses



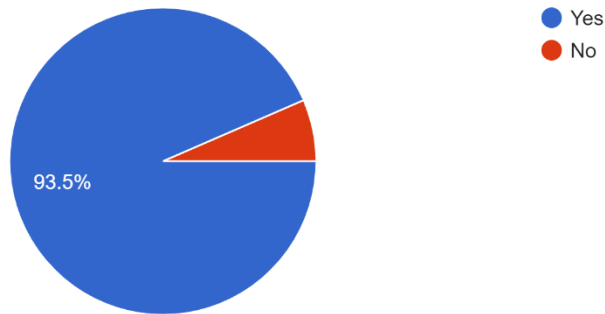
We are almost in our second complete year of our Pandemic Response, and we want to thank all the students, staff, and parents for their understand... question: Please rate FLVT's Pandemic Response.

127 responses



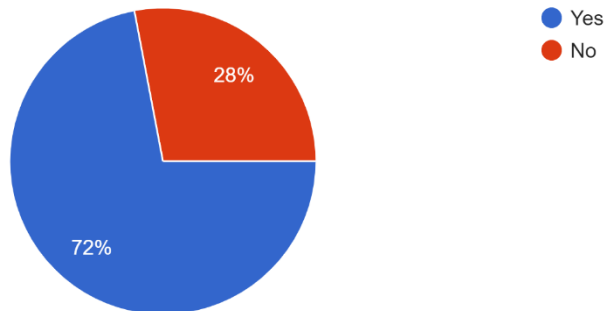
This year, we created a Student Centre for our First Nations, Metis, and Inuit students. It is a location that any student is welcome to visit. The ... , Metis, and Inuit Student Centre Ayinnimaoyiiyis?

123 responses



One of the pandemic protocols was the use of muster points. Muster points dramatically improved congestion in our hallways and entrances. Going forward, should we continue the use of muster points?

125 responses



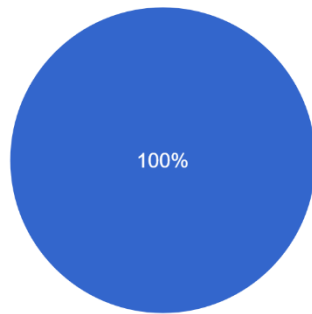


Summary: Overall, our Local Parent Survey results are positive.

## Local Teacher Survey – February 2022

School Communication - We have been working to improve school communication, especially during the pandemic. Do you feel school communication is improving?

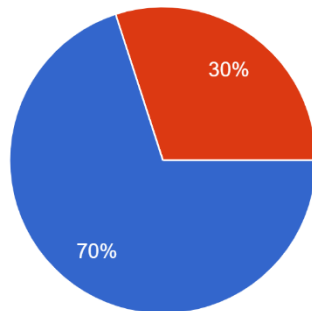
10 responses



- Yes, I feel communication has been improving.
- No, I feel communication has not been improving.

This year, we had two significant fundraisers – the Card Fundraiser in the fall and the School Council Winter Fundraiser just before Christmas. T... current level of fundraising appropriate at FLVT?

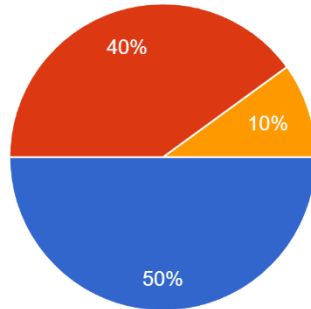
10 responses



- Yes, I think the current level is appropriate.
- No, I think we should be doing more fundraising.
- No, I think we should be doing less fundraising.

We are very hopeful that the school transportation (school busses) situation improves. If there is a change to our bus schedule, and if we have any input, which option would you prefer?

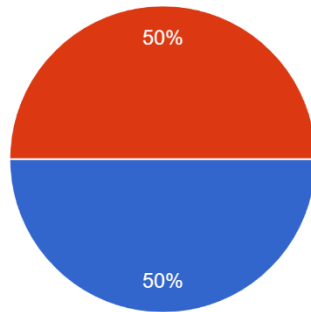
10 responses



- Keep our bell times very similar - approximately 8:30 am to 3:15 pm Monday to Thursday and approximately 8:30 am to 1:00 pm on Friday.
- Begin and end the school day a little bit earlier.
- Begin and end the school day a little bit later.

We are almost in our second complete year of our Pandemic Response, and we want to thank all the students, staff, and parents for their understa... question: Please rate FLVT's Pandemic Response.

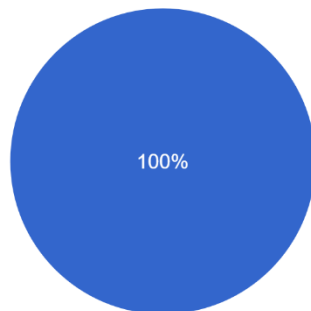
10 responses



- Very Satisfied
- Satisfied
- Unsatisfied
- Very Unsatisfied

This year, we created a Student Centre for our First Nations, Metis, and Inuit students. It is a location that any student is welcome to visit. The ..., Metis, and Inuit Student Centre Ayinnimaoyiyis?

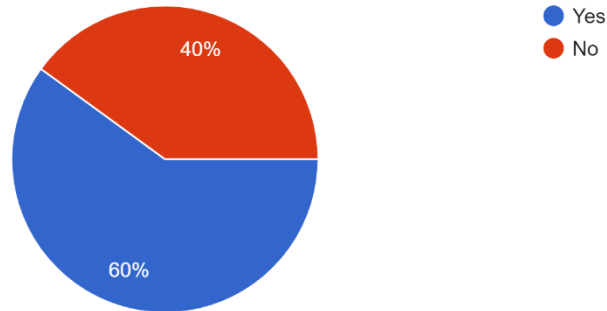
10 responses



- Yes
- No

One of the pandemic protocols was the use of muster points. Muster points dramatically improved congestion in our hallways and entrances. Going forward, should we continue the use of muster points?

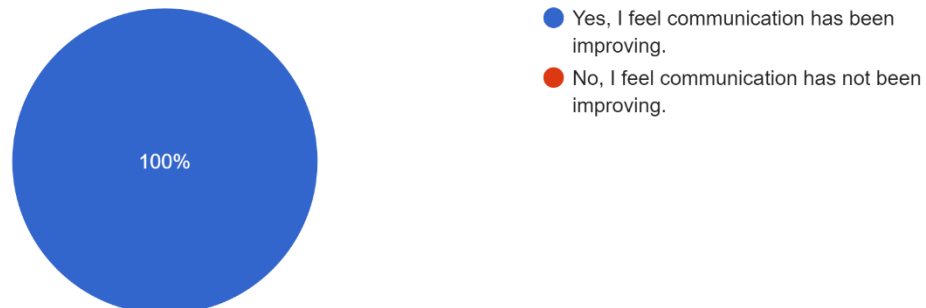
10 responses



## Local Support Staff Survey – February 2022

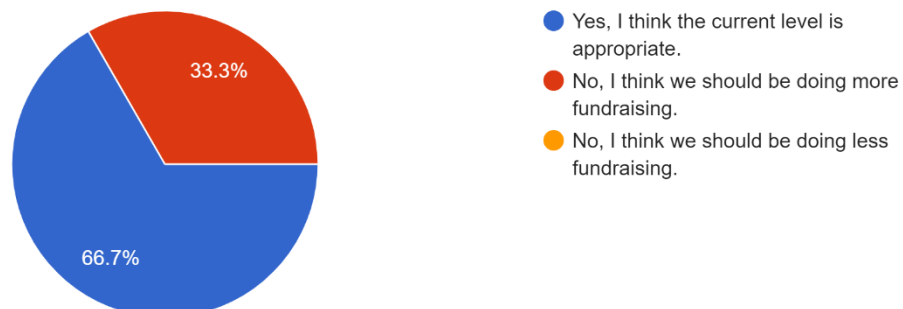
School Communication - We have been working to improve school communication, especially during the pandemic. Do you feel school communication is improving?

7 responses



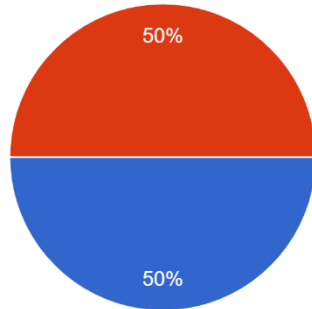
This year, we had two significant fundraisers -- the Card Fundraiser in the fall and the School Council Winter Fundraiser just before Christmas. T... current level of fundraising appropriate at FLVT?

6 responses



We are very hopeful that the school transportation (school busses) situation improves. If there is a change to our bus schedule, and if we have any input, which option would you prefer?

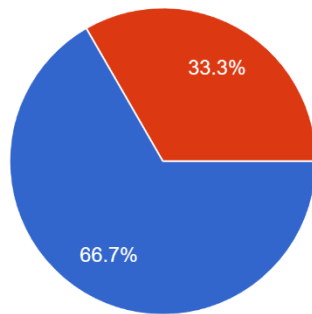
8 responses



- Keep our bell times very similar - approximately 8:30 am to 3:15 pm Monday to Thursday and approximately 8:30 am to 1:00 pm on Friday.
- Begin and end the school day a little bit earlier.
- Begin and end the school day a little bit later.

We are almost in our second complete year of our Pandemic Response, and we want to thank all the students, staff, and parents for their understa... question: Please rate FLVT's Pandemic Response.

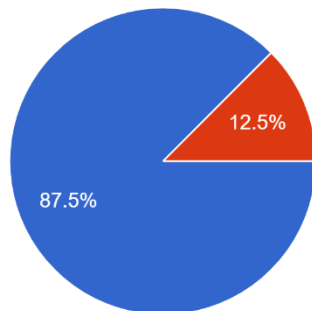
6 responses



- Very Satisfied
- Satisfied
- Unsatisfied
- Very Unsatisfied

This year, we created a Student Centre for our First Nations, Metis, and Inuit students. It is a location that any student is welcome to visit. The ..., Metis, and Inuit Student Centre Ayinnimaoyiyis?

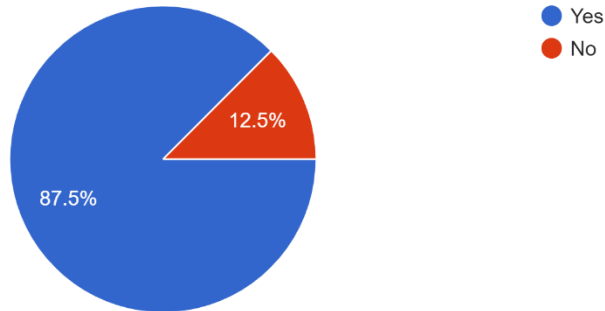
8 responses



- Yes
- No

One of the pandemic protocols was the use of muster points. Muster points dramatically improved congestion in our hallways and entrances. Going forward, should we continue the use of muster points?

8 responses



Summary: Overall, our Local Staff Survey results are positive.

Don't hesitate to contact Father Leonard Van Tighem School if you have any questions regarding this report.

Greg Kostiuk  
Principal  
Father Leonard Van Tighem School

\*Data updated on November 30, 2022