



Father Leonard Van Tighem
Alberta Assurance Statement for the Board
November 2025

Area	FLVT	AB	Diff	Analysis
Student Learning & Engagement <i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i>	82.1%	83.9%	-1.8%	<p>Recent survey data shows a decline in the percentage of parents and students who agree that students are engaged in their learning. The most notable decrease came from students themselves. Teacher feedback was consistent with previous years data.</p> <p>Summary of Actions Taken and Planned:</p> <ul style="list-style-type: none"> • Listening to Student Voice: Student focus groups and classroom surveys will be used to better understand how students feel about their learning and what supports engagement. • Increasing Student Choice: Teachers plan to offer more options in assignments, projects, and ways to demonstrate understanding, encouraging ownership of learning. • Enhancing Instructional Practice: engage in professional learning on Universal Design for Learning and inquiry-based approaches to make learning more active, inclusive, and relevant. • Building Connection and Belonging: strengthening relationships through mentorship programs, classroom meetings, and community-building activities. • Celebrating Learning: Success stories and student achievements to be shared while highlighting engagement and growth. <p>Next Steps: Ongoing monitoring through student and parent feedback will continue, and engagement strategies will be refined annually. The goal is to see a measurable increase in student engagement over the next two years through meaningful learning experiences and strong relationships that support each learner's growth.</p>
Citizenship <i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i>	86.7%	79.8%	6.9%	<p>FLVT Government Assurance data shows that students at our school receive <i>excellent ratings</i> in the area of citizenship. This is a reflection of the respect, kindness, and responsibility our students demonstrate every day. Positive citizenship means living out our Catholic faith through compassion, integrity, and service to others — both within our school and in the wider community.</p>



				Next Steps: We aim to build on this strength by creating more opportunities for students to get involved in meaningful community service projects. By partnering with local organizations and encouraging student-led initiatives, we will help students put their faith into action and make a difference beyond the school walls. Celebrating and recognizing these efforts will continue to nurture a strong sense of Catholic citizenship and community spirit among all learners.
<u>9 PAT: Acceptable</u>	73.9%	62.5%	11.4%	The Grade 9 Provincial Achievement Test (PAT) results at Father Leonard Van Tighem School continue to reflect strong academic performance. Overall, 73.9% of students achieved the Acceptable standard, which is notably higher than the provincial average of 62.5%. This achievement aligns with survey data indicating high student and teacher satisfaction with the quality of education and challenging, meaningful learning experiences. While FLVT demonstrates strong outcomes academically and in areas such as citizenship and safe, caring environments, these results also reinforce the importance of addressing areas of concern, such as student engagement and access to supports, to ensure all students can fully participate and succeed in both classroom learning and assessment contexts.
<u>9 PAT: Excellence</u>	20.3%	15.6%	4.7%	Father Leonard Van Tighem School Grade 9 students reaching the Excellence standard on the Provincial Achievement Tests (PATs) was 20.3%. This result surpasses the provincial average of 15.6% reflecting the school's commitment to high-quality instruction and rigorous learning opportunities. This accomplishment highlights the effectiveness of teaching strategies, student learning, and the supportive environment at FLVT.
Education Quality <i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i>	88.2%	87.7%	0.5%	Survey data for the <i>Overall Quality of Education</i> indicates that teachers and students report high levels of satisfaction with the quality of education provided at Father Leonard Van Tighem (FLVT) School. This measure encompasses students' understanding of learning expectations, the level of challenge and interest in schoolwork, and overall satisfaction with learning outcomes. The school's results remain slightly above the provincial average. While the overall data is positive, a discrepancy exists between student and parent responses. The parent sample size was small and lower than in previous years, which may have influenced overall results. Students reported very high satisfaction levels, which suggests that classroom learning experiences are challenging and what



				<p>the students need to know (based on student perception). However, we may need to explore further with students as measures of student learning and engagement data from students does not align with Education quality data results from our students.</p> <p>The small parent response rate indicates that results may not fully reflect the broader parent community's perceptions. This presents an opportunity to strengthen two-way communication and engagement with families to ensure their voices are represented and their understanding of instructional quality is clear.</p> <p>Summary of Actions Taken and Planned:</p> <p>Strengthen Parent Communication and Engagement</p> <ul style="list-style-type: none"> • Increase parent participation in surveys through reminders, digital access points, and school events. • Provide clear, ongoing communication to families regarding learning goals, assessment practices, and instructional approaches used at FLVT. • Review future survey data with staff and the School Council to identify trends. <p>Next Steps:</p> <p>FLVT aims to increase the parent response rate on the annual Assurance survey while maintaining or further improving the already high satisfaction levels reported by students and teachers. We will ensure consistent communication with families to build trust and strengthen understanding of the quality of education provided, fostering a collaborative and informed school community.</p>
<p>Welcoming, Caring, Respectful, Safe and Caring Learning Environments</p> <p><i>Students at your child's school: care about each other; respect each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by adults at your school. Your child's school is a welcoming place to be.</i></p>	90.1%	84.4%	5.7%	<p>Survey data indicates that the percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe remains <i>good</i> and continues to exceed the provincial average by 5.7%. This positive result reflects the strong relationships and culture of care that exist at Father Leonard Van Tighem (FLVT) School. Students report that teachers care about them, they feel safe at school, and the environment is welcoming and respectful. However, a slight decrease in student response data has been noted this year. While still high overall, this trend signals the importance of continually nurturing student voice and belonging to ensure every student feels valued, supported, and included in the school community.</p>



				<p>Next Steps:</p> <p>We will continue to monitor student feedback closely, review strategies that strengthen inclusion and belonging, and provide ongoing opportunities for students to lead in promoting a caring, faith-based school environment. FLVT remains committed to providing a welcoming and faith-filled environment where every child feels safe, respected, and loved.</p>
<p>Access to Supports and Services</p> <p><i>At school, there are appropriate supports and services available to your child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i></p>	77.9%	80.1%	-2.2%	<p>Survey data indicates that the perception of access to supports and services at Father Leonard Van Tighem (FLVT) School has declined for teachers and students, and more noticeably for parents. While parent response rates were low, this measure remains an area for attention, as FLVT scored 2.2% below the provincial average.</p> <p>The decline suggests that some students, families, or staff may perceive barriers in accessing timely or appropriate supports, or may not be fully aware of the resources available.</p> <p>Action Steps:</p> <p>1. Improve Communication and Awareness</p> <ul style="list-style-type: none"> • Provide clear information to families about available supports, programs, and services through newsletters, the school website, parent meetings, and digital communication tools. • Ensure students are informed about academic assistance • Develop an easily accessible “Supports and Services Guide” for families and students, updated annually. <p>2. Enhance Access to Supports for Students</p> <ul style="list-style-type: none"> • Review current referral processes to ensure students can quickly access academic, social-emotional, and mental health supports. • Provide flexible scheduling for support programs (e.x. Friday Support Block). • Embed proactive supports within classrooms, including differentiated instruction, Universal Design for Learning (UDL), and in-class check-ins.



				<p>3. Strengthen Parent Engagement and Support</p> <ul style="list-style-type: none"> • IEL contact and connection for parent inquiries about programs and supports. • Share examples of successful students support stories to increase awareness and confidence in school services. <p>4. Monitor and Evaluate</p> <ul style="list-style-type: none"> • Track referral rates, program participation, and feedback from students, parents, and staff to identify trends and gaps. • Adjust programs and communication strategies based on feedback to ensure accessibility for all students. <p>Measures of Success:</p> <ul style="list-style-type: none"> • Improved student, teacher, and parent perception of access to supports in future surveys. • Increased participation in school support programs and services. • Positive feedback from families indicating clarity and ease of access to supports. <p>Next Steps: FLVT will continue to refine communication strategies, proactively monitor access, and ensure supports are responsive to student and family needs. Building awareness, visibility, and responsiveness will be key to improving satisfaction in this area.</p>
<p>Parental Involvement</p> <p><i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i></p>	83.1%	80.0%	3.1%	<p>Survey data shows that parental involvement at Father Leonard Van Tighem (FLVT) School has remained <i>consistent over the years</i>. The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education is 3.1% above the provincial average and aligns closely with Holy Spirit School Division data.</p> <p>FLVT is fortunate to have a strong, active School Council that provides meaningful input and collaboration in school decision-making. Parents are welcomed as partners in their child's education, and their voice is valued in discussions regarding curriculum, school policies, programming, and overall school improvement. High and consistent parental involvement reflects a positive school culture that values partnerships with families. Engaged parents contribute to enhanced student learning outcomes, stronger community connections, and</p>



				<p>the development of a supportive school climate. This area is a clear strength for FLVT, demonstrating alignment with both provincial and divisional standards.</p> <p>Next Steps: FLVT will continue to maintain strong communication, encourage diverse family participation, and celebrate the contributions parents make in shaping a positive learning environment for all students.</p>
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Summary Analysis of School Results

Father Leonard Van Tighem School continues to demonstrate strong performance across multiple key areas of the Assurance survey and provincial assessments. Students, teachers, and parents report high levels of satisfaction with the quality of education, citizenship, and the overall learning environment. Students demonstrate respect, responsibility, and empathy, earning excellent ratings in citizenship, while the school remains a welcoming, safe, and caring place, exceeding provincial averages. Parents continue to be active partners in their children's learning through a strong and engaged School Council, and teachers provide meaningful, challenging, and engaging learning experiences.

The Grade 9 Provincial Achievement Test (PAT) results further highlight FLVT's academic success. Overall, 73.9% of students achieved the Acceptable standard, surpassing the provincial average of 62.5% and the Holy Spirit School Division rate of 66.8%. In addition, 20.3% of students reached the *Excellence* standard, exceeding the provincial average of 15.6% and the division rate of 17.3%. These results reflect the effectiveness of teaching strategies, rigorous learning opportunities, and a supportive school environment, aligning with survey data indicating high satisfaction with education quality and classroom learning experiences.

However, two areas of concern require focused attention: student engagement and access to supports and services. Both measures declined significantly in this year's data, with students reporting lower engagement in their learning and teachers and parents perceiving decreased accessibility to academic and non-academic supports. These declines indicate a need for proactive strategies to ensure all students remain motivated, feel ownership over their learning, and can easily access the resources they need to succeed. To address these priorities, FLVT will implement initiatives that increase student voice, choice, and agency in the classroom, alongside enhanced communication and visibility of supports and services for students and families. By focusing on these two areas while maintaining its many strengths, FLVT remains committed to providing a high-quality, inclusive, and faith-based education that nurtures academic success, personal growth, and social responsibility.



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	Student Learning Engagement	82.1	88.6	90.7	83.9	83.7	84.4	Low	Declined Significantly	Concern
	Citizenship	86.7	89.8	89.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	73.9	66.4	68.1	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	20.3	10.1	13.0	15.6	15.4	15.5	High	Improved	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.2	92.9	92.1	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.1	92.9	92.1	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	77.9	84.9	85.8	80.1	79.9	80.7	Low	Declined Significantly	Concern
Governance	Parental Involvement	83.1	84.0	83.6	80.0	79.5	79.1	Very High	Maintained	Excellent