



WWJR ANNUAL EVALUATION GRID (completed in spring of 2024)

ABAV Evaluation

LEGEND		
1	No adjustment	Our actions are satisfactory and we are continuing on this path
2	Some adjustments	Our actions are quite satisfactory, but require some adjustments.
3	To replace	Our actions or measures are no longer applicable or available.

Evaluation- To promote the values of the EDDI statement

		Legend: 1: No adjustment 2: Some adjustments 3: To replace		
		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	School Survey	•	•	•
2	Pink T Shirt Day/Anti-bullying awareness	•	•	•
3	Truth and Reconciliation Day/Orange T-Shirt Day	•	•	•
4	Healthy Schools Committee	•	•	•
5	Guest Speakers	•	•	•
6	Diverse Literary Texts	•	•	•
7	In school celebrations	•	•	•

Findings

School Survey: We evaluated the implementation of a School Survey this year. Unfortunately, the official Our School Survey program was unavailable for use this year, but will be resumed when it becomes available again. We will continue to collect anecdotal information from students regarding their experiences with the school culture.

Pink T-Shirt Day/Anti-bullying awareness: We evaluated the implementation of Pink-T-Shirt day initiatives as an anti-bullying awareness campaign. Announcements were made in the days leading up to Pink T-Shirt day to encourage students to participate. We evaluated the efficacy of this measure through staff observations. Based on these observations, there are concerns on whether students understood the purpose and significance of wearing a pink shirt. With this in mind, we will adjust this measure by increasing anti-bullying education prior to and on the day of this campaign. We will do so through assemblies and guest speakers.

Truth and Reconciliation Day/Orange T-Shirt Day: We evaluated the implementation of Truth and Reconciliation Day initiatives to promote cultural inclusivity. Students were encouraged to participate in this event by wearing an orange shirt, and resources were shared with staff to spread awareness regarding the cultural significance of this day. The ELA department supports this initiative by teaching an Indigenous Culture unit in grade 7. However, this unit is usually taught in the new year, which is months after TRC Day. Adjustments will be made in order to continue promoting this initiative and to make it more meaningful. Cross-curricular involvement will be encouraged to make this a more school-wide initiative. Additionally, guest speakers and cultural activities on the actual TRC day will be implemented for this purpose.

Healthy Schools Committee: We evaluated the implementation of the Healthy Schools Committee as a method to promote inclusivity. We have decided to replace the school's approach to this measure. This year, the committee was geared towards goals apart from EDDI. Next year, the committee's efforts will be geared towards EDDI, and it will continue to look for additional support for students who experience anxiety.

Guest speakers: We evaluated the implementation of guest speaker support to promote inclusivity. The school hosted Omari Newton to share his presentation regarding racism, discrimination, and the power of language. The school also hosted Ms. Corbie to share her presentation regarding microaggressions among students. The efficacy of these initiatives are difficult to assess due to their recent implementation. These guest speakers were well received by staff and students, as they validated their experiences. Further evaluation to be completed next year.

Diverse Literary Texts: We evaluated the implementation of diverse literary texts to promote inclusivity. The ELA department assessed the amount of diversity in the school's English novels, and found that there is room for improvement. Therefore, new literature was purchased in order to diversify the themes that are taught in English class. There is always room for improvement when it comes to promoting diverse literary texts and differentiation tools.

In School Celebrations: We evaluated the implementation of in-school celebrations to

promote a sense of community. The Student Life Department does a good job at organizing and carrying out these activities, as the students are enthusiastic to participate during these celebrations. Adjustments are needed to facilitate the transition back to the regular school routine following these week-long celebrations. The school will continue to provide students with opportunities to celebrate inclusivity and community through the Student Life Department.

Evaluation- Foster positive relationships

		Legend:		
		Check		
		1: No adjustment	2: Some adjustments	3: To replace
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Digital citizenship program	●	●	●
2	Creation of social groups and clubs	●	●	●
3	Guest speakers (Liberté de choisir workshop, police prevention programs, le Versant workshops)	●	●	●

Findings

Digital Citizenship Program: We evaluated the implementation of a digital citizenship program to foster positive relationships. Due to the volume of issues surrounding digital citizenship among the student community, we have found that the school is lacking in this category. A specific program is required to promote healthy digital citizenship and communication. The school is looking for a program to promote next year.

Creation of social groups and clubs: We evaluated the implementation of social groups and clubs. We have found that the creation of these groups and clubs promotes a student sense of belonging and community, and to foster positive relationships among students and staff. This was found through anecdotal information and evidence of participation and attendance within clubs. The creation of social groups and clubs is to be continued next year.

Guest speakers: We evaluated the implementation of guest speaker support to promote inclusivity and healthy relationships/interactions among students. The school hosted Omari Newton to share his presentation regarding racism, discrimination, and the power of language. The school also hosted Ms. Corbie to share her presentation regarding microaggressions among students. The efficacy of these initiatives are difficult to assess due

to their recent implementation. Further evaluation to be completed next year. Efforts that were positive and will be continued next year are the Liberte de Choisir guest speakers, and the Police Prevention Programs. Le Versant did not appear at the school this year due to scheduling conflict, but this program will be revisited next year to address anxiety.

Evaluation- Increase the amount of ECA's during unstructured times

		Legend:		
		Check		
		1: No adjustment	2: Some adjustments	3: To replace
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Creation of student clubs	●	●	●
2	Support of Student Life initiatives	●	●	●
3	Support of lunchtime activities and sports	●	●	●
4	Increase the number of structured outdoor activities at lunch	●	●	●

Findings

Creation of student clubs: We evaluated the implementation of social groups and clubs. We have found that the creation of these groups and clubs promotes a student sense of belonging and community, and to foster positive relationships among students and staff. This was found through anecdotal information and evidence of participation and attendance within clubs. The creation of social groups and clubs is to be continued next year.

Support student life initiatives: We evaluated the implementation of the support of student life initiatives in order to increase the amount of ECA's during unstructured time. We have noticed that there is room for improvement with student involvement in the promotion of student life activities. The school did support these initiatives by ensuring that a large number and variety of activities are being offered through the Parascolaire grant, and to make sure that initiatives are well advertised on the social media page. In order to increase student involvement, more support is needed in the student-led activities and promotion aspects of the initiatives.

Support of lunchtime activities and sports: We evaluated the implementation of the support of lunchtime activities and sports. With the restrictions of limited space available at lunchtime, we have noted that creating a more even distribution of students and providing them with structured activities promotes more positive and healthy interactions among students. The school will continue to offer and increase the amount of lunchtime activities to create a more even distribution of students during unstructured time.

Increase the number of structured outdoor activities at lunch: We evaluated the implementation of structured outdoor activities at lunch. This year, the implementation of this method was hindered by the city's closure of the field. Therefore, due to space and amenity restrictions, the number of structured outdoor activities at lunch was minimal. In order to prepare for this limitation in future years, alternative structured activities will be planned using the space that is reliably available to the school.