



ABAV Evaluation

# WWJR ANNUAL EVALUATION GRID (completed in spring of 2025)

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3	To replace	Our actions or measures are no longer applicable or available.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 2024-2025		1	2	3
1	School Survey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Pink T Shirt Day/Anti-bullying awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Truth and Reconciliation Day/Orange T-Shirt Day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Healthy Schools Committee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Guest Speakers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Diverse Literary Texts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	In school celebrations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Social group opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Promote inclusivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Findings				
<b>School Survey:</b> We evaluated the implementation of a School Survey this year. Through the survey, we have observed that the students are very worried about their appearances and				

how they are perceived by others. Students feel unsafe due to their concerns with their image. Moving forward, an effort in promoting positive self-image will be made through art display projects and the continuation of this emphasis in CCQ.

**Pink T-Shirt Day/Anti-bullying awareness:** We evaluated the implementation of Pink-T-Shirt day initiatives as an anti-bullying awareness campaign. The classroom viewing and discussion of the Ministry videos in March have led us to believe that anti-bullying awareness campaigns are more effective on a small scale, such as class discussions, rather than a school-wide assembly. For this reason, moving forward, we will try to embed this topic into class time, and try to put up more visual reminders for students around the school.

**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. This year, the EDDI committee organized an Indigenous dancing celebration. Cross-curricular involvement will be encouraged to make this a more school-wide initiative.

**Healthy Schools Committee:** We evaluated the implementation of the Healthy Schools Committee as a method to promote inclusivity. We are continuing to shift the committee's focus to include more goals for EDDI. This year, anxiety training was provided to staff on a Ped Dat, and more trauma workshops will occur to help support teachers and staff with trauma-affected and neurodivergent students. The committee 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 Inspiration Republic to share their presentation regarding racism, discrimination, and privilege. 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 French department organized an assembly held by Elemo, a French slam poetry artist to expose students to diverse literary texts and cultural elements. There is always room for improvement when it comes to promoting diverse literary texts, efforts will continue.

**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. Efforts are needed in order to promote a sense of belonging and alliance in the LGBTQ community. Moving forward, visuals created in CCQ regarding this topic will be

encouraged to be posted around the school as visual displays of inclusivity. The school will continue to provide students with opportunities to celebrate inclusivity and community through the Student Life Department.

### **Social Group Opportunities**

We evaluated the implementation of social group opportunities during recess and lunchtime. During these times, social group opportunities are available in several locales with teacher supervision. This is an effort to promote a sense of belonging and community through social interactions. This effort has been found to be effective, and will continue to be encouraged next year.

### **Promote Inclusivity**

We evaluated the implementation of promoting inclusivity. Due to the students' concern with their image and how they are perceived by others, we have found that an increase in team building activities and efforts are required in order to ease this social anxiety. Strategies will be implemented at the beginning of next year in order to begin building this sense of community consistently throughout the school year.

## Evaluation- Foster positive relationships

Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Digital citizenship program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Creation of social groups and clubs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Guest speakers (Liberté de choisir workshop, police prevention programs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Sports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Learning climate intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

**Digital Citizenship Program**: We evaluated the implementation of a digital citizenship program to foster positive relationships. A specific program is required to promote healthy digital citizenship and communication. The school is looking for a program to promote next

year. Additionally, a visual element strategy will be used moving forward (posters, signs, diagrams posted around the school).

**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 Inspiration Republic to share their presentation regarding racism, discrimination, and privilege. 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.

### **Sports**

We evaluated the implementation of sports as a method of fostering positive relationships. Our school offers an abundance of sports teams and programs that foster positive relationships among students, school staff and the community. However, as a way to strengthen relations between students and staff during school hours, the implementation of more staff versus student sports games and activities is recommended.

### **Learning Climate Intervention?**

According to the results of the OurSchool survey, students rated the disciplinary climate in the classroom 5.4 out of 10. As a staff, we will examine the learning climate to address the results of the OurSchool Survey with the goal of fostering a more positive learning environment.

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

Legend: 1: No adjustment 2: Some adjustments 3: To replace		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Creation of student clubs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2	Support of Student Life initiatives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Support of lunchtime activities and sports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Increase the number of structured outdoor activities at lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 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 is still a prevention method that requires improvement.