



Children's World Academy

2024-2025 ABAV ANNUAL EVALUATION GRID

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3	To replace	Our actions or measures are no longer applicable or available.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 of EDDI Priority				
		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	To promote the values of the EDDI statement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Strive for inclusive pedagogy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Findings				
<p>We have celebrated different cultures, beliefs, abilities, and ways of living. Through our units of inquiry students discussed open minded approaches to understanding others and the world around them. We reflected on the hardships experienced by diverse groups and celebrated trailblazers in the goal of informing students on both the positive and negative experiences of people. We will continue to work on furthering representation in literature, and pedagogy so students feel represented. Our ABC crew will continue to collaborate with staff to guide our approach through discussions about topics we will cover.</p>				

Evaluation of Priority #1 - Create an Open Dialogue about bullying prevention			
	Check		
Actions and/or Prevention Measures carried out in 2024-2025	1	2	3

1	Social Emotional learning is a priority	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Student leaders work as guides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

We have worked social emotional learning into all grade levels. This was done through CCQ class, presentations by spec Ed tech or outside groups.

Students took a leadership role in the school through both the Peace Pal program and the Anti-Bullying crew. Both groups made a positive impact on our community and empowered our students. We will continue working with these groups in the years to come.

Evaluation of Priority #2 - Promote a positive school culture

		Check		
Actions and/or Prevention Measures carried out in 2024-2025		1	2	3
1	Further the link between IB programme and school culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Introduce new and varied activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Diversify activities for daycare students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Create student leadership opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Through the IB learner profile, I See IB cards and creating opportunities for students to take action the link between the IB program and school culture is growing. We have created new teams, clubs and activities to join so that students feel a sense of belonging. While we have many activities for older students we need to continue to work on what is offered to younger students. There are various opportunities for students to demonstrate leadership whether through mentoring, buddy programs or formal groups/ campaigns. Many initiatives are student led.