



ABAV END-OF-YEAR EVALUATION



“83.1. Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. A document reporting on the evaluation must be distributed to the parents, the school staff and the Student Ombudsman.”

2024-2025

School: Twin Oaks Elementary School Shared with Governing Board Insert date

Principal /
Centre Director: Daniel Tremblay Shared with
Teacher Council / Staff Insert date

Shared with Parents Insert date

Submitted to Director of Pedagogical Services and Director General Insert date

ABAV Priorities

1. **Bullying and Social Exclusion in the Schoolyard**

The schoolyard during recess continues to be a hotspot for verbal and social aggression. A key priority remains the implementation of structured interventions targeting both the students exhibiting these behaviors and those affected by them. The goal is to develop social skills, promote empathy, and teach effective conflict resolution strategies.

2. **Expanded Support for Students Experiencing Anxiety**

With approximately 30% of students experiencing moderate to high levels of anxiety—well above the national norm—and rates even higher among girls (38%), mental health support must be a central focus. Targeted strategies and resources are needed to support student well-being.

3. **Comprehensive Education on All Forms of Bullying**

Preventing and reducing bullying requires raising awareness of its various forms: verbal, social, physical, and cyberbullying. Continued education for students, staff, and families is essential in fostering a respectful and inclusive school environment.

4. **2024–2025: Direct Intervention for Repeat Offenders**

In the upcoming school year, there will be a renewed focus on direct intervention with students who are repeatedly involved in violent incidents during unstructured times. These interventions will be proactive, consistent, and tied to skill development and accountability.

5. **Ongoing Education About the Nature of Bullying**

Reinforcing a shared understanding of what constitutes bullying—including its subtle and indirect forms—will remain a core part of our prevention and intervention strategy.

Actions / Initiatives to Maintain or Le Go (Prevention Measures)

This year, one of the key initiatives involved targeted support during recess. The special education technician facilitated social groups for students who had been involved in multiple incidents of violence. These sessions provided a safe and consistent space for intervention, focusing on teaching and reinforcing appropriate conflict resolution skills. This initiative should be maintained, as a noticeable decrease in violent incidents was observed as a direct result.

Additionally, monthly school-wide Social-Emotional Learning (SEL) assemblies were held, each centered around a specific theme. A short summary was included in the monthly parent newsletter to keep families informed and to encourage continued discussion at home. This helped foster a shared understanding between school and home around the SEL goals.

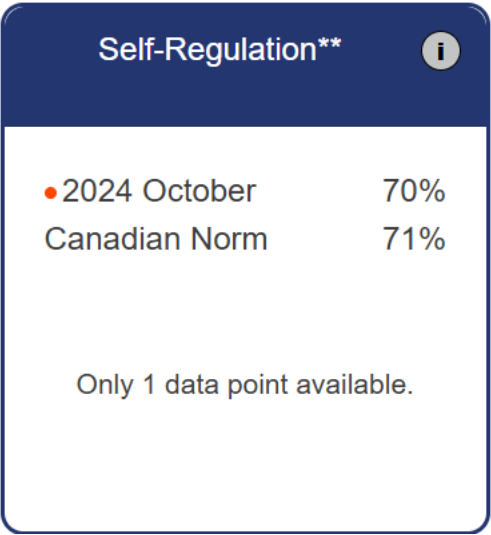
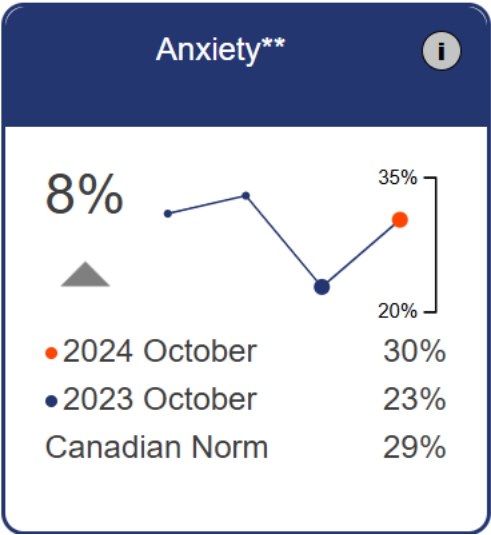
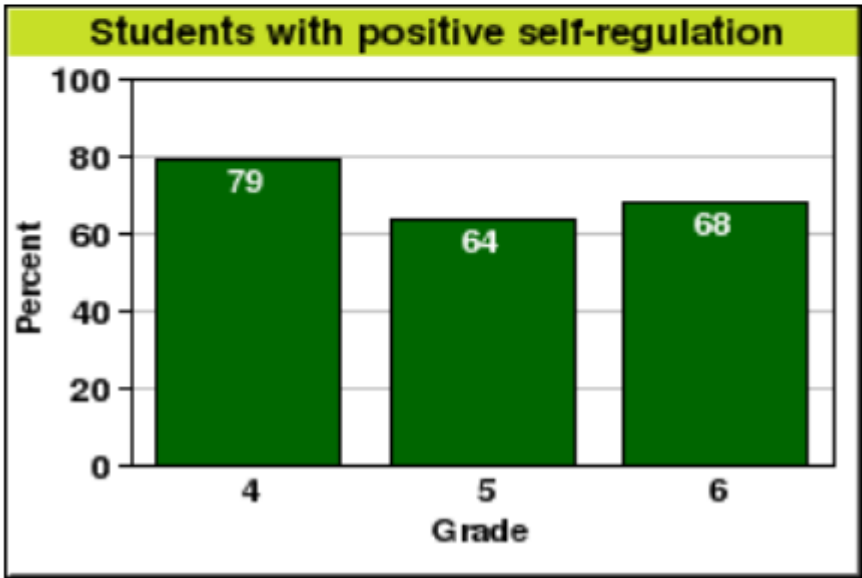
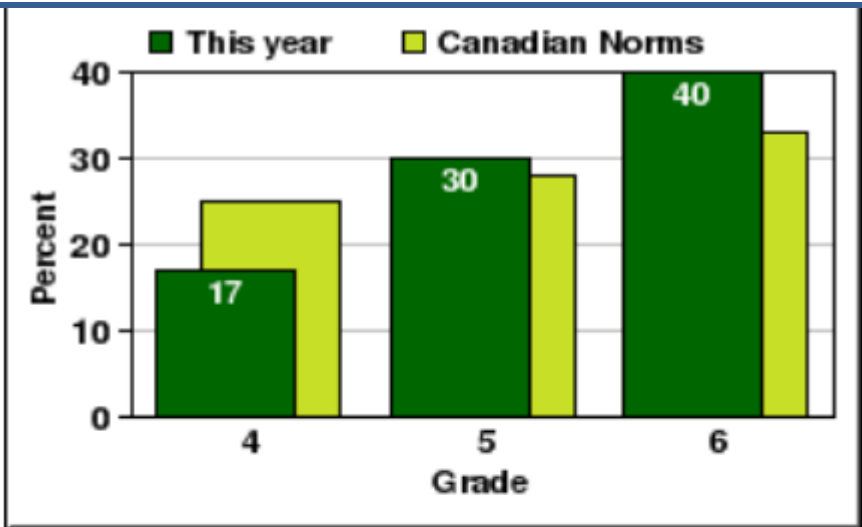
We continued our *Mindfulness Mondays* initiative, helping students begin their week with a moment of calm and presence. This practice supports emotional regulation and provides students with lifelong tools for managing stress and staying grounded.

Morning exercises were also offered to students who benefit from structured physical activity to focus their energy and set a positive tone for the day.

In response to bullying incidents, a restorative educational approach was implemented. Students identified as perpetrators were required to complete a project on bullying, which they then presented to their class. This initiative served a dual purpose: it encouraged personal reflection and accountability while also educating peers and reinforcing a school-wide culture of empathy and respect.

Extra-Curricular Activities – A full range of activities are offered by teachers to provide engaging and structured activities for students during lunch hours ranging from sports, arts and crafts to environmental awareness

Here are is our schools data taken from our school sruvey, ISM and OIM.



Bullying and Exclusion**



5%



2024 October	26%
2023 October	21%
Canadian Norm	30%

Feel Safe attending School**

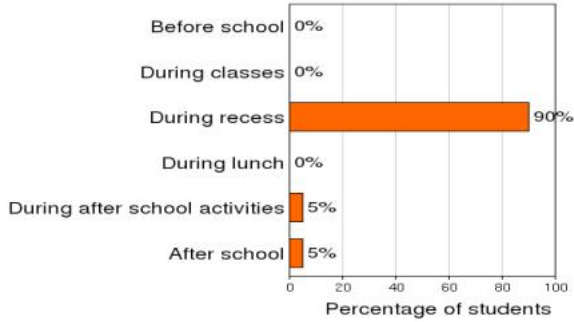


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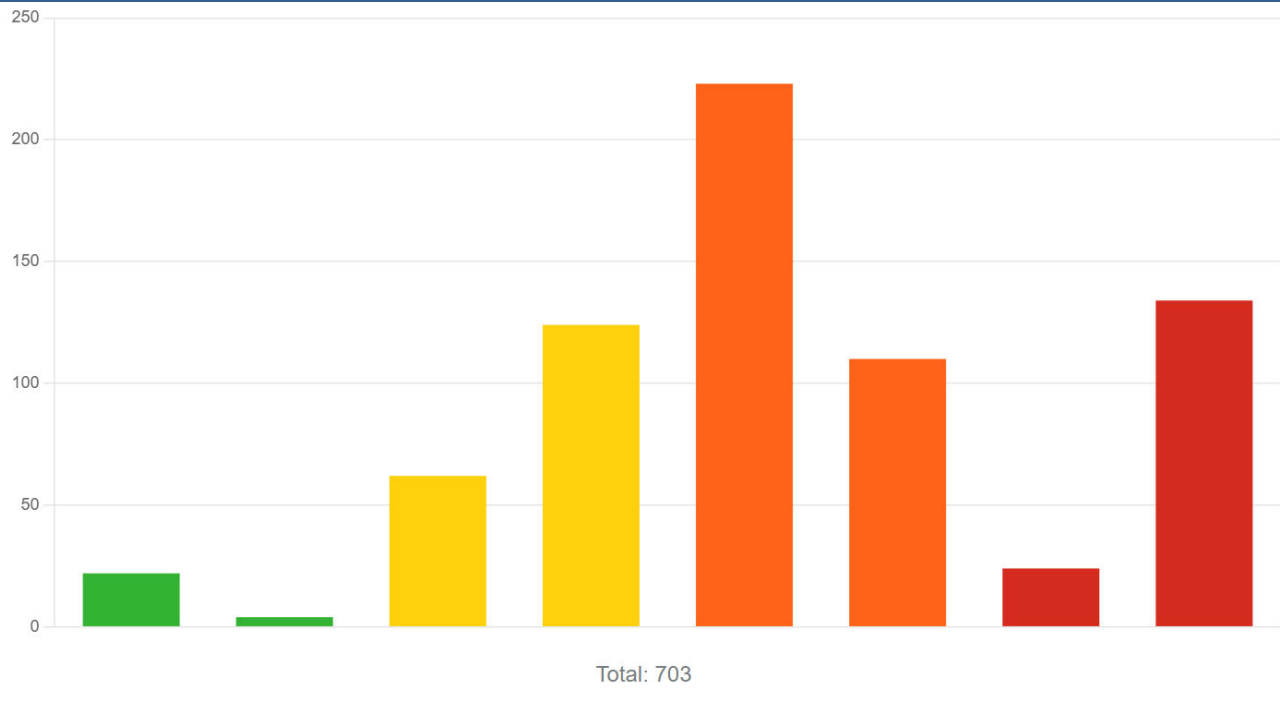


2024 October	61%
2023 October	67%
Canadian Norm	62%

Figure 4: When bullying occurs at Twin Oaks



OIM Global Statistics



● Positive behaviours - preschool	22
● Positive behaviours - elementary	4
▲ Behaviours to be monitored - preschool	62
▲ Behaviours to be monitored - elementary	124
◆ Behaviours to be modified - elementary	223
◆ Behaviours to be modified - preschool	110
■ Serious behaviours - preschool	24
■ Serious behaviours - elementary	134

ISM Entries

Violence	23
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174 - Twin Oaks Elementary School	23
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Intimidation	4
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174 - Twin Oaks Elementary School	4
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Actions / Initiatives to Maintain or Let Go (Sexual Violence)

Follow the approved MEQ curriculum for Sexual Education which is a part of the Culture & Citizenship of Quebec. |

Actions / Initiatives to Develop

Based on the results, a significant number of behavioral and social challenges are originating in Preschool and Kindergarten. While small social skills groups have been initiated at this level, they need to be further developed and expanded. These groups focus on teaching fundamental skills such as conflict resolution, emotional awareness, and cooperative play essential building blocks for healthy peer relationships and long-term social success.

Restorative Circles & Conflict Resolution Workshops

Formalize the use of restorative circles in classrooms and train staff in conflict resolution facilitation. These circles can help mediate peer conflicts and build a stronger sense of community and accountability. |