# Head's Report

MEADOWRIDGE SCHOOL

**2025/2026** An annual report for Meadowridge School

# Table of Contents


**02** / Territory Acknowledgment

**04** / Community

**10** / Academics

**20** / Library

**22** / Athletics

**26** / Indigenous Education

**32** / Outdoor, Experiential & Ecological Education

**38** / Student Life

**42** / Arts

**45** / Belonging

**46** / Class of 2026

**52** / Philanthropy & Community Development


MEADOWRIDGE SCHOOL

Accreditations & Memberships





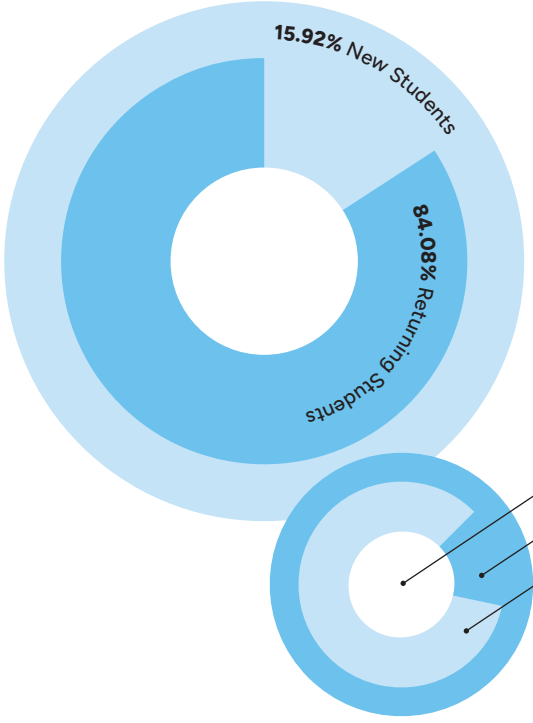


**TERRITORY ACKNOWLEDGMENT**

Meadowridge School is located on the *ancestral, unceded territory of the Katzie, the Kwantlen, and Coast Salish Peoples*. We value the opportunity to *learn, live, play, and share educational experiences* on this traditional land. Meadowridge School is committed to *building strong meaningful relationships and positive partnerships* with all the traditional keepers and stewards of this land.

# Meadowridge Community

When a child enrolls at our school, we welcome their entire family into our community. We form connections that allow us to communicate freely and openly about our children, through active and intentional building of relationships. Working collaboratively alongside parents, we focus on the growth, development, safety, and well-being of all our children.






### Meadowridge Student Population 2025/26

**628** **Total Students**

**528** **Returning Students**

**100** **New Students**

**9** new students were siblings of returning students

**234** **Elementary School** JK to Grade 5

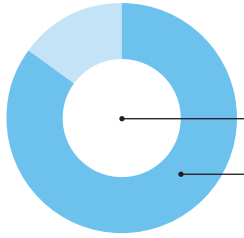
**184** **Middle School** Grade 6 to 8

**210** **High School** Grade 9 to 12

**36** **Staff Children** attending Meadowridge

**7** New Staff Children

**29** Returning Staff Children



**196** **Applications** to join Meadowridge School

Acceptance Rate **85%**

**300+** guests attended Open Houses & Tours

**7 Open Houses**

including one for the Early Learning Program

*Inquiring families are encouraged to attend an Open House and experience our school through a campus tour led by our Student Ambassadors between Grades 7 to 12.*

## 8 Legacy Families

**11** **students of legacy families** now attending Meadowridge School

*A legacy family is one in which a student has a parent or grandparent who previously attended or graduated from Meadowridge School.*

### Scholarships Awarded 11

**10** Entrance Scholarships *valued at $5,000*

Grade 9 Head of School Bursary **1** *full-ride, 4-year bursary*

## 18 Languages

spoken by new families

| | |
|---|---|
| Cantonese | Telugu |
| Mandarin | Kannada |
| Taiwanese | Farsi/Persian |
| Japanese | Kurdish |
| Hindi | Pashto |
| Bengali | French |
| Punjabi | Polish |
| Urdu | Russian |
| Tamil | Spanish |

| Families joined us from **7 countries** from around the world | Canada | China | Taiwan | South Africa | United Kingdom | India | Korea |
|---|---|---|---|---|---|---|---|
| **PROVINCIAL** | British Columbia | Ontario | Alberta | | | | |
| **LOCAL** | Abbotsford<br>Anmore<br>Burnaby | Coquitlam<br>Chilliwack<br>Langley | Maple Ridge<br>Mission<br>North Vancouver | Pitt Meadows<br>Port Moody<br>Richmond | Surrey<br>Vancouver<br>White Rock | | |

# 1,100 Meadowridge Alumni
*from 31 graduating classes*

## A Growing Alumni Community

| | Alumni Attended |
|---|---|
| **20-Year Reunion (Class of 2005)**<br>Our second 20-year reunion offered an intimate opportunity for alumni and faculty to reconnect and reflect on their Meadowridge journeys. | 11 |
| **10-Year Reunion (Class of 2015)**<br>Alumni revisited classrooms, caught up with former teachers, and celebrated shared memories. | 13 |
| **Home for the Holidays**<br>More than 30 alumni and their families enjoyed a festive family brunch, connections, and school spirit. | 34 |
| **Convocation Tradition**<br>Alumni welcomed the newest graduates into their ranks at this growing annual tradition. | 15 |
| **Toronto Chapter Gathering**<br>Twenty-two alumni, spanning the classes of 2002 to 2025, gathered for an evening with Head of School Scott Banack. | 22 |
| **Golf Tournament**<br>Three teams in this year's tournament were made up of or included alumni. | 10 |
| **Homecoming**<br>This event welcomes all those who have been part of the Meadowridge story. Wherever life has taken them, they are invited to return home to celebrate, reconnect, and share in this new tradition. | 17 |



## Rose Welsh
**Class of 2018**

**Alum & Founder, Rose Welsh Counselling**

**Alumni Focus**

For Rose Welsh '18, finding her calling wasn't a straight path. Despite exploring careers in medicine, business, and law, she graduated from Meadowridge unsure of what came next. It wasn't until a chance meeting with an academic counsellor at Queen's University that everything clicked. "I realized, wait—this is what I want to do," she recalls.

For those who knew Rose, the decision to pursue counselling came as no surprise. A Meadowridge Lifer, Rose had always been someone others turned to for advice, encouragement, and a listening ear. Her 14 years at Meadowridge helped shape the empathy, curiosity, and compassion that now define her work.

After earning a Bachelor of Science (Honours) from Queen's University and a Master's in Counselling Psychology from Trinity Western University, Rose gained experience supporting students, individuals, and couples. In fall 2024, she took a leap of faith and launched her own practice, Rose Welsh Counselling.

Today, Rose finds deep fulfillment in helping others navigate life's challenges and discover their strengths. "Having people trust you with their emotions and stories is the most incredible privilege," she shares.

Looking back, Rose sees a clear connection between her career and the values instilled during her time at Meadowridge. The school's mission, Learning to live well, with others and for others, remains her guiding principle, one she carries forward through her work and everyday life.

Read more about Rose
in the 2025/26 issue of the The Gryphon Magazine

# 172 Degrees held by our faculty and staff
*including Bachelors, Masters, and PhDs*

## 100% of faculty are IB trained

This includes IB professional learning resources and workshops, and IB educator certificates, which are university-level offerings earned through completion of IB-recognized undergraduate, graduate or postgraduate teaching or educational leadership degrees.

## Faculty and Staff are committed to lifelong learning

*Our faculty and staff also seek a variety of accreditations, certifications, training, and leadership opportunities.*

### Certifications

Certified Fund-Raising Executive (CFRE)
Certified Public Accountant (CPA)
International Facility Management Association (IFMA)
Canadian Payroll Association
Occupational First Aid Level 2
Wilderness First Aid
Lean Six Sigma

### Training

WorkSafe Joint Occupational Health and Safety Committee
RESPECT in the workplace bullying and harassment
Bias and discrimination
Cultural identity
Neurodiversity
DEIJ and belonging
Mental Health First Aid

### Leadership Training

Bias in interviewing
Anti-bias and anti-racism
Intercultural competence and development
CAIS National Leaders Conference

**2 faculty members serve as ISABC Leads**

for the SOGI & Indigenous Education groups

*An ISABC Lead refers to an educator or administrator who facilitates one of the Leadership and Collaboration Groups within the Independent Schools Association of British Columbia (ISABC).*

### IB Professional Development

**Primary Years Programme**
- PHE: The role of Physical Education
- Evidencing Learning (Cat 2)
- Your Exhibition (Cat 2)
- Your Exhibition (Cat 2)

**Middle Years Programme**
- Mathematics: Managing Assessment

**Diploma Programme**
- History (Cat 2)

**PROFESSIONAL DEVELOPMENT HIGHLIGHTS**

Meadowridge welcomed over **100 faculty members from ISABC schools** during a professional development day dedicated to indigenous education.

Across the school, in-house workshops supported participants' learning, including seven which were planned and led by Meadowridge faculty members:

Connecting to the Land Through Play and Experience in the Early Years
Let's 'emó:t – One Heart, One Mind
Sit Spots
Connecting Place with Watercolour
Experiential Learning in Contemporary Indigenous Studies
Regenerative Gardening
Teaching Through Indigenous Stories: Land, Relationship, and the Power of Children's Literature

All faculty members **participated in an Inclusive Education workshop** led by Dr. Shelley Moore, whose research and teaching focus on **creating strength-based, responsive classrooms** that include students with diverse needs, including intellectual and developmental disabilities, in academically rigorous environments.

# Professional Development

**$250,000 invested in our faculty and staff** through professional development

Meadowridge extends learning and growth to all employees to enhance their knowledge and skills

**100+** professional development **opportunities**

Faculty, staff, and administrators attended sessions locally, nationally, and internationally

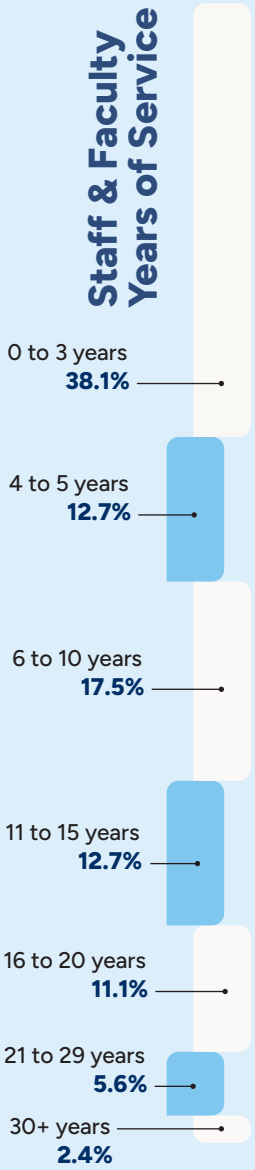
**Focused professional development** supports students in our **four strategic ares of focus.**

| | | | |
|---|---|---|---|
| Technology & Artificial Intelligence (AI) | Education & IB Programmes | Indigenous Education | Regenerative Sustainability |

# 126 Faculty, Staff, and Administrators

*supporting students across the continuum*

## Staff & Faculty Years of Service




**Faculty have taught in 40+ countries around the world, including:**

Albania
Australia
British Virgin Islands
Cambodia
Canada
Caribbean
Chile
China
Colombia
Ghana
Honduras
Hong Kong
India
Indonesia
Italy
Japan
Japan
Kuwait
Lebanon
Mexico
Oman
Peru
Philippines
Republic of Latvia
Romania
Saudi Arabia
Singapore
South Africa
South Korea
Spain
Switzerland
Tanzania
Thailand
Turkey
United Arab Emirates
United Kingdom
USA
Venezuela
Vietnam

## 16 Languages

**spoken by faculty and staff**

Hindi
Serbian
German
French
Spanish
English
Chinese
Farsi
Swedish
Hakka
Japanese
Russian
Tagalog
Afrikaans
Konkani
Dutch



## Rhonda Laurie

**Faculty Focus**

**High School Visual Arts**

"People might not realize how strong the relationships are here—between parents, students, and peers. Not everyone can handle that level of closeness. You get to know everyone so well because it's such a caring place. We care deeply about our students and each other. No one is left out or unnoticed. That's something we shouldn't take for granted as a school, and we should continue to nurture it."

Read more about Rhonda's tenure at Meadowridge in the 2025/26 issue of the The Gryphon Magazine

# Meadowridge Parent Guild

*The Meadowridge Parent Guild is a dedicated group of parents who volunteer their talent and time to support and enrich our school community. Welcoming all parents, the Guild is a wonderful way to get involved, meet other parents, and positively impact our school community.*

## Leadership & Support

**12** **Guild Executives**

**14** **Grade Liaisons** One for each grade from Junior Kindergarten to Grade 12

The Parent Guild is led by an Executive Committee who ensure smooth operations and effective support:

- Chair
- Vice-Chair (2)
- Secretary
- Treasurer (2)
- Sunshine Representative
- Mabel's Labels Representative
- Chinese Liaison
- Social Coordinator
- Executive Member (2)

## Ongoing Contributions

The Parent Guild oversees and provides essential support throughout the school year.

- Managing Gryphon's Emporium, the used uniform shop that offers families affordable options.
- Grade Liaisons work closely with teachers to keep classes connected and support educational experiences.

# Community Enrichment Program

**20** **Parents attended**

**7** **Sessions offered** covering a variety of topics

**18** **Topics provided parents with** information about the school

The Community Enrichment Program (CEP) is an education series designed to empower and enrich parents' understanding of the school through hands-on experiences and in-depth insights into its philosophies, programming, operations, and aspirations.

| **CEP Topics covered** information about the **educational and operational practice of the school,** including: | | New Topic | | |
|---|---|---|---|---|
| | | School Camps | IB Programme at Meadowridge | Facilities Enhancements |
| Communications and the School Website | Development and Community Relations | Student Well-Being and Social-Emotional Learning | The Cafeteria, Uniform Shop and Bussing | Indigenous Education |
| Strategic Plan | School Divisions | Student Life | Admissions and Enrollment | Technology |
| OE3 Program | Post-Secondary Counselling | History, Mission and Vision, and Governance | Learning Enhancements | Meadowridge Accreditations |

# 300+ Volunteers supported Meadowridge School

***including parents, grandparents, students, alumni, alumni parents, and faculty and staff.***

Volunteering at Meadowridge is a meaningful way to make a difference, connect with others, and play an integral role in our school community. The dedication and enthusiasm of our volunteers help our community continue to flourish.

## Volunteer Opportunities

Volunteers play an important role across the school, helping in athletics, the library, classrooms, and during special events and daily activities.

**ATHLETICS**
Coaches and drivers play an important role in our sports programs.

**CLASSROOM SUPPORT**
Assisting teachers and supporting the learning experience.

**EVENTS AND HOSPITALITY**
Organizing and hosting school events and celebrations.

**LIBRARY SUPPORT**
Helping with book organization and student assistance.

**ONGOING OPPORTUNITIES**
Various roles that support day-to-day activities.

## Events Supported by Our Volunteers

Events supported by our volunteers bring us together to celebrate, learn, and connect. This year, the ongoing work of our Parent Guild and other volunteers have played a vital role in organizing and supporting school events and celebrations.

**CULTURAL CELEBRATIONS**
Diwali, Lunar New Year, Nowruz, and Eid-ul Fitr

**COMMUNITY-BUILDING EVENTS**
Welcome Back Picnic, New Parent Information Night, Open Houses, New Family Orientation, Fall & Spring Spirit Days, and Head of School's Parent Socials

**FUNDRAISING EVENTS**
Uncle Vinny's Toy Drive, Flower Basket Fundraiser, Purdy's Chocolate Fundraiser, Parent Guild Winter Market, and the Meadowridge Golf Tournament

**SPECIAL EVENTS**
Meadowridge Sun Run, Meadowridge Homecoming

**ANNUAL EVENTS & INITIATIVES**
Staff Appreciation Lunch, Career Roundtable, Gryphon's Emporium

# 2025/26 School Events

### Welcome Back Picnic
Approximately 1,000 attendees joined us for a lively outdoor gathering, reconnecting families and celebrating the start of a new school year.

### Winter Market Parent Guild Led Event
Over 400 attendees explored 50+ vendors and food trucks, celebrating the season, supporting local businesses, and enjoying a lively community atmosphere.

### 2026 Sun Run Parent Guild Led Event
More than 60 Meadowridge families participated in this annual run, promoting fitness, school pride, and family engagement.

### Grandparents' Day
Over 250 grandparents, parents, and students joined for two celebratory sessions, exploring classrooms and enjoying student performances, continuing a growing tradition of intergenerational connection.

### Volunteer Appreciation Breakfast
In March, over 65 volunteers were honoured for their dedication and contributions to the school community.

### Meadowridge Homecoming
This event welcomes all those who have been part of the Meadowridge story. Wherever life has taken them, they are invited to return home to celebrate, reconnect, and share in this new tradition.

### Online Auction
Over 30 parents participated in this fundraiser, raising $55,000 to support the school's expansion plans, with special experiences including Head of School for a Day, VIP parking spots, and birthday parties at the school.

### Meadowridge Golf Tournament Presented by Hilson Development Ltd.
Over 150 community members enjoyed a day of connection, friendly competition, and school spirit.

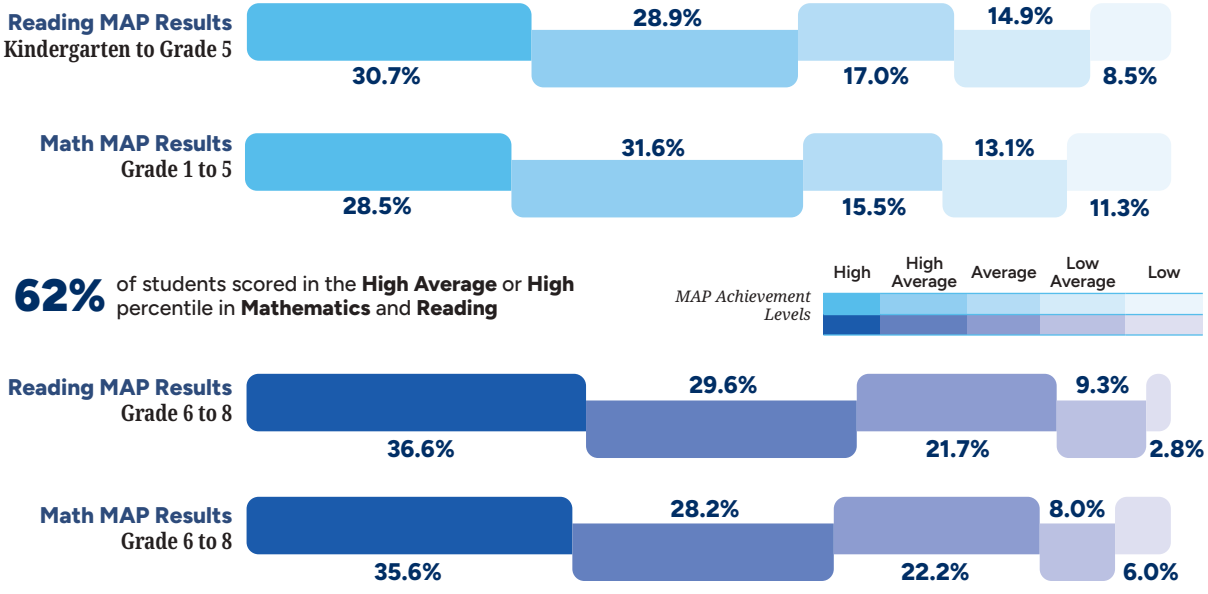
### New Parents Welcome Information Night
Over 70 new parents joined to learn about school life, meet staff, and build early connections within the Meadowridge community.



# Meadowridge Academics

At Meadowridge, students engage in active, challenging, and meaningful learning at every grade level. Through a balance of inquiry and skill development, they explore a rigorous curriculum, take risks, reflect, and deepen their understanding through diverse global perspectives and values.

## MAP Assessment | Elementary & Middle School (Kindergarten to Grade 8)




### What are the MAP Assessments?

MAP Growth is an innovative assessment designed to measure student achievement and growth in math and reading. The test adjusts the difficulty of questions based on the student's responses, allowing for a more accurate assessment of their abilities by tailoring the test to their skill level.

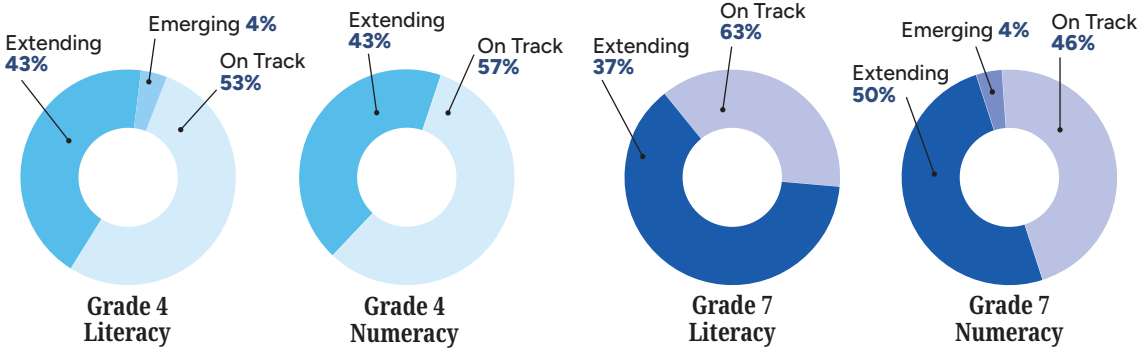
Administered globally in over 145 countries and reaching more than 13 million students, MAP Growth addresses the diverse needs of each classroom and serves as a valuable guide for educators.

### What are the FSAs?

The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all BC students' academic skills in grades 4 and 7.

The FSA uses three proficiency levels to describe student performance: Emerging, On Track, and Extending. At the Extending Level, students demonstrate a sophisticate understanding of the concepts and competencies relevant to the expected learning.

## Foundation Skills Assessment (FSA) | Grade 4 & 7



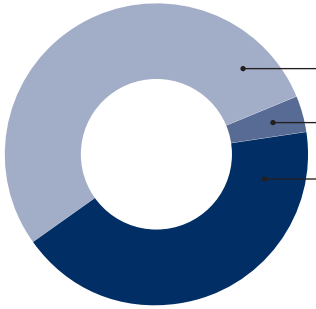
FRASER INSTITUTE

## #1 Elementary School in BC

According to the 2026 Fraser Institute Rankings, Meadowridge School achieved top ranking based on Grade 4 and 7 FSA results.

### Ministry of Education Literacy Assessments | Grade 10 & 12

**Grade 10 Literacy Results**

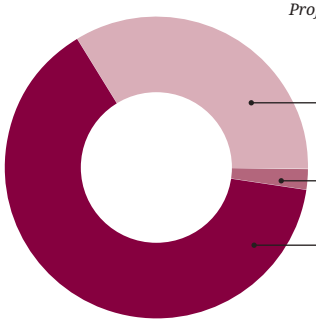


- Proficient **53.7%**
- Developing **3.7%**
- Extending **42.6%**

**32.6% ↑** when compared to other BC Independent schools

*Proficiency Level Distribution (%)*

**Grade 12 Literacy Results**



- Proficient **34.0%**
- Developing **2.13%**
- Extending **63.83%**

**22.2% ↑** when compared to other BC Independent schools

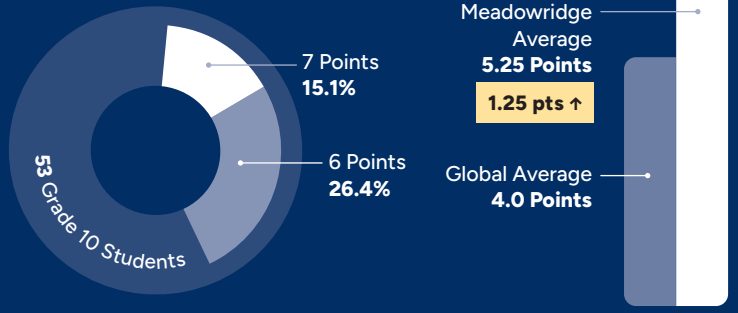
**What are the Ministry of Education Literacy Assessments?**

Each year, Grade 10 and 12 students complete a BC Ministry of Education literacy assessment. Results are measured in Communication and Comprehension and reported on a proficiency scale from Emerging and Developing to Proficient and Extending.



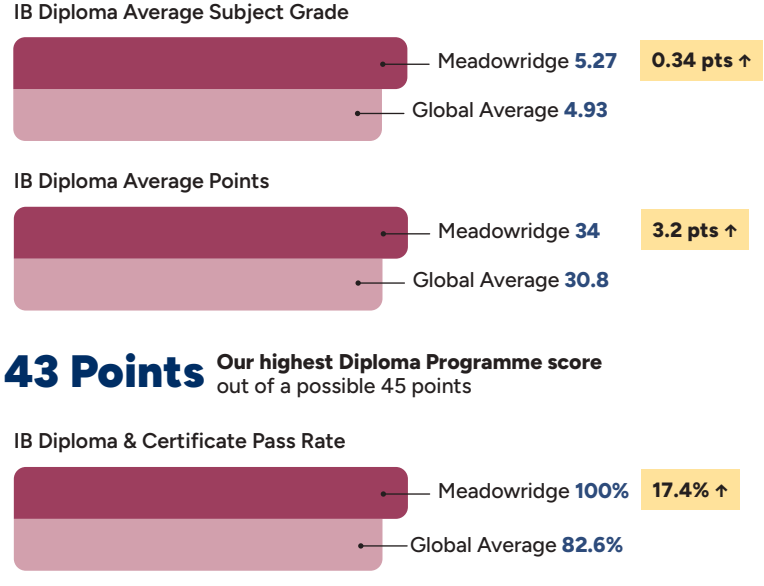
## International Baccalaureate Results | Grade 10 & 12

### Grade 10 IB Personal Project Results




**41.5%** **of Grade 10 Students achieved a 6 or 7,** the top two highest possible marks

### Grade 12 IB Diploma Results




## IB Capstone Projects

Grade 12

### Theory of Knowledge (TOK)

TOK is fundamental to the DP's educational philosophy, offering students a chance to reflect on the nature of knowledge and our understanding of what we claim to know. Students explore definitions of terms like knowledge, truth, and validity while using critical-thinking skills to explore the connections between actual events and general knowledge questions.

In the production of knowledge, does it matter that observation is an essential but flawed tool? Discuss with reference to the natural sciences and one other area of knowledge.

To what extent do you agree that doubt is central to the pursuit of knowledge? Answer with reference to two areas of knowledge.

In the acquisition of knowledge, can we only understand something to the extent that we understand its context? Discuss with reference to two areas of knowledge.

To what extent is interpretation a reliable tool in the production of knowledge? Answer with reference to history and one other area of knowledge.

### IB Points Conversion to Percentage

Meadowridge uses two equivalency tables developed and agreed upon by the British Columbia Association of International Baccalaureate World Schools (BCAIBWS), for the MYP ( Grade 6-10) and DP (Grade 11-12).

| IB Points | | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|---|
| **MYP (9 & 10) % Conversion** | | 100% | 95% | 86% | 77% | 69% | 55% | 40% |
| **DP (11 & 12) % Conversion** | Standard Level (SL) | 100% | 95% | 89% | 85% | 75% | 69% | 49% |
| | Higher Level (HL) | 100% | 97% | 95% | 89% | 85% | 75% | 49% |

Grade 12

## Diploma Programme Internal Assessments

DP Assessments evaluate students' mastery of advanced academic skills, such as analyzing and presenting information, evaluating information, constructing arguments, and creatively solving problems.

### Biology

How do different concentrations of ethanol (0%, 20%, 40%, 60%, 80%) affect the absorbance of betacyanin pigment extracted from Beta vulgaris after 20 minutes, as measured by absorbance at 534.4nm using Go Direct SpectroVis®?

An Investigation into the Impact of Changing Sea Surface Temperatures on Hard Coral Cover in the Great Barrier Reef.

How does varying temperature (5°C, 15°C, 25°C, 40°C, 55°C) controlled via a water bath affect the initial rate of starch hydrolysis catalyzed by amylase, measured by the decrease in absorbance of the iodine–starch complex using a colorimeter, measured every 10s?

### Chemistry

An Investigation into Determining the Activation Energy of the Oxidation of Fast Green FCF by Sodium Hypochlorite.

Determination of the Experimental pKa of Clitoria ternatea L. for the Flavylium Cation-Quinoidal Base Equilibrium.

### Physics

To what extent does corn syrup exhibit optical rotation and how can this behaviour be described using Jones matrices?

### Geography

To what extent do patterns of Urban Stress in Maple Ridge conform to the Burgess Model?

To what extent does urban stress decrease with increased distance from the CBD along Dewdney Trunk Road in Maple Ridge?

### History

To what extent is Adachi's portrayal of Japanese Canadians as quietly compliant representative of Nikkei resistance to internment in Southern Alberta between 1942 and 1949?



## PYP Exhibition Grade 5

*An inquiry into...*

The impacts of aircraft in flight and birds

The connection between mental health and AI use

How rocket scientists are changing the fuel they use to lessen the impact on the environment

Responsible drone use to protect the environment

The roles of the sporting community to prevent injuries

How positive attitude affects your mental health

Healthy ways to solve friendship problems

How sleep affects well-being

The original intention of AI

How negative use of social media affects mental health

How we can be more responsible on social media

How to stop racism in sports

How we can promote fairness for all people

How music and art can make you feel happy

How Indigenous music and art can initiate change

How we can communicate using artistic symbols

Concussion prevention and recovery

Pet connections with health

## MYP Personal Project Grade 10

Literature Review of Oral DDS for GI Tract

Building an Advanced Redstone Machine in Minecraft

InvestEd: An Educational Finance Website made for Teens

Crocheting a Granny Square Blanket

Learning the Godot Platform to build a 2D Platformer

Music Production & Distribution

Making an Upcycled Denim Tote Bag

Creating a Children's Braille Book

Traditional East-Asian Wood Joinery and Furniture

Repairing an Outboard Engine

Night Photography

Short-Form Music Content Development

### What is a Capstone Project?

A unique aspect of the IB Programmes is the capstone project that takes place in the final year of each program.

These projects require students to present themselves through the lens of the Learner Profile while integrating elements of the Approaches to Teaching (ATT) and the Approaches to Learning (ATL) in their inquiries. Above is a collection of these projects.



## Ryan L.

**Grade 10**

**Student Focus**

When Ryan L. (Grade 10) travelled to South Korea last summer, he expected to reconnect with family and explore the country. What he didn't expect was to discover a centuries-old woodworking tradition that would inspire his Personal Project. Captivated by the balance between Korea's modern structures and its historic wooden architecture, Ryan set out to learn the art of traditional Korean wood joinery while reconnecting with his cultural roots.

Although born in Canada to Korean parents, Ryan says he had long wanted to learn more about his heritage. "I thought, if I'm going to do a project, I want it to be something inspired by my culture." He originally planned to build a traditional Korean sliding door, but after considering the cost and materials required, he shifted his focus to creating a shelving unit using traditional joinery techniques.

Unlike Western woodworking, where joinery is often seen as a construction method, Ryan discovered that in Korea it has long been viewed as an art form. Historically, Korean craftspeople developed intricate wooden joints that fit together like puzzle pieces, allowing structures to remain strong without nails or metal fasteners. "In the West, joinery is viewed as a building technique," Ryan explains. "In the East, it's art."

Ryan's passion for woodworking first began in Meadowridge's Design program. Starting in Grade 6, he enjoyed learning to build with wood, but it was the Grade 8 trebuchet project that gave him the confidence to pursue more ambitious creations. "That's when it clicked," he says. "I realized what I was capable of."

Read more about Ryan's Personal Project in the 2025/26 issue of the The Gryphon Magazine

## DP Extended Essay Grade 12

**Language and Literature**
How does Coraline's journey into the Other World confront Yalom's existential truths of death, freedom, and meaninglessness to reveal the path toward an authentic identity and worldview?

**Business**
How has Red Bull's marketing strategy in extreme sports contributed to its competitive advantage in the global energy drink industry?

**Mathematics**
What is the impact of the smoothness of the group order on the efficiency of the Pohlig-Hellman Method?

**Chemistry**
To what extent does the concentration of post-harvest calcium chloride treatments, altered by 1.0%, 2.0%, 3.0%, 4.0%, and 5.0%, affect the ripening of Ataúlfo mangoes (Mangifera indica), gauged from the attributes of fruit sugar content, measured via Benidict's solution;flesh firmness, measured via penetrometer; and peel color, measured via photo colorsoftware?

How does the pre soaking time (0.5, 1, 2, 3, and 4 hours) of Avena sativa (oats) affect the rate of alpha-amylase digestion as measured by glucose percentage over time using Benedict's serum and measuring the absorbance?

**Visual Arts**
How do artists like Banksy, Kazimir Malevich, and Charlie Hebdo navigate the boundaries of freedom of speech and expression through visual art and challenge the limits of what is considered appropriate in public discourse?

**Physics**
How do varying concentrations (0.5g, 1.0g, 1.5g, 2.0g, & 2.5g) of Lipase affect the breaking down of mayonnaise, measured through the absorbance?







# Elementary School Junior Kindergarten to Grade 5

**GOAL**
Maximize our time to purposefully nurture all aspects of the whole child.

**PRIORITIES & ACTIONS**

- Enhance the effective use of specialist class time
- Promote student independence during hallway transitions
- Encourage students to wear their uniforms with respect and pride
- Refine assembly routines, expectations, and behaviours
- Streamline snack and lunch routines

**REFLECTIONS**

Noticeable improvements have been made across all areas.

The greatest impact has been observed during hallway transitions, where students navigate spaces independently and show respect and responsibility for their learning environments. This shift has significantly increased instructional time, as teachers spend less time managing transitions and more time teaching.

**GOAL**
Support all learners by fostering differentiation, student agency, and a strength-based approach.

**PRIORITIES & ACTIONS**

- Engage in professional learning about Universal Design for Learning (UDL), classroom differentiation, student agency, and inclusive approaches for all learners
- Engage in a full-day session with Dr. Shelly Moore

**REFLECTIONS**

Teachers have deepened their knowledge and commitment to providing inclusive learning experiences for all students.

**GOAL**
Promote and nurture student leadership throughout the Elementary School.

**PRIORITIES & ACTIONS**

- Empower students to lead assemblies
- Encourage and support student-initiated action
- Foster student leadership during House Activities and events

**REFLECTIONS**

Students continue to bring new ideas and activities that reflect their interests, passions, and strengths.

Student leaders planned a wacky shirt day, ran events for a winter House Activity, and hosted holiday initiatives like Halloween art, holiday carolling, and a photo booth. Students also promote key school events and make posters.

Grade 4 leaders ran the Playground Leaders Club, where students promote safety and peer support during recess. Grade 5 leaders ran events and hosted assemblies.

# Middle School Grade 6 to 8

**GENIUS HOUR & FLEX BLOCK**

A survey of Middle School students showed they wanted more autonomy and independence in choosing how they spend their time during the school day. In response, the Middle School Leadership team created two new programs: Genius Hour and Flex Block.

### GENIUS HOUR

Students select a passion project to pursue throughout the school year. These projects are highly personalized, stemming from each student's authentic curiosity and interests. Every Friday, students collaborate with peers who share similar interests, dedicating time to explore their passions and develop their projects. Previous topics have included crocheting, video game development, launching a tutoring business, sushi making, 3D design, creating a flyable airplane, and other innovative pursuits.

### FLEX BLOCK

Every Tuesday or Wednesday, students have a 45-minute flex block to participate in a variety of activities, including study block, test prep sessions, subject support sessions, board games, fitness room, test makeup time, maintaining the farm, elementary school buddies, and others.



**ADVISORY PROGRAM**

The Middle School leadership team continues to refine the advisory program to ensure it remains meaningful and intentional. Last year, Career Education became a core component, enabling students to explore their passions, interests, and aptitudes related to potential career paths through targeted surveys. Parents served as guest speakers to share their occupational experiences and pathways. In the upcoming year, we will further social-emotional learning.

# High School Grade 9 to 12

**ADDITIONAL COURSES**

To enhance student learning and opportunities, Options Courses were introduced to Grade 9 and 10 students.

Options Courses gave students a chance to study a variety of subjects, including:

- Entrepreneurship
- Finance and Marketing
- Theatre Company
- Sports Leadership
- AI: Inquiry, Impact, & Ethics
- Designing Your Life
- Regenerative Sustainability

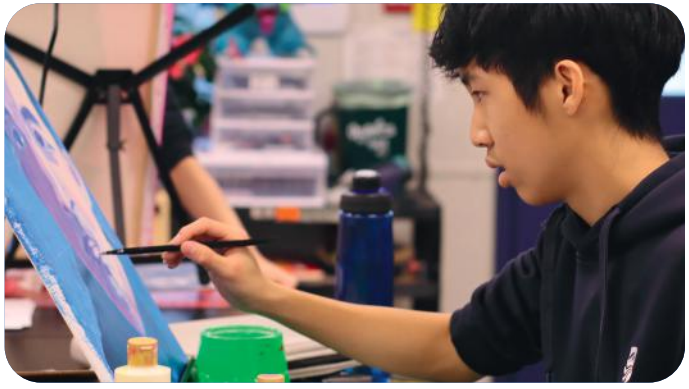
**GRADE 9 THEMATIC ROTATION**

Following the success of the Options Courses, some will now be part of the Grade 9 curriculum as part of a thematic rotation during the school year.

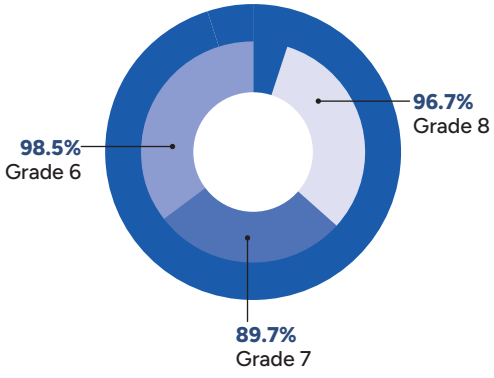
Students will participate in a new interdisciplinary course structured around three thematic rotations:

1. **Technology and Artificial Intelligence**
2. **Environment and Regeneration**
3. **Wellness and Mental Health.**

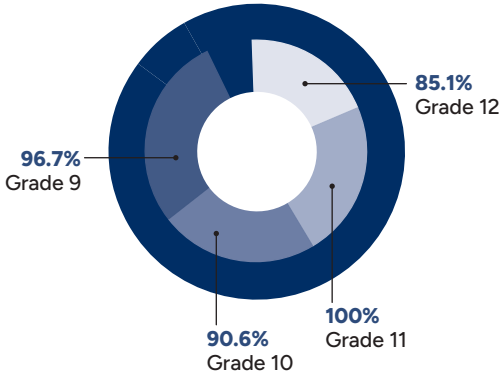
Some of our most experienced educators and school leaders will lead the program, reflecting our commitment to preparing students for the complex challenges and opportunities of the future.



**Honour Roll Achieved**
Middle School | Grade 6 to 8




**Honour Roll Achieved**
High School | Grade 9 to 12




## Honour Roll achieved by grade (%)

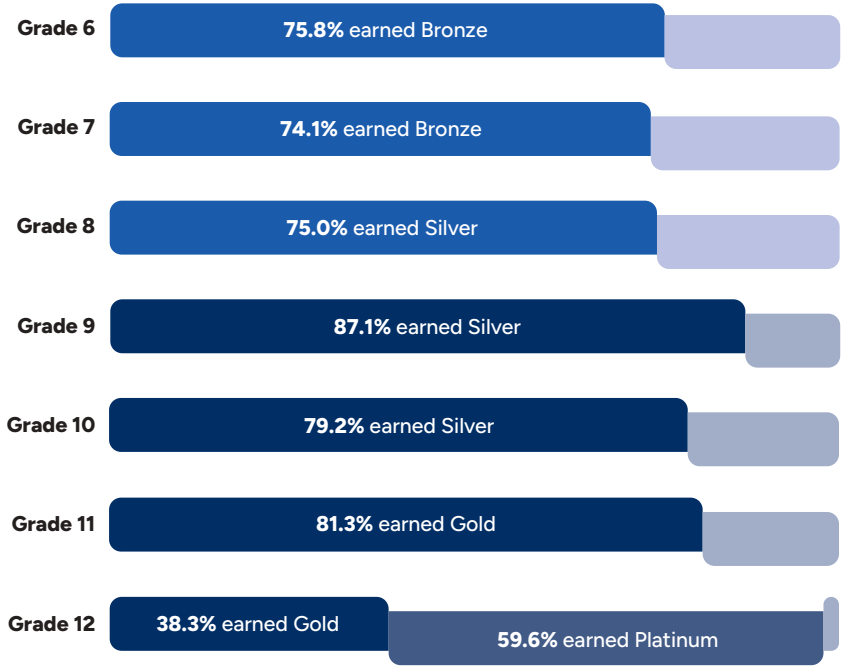
**94.2%** **of Middle & High School students** achieved Honour Roll

**95.1%** **of Middle School students** achieved Honour Roll

**93.3%** **of High School students** achieved Honour Roll

*Grade 12 Honour Roll is determined on the academically rigorous Diploma Programme.*

## Gryphon Pins earned by grade (%)




**81.5%** **of Middle & High School students** earned the Gryphon Pin

**Gryphon Pin Requirements**

| | |
|---|---|
| **Community Service** | One to three short-term service initiatives (depending on grade-level)<br>One long-term, ongoing service initiative in Grades 8 to 10 |
| **School CAS Clubs** | Two service (in school or in the community), one creativity, one activity (in school or in the community), and two choice clubs from school CAS offerings (six total) |
| **Academic Requirements** | Five subject marks at a 4 or more on a 7-point scale (Grade 6 to Grade 10)<br>Five subjects earning a total of 16 points (Grade 11 and 12) |

## Students compete in, and challenge themselves, in a variety of competitions throughout the school year. Here is a sample of some of their successes.

### Languages

| | |
|---|---|
| **Concours d'Art Oratoire Provincials** | 1 student – first place, Grade 10 Core French<br>1 student – first place, Grade 11 Early French Immersion |

### Robotics Achievements

| | |
|---|---|
| **FIRST LEGO League Challenge, Lower Mainland Qualifiers** | 1 team: second place, Robot Scores, second place, Champion's Award (second overall out of 25 teams)<br>1 team: second place in Innovation Project<br>1 team: first place, Core Values<br>1 team: second place, Core Values |

### Theatre Awards

| | | | |
|---|---|---|---|
| **STAR Festival** | 6 students earned proficiency awards | Duo musical<br>Contrasting monologues<br>Solo musicals | Duo science<br>Lighting design<br>Set design |
| | 8 students earned advanced awards | Contrasting monologues<br>Stage management | Solo musical (4)<br>Duo musical |
| | 3 students earned perfect scores | Solo musical | Group musical |

### Academic Awards

| | | |
|---|---|---|
| **World Scholars Cup (WSC)** | 21 Top 5 Placements<br>16 Top 10 (excluding Top 5)<br>6 Top 20 (excluding Top 10)<br>13 Top 30 (excluding Top 20) | 59 silver medals<br>88 gold medals<br>4 trophies |
| **Vancouver Model United Nations** | Outstanding Delegate Award | |

### Speaking & Debate Awards

| | |
|---|---|
| **National History Bowl** | 1 team – second place |

### Mathematics

| | |
|---|---|
| **Grade 4 & 5 Beaver Computing Challenge** | 36 students earned Performance with Distinction (top 25%) |
| **American Mathematics Competition 8** | 10 students scored in the top 25% nationally<br>5 students scored in the top 10% nationally<br>5 students scored in the top 5% nationally<br>1 student scored in the top 1% nationally<br>2 Grade 6 students scored over 15 on the AMC 8 and earned a Certificate of Achievement |
| **American Mathematics Competition 10** | 2 students scored in the top 2% nationally<br>1 student scored in the top 10% nationally<br>1 student qualified for the American Invitational Mathematics Examination |
| **Canadian Open Mathematics Challenge** | 4 students earned Performance with Distinction<br>4 students earned Performance with Honours |
| **Canadian Computing Contest, Senior Division** | 1 student earned Performance with Distinction |
| **Canadian Computing Contest, Junior Division** | 3 students earned Performances with Distinction |
| **Beaver Computing Challenge** | 97 students earned Performance with Distinction (top 25%) |
| **Canadian Intermediate Mathematics Contest** | 5 students earned Performance with Distinction (top 25%)<br>Canadian Senior Mathematics Contest<br>3 students earned Performance with Distinction (top 25%) |

### Robotics Achievements

| | |
|---|---|
| **FIRST LEGO League Challenge, Lower Mainland Qualifiers** | 1 team: second place, Robot Scores, second place, Champion's Award (second overall out of 25 teams)<br>1 team: second place in Innovation Project<br>1 team: first place, Core Values<br>1 team: second place, Core Values |

# Meadowridge Library

The Library is the heart of our school. More than a place for books, it inspires a love for learning, facilitates collaboration, and is central to research. The Library connects us all: parents, children, staff, teachers, and alumni. It is symbolic of the dynamic learning that occurs daily at Meadowridge. Children of all ages frequent the Library and are inspired to wonder, ask questions, and challenge common understandings.

The library transitioned through a major physical transformation while maintaining its impact on student literacy, agency, and academic inquiry. By prioritizing student voice and rigorous collection management, the library remained a vibrant, active hub of learning—even when packed up on a stage.

## Renovation Preparation

The renovation provided an opportunity to modernize and reorganize the collection and optimize student access.

- The 35,535-book collection was culled, removing 4,000 outdated, irrelevant, or worn resources. Following Canadian School Libraries' Equity-Informed Weeding practices, this ensured the remaining resources were culturally diverse, factually accurate, and highly relevant.
- With careful staging, curated classroom book carts, and digital hold systems through Destiny Discover and Sora, disruption to student access was limited to just one week.

## Amplifying Student Voice & Reading Culture

The library strengthened reading culture through student leadership, resulting in measurable gains in engagement.

The library added 1,060 books through purchase and by donation, specially targeting student-requested genres like Manga and Dystopian fiction.

- Middle School students published 181 digital book reviews on Destiny Discovery in just one month, taking ownership of their reading community.
- The weekly Drop Everything and Read (DEAR) Flex Block ran at 100% capacity all year.

All **Elementary and Middle School students were directly prepared for the BC Public Libraries Summer Reading Program** through targeted classroom outreach.

## Library Campaign

**$349,621**
**in donations received**
in the 2025/26 year
*this is above and beyond the initial $1 million donation received in the previous year*

**56** **donors contributed** to the Campaign

Through the generosity of our community, we are able to transform our current Library into a vibrant hub for all our students—a place that brings their entire academic journey together.

As renovations progress throughout the summer of 2026, we look forward to unveiling this reimagined space and welcoming our community in early fall.



### What's Inside the Leger Library & Student Services Centre

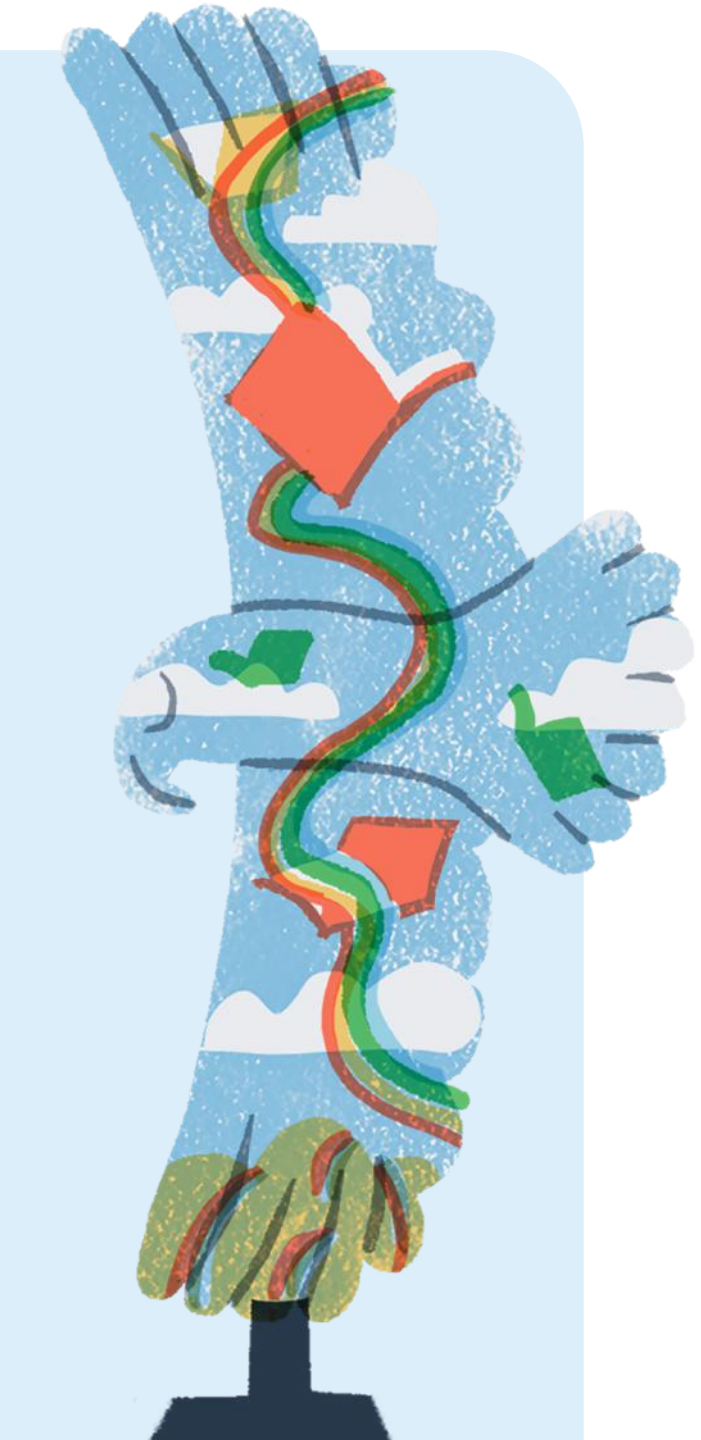
Meadowridge School's newly reimaged library—the Leger Library & Student Services Centre—will be the hub for the student experience.

Throughout the Campus Master Plan, you'll see spaces that align with the strategic, educational shifts we've made: classes are more interactive and immersive, student support is more individualized, and the student experience is enriched.

The Leger Library & Student Services Centre will pull students' academic journeys together. The completed space will offer a thoughtfully designed library, suitable for all ages of learners, with greater flexibility and customization of spaces.

It will also house all the services our students need to thrive, including Social Emotional Counselling, Academic Support, and Information Technology. The redesign will also bring our Senior and Educational Leadership Teams close together.

This allowed our Post-Secondary Counselling department to move into a larger, brighter, and more centralized space in the High School.



## Elevating Information Literacy & Academic Integrity

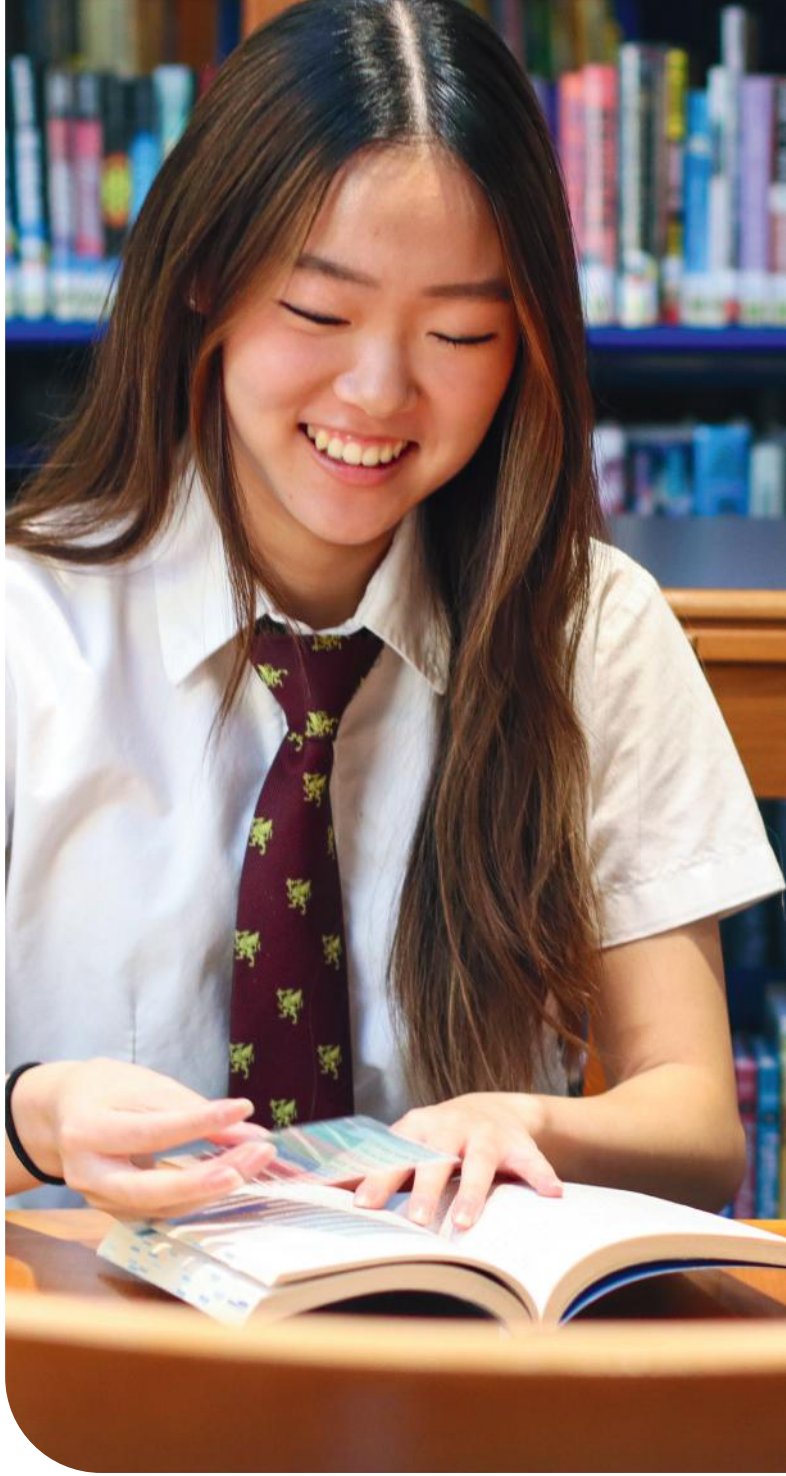
Rather than delivering rigid, one-size-fits all library lessons, the library co-designed its curriculum with students and teachers to meet real-time academic needs.

- During 80 specialized Middle School sessions, students learned and practiced important skills like lateral reading, strategic research, and academic integrity.
- The library provides critical research, documentation, and support to students across the IB Continuum, spanning the PYP Exhibition, MYP Personal Project, and DP Extended Essay.

## Cultivating Community & Diverse Perspectives

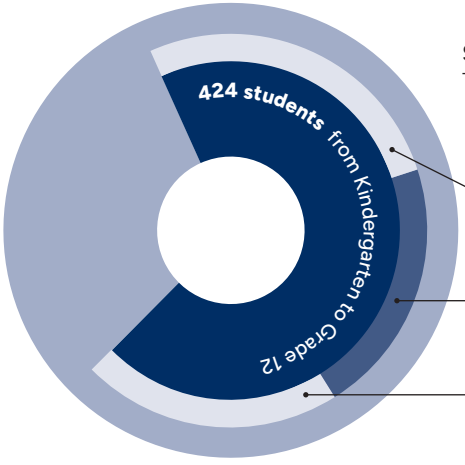
The library expanded its role as collaborative partners to enrich the school's curriculum with authentic, diverse viewpoints.

- Indigenous inclusion: In collaboration with Meadowridge's Indigenous Coordinator, the library built curricular resource pillars, adding 58 specialized resources spanning Indigenous perspectives on the night sky (Science 6), Thanksgiving, and the Sixties Scoop.
- During the PYP Exhibition, the library went beyond traditional text resources to connect student groups with seven Meadowridge alumni working as experts in their respective fields of study, teaching students how to conduct primary, age-appropriate field interviews.



# Gryphon Athletics

Athletics at Meadowridge provides an opportunity to connect, collaborate, and experience a range of individual and team challenges. We provide a safe environment for our student-athletes to experience both success and failure, while building resilience, confidence, and leadership. Athletics provides an opportunity for personal development in many areas including drive, determination, discipline, and commitment. It is also a great place to make friends, create memories, and show Gryphon pride!




### Student Athletic Participation

**69%** **Kindergarten to Grade 12** participated in a least one athletic offering

**75%** **Elementary School (K to 5)** athletic involvement

**70%** **Middle School (6 to 8)** athletic involvement

**62%** **High School (9 to 12)** athletic involvement



## 63 Gryphon Coaches

supported our student athletes across 37 teams

*Number of coaches by category*

**45** Faculty & Staff Coaches

**3** Alumni Coaches

**7** External Hires

**8** Student Coaches



**37 Athletic Opportunities by Sport**
Grade 1 to Grade 12

| Year-Round Athletics | |
|---|---|
| **Fencing** | Grade 4 to 12<br>offering épée, foil, and sabre |

| Fall Season Athletics | |
|---|---|
| **Volleyball** | Grade 5 Girls<br>Grade 6/7 Girls<br>Junior (8 to 10) Girls (Competitive)<br>Junior (8/9) Girls (Development)<br>Senior (11/12) Girls |
| **Soccer** | Grade 5 Boys<br>Grade 6/7 Boys<br>Junior (8 to 10) Boys<br>Senior (11/12) Boys |
| **Cross Country** | Grade 1 to 5 Coed<br>Grade 6/7 Coed |

| Winter Season Athletics | |
|---|---|
| **Basketball** | Grade 5 Girls<br>Grade 6/7 Girls<br>Junior (8 to 10) Girls<br>Grade 5 Boys<br>Grade 6/7 Boys Tier 1<br>Grade 6/7 Boys Tier 2<br>Grade 8 Boys<br>Junior (9/10) Boys<br>Senior (11/12) Boys |
| **Swimming** | Grade 3 to 7 Coed<br>*Students must train with their own clubs outside of school* |

| Spring Season Athletics | |
|---|---|
| **Badminton** | Grade 6 to 12 Coed |
| **Track & Field** | *High Jump, Long Jump, Throws & Sprints*<br>Grade 4 to 7<br>Grade 8 to 12 Coed |
| **Cross Country** | Grade 1 to 7 Coed |
| **Golf** | Grade 8 to 12 Coed |

*Team sports are first offered in Grade 5. Kindergarten is offered Cross Country in the spring.*

## Track & Field Highlights: Provincials & Records

**8** **students qualified for** Track & field provincials

The 2025/26 school year saw Meadowridge athletes make history, with a record-breaking eight students qualifying for the BC Track & Field Championships, the highest number ever for the school.

Meadowridge was represented across a wide range of events, including high jump, javelin, steeplechase, and more..

### Track & Field **Provincial Results**

| | |
|---|---|
| **Silver** | Senior Boys Long Jump (Kevin M.) |
| | Grade 8 Girls Shot Put (Teagen C.) |

## 3 Championship Banners

added to our collection

| | |
|---|---|
| **Senior Boys Basketball** | Fraser North A Champions<br>Finished 8th in the province |
| **Junior Girls Badminton** | GVISAA Champions |
| **Senior Golf** | Fraser North A Champions |

### Track & Field **New Meadowridge Records**

| | |
|---|---|
| **Bantam Girls 4x100m** | 58.31 |
| **Junior Girls Steeplechase 1500m** | 6:12.98 |
| **Senior Boys Long Jump** | 6.89m |
| **Senior Boys Triple Jump** | 13.10m |

Record originally set in 2007, 19-years ago!





**Student Focus**

### Victoria V., **Grade 9**

Being named Junior Athlete of the Year was an incredibly meaningful honor and a recognition of the dedication, hard work, and passion I have put into athletics throughout the 2025/2026 school year.

This past year gave me the opportunity to challenge myself, grow both as an athlete and as a person, and create some of my most memorable experiences alongside my teammates. I am incredibly grateful to my coaches, teammates, and school community for their support and encouragement, and this recognition has inspired me to continue challenging myself and pursuing my passion for athletics.




## 2025/26 Athletic Successes

| | | | |
|---|---|---|---|
| **Volleyball** | **Senior Girls**<br>ISA Tier 2 Silver | | |
| **Soccer** | **Grade 6/7**<br>Silver, Grizzly Cup<br>Bronze, ISEA Tier 2 | **Senior Boys**<br>2nd, Fraser North A | |
| **Basketball** | **Junior Boys**<br>Bronze, ISA Tier 2 | **Senior Boys**<br>Champions, Fraser North A<br>8th, Provincials | |
| **Swimming (ISEA Swim Meet)** | **Grade 3**<br>1st, 25m Free<br>1st, 25m Backstroke<br>2nd, 50m Backstroke<br>2nd, 25m Free | **Grade 4**<br>3rd, 50m Backstroke<br>**Grade 6**<br>1st, 50m Backstroke<br>2nd, 50m Butterfly<br>2nd, 100m Individual Medley | **Grade 7**<br>1st, 50m Butterfly<br>1st, 50m Breaststroke<br>1st, 100m Individual Medley<br>1st, Medley Relay<br>3rd, 50m Free<br>3rd, 50m Backstroke |
| **Badminton** | **Bantam Boys**<br>Silver, GVISAA<br>**Junior Boys**<br>Silver, GVISAA | **District (SD42) Results**<br>1st, Girls & Mixed Doubles, Boys Singles<br>1st, Boys & Mixed Doubles<br>2nd, Boys Singles & Doubles<br>2nd, Girls Doubles, Boys Singles<br>3rd, Boys Singles<br>4th, Girls Doubles<br>5th, Mixed Doubles | **Junior Girls**<br>Champions, GVISAA<br>Silver, Fraser North Singles<br>**Senior Boys**<br>Silver, GVISAA |
| **Golf** | **High School**<br>Champions, Fraser North A<br>3rd, School District 42 Championships | | |
| **Track & Field (Fraser North)** | **Grade 8 Girls**<br>1st, Long Jump<br>3rd, Javelin, 100m<br>**Grade 8 Boys**<br>1st, High Jump<br>3rd, Long Jump | **Junior Girls**<br>3rd, 1500m Steeplechase, Javelin<br>**Junior Boys**<br>1st, Long Jump<br>2nd, Discus | **Senior Girls**<br>4th, Shot Put<br>**Provincial Results**<br>Silver, Senior Boys Long Jump<br>Silver, Grade 8 Girls Shot Put |

### Highlights

Gryphon teams attended **15 external tournaments**, outside of the usual playoffs

Elementary Gryphons finished **5th** out of twelve schools at the highly competitive **ISEA Track & Field Championship**.

In fencing, a Gryphon won bronze at a Canada Cup event and Cadets at the Capital Clash Tournament, silver in U15, and 9th in Cadet Men's Sabre.



# Indigenous Education at Meadowridge

While progress has been made toward reconciliation, education remains essential. Guided by our mission to learn to live well with others and for others in a just community, we are committed to equity, inclusion, and supporting our community in learning the truths of Indigenous Peoples in Canada and around the world.



## Priorities and Impact

**1** **Priority**

### Build teacher capacity through curriculum collaboration

Support educators in moving beyond adding Indigenous content toward intentionally embedding Indigenous perspectives throughout curriculum planning and classroom practice.

**Impact**

- Collaborative partnerships with teachers in Grades 3 to 6 were established to review existing units, create new inquiries, and strengthen connections to the First Peoples Principles of Learning.
- The Physical Health Education department reviewed its curriculum through an Indigenous lens, creating the foundation for continued examination and work.
- A school-wide collaboration framework was created to guide future Indigenous curriculum planning.

**2** **Priority**

### Support authentic student learning

Engage students in learning experiences grounded in relationship, reciprocity, storytelling, land-based learning, and Indigenous ways of knowing. Support students to connect classroom inquiry with community knowledge, local perspectives, and authentic Indigenous voices.

**Impact**

- The Indigenous Peoples Day celebration was transformed from a traditional assembly into a school-wide experiential learning event that involved every student across the Continuum. Following a Traditional Welcome by Lily Cunningham from the Katzie Nation, students participated in interactive learning stations across campus, explored Indigenous games, and participated in beading, weaving, storytelling, drumming, lacrosse, land-based learning, and Three Sisters planting.

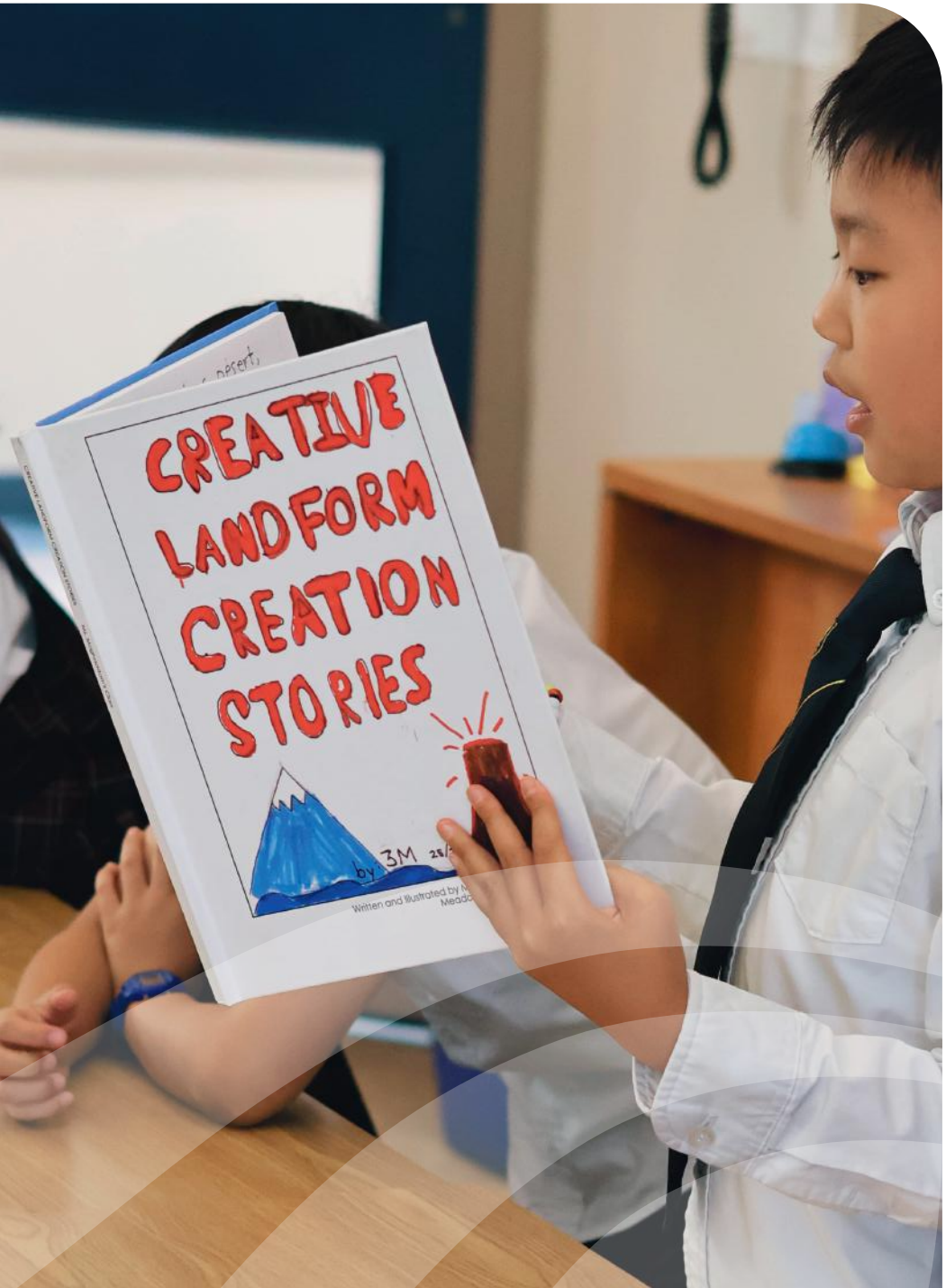
**3** **Priority**

### Encourage student leadership and community action

Empower students to move from learning to meaningful action.

**Impact**

- Two Grade 10 students created ArtCycle, a student-led initiative that collects and repurposes new and gently used art supplies for community organizations. Working alongside the Indigenous Education Coordinator, the pair established partnerships with the Lower Fraser Valley Aboriginal Society and the Mission Friendship Centre Society to ensure donated materials would support Indigenous community programming.




**4** **Priority**

## Strengthen Indigenous library collections

Extend Indigenous Education beyond classroom instruction to include the resources students encounter every day. Significant collaboration with the Meadowridge Library was done, reviewing existing collections, identifying gaps, and strengthening the representation of Indigenous-authored texts and Indigenous voices.

**Impact**

- The library collection was updated and expanded to ensure students continue to encounter authentic stories that reflect Indigenous Peoples as vibrant, diverse, and living communities.
- Authentic Indigenous voices were more intentionally embedded within classroom resources.

**5** **Priority**

## Build sustainable systems

Focus on creating structures that support long-term, sustainable growth.

**Impact**

- A draft Indigenous Education Pathway has been developed to guide future planning, establish the Indigenous Education Circle, and create a framework to support teachers in planning Indigenous learning experiences, field studies, guest speakers, and community partnerships.
- The Indigenous Education Circle was redefined to better reflect its collaborative intent:
- The Indigenous Education Circle supports Meadowridge School's Indigenous Education Pathway by fostering collaboration, reflection, and shared responsibility across the school community. Guided by the BC Indigenous Education Framework, the First Peoples Principles of Learning, IB Philosophy and the school's commitment to Truth and Reconciliation, the Circle helps strengthen meaningful indigenous teaching and learning while building respectful relationships throughout the community.

**6** **Priority**

## Establish leadership beyond Meadowridge

Strengthen our contribution to Indigenous education beyond the school community.

**Impact**

- Hosted the ISABC EmpowerED Conference, centred on the theme of Indigenous Education and Connection to Land: Indigenous Perspectives of a Regenerative Future.

# Technology at Meadowridge

There are many ways to make decisions in times of change. At Meadowridge, our way is guided by our mission: learning to live well, with others and for others, in a just community. This mission calls us to approach innovation with courage, care, and a deep sense of responsibility.

### Two conversations shaped our work in Educational Technology this school year:

1. The growing impact of screen time and personal devices on student wellbeing.
2. The rapid adoption of artificial intelligence across education, business, and daily life.

Both areas reminded us that technology is never neutral. It can connect, create, personalize, and inspire. It can also distract, divide, misinform, and deepen inequities when used without reflection.

Our work this year was grounded in that duality.

**Rather than responding to technology with either fear or excitement alone, Meadowridge chose a more intentional path: to learn our way forward together.**

This meant engaging students, staff, parents, guardians, and school leaders in conversations about digital citizenship, artificial intelligence, academic integrity, attention, privacy, belonging, and the future of learning.

It also meant recognizing that Technology is not only a classroom function. It is part of the school's broader strategy: supporting teaching and learning, strengthening operational systems, managing emerging risks, and preparing Meadowridge for a future that will continue to change.

## Enhancements This Year

### Responsible AI, Shared Decision-Making, and Community Voice

Artificial intelligence became one of the year's most significant educational conversations. At Meadowridge, our response was not to rush toward adoption, nor to stand still. Instead, we began building the structures needed for thoughtful, ethical, and human-centred implementation.

The development of Meadowridge's first AI policy brought forward an important community conversation. Through the AI Parent Input Committee, parents and guardians were invited to take part in discussions about AI literacy, screen time, personal devices, digital citizenship, and the role of emerging technologies in their child's education.

Our goal is to help students make informed decisions about when technology can support their learning, when it may limit it, and when human judgment, effort, creativity, and relationship must remain at the centre.

### Student Leadership and Belonging in a Digital Future

Student voice was also central to our work. The AI Readiness and Belonging Club, a CAS initiative composed of founding members from Grades 6 to 10, explored emerging AI trends, adaptive learning, misinformation, digital safety, and the ways AI might support academics, athletics, and time management without replacing human connection.

Students trialed tools, reflected on their uses, and considered how emerging technologies could support a more inclusive learning environment. Their work reminded us that the future of technology at Meadowridge should not be designed only for students, but also with students.

### Building AI Literacy Through Learning, Not Shortcuts

For students, the most meaningful shift this year was the movement from AI use to AI literacy.

New **AI: Inquiry, Impact, and Ethics Course**

During a new elective course, students examined artificial intelligence as creators, thinkers, and scholars, not as stand-alone and passive consumers.

As a BC Ministry- and Board-authorized course, this learning experience asked students to explore how AI systems work, where they can be useful, where they can be misleading, and how they may shape creativity, bias, misinformation, work, and society. The course became so popular that there weren't enough chairs in the room, and students on a spare would attend to listen and observe.

The course focused on process rather than product. Students were encouraged to ask better questions, test ideas, reflect on their decisions, and consider the ethical dimensions of emerging technologies.

### Fourth Place Out of 125,000+ Submissions Worldwide

As a summative assessment of their coursework in the AI: Inquiry, Impact, and Ethics course, students participated in the World Artificial Intelligence Competition for Youth, where one Meadowridge group earned fourth place among 125,000+ submissions.

# Impact At-A-Glance

### A Continuum of Digital Citizenship
A strengthened continuum of digital citizenship, responsible technology use, and age-appropriate device expectations for all students from Junior Kindergarten to Grade 12

### AI Parent Input Committee
Twenty-two parents and guardians, representing Kindergarten to Grade 9, contributed to conversations about AI literacy, screen time, personal devices, digital citizenship, and responsible implementation.

### AI Readiness and Belonging Club
The AI Readiness and Belonging Club brought together students from Grades 6 to 10 to explore emerging AI trends, misinformation, safety, adaptive learning, and belonging.

### IB Continuum
Toddle planning advanced a unified IB learning plan and platform to support curriculum, assessment, communication, and operational alignment across the continuum.

### Project 13
Ms. Briana Bolt and Mr. Matt Carroll were invited to take part of ISABC's Project 13, a group of subject matter experts, who share best practices, collaborate and plan for the roll out of AI across education and operations.

### Device-Free Expectations
High School device-free expectations reinforced focus, presence, and community connection throughout the school day.

### AI Planning Committee
Meadowridge established a school-wide AI Planning Committee to support responsible and strategic AI implementation across learning, operations, policy, privacy, academic integrity, and community engagement.

### Grade 9 & 10 Foundations
Explicit AI literacy instruction will expand to all Grade 9 students, ensuring that every student receives foundational guidance in ethical decision-making, responsible use, critical evaluation, and the role of human judgment when working with emerging technologies.





## Foundations for the Future

**100%**
**of Grade 9 students**
will receive AI Learning

Next year, AI learning will expand so that all Grade 9 students receive explicit instruction in AI literacy, ethical decision-making and responsible use.

This shift represents an important step in building a more coherent continuum of digital fluency across the school, moving from 25 students in an elective course to approximately 55 Grade 9 students engaging in this learning as part of their Meadowridge experience.

**100%**
**of Grade 6 to 8 students**
will receive foundational instruction

Students will explore AI literacy and best practices in Educational Technology, including:

- digital citizenship
- media literacy
- mental health and wellbeing
- attention management
- academic integrity
- online safety
- responsible personal device use.

By introducing these skills earlier and reinforcing them over time, Meadowridge is helping students build healthy, human-centred relationships with technology while preparing them to participate thoughtfully in an increasingly digital world.



### Strengthening Systems, Access, and Operational Readiness

Technology supported important operational and institutional priorities this year.

#### Unified IB Learning

This year, we conducted a review and evaluation of our Learning Management Systems (LMS), considering the needs and experiences of students and staff, current strengths and opportunities for improvement, and how these systems can best support teaching, learning, and school-wide efficiency. This change would be a strategic, piloted, investment in curriculum alignment, assessment workflows, communication, teacher collaboration, and continuity across the student learning journey.

#### Intentional Device Use

A more informed and developmentally appropriate technology continuum was introduced across the school. Students in Junior Kindergarten to Grade 3 continue to use iPads guided by teachers, Grade 4 students use school-provided devices, and this year the Grade 5 students moved toward school-managed Chromebooks.

A significant next step is the transition of Grade 6 from BYOD to school-managed Chromebooks, creating greater consistency during a key transition year before students move into the Grades 7 to 12 BYOD model.

The reason for this shift is both practical and pedagogical. As students move from Elementary into Middle School, consistent school-managed devices allow teachers to focus less on troubleshooting different systems and more on teaching the habits, skills, and judgment students need to use technology well.

This approach also supports equity by ensuring students have access to reliable tools, shared platforms, and common expectations. Together, these decisions help students build readiness gradually, while giving families and teachers greater clarity around how technology use develops across the Meadowridge experience.

#### Agreements

Continued work on documents, such as our Responsible Use of Technology Agreement, teacher-guided AI expectations, digital citizenship education, and High School device-free expectations helped reinforce that technology should serve learning, not compete with presence and focus.

#### Mental Health and Well-Being

Mental health and wellbeing remained central to Meadowridge's Educational Technology planning, particularly as students navigate screen time, personal devices, AI, social media, attention, and online identity. Parent learning sessions strengthened the home-school partnership, while student learning emphasized balance, self-regulation, digital citizenship, and healthy boundaries.

Two carefully selected, award-winning programs are being piloted to support student mental health and wellbeing. At the Elementary level, the focus is on social-emotional learning and self-regulation, while the High School pilot encourages students to actively reflect on and monitor their mental health and wellbeing. Insights from both pilots will help inform future practices and opportunities to strengthen student wellbeing across the school.

#### Post-Secondary Planning

The successful pilot and approval of a new post-secondary planning platform, Youthfully, marked an important step in strengthening Meadowridge's student support systems. The program provides students with a more structured and personalized way to explore university pathways, track application planning, and reflect on future goals. By integrating technology into post-secondary guidance, Meadowridge is supporting greater student agency, clearer decision-making, and a more connected approach to preparing graduates for life beyond school.

# Outdoor, Experiential & Ecological Education

Students develop an understanding of their relationship with the natural world through meaningful, curriculum-connected outdoor experiences. By engaging their head, heart, and hands, they build empathy, curiosity, and a sense of responsibility for the environment



## Learning, leading, and living with purpose.

Through Outdoor Education and Regenerative Sustainability, students are given opportunities to:

- connect learning with the natural world
- contribute to their communities
- understand the relationships between people and place.

**Our work in these areas is grounded in the school mission: Learning to live well, with others and for others, in a just community.**

The impact of these programs is found not only in what students learn, but in how they learn to participate, contribute, care and act.

From tending gardens and raising salmonids to navigating wilderness expeditions, volunteering at a food bank, and examining the social consequences of consumption, students are developing an understanding that meaningful change begins with connection and shared responsibility.



# Learning to Live Well

## Learning through connection with the land

In **Elementary School**, sustainability begins with wonder and participation.

Across the elementary years, students engage directly with the cycles of the natural world. These experiences build food literacy, introduce regenerative sustainability practices and foster an ethic of reciprocity as students become caretakers of the school gardens.

**Kindergarten students** planted daffodils, beginning to experience the rhythms of growing.

**Grade 1 students** planted vegetables while inquiring into the different parts of plants.

**Grade 2 students** experienced the full cycle of gardening—from planting and tending to harvesting and eating. They also planted pumpkins in the spring to follow their growth through to the fall harvest.

**Grade 3 students** explored the nutrient cycle of plants, supported vermicomposting and tended the pumpkin patch using nutrient-rich compost.

**Grade 4 students** raised salmonids in their classroom before releasing them into Kanaka Creek. Their learning extended to the riparian area around Latimer Creek and included exploring forest foraging through an honourable harvest approach.

**Grade 5 students** planted a garden for the joy of eating while exploring local habitats and investigating how plant nutrient cycles operate in different environments.

In **Middle School**, regenerative sustainability becomes an increasingly shared responsibility.

Students across all grades were tasked with **tending the Regenerative Farm**. They experienced the challenges of growing nutrient-rich produce without traditional farming aids such as pesticides, herbicides, chemical fertilizers and GMO seeds.

The farm provides a full-circle learning experience. Students restore the balance of the farm in the fall, plant in the spring, tend and harvest throughout the growing cycle, and ultimately help distribute the produce to the Maple Ridge community through the local food bank.

This creates a powerful connection between environmental stewardship and community well-being: students see that caring for the land can also mean caring for others.

Sustainability also found expression through the arts. In Visual Arts, students incorporated unconventional used materials into drawing and painting and created their own brushes from twigs and grass straw. Students learn to repurpose regenerative materials, while still allowing them to have robust learning experiences.

In **High School**, students engaged with sustainability through multiple disciplines.

Science, Language B, Mathematics and Geography provided opportunities to investigate issues including fast fashion, food waste reduction, renewable energy, consumption and low-carbon lifestyles.



# With Others and for Others

## Learning that individual success is connected to the success of the group

Outdoor education provides a unique environment in which students learn that individual success is connected to the success of the group.

WWOW experiences are designed for students to build community through shared challenges, exercise leadership through service to peers, assume responsibility for the success of the group and develop stewardship for the natural environments in which they learn.

On **canoe expeditions**, students discover that progress depends on cooperation, communication and trust. Every paddler contributes to the experience of the entire crew. Students also share responsibility for camp setup, meal preparation and equipment management. Through these everyday tasks, they learn that the well-being of a community depends on everyone's participation.

**Outdoor experiences** create authentic opportunities for **students to lead**. On expedition, students take turns leading navigation, camp tasks and group decision-making. Leadership becomes something students practice together rather than something held by one individual.

**Living together in tents and shared campsites** makes interdependence tangible. Students discover that their choices affect the comfort, safety and success of others.

Challenges such as adverse weather, fatigue and difficult terrain reinforce the **value of collaboration**. Students learn that some challenges are best overcome not through individual effort, but through collective action.





"We deeply resonate with the idea that "Change Starts With Us", and by us, we mean everybody. We believe that any action, no matter how small, is meaningful. While the environmental crisis can often feel too large and out of reach to make a difference, we can still do so much as individuals and as a community."

Priscilla H., Katherine L., and Christine W. on their MECO Club

**Regenerative Sustainability**

# Learning in a Just Community

## Learning through regenerative sustainability

Regenerative Sustainability helps students understand that a just society considers the well-being of people, communities, and natural systems together. Students learn that environmental challenges are also social challenges, and that sustainable solutions must support both human and ecological well-being. The Regenerative Sustainability Plan emphasizes "just environmental outcomes," highlighting the connection between equity and sustainability. Students are encouraged to consider how their decisions affect ecosystems, communities, and future generations, developing an understanding that responsibility extends beyond human relationships to include the natural world.

## Looking Ahead

### The work of Outdoor Education and Regenerative Sustainability is ultimately about more than individual programs.

A food-bank shift, a classroom inquiry or a sustainability campaign can each become a place where students practice the values at the heart of the Meadowridge mission.

Learning to live well, with others and for others, in a just community.

### **Elementary School students** demonstrate that creating a just community can begin with small, tangible acts of care.

Grade 3 students advocated for vermicomposting through Wormy the Worm, planted sage and other beneficial plants, created Frogleaf plantain salve from natural resources, practiced nature-based reflection through sit spots, and helped reduce energy consumption by serving as classroom light monitors.

Grade 5 students explored the social and environmental impacts of fast fashion. They organized a PYP House Shirt Swap, created awareness posters and participated in clothing exchanges that encouraged more responsible consumption.

Their gardening experiences—planting, harvesting and preparing food from the school garden—further developed their understanding of sustainable food systems and the relationship between food, personal well-being and community well-being.

### For **Middle School students**, the Regenerative Farm provides a direct opportunity to put these ideas into practice.

Students prepare soil, plant, tend and harvest produce before donating it to the local food bank. In doing so, they contribute to increased access to healthy, locally grown food for members of the Maple Ridge community.

Their involvement extends beyond the farm. Students also volunteer at the food bank, helping sort and portion food for distribution.

These experiences deepen students' understanding of food security and equitable access to essential resources while fostering empathy, responsibility and a commitment to serving others.

### **High School students** engage with environmental issues through inquiry, learning and action.

Across their courses, students investigate how individual and collective choices affect people and the planet. Their learning encompasses climate change, waste, energy consumption, water use, food systems and sustainable lifestyles, alongside practical solutions for creating healthier and more equitable communities.

Students participate in recycling initiatives, greenhouse cultivation and environmental awareness campaigns. They examine the environmental impacts of design, fast fashion and emerging technologies and consider the social and ecological consequences of consumption and production.

Science learning further expands this inquiry through exploration of sustainable energy practices, carbon footprints, electric transportation, battery technologies and the question of "how green is green?"

By connecting classroom learning with real-world challenges, students identify meaningful actions they can take and develop an understanding that a just community depends on informed citizens who steward resources thoughtfully, act responsibly and work collaboratively.

## Week Without Walls (WWOW) Trips

The breadth of learning opportunities connected to our Week Without Walls program cannot be overstated. These trips offer a unique level of challenge by choice for every student, providing a shared experience that fosters friendships and strengthens these relationships.

These trips allow for the appropriate development of independence while also providing a safe environment for students to face adversity, persevere, and celebrate their accomplishments.

### Grade 6

**Camp Squeah** 3 days, 2 nights
High ropes, climbing, team building games, archery, forest ecosystem exploration

**Victoria** 3 days, 2 nights
Cultural immersion tour: dragon boat, Chinatown, and Royal BC museum

### Grade 7

**Gibsons Farm** 3 days, 2 nights
Farming immersion, sustainable agriculture and fruit tree propagation, tent camping

**Drumheller** 3 days, 2 nights
Ecosystem exploration, archaeology

### Grade 8

**Kentucky-Alleyne** 3 days, 2 nights
Camp cooking, front country camping, fishing, hiking, shelter-building, first aid, canoeing

**Whistler & Squamish** 3 days, 2 nights
Indigenous education: Sea-to-Sky gondola, hiking, ecoliteracy, Squamish Lil'wat Cultural Centre

### Grade 9

**Alouette Lake** 3 days, 2 nights
Front country camping, canoeing, camp craft, cooking, hiking, shelter-building

**Victoria** 3 days, 2 nights
Cultural immersion, experiential historical inquiry, UVIC lab study, invasive species study and removal

### Grade 10

**Say Nuth Khaw Yum** 3 days, 2 nights
Camp craft: tent set-up, stove work and cooking, knife skills, and shelter building; water navigation, big canoe paddling (Duke of Edinburgh Bronze Adventurous Practice Journey)

**Tofino** 3 days, 2 nights
Front country camping, Pacific Rim National Park ecosystem study, surfing, hiking

### Grade 11 & 12

**Loon Lake** 3 days, 2 nights
Team building, raft building, self care workshops and practice sessions

**REO Rafting** 3 days, 2 nights
Outdoor recreation, team building, rafting, hiking, yoga (Grade 11 only)

## EcoSchools Platinum Certified

EcoSchools Canada is the largest Kindergarten to Grade 12 environmental education certification program in Canada. By collaborating with educators, students, parents, school board officials, and community organizations, EcoSchools Canada works to address climate change by fostering environmental leadership in school communities.

### Our Platinum Certification was achieved through 22 actions. Of these actions, key initiatives included:

#### Environmental Literacy

Introduced a Grade 9 & 10 Regenerative Sustainability and Explorations Course. Participants inquired into planetary boundaries and how climate change impacts them. The class culminated with students initiating projects around campus, including a no-idle campaigns, clean plate challenge, and sweater day.

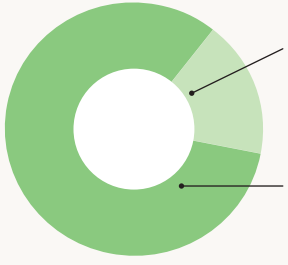
#### Vermicomposting

Middle school garden club students launched and maintained the vermicomposting system, using the harvested compost to plant garlic and start seeds in the greenhouse while creating educational posters and videos to teach elementary students about its benefits. Seven Grade 3 to 5 classrooms joined the initiative by collecting food waste, and Grade 3 students have now taken over as the primary caretakers of the system.

#### School Ground Biodiversity

Students across the Continuum are enhancing campus biodiversity by removing invasive species and replanting native plants along the creek's riparian area. These efforts are showing promising results, with native species such as bigleaf maple, western hemlock, Oregon grape, and ferns increasingly outcompeting invasive Himalayan blackberry.

## Duke of Edinburgh Award



**4** Gold Awards

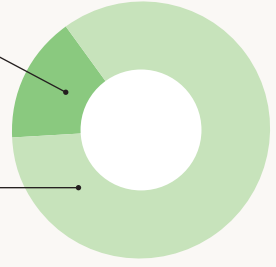
**23** Grade 9 to 12 Students **earned a DofEd Awards**

**19** Bronze Awards

**12** Silver Registrants

Grade 9 to 12 Students **participated in the DofEd Awards** **76**

**85.1%** Grade 12



This year, Meadowridge launched its **Regenerative Sustainability Plan**. Aligned with our Strategic Plan, the foundational elements of our Regenerative Sustainability Plan are:

### Our People & Community

We will educate, engage, and collaborate with Our Community to achieve just environmental outcomes.

### Our Programs & Academics

We will enrich our learning experience with opportunities to foster a connection with the land and to engage with Regenerative Sustainability actions.

### Our Environment & Facilities

We will manage our facilities and grounds in a manner consistent with Regenerative Sustainability.

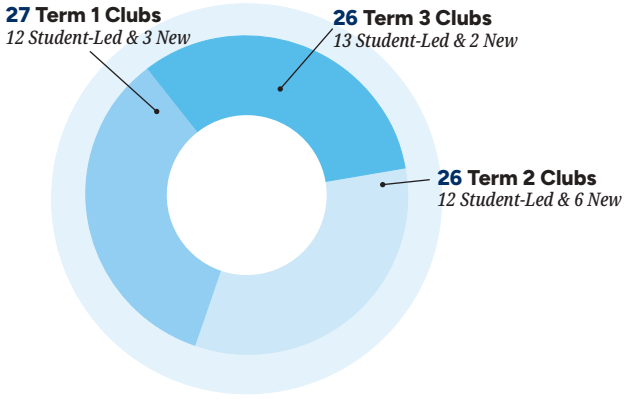
### Our Governance & Leadership

We will incorporate Regenerative Sustainability into decision making processes, taking responsibility for our impacts, and reporting transparently on our progress.

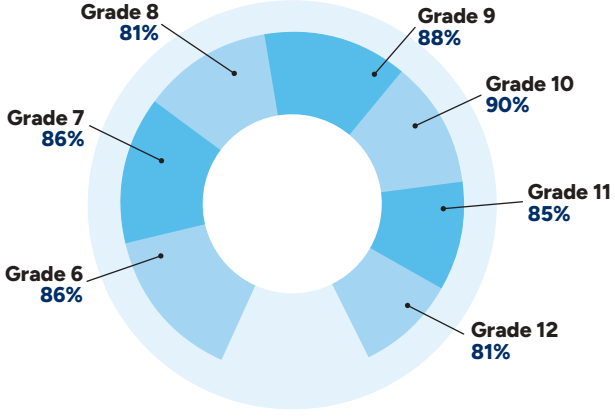


# Meadowridge Student Life

With a wide variety of clubs and activities to participate in, our children are certain to find a club of interest. Whether you bring a wealth of experience, or are trying something new, we focus on individual development, inclusion, and community building. The breadth of activities and events provide opportunities to lead, to serve, and to support meaningful and impactful causes. Our Student Life program actively links the school experience to the wider world, bringing our mission to life.




**85%** **Grade 6 to 12 Students** participated in at least one co-curriculuar




**79** **Middle & High School Clubs** offered over three terms

*Some clubs are repeated each term and count towards the total number offered.*

*Creativity, Activity, Service (CAS) Clubs*

•Student-Led Club •New Club Offering

### Creativity Clubs

| | | |
|---|---|---|
| Economics & Finance Basics•• | Introduction to History with Diplomacy•• | Character Creation & Work Building•• |
| Film Study•• | AI Readiness & Belonging Club• | KPOP Dance Club•• |
| Muslim Student Association• | Maker Space or Silversmithing | Gateway to Japan• |
| Star Festival Preparation | Debate• | Strings Ensemble• |
| Sunshine Squad | Programming in Python | Toniks Maker Club• |
| Dungeons & Dragons• | High School Musical Rehearsal | Middle School Musical Rehearsals |
| 3D Modelling & Rendering • | Investment Club | Pokémon Showdown•• |
| Origami • | Sewing & Creating•• | Sunshine• |
| Science • | Star | FTC Senior Robotics |
| Managing Stress & Wellbeing | Calligraphy & Typography• | Mindful Colouring |
| Chess | Creative Trends• | |

### Activity Clubs

| | | |
|---|---|---|
| Badminton | Touch Football | Fitness Club |
| Middle & High School Track and Field | Spring Soccer | Junior Soccer |
| Strength & Conditioning | Basketball Skills | Beach Volleyball |
| Introduction to Ultimate Frisbee• | Volleyball Skills | |



| Service Clubs |
| --- |
| Climate Action by Design |
| Spring Gardening |
| Farming |
| Dora Love• |
| Marketing• |
| Building Bouquets• |
| Campus Service |
| 3RV (Reduction, Reuse, Recycling, Valorization) Project |
| Senior Council Leadership |
| Greenhouse Gardening |
| Fall Gardening |
| Junior Council Leadership |
| Crochet for the Cause•• |
| Volunteering by Taking Care of Children at a Refugee Newcomer Class |
| Used Uniform Shop• |
| MECO |

**17 Elementary School Clubs**
Kindergarten to Grade 5

- Inktober
- STEAM
- ART
- Musical
- Leadership
- Reading Link
- Dragon Dance
- EcoSchools
- Fencing
- Taekwondo
- Percussion Ensemble
- Chess
- World Scholars Cup
- Soccer
- Baking
- Orchestra
- First Lego League Robotics

**Competitive Clubs**

## Students had a wide range of opportunities to compete with peers at the following competitions:

### FLL & FTC Robotics

The **FIRST Lego League (FLL) Robotics Club** hosted 16 teams, with 80 students registered. Three teams qualified for provincials, where one team came in second place. The team competed at an invitational competition in Long Beach, CA and finished in the top 50 of 110 teams.

The **FIRST Tech Challenge (FTC) Robotics Club** hosted 9 teams, with 72 students registered.

### Meadowridge Debate Club

The **Meadowridge School Debate Tournament** ran for its fifth year, a student-led event that was planned, ran, and overseen by eight student leaders. The tournament welcomed 41 teams and 82 participants for the two-day, in-person event.

### Vancouver Model United Nations (VMUN)

Twelve students attended the Vancouver Model United Nations (VMUN) and served on five different committees. One student earned the Outstanding Delegate Award.

### Theatre Actors Guild (TAG) STAR Festival

16 students joined the regional festival.

23 students joined the national festival, a three-day event hosted at UBC and earned a banner of a National Honour Guild.

### World Scholars Cup (WSC)

48 students, alongside two Grade 11 leaders, competed at the **World Scholars Cup (WSC) regional round**.

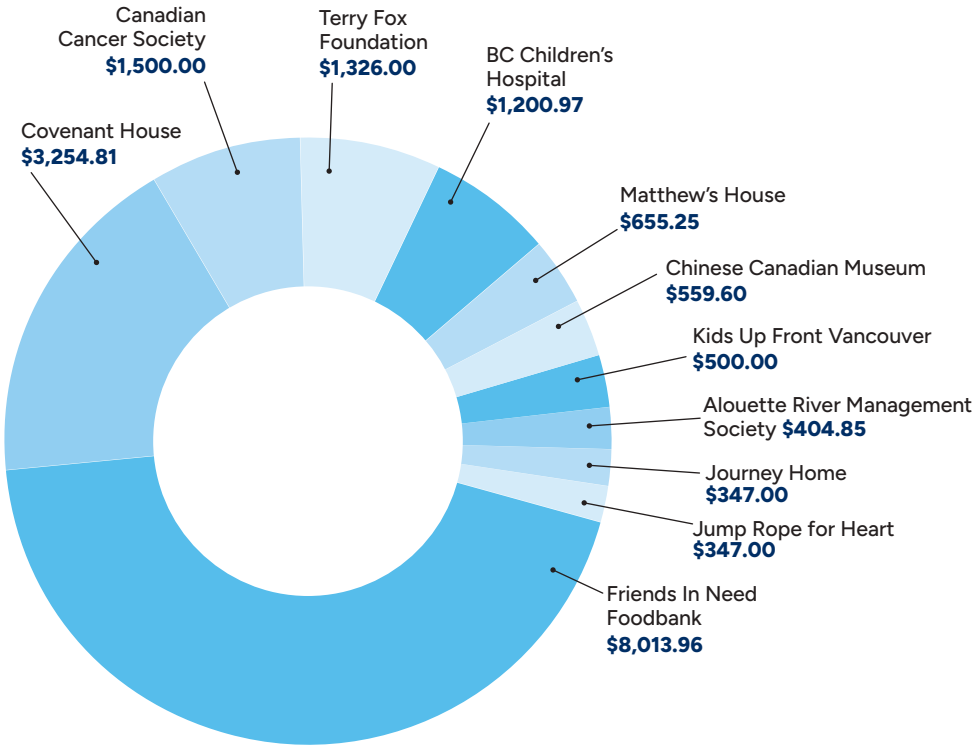
All 14 teams qualified for the globals and four teams will go to global rounds in Prague, Seoul, Bangkok, and Shanghai.

### The Meadowridge Percussion Ensemble

Fred L. (Grade 10) won entrance to Juilliard Pre-college program.

Candice C. (Grade 5) earned youngest finalist in an international marimba competition.

# $16,790.73 Raised for external organizations




## Student Service in Grade 6 to Grade 10

Middle Years Programme (MYP) students engaged in a wide range of meaningful service experiences as part of their journey toward earning the Gryphon Pin.

| Service Achievements | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|---|---|---|---|---|
| | 65% | 74% | 67% | 88% | 80% |

| MYP Gryphon Pin Service Requirements | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|---|---|---|---|---|
| # of short-term service experiences | 2 | 3 | 1 | 2 | 2 |
| # of long-term service experiences | - | - | 1 | 1 | 1 |
| Leadership | - | - | Shared | Required | Required |

*One experience occurs at school and one experience occurs outside of school.*

*Short-term refers to one-time or introductory experiences and must be a minimum of 2 hours in duration.*

*Long-term or ongoing refers to a project that requires weekly commitment over 10 weeks.*

## Service & Leadership Highlights

**Journey Home Support**

Students served food and provided childcare at six community dinners.

300lbs of warm winter clothing donated through the Journey Home Clothing Drive.

Supporting refugee newcomers to Canada, students also and organized and helped run the shop.

**Middle School Farmer's Market**

$11,000 raised at the Middle School Farmers Market.

**Friends In Need Foodbank**

100% of Middle School students volunteered at the Friends in Need Foodbank.

**Interfaith Dialogue Event**

The Interfaith Dialogue hosted by the MSA club brought religious leaders from the Abrahamic religions together to discuss the similarities between the Jewish, Islamic and Christian faiths.

**Meadowridge Debate Tournament**

The student-led Meadowridge Debate Tournament welcomed 80 participants from schools across the lower mainland.

**Student-Led Clubs**

44 students led clubs, including: Film Study, Debate, Origami, and Crochet for the Cause.





## Wes M.

**Grade 8**

**FLL Robotics Club**

“Robotics, problem-solving, and engineering have always been activities I truly enjoy, and meeting others from around the world who share these interests was incredible. Despite early practices, long work hours, and late-night preparations, we navigated these obstacles with grace. This event highlighted our strengths and the challenges we still need to overcome.

I am grateful that our team can focus on improvement through peer feedback and self-evaluations as we work to become a phenomenal team in the 2026/27 FTC tournament.”

## Final House Points

There were 21 chances to earn House points through school events this year.

Kanaka
**814**

Whonnock
**760**

Fraser
**723**

Alouette
**525**

**Kanaka’s third-year in a row as champions!**



# Meadowridge Arts

The Arts are a central component of our program and reflect the valuable role they play in society. We are surrounded by music, art, film, digital media, theatre, speeches, and all manners of creativity. Recognizing the influence and developing the skills to engage with the Arts benefits both the performer and audience, further cultivating transdisciplinary skills into all areas of learning.

## Elementary School Visual Arts

### Grade 1

Feelings Monsters (crayon)

Spray Paint Leaves (watercolour)

Day and Night collage (mixed media)

Halloween creations (mixed media)

Poppy Sparkling Moons (mixed media)

Christmas Palm trees (marker)

Bead Wreaths (beads and pipe cleaners)

Horse (drawing)

The Skin You Live In Self-Portraits (markers and crayon)

Paper Weaving (collage)

Beautiful Blackbird (collage)

Red Dress display (crayon)

Showcase stars (mixed media)

### Grade 2

Light and Dark (negative space watercolour)

Leaf Frottage (crayon)

Paul Klee (permanent marker and watercolour)

Picasso Oils (oil pastel)

Diwali Mandalas (watercolour)

Tricolour Poppies (limited palette watercolour)

Splatter Art (liquid watercolour)

Handprint Glitter Trees (mixed media)

Red Dress display (crayon)

Showcase Snowflakes (paper cutting)

Cartoon horse (drawing)

Baskets (weaving)

Ted Harrison (watercolour)

Wikki Stix (photography)

Galaxy Hands (acrylic)

### Grade 3

Roy Henry Vickers (marker or collage)

Water Marker Bubbles (marker)

Puzzle Kids (mixed media)

Identity Poem (oil pastel)

Pumpkin Project (garden, draw, tempera paint)

Zentangle Poppies (ink)

Britto (oil pastel)

Showcase Snowflakes (watercolour)

Rainbow Scratch Art (scratch art)

Tryptych (drawing)

Block Horse (drawing)

Cool Landscapes (tempera paint)

Alma Thomas (watercolour)

Weaving (yarn)

Van Gogh Sunflowers (acrylic)

Red Dress display (crayon)

Monsters in my Head (mixed media)

Grandfather Teachings (mixed media inspired by Indigenous artist Aaron Sinclair)

### Grade 4

Orange Shirts (marker and pencil)

Abstract Watercolours (watercolour and oil paint pens)

Leaf & Trace (watercolour and metallic paint)

Remembrance Poster Contest (marker, pencil)

Showcase Landscapes (watercolour)

Cubism Masks (3D mixed media)

Horse (drawing)

Weaving (yarn)

Daffodils & Butterflies (watercolour)

Self Portrait (acrylic)

Showcase Stars (mixed media)

Lightfast testing (coloured pencils)

Nature Art (free choice for media)

### Grade 5

Optical illusion Art (coloured pencil)

Remembrance Poster Contest (marker, pencil)

Lightfast testing (marker and paint)

Watercolour snowflakes

Perspective 1 (oil pastel)

Horse (drawing)

Wire Figures (wire and pipe cleaner sculpture)

Bracelet weaving (plastic lacing)

Perspective 2 (watercolour)

Perspective 3 (ink)

Exhibition Project Layout (design and create)

Block Printing (printing ink)

Acrylic Pouring









# Elementary School Music

## 2 Elementary Showcases in Winter & Spring

showcasing students' musical talent across Junior Kindergarten to Grade 5.

### Winter Showcase

**Junior Kindergarten & Kindergarten**
Xylophones, Orff instruments, choir, and French songs

**Grades 1 to 3**
Orff instruments, xylophone, African drums and ukulele.

Two choir performances were included and Musical theatre performances from Lilo & Stitch, The Prince of Egypt and The Lion King.

**Grades 4 and 5**
Musical Theatre performances and Musical Futures performances.

Students learnt a song on each instrument (Guitar, bass, keyboard, voice, drums) and then formed a rock band as a grade to perform 'Written in The Stars' by Tinie Tempah, 'Zombie' by Yungblud and 'Golden' by EJAE & Mark Sonnenblick.

Grade 4 students played Winter pieces on ukulele with 20 to 25 players in unison. There were also musical theatre performances from Mamma Mia and Hamilton to Les Misérables and Aladdin.

### Spring Showcase

**Junior Kindergarten and Kindergarten Showcase**
'Rainbow' themed showcase with songs from The Muppets and Cindy Lauper. The showcase included Orff instruments and props.

**Grades 1 to 3**
Pieces on marimba and musical theatre performances from Frozen, Madagascar and Mary Poppins.

**Grades 4 and 5**
Pieces on marimba and musical theatre performances from The Greatest Showman and Oliver!

### Additional Performances

**Grandparents' tea**
Grade 5 students performed 'Once and For All' from the Newsies

30 students in Grades 2 to 3 formed a Ukulele group to playing 'Count on Me'.

Performances from Matilda of the 'School Song' and 'Revolting Children'.

**Remembrance Day performance**
Grade 4 students performed "A Song of Peace" Composed by Teresa Jennings.



New!

### Winter Carols at Senior Care Homes

Elementary Music Teacher Ms. Swords started a heartwarming new tradition this year by taking Grade 3 students to sing carols at local care homes. The students visited three care homes, a great way to give back to the community and showcase our students' talent.

# Middle & High School Theatre

**21** students were involved onstage or behind the scenes **of the Middle School production, This Changes Everything**

**28** students were involved onstage or behind the scenes **of the High School production, Jasper in Deadland**

**22** **students participated in the High School Theatre Company electives,** of which presented two, one-act plays

Students participated in workshops led by professional theatre artists, including:

Audition techniques

Improvisation

Voice-over work

Filmmaking

Stagecraft careers

### School Theatrical Arts Recognition (STAR)

28 Middle and High School students attended the National STAR Theatre Festival at UBC, joining 300 students from schools across Western Canada.

Students competed in a variety of events:

- Solo Musical
- Duo Musical
- Group Musical
- Contrasting Monologues
- Dramatic Scenes
- Technical design
- One-Act Plays



## Theatre Arts Guild (TAG)

TAG, part of the Theatre Arts Education Association (TAEA), recognizes students who demonstrate sustained commitment to theatre through participation in productions, festivals, and related activities.

Induction into the guild requires students to complete at least 150 hours of theatre involvement, with additional levels of recognition awarded as they continue to build their experience and expertise.

- Three students were awarded their Rising Star certificates for accruing more than 400 hours of theatre activities
- One student was awarded the Shining Start for more than 700 hours of theatre activities
- One student received the Guiding Star certification for completing more than 1000 hours of theatre activities

### Meadowridge received a National Honour Troupe Silver Banner in recognition of the commitment and work of TAG Troupe #2026 over the past three years.

Two students were elected as Regional Student Leaders to the TAG Student Leadership Guild, where they will help plan next year's regional and National events and contribute to TAEA policy development.

Students attended the Regional STAR Festival to participate in workshops and watch performances.

Some students competed in the performance or presentation categories across Musical Theatre, Acting, and Technical Theatre.

Five students were inducted into the Meadowridge Theatre Arts Guild Troupe, representing more than 100 hours each of a variety of theatre activities.

# Meadowridge Belonging

This year, we continued to prioritize Belonging as a key strategic focus, so that every student, family, and staff member feels valued, respected, and connected within our school community. Through targeted professional learning, leadership development, and community engagement, we have made meaningful progress in strengthening inclusive practices and deepening our understanding of belonging across the school.

## Enhancements This Year

### Building Intercultural Competence and Inclusive Leadership

School leaders participated in the Intercultural Development Inventory (IDI) and ongoing Intercultural Competence and Anti-Bias, Anti-Racism (ABAR) learning. These experiences established a clearer understanding of our school's current intercultural competence and areas for growth while creating a common language for discussing equity, inclusion, and belonging.

As a result, leaders and staff increased their awareness of how cultural perspectives influence interactions, decision-making, and student experiences. This work also strengthened leadership capacity to identify and address barriers to belonging and improved alignment between school goals, decision-making, and inclusive leadership practices.

### Advancing Inclusive Education Practices

Our partnership with inclusion expert Dr. Shelley Moore helped move our thinking beyond supporting students to fit within existing structures. Instead, staff focused on designing learning environments where all students can participate meaningfully, contribute their strengths, and experience success.

This learning increased staff understanding of inclusive practices and Universal Design for Learning principles, strengthened collaboration to support diverse learners, and expanded opportunities for student engagement across a range of learning profiles.

### Listening to Our Community

To better understand the experiences of our community, we conducted Belonging Surveys with faculty, staff, and families. These surveys provided valuable baseline data and increased opportunities for community voice in shaping school priorities. Results from the survey reinforced the importance of fostering strong relationships, welcoming new members into the community, and creating opportunities for meaningful engagement and connection.

## Looking Ahead

Belonging remains an ongoing journey, and our next steps will focus on embedding inclusive, pluralistic practices more deeply across our systems and daily experiences. By fostering environments where diverse perspectives, identities, cultures, and experiences are recognized, valued, and engaged in meaningful dialogue, we will continue strengthening a community where everyone feels they belong.

**Ultimately, our goal is to create a school culture where every member of the community feels welcomed, respected, represented, and empowered to contribute.**

Through intentional action, ongoing learning, meaningful community partnerships, and a commitment to pluralism, we will continue advancing toward a school where belonging is not only a goal, but a daily reality, and where diverse perspectives and identities are embraced as strengths that enrich our collective community.

**In the coming year, we will:**

1. Continue integrating belonging-focused and pluralism-centred practices across all areas of school life, fostering opportunities for students, families, faculty, and staff to learn with and from one another.
2. Increase the visibility and celebration of our community's diversity through displays, learning experiences, and events that reflect the cultures, languages, identities, perspectives, and lived experiences represented within our school community.
3. Gather and amplify student voices to better understand students' experiences of belonging, connection, representation, and engagement across differences.
4. Strengthen community engagement efforts by continuing to support the Community Engagement Partner (CEP) program for new and existing families, while creating additional opportunities for cross-cultural relationship-building and dialogue.
5. Use survey data and other feedback mechanisms to monitor progress, measure impact, and inform future priorities related to belonging, inclusion, and pluralism.
6. Create intentional opportunities for students, families, faculty, and staff to engage in respectful dialogue, deepen intercultural understanding, and appreciate the diverse perspectives that enrich our community.

# Meadowridge Class of 2026

At Meadowridge, we value a well-rounded education that produces morally guided young leaders with the capacity to make a significant positive impact on the world around us. Their journey is remarkable and filled with achievements that are worthy of celebration. They leave us with the skills, knowledge, dispositions, and confidence to not only meet the future, but also to create it.

**47 Total Graduates**

**74%** IB Diploma Graduates

**26%** IB Certificate Graduates

*Number of Graduates per programme*




**10** Lifers in the Class of 2026

*Lifers are students who have been at Meadowridge for 12+ years*

### About the International Baccalaureate (IB) Education at Meadowridge

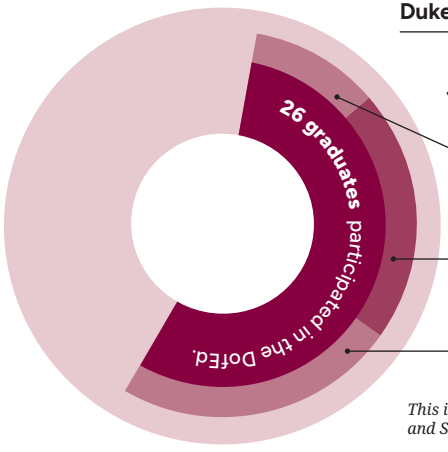
#### IB Diploma

In the IB Diploma, students complete three Higher Level (HL) courses and three Standard Level (SL) courses. This stream is demanding and includes university-level academics. Students must also write the Extended Essay, a 4,000-word, independent research project which equates to a first-year university paper. Students who graduate from the Diploma Programme may receive first-year university course credit for some classes.

#### IB Course Certificate

The IB Course option still has a requirement of six IB courses, but students may choose to take them at the SL or HL levels. The decision to take the IB Course Certificate is a collaborative one, where students, along with their teachers, parents, and post-secondary counsellors, work to decide a best fit. Students consider their extra-curricular commitments, post-secondary aspirations, and other factors when making the decision.

### Duke of Edinburgh (DofEd.) Participation




**55%** of Grade 12s earned the **Duke of Edinburgh Award**

**4** gold awards earned

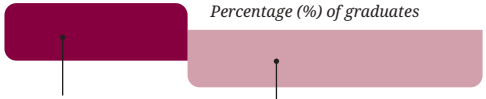
**15** silver awards earned

**23** bronze awards earned

*This is above and beyond the Community, Action, and Service (CAS) components of the IB.*

### Gryphon Pins Earned

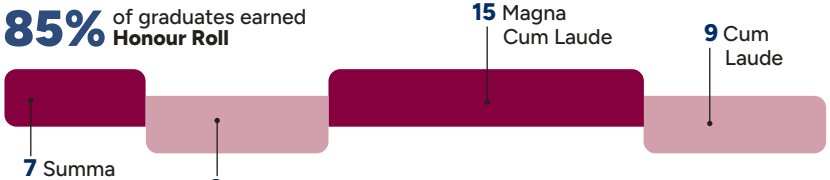
*Percentage (%) of graduates*




**46** graduates earned **Gryphon Pins**

### Honour Roll Earned

**85%** of graduates earned **Honour Roll**



## *Post-Secondary Counselling Highlights*

**148** **Students Supported** in Grades 10, 11 & 12

**4** **Community Info Sessions** including, Applying to Universities in the US, Canada, and the UK

**2** **Standardized Testing Support Sessions** for the pSAT Exam

### Support, Meetings & Test Sessions Held

- Junior Interviews for post-secondary planning with each Grade 11 family
- Course Selection Meetings with each Grade 10 family
- pSAT for interested Grade 10 and 11 students
- Alumni connections for Grade 10-12 students
- Application essay review and feedback for Grade 12s
- Interview preparation for Grade 12s

### Sample of enrichment programs introduced to students and families

- SHAD Canada summer program
- VolunTEEN program by Ridge Meadow Hospital
- Health Science Discovery Day by Canadian Medicine Hall of Fame
- UBC Global Future Leaders
- Ivey Business Case Competition
- Penn Wharton Data Science Competition
- University of Toronto Pharmacy Camp
- Mini Med School and Girls in Science by BC Children's Hospital



Profile of a Graduate

# *At Meadowridge, there is no single path to what comes next.*

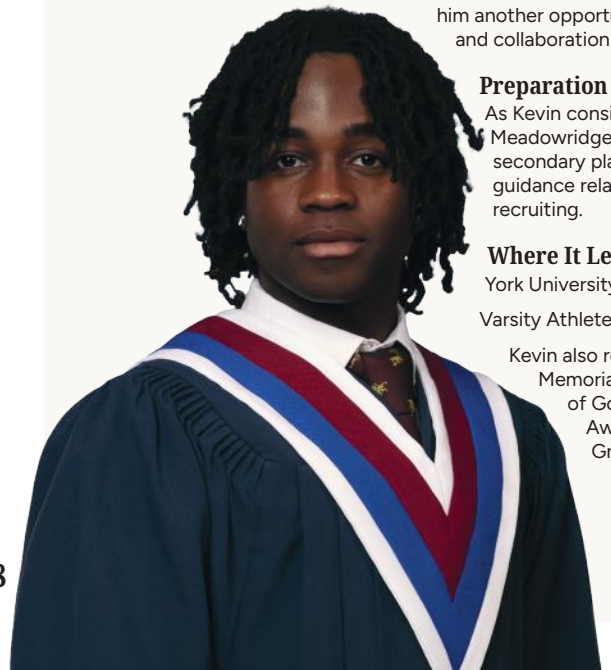
## KEVIN'S JOURNEY

- Physics
- Robotics
- Track & Field
- Student Council

### Post-Secondary Destination
York University, Engineering | Varsity Athlete

### Discovery
Kevin explored engineering through Physics and a Personal Project focused on building a hexapod robot. Kevin was also an active member of the Meadowridge Athletics program, earning the 2024 and 2025 Athlete of the Year and also breaking school records in Track and Field.

### Exploration
Robotics became an important part of Kevin's experience at Meadowridge. As a member of FIRST Tech Challenge Robotics and a coach for FIRST LEGO League, he developed his technical skills while also learning to work with and support others. His involvement in Student Council gave him another opportunity to build leadership and collaboration skills.



### Preparation
As Kevin considered his next step, Meadowridge supported his post-secondary planning, including guidance related to athletic recruiting.

### Where It Led
York University, Engineering

Varsity Athlete

Kevin also received the Greg Moore Memorial Scholarship, the Board of Governors' Citizenship Award and the Platinum Gryphon Pin.

## Lina's Journey

- Lifer
- Top Academic
- Yearbook
- Student Council
- Robotics Coaching

### Post-Secondary Destination
Northwestern University, Journalism

### Discovery
Lina pursued writing through the Polar Expressions Writing Contest and Higher-Level English. Her independent academic work allowed her to explore contemporary culture and literature, including a Personal Project examining BookTok's effect on cultural hegemony and an Extended Essay exploring belonging and identity in Ocean Vuong's On Earth We're Briefly Gorgeous.

### Exploration
Beyond the classroom, Lina found ways to apply her communication and creative skills. She served as Yearbook Club Manager and participated in Student Council and Annotation Art Club. She also coached First Lego League and earned Bronze and Silver Duke of Edinburgh Awards.

### Preparation
Lina's post-secondary journey included navigating the U.S. application process and an Early Decision application. Meadowridge supported her through U.S. application workshops, summer program applications and feedback on her application essays.

### Where It Led
Northwestern University — Journalism

Lina also received the District Authority Scholarship, Media Arts Scholarship, Cindy Hops Be the Change Award and Platinum Gryphon Pin, and was recognized as a Top Academic for 2026.



# Meet four graduates and discover how their experiences at Meadowridge helped them find their direction, develop their strengths and prepare for what comes next.

## Kiyana's Journey

**Lifer**

**Business Club**

**Debate**

**Student Council**

**Duke of Ed Bronze**



### Post-Secondary Destination
University of British Columbia, Sauder School of Business

### Discovery
Kiyana explored business through her academic work, including an Extended Essay examining Marriott International's asset-light model, profitability and competitive advantage. Her interest in business was also supported through her involvement in Business Club.

### Exploration
She spent eight years on Student Council, serving in roles ranging from Deputy Prime Minister in Grade 5 and Junior Council President in Grade 8 to House Captain, Vice President and ultimately President in high school. Her involvement also extended to Toastmasters Club and the Duke of Edinburgh Award, where she earned Bronze.

### Preparation
Kiyana received support as she navigated the UBC application process, including feedback on her application supplements and preparation for video interviews. She also participated in a video interview workshop and used Youthfully to prepare for the interview process.

### Where It Led
University of British Columbia — Sauder School of Business

Kiyana also received the Platinum Gryphon Pin and District Authority Scholarship.

### Post-Secondary Destination
University of Toronto, Computer Science

### Scholarship
Schulich Leader Scholarship

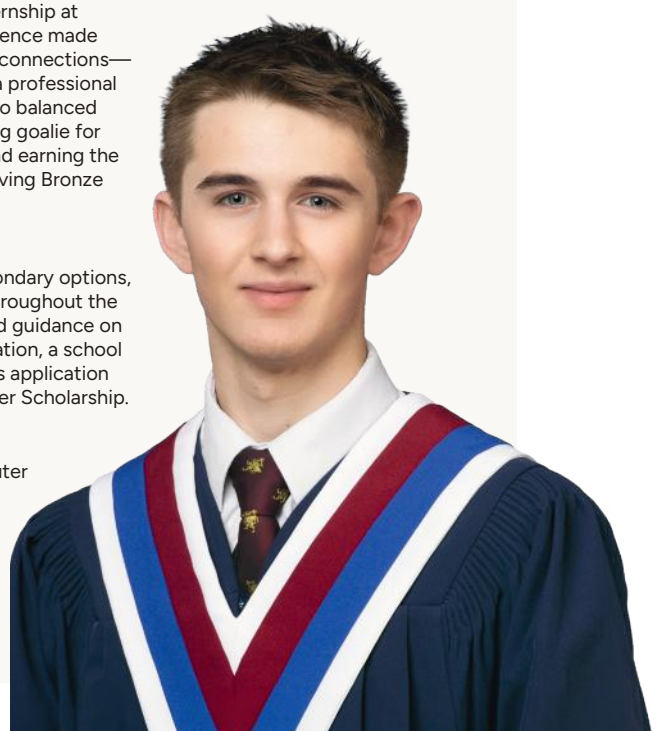
## Drake's Journey

**Math & Data Science**

**Robotics**

**Soccer**

**Scholarship**



### Discovery
Drake challenged himself through math contests and the Wharton Data Science Competition. His independent work included a programming project using COBOL and an Extended Essay exploring how the smoothness of a group order affects the efficiency of the Pohlig–Hellman Method.

### Exploration
His interest in technology extended beyond academics. Drake was a member of FTC Robotics and completed an internship at AltumView Systems—an experience made possible through Meadowridge connections—where he gained experience in a professional technology environment. He also balanced his academic interests by playing goalie for the Senior Boys Soccer team and earning the Duke of Edinburgh Award, receiving Bronze and Silver.

### Preparation and Support
As Drake explored his post-secondary options, counsellors provided support throughout the application process. He received guidance on his University of Toronto application, a school nomination, and feedback on his application and video for the Schulich Leader Scholarship.

### Where it led
University of Toronto — Computer Science

Schulich Leader Scholarship

Drake also received the Joinluck Scholarship, a District Authority Scholarship and the Gold Gryphon Pin.


East Bridge
Campground
Gardens
West Bridge

# 260 Post-Secondary Offers
*from institutions around the world*

**5.5** Average acceptances per graduate

### Canada

Capilano University
Carleton University
Dalhousie University
Huron University College
Kwantlen Polytechnic University
McGill University
McMaster University
On the Mic Training
Queen's University Kingston
Simon Fraser University
St. Francis Xavier University
The University of British Columbia
Western University
Toronto Metropolitan University
University of Alberta
University of Calgary
University of Guelph
University of Ottawa
University of the Fraser Valley
University of Toronto
University of Victoria
University of Waterloo
York University

### United Kingdom & Other International

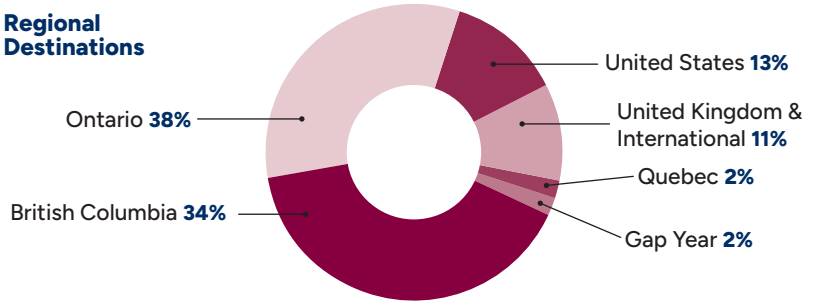
Bond University
Curtin University
Griffith University
James Cook University Monash University
Saint Camillus International University of Health and Medical Sciences
The University of Buckingham
The University of Hong Kong
The University of Queensland

### United States

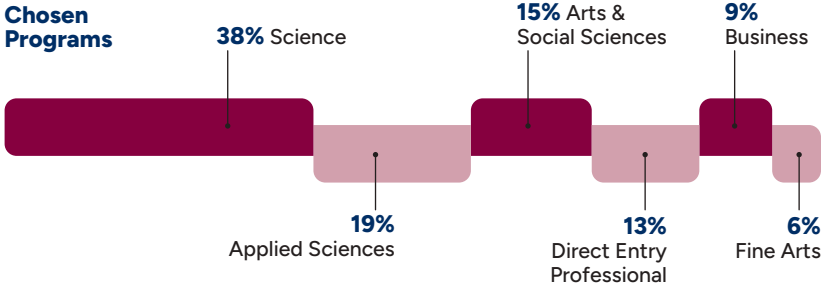
Chapman University
Cooper Union for the Advancement of Science and Art
Emory University
Loyola Marymount University
New York University
Northeastern University
Northwestern University
Oberlin College
Pepperdine University
Pratt Institute
Rhode Island School of Design
San Diego State University
San Jose State University
Southern California Institute of Architecture
Syracuse University
University of California, Davis
University of California, Irvine
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Illinois at Urbana-Champaign
University of Southern California
University of Washington
Whitman College

## Class of 2026 Matriculation

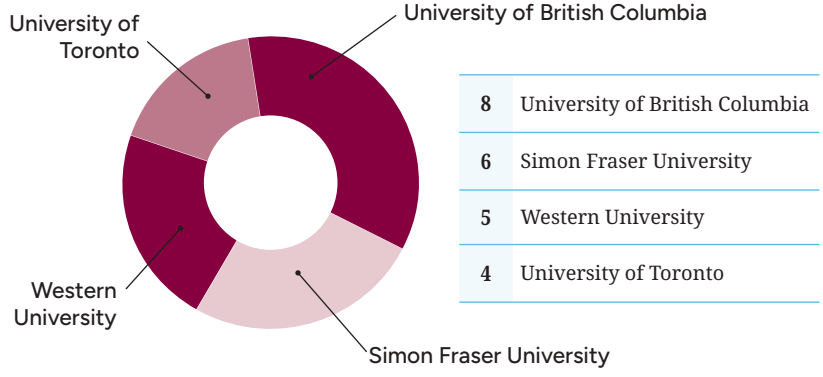
### Regional Destinations




### Chosen Programs




### Top Matriculation Institutions




| | |
|---|---|
| 8 | University of British Columbia |
| 6 | Simon Fraser University |
| 5 | Western University |
| 4 | University of Toronto |

# Philanthropy & Community Relations

## Our Focus

**1 Create sincere and meaningful relationships with our families and our community at large**

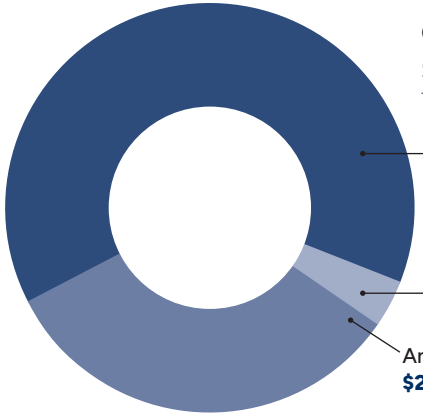
By prioritizing sincere and meaningful relationships with our families, alumni, volunteers, and friends, we build a robust, interconnected community that nurtures growth, learning, and mutual support for all students, and members of the Meadowridge community.

**2 Deepen a culture of philanthropy within the community**

By encouraging donations to the school's annual fund, campus expansion plans, endowment, events, and other special projects, we align what is meaningful to our donors and what is meaningful to our school. And, together, we enhance the teaching, programs and facilities which help students across the continuum to learn and grow.

**3 Keeping pace with a changing world means evolving and embracing change regularly**

By not only anticipating change but wholeheartedly embracing it, we maintain a dynamic approach that allows us to continuously learn and adopt new, ever-evolving strategies. Our commitment to staying ahead of the curve enables us to enhance support for our school, engage meaningfully with our community, and effectively promote our mission and values on a local, national, and international scale.




### Community Participation & Support 2025/26

**$886,498 Total Raised**

**216** of unique donors to Meadowridge School

**100%** of Board of Governors Donated

**100%** of School Leadership Donated

**45%** of Faculty & Staff Donated

**0.42%** of Alumni Donated

### Endowment 2025/26

**$32,346 Total Raised**

Established in 2019, the Meadowridge Endowment Fund provides the school with long-term stability and flexibility. The fund is structured to preserve the principal while generating investment income that supports our community.

As Meadowridge continues to mature and advance its strategic priorities, our goal is to grow the endowment into a strong and sustainable resource to support financial aid and student scholarships for generations to come.

### Grade 12 Legacy Gift New!

A New Tradition Begins by 2026 Graduating Families

**$19,233 raised from 10 families**

This year, our graduating families launched a new tradition they hope will inspire generations of Meadowridge families to come. Together, they invited every Grade 12 family to celebrate their child's graduation by making a meaningful gift in honour of the graduating year—$2,026 for the Class of 2026. All gifts were directed to the Meadowridge Endowment Fund, supporting financial aid and student scholarships. Through their generosity, these families are creating life-changing opportunities for future students while establishing a lasting legacy of giving that each graduating class can proudly carry forward.

# Proud Partners & Friends of Meadowridge

A new initiative launched in 2026, the Meadowridge Sponsorship Program offers businesses a unique opportunity to invest in the future of student education while gaining meaning brand exposure within our vibrant, well-connected, and affluent community.

Our sponsors enjoy exclusive opportunities to elevate their brand through strategic marketing, meaningful engagement at signature school events, and year-round visibility within the Meadowridge community. Whether you're looking for a comprehensive sponsorship package with benefits activated throughout the school year or a one-time sponsorship opportunity tied to a specific event or initiative, we'll work with you to identify the partnership that best aligns with your business goals and creates a meaningful connection with our community.

Thank you to the 2025/26 Summit Sponsor
**Hilson Development Ltd. (Led by Mr. Himanshu Bhaskar)**

HILSON
DEVELOPMENT LTD



### Annual Fund 2025/26

## $292,596 total raised

Donations to the Annual Fund helped us put teacher-requested enhancements and resources into classrooms, common spaces, and – most importantly! – children's hands. Thanks to our community, students across the continuum have experienced remarkable opportunities and educational enhancements.

**Theatre & Cafeteria Upgrades**
Technical systems audit, upgrade strategy, and phased implementation plan.

**Outdoor Education Equipment**
Tree measurement tools, outdoor seating, and wood carving/bushcraft supplies.

**AI & Learning Tools**
Youthfully AI Interview Simulator and Open Parachute six-month subscription.

**Technology & Innovation**
Laptops for FLL Robotics, iPads with accessories and charging cart, and cameras for Yearbook Club.

**Arts & Music Equipment**
Rock Band Course equipment, including instruments, microphones, stands, and mixing board.

**Student Wellness & Learning Spaces**
Hokki motion stools, flexible Harkness table for Senior School classroom, and outdoor clothing rack for Kindergarten.

**Athletics & Recreation**
Outdoor basketball hoops, sports balls, and equipment for Middle School recreation.

To gain a deeper understanding of how donations have positively impacted our students and their education, check it out here.

### Campus Expansion 2025/26

## $561,556 total raised

Through the generosity of our community, we are able to transform our current Library into a vibrant hub for all our students—a place that brings their entire academic journey together.

Whether they need additional learning support, social–emotional counselling, quiet study areas, collaborative spaces, or simply a welcoming spot to discover new books, this renewed library will serve our students with intention, purpose, and heart.

As renovations progresses, we look forward to unveiling this reimagined space and welcoming our community in early fall.

**$349,621 raised towards the Library Campaign**

Learn more about the Leger Library & Student Services Centre





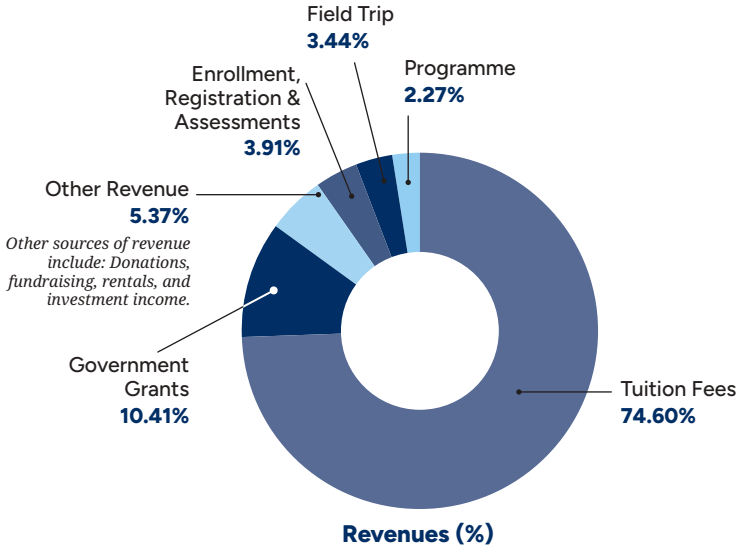
# Financials

## 2025/26 Overview

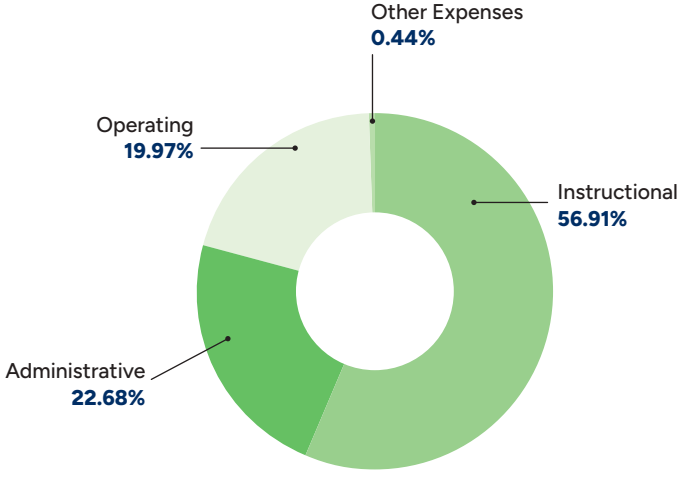
Every year the Meadowridge School Society undergoes a rigorous audit by an independent Auditor. The Auditor's Report is released in the following October to our community and the public. Financial Audit completed by MNP LLP.

For the complete statement visit
**meadowridge.bc.ca/financials**

| Statement of Operations for the year ended June 30, 2026 | 2026 | 2025 |
|---|---|---|
| **Revenues ($)** | | |
| Tuition fees | $ 18,362,136 | $ 18,137,554 |
| Government grants | 2,561,966 | 2,591,853 |
| Field trip | 847,734 | 768,446 |
| Programme | 557,620 | 573,526 |
| Enrollment, Registration, and assessments | 962,000 | 924,600 |
| | **$ 23,291,456** | **$ 22,995,979** |
| **Expenses ($)** | | |
| Instructional | $ 12,167,519 | $ 11,736,653 |
| Administrative | 4,849,164 | 4,786,925 |
| Operating | 4,270,887 | 4,181,675 |
| | **$ 21,287,570** | **$ 20,705,253** |
| Excess of revenues over expenses from Operations | $ 2,003,886 | $ 2,290,726 |
| Other revenues | 1,321,809 | 574,830 |
| Other expenses | 94,032 | 195,314 |
| | **$ 1,227,777** | **$ 379,516** |
| **Excess of revenues over expenses** | **$ 3,231,663** | **$ 2,670,242** |



**Revenues (%)**



**Expenses (%)**

| Statement of Financial Position as at June 30, 2026 | 2026 | 2025 |
|---|---|---|
| **Assets ($)** | | |
| Current Assets | | |
| Cash | $ 22,165,573 | $ 22,036,555 |
| Term deposits and GIC's | 42,651 | 2,625,377 |
| Tuition fees receivable | 60,960 | 87,563 |
| Government remittances receivables | 266,036 | 223,614 |
| Other receivables | 56,677 | 57,564 |
| Inventory | 481,560 | 397,338 |
| Prepaid expenses | 497,412 | 387,117 |
| Investments | 9,121,475 | 7,909,499 |
| | **$ 32,692,344** | **$ 33,724,627** |
| Capital assets | $ 34,070,742 | $ 31,101,005 |
| Loan Receivable | 370,000 | 376,000 |
| Long-term deposits | 142,019 | 56,710 |
| | **$ 67,275,105** | **$ 65,258,342** |
| **Liabilities and Net Assets ($)** | | |
| Current Liabilities | | |
| Accounts payable and accrued liabilities | $ 2,522,809 | $ 1,978,289 |
| Unearned tuition revenue | 12,747,561 | 13,210,046 |
| Government remittances payable | 2,148 | 1,962 |
| Current portion of term loans due on demand | 626,817 | 620,290 |
| | **$ 15,899,335** | **$ 15,810,587** |
| Term loans due on demand | $ 11,454,844 | $ 12,064,728 |
| | **$ 27,354,179** | **$ 27,875,315** |
| Deposits (MEID + Borrowing Deposit) | $ 4,422,750 | $ 5,427,225 |
| Deferred contributions | 2,006,910 | 1,696,199 |
| **Total Liabilities** | **$ 33,783,839** | **$ 34,998,739** |
| **Total Net Assets** | **33,491,266** | **30,259,603** |
| | **$ 67,275,105** | **$ 65,258,342** |

| Statement of Cash Flows for the year ended June 30, 2026 | 2026 | 2025 |
|---|---|---|
| **Operating Activities ($)** | | |
| Excess of revenue over expenses | $ 3,231,663 | $ 2,670,242 |
| Amortization | 1,256,672 | 1,155,627 |
| (Gain)/Loss on disposal of assets | (72,003) | 1,169,536 |
| Unrealized gain on investments | (465,665) | (520,421) |
| Net change in non-cash working capital | (127,228) | 763,219 |
| | **$ 3,823,439** | **$ 5,238,203** |
| **Financing & Investing Activities ($)** | | |
| Acquisition of capital assets | $ (4,423,813) | $ (3,873,113) |
| Proceeds on disposal of capital assets | 5,982 | 804 |
| Payments of loan receivable | 6,000 | 6,000 |
| Educational investment deposits received | 5,000 | 20,528 |
| Educational investment deposits reimbursed | (1,073,975) | (992,219) |
| Net Advances of Borrowing Deposits | 64,500 | 60,000 |
| Proceeds on disposal of term deposits and GICs | 12,625,377 | 16,900,899 |
| Net Purchase of investments | (10,537,392) | (1,720,606) |
| Deferred contributions received | 365,216 | 90,739 |
| Net (Payments)/Advances of long-term deposits | (85,308) | 15,583 |
| Purchase of term deposits and GICs | (42,651) | (2,625,377) |
| Repayment of term loans due on demand | (603,357) | (592,286) |
| | **$ (3,694,421)** | **$ 7,290,952** |
| Change in cash position | $ 129,018 | $ 12,529,155 |
| Cash resources, beginning of year | $ 22,036,555 | $ 9,507,400 |
| **Cash resources, end of Year** | **$ 22,165,573** | **$ 22,036,555** |

Learning to live well with others and for others in a just community

MEADOWRIDGE SCHOOL

12224 240th Street Maple Ridge, BC V4R 1N1 communications@meadowridge.bc.ca 604.467.4444