

# spirit

SPRING 2018

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SOUTHRIDGE.  
We are all one.

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ANNUAL REPORT SUMMARY  
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## WHAT'S IN THIS ISSUE?

One's destination is never a place,  
*but a new way of seeing things.*

Henry Miller



# WE ARE ALL *one*

# A day IN THE LIFE OF...



NATHAN LEACH '22



## 10:05 am Period 2

I have 5 minutes between classes to go to my locker for a quick snack or to switch textbooks. Period 2 is Band. I play the baritone. Today, we have a 'duet test' where we perform in front of the class. We also rehearse a new piece we've been learning.

## 11:20 am Period 3

Period 3 is French. The jump from Grade 7 to 8 was hard, but our teacher makes it fun. Today, we discuss what food we like and don't like and then act out how to order at a restaurant.

## 12:30 pm Lunchtime

At lunch, I usually head to the café and eat as fast as possible, so that I can hang out with my friends. If it's raining, we play basketball in the gym and if it's nice out, we play football outside. It's my favourite part of the day!

## 1:20 pm Period 4

The last two periods of the day are shorter: 55 minutes. Period 4 is English. Tomorrow is 'Speech Day', so we've been preparing and practicing our speeches. Today, I write a persuasive speech on 'why we shouldn't study Shakespeare's plays' and present it to the class. My friends think it's entertaining!

## 2:20 pm Period 5

Period 5 is P.E. We have the option to play volleyball, badminton or basketball. I choose to play 3-on-3 (basketball) with a couple of my friends; then, we lower the hoop so we can slam-dunk on it. I get some baskets in, so I'm stoked!

## 3:15 pm School's Out!

After school, I head to the changeroom to get ready for rugby. I've played rugby since Grade 5 and really love the energy of the game. I play basketball and lacrosse too.

## Tuesday, March 13, 2018

Nathan Leach is an easy-going, athletic, and active student, who is a 'lifer' at Southridge (having attended since Kindergarten). His brothers, Jaden ('20) and Levi ('24), also go to school here. Now in Grade 8, Nathan shares highlights of his day.

## 7:00 am Morning Routine

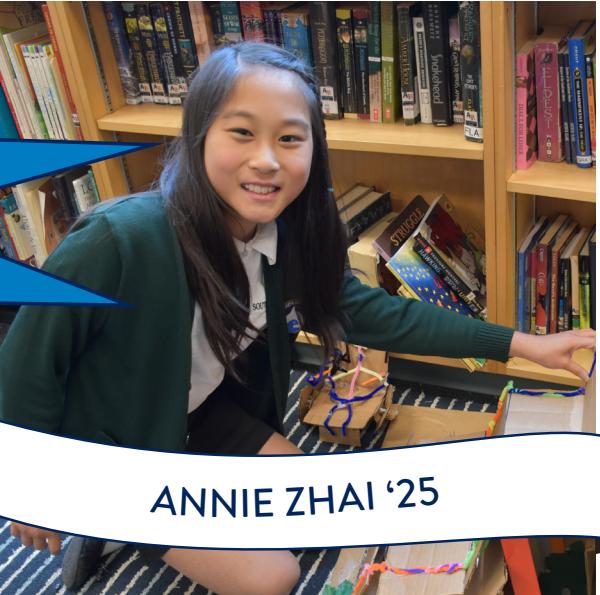
For breakfast, I eat a cinnamon-raisin bagel with homemade jam. Mom drives us to school for 8:00 am because that's when my little brother starts in the Junior School. I like being early, so I have time to finish my homework or hang out with friends.

## 8:35 am Advisory

The bell rings and I head to Advisory. My group has three students from every grade (8-12). We do different things – play games, work on projects, discuss stuff happening at school – it's pretty fun. It's also a great way to get to know people in other grades.

## 8:50 am Period 1

We're on an 8-day cycle in the Senior School, where we rotate through five periods per day. At first it was confusing, but now I've memorized the rotation. Period 1 is Earth Science. We've been discussing plate tectonics and continental drift. Last class, we built models to show the process of plates spreading and today, we present them.



ANNIE ZHAI '25

## Wednesday, March 14, 2018

Annie is an energetic, creative, and curious Grade 5 student, who started at Southridge in Grade 3. Her two sisters, Bonnie ('23) and Nicole ('27), also attend Southridge.

## 6:50 am Morning Routine

Mom wakes us up around 6:50 am. For breakfast, I have peanut butter on toast (smooth is my favourite!) Dad drives us to school. We typically arrive at 7:30am.

## 8:10 am Assembly

Wednesday is assembly day. I sit with my classmates in the Great Hall and listen to announcements. We sometimes sing our school song or recite a loving-kindness mantra.

## 8:30 am Period 1

We're on a 6-day cycle in the Junior School. Today it's 'Day 5' and Period 1 is Design. We're doing a project focused on connecting communities. Our group has been brainstorming ways to make neighbourhoods more accessible. We designed this thing called, 'The Stamp' (a set of stairs that can turn into a ramp). Today, we start writing our design briefs.

## 9:00 am Period 2

Period 2 is 'A-Block' or Activity Block. We're always doing different things. Today, we go outside and play kickball on the field.

## 9:50 am Recess

At recess, I usually either play with friends or read a book in my special (secret!) spot. Today, me and my friend help our other friend practice her handstands on the field outside. Oh, and I always have a snack!

## 10:10 am Period 3

Period 3 is English. We've been reading Bridge to Terabithia and doing 'literature circles' where we break up into small groups to discuss the book and share reflections.

## 11:00 am Period 4

Period 4 is Science. We're starting a new unit – physics! Today, we have to create a device that can successfully fly from the balcony to a trashcan near the front door. We choose to make a paper plane and finally get it to work.

Mr. Lal says that we're going to go on a field trip to Playland and ride the rides to learn about how they work. I'm excited because I've never been there before. Science is fun!

## 11:50 am Lunchtime

Break time! I head to the cafeteria to eat lunch with my friends; I like to bring my lunch because I think buying it is kind of a waste of money. On 'Day 1', I usually go to Art Club to do some painting or sculpting but today, I go back to the field for more handstands!

## 12:35 pm Homeroom

Homeroom is always different. Today, we have Executive Skills. To learn how to better express ourselves, we play a game of charades. The category is 'books' and the clue is 'seven words'; someone guesses 'lion' as the second word and I quickly shout out "The Lion, The Witch, and The Wardrobe!"

## 1:05 pm Periods 5 & 6

Period 5 is Humanities. We're learning all about government. We brainstorm some of the things government is responsible for and put them into categories – Federal, Provincial, and Municipal.

Period 6 is always the hardest and today it's math. It's not so bad though because we're using our laptops to access a website that uses coding to create patterns. My pattern hasn't worked yet, but I'm still trying!

## 3:00 pm School's Out!

It's busy in the halls after school because everyone's rushing to go home, get to practice, or to an extra-curricular activity. I'm not playing on any teams right now (I did volleyball in the fall and basketball in the winter) but I'm taking Chinese (language), art, writing, pottery and theatre. It's busy, but it's fun!





# Learning BY DESIGN

BY TANYA DE HOOG,  
HEAD OF JUNIOR SCHOOL

**“That was the best day ever!”**

This was a very common response from students at the end of our first ever Junior School Design Day,

held on February 23, 2018. While the snow fell outside, Junior School students hardly noticed, as they were immersed in identifying, ideating, making, and sharing their solutions to a variety of Winter Olympic themed problems and challenges. Strolling through the classrooms throughout the day, one couldn't help but be impressed by the energy, creativity, and collaboration involved. While Design Day marked a shared experience across the Junior School, design thinking is now a part of the curriculum across all grades.

## Creative Problem Solving

In the PYP, design thinking is integrated into different units of inquiry as students explore how they might generate solutions to problems related to the concepts they are inquiring into. For example, in Grade 2, as a part of their Who We Are unit of inquiry, students design an item for a friend to help remind them of a self-regulation strategy they can use if they are feeling frustrated or upset. In Grade 3, as a part of their How The World Works unit of inquiry, students design a toy for their Kindergarten buddy. In the primary grades, students focus on ideating, making, and sharing their designs. In the MYP grades, the process becomes more sophisticated, as students play even more of a role in identifying the problems they will solve as they work through the MYP design cycle and complete design briefs. For example, Grade 5 students looked for ways they can help build bridges between communities in connection to a Humanities unit.

To create their designs, students must consider the needs of their user and whenever possible, students are encouraged to interview their “user”. In doing so, students must think of thoughtful questions they can ask to deepen their understanding of their users’ needs. This helps to build empathy and perspective taking. For example, this year, Grade 6 students were given the challenge to design a dress for me to wear to either the Southridge Gala or to a special function at a conference I attend in the summer. In order to understand my needs, they had to understand the event, my personal sense of style, my hopes for the dress, as well as functional needs (e.g. being able to eat, sit, dance, etc.). In the end, they presented their newspaper dresses to me, highlighting the creative ways in which their dresses would not just meet but surpass my needs. While each dress incorporated what the students learned from interviewing me, each dress was also completely unique.

## Benefits of Design Thinking

**Student voice, choice and agency** – not only are students building and using creative and critical thinking skills to solve problems, they are also using their thinking skills to assess needs and pose their own problems. This helps to enhance student engagement and invites the co-construction of meaning throughout the learning process.

**Collaboration** – students work together to generate ideas and solutions, and take on different roles throughout the design process; they learn from and with their peers, users, and teachers.

**Communication** – for their ideas to be heard and feedback to be given, students must think of how best to articulate their ideas and decisions with each other as they move through the process. They also learn the art of negotiation and compromise as they make decisions to create the best design possible for their user.

**Flexible, nimble and feedback-driven thinking** – as students work through the design cycle, they prototype and receive feedback, with the goal of improving their designs throughout the process. There are also constraints inherent in the design process that require creative and nimble solutions.

**Human-centred** – design thinking is about the end user; as students look for problems to solve they are considering the needs of others. Contribution and empathy are inherent in and at the heart of the process.

# The most *important* thing we do

BY BRAD SMITH,  
HEAD OF SENIOR SCHOOL

## **“Advisory in the Senior School is the *most important* thing that we do.”**

This was a statement I made to a group of parents at an evening event in September of this school year. I repeated that declaration to faculty in a subsequent meeting and encouraged them to consider that what they do as advisors as being their number one priority. I am a strong believer that because we have outstanding educators teaching in all subject areas at Southridge, our students are going to receive a first rate education that will prepare them well for the academic rigours of university. There is simply no doubt that the standards we hold and the commitment we have to academics will always be a priority here. But when the Globe and Mail reports that university students in Canada are suffering from anxiety and depression at alarming rates, and are more likely than ever to contemplate suicidal thoughts,

then we have a responsibility to ensure our students are taken care of from a social and emotional perspective. We are called to educate the whole child which certainly includes academic subjects such as science, English, math and the humanities, but equally important is that students remain physically active, are committed to the arts and service, have access to adequate counselling resources, and are able to find balance in their lives.

Typically, as students move from elementary or middle school to high school, one of the biggest challenges that they face is the fact that they no longer have a connection to one trusted adult who knows them well as they did in a Junior School setting, but rather, they travel from one class to another throughout the day and can have upwards of 10 different teachers throughout the school year. The result in many high schools is a feeling of being disconnected from adults and a dependency upon peers

inevitably results. In a Phi Delta Kappan article titled “Meeting the needs of young adolescents,” Douglas J. MacIver (Johns Hopkins University) writes, “One major challenge facing educators in the middle grades is how to provide early adolescents with the social and emotional support they need to succeed as students. As young adolescents strive for autonomy, as they grapple with how to regulate their own behaviour, and make responsible choices, their need for close, caring adult supervision and guidance is paramount.” I believe we do this best through advisory.

This year, the Senior School committed to lengthening the time that students spend each day in advisory from what was, in the past, a mere few moments for attendance, to now, a 10-minute period first thing in the morning every day where students connect with a multi-grade grouping of students and an advisor (or two)

that will stay together for five years. Additionally, long-advisories of 30 minutes happen two times per month (something we are looking at extending to weekly for next year). Many advisories schedule special events like breakfast meetings either at school or at local restaurants throughout the year, and all advisories serve at the Surrey Urban Mission every year. Senior School students at Southridge are known well, on a deeper level beyond the classroom, by at least one trusted adult through advisory.

Advisory at Southridge is something that helps our students to understand that we are all one. It is not a perfect system, and we are always looking for ways to improve it, but advisory will continue to be the most important thing we do.



# SUCCESS BEGINS WITH THE LETTER F

RACHEL STEPHENS, GRADE 11

**WHEN I THINK OF FAILURE, A QUOTE FROM MICHAEL JORDAN COMES TO MIND:  
“I’VE FAILED OVER AND OVER AND OVER AGAIN IN MY LIFE  
... AND THAT IS WHY I SUCCEED.”**



**“EVERYONE FAILS AND IT IS AN EXPERIENCE THAT WE ALL HAVE AS HUMANS.**

Mr. Stephens, Head of School

Long before Mr. Stephens was the Head of School he was a Grade 5 teacher, a coach, and was working on organizing Southridge's athletic program. Mandy Richmond, who had been Head of the Junior School at that time, had just left the school and her position was available. Mr. Stephens was eager to apply for the job but he, unfortunately, did not end up getting the position. Upon hearing this he felt disappointed, as most people do when they don't get a job they want; but with this "failure" came a valuable learning opportunity. He learned to not give up and to continue looking

for opportunities for growth, and he became motivated to learn more about leadership. It was the failure of not getting the Head of Junior School job that partly shaped him into the amazing Head of School that we know today!

In talking to Mr. Stephens, I learned that we should be open to the fact that sometimes we learn more from our failures than our successes. "Failures present opportunities to allow us to reflect on who we are, not only from a knowledge or skillset perspective, but who we are as people. Failures allow us to identify areas for further growth and development which tends to help us become well-rounded individuals."

**“USE FAILURE TO PAUSE, LEARN, AND GROW.**  
Mrs. de Hoog, Head of Junior School

At the age of 14, Mrs. de Hoog had been playing piano for six years. She had a piano recital that she had been practicing a lot for. But, unfortunately, when she went on stage to perform her piece, she couldn't get through the first five bars! No matter how many times she restarted, she could not get past those first five bars. Feeling both devastated and humiliated, she quit the piano. After growing up and learning to appreciate the mistake that she made, Mrs. de Hoog learned that when something doesn't go as planned, don't quit. Quitting the piano is a regret that she holds to this day.

"When we experience a failure, that's when we must dig deep and figure out what we should learn to move forward. Many people look at failure as a negative thing but we must look at it as an opportunity because, in the end, failure is how we learn."

**“FAILURE IS INEVITABLE.**  
Mr. Smith, Head of Senior School

In Mr. Smith's first semester at Douglas college, he wasn't earning the best marks. His report card consisted of three 'C's' in all his academic courses, and an 'A' in PE. When he looked at his report card, he saw that his marks were ridiculous – he was basically failing out of college in his first year! At that point he decided to turn the corner and he became determined to work hard. When he received a perfect score on his geology test, he finally believed that he could complete college. He had studied long and hard for his test and it showed in his grades – but he had to fail first before he could succeed.

**“WITHOUT FAILURE, YOU DON’T KNOW WHAT YOU'RE CAPABLE OF.**  
Mr. Anderson, Grade 7 Math,  
JS Technology Coordinator, Senior Boys Basketball Coach

When Mr. Anderson was a young adult, he tried out for the Canadian National Basketball team and was disappointed to find out that he didn't make it. But it was this failure that pushed him to work even harder to make the team the following year. Through this failure he learned how to set a goal for himself, and how to follow it through. In the end, he didn't want the failure to define who he was and that revealed his true character. "You will have failures, but if you have the right attitude and put in the effort, then anything can be possible."

**“EXPERIENCING FAILURE DOESN’T MEAN YOU'RE A FAILURE.**  
Ms. McNeil, Grade 7 English, MYP Division Leader

When Ms. McNeil was doing her teaching degree at university she had to take a computer course. During this course she was tasked with several mini projects that were supposed to only take fifteen minutes – but they ended up taking her two hours! She was feeling frustrated throughout the entire course; the projects were taking too long and the professor had no idea what the class was doing. Through this, Ms. McNeil learned to never give up and to push through – after all, if it was easy she wouldn't have learned anything. Her setbacks ended up teaching her about confidence and perseverance. She ended up helping all her fellow classmates and discovered that teamwork is sometimes the easiest way to achieve a goal.

**“NORMALIZE FAILURE!**  
Mrs. Ridley-Thomas, Kindergarten teacher



When Mrs. Ridley-Thomas was in Grade 8 she had a horrific French teacher, who humiliated her in front of her class because she mispronounced a few words. In that moment, she felt like a failure because the whole class, including the teacher, laughed at her! Upon reflection, she realized that it wasn't she who had failed, it was her teacher. Through her teacher's failure Mrs. Ridley-Thomas learned that she should never make a student feel uncomfortable and always make sure they feel good about themselves. In fact, the failure of her Grade 8 teacher inspired Mrs. Ridley-Thomas to become the best possible teacher she could be.

## “DON’T DEFINE YOURSELF OVER SOMETHING THAT YOU HAVE NO CONTROL OVER.”

Ms. Baranszky-Job, Visual Art Teacher,  
Arts Curriculum Leader

To Ms. Baranszky-Job, the failures that she has experienced tend to be around the ending of relationships or friendships because those experiences make her feel as if she's done something wrong. Whenever she experiences something like this, she feels that she has failed to keep her past friendships together and always feels that she could have done more. But as she's matured, she has come to love what she's learned about herself and love what her past friendships have given her. Consequently, she doesn't feel that ending a relationship is a failure anymore.

“Failures build resilience and if you don’t fail you’re not living your life to the fullest. A person who doesn’t fail isn’t truly evolving into the best possible person that they can be. But most importantly, a person who doesn’t allow themselves to fail can be harmful to others with their pride.”

## “FAILURE DOESN’T DEFINE YOU.”

Mr. Shaw, Upper Division Coordinator



Mr. Shaw had many failures surrounding academics when he was a kid in high school because of his dyslexia and ADHD. School was hard for him and the system never fit him very well, which led to him feeling dumb (as many of us do at times). He felt like a failure. But through this perceived failure and through this experience he learned that there are many ways to learn – he just had to find out what way was best for him! “Everyone learns differently, no two people are the same.” Through this experience he found different ways to become successful. Since the traditional ways of schooling and teaching didn’t work for him, he had to be resourceful and figure out how to do things differently. In the end, this inspired him to become a teacher. Today, he has empathy and understanding for his students because he knows they each learn differently. He has personally experienced the challenges that kids go through and the hardships that they face.

## “ALL EVERYONE WANTS IS TO BE INSPIRED.”

Mr. Chiarenza, English Teacher,  
Senior Girls Basketball Coach



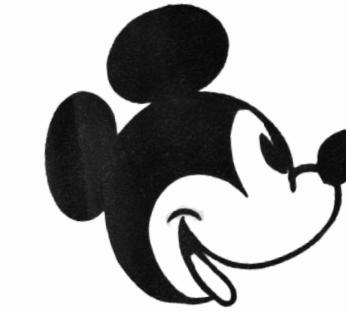
During the 2016-2017 senior girl’s basketball season, Mr. Chiarenza experienced a failure during the first round of provincials. Southridge had been playing their best game of the season and, by the last minute of the game, had a 68-67 lead. During that last minute of play, he made a few final decisions which he believes cost them the game – the team lost with only one second left. The loss left him feeling a range of emotions, changing from anger to disappointment. Due to that loss, Mr. Chiarenza grew as a coach; learning that he can’t underestimate what’s in a person’s heart compared to their skill sets.

“As a community, we should want failure because failure, evidently, leads to happiness. We can’t appreciate happiness unless we’ve failed. There’s no greater smile than the seventy percent math student who gets the ninety – it far supersedes the kid who gets a ninety every time. It’s important to understand that one can grow and that there are better things on the horizon. All everyone wants is to be inspired and to watch people overcome their failures and to grow because of them – there is no greater inspiration.”

**With all this talk about failure, I took time to reflect on my own. Since eighth grade, I’ve struggled with anxiety. While this could be considered a failure, I prefer to recognize it as a challenge – a challenge that I’ve learned to overcome. Like Mr. Shaw, I’ve discovered that there are different ways to learn. Southridge has been great at helping me through my challenge and I’m no longer ashamed of how my brain works. My “failure” has helped me become more resilient. So, while it may seem like my “failure” is a setback, it has in fact, helped me become the best possible version of myself that I can be.**

**Failures are not bad, in fact, they’re some of the best things that can happen to a person. And regardless of how “successful” a person appears to be, I guarantee at some point in their life, they have experienced a failure. I bet they’ll also attribute that failure, in some way, to their success. Failure is what makes each of us grow and mature; it makes us resilient; it gives us perspective, and ultimately, it makes us better people. As far as I’m concerned, with these outcomes, failure just sounds like another word for success. So, bring it on!**

# Famous FAILURES



## The Leaning Tower of Pisa

The leaning tower of Pisa was never intended to be leaning! The failure is due to the location of the tower and the instability of the ground underneath the foundation.

## Sticky notes

No one set out to invent sticky notes. In fact, in 1968, Dr. Spencer Silver was trying to invent a super-strong adhesive. Instead, he ended up inventing a super-weak one that stuck to things, but could also be repositioned multiple times. What would the world do without sticky notes?

## WD-40

Have you ever wondered where super useful lubricant WD40 got its name? It comes from the fact that the formula represents the 40th attempt to create a degreaser and rust protection solvent. Can you imagine if the inventors had given up after 39 tries?

## Bubble wrap

Bubble wrap was originally created as a “trendy” new wallpaper. When this design clearly failed, the product was re-marketed as housing insulation. The wrap was eventually used by IBM to package a newly launched computer during transport, suddenly making it an overnight success.



## Albert Einstein

Today the word “Einstein” is synonymous with genius, but young Albert didn’t speak fluently until he was nine-years-old. His teachers thought he was slow, he was expelled from school for his rebellious nature, and was refused admittance to the Zurich Polytechnic School.

## Walt Disney

The creator of Mickey Mouse dropped out of school at a young age; he was fired from a job at a newspaper for “lacking imagination” and “having no original ideas”, and his first animation studio went bankrupt.

## Anna Wintour

The legendary Vogue editor-in-chief – and a global influencer of fashion – was fired after only nine months as a junior editor for Harper’s Bazaar.



## Bill Gates

Bill Gates was a Harvard dropout. He co-owned a business called Traf-O-Data, which was a true failure. In his own words: “It’s fine to celebrate success but it is more important to heed the lessons of failure.”

## Oprah Winfrey

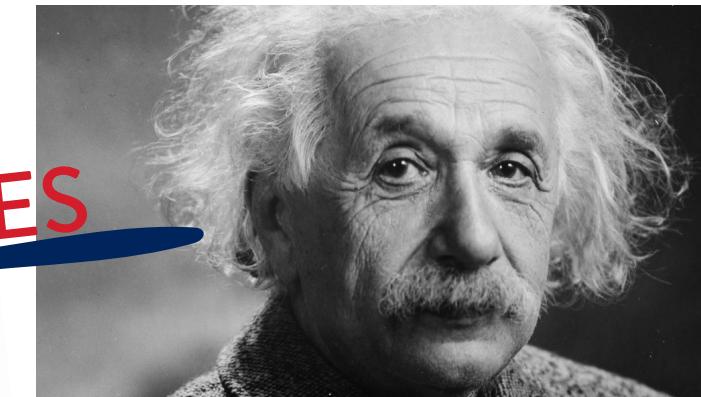
As a young journalist, Winfrey was fired from her evening news reporter gig and told that she was “unfit for television news.”

## Steven Spielberg

Regarded as one of the most influential filmmakers of all time, Spielberg admits he had poor grades in high school and was rejected from the University of Southern California three times.

## JK Rowling

Rowling’s first Harry Potter book was rejected by 12 publishing houses before it was finally accepted.



# Healthy and Sustainable Success at Southridge

Education has changed significantly over the past decade, and learner-centred, forward thinking Kindergarten to Grade 12 schools are not what they once were. As Southridge looks to the future and we strive to prepare our students for learning and life after their educational journey with us, articulating what it means to be successful focuses and amplifies our collective efforts as educators and it supports and guides our students as learners.

BY DREW STEPHENS,  
HEAD OF SCHOOL

## Success AS THE MISSION STATEMENT

Our mission statement acts as an excellent resource for defining success. Its list of qualities and attributes give shape to the aspirations we have for our students. Ultimately, we believe that success is about making a difference in the world through the power of knowledge and goodness working in tandem. Immersed in a balanced and holistic approach to learning and growth in academics, the arts, athletics and service learning, our students have every opportunity to experience success and reach their full potential.

Knowledge is most often constructed in unique, individual and indirect ways. Encouraging and fostering growth and development in a variety of safe, caring and immersive learning environments means that our students are called upon to experience new challenges and exercise fresh perspectives as they develop as life long learners who are creative and have the ability to think independently. We believe that success in academics is brought about by developing critical thinking and communication skills, and

that it is not about being named to an honour roll, receiving a scholarship or attaining a certain level of achievement.

Similarly, in athletics, being recognized as a top level athlete or being identified as a standout leader on a team is not how we define winning at Southridge; rather, having an appreciation of, and a desire for life-long physical activity and fitness, and being able to work effectively as part of a team are how we mark success here. For us, outdoing others at drama festivals, film competitions, music events and gallery showings is not as important as being able to appreciate the arts and their contribution to a richer life; and, rather than positioning service as a charitable deed, we are inspired by our students' understanding that the sacrifice and rewards of community service are the true indicators of success in our school.



## COULD YOU *imagine* —

Indeed, Southridge could retain a focus on academics, the arts, athletics and service learning, while also espousing the same balance of knowledge and goodness, but a different set of descriptors for success would completely disrupt the texture and tone of our school's culture. For example, the graduate profile portion of our mission statement could read something like this:

Each student is encouraged and challenged to become someone who  
Is consistently identified as an honour role student  
Receives formal recognitions such as awards, prizes and scholarships  
Is admitted to highly selective universities

Has a positive attitude  
Seeks their passion  
Believes in the values of truth, tolerance, compassion and respect  
Understands the need to support service initiatives by contributing to charities

Has an appreciation for, and desire to be, a top athlete  
Regularly wins arts-based contests and competitions  
Can work with others as the leader on teams and clubs  
In summary, someone who makes a difference in the world

Arguably, embracing a different set of absolutely rational success markers (all currently available at Southridge, to be sure) would change the look and feel of our school in quite significant ways. By comparison, the more modest way we define success in our current mission statement is naturally congruent with making a difference; it is responsive to a broad spectrum of student interests and abilities; it is attainable, flexible and inspirational; and, perhaps most importantly, it contributes to the creation of a community where every spirit soars.

## Success AS THE VISION STATEMENT

A community where every spirit soars, is how success truly permeates our community. Not surprisingly, such a weighty statement of intent (our vision) comes with a wide-ranging scope of expectations, which calls for clarity of meaning. In a community where every spirit soars, success involves experiencing, on occasion, the wonderful sense of fulfillment that opens your heart and

elevates your spirit. It does not mean getting what you want when you want it, whether or not what you want can be justified as being deserved, fair or equal. Getting what you want when you want it is called entitlement, not success.

We have wonderful vision and mission statements at Southridge that position success for our students in healthy and sustainable ways. We are rooted in a well-rounded, holistic approach to education, and we recognize the powerful relationship between knowledge and goodness. Without doubt, academics will

always be important at Southridge and our school is committed to ensuring that our programs remain its central focus – constantly shaping and reshaping what we do based on research, intention and what is best for learners. Additionally, though, we must relentlessly remind our children that success in life is inextricably linked to equally important dimensions of growth and development that bring a deeper and more substantive appreciation for what it means to be human, and what it means to fully appreciate the beauty of their own individuality and the diversity of our society and the world.



*Every day  
is a journey.  
AND THE JOURNEY  
ITSELF IS HOME*

Matsuo Basho

# 1000+ Strong

On June 23, 2017, as our graduating class received their diplomas at the school's 22nd annual closing and commencement ceremony, the Southridge alumni network surpassed 1000 people. Each one of our alumni are an important part of the Southridge story, making their mark around the world. In the following pages, we invite you to meet some of our graduates, read about what they're up to today, and join us in celebrating the many ways they are making a difference in the world.

#### 1,000th Graduate:

Jacob Baxter – the sixth grad to cross the stage on June 23, 2017 – was revealed as 'lucky number 1000' as he accepted his diploma. Jacob Baxter started at Southridge in Grade 9, and is now attending McGill University in the Biomedical and Life Sciences program.

#### First graduating class:

June 1999 – our first graduating class consisted of 14 students. Our alumni network now includes a total of 1066 grads.



*Great schools are measured not by the accomplishments of their students, but by the lives led by their alumni.*

Drew Stephens, Head of School

# WHERE are they now?



## Patrick Hay '07

University of British Columbia  
and Adler University

**Program**  
B.A. in Psychology  
Masters of Counselling Psychology

**Current occupation**  
Family Counsellor – Family  
Services of Greater Vancouver

**Current city of residence**  
Vancouver

**Favourite memory from your time  
at Southridge**  
Grade 12 ski trip to Apex.

**Three words to describe yourself**  
Curious, talkative, foodie!

## Emily Payne '05

University of British Columbia  
and Simon Fraser University

**Program**  
BA Geography (Sustainability &  
Environment) and BEd Indigenous  
Perspectives in Teaching

**Current Occupation**  
Co-Founder and Director  
of Rivers to Ridges

Rivers to Ridges is an outdoor, land-based education initiative that aims to connect young people to the natural world. We operate in communities across the Yukon territory, in all four seasons. We believe that spending meaningful time connecting to place is foundational to building empathetic, aware, and resilient children,

families and communities. In January 2018, Rivers to Ridges became a Laureate of the Arctic Inspiration Prize, receiving \$100,000 to open a Forest School for young children in Whitehorse and build educational capacity across the Yukon.

**Current city of residence**  
Whitehorse, YT

**Favourite memory from your time  
at Southridge**  
Joe Opatowski's presentations and workshops with Free the Children.

**Three words to describe yourself**  
Enthusiastic, Ambitious, Caring



## Krittika D'Silva '11

University of Cambridge

**Program**  
PhD in Computer Science

**Current Occupation**  
Student

**Current city of residence**  
Cambridge, UK

**Favourite memory from  
your time at Southridge**  
I loved all of my Outdoor Education journeys, especially the canoeing trip to Ross Lake.

**Three words to  
describe yourself**  
Motivated, passionate, and ambitious

## Harris Wong '14

University of British Columbia

**Program**  
Psychology – Arts

**Current Occupation**  
Student

Currently involved in psychological research in a cognitive developmental lab at UBC

**Current city of residence**  
Vancouver, BC

**Favourite memory from your time at  
Southridge**  
Battlefields 2013 Tour to Europe

**Three words to describe yourself**  
Friendly, compassionate, easy going



## Louise Podmore '13

McGill University

**Program**  
Bachelor of Arts and Science  
**Major:** Environment,  
**Minor:** Geography

**Current Occupation**  
I work as an Engineering Programs Coordinator for the City of Delta, where I manage their waste collection and diversion services, water conservation programs, and other sustainable initiatives.

**Current city of residence**  
Surrey, BC

**Favourite memory from your time  
at Southridge**  
All of the sports teams I was a part of.

# A JOURNEY TO Canada's HIGHEST COURT

BY LAUREN COLES,  
CLASS OF 2011

As a third-year law student at the Thompson Rivers University Faculty of Law (TRU Law), I have been afforded many opportunities to represent the school on a national level. In February of 2018, I was chosen to represent TRU Law in the Kawaskimhon National Aboriginal Law Moot, where myself and a team of four other students represented the Traditional Longhouse Government in negotiating an agreement for the care, control, and trade of Indigenous artefacts and burial sites. I have also represented TRU Law at the Western Canada Championships, a rugby tournament held between all law schools in western Canada.

However, and perhaps most notably, in November of 2017, I was fortunate enough to travel to Ottawa, Ontario to represent the TRU OutLaws, an LGBTQ advocacy group, at the Supreme Court of Canada in the Trinity Western University v Law Society of British Columbia case. This case revolves around Trinity Western University's proposed law school, which asks students to sign a mandatory Community Covenant before they can attend. This Covenant includes provisions that prohibit any kind of sexual intimacy between same sex couples.

The TRU OutLaws is the sole LGBTQ advocacy group at Thompson Rivers University Faculty of Law. We strive to advocate for the interests of the LGBTQ community and seek fair, inclusive, and equal treatment of all students. The OutLaws submitted an application to intervene in the TWU v LSBC because we wanted to have a voice in a conversation that would greatly affect us as students, future legal professionals, and as members and advocates of the LGBTQ community. By nature, the OutLaws are able to offer a different perspective than the formal parties—a perspective that takes into account the views and aspirations of past, present, and future law students.

The OutLaws began this process many years ago. As Vice-President, I was fortunate to work alongside our amazing counsel on factum writing, legal research, and the creation of an oral argument at all levels of the court. Each of these things offered me the chance to work on practical skills and it was an unparalleled experience for me as a law student. However, while honing these skills was useful, it was the peripheral experiences that proved to be the most rewarding.

Aside from the TWU case, I was offered the chance to partake in a number of different events and meetings to further the OutLaws advocacy efforts. Whether it was being a guest speaker at the Kamloops Pride AGM, interviewing with local newspapers, taking part in phone calls with the federal government, or attending a private viewing of Prime Minister Trudeau's apology to the LGBTQ community, I was given the opportunity to create relationships with likeminded advocates and expand the outreach that the OutLaws had started back at TRU Law.

Along the way I listened to stories, shared in experiences, and learned valuable lessons from a number of different individuals, groups, and perspectives. It was these lessons that I took to Ottawa and shared with those I was fortunate enough to meet while there.

The trial itself was an amazing experience. While the OutLaws weren't the ones making the submissions, being able to go to the SCC and listen to my words and arguments be given to the Supreme Court Justices was completely surreal. Names like Chief Justice McLachlin, Wagner, and Abella were no longer just words on a page in a textbook, but they were the people sitting in front of us, listening to the arguments we had poured our hearts and souls into creating.

For me, this experience seemed surreal, but it also offered a valuable glimpse into the future. Watching this trial was inspiring. Our young, confident, and capable female counsel delivered our submissions with passion and grit; they compelled their audience and demanded attention. And this, perhaps most importantly, helped me see myself in them.

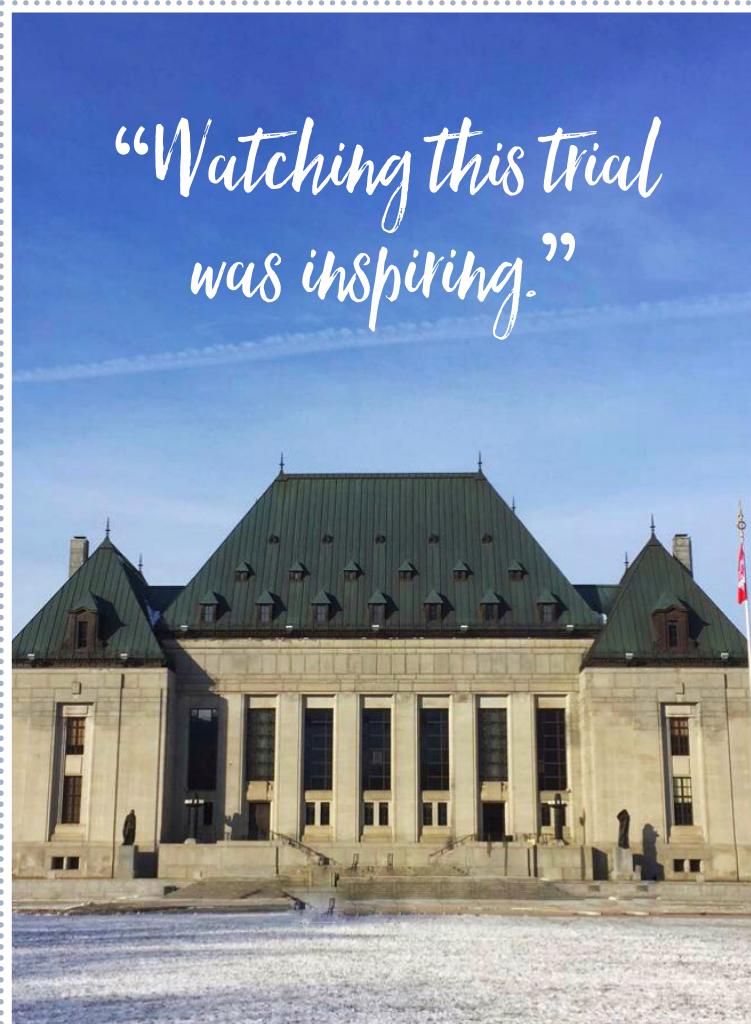
To me, this is ultimately what the TWU case is about. It is about being able to see yourself in a profession. It is about being able to go to school in an environment that treats each student equally and where everyone feels safe and welcome. And, finally, it is about affording everyone the chance to follow their dream free from discrimination, restraint, or adversity.



Looking back, I have to thank Southridge and its service program for sparking my interest in volunteering and philanthropy. I still remember presenting for the Toskan Foundation in Grade 10, taking part in trips to the soup kitchen with my advisory (go Lightning!), and working with the Cinderella Project as part of the Grad Committee. I have continued to work with various interest and advocacy groups through my undergraduate degree and into law school, and I look forward to working in various areas of law that will allow me to advocate for others in the future.

## bio:

Lauren Coles is a Southridge "lifer" from the Class of 2011. She fondly remembers captaining the Senior Girls Volleyball team to its first Provincial playoffs spot as well as spending countless hours painting in the art room. Lauren received her Bachelor of Arts (Honours) in English Literature and Language from Queen's University in 2015. She is currently living in Kamloops, BC where she is finishing up her final year at the Thompson Rivers University Faculty of Law before moving to Calgary, AB where she will be articling with Miller Thomson LLP.



# WHERE are they now?

## Hilary Levy '10

Queen's University and BCIT

**Program:**  
Human Geography and Marketing  
Communications

**Current Occupation**  
Media Strategist

**Current city of residence**  
Vancouver

### Favourite memory from your time at Southridge

When I was in Grade 11, the Jazz Choir went on a trip to Cuba. It was an amazing opportunity to take learning outside of the classroom and experience Cuba's music and culture with great friends and teachers.

**Three words to describe yourself**  
Motivated, engaged, creative



## Lauren Compton '01

University of Victoria and Simon Fraser University

### Program

BA, Major in History, Minor in English  
BEd. Curriculum Design  
MEd. Imaginative Education

### Current Occupation

I am a mom of two boys and a high school teacher. I was recently hired to teach at Ecole Salish Secondary, Surrey's newest high school. I will be starting in September 2018 after 10 years of teaching at L.A. Matheson Secondary. Ecole Salish Secondary is founded on The First Peoples Principles of Learning and will have a focus in interdisciplinary studies. I look forward to the responsibility of helping shape a brand new school that promotes inclusion, strength based learning and experiential education.

### Current city of residence

Langley, BC

### Favourite memory from your time at Southridge

I have so many but to name a few, playing on the sports teams and travelling for tournaments. I also have fond memories of the outdoor ed trips, ski trips, kayaking trips and camping trips. And finally, getting into trouble on purpose so I would get sent to Mr. Brown's office. He never got angry with me and always made me feel important, especially because I struggled academically. I used to really enjoy my chats with him.

**Three words to describe yourself**  
Nurturing, hard-working and thoughtful



## Ian Tang '03

University of Calgary

**Program**  
Sociology

**Current Occupation**  
Real Estate Agent

I have been selling residential real estate in Vancouver for 8 years since moving home from Calgary. Since then I have established a top producing team with four associates and a team assistant. I am within the top 2.3% of all realtors in Vancouver based on number of units sold per year and I am a member of the Real Estate Board of Greater Vancouver

Medallion Club which is the top 10% of all agents. Southridge clients make up about 1/4 of my total business so needless to say I feel grateful to have made the connections I did while attending Southridge.

**Current city of residence**  
Vancouver, BC

### Favourite memory from your time at Southridge

Playing basketball for Coach Anderson

**Three words to describe yourself**  
Honest, driven, loyal

## Spencer Browes '04

University of Victoria

**Program** Social Sciences - Political Science and History

**Current Occupation**  
President - Kubera Payments Corporation

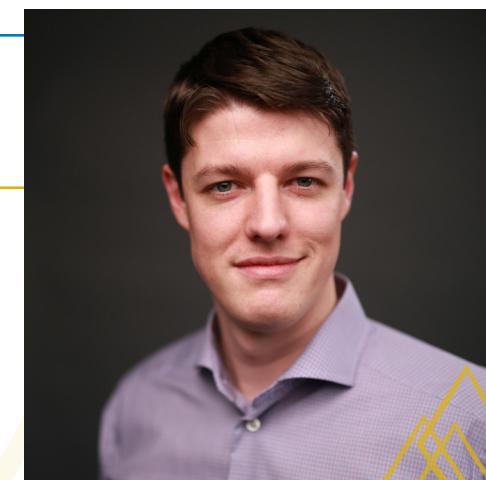
I help run a payments consultancy that provides security consulting, systems design and underwriting guidance for clients across North America.

**Current city of residence**  
Vancouver, BC

### Favourite memory from your time at Southridge

My favourite memory is giving a tongue-in-cheek book report on "The Cat in the Hat" for the assembly, including Dr. Seuss' exposé of the plight suffered by Zans and their enslavement as indentured can openers. I followed the next assembly with a more serious book report on "The Power of One".

**Three words to describe yourself**  
Charismatic, dedicated, capable



# OH, the Places You'll Go!

JOELLE PREVOST '05  
BY JASMINE BOYES, MANAGER,  
COMMUNITY AND ALUMNI RELATIONS

## Biologist. Student. Songstress. Entrepreneur. Teacher.

These are just a few of the titles that describe Joelle Prevost. Her resume boasts an impressive compilation of academic, volunteer and life experience, and at 12 years post-secondary, she continues to pursue education in addition to many other endeavors. She is the epitome of a life long learner. "I love trying new things and challenging myself!" says Prevost.

Currently enrolled in the Masters of Counselling Psychology program at Vancouver's Adler University, Joelle also works part-time at Ocean Wise as a research technician working with Wolf Eels. Occasionally, she can also be found singing her heart out at local Vancouver venues, including the Roxy, as the lead singer and lyric-writer for pop rock band, Nebrie.

Joelle's eclectic interests blossomed at a young age. She entered Grade 6 at Southridge in 1998, after living in the Netherlands for four years, and during her time at the school she explored many different extra-curricular activities including synchronized swimming, band and jazz band, and took part in travel opportunities to New Orleans (with the Jazz band), the Galapagos Islands, Europe, and countless camping and outdoor adventures. On the academic side, biology was undoubtedly her favourite subject. "There were only six of us in the biology 11 class, so we had super interesting class discussions, and did really cool projects – it was such a great group dynamic."

Her passion for biology led her to UVic where she earned a Bachelor of Science with minors in Biology and Psychology, as well as an additional minor in Ocean Science. She completed this while continuing to be involved with synchronized swimming, working various jobs including

lifeguarding, receiving her PADI open water scuba diving certification, and volunteering at the Shaw Ocean Discovery Centre aquarium in Sidney, BC.

Prevost credits Southridge for instilling her passion for volunteerism, which has helped her gain valuable experience over the years. She has held numerous volunteer positions with the Vancouver Aquarium, worked at Fisheries and Oceans Canada with the Robert H. Devlin genetics lab, interned with the IUCN Shark Specialist Group at SFU, and volunteered with Project Seahorse at UBC. She has also had the opportunity to help others while gaining counselling hours working with the Vancouver Crisis Centre. Most recently, Joelle finished a 2½ year stint as a volunteer on the Southridge Alumni Executive Board.

After two years at the Vancouver Aquarium as a full-time Tropical Saltwater Fish Biologist, Joelle realized that she loved teaching and helping others, so she completed the Bachelor of Education program at UBC in 2016. "I thought my job at the Aquarium was going to be my career forever." But as Joelle has learned, you never know where your path will take you.

Only weeks after completing her Bachelor of Education, she was involved in a serious car accident that left her with a fractured C7 vertebrae, a moderate brain injury, and other injuries. "I had to reset my schedule back to zero," says Prevost about her healing process. "When I was ready, I slowly added activities and work back to my plate, but only the ones that were meaningful to me." That included yoga, meditation, music, and pursuing her Masters in Counselling Psychology.

While Joelle has taken different paths, and pursued various passions since her time at Southridge, one thing that has remained constant is the strong connection she has with the friends she made while at the school. "Since graduating,



I have met many new people, but I have a core group of friends from Southridge and we always come back to each other." Prevost says she feels a special connection to her fellow grads. "Seeing each other every day for years and watching each other grow, it definitely creates a very unique and strong foundation."

Joelle's advice to students is not to worry too much about what other people think about you, and to follow your own dreams. "Life's too short," says Prevost. Joelle has learned that plans change and life is a journey. "Don't stress too much about what you are going to do. You will figure it out as you go."

If you ask Joelle where she sees herself in five years, she doesn't know quite yet, but she hopes it involves traveling (with pets), working remotely, being happy and helping others. She wants to live a life of minimalism, with very few material things.

**"I want to live a simple, but deliberate life."**

# THE PURSUIT of happiness

KHALIL JESSA '07  
BY ERIN LABBÉ, DIRECTOR,  
COMMUNICATIONS & MARKETING

For Khalil Jessa, happiness and success are the result of listening to your instincts, seizing opportunities, and approaching each day with excitement and curiosity.

*“Tech entrepreneur, law student and policy analyst, with a passion for making a difference”*

says Khalil Jessa, when asked to describe himself. An eclectic description, to be sure. Since graduating from Southridge in 2007, Jessa's journey has been guided by a spirit of exploration and curiosity, and an enthusiasm to seize opportunity when it knocks. He has built a diverse skill set, and is determined to apply his education, talents and passions in his own unique way.

“I have a general direction that I am pursuing and I am excited to see where that path leads me. To me, success equals happiness, not money or achievement. And if you are excited about what you are doing every day, that is true happiness.”



After graduating from Southridge, Jessa attended McGill University where he took Middle Eastern Studies and Political Science, with a minor in International Development. He credits Southridge for sparking his passion for social justice and international relations. “I would not have had the confidence, depth or excitement to pursue these fields without being exposed to the courses, teachers and programs at Southridge. I felt so well prepared for university because of that.” Specifically, Southridge Model United Nations (Model UN) – a co-curricular program he pursued outside the classroom – inspired his program choice at McGill.

Model UN provides an opportunity for students to learn about diplomacy, international relations, and the United Nations. Inspired by his participation in Model UN, Jessa started his own Surrey Model UN conference. He was then recruited by Canadian High School Model UN and held the role of Chief of Staff during his first year of university. He later served on their Board.

After graduation from McGill, Jessa returned to Vancouver. He worked for a financial institution for a short time, but ultimately decided that banking wasn't for him. It was during this time that an opportunity presented itself. “I ran into Senator Mobina Jaffer, who I had invited to speak at a Model UN conference years prior, but we had not seen each other since. She ended up offering me a job as a legislative assistant. I jumped at that chance! It later led me to Ottawa where I started working on Parliament Hill.”

This serendipitous encounter changed the course of Jessa's career. During his two years as a legislative assistant, Senator Jaffer became his mentor, encouraging him to pursue law. “Interestingly, in Grade 12, I wrote down that I thought I would become an international lawyer someday. It's funny how when you put something down on paper, you often end up going in that direction.”

In 2015, as Jessa was studying for his LSAT, the seeds of another idea started to grow in his imagination. He wanted to start a business combining everything he had learned about feedback politics, behavior economics, and his studies of the Muslim community. “I wanted to find a way to use all of my diverse skills and passions my own way.” That idea grew into Salaam Swipe.

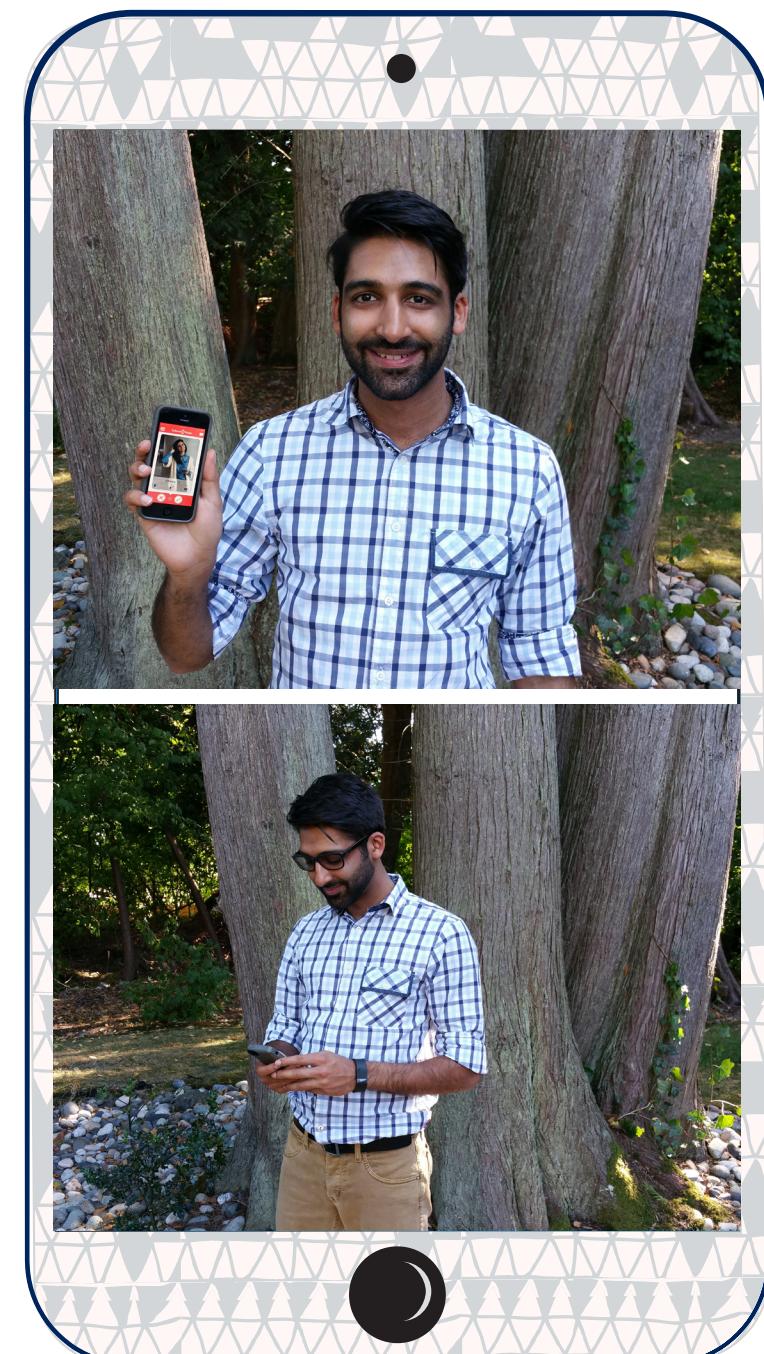
Salaam Swipe is a Muslim matchmaking app, aimed at helping Muslims find and connect with other Muslims who share similar interests and values. “I saw the rise in dating apps and realized there was a gap in the market for the Muslim community. Muslims have a unique circumstance – we have more divided communities, gender segregation, and people who are spread out across the country. There are all these divisions among us, and we can only reach out as far as our own personal networks. We like to say that we're no different from traditional matchmaking, except we've taken your aunty out of the equation!”

“The response has been amazing. We have thousands of users, hundreds of thousands of swipes, and overall it is a very well-used application. We are launching a new version of it in late-2018, and I hope to travel to India for the launch.”

While he plans for the launch of the new version of Salaam Swipe, Jessa is also balancing law school and policy work. “The diversity keeps things interesting”, he says.

Jessa says the pull between law and entrepreneurship allows him to have the best of both worlds. “While they seem like completely opposite sides of the spectrum, the skills I have acquired actually all come together in different ways. While I am learning legal skills, I am also using those skills to help write legislation that comes through the senate. When I am learning to be creative or detail oriented in school, I am using those skills in my business as well.”

When asked what advice he would give his Grade 12 self, Jessa says “I would say to take things as they come, and don't worry so much about the future. Whatever is meant to happen will happen. Every experience that you have, your true self will come out. There are a lot of pressures from parents and school, and pressures we put on ourselves – these can lead you to fulfilling a duty, instead of a path of self-discovery.”



# The great nail polish protest

BY ERIN LABBÉ, DIRECTOR,  
COMMUNICATIONS & MARKETING

Some alumni, particularly those who graduated prior to 2011, were likely surprised to see a hand adorned with nail polish on the cover of this magazine. Believe it or not, until 2011, nail polish was strictly forbidden at Southridge, resulting in a formidable protest by students, less than a decade ago.

"The recent nail polish referendum has certainly sparked quite the stir across the Southridge campus", wrote Hayley Myers in the October 2011 issue of the Southridge student news publication, The Chronicle. "What this argument boils down to is the right to freedom of expression and the fact that the student body feels that even the most minute form of expression is being stifled for no obvious reason."

Spotlighting student voice and opinion has been a mainstay of the Southridge community since we opened in 1995. We want our students to first and foremost express their uniqueness through their thoughts and ideas. To this day, our uniform policy states: "It is our philosophy that Southridge students express their individuality by what they say and do, rather than by how they look." There is merit in upholding this perspective, particularly in our social media 'likes'-driven world where image and appearance often seem to be given more power than character and intellect. In the case of the nail polish debate, our students took the school's philosophy to heart. They used it to their advantage by intelligently and thoughtfully articulating their argument for the "right to paint their nails". They came together around an issue, provided thorough rationale, and addressed the leadership of the school with respect.

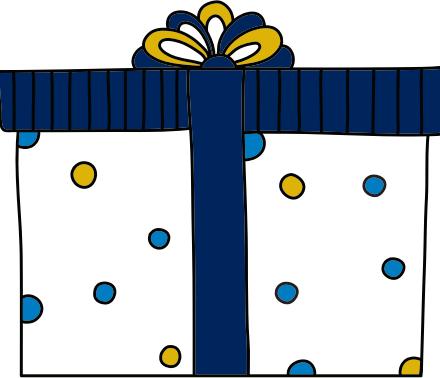
**"Students have decided to draw the line – with one perfectly manicured finger at a time"**

- Hayley

And so, in late-2011, the long-fought nail polish rule was abolished. In the December 2011 issue of The Chronicle, Lauren Bromage wrote: "I am here to wish congratulations to all of my fellow protestors. After much hard work and the fearlessness with which students signed their names, we have finally tasted sweet success...Congratulations students!"

The nail polish debate is a great example of Southridge students making a difference – using their collective voices to raise awareness of issues that were important to them – individuality and freedom of expression. Many things have changed over the years at Southridge, and more changes will undoubtedly come. But one thing remains: we have always – and will always – want to hear from our students; seek to understand their concerns and ideas; teach them to express themselves through words and thoughts; encourage them to question and challenge the world around them; and support them as they use the power of their voice to make a difference.

## Gifts FROM HOME



The Alumni Care Package Program reminds Southridge grads that they're always part of our community. As our grads cross the stage at commencement, they transition from student to alumni, becoming members of the Southridge Alumni Association.

Each fall, Southridge sends care packages to first year alumni to welcome them into the Alumni Association, and to let them know that the school is thinking about them! The packages include a letter from the Head of School wishing them well in their post-secondary pursuits, and reminding them that they continue to be a valued member of our school community.

The contents in the packages are intended to brighten their day, and give them a little boost that they might need to get through their studies, or just simply remind them of home. In addition to the full care package sent to first year alumni, Southridge also sends a 'care gift' to alumni in their second and third year.

The Care Packages program has been running for more than 10 years, and many alumni say it's just one more great way that Southridge confirms its commitment to our school community.

### NATHAN SANGHE '16

QUEEN'S UNIVERSITY  
KINGSTON, ONTARIO

Area of study: Sciences

"It's amazing that Southridge cares not only about the current students but all the students that have gone through and graduated. Speaking for myself and many others, receiving even the smallest gift sends a strong message that you are still an important member of the Southridge Community."



### NAME: AIDAN FEHR '15

MCGILL UNIVERSITY

Area of Study: Arts

"I'm truly grateful for these care packages - it shows Southridge's commitment to making alumni feel connected to the community and free Starbucks is always appreciated!"

### NAME: ABBY WELLS '14

UNIVERSITY OF BRITISH COLUMBIA

Area of Study: Political Science

"It was so nice to receive a gift from Southridge this year! The care package program shows how much the school still cares for its students even after they graduate. I deeply value the sense of community that comes with being a graduate of Southridge."





Southridge is a place where students regularly make contributions to the greater good, and it can be seen throughout our K-12 program. Our students, young and old, positively impact our local and global communities through a wide array of service programs, initiatives, and partnerships.

# HOW WE HELP



## ► SERVICE WEEK

Students (Grade 10) volunteer for organizations in our local community:

- Nicomekl Enhancement Society
- Semiahmoo House
- The Residence at Morgan Heights
- Orphaned Wildlife Rehabilitation Society
- And more!



## ► COMMUNITY GARDEN

Students (8-12) grow produce (i.e. kale, onions, potatoes) to be used as ingredients in soup and sandwiches for the Surrey Urban Mission.



Service learning starts early here. Through events such as the 'PYP Exhibition' and 'Making a Difference Fair', our students are encouraged to investigate causes they feel passionately about, find ways to meaningfully support them, and experience what it's like to make a difference in the lives of others. Students often feel a lasting desire to take action on issues important to them, which we see continued into the Senior School.

Here are a few examples:

### • FUNDRAISER FOR THE BC SPCA

To enhance the quality of life for animals in care and keep them warm and dry, a group of students (Grade 5) held a jellybean raffle and towel/blanket drive for the BC SPCA.

### • ART INSTALLATION AT SURREY MEMORIAL HOSPITAL

To bring a sense of joy to kids facing long stays in hospital, a group of students (Grade 3, now 4) made 2,000 origami cranes, arranged them on the beach in the shape of the word 'JOY', took a photo, and had it printed on canvas. The picture is now on display between the Ronald McDonald Family Room and neonatal intensive care unit.

### • FEMININE HYGIENE PRODUCT DRIVE

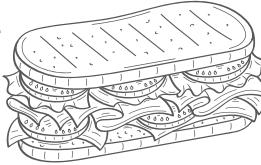
To recognize and celebrate International Women's Day, students (8-12) collected donations of feminine hygiene products to support homeless women in our local community.

**27+**  
ORGANIZATIONS  
SUPPORTED

## ► AT LEAST 16 STUDENT-LED INITIATIVES

## ► STUDENT PARTICIPATION FROM K-12

## ► WORLD PARTNERSHIP WALK ► JUMP ROPE FOR HEART ► TERRY FOX RUN



## ► SANDWICH MAKING CLUB

Students (K-3) meet once per week to assemble sandwiches that will later be served (by 8-12 students) to guests of the Surrey Urban Mission.

## ► INTERNATIONAL SERVICE TRIPS

Students (8-12) travel to developing countries (i.e. Uganda, Cambodia, Guatemala) to participate in service projects (i.e. building a library for a school) while experiencing new cultures.

## ► CHRISTMAS HAMPERS

Students (K-12) assemble much-needed items into baskets for young mothers of Growing Together Daycare (Options Community Services).

## ► FOOD FRIDAYS

Students (K-7) bring in donations of non-perishable food items every Friday for the Surrey Food Bank.



**COUNTLESS**  
LIVES IMPACTED  
AT HOME AND ABROAD



## 2016-2017 Annual Report Summary

THE FOLLOWING IS A SUMMARY OF OUR FULL ANNUAL REPORT FOR THE 2016-2017 SCHOOL YEAR

BY CHRISTIANE HODSON,  
DIRECTOR OF ADVANCEMENT

Through our 2016-2017 fundraising events and campaigns, we raised more than \$1,128,000. For a 23-year-old school with only 480 families, that is simply remarkable. Thank you for giving generously. Thank you for your time and your talents. Thank you for supporting your children, trusting our teachers and believing that Southridge is the right place for your family.

We are forever thankful.

### Funds Raised Through Events:



\$272,000 raised in 2016 - 2017

The “We Are All One” Gala was an enormous success, selling out early and raising more than \$272,000 – allowing us to purchase every item on our wish list, from upgrading our wireless network to purchasing robots for our Grade 9 students.



\$44,000 raised in 2016 - 2017

\$44,000 was raised in 2017 thanks to the support of nearly 900 volunteers. Our sincerest appreciation to everyone for their continued support of this event – the one event that has been “all-hands on deck” every year since the school opened in 1995.



\$37,000 raised in 2016 - 2017

The 2017 Southridge Golf Classic was a sell-out again! 144 golfers enjoyed a wonderful day on the course at Hazelmere. The golf committee, our generous sponsors, guests and volunteers are to be commended for helping us raise nearly \$40,000, which allowed us to purchase new score clocks in our Senior School gym, athletics uniforms and weight room equipment.

### Funds Raised Through Legacy and Annual Giving Program

Fiscal Year  
2016 - 2017

\$775,636

Where the money went from Donation Programs 2016/2017

- Individual donors directed a total of \$13,000 towards our endowment funds this year, including the Carol E. Levy Memorial Bursary and the Alan Brown Memorial Bursary.
- Legacy Giving Campaign donations are allocated towards debt repayment. From a peak of \$18 million, our debt is now down to \$2 million. \$647,000 was raised from our Legacy Campaign supporters this year.
- Our Drama and Media Arts Departments received an extraordinary donation of \$10,000, which allowed them to purchase a specialized short throw projector that was installed in the Black Box Theatre.

### Endowment Fund Growth

The Alan Brown Memorial Endowment Fund is now over \$1,200,000 and generates enough interest revenue to fund a partial bursary for a Senior School student. Our General Endowment Fund currently sits at \$513,000 and is earmarked for student financial assistance programs. The Carol E. Levy Memorial Bursary Endowment Fund is invested with the Vancouver Foundation and supports a full bursary for a new Grade 10 student each year. The Gibson and Elder Endowment Funds are also invested with the Vancouver Foundation and each support a graduating student with a \$1,000 scholarship each year.

\$775,620

2012

\$1,205,153

2013

\$1,587,691

2014

\$1,909,078

2015

\$2,109,743

2016

\$2,320,545

2017



# THE WORLD NEEDS *dreamers*

Strengthen our community. Create the environment. Develop their potential.

*Strengthen our community. Create the environment. Develop their potential*

IN JANUARY 2018, SOUTHRIDGE LAUNCHED OUR NEW STRATEGIC PLAN, DRIVEN TO MAKE A DIFFERENCE – A PLAN THAT PLACES STUDENTS AT THE HEART OF ALL OUR DECISION-MAKING. A PLAN THAT ARTICULATES OUR INTENTION TO SUPPORT OUR STUDENTS TO DREAM; TO FIND JOY IN LEARNING; TO TAKE RISKS IN A SAFE AND SUPPORTIVE ENVIRONMENT; AND ULTIMATELY, TO GRADUATE READY – READY TO PURSUE THEIR CHOSEN PATHS, AND MAKE A DIFFERENCE IN THE WORLD.

According to the Merriam Webster online dictionary, the word driven means to be “propelled or motivated by something”. As our new Strategic Plan unfolds, we will be propelled by our students.

As a faculty and staff, we are driven to make a difference in the lives of the children who attend Southridge. We believe that we can shape a powerful and positive future through the influence we have on their lives. We are motivated by the hope of contribution, and we do this passionately through the relationships that form within the school.

Like so many things in our world, the traditional views of school and academia are evolving. Some of the changes we are experiencing in the education sector are exciting, while others seem a bit overwhelming – and sometimes even impossible. However, when we keep our focus on students at the centre, we are better able to decide what is truly worth pursuing. Because we are driven to make a difference in the lives of our students, the status quo is not enough. We are both motivated and challenged to create a community where every spirit soars. To effectively do this, we must ask one fundamental question: what is best for our students? In asking this question, we are stating that students are our priority. This is a powerful and inspiring purview that will lead us forward. Putting students at the heart of every decision we make and every action that we take is a tall order, but we are up for the challenge because we are driven to make a difference.

Putting students at the centre does not mean that students rule the roost or run the show. What it does mean is that as educators who play a significant role in shaping your children’s futures through actively participating in their learning and character development, we must thoughtfully consider how to equip them for the future.

Being driven to make a difference means that we are in a perpetual state of doing our best for our students, each and every day. It means we are continually reflecting on what is best for our students as we make decisions and work in partnership with parents, that will ultimately enable them to fulfill their potential in society at large, so that they too will be driven to make a difference.



SOUTHridge SCHOOL  
SPRING 2018

*Find a passion and follow it.  
Sink your teeth into it and never let go.  
Adapt, shift gear, change direction  
- but never give up.*

Alan Brown, Southridge School founding Head  
(Winter 1997, Volume one, Issue one of Spirit magazine)



SOUTHridge.  
We are all one.

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*Southridge alumni network  
celebrates a milestone!*