

The graphic features a background of layered, wavy shapes in shades of purple, blue, and green, resembling a stylized landscape or a torn paper effect. The text is overlaid on these shapes.

# IB Application Information Night

For students currently in Grade 10  
Enrollment for September 2025  
Grad class of 2027



**IB:  
Education  
for a better  
world**



*Our elders always tell us that when you go into a new project, or when you meet new people, that you go in with an open heart and an open mind.*

~ Terry Point, 2014, Musqueam.

Terry Point, a Musqueam cultural adviser and Aboriginal support worker who helped "bridge cultures and communities" in Richmond

*Buttress Runnels artwork by Susan Point, a Musqueam Coast Salish artist as well as an "auntie" of Terry Point. The artwork is integrated into the 15 buttress runnels on the north side of the Richmond Oval building and includes elements of the river, the heron and the salmon.*



**The Grade 8 & 9**

# **Synergy Program**

**is an enriched  
Churchill program**

**for Churchill students  
only**



**The Grade 10**

# **Prelude Program**

**is an enriched  
Churchill program**



**The Grade 11 & 12**

# **IB Diploma Program**

**is a Vancouver  
District program**

**for students in the  
Vancouver District**





The Synergy & Prelude Programs  
are NOT part of IB  
Prelude students must still apply  
for IB

for Churchill students  
only

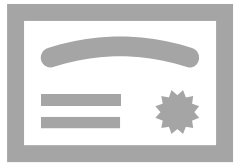


The Grade 11 & 12  
**IB Diploma  
Program**  
is a Vancouver  
District program

for students in the  
Vancouver District

# TONIGHT'S AGENDA

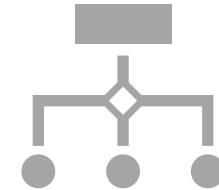
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**1. The IB Diploma Program**



**2. Is IB a good fit for me?**



**3. The application process**









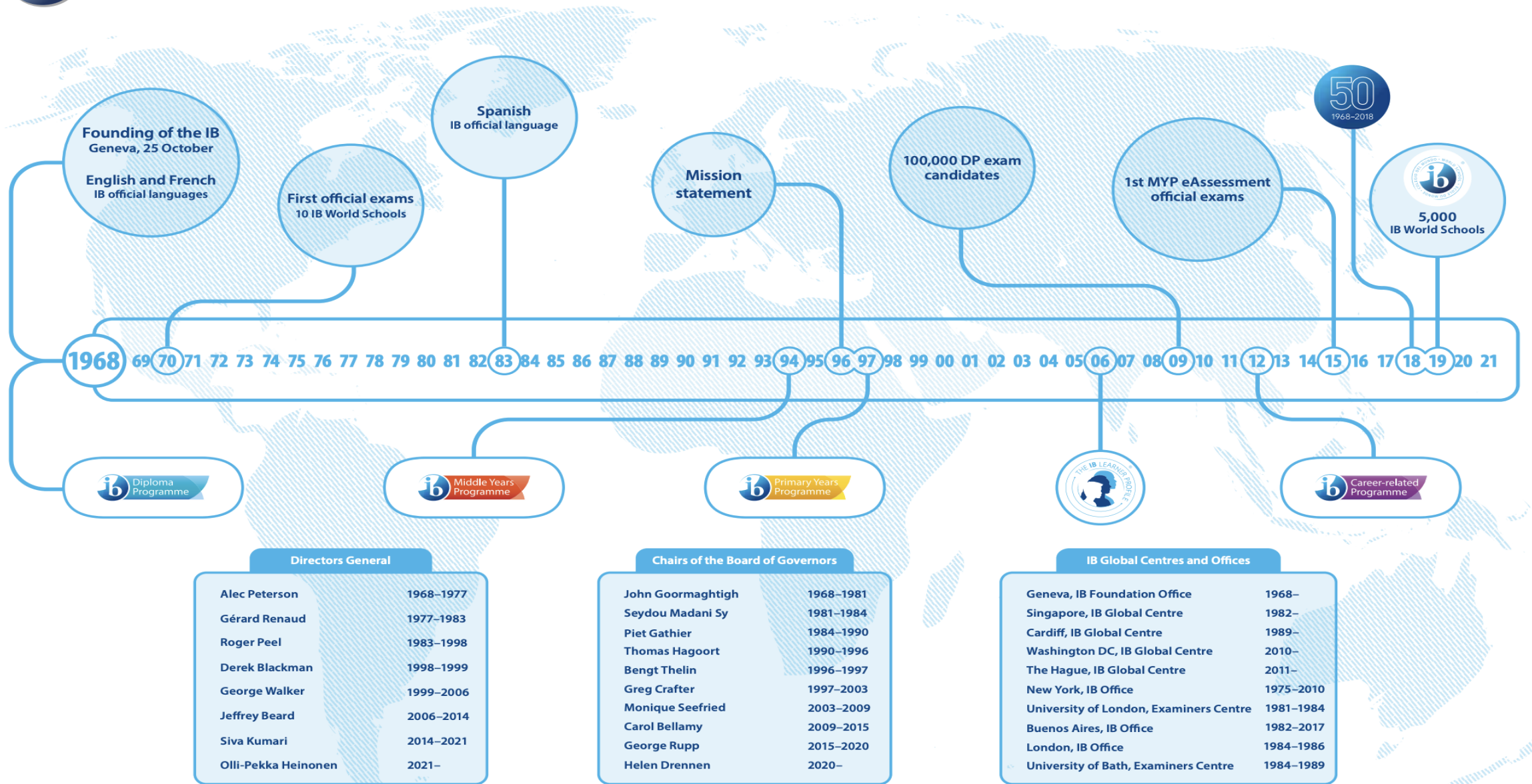
# The IB Diploma Program at Churchill School

Est. 1983

Photo submitted by A. Vey-Chilton



# Education for a better world



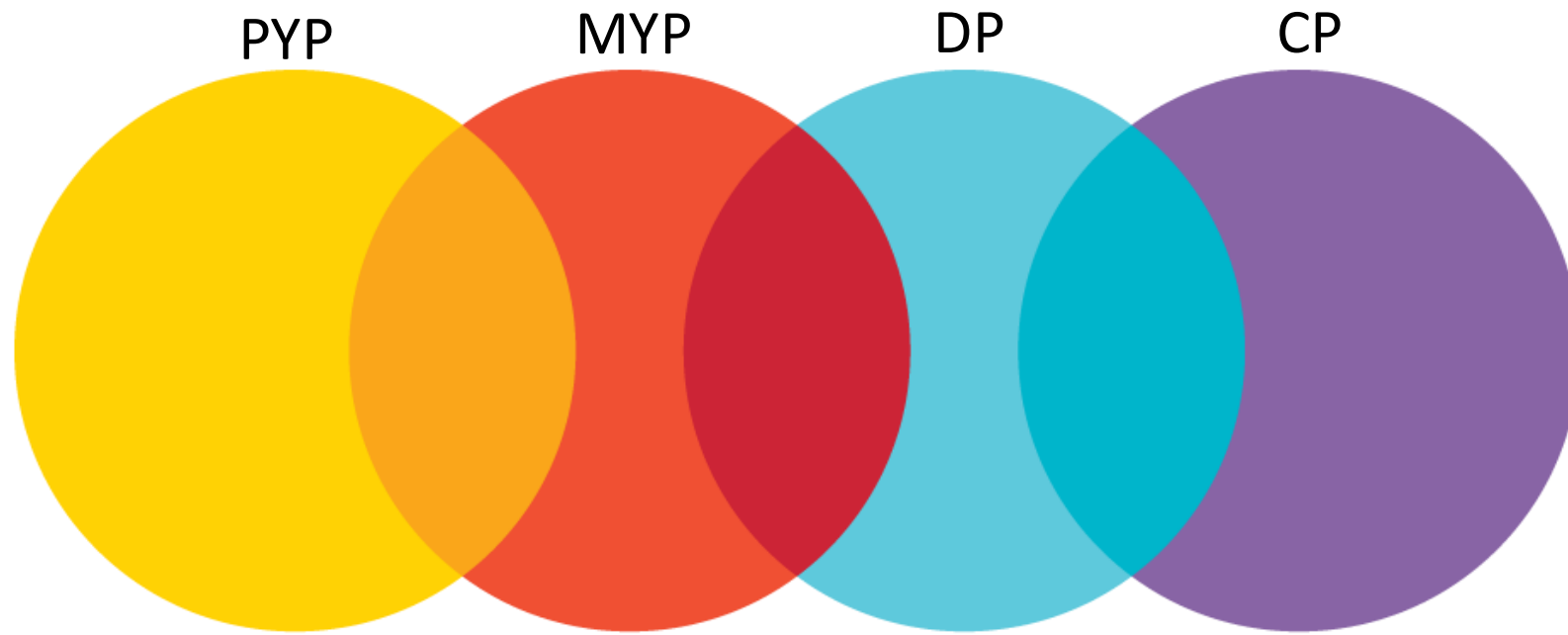


Marie Therese Maurette, 1890-1989

The founder of the IB Diploma Program

Presented her pamphlet, "Do Education Techniques for Peace Exist?", at UNESCO in 1948





IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB

“... The International Baccalaureate (IB) is a not-for-profit foundation, motivated by its mission to create a better world through education”

...The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...



<https://www.ibo.org/globalassets/new-structure/digital-toolkit/pdfs/1506-presentation-dp-en.pdf>

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fcece.iafor.org%2Fdvteam%2Feducation-conflict-peacebuilding-transcending-negative-peace-education-the-global-education-agenda%2F&psig=AOvVaw0vcylmnG1v\\_RcUHxOl8a0&ust=1732741486027000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCPjOx77z-okDFQAAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fcece.iafor.org%2Fdvteam%2Feducation-conflict-peacebuilding-transcending-negative-peace-education-the-global-education-agenda%2F&psig=AOvVaw0vcylmnG1v_RcUHxOl8a0&ust=1732741486027000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCPjOx77z-okDFQAAAAAdAAAAABAE)



The IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right



<https://www.ibo.org/globalassets/new-structure/digital-toolkit/pdfs/1506-presentation-dp-en.pdf>

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fcece.iafor.org%2Fdvteam%2Feducation-conflict-peacebuilding-transcending-negative-peace-peace-education-the-global-education-agenda%2F&psig=AOvVaw0vcylmnG1vv\\_RcUHxOl8a0&ust=1732741486027000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCPjOx77z-okDFQAAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fcece.iafor.org%2Fdvteam%2Feducation-conflict-peacebuilding-transcending-negative-peace-peace-education-the-global-education-agenda%2F&psig=AOvVaw0vcylmnG1vv_RcUHxOl8a0&ust=1732741486027000&source=images&cd=vfe&opi=89978449&ved=0CBQQjRxqFwoTCPjOx77z-okDFQAAAAAdAAAAABAE)

# IB & International Mindedness

“It’s irrelevant where you come from – if you have access to a good education, you can participate globally” the challenge, she adds, is to “create students who are **well-rounded, good thinkers who can persist and adapt to change** wherever they may end up contributing intellectually”

(Siva Kumari, COO IB from International education: it’s time to think again.)









**follows an internationally developed, high quality curriculum**



**requires a broad and balanced range of knowledge**



**is a 2-year program for students in grades 11 & 12**



**fosters the development of critical-thinking and reflective skills**



**develops independent learning and research skills**



**focuses on the skills for the lifelong learner**

# Approaches to Teaching

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative)



# IB Teachers





# Approaches to Learning

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- Thinking Skills
- Communication Skills
- Social Skills
- Self-management Skills
- Research Skills



Chandran Nair



## CONSUMPTIONOMICS

Asia's role in reshaping  
capitalism and saving  
the planet



**Chandran Nair**

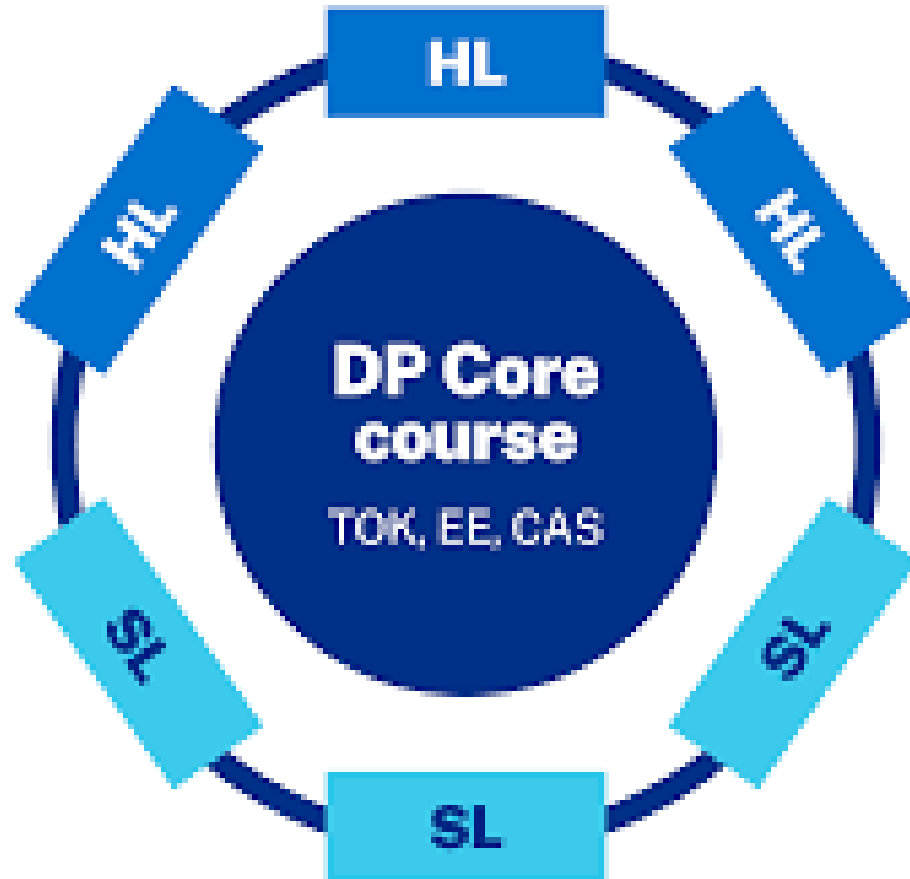
Malaysian businessman Chandran Nair sees the rise of technology, consumption of CO<sub>2</sub>, over-population and unequal economic growth as burning issues in the 21st century

He says, education should strive to “create politically stable economies in which prosperity thrives through better distribution of resources... we have to take a blank sheet of paper and apply everything we know to a curriculum that tackles the problems of society.”

(International education: it's time to think again)

<https://www.amazon.ca/Consumptionomics-Reshaping-Capitalism-Publisher-Hardcover/dp/B00SQDDR62>

<https://www.weforum.org/people/chandran-nair/>



And an IB education offers what Nair advocates for exactly with its breadth and depth of education. Students takes courses across a spectrum of subjects & the depth can be seen with a choice of Higher Level (HL) and Standard Level (SL) course



# Creativity, Activity, and Service: CAS

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- Studied throughout the Diploma Program, CAS involves students in a range of activities alongside their academic studies.
- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

# Creativity, Activity, and Service: CAS

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- show initiative, demonstrate perseverance, develop skills such as collaboration, problem solving and decision making.
- CAS enables students to enhance their personal and interpersonal development by learning through experience.
- It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.
- At the same time, CAS is an important counterbalance to the academic pressures of the DP.



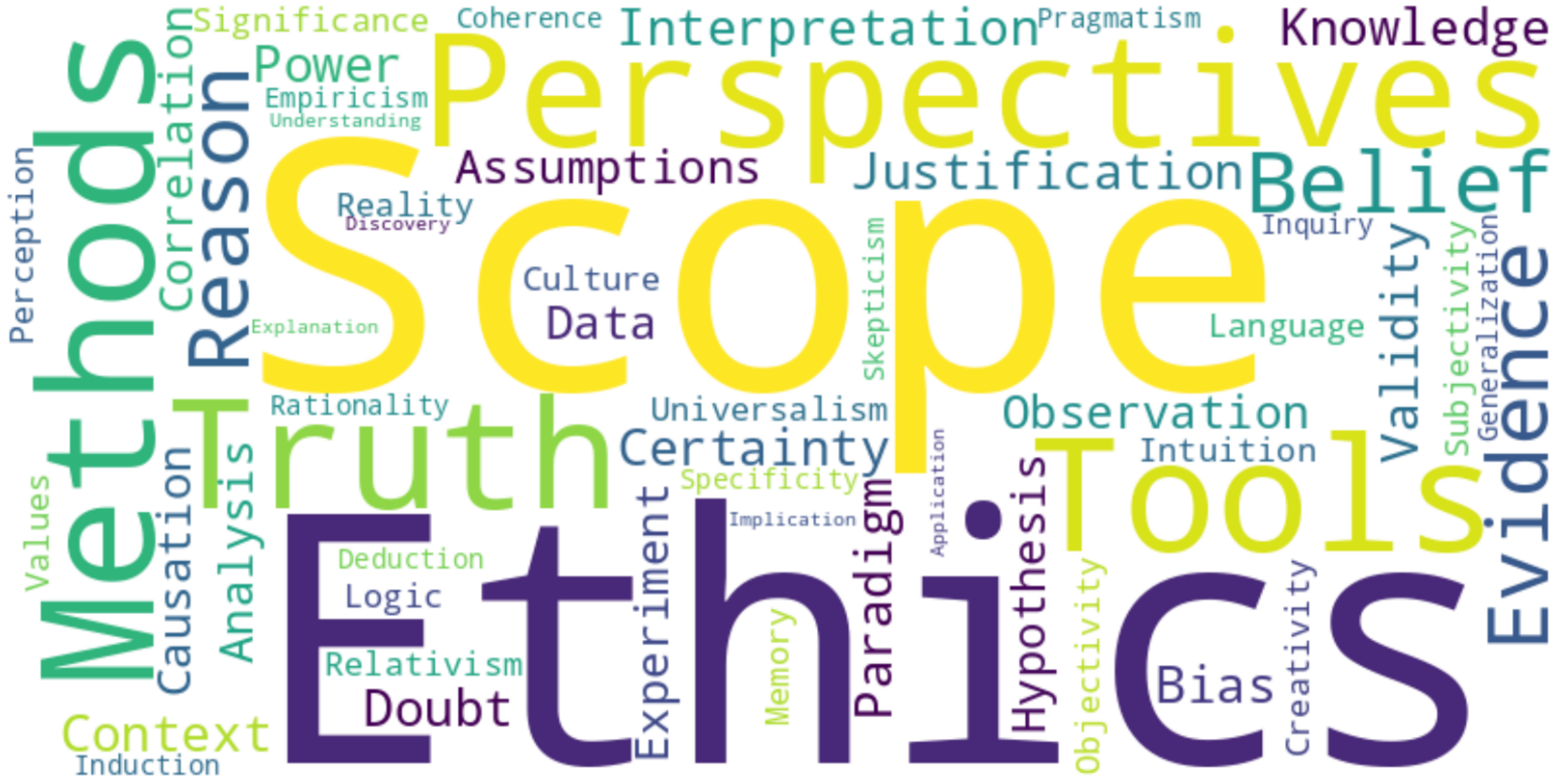


# IB Core: TOK

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- Demands that the students:
  - Question basic assumptions about their knowledge
  - Consider cultural aspects of knowledge
  - Understand the complexity of knowledge
  - Use knowledge responsibly

How do you know what you know?  
Why could you be believed?



“Word Cloud of TOK Key Concept words” October 21, 2024 ChatOpenAI.com



***“These are excellent aims: this course should be compulsory in all schools everywhere. One outcome might be a better world.”***

**British Philosopher &  
Author: Anthony  
Clifford Grayling**

Image and quotation from: <https://www.countryandtownhouse.com/school-house/philosophy-core-subject/>





**Howard Gardner, Professor of Education at Harvard wrote:**

**“I am an admirer of the International Baccalaureate. I consider IBO the source of strength in education, because I believe the International Baccalaureate is more forward looking, more globally oriented, and less *faddish* than other educational enterprises.”**





# SCHOOL-TO-SCHOOL INTERNATIONAL

DP students from across the world demonstrate higher levels of global mindedness than other young adults.

(2021 Study by F. Gandara, A. Reeves, and D. Schmenner from School-to-School International)





IB students had significantly higher levels of critical thinking than their non-IB peers with teachers and students believing that the Theory of Knowledge course, extended and DP subjects fostered critical thinking development.

(2020 Study by TN Hopfenbeck, KS Double, YH El Masri, and JA McGrane – Oxford Centre for Educational Assessment, University of Oxford)

The logo for The Guardian newspaper, featuring the words "The Guardian" in a bold, black, serif font. The word "The" is positioned above "Guardian", and the letters are closely spaced.

**“The IB diploma is now regarded as more academically challenging and broader than taking three or four A-levels. The university admissions service counts the top IB score as equivalent to six A grade A-levels.”**

	<b>IB Diploma</b>	US State certificate	New Zealand certificate	A levels	American AP
Deep learning	<b>4.0</b>	<b>3.3</b>	<b>2.8</b>	<b>4.3</b>	<b>3.3</b>
Broad learning	<b>4.3</b>	<b>3.4</b>	<b>2.9</b>	<b>2.8</b>	<b>3.3</b>
Critical thinking	<b>4.2</b>	<b>3.3</b>	<b>3.0</b>	<b>3.4</b>	<b>3.0</b>
Communication	<b>4.1</b>	<b>3.3</b>	<b>2.8</b>	<b>3.3</b>	<b>3.5</b>
Research	<b>3.9</b>	<b>2.8</b>	<b>2.3</b>	<b>3.5</b>	<b>2.8</b>
Self management	<b>4.1</b>	<b>3.1</b>	<b>3.1</b>	<b>3.4</b>	<b>3.1</b>

\*Australian Council for Educational Research

Top score = 5



Collaboration  
GlobalMindedness  
TheoryofKnowledge  
PersonalGrowth  
Inquiry  
Baccalaureate  
Creativity  
AcademicIntegrity  
CriticalThinking  
Rigor  
Research  
Service  
CollegePreparedness  
International  
Holistic

“Can you create a word cloud filled with 15 words about what the public should know about IB” October 21, 2024 ChatOpenAI.com





# IB Diploma Subjects & BC Grad Requirements

- Literature: English, French Immersion
- Language acquisition: French & Japanese ab initio
- Individuals & Societies: Geography, History, Psychology
- Natural Sciences: Biology, Chemistry, Physics
- Mathematics
- Fine Arts: Dance, Theatre, Visual Arts, Film



# HL and SL



Higher Level (HL) and Standard Level (SL) courses are offered for all subject except Japanese ab initio (SL only)

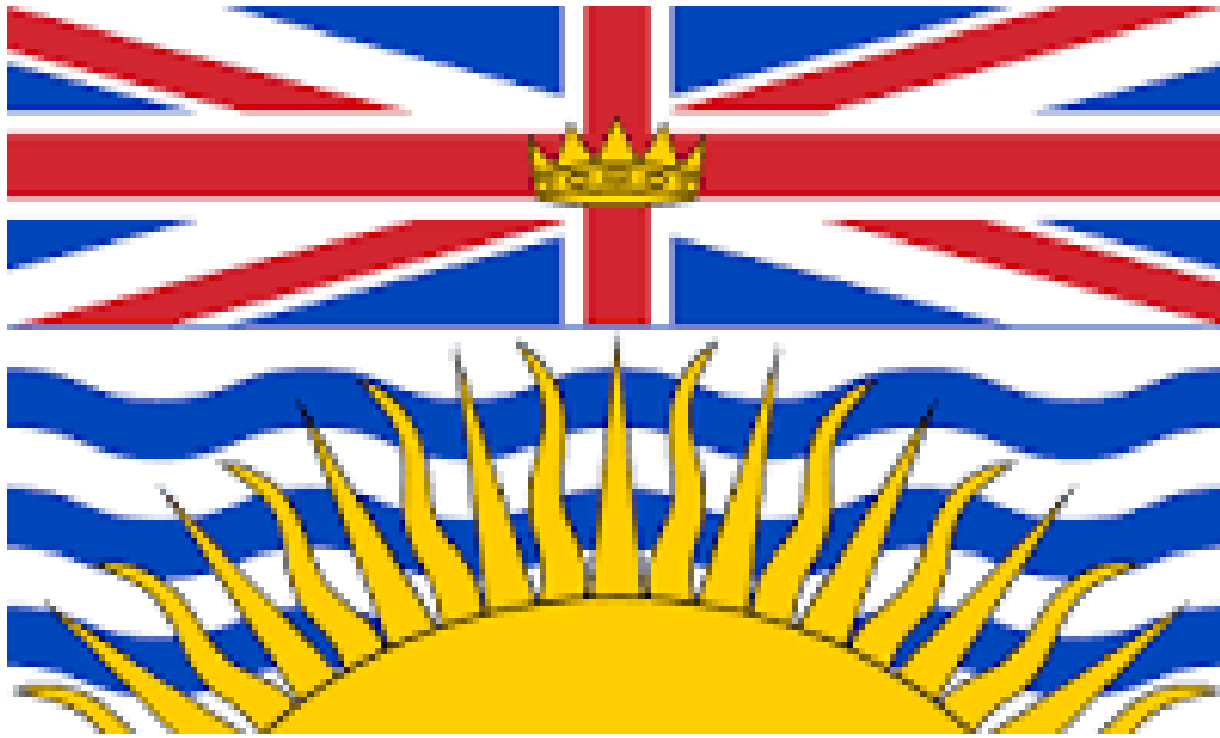


HL requires 240 hours of learning



SL requires 150 hours of learning

# BC Graduation Requirements



- Contemporary Indigenous Studies (on timetable – part of our program at SWC)
- Career-Life Education (off-timetable)
- Career-Life Connections (off-timetable)

# The Extended Essay (EE)

- The extended essay is mandatory for all students and provides:
  - practical preparation for undergraduate research
  - an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six subjects.



# The Extended Essay (EE)

- Through the research process for the extended essay, students develop skills in:
  - formulating an appropriate research question
  - engaging in a personal exploration of the topic
  - communicating ideas
  - developing an argument.
  - Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.



“...an international education that seeks only to help us better emphasize or avoid conflict with people from different backgrounds cannot go far enough.”

“...supplant the old model of the ‘five Fs’ – festivals, food, fashion, flags and famous people – with a more immersive international education that permeates the entire school experience.”

(Don Gardner, Founding Principal BD Somani International School in International education: it’s time to think again)

<https://www.ibo.org/ib-world-archive/september-2012/international-education-its-time-to-think-again/>

Image of Don Gardner from <https://www.dellaleaders.com/profile/don-gardner/>



It starts with  
building  
community...

IB Year One Retreat  
at Camp Squeeah

Photo submitted by G. Gabbott







Photos submitted by G. Gabbott

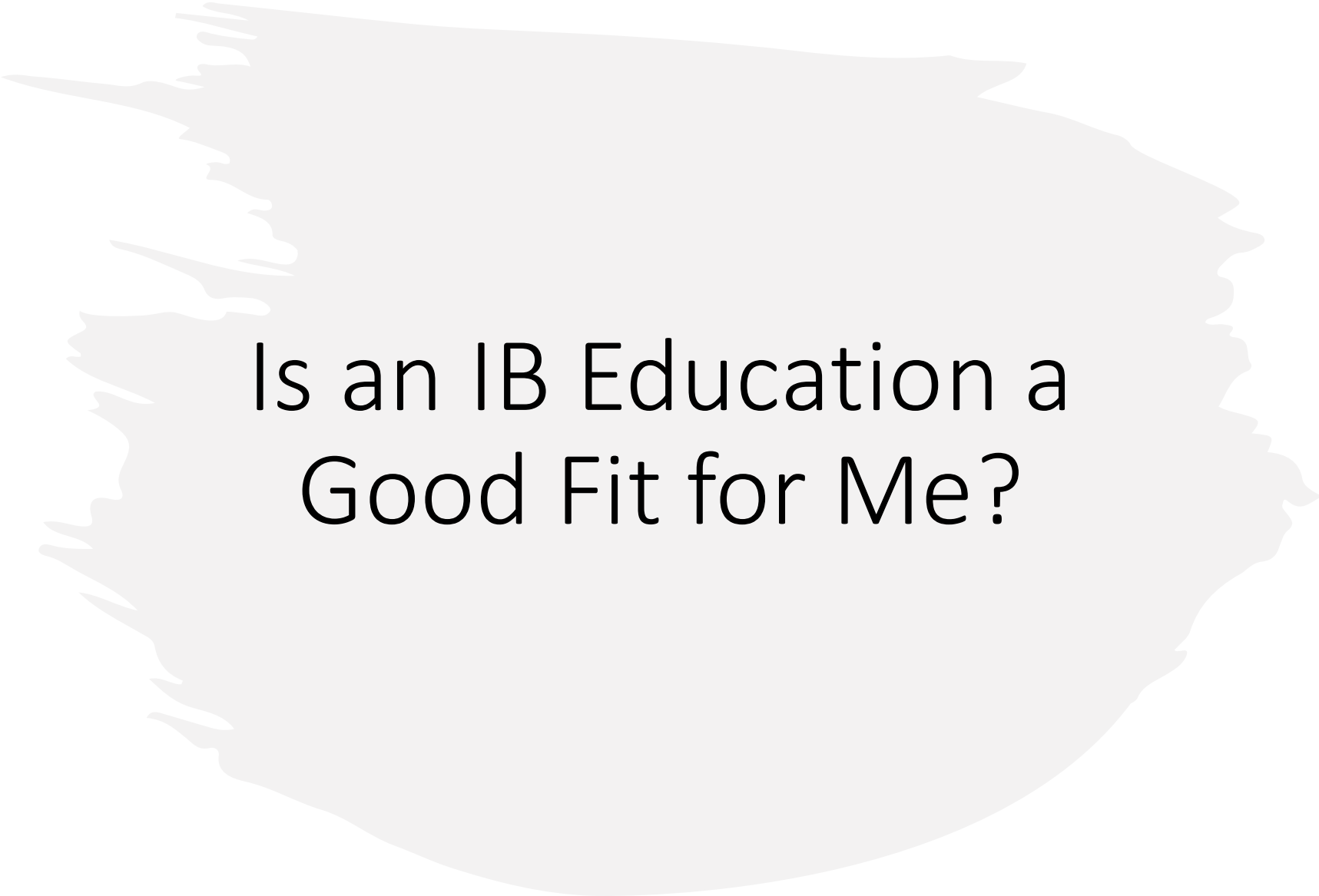


Then it moves on to applying skills

IB Year Two Conference at the Pinnacle Hotel Harbourfront in Vancouver

Photos submitted by G. Gabbott





Is an IB Education a  
Good Fit for Me?





**“ An education which does not cultivate the will, is an education that depraves the mind. ”**

**Anatole France (The Crime of Sylvestre Bonnard)**  
*(Anatole France – French poet, journalist, novelist 1844-1924)*



# Inquirer

I Ask  
Questions!



**Inquirers –  
enthusiastic,  
lifelong learners  
who ask  
powerful  
questions**





**Knowledgeable**  
– exploring  
locally &  
globally  
significant ideas



**Thinkers –  
critical, ethical, &  
creative decision  
makers**

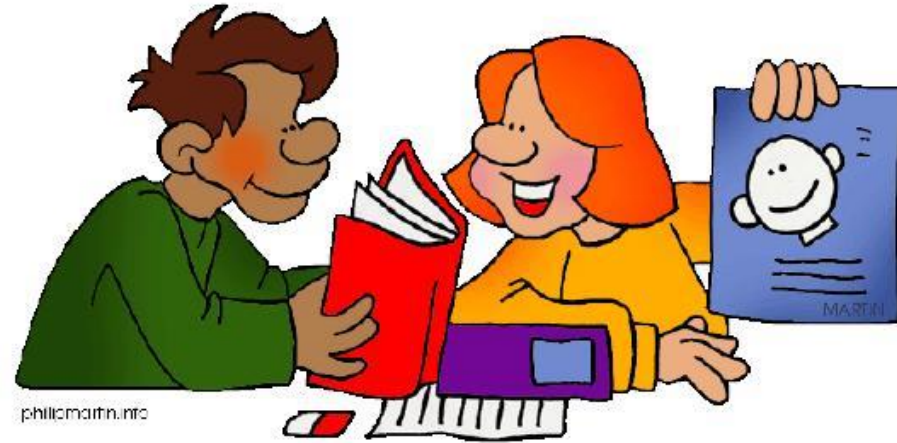


philipmartin.info

**Thinker  
I consider things.**

# communicators

**Communicators**  
– good listeners  
& confident in  
more than one  
language



We share our ideas.



**Principled –  
honest, fair  
&  
responsible**

principled



We do the right thing.

**Open-minded –  
developing  
critical  
appreciation for  
our own culture  
and the cultures  
of others**

# open-minded



We respect others.

**Caring –  
committed to  
service  
within the  
community**

## *Caring*

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



©2014



# risk-takers

**Risk-takers –  
courageous,  
resourceful,  
& resilient**



We try new things.

# balanced



We look after ourselves  
and others.

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**Balanced –  
focused on the  
well being for  
ourselves and  
those around  
us**

# reflective




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**Reflective –  
thoughtful,  
realistic, &  
hopeful for  
the future**

We find ways to be  
better.





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Do you have a genuine interest in learning or are you overly focused on marks?

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Can you work independently and cooperatively with others?

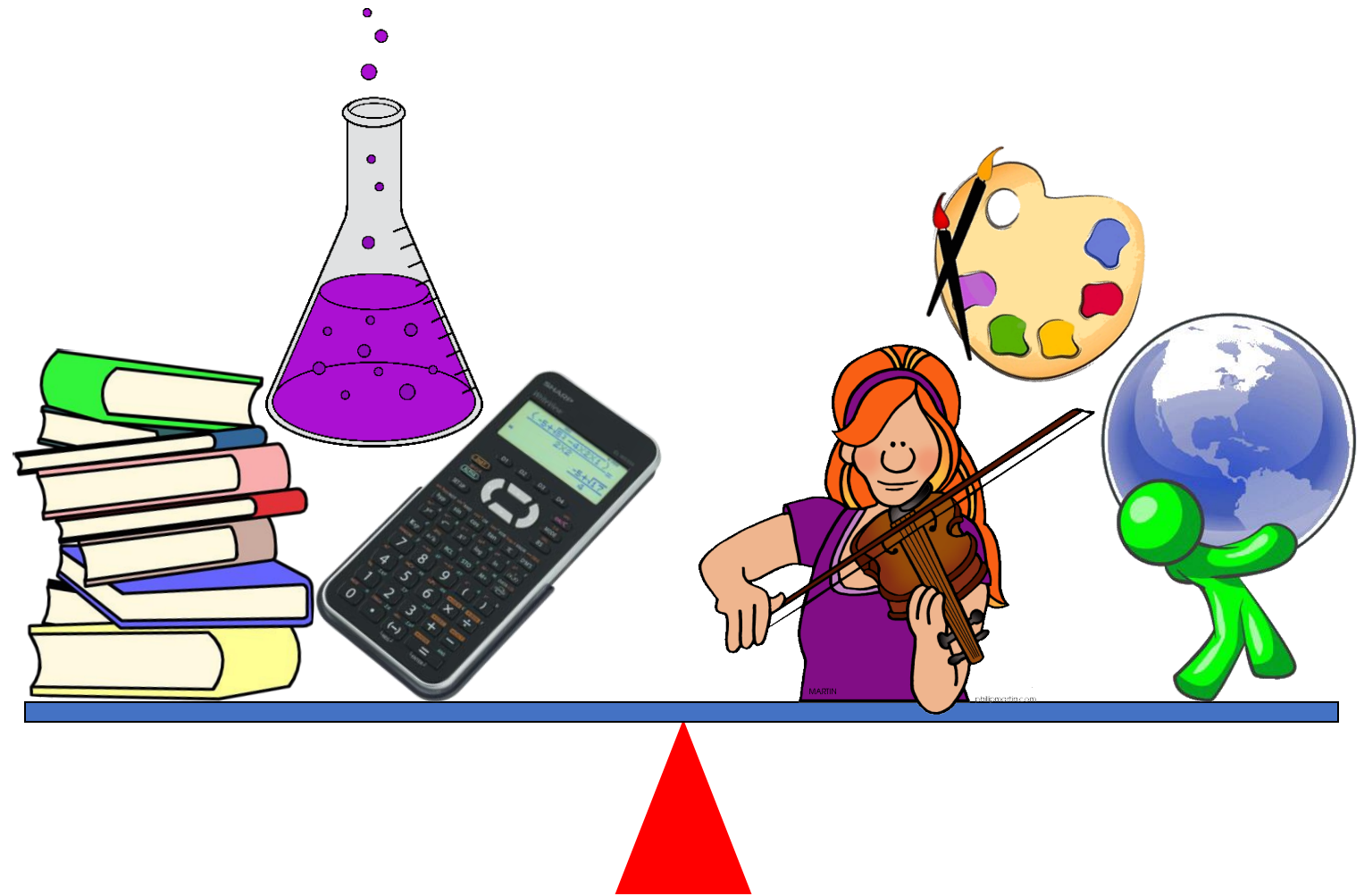
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Are you developing your self discipline and organization?

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Are you starting to notice the world beyond your home and school?

Are you  
willing to re-  
balance your  
life?



# DO YOU STRESS EASILY



Or are you learning to cope  
when things get hard?





“In a complicated, fast-changing world the intelligent path is to let go of being a Knower and embrace being a Learner.”

— Guy Claxton, [What's the Point of School?: Rediscovering the Heart of Education](#)”

<https://www.goodreads.com/work/quotes/5811502-what-s-the-point-of-school-rediscovering-the-heart-of-education>

<https://www.worldedsummit.com/speakers/professor-guy-claxton/>

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LINEAR MODEL FOR EDUCATION

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CONTINUITY OF LEARNING

---

DIFFERENT PACE

---

NO GAPS BETWEEN YEARS

---

7-8 COURSES/YEAR

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# The Application Process



The graphic features a stack of books in shades of orange, blue, and grey. A white document with a white arrow pointing down is positioned on the left side of the stack. A semi-transparent grey box is overlaid on the right side of the stack, containing the title and introductory text.

## IB Diploma Program Application Form

Thank you for your interest in the International Baccalaureate (IB) Diploma Programme at Churchill School. The IB is a challenging and rewarding academic journey designed to develop well-rounded, critical thinkers who are prepared to succeed in a globalized world. Our program values community building, intellectual curiosity, resilience, and a commitment to personal and academic growth.

Applications due: December 12, 6pm

Application is  
online – complete  
the Form in its  
entirety

There is a  
planning  
document for  
your reference



## **IB Diploma Program Application Form**

Thank you for your interest in the International Baccalaureate (IB) Diploma Programme at Churchill School. The IB is a challenging and rewarding academic journey designed to develop well-rounded, critical thinkers who are prepared to succeed in a globalized world. Our program values community building, intellectual curiosity, resilience, and a commitment to personal and academic growth.

Proofs due December 12, 3:15pm to the Main Office

Submit hard copy proofs  
to the Main Office

# Program Costs



VectorStock®

VectorStock.com/31827869

Fee Schedule 2025	February 15, 2025 (Grade 10)	April 15, 2025 (Grade 10)	June 15, 2025 (Grade 10)
Grad 2027 for Y1 Fees	\$475	\$475	\$475

Fee Schedule 2026	June 15, 2026 (Grade 11)	September 15, 2026 (Grade 12)	November 15, 2026 (Grade 12)
Grad 2027 for Y2 Fees	\$475	\$475	\$475



# Fees

The background of the slide features a collage of educational and office-related items. At the top right, a portion of a white computer keyboard is visible, showing keys for numbers 0-9, symbols like %, +, -, and =. Below the keyboard is a calendar page with dates 16, 23, 30, 24, 25, 31, and 9. In the foreground, there is a stack of books with several colorful tabs (purple, teal, and pink) protruding from the pages. The entire scene is set against a light-colored wooden surface.

- 
- Exam fees & registration
  - IB English Textbooks & Play (e.g. Bard on the Beach)
  - Enrichment:
    - Camp
    - Conference
    - Council
    - Compendium
    - UBC Library Cards
    - Turnitin.com plagiarism checker
    - JSTOR academic journals

The background features a dense field of 3D question marks in various shades of gray and black, creating a textured, three-dimensional effect. In the lower center, a perspective view of a long, brightly lit tunnel or hallway leads towards a glowing horizon, suggesting a path forward or a solution.

# The Difficult Question...

What are my chances of success in IB?

# Session overview

Number of students	Number of student subjects	Number of subjects	Number of countries	Number of schools
192,866	721,067	225	152	3,323
Mean grade	Number of first languages	Number of first nationalities		
4.7	204	216		

## DP diploma results

Pass rate	Mean grade	Mean total points
80.5%	4.9	30.3

# IB Statistics - 2024




<b>2024</b>	<b>Mean Grade (/7)</b>	<b>Mean Score (/45)</b>	<b>Pass Rate (%)</b>
<b>World</b>	<b>4.9</b>	<b>30</b>	<b>81</b>
<b>Churchill</b>	<b>5.4</b>	<b>34</b>	<b>92</b>

In IB at Churchill, we are offering access to a program that sets out clear expectations and assesses according to those expectations.



We know that the syllabus guides are effective in outlining meaningful content and presenting subject-relevant questions suited to helping students begin to understand analysis.



We know that SWC IB students are, in general, successfully prepared for post-secondary life - including but not limited to university courses and exams.



# How do you define success?

IB offers so much – experiential learning, skills development, enrichment, life-long friendships, and a passion for life-long learning, rigorous exams, high standards, dedicated teachers, like-minded peers.

Our goal is to prepare you for success in the 21<sup>st</sup> century





## **IB graduates are more likely to persist through college**

A new research study conducted by Dr. David Conley and a team of researchers from the Education Policy Improvement Center (EPIC) found that IB graduates in the University of Oregon's Honors College were **more likely to stay in college and persist in their studies than their non-IB peers**. The researchers found that IB students were able to **better cope with demanding workloads, manage their time and meet expectations**.

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**IB students are prepared for college-level coursework:** A series of research studies from McGill University, University of Warwick, and the University of Virginia (UVA) found that the DP **extended essay prepares IB graduates to be successful in higher education research**. The UVA study found that, **when compared with former Advanced Placement (AP) students, IB students were significantly more likely to indicate that they felt prepared for college-level coursework** involving research and found their research skills to be important to future success.

Images & Design Generated by Microsoft PowerPoint, accessed November 2024

# IB & University Recognition


- There are separate admissions departments for IB
- Students are admitted to IB based on their Predicted Grades which are determined using criteria (as opposed to norm referencing)
- Students who achieve a certain grade in certain courses receive credit at university for those courses – see this link from UBC (scroll down a bit for IB: <https://you.ubc.ca/applying-ubc/applied/first-year-credit/>). The scores are based on final scores earned, not predicted





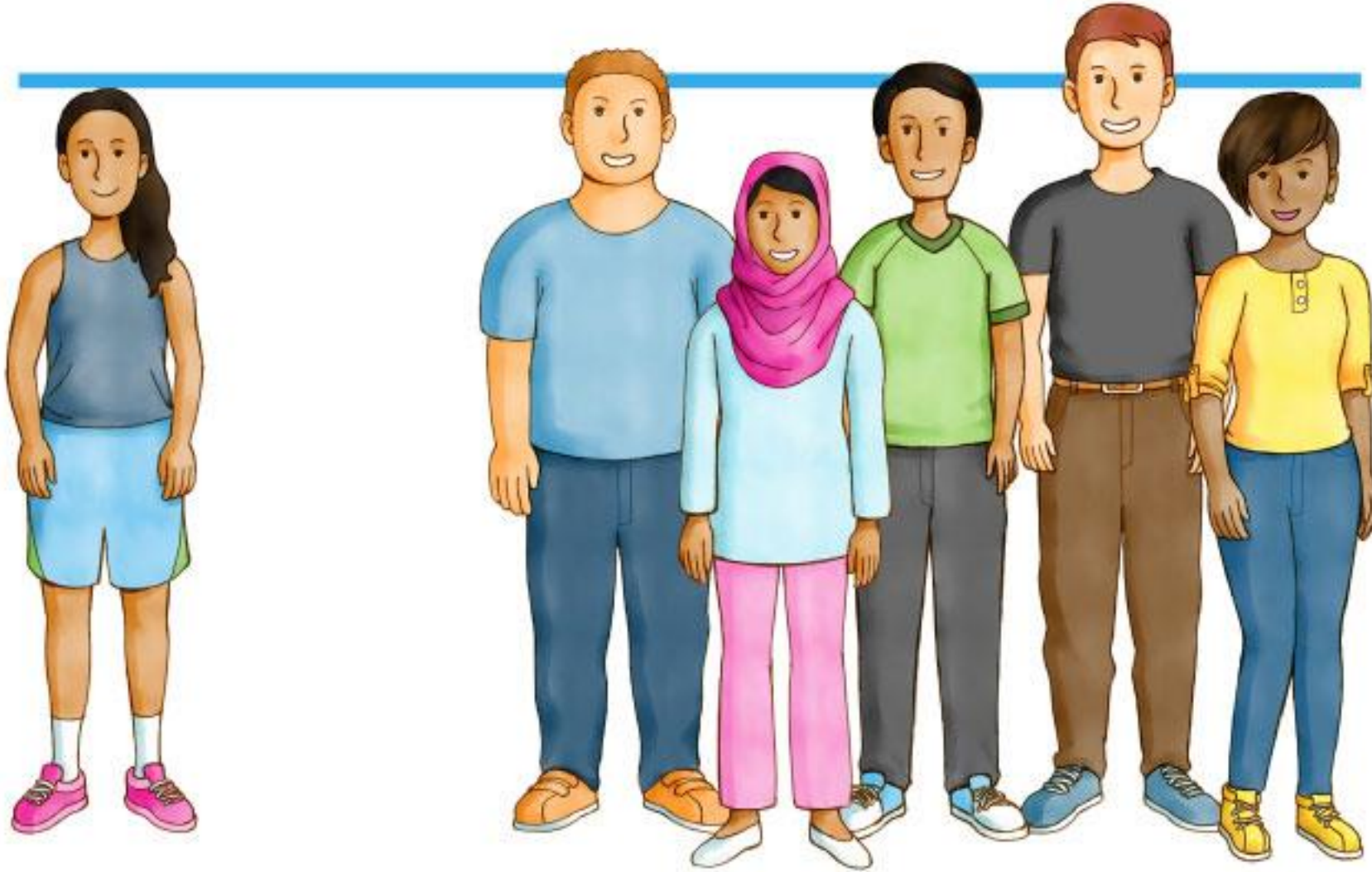
Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.




Student's score for a criterion-referenced test will only tell you how that specific student performed in relation to the criterion, but not whether they performed below-average, above-average, or average when compared to their peers

Norm-referenced tests compare a student's performance against the performance of their peers.







Norm-referenced assessments work similarly: An individual student's percentile rank describes their performance in comparison to the performance of students in the norm group, but does not indicate whether or not they met or exceed a specific standard or criterion



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**IB students demonstrate civic knowledge and skills:**  
A study conducted by Anna Rosefsky Saavedra of the RAND Corporation found that **DP students demonstrate academic civic mindedness.**

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**IB students graduate with a sense of civic responsibility:**

RMC Research Corporation found that IB students **believe that they should engage in service activities** to help the community.

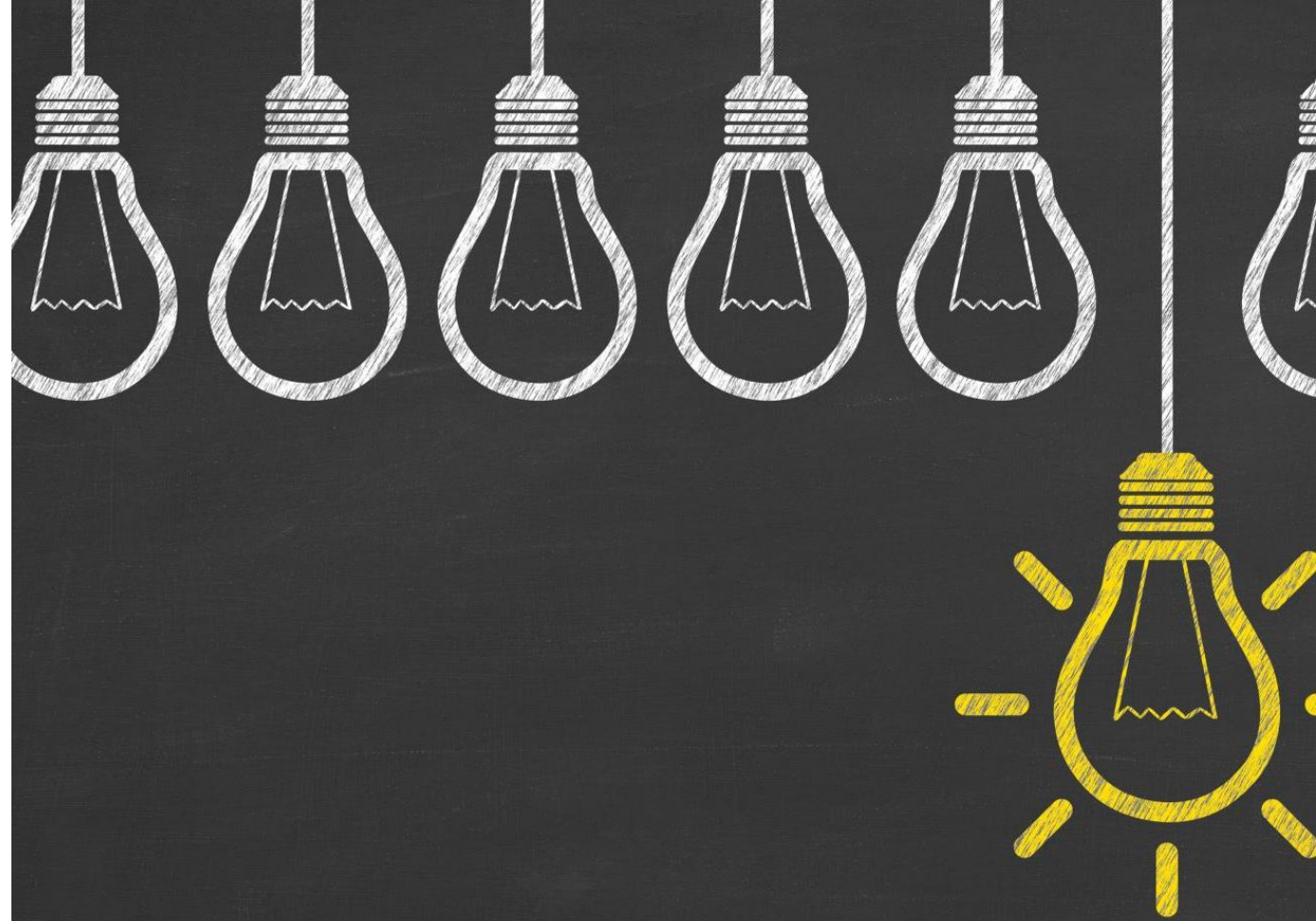






**IB students demonstrate strong critical thinking skills:**

Research conducted by the University of Western Sydney suggests that Diploma Program students are **more confident in their ability to use critical thinking skills than their non-IB peers**, and that DP students **envision their future educational success more positively**.



Images & Design Generated by Microsoft PowerPoint, accessed October 2023



# Testimonials from Churchill IB Grads and Parents





# Parents





I see it as a learning opportunity which greatly helps them in the long-term. Not only has the program improved their academic abilities but has further built their self-confidence to be unafraid of challenges and face them no matter the difficulty. This ability to challenge and face adversity is one that I believe they will bring to other avenues of their lives.

I believe that the IB Program is valuable, as it not only cultivates strong academic skills in research, analysis, and writing, but also provides practical opportunities to showcase leadership and teamwork, which develops their sense of social responsibility.



I would hesitate to recommend the IB Program to all students, as I would urge them to consider the importance of commitment, dedication, and being well-rounded. Aside from academic ability, I believe that life skills such as time management and self-determination are also important in succeeding in the program.

I would like to share that creating an atmosphere allowing for discussion within the family is great, allowing for stress management and reduction. I like to celebrate not just learning outcomes with my kids, but also the learning processes, without penalizing them for “bad” grades.

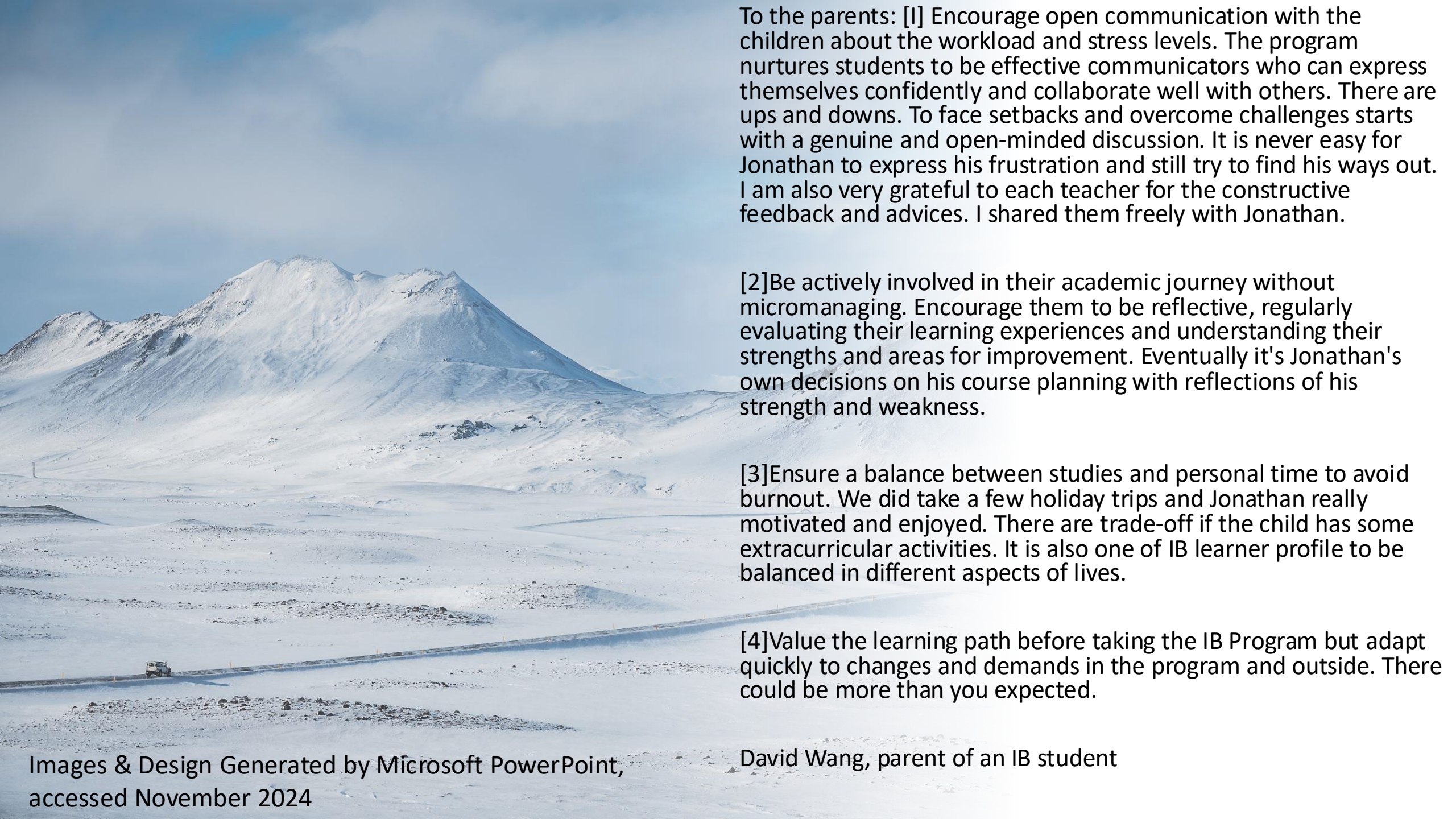
Amy Shi  
Parent of two IB students



Jonathan believes the IB to be a more structured and compatible program to him than AP or other programs. Although it has been challenging from the beginning, the rigorous academic environment and the support he received from both teachers and peers helped him grow more than he expected.

The IB Program provides great value ... it fosters critical thinking and a global perspective but also emphasizes research skills and self-management, which are invaluable ... for future academic and career endeavors. Jonathan makes up his own decisions for the post-secondary study and beyond. I was once very surprised he ventured out his comfort zone and actively participated... I would recommend the IB Program to students who highly value potentials of learning and personal growth. However, the program demands a high level of commitment and resilience. It's best suited for students who are self-motivated and have a strong support system of family, friends and instructors.





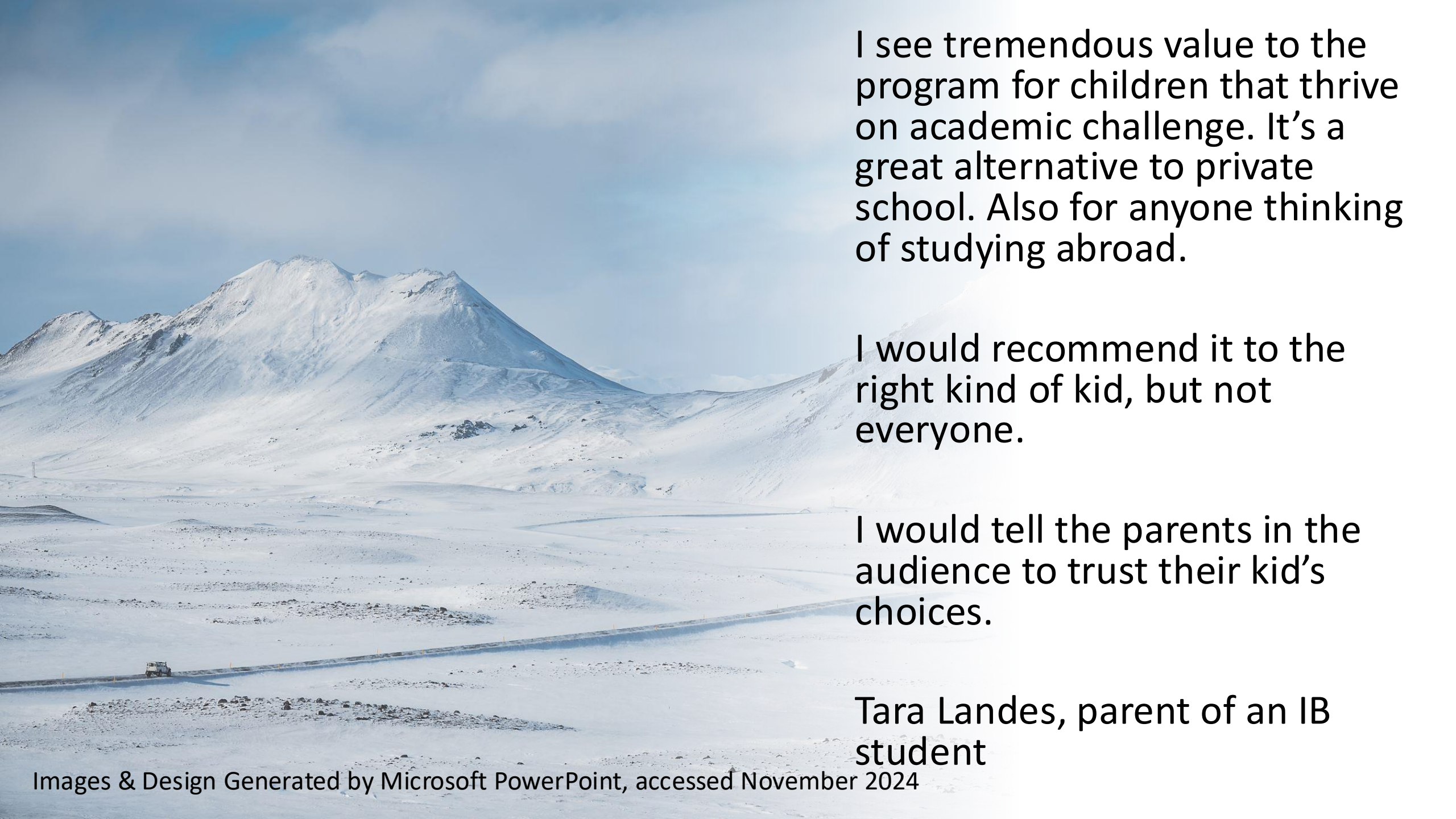
To the parents: [1] Encourage open communication with the children about the workload and stress levels. The program nurtures students to be effective communicators who can express themselves confidently and collaborate well with others. There are ups and downs. To face setbacks and overcome challenges starts with a genuine and open-minded discussion. It is never easy for Jonathan to express his frustration and still try to find his ways out. I am also very grateful to each teacher for the constructive feedback and advices. I shared them freely with Jonathan.

[2] Be actively involved in their academic journey without micromanaging. Encourage them to be reflective, regularly evaluating their learning experiences and understanding their strengths and areas for improvement. Eventually it's Jonathan's own decisions on his course planning with reflections of his strength and weakness.

[3] Ensure a balance between studies and personal time to avoid burnout. We did take a few holiday trips and Jonathan really motivated and enjoyed. There are trade-off if the child has some extracurricular activities. It is also one of IB learner profile to be balanced in different aspects of lives.

[4] Value the learning path before taking the IB Program but adapt quickly to changes and demands in the program and outside. There could be more than you expected.





I see tremendous value to the program for children that thrive on academic challenge. It's a great alternative to private school. Also for anyone thinking of studying abroad.

I would recommend it to the right kind of kid, but not everyone.

I would tell the parents in the audience to trust their kid's choices.

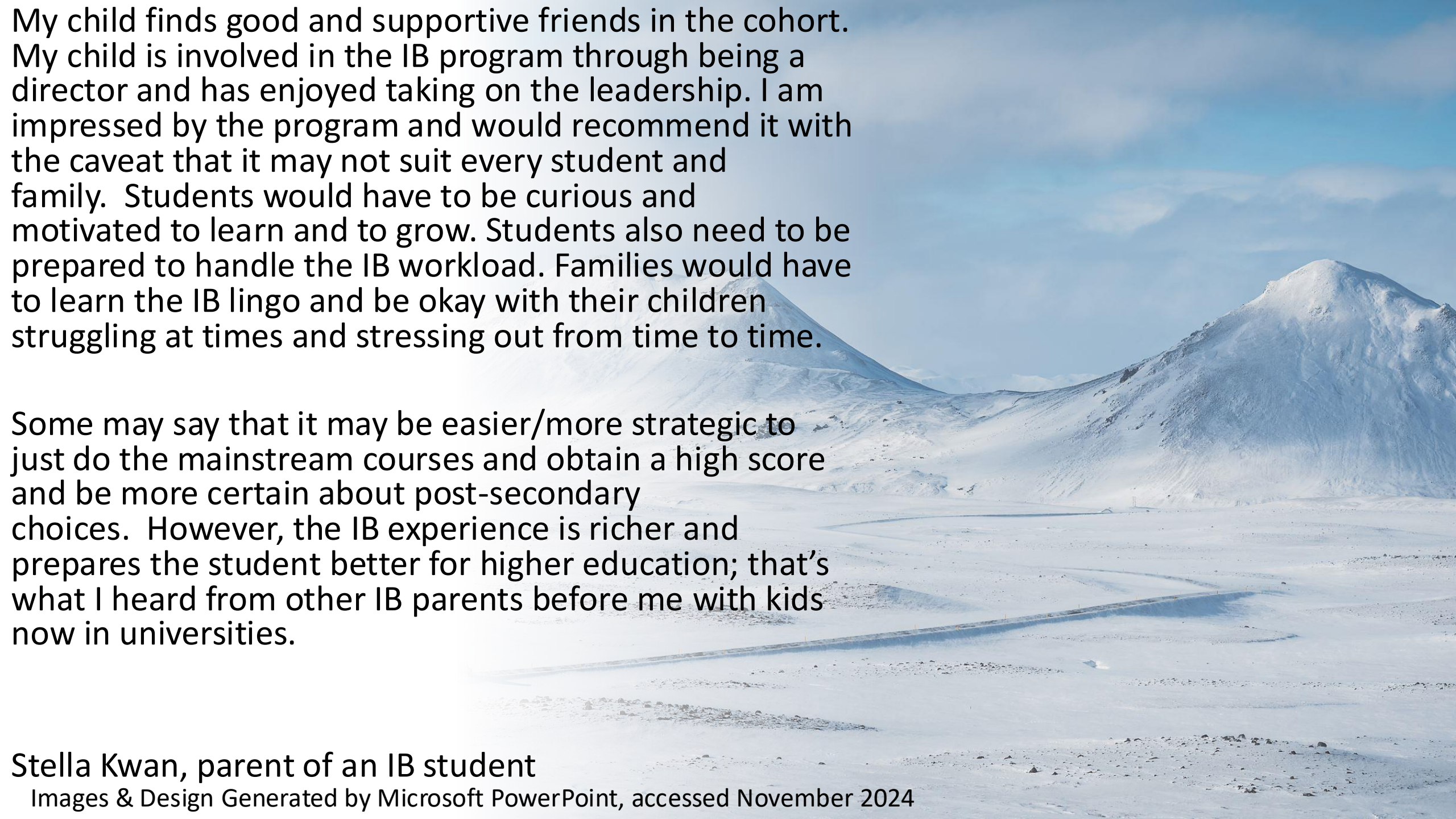
Tara Landes, parent of an IB student



I do not regret that my child chose to complete the IB program in spite of their struggles in certain subjects and the amount of work. It is important that we do not just quit when things get difficult. IB is a valuable program that offers many benefits to its student:

- It is designed for students who plan to pursue post-secondary education and the program does that very well.
- All the IB teachers that I came across are knowledgeable teachers who care about the students and their learning
- Students (must) learn to manage their workload and time in a reasonably efficient manner.
- Their writing skills and thinking process are at a higher level because of EE and IAs
- Theory of Knowledge seems to be help Hannah to be more mature in her thinking process and opinions
- IB gives opportunities for students to reflect deeply and to value different experiences.



A wide-angle photograph of a snowy mountain range. In the foreground, a winding road or path cuts through a snow-covered valley. A river or stream flows through the middle ground, its banks also covered in snow. The mountains in the background are partially covered in snow, with some rocky outcrops visible. The sky is a pale, hazy blue.

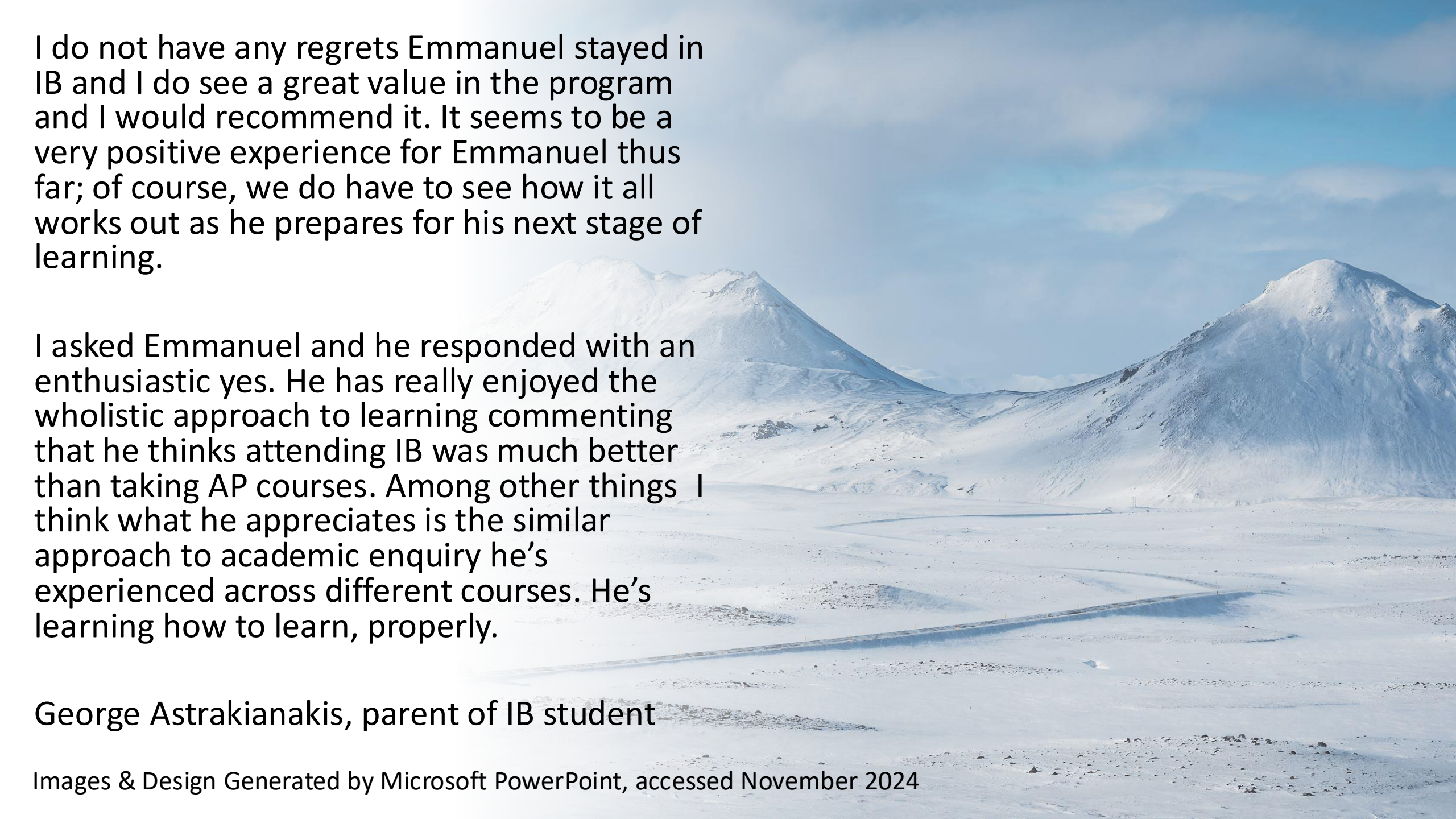
My child finds good and supportive friends in the cohort. My child is involved in the IB program through being a director and has enjoyed taking on the leadership. I am impressed by the program and would recommend it with the caveat that it may not suit every student and family. Students would have to be curious and motivated to learn and to grow. Students also need to be prepared to handle the IB workload. Families would have to learn the IB lingo and be okay with their children struggling at times and stressing out from time to time.

Some may say that it may be easier/more strategic to just do the mainstream courses and obtain a high score and be more certain about post-secondary choices. However, the IB experience is richer and prepares the student better for higher education; that's what I heard from other IB parents before me with kids now in universities.

Stella Kwan, parent of an IB student

Images & Design Generated by Microsoft PowerPoint, accessed November 2024



A wide, flat, snow-covered landscape with mountains in the background under a blue sky. The foreground is a vast, open plain covered in snow, with some small rocks and patches of ice visible. In the distance, there are several large, snow-capped mountains with rounded peaks. The sky is a clear, pale blue with some light, wispy clouds. The overall scene is serene and expansive.

I do not have any regrets Emmanuel stayed in IB and I do see a great value in the program and I would recommend it. It seems to be a very positive experience for Emmanuel thus far; of course, we do have to see how it all works out as he prepares for his next stage of learning.

I asked Emmanuel and he responded with an enthusiastic yes. He has really enjoyed the wholistic approach to learning commenting that he thinks attending IB was much better than taking AP courses. Among other things I think what he appreciates is the similar approach to academic enquiry he's experienced across different courses. He's learning how to learn, properly.

George Astrakianakis, parent of IB student





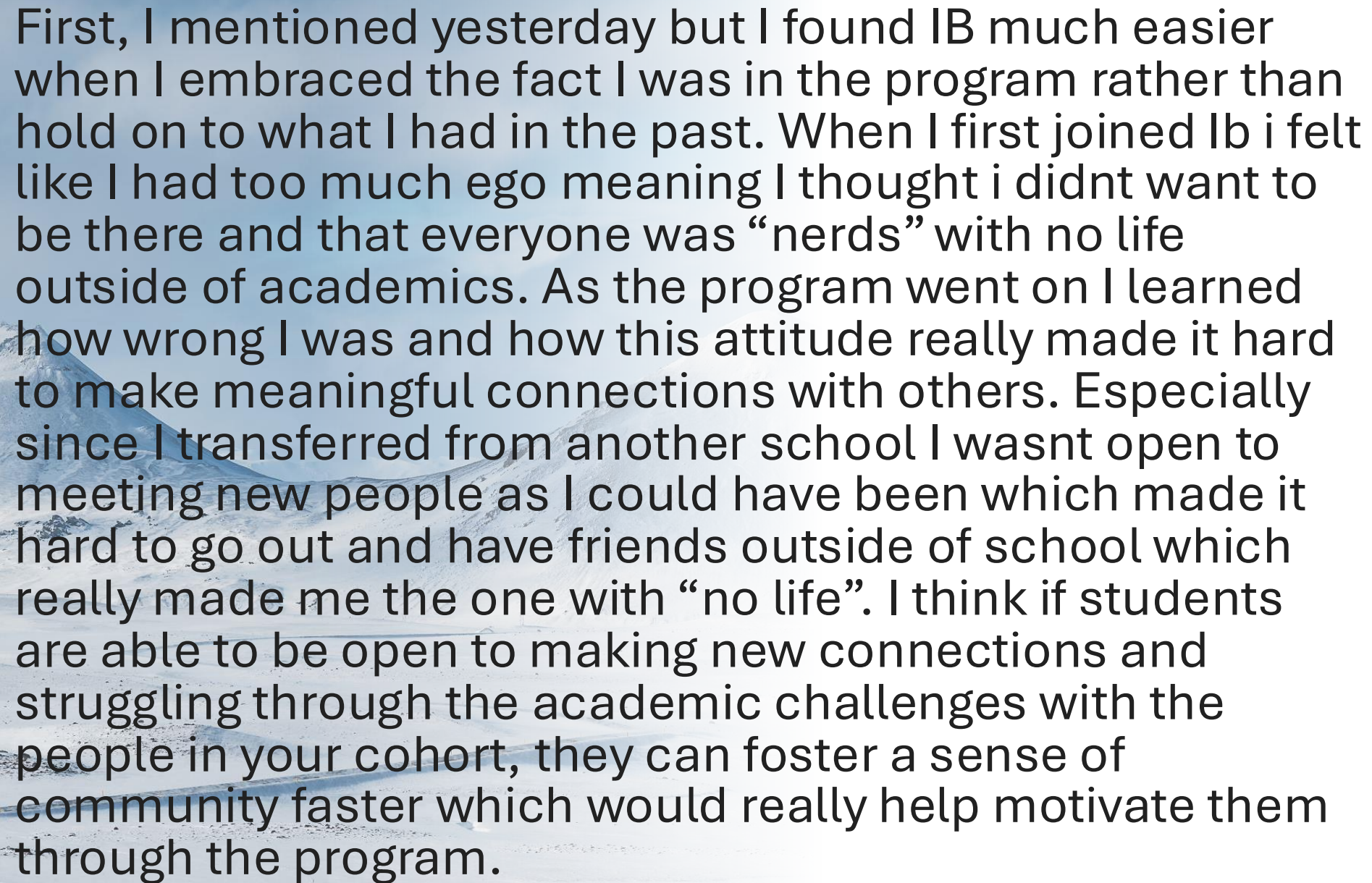
Grade 12 IB's:  
Isla Hume  
Malvina Chhina  
Matsumo Do





**IB Alumni:**  
**Gregory Bian, 2024**  
**Matthew Cheesman, 2019**  
**Nico Rullmann, 2016**  
**Shreyanshi Vala, 2024**  
**Vedanshi Vala, 2019**



A scenic photograph of a snowy mountain range under a clear blue sky. In the foreground, a small white vehicle is driving on a road that winds through a snow-covered valley. The mountains are covered in snow and have some rocky outcrops visible. The overall atmosphere is bright and crisp.

First, I mentioned yesterday but I found IB much easier when I embraced the fact I was in the program rather than hold on to what I had in the past. When I first joined Ib i felt like I had too much ego meaning I thought i didnt want to be there and that everyone was “nerds” with no life outside of academics. As the program went on I learned how wrong I was and how this attitude really made it hard to make meaningful connections with others. Especially since I transferred from another school I wasnt open to meeting new people as I could have been which made it hard to go out and have friends outside of school which really made me the one with “no life”. I think if students are able to be open to making new connections and struggling through the academic challenges with the people in your cohort, they can foster a sense of community faster which would really help motivate them through the program.





The IB Programme was a very valuable experience that taught me far more than just managing the rigors of a demanding academic curriculum. It taught me how to balance coursework with extracurricular commitments, a skill that has proven invaluable. Now, as a first-year university student, I deeply appreciate the program's academic breadth. Though I am a science student, the critical thinking and analytical skills I developed in IB History, English, and French have enriched my approach to science courses, offering me fresh perspectives and unexpected opportunities.

Moreover, the Programme's emphasis on core values and global perspectives has been instrumental in preparing me for an increasingly interconnected and diverse world. It pushed me to think beyond myself—encouraging me to reflect on how my learning could serve those around me and contribute to the global community.

Additionally, the Programme instilled in me essential soft skills such as critical thinking, resilience, and self-reflection. There were undoubtedly challenging moments when my grades were low, but those experiences taught me perseverance and helped me discover effective study techniques that continue to benefit me beyond the classroom.

I cannot emphasize enough how much the IB Programme fostered my growth both as a student and as a global citizen. It was a challenging yet rewarding journey that I wholeheartedly recommend to anyone seeking a holistic, impactful education.



The IB program showed me the value of hard work and resilience, and for that I am forever grateful. I learned that accomplishing new and challenging things does not mean executing perfectly from day one, but keeping a positive and curious attitude when a course becomes difficult. That spirit--the broad and holistic learning mindset fostered by IB--has been an immense help both in my personal life and through two post-secondary degrees. I would strongly encourage any student who loves learning for its own sake to consider the IB program with an open mind and see where it can take them.

Nico Rullmann, Grad 2016  
Lawyer

<https://www.mccarthy.ca/en/people/nico-rullmann>





# Sir Winston Churchill IB World School



Don't hesitate to contact us if you have any questions

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