


bridge

THE MAGAZINE OF COLLINGWOOD SCHOOL



**Senior School
Math:**
Innovative teaching
practices connect math to
the world around us



collingwoods

While learning about the history of the Lions Gate Bridge and how it changed our community, Gr. 1 students designed, built and weight tested their very own bridges!

We believe the passions of our students will help build a better world. That's why Collingwood emphasizes authentic, real-world educational experiences and a personalized approach to learning for all students. We invite interested families to discover more ways that learning here is different, visit collingwood.org/admissions.



COLLINGWOOD SCHOOL

- ADMISSIONS CALENDAR:
- OCT 17 Gr 1-7 Open House
- OCT 18 JK/K Open House
- OCT 24 Gr 8-12 Open House
- NOV 21 JK/K Open House
- NOV 22 Gr 1-7 Open House
- NOV 23 Gr 8-12 Open House
- DEC 1 Application Deadline



COLLINGWOOD
SCHOOL

bridge
THE MAGAZINE OF COLLINGWOOD SCHOOL

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Bridge magazine is published three times a year in print and digital formats. Opinions expressed in this magazine do not necessarily reflect the views of the School.

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Fall 2023
Printed in Canada



DID YOU KNOW?

104 Collingwood Faculty and Staff have been with our School for over 20 years.

LET'S CONNECT

@collingwoodschool

@collingwoodschool

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KEY DATES:

- School closed for National Day for Truth and Reconciliation, October 2
- School closed for Thanksgiving, October 9
- School closed for Province Wide Pro D Day, October 20
- Non-instructional day – students not in attendance, November 1
- School closed for Term Break and Remembrance Day, November 10
- School closed for Term Break, November 13
- Last Day of Classes before Winter Break, December 21
- First Day of Classes after Winter Break, January 15

For a full calendar of school events, please see our weekly e-news or visit collingwood.org.

NEWS



Welcome to the 2023-2024 academic year. Each September, I look forward to seeing students on our campuses once again and this year is no exception!

This past year marked my 30th year at Collingwood School (see inset on facing page). As I reflect on these past three decades, I am grateful to belong to such an amazing and supportive Community. It is the people – students, staff and families – that have kept me at Collingwood for so long. I also marvel at the evolution of teaching and learning over these many years in the world and at our School. The school life that I – and many of you – experienced is so different than it is today, and for the better. There is a strong understanding now that before any learning can take place, students need to feel psychologically safe and valued. I am proud of how Collingwood prioritizes the wellbeing of students – from their social emotional growth under the watchful eyes of Homeroom teachers, counsellors, Heads of House, advisors and university guidance counsellors to Inclusive Education and personalizing each student's learning, we are working hard to ensure all students feel a sense of safety and belonging so they can be their very best selves and realize their potential.

I'm also proud of how our School has shown resilience and adaptability across academics and best practices in learning. From Collingwood's beginnings nearly forty years ago, the School has always invested in our people and programming to deliver our students innovative academics, arts, athletics and service learning programming. This includes paying close attention to literacy and numeracy in the younger grades and introducing design thinking and robotics from Kindergarten up. We continue to evolve our high school course offerings, ensuring that new classes like Entrepreneurship, Business Studies, and New Media are preparing our students for the future. Our unwavering commitment to personalization for students ensures that every student can find their passion during their elementary and secondary school years. We are proud to inspire and support our students for meaningful lives beyond their Collingwood career – whatever post-secondary path they choose.

Our Strategic Plan, *With Passion and Purpose*, will continue to guide these important commitments to Building Community, Forward Focused Learning and Wellbeing. Our fourth pillar, Sustainability, ensures our School is planning well into our future. I look forward to sharing updates about these initiatives with all of you throughout the year.

In the meantime, please enjoy this edition of Bridge. You'll see my parting note of gratitude to the current Board Chair, Dave Smith, and be sure you don't miss our annual Donor Report, where you will see how your generous donations continue to support the growth and enhancements of all areas of school life for our students.

In closing, please mark two very important days on your calendar – the Welcome Back BBQ on Friday, September 8 and our annual Parents' Conference on Friday, October 27.

I look forward to seeing many of you in person very soon!

A handwritten signature in black ink, which reads "Lisa Evans". The signature is written in a cursive, flowing style.

Lisa Evans,
Head of School



Thank you, Dave Smith

It is a pleasure to recognize and celebrate Dave Smith as he wraps up his 8th year on the Collingwood Board of Governors and prepares to step down as Chair this October.

Dave was first elected to the Board of Governors in November 2015. He served as a Finance Committee member – and then Chair of the Committee – as well as a member of the Head Support and Evaluation Committee and as an Ex-Officio Collingwood School Foundation Board Member.

Dave was elected Board Chair in November 2019 and has performed this role with great wisdom and dedication. Dave has given countless hours of his time to support me, the Board and our Senior Leadership Team over the past four years. I could not have had a better mentor or partner during some difficult times, especially during the COVID-19 years. Frequent phone calls, text and email exchanges, or even a walk to talk matters through – Dave was always there for me.


Calm, thoughtful and analytical, Dave always asks good questions, encourages Governors and Senior Leaders alike to think strategically, and is continually focused on good governance and the longevity of our School. He also has a great sense of humour and always finds a way to make people laugh and keep perspective. The proud parent of two Collingwood graduates, Dave has shown his continued commitment to current students by coming to watch them perform in school plays and compete on school athletic teams.

Please join me in thanking Dave Smith for his service and incredible contributions as Board Chair. It has been an honour to get to know and work with Dave, and he will be missed as he steps down from the Board.

Lisa Evans,
Head of School




Congratulations to Lisa Evans and Kristin Nielsen who both celebrated 30 years at Collingwood this past year.

 collingwood school



Gr 1 students learned how to identify a purposeful plant from a weed while exploring the Wentworth garden, and munching on some home-grown veggies!


 Add a comment... 

 collingwood school



Families and friends had a great time at the Wentworth Garden Open House. Students also got to show off their craft creations and fundraise for [@backpackbuddiesbc](#) 🥰🥰


 Add a comment... 

 collingwood school



Welcome grandparents and special friends! Our students are so excited to show their guests around their classrooms and school. We're so glad you're here! 💙💛

 Add a comment... 

 collingwood school



For several months, Gr 4 and 5 students have been raising salmon fry in the classroom to learn about their lifecycle. This week they released them into a local creek! 🐟


 Add a comment... 

 collingwood school



Gr 4 Unbounded Photography students explored the neighbourhood photographing spring flowers and plants. Sometimes the perfect shot requires lying down in a bed of flowers!


 Add a comment... 

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Collingwood Chess Club excelled at the BC Junior Chess - North Shore Qualifier! Next step: BC Chess Championships! 🏆


 Add a comment... 

 collingwood school



 collingwood school



 collingwood school





 collingwood school




Outdoor Education 11 students hit the surf in Tofino as part of their adventurous H-Block course. The waves may have been small, but the smiles were huge!

 Add a comment... ○○○

 collingwood school



Our Senior Girls Soccer team are North Shore League Champs! The Cavs rallied to defeat Sutherland 3-2 on Monday. Next stop: playoffs. Go Cavs! 🍌

 Add a comment... ○○○

 collingwood school



Collingwood student leaders travelled to New Brunswick to attend the CAIS Senior Student Leadership Conference. They participated in leadership workshops, presentations and experiences.

 Add a comment... ○○○

 collingwood school



The Collingwood's Youth Philanthropy Initiative winning team! YPI gives students the opportunity to play a direct role in making a financial grant to a social service organization in their own community.

 Add a comment... ○○○

 collingwood school



At the Junior Public Speaking Nationals this weekend Gr 9 students Emi won first place in Solo Acting and Matthew earned his place as top Junior National Speaker!


 Add a comment... ○○○


 collingwood school





Students (and teachers too!) went all out with body paint, costumes, chants, and endless enthusiasm at the Morven House Olympics! Now that's the Collingwood School Spirit! 🍌🍌


 Add a comment... ○○○


 collingwood school



 collingwood school



 collingwood school



By Dr. Darien Allan and Dr. Benjamin Klaff

Senior Mathematics: connected to the world around us


Mathematics, in its essence, is the exploration and study of a set of beautiful, interconnected ideas – patterns. We live in a fabulously rich world with patterns of all kinds. As curious beings, we seek out, explore, discover, delight in and find comfort in an incredibly wide variety of patterns. Thinking mathematically about such patterns in many creative and useful ways helps connect us more deeply and authentically with the world around us.

Over the last several years, our Senior School Mathematics Department has been working to incorporate various research-based practices in the teaching and learning of mathematics. Drawing heavily on the ideas in Dr. Peter Liljedahl's *Building Thinking Classrooms*, we are also integrating other findings from cognitive science research about how people learn. In our classrooms, students regularly engage in collaborative problem-solving where they suggest and test strategies, make conjectures and practice and refine their mathematical communication in a supportive and feedback-rich environment. Students are frequently asked to explain their choice of strategy and to justify their solutions. Time for reflection and practice is essential so that students consolidate their learning and test their understanding.

We believe that students' mathematical thinking and skills develop most fully when students engage in mathematical exploration and problem-solving which is authentic, developmentally appropriate and richly connected to the real world. An essential part of this skill development comes through teachers providing many opportunities and modes

for our students to discuss, represent, understand, explore and answer mathematical questions. We find that students who consistently reflect on their learnings will begin to build their own connections and grow to become more confident and capable learners.

For example, a Math 10 class was recently presented with a scenario involving an acrobat diver, a Ferris wheel, and a moving cart full of water. Students worked in groups to solve initial problems involving angular measurement, the horizontal and vertical position of the rider at a certain point in time and how long it takes to fall to the ground from a particular height. During group work, the teacher circulated to ensure everyone had the requisite understanding before proceeding. Next, students worked individually to determine when the acrobat should jump to land in the cart. Finally, students were asked to reflect on their solutions. Is it okay for the acrobat to jump a second earlier or later? What precision is needed to ensure the acrobat arrives safely? During the individual work, the teacher again circulated, asking and answering questions. We find this type of task allows students to practice the skills they are developing and encourages them to think critically about their problem-solving strategies and choices.

Ultimately, we hope our guidance, support, feedback, encouragement and engaging coursework will help our students begin to find their own mathematical voice. And once found, we believe they will continue to use this mathematical voice to solve the big, important problems that help make the world a better place. 

MADE
POSSIBLE BY
THE TARTAN
FUND

What is ALEKS?

ALEKS is an artificially intelligent learning and assessment system that is used to quickly and accurately determine a student's precise knowledge in subjects such as math in order to help a student work on the topics they are ready to learn.



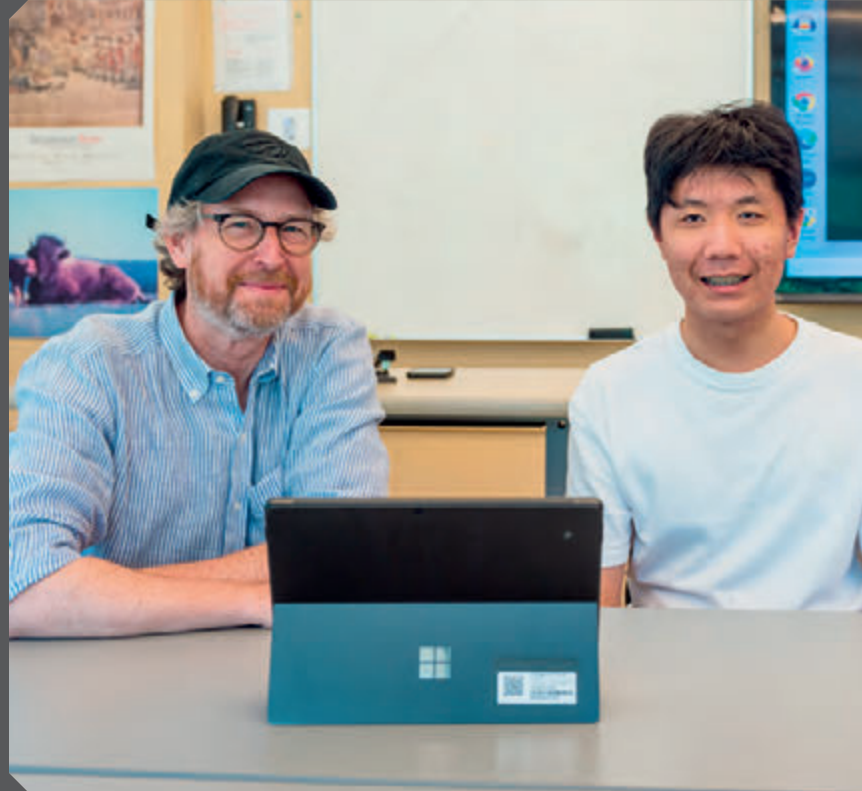
Luck Sun

While he was in elementary school, Collingwood teachers first noticed Luck Sun's unique talent for math. With exceptional mathematical maturity for his age, Luck is not only comfortable with theorems and proofs but also keenly interested in advanced explorations.

Fortunately, Dr. Ben Klaff, Senior Mathematics Teacher at Morven, has experience nurturing the development of students like Luck. Prior to joining Collingwood, Dr. Klaff taught at Tulane University, where he served as Professor of the Practice in charge of first-year calculus courses and teaching assistant training. Prior to that, he taught at the University of Illinois at Chicago, serving in various positions and eventually becoming Clinical Associate Professor and Director of Undergraduate Studies.

Dr. Klaff invited Luck to join the Morven Math Club when he was in just Gr. 6. Luck has participated and excelled in competitions during the past two school years, as a Gr. 8 and Gr. 9 student. This past year, Luck completed Advanced Topics in Math, a board approved class that is beyond AP and the equivalent of a first or second-year university course. With a gifted student such as this, it can become challenging to find appropriate learning opportunities. With this in mind, Dr. Klaff reached out to Dr. David Dumas, a former colleague at the University of Illinois at Chicago, to see if there might be a project that would be suitable for Luck. After some discussion, it was determined that the combination of Luck's mathematical talents along with his coding experience made him an ideal candidate to work on developing a computer-based program that calculates the conjectural generating set for a higher-ranking arithmetic lattice. In non-mathematician terms, a lattice is a type of repeating pattern in a space, sort of like the grid of squares on a chessboard but in a more complex mathematical space. This pattern of these blocks has a generating set, which is essentially the alphabet of its symmetries.

Luck, who feels both guided and supported in this advanced endeavour, is finding his work on the project both difficult and rewarding.





Profile: Dr. Darien Allan Morven Head of Department – Math

Dr. Allan has a profound passion for mathematics education. She graduated from UBC with a BSc in Mathematics, followed by a BEd in Secondary Mathematics. She then spent 12 years teaching a variety of math courses, including International Baccalaureate Standard, at New Westminster Secondary School. During this time, she completed an MSc (Mathematics Education) and her PhD (Mathematics Education) at SFU. Darien regularly participates in conferences, workshops and panels with organizations such as the Canadian Mathematics Education Study Group, Psychology of Mathematics Education and the Mathematics Education Doctoral Students Conference. Her scholarly works and contributions to these events reflect her dedication to advancing the field of mathematics education and her commitment to ongoing professional development. Dr. Allan seeks to inspire and empower students to unlock their full potential by highlighting the beauty and relevance of mathematics in their everyday lives. She believes this approach equips her students with essential tools, such as critical thinking skills and problem-solving abilities, that will help them thrive in whatever future career path they choose to pursue. In addition to her academic pursuits, Dr. Allan serves as a coach for junior field hockey, where she enjoys nurturing students' teamwork, leadership and personal growth beyond the classroom.

“In our senior math courses, our vision is to inspire students with a deep appreciation for mathematics by fostering a safe and supportive learning environment. Through engaging teaching methods and a focus on problem-solving, critical thinking, and the application of learned strategies to unfamiliar problems, we empower students to develop a strong mathematical foundation that will enable them to tackle new situations with confidence and success.”

– Dr. Darien Allan



Wentworth
introduces personalized
math learning into the equation
for Gr. 6/7 students.

Do you remember math class?

For many adults, memories of math class are entirely unremarkable. There's a teacher standing at a blackboard. On the blackboard, there are numbers and letters. The teacher is explaining the steps to follow in order to solve some sort of math problem. Then there were worksheets. And more worksheets to take home. All of which lead to a test to demonstrate your proficiency at following the steps. $X=5$.

Not long after the test, it all sort of faded.

Like so many areas of education, we now know that students learn math much better when they actually understand what they're learning. And, even better, if they are genuinely interested in the real-world application of the skill. This is especially important in Gr. 6 and 7 math, where algebra, graphing, integers and negatives are introduced. As a result, the way math is now being taught at Wentworth is less about the repetitive practice of a process and more about solving open-ended problems. Open-ended math problems are problems that might have more than one possible answer. The problem might

Mathematics: to believe that has a solution

be figuring out how a result occurred. Or maybe determining how to compare different concepts. Whatever the question, the purpose of an open-ended math problem is to encourage students to use higher-order thinking skills to solve problems. Along the way, they come to understand that problems can often be solved in different ways, with different outcomes.

Here's how it works. The teacher divides the class into teams. Within parameters, the teams come up with a question they are interested in answering. A recent example of a student question is, "How do we figure out how many trees there are in the Capilano Watershed?" The teams work in a collaborative group, critically thinking, brainstorming and mapping out on whiteboards the steps needed to solve their problem. At a certain point, they reach a juncture where they realize they are

Old school math word problem:

Alex has 6 more jelly beans than Cory. If Alex has x jelly beans, how many does Cory have?

New school open ended math word problem:

Make up two equations about the real world that use variables and that are true all of the time. Then make up another two equations that use variables and are only true some of the time.

Benefits of the problem solving approach to learning math:

- students focus on making sense of a mathematical idea within the context of a relatable problem, rather than as an abstract process
- provides an inclusive entry point for all students, encourages collaboration and peer-to-peer learning
- builds a student's confidence in their math abilities as they see themselves learning to work through the steps to solve a problem
- provides students with the opportunity to apply their learning toward solving real-world problems
- ideally suited for student-directed projects and explorations
- teachers are able to observe skill development in real-time, which ongoing assessment information
- aligned with learning in high school mathematics, university mathematics and even post-graduate mathematical research

The reason every problem

lacking a certain skill required to answer the question. A skill, for instance, such as algebra. The teacher then steps in and offers to show the students how to develop the skill they need. This may be for an individual team or the entire class. The teacher may only give teams part of the concept, which allows students to work through an articulation of what's missing. Cue the light bulb. When a group comes to this understanding together, the educational impact is especially profound. "A good problem creates a space for the students to brainstorm possible solutions, evaluate these solutions and use their existing skills to test them out," says Sean Corbett, Gr. 6/7 Wentworth Math Learning Leader. "When a group reaches the point where they need a new skill – the curricular content – we can introduce it within this context. The students already have a connection to the material through the exercise. The key is giving them just enough information to keep them thinking – the thinking is the learning."

The end product? X = a lot more students who are good at math. **b**





GO CAVS!

Let's build on what was an amazing year for Collingwood Athletics.

By David Speirs, Director of Athletics






As our Collingwood student-athletes are about to start an amazing new year of sports, it's a good time to look back at all the success the school enjoyed last year. It was an extraordinary year.

2022-23 Athletics highlights include:

-  BC Gold
Senior Rugby Team
-  BC Gold
Michael Scherk – 110m Hurdles
-  BC Silver
Senior Tennis Team
-  BC Silver
Junior Boys' Rugby (7's and 15's)
-  BC Bronze
Senior Field Hockey Team
-  BC Bronze
Girls Ski Team
-  BC Bronze
Tristan Govier – 100m Backstroke
-  4th in BC
Senior Girls Soccer
-  9th in BC
Senior Golf
-  10th in BC
Boys Ski Team
-  11th in BC
Senior Boys' Basketball

Collingwood also won seven North Shore Championships. These include Gr. 8 Boys' Rugby, Juvenile Wrestling, Gr. 9 Boys' Basketball, Girls Skiing, Senior Tennis, Junior Boys' Rugby and Senior Girls Soccer.

The new sports year is about to start and Collingwood athletes can once again look forward to having incredible experiences as they strive to be the best they can be. Not all our teams will win, but all the players and coaches will experience the journey that only sports can offer. 

Sports offered this fall at our Morven Campus:

- Gr. 8, 9, 10, Senior Volleyball
- Gr. 8 and 9 Rugby
- Senior Boys Soccer (Gr. 10–12)
- Junior Field Hockey (Gr. 8–10)
- Senior Field Hockey
- Junior Cross-Country (Gr. 8–10)
- Senior Cross-Country
- Swimming (Open Sport – Gr. 8–12)


Innovative Junior Kindergarten and Kindergarten learning spaces



Engaging classroom environments help ignite our young students' curiosity and sense of wonder

The classroom learning environment plays a crucial role in Collingwood's Reggio-inspired approach to early learning. Children arrive at school with a natural curiosity and thrive in environments suited to their developmental stage and interests.

Often referred to as the "third teacher," a JK/K classroom can promote relationships, communication, collaboration and exploration. Play is very important. Purposeful materials are thoughtfully added to the environment to promote creativity, thinking and problem-solving skills, questions, experimentation and open-ended play. Students have lots of time to explore and learn about new interests. Teachers are continually looking for ways to respond to student feedback to adapt and evolve the space to create new and different learning opportunities. Documentation of student learning is also very important. Project work is displayed in various classroom installations to celebrate group learning and individual voices.

"Student voice is vital in this environment," said Rheanne Stevens, Director of Teaching, Learning & Innovation at Wentworth, "their passions and interests help inform the ways we inspire and ignite their curiosity." 

What you will see in Collingwood early childhood classrooms:

- Home-school connections. Photos of students' families and cozy furniture create a feeling of "home" in our classrooms.
- Open-ended items. The purpose and placement of furniture invite students to interact with spaces in different ways. This can involve making a space larger or more isolated. Students are allowed to access different materials on their own to foster independence.
- Materials. Access to loose parts allows students to transform various materials for their needs and interests. For example, gems, buttons, and rocks are set on a table and can be used to create patterns and designs or for counting and sorting.
- Pedagogical documentation. Student learning can be seen in binders on the bookshelves, through learning stories on the walls and within the student's work or quotes displayed in different classroom areas.
- Provocations. Various classroom areas are dedicated to providing a place where students can continue their work over time, engage with the class inquiries and bridge student interests and curricular goals.



“ Play is a child's work and we believe our classroom spaces intentionally inspire children to explore, re-visit and extend their learning. The environment and the different spaces in the classroom allow students to work with materials independently or in smaller groups, supporting self-regulation. Students are also able to make choices that align with their personal learning style. ”

– Collingwood Kindergarten Teaching Team





For more pictures, see the Photo Gallery section of collingwood.org



Taylor Danzig '17

Ojibwe

Pathway to Reconciliation, 2023

Cedar rounds with black ink

The *Pathway to Reconciliation* was inspired by Collingwood students' reflections on their experience visiting the 2022 Doral Love Prize* exhibition. As a member of the Ojibwe nation, this art piece is my conceptual representation of the steps toward reconciliation. It is composed of 19 cedar rounds and features responses written by students who visited the exhibition held at the Morven Campus. These responses reflect the Collingwood students' ongoing commitment to calling out and combating hate-based speech and the consequences discriminatory words and attitudes have on those around them. These reflections fill three cedar rounds and are the starting point of the pathway, and the responses are ingrained in the rings of the cedar rounds to symbolize the power and impact of words.

This piece is a work in progress that will continue to evolve, representing Collingwood's ongoing participation in Indigenous initiatives and education. As we further our knowledge about Indigenous history and decolonize our practices, we work towards rebuilding relationships between Indigenous and non-Indigenous people. The *Pathway to Reconciliation* represents Collingwood's ongoing commitment to reconciliation and our future.

* To learn more about the *Dora Love Prize*, please see the Fall 2022 Bridge article in our archives.

ADMISSIONS

As we all know, our community is the best source of new student applications. If you know of any families who are interested in Collingwood School, we encourage you to let them know about the return of in-person Open House events and our virtual Connect Over Coffee events to learn more about our School, our admissions process for the 2024–25 school year and our financial assistance program for Gr. 6–12 students. More information about these events is available collingwood.org/admissions.

Financial Assistance

Collingwood School's Financial Assistance Program provides financial support for qualified families of incoming or enrolled Gr. 6–12 students. For more information about our Financial Assistance Program and the application process, please contact lindsay.thierry@collingwood.org.



UNIVERSITY GUIDANCE

A look into the Gr. 12 application cycle

In addition to our commitment to meet individually with every student, every year, our University Guidance office begins offering more intensive university application support to students during H Block of Gr. 11.

Throughout the process we provide:

- Individual meetings with UG, as often as needed
- Feedback on written supplements, on request
- Mock interviews, on request
- Visits from college/university representatives
- Resources for researching universities and programs

The accompanying graphic provides an overview of our post-secondary planning cycle throughout the school year – including various student responsibilities as well as the ways UG provides support.

SEPTEMBER – NOVEMBER	
<ul style="list-style-type: none"> • Finalize school list • Make application website accounts • Keep track of application deadlines • First scheduled UG meeting • Submit background form to UG and teacher referees (if required) 	<ul style="list-style-type: none"> • Attend application sessions for most Canadian universities • Submit all worldwide applications by Nov 30
DECEMBER – MARCH	
<ul style="list-style-type: none"> • Students begin to receive early application decisions from US and UK universities • Second scheduled UG meeting 	<ul style="list-style-type: none"> • Research and apply to scholarships • Send grade updates to universities • Regularly check application portals for decisions and to-do items
APRIL – JUNE	
<ul style="list-style-type: none"> • Most university decisions will be received by mid-April • Third scheduled UG meeting, assessment of options • Accept preferred offer by the deadline (usually May 1 within North America, June 8 in the UK) 	<ul style="list-style-type: none"> • Follow next steps from select universities, includes applying for residence, applying for a visa (if studying internationally), registering for classes etc. • Attend UG exit interview to reflect on the process

PARENTS' COUNCIL

On behalf of the entire Parents' Council, we would like to extend a warm welcome to both our returning and new families for the 2023/24 school year!

Did you know that each and every parent at Collingwood is a member of Parents' Council? Our Parents' Council Executive Committee consists of up to 20 elected positions and a variety of off-council coordinators and volunteers, which then work as a team to represent the entire parent community. Our mission is to build a strong and inclusive Collingwood Community while being fiscally responsible and applying sustainable practices.

Parents' Council is thrilled to offer a variety of events and activities throughout the school year, all of which are meant to help engage and connect our school community. From book clubs to wine tastings to working out in the woods, to name just a few, we hope to find something that suits you. Our Connections Events team is always happy to hear new suggestions for clubs or activities, so please, feel free to reach out to either Sofia Moctezuma or FanFan Cheng at cwconnections@mycw.org to share your ideas.

Last school year was a wonderful reintroduction to being able to host our Parents' Council initiatives in person again, and we can't wait to keep this momentum going! In order for some of the events to occur, we rely on you, our fabulous parents, to volunteer. Getting involved as a parent volunteer is the perfect way to connect with others in the school community, set a great example to your student(s), and, most importantly, have fun! If you are interested in learning more about volunteer opportunities, please email our Volunteer Coordinator, Eileen Lian, at pcvolunteers@mycw.org.

We are looking forward to this new school year, and are looking forward to creating some new and fun memories and friendships between us all!

Pauline Anderson, *PC Chair*



**DO YOU HAVE AN IDEA
FOR PARENTS AND FAMILIES
TO CONNECT?**

Email pcchair@mycw.org

Welcome back, Alumni!

In the Spring, the Alumni Association hosted our first-ever homecoming, which allowed our alumni, families and faculty and staff to reunite and reconnect while enjoying a BBQ on a beautiful Spring evening. There was also an opportunity to tour the campus for those who hadn't seen it since the renovations and engage with an alumni panel featuring impressive alums succeeding in each of the four individual strands. The first homecoming was a huge success, and we can't wait to make this an annual event to celebrate our alumni and the Collingwood community!



Class Reunions of 2023

Homecoming weekend also saw the return of our graduates from the classes of 2013, 2003, and 1993 to celebrate their class reunions! We had such a blast reminiscing and seeing the bonds that have kept our alumni close for so many years.

To ensure you receive information about our upcoming class reunions and other alumni events, make sure your contact information is up-to-date by filling out the "Update Contact Information" form at collingwood.org/community/alumni



Collingwood U Welcomes Alumni Presenters

In May, we transitioned to our H-Block schedule and the start of Collingwood U. Over the past couple of years, Collingwood U, organized by Morgan McLaughlin, Assistant Director of Academic Administration, has welcomed guest speakers and provided hands-on sessions to prepare our grads for life after Collingwood.

Our guest speakers include parents, staff, and alumni who share insights into their professions and experiences at university. We're so grateful to our alumni for participating in this amazing program. For alumni, Collingwood U is a great way to share your experiences with students and stay connected with Collingwood. If you are interested in participating in future events, please contact us at alumni@collingwood.org.


"Participating as a presenter in the Collingwood U program was one of the most fulfilling and impactful experiences I've had as a member of the Alumni family. I encourage and recommend anyone in the alumni network to consider participation as a way to give back to our school, help shape the future leaders of our community and help strengthen the culture among Collingwood Alumni."

Joey Tai
Class of 2006 | Principal, Crete Capital

JOIN THE COLLINGWOOD ALUMNI EXECUTIVE COMMITTEE

Do you want to get involved in the planning of alumni events and initiatives? Applications are now open for the Alumni Executive Committee. You can apply at collingwood.org/community/alumni

STAY CONNECTED

 [linkedin.com/groups/3706309/](https://www.linkedin.com/groups/3706309/)
Add Collingwood in the education section of your profile.

 CollingwoodSchool

 CollingwoodSchoolAlumni

Update your mailing address at:
collingwood.org/alumni/update-your-address

Donor Report 2022-2023 School Year

Thank you

There are many ways to support Collingwood School, from volunteering on our Board and Parents' Council, providing support for teaching and learning and making financial donations. We are grateful for each and every action of support. Thank you. The purpose of this Donor Report is to share with our community the importance and impact your donations have on our students and School.

Ways to support Collingwood School

In addition to the Tartan Fund, our annual fund, donors can support our School through giving vehicles that might speak to their personal and family goals while fulfilling a need at our School. This can include gifts to our endowment, planned gifts, support for scholarships and financial assistance and support for major projects. Throughout the year, we work with our Leadership Team and staff to identify additional funding needs for priority projects. Please reach out to our Advancement team to learn more about how you can support our school (advancement@collingwood.org or 604.925.3331 ext 2293).



Introducing the John F. Anderson Scholarship

John Anderson was first elected to the Collingwood School Board of Governors in 2007 and contributed to numerous committees. He then served as Board Chair during the Morven "Big Build" years. After a short break, John returned to serve on the Board's Community Relations Task Force and was again elected Governor in 2019. He held this position for a year before

stepping down from the Board to focus on his health. A valued sounding board and resource for our School's senior leaders, John cared deeply for Collingwood and was committed to making our School the best possible place to teach and to learn.

In honour of John, his family and friends, including former Chair Dave Bustos, established the John F. Anderson Scholarship. Known as "The Anderson," this endowment will support one or more deserving students to enrol in Gr. 8 or later at Collingwood School. The goal of this fund is to open doors, provide new opportunities and change a student's life for the better. In doing so, we hope to ensure the legacy of John's commitment and passion for supporting our students will live on indefinitely.

If you would like to learn more about the John F. Anderson Scholarship or make a donation towards the endowment, please contact Rebecca Kerbel, Executive Director, Advancement at 604-925-3331 ext 2293 or rebecca.kerbel@collingwood.org. We are thankful to the Anderson Family for their continued commitment and support of Collingwood and our students.

"John was always there for me and our School, volunteering his time and expertise. He was very knowledgeable about leadership and Governance, and committed to making sure our students had the best possible school experience."

– Lisa Evans, Head of School



Donor Profile: John O'Neill and the importance of planned giving

My wife Leah and I got involved with Collingwood when our eldest daughter Megan started in Kindergarten in 1997. Since then, we have had 3 children go to Collingwood, all Lifers. Megan graduating in 2010, Christopher 2012, and Michael 2018. We have been very active parent volunteers. Leah was a member of the Parent's Council and I was a member of the Board of Governors for 6 years, and now Chair the Collingwood Foundation Board.

As an independent school, Collingwood receives very little government funding and support. While annual operating expenses are funded by tuition, any and all capital requirements, future projects, scholarships and bursaries are funded by our community. Throughout our history, all major projects have been funded by parents like us. It is important to keep that going for now, and for the future.

A planned gift (either by way of Insurance or bequest) allows the donor to give more, and in the future. We have happily donated to previous capital campaigns and projects over the past 25 years. Our planned gift allows us to donate in the future, at a level that will have a significant impact and benefit generations of future Collingwood students.

Why is the Tartan Fund so important?

The Tartan Fund is our annual fund and fuels the pursuit of student passions at Collingwood. Your donation enables our students to deepen their learning and reach for their dreams by providing our School with funds for innovative programming, enriched resources and technology and updated facilities impacting every student on both campuses. Your donation to the Tartan Fund is used within the school year and has an

Why we support the Tartan Fund

"As a founding student, Society board member, Foundation board member, and now parent, I have been privileged to be part of the Collingwood community for the past 40 years. I have benefitted tremendously from the contributions of countless others who have dedicated their time and resources to advance the school. It is with keen enthusiasm that our family supports the Tartan Fund!"

– Ali Pirbhai, alumni, Parent and Foundation Board member

"As a parent and a member of our Board of Governors, I get to see firsthand the impact our support of the Tartan Fund has on our School and our students. For our family, it is important to support the investment in school facilities that encourage learning, both inside and outside the classroom, and to ensure that Collingwood has access to the funds needed to create and innovate. The Tartan Fund allows all this and more to happen."

– Mohamed Mansour, Parent and Governor

"It has been an incredible seven-year journey since we became a part of the Collingwood family. We are immensely grateful for the growth and success our two boys have experienced in every aspect of their education. As an independent school, Collingwood relies heavily on the generous financial support of parents to enhance programs, upgrade facilities and provide enriched resources. It is both a privilege and an honour for us to contribute each year."

– Amber Zhao and Feng Wang, Parents

"I hope that every family who chooses Collingwood will also choose to support our School through the Tartan Fund. As members of this independent school community, it is vital that we invest in our School's growth and development, following in the footsteps of those who have done so before us, to our benefit."

– Leslie and Jamie Farrar, Parents and Governor (Leslie)

immediate and lasting impact on our students' learning and growth. Like all non-profit independent schools, tuition and government grants only cover operating costs. We rely on the generosity of our community to ensure we have the funds to support our programs, innovation and growth.

Thank you for your support of the Tartan Fund! During the 2022–23 school year, there were 552 donations from Collingwood families, staff, faculty, community and alumni. 58% of Collingwood families made a donation to the Tartan Fund. Because of you, we were able to raise \$1,051,000 to support innovative learning opportunities for our students!

Your dollars at work – living the impact of the Tartan Fund

Because of you, the impact of the Tartan Fund reaches across all four strands at our School, enriching the learning and growth of all our students. Below are some highlights of how your donation has directly impacted our students. To learn more, check out our mini-documentary series, which highlights the impact of the Tartan Fund on Outdoor Education, Visual Arts and ADST, at collingwood.org/tartan.



COOKING AND GARDENING UNBOUNDED MODULE AT WENTWORTH – GRACE MCAVINUE & LILY LOCHER

This past year, Wentworth had the opportunity to create our very first gardening and cooking unbounded module. This program helps students build leadership, independence and culinary skills, while focusing on sustainability in the garden and kitchen. At the end of each term, students have the opportunity to create a culinary experience for their peers. As educators, we are trying to open up their curiosity and provide opportunities for them to try new foods.

“I learned about sustainability when we made banana-bread muffins. Even though the bananas we used would be considered too ripe to eat, we could use them in the muffins to not waste them. I can conclude that making food = fun.”

– Tina, Gr. 7

MORVEN LANGUAGE PROGRAM: VIRTUAL FIELD TRIP

In French II Enriched, students had the opportunity to engage with the Belgian artist, Ben Heine. His well-known series, “Pencil versus Camera,” served as inspiration for a student project that included creating their own piece of art. Students then presented the piece to Heine over video conference, with the artist asking questions and providing feedback – all in French.

“The students of French II Enriched had a once-in-a-lifetime opportunity which we will remember for years to come!”

– Grace, Gr. 10

DESIGN AND TECH AT WENTWORTH

Design and Technology 7 focuses on practical skills and creative thinking. In this class, we use design processes and tools to create, develop and evaluate various products or systems. Students undertake hands-on projects where they apply their knowledge and skills to design and create functional products. The goal of these projects is to create something for an individual or an audience. In the case of the Mario Kart Sphero Challenge – it was to create a robotics course for younger grades to use that would make learning coding fun.

“The Mario Kart Project presented us with challenges that required problem-solving skills. It enabled us to collaborate with advanced technologies like robots, 3D printing, and woodworking, broadening our skill set. One of the highlights was watching younger students joyfully participating and acquiring knowledge on our Race Course, adding to the overall enjoyment of the experience.”

– Cruz, Gr. 7

COLLINGWOOD LIBRARIES

This year the Tartan Fund helped provide our libraries at both campuses with new resources, including electronic and traditional books. This has allowed the teacher-librarians to make curated choices based specifically on students’ reading interests and in support of classroom learning and school-wide initiatives. The Tartan Fund also enables our libraries to host a number of author visits each year. These very special events help to broaden our students’ reading interests and often inspires their own writing.



“I like all the choices in the library, because I can read a book about dogs or my favourite right now, Upside Down Magic.”

– George, Gr. 2

“Meeting author Dusti Bowling was very special. She inspired me to one day become a writer myself. We learned about how to engage a reader and how to organize a book.”

– Jonathan, Gr. 7

“The Morven Library is more than just a place of books. It’s a community, where students can exchange ideas, seek guidance, and inspire one another.”

– Madelyn, Gr. 11



INDUSTRIAL DESIGN – VISUAL ARTS AND ENTREPRENEURSHIP – SALLY KARIMI AND SYLVIA LAU

The Tartan Fund supported a collaboration between Visual Arts and Entrepreneurship that transformed the way students approach the design process and entrepreneurial ventures.

This unique program allows students to explore the world of industrial design through the analysis of real-world consumer needs and the opportunity to bring their ideas to life through enhanced sketching and illustration.

“This course has truly opened my eyes to the possibilities that lie at the intersection of industrial design and entrepreneurship. I have gained valuable skills in design thinking, marketing and digital retail. The program has not only developed my creative and critical thinking abilities but also instilled in me a deep sense of responsibility towards ethical practices and safety.”
– Industrial Design student

GR. 5 WELLNESS WARRIORS

This year, Ms. Koop and Mme Kaiser led a group of Gr. 5 students in an extra-curricular group called the Wellness Warriors. This group met weekly to explore topics connected to Wellness. The group created a Wellness bulletin board, went on forest walks and learned how to practice mindfulness and meditate. Through support from the Tartan Fund, the group was also able to distribute buttons for Kindness Week.

“I’m glad I joined Wellness Warriors because I learned ways to help others who are feeling stressed or anxious.”

– Tiffany, Gr. 5

“To me, Wellness Warriors was a place where I could feel at home and there were lots of moments where I felt comforted and learned about my well-being. I loved helping people learn about wellness and how important it is to take care of ourselves.”

– Arianna, Gr. 5



Tartan Fund Allocations 2022-2023:

CATEGORY	SUMMARY	AMOUNT
Teaching & Learning Enhancement	NuVu Partnership, new education technology including iPads and Chromebooks, Library books, subscriptions and new technology, stand up desk and learning resources, specialized work books, First Nations learning experiences, field trips and cultural visits for socials and languages classes for students to experience learning first hand.	\$251,931
Experiential Learning	An oven for the gardening and baking elective, student leadership conference, EXL programming, services learning including salmon release, equipment for exploration and learning such as orienteering gear, outdoor activities like kayaking, snowshoeing, rafting, fishing, ocean camp, talking trees tours	\$255,242
Health, Wellness & Athletics	Garden Program at both campuses, Second Steps Wellness program, environmental sustainability, wellness, empowerment and self esteem speakers and programming, coaches and guest instructors, specialty programming like Jiu-Jitsu, futsal, dance, cycling and indoor rock climbing, sports equipment, technology updates, therapeutic support, team jerseys, weight room equipment	\$133,231.72
STEM & Applied Design	Zen Makers Lab partnership, 3D printer, field trips for first hand learning experiences, equipment for science, math and applied design, Nutritower, robotics parts, tools and storage, ALEKS programming, Super Kits	\$88,742
Classroom & Facilities Improvements	Playground enhancements, upgrades to outdoor learning spaces, classroom furniture refresh, sustainability planning support	\$215,944.00
Arts	Art & design supplies, new technology for art and music, band revitalization, clinicians, accompanist and guest musicians, costumes and production support for dance, theatre and musical performances, stagecraft support, replacement and purchase of musical instruments, videography and film supplies, visiting glass artist, advanced printer for digital art	\$105,886.74
	TOTAL	\$1,050,977.46

Thank you for your generosity in 2022–23

We recognize and acknowledge the generous gifts made by the following families and friends of Collingwood during the fiscal year July 1, 2022 to June 30, 2023. Your support provides the fuel needed to help students pursue their passions at Collingwood. Our goal is to encourage 100% participation in the Tartan Fund each year. To this end, we are recognizing donors who have given consecutively for 3, 5 and 10+ years, as indicated. Thank you.

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Kanako Okurano

Junior Kindergarten Teacher

5 THINGS YOU DIDN'T KNOW ABOUT HER:

1. Grew up in Nishinomiya, Japan.
2. Huge fan of MLB baseball player Shohei Ohtani.
3. Can ride a unicycle.
4. Favourite place to visit is New York City.
5. Spelled her name incorrectly when applying for passport. Still using the incorrect spelling.

Mr. Ravensbergen Rides into the Sunset

By Matthew Parker

ONE MAY ASK WHAT MAKES SOMEONE so selflessly give their time, expertise and dedication to one organization and its honourable calling for such a lengthy duration of time... 29 years!?

The answer is simple. Collingwood has that hard-to-attain magical chemistry where students and teachers thrive together in the synergetic pursuit of higher thinking and learning. If the chemistry is just right, the outcome gives immense satisfaction for all and maybe even a prosperous and worthwhile post-secondary education and career in science. Maybe even in chemistry. Mr. James Ravensbergen has undeniably been instrumental in setting up thousands of his lucky students on the road to success in the classroom and beyond. His passion and ability as a science and chemistry teacher is legendary.

Mr. Ravensbergen came to Collingwood in 1994 as a new teacher. He had just finished his master's degree at the early age of twenty-two, which garnered him praise and recognition working in the lab at the B.C. Cancer Foundation. As Mr. R grew into his new role as a science and chemistry teacher in our senior school, he became known as a compassionate and patient teacher. He willingly gave his time selflessly, above and beyond the expectation of a regular teacher. His students benefited from his guidance as a teacher and a caring person, not to mention his fiery and magical chemistry demonstrations. Gandalf in the lab!



Upon announcing Mr. R's retirement, many past students sent in messages of thanks and congratulations. What resonates in these messages is the magnitude of their respect and appreciation. One student wrote, "You made a huge impact on me in high school, and I wanted to thank you for your kindness and guidance both in the classroom and on Encounter. Looking back at my time at Collingwood, organic chemistry was such a highlight. I really appreciate you giving us an opportunity to learn past AP chem while keeping the environment relaxed, fun, and not so focused on an exam. I don't think many people get to experience something like that, and I'm truly grateful!"

As Mr. Ravensbergen hangs up his lab coat and rides into the sunset of retirement to his beautiful new oceanside house on the Sunshine Coast, we all want to say, "Thank you and well done, Mr. R!". Teachers like you make the chemistry and fabric of Collingwood School so colourful and successful!



We'll miss you Ms. Doherty!

As Ambassador of First Impressions, Jennifer Doherty has set the daily tone at Wentworth for nearly a decade with her upbeat playlists and warm welcome at reception. Ms. Doherty is also riding off into the Sunshine Coast sunset. While she is ready for new dreams and adventures, Jennifer will miss the fantastic camaraderie at Wentworth, greeting the kids each morning and, especially, her little Kindergarten buddies.



Help support our students as they pursue their passions.



The 2023-24 Tartan Fund is counting on you!
Thank you for your continued support of the Tartan Fund. Let's make this Giving Tuesday, November 28th the biggest Tartan day ever. You can also make a donation any time at collingwood.org/tartan



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