

# bridge

THE MAGAZINE OF COLLINGWOOD SCHOOL

40<sup>th</sup>  
ANNIVERSARY



Collingwood School  
Turns 40!





 collingwoodschool

♡ 🔍 📌

For Gr. 9 Project Week, students created prototypes of a biomimetic sea robot to help solve one of the crises facing our oceans! #forwardfocused

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](http://collingwood.org/admissions).



**COLLINGWOOD  
SCHOOL**



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SCHOOL

**bridge**  
THE MAGAZINE OF COLLINGWOOD SCHOOL

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Gratefully living, working and learning on the unceded traditional territories of the Skwxwú7mesh (Squamish), Səlilwətaʔ/Selilwitulh (Tsleil-Waututh), and xwməθkwəy'əm (Musqueam) Nations. Collingwood School is committed to respecting, celebrating, acknowledging and recognizing the land, people and spirit that spans our two campuses as we aim to cultivate meaningful and long-lasting relationships with Indigenous communities.

Paper Certification

**LET'S CONNECT**

@collingwoodschool

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# NEWS

**KEY DATES:**

School closed for National Day for Truth and Reconciliation, September 30

School closed for Thanksgiving, October 14

School closed for Province Wide Pro D Day, October 25

Non-instructional day, students not in attendance, November 1

School closed for for Term Break, November 8

School closed for Remembrance Day, November 11

Winter Concert, December 17

Last Day of Classes before Winter Break, December 19

First Day of Classes after Winter Break, January 13

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



Welcome back to a new school year!

As always, I am filled with renewed energy and anticipation for what the coming year holds. This year is particularly special, as we celebrate Collingwood School's 40th anniversary!

Building a strong community is the cornerstone of our School's values. Our school-wide theme over the past year has been belonging, and we remain committed to strengthening engagement with families and alumni alike. I hope to see many of you at our beloved events like the Welcome Back BBQ on September 6, our acclaimed Parent Conference in October, and the always popular Spring Fair in April—plus the countless performances, showcases and athletic events in between!

Looking back, I am incredibly proud of our School. Since our inception nearly forty years ago, we have consistently invested in our faculty and curriculum, ensuring students receive an innovative education balanced across academics, arts, athletics and service learning. This dedication delivers strong foundational literacy and numeracy in the early years, and fosters applied design, skills and technologies (ADST) and science, technology, engineering and math (STEM) from kindergarten through graduation. We remain committed to evolving our curriculum, ensuring that we have offerings such as entrepreneurship, business studies, advanced topics in mathematics, and new media to prepare our students for the ever-changing world.

On that note, and thanks to the unwavering support of our community, this fall will see the exciting launch of our new Centre for STEM and Entrepreneurship and a new Learning Commons at our Senior School! This project represents the culmination of our dedication to enhancing facilities and technology, ultimately inspiring innovative, collaborative, and transformative learning. Thank you to the many Collingwood families who contributed so meaningfully to Project Excellence. You helped us to make this vision a reality!

Every student deserves to discover their passion, and our unwavering commitment to personalization guarantees that this holds true for our students across the Four Strands. Beyond a commitment to learning and to the pursuit of individual passions, we also believe in creating an environment where every student feels seen, safe, and supported. As educators, we know that a strong sense of belonging is integral to our students' overall success. Collingwood also has an outstanding Inclusive Education Program that provides student support, meeting each student where they are in order to help move them forward in their learning.

Our Strategic Plan, "With Passion and Purpose," continues to guide these vital commitments to Building Community, Forward Focused Learning and Wellbeing. Our fourth pillar, Sustainability, ensures our School is well-positioned for the future, and we look forward to sharing our School's first-ever Environmental Sustainability Plan with the community later this month.

In the meantime, please enjoy this edition of Bridge and turn back a page to celebrate our School's rich history.

A handwritten signature in black ink, which appears to read "Lisa Evans". The signature is fluid and cursive, written over a light grey shadow of the same signature.

Lisa Evans,  
Head of School

### Collingwood School turns 40!

In 1983, North Vancouver parents dreamt of a local independent school. Led by Laura Groos and with guidance from retired Brentwood Headmaster and newly appointed Collingwood Headmaster David Mackenzie, they overcame hurdles to open Collingwood School in September 1984. Despite lacking basic supplies such as enough textbooks, gym equipment and library books, the school emphasized a well-rounded education with academics, arts, athletics and a positive learning atmosphere that focused on developing students' character.

Founding a school wasn't easy. Securing a location involved navigating red tape before finally leasing a decommissioned elementary school from the local public board. With the ambitious goal of opening in just one year, the Board of Governors formed, and fundraising efforts began. Parents actively participated, from answering phones at the reception desk to school yard and lunchtime supervision to managing traffic control.

Collingwood quickly grew. By 1987, enrolment tripled, and a new senior class was added annually. The school expanded in 1990 with a new senior school building added to the Morven Campus. Special programs fostered connections between Junior and Senior School students, traditions that continue to this day.

The first graduating class in 1989 embodied Collingwood's ideals, excelling academically and actively participating in co-curriculars. Today, we are proud that Collingwood remains among the top-performing independent schools in the country, with over 1,200 students enrolled annually. We continue to offer an exceptional education across the Four Strands, a unique and personalized approach to learning and a strong sense of community and belonging for all.

While our School has changed physically over our 40 years, our mission to inspire and support young people for meaningful lives while preparing students for the world that awaits them beyond and after Collingwood remains unchanged.




#WENTWORTH

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Grandparents & Special Friends Day at Wentworth was a happy occasion for our families to see what our students have been working on in class. Thanks for joining us! 💙💛

 Add a comment... ○○○

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Some of our Gr. 7s volunteered at the Sharing Abundance Senior's luncheon at St. Agnes Church in North Vancouver this month. They had a blast!


 Add a comment... ○○○

 collingwood school



We had a fantastic 3 days at Camp Squeah with the Gr. 5's and we couldn't have asked for better weather!


 Add a comment... ○○○

 collingwood school



Between the midway games, Makers Market, delicious food, and all the other fun stations, there was so much to see and do at Spring Fair!


 Add a comment... ○○○

 collingwood school



The Gr. 6/7 Gold and Blue soccer teams had a great day at the Grizzly Cup Tournament this week. We walked away with a gold and 2 bronze medals! Well done Cavs! 🏆

 Add a comment... ○○○

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The Celebration of Public Speaking saw students in K to GR. 7 impressively present speeches in front of their peers and parents. Well done to all our presenters! 🌟🌟

 Add a comment... ○○○

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Congratulations to our students who participated in the Greater Vancouver Regional Science Fair! We had three students win awards, including Josiah O., Reine H., and Jason Z.

 Add a comment... 

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The Senior Girls Soccer team had another great performance against Seycove. Chloe C. scored her third straight hat trick of the season! Go Cavs! 🍌

 Add a comment... 

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The Jazz Band and Gr. 8/9 Concert Band won gold and silver in their respective categories at the Heritage Music Festival in Seattle! Great job to all our talented musicians.

 Add a comment... 

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Bravo to our performers and techs for an incredible opening night of The Diary of Anne Frank! 🍌🍌

 Add a comment... 

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Congratulations to Gr. 8 student Lucas Y. for winning multiple medals at the BC Track & Field Provincials!


 Add a comment... 


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Congratulations to all our tennis team players for an outstanding finish at the BC Provincials! Collingwood earned a bronze on Friday after beating Brentwood College.


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# QUIET ON SET!

Gr. 2 students make  
stop-animation films to show  
what they have learned





One of the more memorable events of Gr. 2 happens in the spring each year as school starts to wind down.

As part of the process of finishing the school year, Gr. 2 classes spend time working on a short skit or play to help build their public speaking and collaboration skills in a creative way. Students perform their plays for different classes and grades, along with inviting parents into the classroom. These events have always been a fun way to celebrate the Gr. 2 year.

This past spring, however, Ms. Klintworth started to wonder if there might be an opportunity to evolve this project for her 2K class. What if there was a way students could show more of the skills they learned? What if the project's output could allow students to better demonstrate their progress against curricular core competencies of communication and collaboration?

With these thoughts in mind, Ms. Klintworth decided to assign students the task of creating a stop-animation movie based on one of their favourite learning experiences from the year. During this month-long assignment, students working in small groups would create a storyline with characters, setting and narrative, pulling together elements of the language arts, science and social studies curriculums. They would then film the movies using iPads and mini desktop studio sets. "The goal of this project was to provide students with an opportunity to highlight their learning from the year while further building on key skills such as communication, collaboration, problem-solving and creative thinking," said Ms. Klintworth. "Each step of the project was fully student-designed, from idea creation right through to filming/drawing and adding in voiceovers and music."



Interestingly, all of the groups picked the same learning experience as their favourite — the salmon life cycle and taking care of the environment. The curricular big idea for Gr. 2 socials is that local actions have global consequences, and global actions have local consequences. The class was particularly excited and passionate about raising salmon fry in the classroom and then later releasing them into a local creek.

Completely in charge of their project's direction, the groups had the creative freedom to take their stories wherever they wanted to go. Once they had written their stories and roughly storyboarded out their film, it was time for production. Again, students had a lot of choices in terms of the tools and approach they took to making their movie. For reference, a stop-motion animation typically requires approximately 500 photos to create 2–3 minutes of video. Most of the student movies were 1–3 minutes in length.



As you might anticipate, there were challenging moments during production for all of the teams to overcome. There were competing creative visions to manage. There were teamwork issues. There were also lots of challenges with technical practicalities. Through trial and error, many of the teams learned how to adjust their expectations. For example, one group wanted to make an eagle fly. But how? After several unsuccessful approaches, the group settled on using a piece of fishing line. "The students' dedication was tremendous," said Ms. Klintworth, "I found it so exciting to learn alongside them, exploring the technology we were using, discovering what worked well, and identifying areas that needed adjustments."

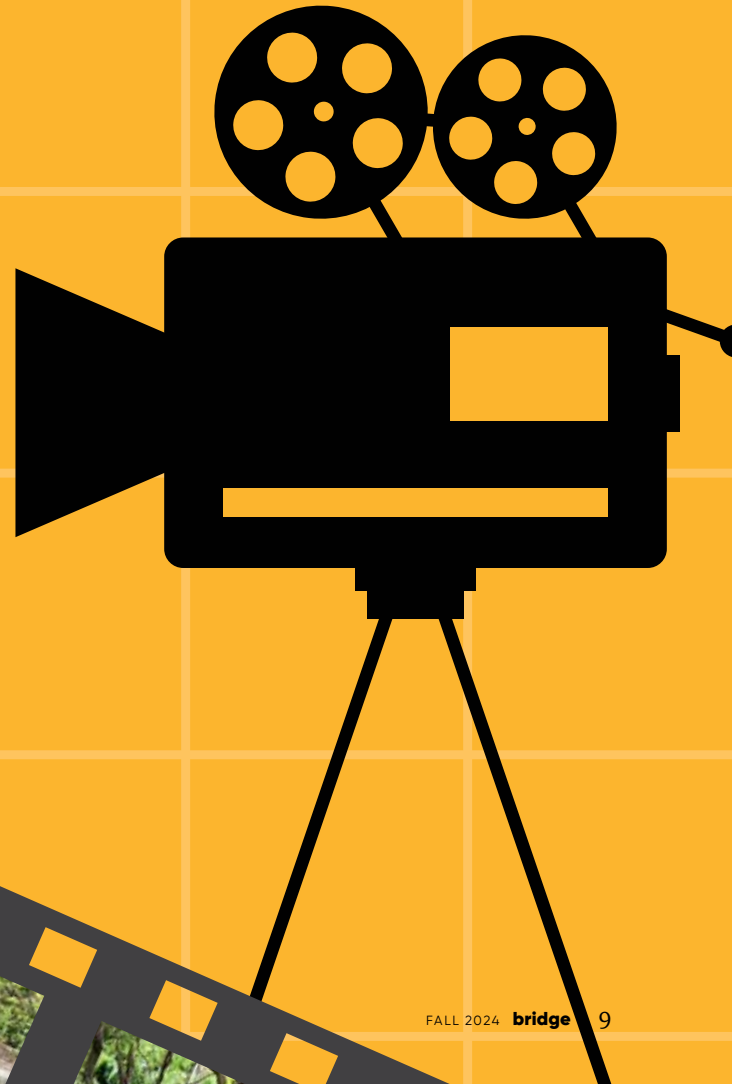
The project culminated in the 2K's Movie Screening. This especially memorable event included a red carpet walk, complete with paparazzi. While what was screened in the 2K Theatre might look like fun little movies, they are so much more from the perspective of how these developing skills can be used to express your ideas and connect with others.

We are hoping for sequels this upcoming premiere season! **b**



“I was so impressed by what each of the groups created and the perseverance and excitement with which they approached this project. There was a buzz in the room each time we worked on this, and it was wonderful to see how proud the students were to share their animation movies with their peers and parents.”

– Ellie Klintworth, Wentworth  
Gr. 2 Teacher





# BC First Peoples 12

Morven students explore our province's history with the help of First Peoples Principles of Learning

As of the last school year, all students working toward a BC Dogwood Diploma must successfully complete at least 4 credits in Indigenous-focused coursework.

While the requirement is for the 4 credit course to have an Indigenous focus, there is a fair amount of flexibility in the curriculum and delivery. Schools can determine the best option for their community, ranging from learning to speak a First Nations language to teaching one of the Education Ministry's First Peoples courses in English or Social Studies. Collingwood chose the Social Studies route because we felt our students would benefit from a deeper understanding of their home province. This course also allows students living their lives mostly in the Lower Mainland to explore our province's diverse geography, history and cultures.

Taught very differently than other subjects, Collingwood's custom-developed course integrates First Peoples principles of learning and emphasizes experiential learning and student reflection in the form of journaling. With separate units that explore issues and topics such as identity, story, history, law and pathways toward reconciliation, students engage in questions about the landscapes, resources and peoples of BC, before and after contact with European settlers.

A critical component of Indigenous studies is the idea that Indigenous peoples' identities, worldviews, and languages are renewed, sustained, and transformed through their connection to the land. At the start of the course, students are tasked with creating a large map of our province that identifies the geographies and inhabitants prior to the arrival of Europeans, including the

*“Education is what got us here, and education is what will get us out.”*

*– Honourable Justice Murray Sinclair  
Former Senator and Chairman of the  
Indian Residential Schools Truth and  
Reconciliation Commission*

resources, geography and challenges of each area. “The map is a response to the idea that many British Columbians don’t have a strong sense of our province’s geography,” says Kim Mulder, Coordinator of Indigenous Education and Teacher of BC First Peoples 12, “The map grounds our explorations and learnings in a very real way.” Sitting around the map, students then explore the link between land and culture and how people’s landscape and climate influence cultural expressions, such as language, art, and ceremony. At the centre of First Peoples 12 is the idea that each individual’s learning is to the shared benefit of everyone in the circle. As a result, the class features a lot of relational peer-to-peer learning through discussion, modelling and presentations, with teachers providing support and guidance. 📍

*“When I first strolled into the BC First Peoples’ class, I assumed reconciliation was just mending some old bridges between Indigenous peoples and the rest of us. But each lesson, each tale, opened my eyes wider.*

*It was less about cramming facts and more about introspection. That lingering thought, “What’s our place here?” echoed in my mind. It digs deeper than just self-identity. It touches on our collective role, the impact of our decisions, and the significance of our actions. Reconciliation isn’t a mere destination — it’s a continuous journey for all of us.”*

– Gr. 12 Collingwood Student



## Indigenous Education and Relationships at Wentworth

With leadership provided by a core planning group that includes Ms. Evans, Mr. Young, Ms. Mulder, Mr. Stacy and Ms. Young, Collingwood has infused topics of Indigenous education, relationships and reconciliation into learning for all JK to Gr. 7 students at our junior school. One of Collingwood’s main goals in this area is to establish an authentic, reciprocal relationship with our local Indigenous community. Since early 2023, Squamish Nation citizen Jessie Williams has served as a mentor and has assisted with our work to begin building a relationship with the Squamish Nation. Collingwood is also taking steps to ensure there are opportunities in place for junior school students to develop skills and deepen their understanding of Indigenous perspectives and that our learning environment reflects First People’s Principles of Learning. Examples of student activities and projects range from JK students visiting our woods to learn about potlatch and the legend of the Douglas Fir to Gr. 7 students participating in a blanket ceremony.



**FIRST PEOPLES** **PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one’s actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

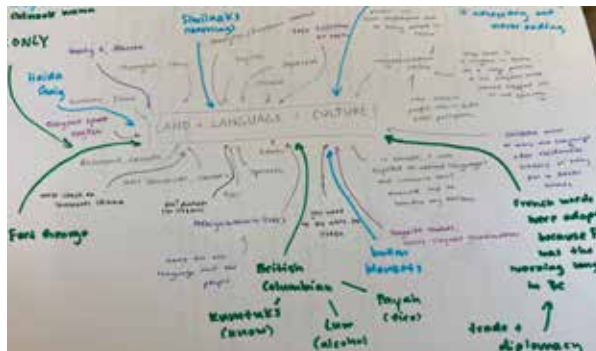
Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one’s identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.finesc.ca](http://www.finesc.ca)



*“Developing and teaching this course is a dream come true for me. I grew up in a community where people were negative toward Indigenous people. My personal experiences did not match what they told me they should be. Maybe because of this, my life’s goal is to find ways to bring divided people into relationships with one another. It is very rewarding to see so many students developing a larger understanding of the host nations and the complex issues that are being worked through. This is truly a 21st-century education.”*

– Kim Mulder, Coordinator of Indigenous Education and Teacher of BC First Peoples 12

# ELEVATED LEARNING EXPERIENCES

The Wentworth's low ropes course is more than just fun — it is a valuable teaching tool

Play is not a dirty word at Wentworth.

There is, in fact, increasing evidence of the tremendous educational value in thoughtfully designed games that help students explore and develop curricular core competencies. One of the really great examples of where play intersects with curricular goals is at the Wentworth low ropes course. Across all grade levels at Wentworth, there is a wealth of multi-disciplinary learning that is happening with the help of this innovative learning tool.

For instance, while Gr. 1 students are learning about bees, teachers use the low ropes course to help strengthen students' understanding of the various roles in the hive and the concept of pollination. Students play a game where they work together to pull each other across a span while collecting items for the hive and "pollinating" various spots in the forest on the rope course route. Along the way, students build their critical thinking, problem-solving and teamwork skills.





During Gr. 6 and 7, there is an increased focus on social-emotional learning as kids begin to approach their teenage middle school years. Teachers use a variety of challenge games on the low ropes to help students build their communication and teamwork skills, with an emphasis on empathy, inclusion and respect for others. Mixing up the groups is always important to ensure that students are working with all sorts of other kids, not just their friends.



One of the most valuable learning opportunities provided by the low ropes course is how it forces students to confront risk. While the course is just centimetres from the ground, and students are not exposed to any real physical danger, there is an increased perception of risk that comes with the potential of someone touching the ground during the activity. This helps students learn how to evaluate and manage risk while reinforcing the idea that both individual and group actions have potential consequences.



These challenge games essentially serve to concentrate team-building exercises. This is why Collingwood's Senior Girls' basketball team travelled to Wentworth last season to participate in a variety of low ropes course exercises designed to help bond the team through the building of trust between the individual players. One of the highlights from this experience was when the team took on the delta challenge. In this game, teammates are perched on platforms in each corner of a triangle of raised cables. The objective is to help each other move to a different corner without anyone falling. The Senior Girls' Basketball team had a great time bonding at the Wentworth low ropes course and believe this was an important step in building such a positive team culture and season.



So while the playing and learning that occurs on Wentworth's low ropes course might involve some actual dirt, play is definitely not a dirty word. **b**

# 2024 was a banner year for Collingwood's student-athlete graduates

Over our 40-year history, Collingwood has been home to an impressive collection of student-athletes. Our grads have gone on to compete in events that range from the Olympics to the Stanley Cup. One of the biggest decisions for a student-athlete is to consider where they will attend university. This past year, our University Guidance department assisted nine 2024 graduates with their decision to play collegiate sports. Read below to meet five of these stellar athletes! 🏆



**JAMES H.**  
*Rugby at the University of Victoria*

James is an accomplished high school athlete in both rugby and basketball. He was named MVP for his performance in the AA BC Basketball Provincials and AA BC Rugby Provincials in 2024. He was first approached by the UVic Vikes Rugby coach early in his Gr. 12 year and leaned on his Collingwood coaches and University Guidance counsellor to make his final decision.



**KATIE C.**  
*Soccer at Bucknell University*

Katie was Collingwood's co-athlete of the year (see her twin sister in next photo) for her tenacity on both the soccer and field hockey pitch. Katie spent much of her Gr. 11 year thinking through her post-secondary desires and options. When Bucknell (a Division 1 school in Pennsylvania) offered her and her sister scholarships to play soccer, they jumped at the opportunity.





**BELLA C.**  
*Soccer at Bucknell University*

Like her twin sister (see previous photo), Bella was named Collingwood’s co-athlete of the year for outstanding accomplishments in field hockey and soccer. She, too spent a lot of time thinking about her choices for what would come after Collingwood. Her commitment to the sport, daily training and perseverance earned her a scholarship to Bucknell, where she’ll play Division 1 soccer with her sister.

**OLIVIA O.**  
*Field Hockey*

Olivia’s field hockey journey began 12 years ago. Not only has she been a star player for the Cavs, but she also played for Team BC and is a Field Hockey Canada NextGen athlete. She was excited to be identified as a recruit for several Canadian universities, and is excited to try out for the University of Victoria team this fall.

**NADINE B.**  
*Field Hockey at Stanford University*

Nadine’s longtime dream of playing field hockey at Stanford came true. She entered Collingwood in Gr. 10 and was a key member of the Cavs, Team BC, and the U18 National team. Her coaches and University Guidance counsellor helped Nadine through the competitive NCAA process.





For more pictures, see the Photo Gallery section of [collingwood.org](http://collingwood.org)

# Project Excellence Update

## A NEW CENTRE FOR EXCELLENCE IN STEEM AND A NEW LEARNING COMMONS

Through generous support from the Collingwood community (please see the Donor Report on P. 22), Project Excellence has been able to start construction with the goal of being completed in the fall. These revitalized, inspiring learning spaces will provide new, exciting opportunities through the integration of our Senior School STEM and entrepreneurship programs in a Centre for Excellence in STEEM (science, technology, engineering, entrepreneurship and math), while at the same time creating a new Learning Commons in the heart of the Morven campus.

We believe the creation of these two new interdisciplinary learning spaces will ensure we can continue to provide forward focused, transformational learning opportunities for our students now and into the future. It is not too late for you to help support this important initiative. For more information on supporting Project Excellence, please contact Rebecca Kerbel, Executive Director, Advancement, at [Rebecca.Kerbel@collingwood.org](mailto:Rebecca.Kerbel@collingwood.org), 604-925-3331 ext. 2293.



## Profile: Sylvia Lau

### MORVEN HEAD OF DEPARTMENT – ENTREPRENEURSHIP



Sylvia Lau is deeply passionate about business and career education. With a B.Comm from UBC, specializing in Professional Accounting and Management Information Systems, she began her career at PwC. Sylvia soon developed a love for education while volunteering to coach high school basketball in her spare time. This led her to pursue a

BE in Secondary Business Education at UBC. She started her teaching career in Vancouver and really enjoyed starting several successful business and social impact clubs for students. Sylvia later completed her MEd in Curriculum Studies at UBC, focusing on communication and interdisciplinary learning. An active participant and speaker at business education conferences and workshops, Sylvia also continues to pursue professional development through ongoing educational opportunities such as Harvard's Educational Leadership program.

At Collingwood, Sylvia launched the Collingwood Business Organization, empowering students to apply their business skills to community initiatives and competitions. She also started an investment club to educate members on finance and investments. Sylvia champions a collaborative environment and interdisciplinary projects, inviting classes from diverse disciplines to tackle real-world challenges. Some notable projects include "Creating an Economic Revitalization Strategy for Vancouver's Chinatown" and "Enhancing Marketing Strategies for Indigenous Values-Centric Businesses."

"Through real-life case studies and hands-on experiences, we strive to create opportunities for our students to apply their business skills to make positive impacts in our community. Our ultimate goal is to empower each student to pursue their passions with confidence and purpose, equipping them with the tools they need to succeed in the ever-evolving business landscape."

– Sylvia Lau

## 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 our information evenings and personal tours to learn more about our School, our admissions process for the 2025–26 school year and our financial assistance and entrance scholarships for new Gr. 6–12 students. More information about these events is available [collingwood.org/admissions](http://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](mailto:lindsay.thierry@collingwood.org).



## UNIVERSITY GUIDANCE

**How University Guidance supports student-athletes**

Is your student an aspiring college athlete? Recruitment can be a very stressful process. Fortunately, UG is here to advise and support.

It's important to be aware of the timelines and start the process early. Gr. 10 or 11 is a good time to start establishing contact with university coaches. A common way to do this is to attend university ID camps. For example, high-performing soccer players Bella and Katie C. attended a number of camps in the US and Canada. Despite years of preparation, offers sometimes arrive later than expected. For example, Avi B. applied to universities while also pursuing basketball opportunities by reaching out to coaches and attending ID camps. In the spring, when Avi was about to commit to another university, Guelph's basketball coach made him an offer he couldn't refuse.

So where to start? It's important to research the process and regulations in both Canada and the US, which specify academic requirements for player registration and certain windows of time for contact with coaches. Cold call emails to coaches are generally more successful when video clips, stats and both athletic and academic achievements are included.



Throughout the process, UG supports student-athletes in numerous ways. During course selection, UG counsellors can help build a schedule that takes into account a student-athlete's athletics commitments. Counsellors are also available for regular one-to-one meetings, and on-demand support for applications and personal statements. During the recruitment season, UG can also help navigate communication with coaches and conversations around commitment and letters of intent. When the offer deadlines approach, UG can also assist with weighing the pros and cons of the various offers.

We are proud of our grads, and always happy to answer questions from families interested in the athletic route to post-secondary.

## PARENTS' COUNCIL

I would like to wish you all a very warm welcome back to school and to our 2024–25 school year. I am truly excited for the year ahead!

I would like to start by thanking each and every parent for your efforts to make a positive impact on our School. From a simple smile in the hallway to a helpful email or hand when you can, to getting to know a new person, or volunteering at various events, your warmth and involvement are what make our School a special place.



As parents, we have the ability to have a deep impact on our school community and so many other aspects of our School. With our wonderfully unique families, varied backgrounds, skill sets and strengths, we all have so much to offer and learn from.

To our new families, may this be a year of excitement, growth and wonderful new connections. For all of our returning families, we aspire to find new ways to connect and get you involved.



It is our sincere hope that everyone will find our Parents' Council to be:

- A source of fun and parent connection, through our events and through getting involved/volunteering
- A helpful resource for parents
- An effective and valued group supporting our school and our parent community

Parents' Council is YOUR council. Our events are for you to both have fun and get involved in supporting our School. If you have an idea or input for Parents' Council, we would love to hear from you.

I wish you all a wonderful school year and hope to see you out at our various events!

– Pauline Anderson,  
Parents' Council Chair



### Who is our Collingwood Parents' Council?

YOU! Every Collingwood parent is a member of our Parents' Council. Our PC Executive Committee represents this group and is made up of elected positions. We work as a team to plan events and activities throughout the school year. Our aim is to connect parents, through sub-committees, volunteer opportunities, and various events so that all parents can be involved and contribute to our school community.

### Where will you find PC members and volunteers?

- PC Coffee Morning. Hosted for each campus at the start of the school year. Here you will hear everything you need to know for the term ahead.
- Parent Social Evenings. Held after our Meet the Teacher Night. It's a great way to connect with fellow parents.
- Summer Buddy Program. Connecting with new parents and families joining our School!
- Unishop. Held in August, January and April, this is a fabulous source of gently used uniform items and a great way to get involved
- Festive Craft Day. Loaded with festive cheer for K–Gr. 3 and all the parent helpers
- Spring Fair. Our signature event of the year (April 26th). Morven campus is overtaken by everything country
- Connection Events/Cultural Interest Groups. Watch in the weekly News and Reminders for events such as Diwali, Nowruz and Lunar New Year. We currently have a Chinese Cultural Interest Group, a Latin Cultural Interest Group, a French Cultural Interest Group, a Persian Cultural Interest Group and a South Asian Cultural Interest Group.
- Faculty & Staff Appreciation Lunches. Showing our appreciation for Collingwood's amazing faculty and staff at both campuses in March
- Workout in the Woods/Hiking Clubs. These weekly activities are run by parent volunteers and are a great way to meet other parents
- Grade-wide Book Clubs. Reading is not always required...
- Parent Party This year is a special one as we come together to celebrate our School's 40th anniversary!!

## 2023/2024 Alumni Award Winners



### Alumni Association Honours Award: Elisabeth Sadowski, '05

Our Alumni Association Honours Award recognizes outstanding accomplishments as a result of business or professional achievements, or the display of courage in the face of adversity.

Since her graduation from Collingwood, Elisabeth has demonstrated exceptional professional achievements as a litigation lawyer at Hammerco Lawyers LLP. Despite facing adversity after a motor vehicle accident during her first year of university, Elisabeth displayed remarkable courage and resilience, attending rehabilitation appointments while advancing in her legal career. She has made significant contributions to the legal community. Serving as president of the Trial Lawyers Association of BC, she has advocated for gender parity on the board and fostered stronger connections with diverse legal organizations.

Elisabeth's commitment to mentorship and community service is evident through her involvement in various committees, publications and volunteer roles. Her dedication to her profession and community exemplifies the values of the Alumni Association Honours Awards.

### Alumni Association Volunteer Award: Joey Tai, '06

Our Alumni Association Volunteer Award recognizes an alumni for service to the Alumni Association and/or to Collingwood School.

Joey's tireless dedication and unwavering support have made a profound impact on both the Alumni Association and Collingwood School. Joey has been an active member of the Alumni Association since 2017. He has played a pivotal role in organizing and leading initiatives such as the CAVS Business Networking Lunch. Additionally, Joey's involvement as a volunteer coach for the Collingwood wrestling team has resulted in remarkable



*Nominations are now open for the 2024/2025 alumni awards. You can nominate an alumni at [collingwood.org/community/alumni/awards](https://collingwood.org/community/alumni/awards)*

## Mural Project at both campuses

This past spring, professional mural artists and Collingwood Grads, Erica Phillips '10 and Maddy Phillips '14, added some colour to both campuses with exciting mural projects. The project's visual concepts were driven by student input about their connectedness and pride in Collingwood School.



## SAVE THE DATE FOR UPCOMING ALUMNI EVENTS!

Alumni Winter Party, December 18

Class Reunions (1995, 2005, 2015), watch for details

Alumni Homecoming, watch for details

## STAY CONNECTED

[linkedin.com/groups/3706309/](https://www.linkedin.com/groups/3706309/)

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Update your mailing address at: [collingwood.org/alumni/update-your-address](https://collingwood.org/alumni/update-your-address)

# Donor Report 2023-2024 School Year

## Message from our Board Chair

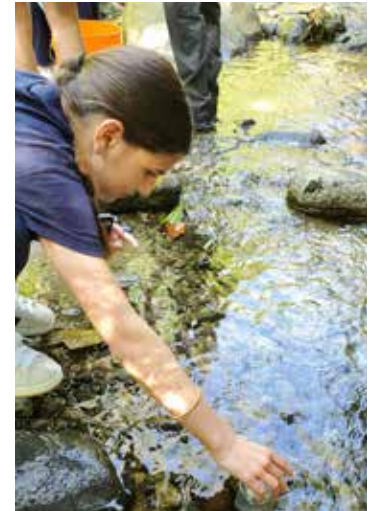
As Chair of our Board of Governors, I have the opportunity to see the direct impact of philanthropy on our students. We aim to inspire and support young people for meaningful lives, and that is why ensuring support to make students' dreams, ambitions and ideas happen is a priority. Through your support, we are able to make this a reality.

This has been an exceptional year for philanthropic support. Donations to the Tartan Fund ensure that our students have the exceptional tools, resources, and experiences needed to pursue their passions. Families have continued to support Collingwood through endowment contributions and targeted programming needs. Project Excellence launched this year, with immense support from our community. Because of you, we will create a new Centre for Excellence in STEEM and a new Learning Commons in the heart of our Morven Campus for students to benefit from in the fall. I cannot thank you enough for the ways in which you support our School and enable our students to be the best they can be.

Debby Carreau  
Chair, Board of Governors

## The Tartan Fund: You said "Yes!"

Your generosity to the Tartan Fund this year profoundly impacted every student's educational journey at Collingwood School. Through your dedication to our community, we provided a wealth of forward focused learning opportunities for each student that has inspired and supported them to pursue their passions. During the 2023-24 school year, 60% of families, along with staff, faculty and alumni made a gift to the Tartan Fund, raising a total of \$1,090,656. We are filled with gratitude for your participation and commitment to the school. Please read on to discover all the ways you helped us say "Yes!" to our students.



## Fascinating Field Trips

Our commitment to experiential learning has yielded incredible personal growth and fostered curiosity for our students. Excursions throughout all grades have helped broaden our students' horizons, complemented their classroom learning, and deepened their understanding of academic subjects.

"The Squamish Lil'wat Cultural Centre workshop was incredibly valuable to our understanding of Indigenous cultures and traditions, especially how they relate to the land they live on. We were able to build our relationship with our local Indigenous groups by learning from them directly through engaging tours and authentic craft activities." – Brenna, Gr. 8

"Our trip to Chinatown was amazing! I really enjoyed the model of historic Chinatown at the Storytelling Centre." – Quinn, Gr. 5





## A Vibrant Student Life

There have been many opportunities for students on both campuses to get engaged and build on their strengths. At Wentworth, our middle school students participated in Camp Summit programming at the start of the year. Camp helps students form relationships and create a sense of inclusion, belonging and community. Students focus on their social-emotional health and well being, as we help them develop self-awareness and relationship skills.

“You learn how to get along with each other so you can work together better.” – Amy, Gr. 7

At our Morven Campus, initiatives like the Social Impact Lab have helped students recognize the importance of giving back to the community.

“It has been an amazing experience learning how to work with others and realizing that service learning and community engagement best happen through collaboration. I have learned incredible leadership skills that I have been able to apply to many different situations in my Gr. 11 year and in preparation for Gr. 12.” – Kiersa, Gr. 11

## Choir Clinics

The Tartan Fund made it possible to provide Morven music students with many inspiring experiences this year. Choir students had the opportunity to work with renowned Canadian clinician Kellie Walsh. As a result of this workshop, music teachers noticed the students’ greater comfort with their voices, as well as their ability to project their sound. This was truly a confidence-building experience.

“Chamber choir has been one of the greatest activities I have ever been a part of in my time at Collingwood School. The sense of community and accomplishment that it brings are unrivalled. Choir allows high school students to express themselves through song and find camaraderie in their school, and it is so worth it.” – Finnegan, Gr.12



## New Books and Author Visits

On average, the Wentworth Library circulates over 1000 books each week. The Tartan Fund allows us to ensure our shelves are always filled with requested reads and that our librarians are able to update the collection continually. They make choices based on students’ reading interests and purchase books supporting classroom learning and school-wide initiatives. The Tartan Fund also supports guest authors and illustrators to visit students as part of the Library’s programming.

“When authors visit, I am inspired because they tell us how they achieved their dreams, and it makes me want to do that too!” – Gemma, Gr. 4

## Boundless Creativity

The Tartan Fund has enabled art teachers to stock their art rooms with an abundance of resources. This empowers our students to explore their artistic passions without limitations, fostering an environment where imagination knows no bounds.

“I enjoy art because we get the freedom to express ourselves. I like using paint and am very proud of the tessellation backgrounds we painted for our self-portraits.” – Nina, Gr. 7

**Tartan Fund Allocations 2023–2024:**

CATEGORY	SUMMARY	AMOUNT
<b>Experiential Learning</b>	Unbounded modules, service learning projects, environmental sustainability projects, Indigenous partnerships, PHE and PE experiences including rock climbing, golf and martial arts, dance performances and guest artists, outdoor education including Ocean Ambassadors, orienteering, outdoor classroom space, VSO trips, vocal masterclasses, author visits, gardening, wellness speakers, art gallery visits, Morven murals, writing and production workshops, leadership workshops, 3D printer and STEM equipment, Life Science field trips, cultural outings, drama productions, choir and band clinicians and special guests.	\$468,991
<b>Health, Wellness and Athletics</b>	Athletic and PE equipment, HUDL Focus Camera, athletics uniforms, referees, outside coaches, Junior First Aid needs, Gagaball Court, health resources, counselling resources.	\$106,680
<b>Teaching and Learning</b>	Music technology, library books, iPads, Chromebooks integrated studies books and materials, math manipulatives, noise cancelling headphones, alternative seating, art supplies, classroom enhancements for learning, film making supplies, theatre technicians, theatre equipment, First Nations resources, choir sound technicians, instrument rentals, new instruments.	\$300,561
<b>2024-2025 Upcoming Needs</b>	Additional facilities and programming updates to take place at the beginning of the 2024-2025 school year, including instrument updates, classroom updates, classroom furniture, athletics and arts materials.	\$214,424
<b>TOTAL</b>		<b>\$1,090,656</b>

Thank you again for your support of the Tartan Fund. Your donation benefits each and every student at Collingwood and allows us to say YES! to their passions.

## Project Excellence

### INTERDISCIPLINARY LEARNING SPACES THAT INSPIRE STUDENTS TO PURSUE THEIR PASSIONS

Project Excellence is our \$2.5M initiative that integrates our Senior School STEM and entrepreneurship programs in a Centre for Excellence in STEEM (science, technology, engineering, entrepreneurship and math) while simultaneously creating a new Learning Commons in the heart of the Morven campus. These two new interdisciplinary learning spaces will ensure we can continue to provide forward focused, transformational learning opportunities for our students now and into the future. Both spaces will be ready for our students to innovate and collaborate in the fall

of 2024, thanks to the support of our incredible Collingwood community who provided strong philanthropic support to reach our project funding goal.

The Alonzo-Montes Family supported Project Excellence to help Collingwood students pursue their passions.

“The world is in constant motion, changing rapidly. We mustn’t fear letting go of the good to pursue the great.

Our children face different circumstances than we did at their age; they encounter challenges daily, and we cannot ignore this reality. It’s our responsibility to equip them with tools and guide them toward their dreams, teaching resilience when they stumble.

They should learn to appreciate diverse perspectives and express their own. Supporting our children’s future isn’t just a blessing; it’s a testament to our trust in their abilities and courage. This young generation will shape the world, and we want them to be well-educated and prepared.

We believe our kids will recognize our pride in them and realize their incredible potential.

Remember: every act of kindness, no matter how small, is essential. Consider giving not as a duty but as a privilege.”

With warm regards,  
The Alonzo-Montes Family

# Thank you for your generosity in 2023–24

We recognize and acknowledge the generous gifts made by the following families and friends of Collingwood during the fiscal year July 1, 2023 to Jun 30, 2024. Your support helps provide the innovative learning opportunities that propel students to 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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### FOUNDATION – AWARDS, ENDOWMENTS AND MAJOR PROJECTS

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 Mo & Humaira Ahmad  
 Danja & Roger Brenninkmeyer  
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 Chernoff Family Foundation  
 Natallie & Amar Doman  
 Grads BC Photography & Video Inc.  
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 Kerry & Tim Horsman  
 Richard & Gabrielle Loren  
 Mundi Family  
 Mario & Angel Negris  
 Barbara Sims  
 Christi & Talal Yassin  
 Titus & Amber Yung

### CUMULATIVE GIVING TO THE SCHOOL & FOUNDATION

#### Diamond (\$1,000,000 plus)

Collingwood School Foundation  
 Collingwood School Society  
 Bahadur Karim Family  
 William Lougheed  
 McCord Family  
 John & Leah O'Neill  
 Ian Telfer & Nancy Burke  
 Kyle & Janelle Washington

#### Platinum (\$250,000–\$999,999)

Anonymous (X2)  
 Nasim & John Anderson  
 Ryan & Cindy Beedie  
 Oliver & Shirin Bock  
 Steven & Karen Bruk  
 Tao Feng & Lily Ai  
 Nick & Penny Geer  
 Holtby Family  
 Joe & Joanne Houssian  
 Paul & Darlene Howard  
 Katz Family  
 Kerfoot Family  
 Abdul & Hanifa Ladha  
 Harald & Sharlene Ludwig  
 Lugaro Jewellers Ltd.  
 Stuart & Della McLaughlin  
 Montalbano Family  
 Senft Family  
 Andy & Cheryl Szocs  
 Xin & Song Family  
 Nina Yang & Michael Zhang  
 Talal & Christi Yassin

#### Gold (\$100,000–\$249,999)

Anonymous (X3)  
 Terry & Cindy Alexander & Family  
 Richard & Marilou Appleby  
 Paul Balfour & Cynthia Miles  
 The Ball Boys  
 Colin & Liz Bosa  
 Dale & Anna Bosa  
 Paul & Vikki Bosa  
 Dave & Tamara Bustos  
 Eric & Karen Carlson  
 Paul Chalmers & Barbara Inglis  
 Hao Chen & Jia Tan  
 Chernoff Family Foundation  
 Cameron & Wendy Currie  
 Cushman & Wakefield Ltd.  
 Remco Daal & Janice Quinn  
 Darc Family  
 Patrick Delesalle & Family  
 Diao Family  
 Kevin & Bonnie England  
 Darrell & Dierdre Ert  
 Estate of Winifred Townley Hill  
 Christian Falck & Lynn Weston  
 Martin Gouin  
 Adam & Tanis Hill

Huebner Family  
 Joffe Family  
 Brian & Tammi Kerzner  
 Eric & Jaye Kong  
 Leo Liang & Jessica Lu  
 Douglas & Carla Mason  
 Brian & Eleanor Minish  
 Guff & Beverley Muench  
 Gannif & Kitty Ng  
 Ford Nicholson & Lisa Wolverton  
 Robert & Beverly O'Neill  
 O'Sullivan Family  
 Christopher & Shelley Philps  
 Mark & Terry Pillon  
 Rowntree Family  
 Eric Savics  
 Azad & Yasmin Shamji  
 Shen Family  
 Dean & Julie Shepard  
 Lance & Terry Sparling  
 Brad & Lisa Steiman  
 James & Nicole Taylor  
 Tuck Family  
 Wei Family (Ryan '31 & Aiden '33)  
 Lisa Wolverton  
 Paul & Devina Zalesky

#### Silver (\$50,000–\$99,999)

Anonymous (X1)  
 Amir & Yasmin Ahamed  
 Glenn & Nicola Bailey  
 Jim & Samantha Bosa  
 Kristy Brinkley  
 Graham & Linda Brown  
 Ray Castelli & Barbara Barry  
 From a Christian Family  
 Dong Myung & Hyeansoon Cho  
 Clough Family  
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 Hugh & Sharon Cooper  
 Scott & Susan Cressey  
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 James & Leslie Farrar  
 Roger Finnie & Wendy Gordon  
 Alan & Joan Finnie  
 Friedland Family

Xiang Xue Gong & Shu Li Zhang  
 Gordon Family  
 Ji Wu Guo & Sharon Yu  
 Dwight Harbottle & Sandra Enticknap  
 Richard & Ailsa Harris  
 Malcolm & Catherine Hasman  
 Hewson Family  
 Randy & Jo-Anne Hordo  
 Roger Husband  
 Kay & Yolanda Jessel  
 Seyed Joharifard & Maryanne McLean  
 Blayne & Sharon Johnson  
 Lawrence & Ynez Kates  
 Laver Family  
 Kevin Layden  
 Bob & Ashlee Lewis  
 Lovett Lewis & Melanie Lloyd-Lewis  
 Michael Li & Linna Wei  
 Richard & Gabrielle Loren  
 Lunter Family  
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 Yi Chang Mao & Sharon Rong  
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 Bill Park & Kirsten Nash  
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 Eric Yue & Maggie Ma  
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 Zongyu Zhang & Cindy Jiang  
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 Randy Zien & Shelley Tratch

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**(\$25,000–\$49,999)**

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 Fareed & Sharon Ahamed  
 Aleem & Aleisha Ahamed  
 David & Esther Albiani  
 Munir & Alida Ali  
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 Frederick Bucci & Marian Coombs-  
 Bucci  
 Robert Byford  
 Keith & Mary Francis Calder  
 Raymond Cao & Sally Sun  
 Jeff & Judy Chen  
 Wen-Mao & Mei-Yin Chen  
 Leo Chen & Family  
 Hong Chen & Angell Yin  
 Mike & Lucas Chen Family  
 Wen-Gin & Lee-Chuang Cheng  
 Nam Joon & Anna Cho

Kwan Choong & Jessica Choo  
 Charles Cleghorn & Marissa Poratto  
 Conrad & Monica Clemiss  
 Jack Colquhoun '27  
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 Cosulich Family  
 Dai & Wang Family  
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 Tracy Dong & Luning Yu  
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 Sandy Elliott  
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*\* This list is to acknowledge our donors who have planned for a future gift to Collingwood School, including gifts of life insurance and bequests*

Anonymous (X9)  
 Darrell & Dierdre Ert  
 Stephanie Green & Alan Kemp-Gee  
 John & Leah O'Neill  
 Dan Sanderson & Debbie Berto  
 Senft Family

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 Bailey Family  
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 Rick & Lorraine Bennett  
 Berto/Sanderson Family  
 Clough Family  
 Connie & Roy Cocchia  
 Kevin & Bonnie England  
 Enticknap/Harbottle Family  
 Joe & Joanne Houssain\*  
 Paul & Darlene Howard & Family  
 Stephanie Green & Alan Kemp-Gee\*  
 William & Norma Loughheed  
 Harald & Sharlene Ludwig  
 Bill MacDonald\*  
 Manzie Family  
 Anthony & Victoria Miachika  
 Nowtash Family  
 Rob & Bev O'Neill

John & Leah O'Neill  
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 Pickles Family\*  
 Ross Family  
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*Collingwood School appreciates the generosity of all our donors. Every effort has been made to ensure the listings in this report are accurate. If an error or omission has occurred, please accept our sincere apologies and notify the Advancement office at 604.925.3331, ext. 1182.*



## 5 THINGS YOU DIDN'T KNOW ABOUT...

### **Evan Hall**

*Morven Head of Department – Science*

1. Attended Shawnigan Lake School, graduated at 16.
2. Played for the Canada's U19 rugby team.
3. Used to have curly hair.
4. Likes fishing, golfing and hanging out with his wife and two sons.
5. At the age of 10, asked for and received Dave Speirs's autograph.



COLLINGWOOD  
SCHOOL

# BEYOND THE BELL

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Collingwood's after school program 'Beyond the Bell' provides students with engaging learning opportunities across the Four Strands to further their development in the classroom. These programs are offered by our trusted 3rd party providers and vary by term and age groups. Beyond the Bell programs are not included in tuition and are subject to an extra fee.

**REGISTER NOW**

[www.collingwood.org/beyondthebell](http://www.collingwood.org/beyondthebell)



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