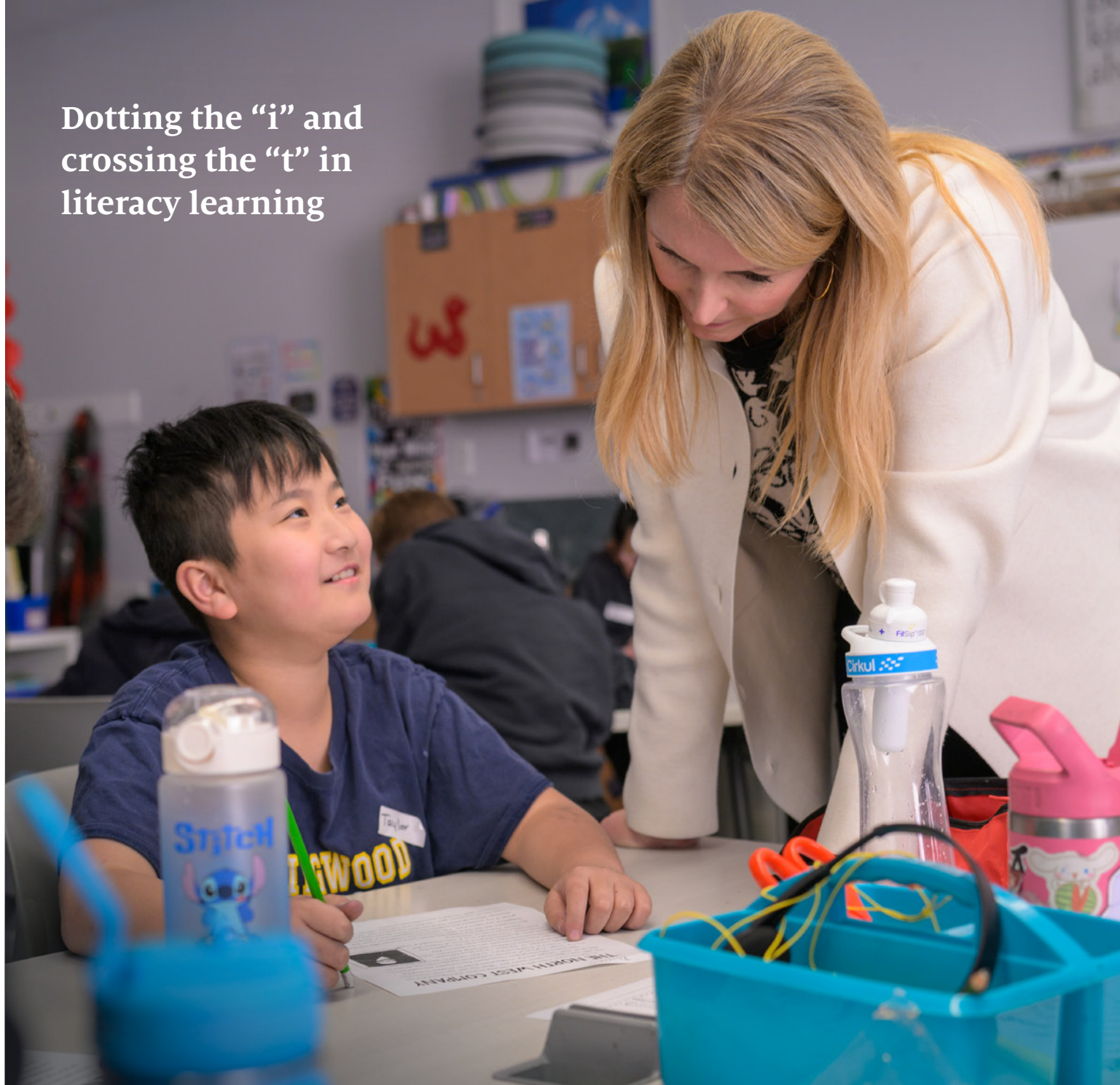


bridge

THE MAGAZINE OF COLLINGWOOD SCHOOL

40th
ANNIVERSARY

Dotting the “i” and
crossing the “t” in
literacy learning



40TH

ANNIVERSARY

Ruby Jubilee
PARENT PARTY

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bridge
THE MAGAZINE OF COLLINGWOOD SCHOOL

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DID YOU KNOW?

Over the last 10 years, Collingwood's Financial Assistance program has supported over 300 students.

LET'S CONNECT

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CONTENTS

SPRING 2025

FEATURES

6 DOTTING THE "I" AND CROSSING THE "T" IN LITERACY LEARNING

Introducing Wentworth's new Literacy Growth Coach

10 SENIOR RUGBY RETROSPECTIVE

Collingwood Rugby goes Down Under with the largest touring team ever

12 WENTWORTH MUSICALS REIMAGINED

The children are rising up in the musical Matilda

14 DOUBLE THE AP FUN!

Collingwood students attend the equivalent of a 2nd-year university course in AP Physics C

18 HEAR YE! HEAR YE!

Morven's public speaking provides opportunities for students to develop communication skills

IN EVERY ISSUE

2 MESSAGE FROM THE HEAD

4 # WENTWORTH

5 # MORVEN

16 PHOTO GALLERY

20 WHAT'S HAPPENING

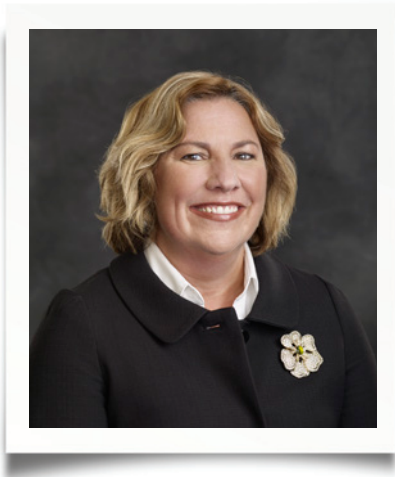
24 SUNSHINE TEACHER

NEWS

KEY DATES:

First day of classes after Spring Break, March 31
Good Friday, school closed, April 18
Easter Monday, school closed, April 21
Pro-D Day (no students in attendance), May 16
School closed for Victoria Day, May 19
Last day of classes for all students, June 13

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



Welcome back to our final term of the 2024–2025 school year!

Welcome back from Spring Break and to the start of the final term of the 2024–2025 school year! As each Bridge magazine comes together, I'm reminded (and impressed) by all of the ways our faculty support our students' learning and their passions — and this issue is certainly no exception!

As we continue to explore the evolving way our students learn best, I'm sure you'll be fascinated to learn about the way we now teach literacy to our younger students (P. 6). At Collingwood, we're very proud of the vast offerings we have for our students — from providing strong foundations in numeracy and literacy across all grades and subjects to offering some very unique programming, including advanced areas of study, like AP Physics C (which you'll learn more about on P. 14).

This Spring edition of Bridge also highlights a few exceptional co-curricular programs. You'll learn more about our Public Speaking program (and how it differs from Debate) on P. 18. We're also thrilled for the return of the Junior School Musical following a short hiatus. Matilda Jr. hits the Darlene S. Howard Theatre this Spring (P. 12). You also won't want to miss a walk down memory lane with Collingwood's Rugby Tour retrospective (P. 10).

You will see that our commitment to the Four Strands — academics, arts, athletics and service learning — remains unchanged. We are proud of our students for challenging themselves and living our values of courage, curiosity and community.

Finally, in this last 40th-anniversary issue of Bridge, I invite you to explore the stories across the page — these, along with others are featured on our website as part of a special collection for our anniversary celebrations — 40 weeks of historical pieces that I hope you will enjoy!

A handwritten signature in black ink, which appears to read 'Lisa Evans'. The signature is fluid and cursive, with a long, sweeping underline.

Lisa Evans,
Head of School

40 years of Collingwood School

40th
ANNIVERSARY



Olympians in our Midst

When it comes to alumni, Collingwood is particularly well-represented on the world's athletic stage.



40 years of Philanthropy

Collingwood School has been generously supported by our parents — whether through time, talent or treasure.



WW Welcome Pole

In 2012, our parents supported the vision to honour Indigenous knowledge and principles through the carving of the Wentworth Welcoming Pole.



Twenty Years of Encounter

Founded by Dr. Bob Corbett and Head of School Lisa Evans, students experience a unique opportunity for self-reflection while building leadership skills.



Cav Classic

Our Senior Boys and Girls Basketball teams have been participating in the CAV Classic for 30 years.



Evolution of our Crest

Only those with an eye for vintage Collingwood apparel will know that our classic Coat of Arms has changed.

*visit our website for
more stories from
Collingwood's 40 years*





collingwood school



One of the best parts of 2024 for our Jr School Service Learning team? Creating this new connection with [@abetterlifevan](#). #CWServiceLearning



Add a comment...



collingwood school



5Y and 5A ventured up Cypress Mountain last week for a big day in the snow, building snow caves, and hiking through the winter wonderland. ❄️



Add a comment...



collingwood school



The annual Wentworth Girls' CAVS Classic was an exciting day for our Grade 7s! Featuring exceptional basketball and high-energy spectators. #CWAthletics



Add a comment...



collingwood school



🤖 What an incredible day for our Wentworth Grade 6/7 robotics team! They recently competed against 5 other ISABC schools at [@UrbanAcademyBC](#), showcasing their skills in problem-solving, creativity, and collaboration.



Add a comment...



collingwood school



Our Grade 6/7 Boys & Girls Basketball teams travelled to Winnipeg last week for the CAIS National Tournament! The kids got to have the quintessential Canadian experience of ice skating down the Red River.



Add a comment...



collingwood school



Snowy fun at Wentworth today as the white stuff keeps coming! Thank you to our hard working facilities team for keeping our campuses safe in the snow. #CWStudentLife



Add a comment...



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Before the break, our Morven Winter Art Show put on an impressive display of student work from the first half of the year. #CWArts

 Add a comment... 

 collingwood school



BC First Peoples 12 continues to be an amazing experiential course. Students have been learning the traditional method of cedar weaving with local Musqueam artist and weaver @RitaKompst and elder Dona Point.

 Add a comment... 

 collingwood school



The Sr Wrestling squad overwhelmed their North Shore opposition on their way to a second straight North Shore Championship! Congrats to the whole team on securing another banner. 🏆

 Add a comment... 

 collingwood school



🎭 We checked out our new production, 'Game On' this week and students did a terrific job bringing this unique climate change video game concept to life! #CWArts


 Add a comment... 


 collingwood school





Wow - thank you to our students, visitors, and Parents' Council for putting on a spectacular Lunar New Year event today at Morven!

 Add a comment... 

 collingwood school



PROM 🎉♠️♥️♦️♣️ #CWStudentLife


 Add a comment... 


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Dotting the “i” and crossing the “t” in literacy learning

**Introducing Wentworth’s
new Literacy Growth Coach**

Most adults can picture it vividly.

You're in an elementary school classroom. A circle of kids is sitting on a carpet. Everyone has their books opened to a page. Then, it is your turn to read out loud to the class.

Many of today's parents learned to read using what is known as the "whole-language approach." This method emphasizes reading at the word level. Because it minimizes the decoding process, students are focused on learning to say the word by recognizing its written form rather than sounding out words. Context is important, and images are often used to assist with decoding.

Like many aspects of education, the way we teach emerging literacy has begun to change rapidly in recent years. As always, Collingwood continues to innovate, blending different pedagogical approaches to create a unique literacy program that is designed to open young minds to rich literature and big ideas. Increasingly, research in cognitive psychology, linguistics and neuroscience is suggesting there is a benefit to the explicit and direct teaching of skills (both phonics and otherwise) for learning how to read that emphasizes building words from their parts.



Often referred to as the "science of reading," the phonics approach to teaching reading is broken out into what educators refer to as the five pillars of early literacy. The first pillar is "phonemic awareness," which is the ability to identify, manipulate and distinguish individual sounds (phonemes) in spoken words. To develop phonemic awareness, early readers need to learn that words are made from separate sounds so they can hear, blend, segment and manipulate these sounds. The second pillar is "phonics," which describes the relationship between letters and sounds in language. Phonics involves learning how letters represent sounds and using that knowledge to decode written words during reading and encode words during writing. The third pillar is "fluency," which is the ability to read text accurately, quickly and with proper expression. It involves the development of automaticity in word recognition, comprehension and intonation. The fourth pillar is "vocabulary," or the collection of words students use to communicate effectively through reading and writing. Vocabulary includes understanding the meaning of words and how their meaning transforms in various contexts. The fifth pillar is "comprehension," which is the ability to understand and make meaning from what is being read. Comprehension requires background knowledge, decoding skills, vocabulary, and critical thinking strategies to construct meaning from text.

Along with the 5 pillars, Collingwood also values the nurturing of both cognitive and self-efficacy skills. This is the social and emotional side of literacy learning that involves well-being and motivation.

With so much evolving in this area of literacy learning, Wentworth leadership identified language arts as an area that would benefit from additional support, which led them to a transformational question. What if there was someone whose role would be to focus on literacy growth across multiple grade levels and lead the way with their unique expertise, helping to guide and coach teachers? The ideal candidate for the newly created role of "Literacy Growth Coach" was soon identified in Laura Scobie, a longtime Collingwood kindergarten teacher specializing in early literacy. Laura's starting point for her new role was the belief that teacher differences are a tremendous strength to be leveraged in peer-to-peer learning and support. She focused on further developing relationships in order to provide coaching and support curriculum, resources, assistance and anything else teachers thought might help teach reading.





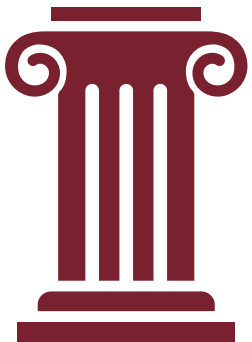
“The Literacy Growth Coach position is an exciting and pivotal new role that will drive the advancement of our literacy program. Laura Scobie is an exceptional mentor and experienced classroom teacher who brings the ideal combination of expertise, leadership and warmth to support our educators and elevate our already strong program.”

— Lisa Bombini, Gr. 5 Homeroom Teacher and English Language Arts Learning Leader

The Five Pillars of Reading According to the Science of Reading

These pillars include phonemic awareness, phonics, vocabulary, fluency and comprehension. Each component plays a crucial role in developing strong reading skills.

PHONEMIC AWARENESS



PHONICS



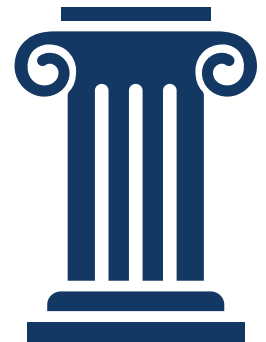
VOCABULARY



FLUENCY



COMPREHENSION



While coordination between same-grade teachers occurs naturally at Collingwood, Laura believes there is a benefit to coordinating literacy learning between teachers vertically through the grades. “With literacy learning, we need to be so careful about mapping out the student’s learning journey,” said Laura. “Along the way, we really need to know if something doesn’t land for some reason. The curriculum is essentially a spiral, with concepts building and being reinforced.” One of the unique aspects of the role is coordinating and working closely with the ELA learning leader at Wentworth. “In the past, we sort of learned it by doing — not with explicit instruction about how to teach phonics or vocabulary,” said Lisa Bombini, ELA Learning for Gr. 4–7 at Wentworth. “Now we share our thoughts and ideas with Laura, who can build on them, take them into classrooms, team teach, model and help teachers learn how to evolve the way they teach literacy.”

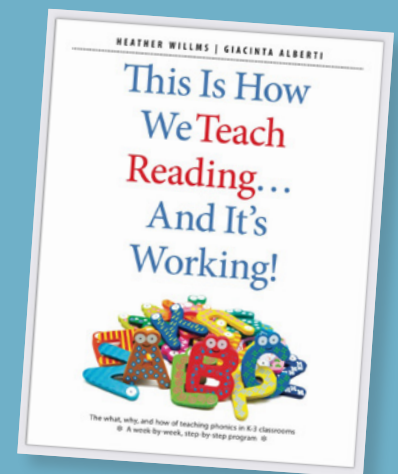
One exciting professional development opportunity Laura identified was the potential to bring in a reading instruction specialist. Enter Heather

Willms. Heather is a “reading teacher expert” and author who often works as a reading consultant and coach for schools and teachers who are moving toward reading instruction that is aligned with the Science of Reading. She is a proponent of explicit and direct teaching of early phonetic skills, the five pillars of reading and a great source for practical ways to introduce these concepts into the classroom. She first visited Wentworth in August to host a workshop for teachers that focused on how to bring the Science of Reading to life in elementary classrooms. Heather once again visited Wentworth in February to teach “demo lessons” in Gr. 1, 2, 4 and 6 for educators to observe. Also included were teacher learning sessions at lunch and after school. “We’re not just talking about decoding in these sessions,” said Laura. “We’re really digging into the science of reading to understand how we can improve the way our students are developing their phonemic awareness, phonics, fluency, vocabulary and comprehension.” **b**



Heather Willms

Heather is a BC-based reading intervention teacher, author and university instructor. Her work includes mentoring, modelling and building resources and intervention programming that support elementary teachers and students. She is a sought-after presenter who also works as a reading consultant and coach for districts, schools and teachers who are developing instructional approaches that are aligned with the Science of Reading.



Collingwood Rugby Goes ‘Down Under’ with largest touring team ever

By David Speirs, Athletics Director

Collingwood’s rugby program is considered one of the best in Canada. It is a program steeped in history and tradition, even though our School is only 40 years old. A big part of the success is due to our tradition of touring.

In the early years, all rugby was played in the fall against other ISA schools. This made life incredibly difficult for the upstart Collingwood program as they were facing established and powerful rugby schools such as Brentwood, Shawnigan Lake, St. George’s and Saint Michaels University School. Wins were hard to come by in those early years. There were many Saturdays spent travelling to the Island to be thrashed in three or four straight games.

The turning point for the program happened when Roger Hatch and I identified a particularly keen group of students in Gr. 6 and 7. A decision was made to take a Gr. 7/8 team to England in 1992. This 10-day tour hosted by Salisbury College featured five games against English schools. It was a tour unlike any that would follow, as the coaches’ main concern was keeping the young Canadian boys away from Easter candy so they wouldn’t get upset stomachs before

games. However, the tradition of rugby touring was established, and the program began to take off.

In 1995, an even bigger tour followed as Collingwood headed off on a five-week tour of the South Pacific. A traditional summer in Canada was given up for games in New Zealand, Australia and Fiji. This was truly a trip of a lifetime for these boys as they developed into excellent rugby players and learned a lot about the world.

With Collingwood’s rugby program now established, success at the provincial championships began to follow. We earned a berth in the BC AA Championships for the first time in 1996. Since then, the Cavs have won 11 provincial golds, seven silvers and five bronzes. No other AA school can come close to these records.

Collingwood will once again be on tour this March when the Cavs will visit New Zealand and Australia. This will be the 17th international rugby tour for our School, with a record 57 boys representing their school, family and Canada on a wonderful adventure of sport and travel. The tradition continues! 🏉





Members of the senior rugby team wearing jerseys from 17 rugby tours.



Wentworth Musicals Reimagined

The children are rising up in the musical Matilda.




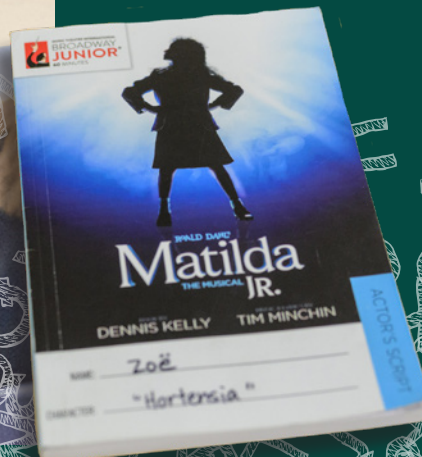
Some years ago, Wentworth introduced musical productions as an artistic, fun co-curricular opportunity for students. Starting with a memorable adaptation of *Annie*, each spring brought another exciting show. Productions included such well-known musicals as *Shrek*, *Peter Pan* and others. Unfortunately, in the spring of 2020, the global pandemic shut down preparations for the first production of *Chitty Chitty Bang Bang*.

The pandemic years proved to be challenging for many areas of the performing arts. It was no different at Wentworth. Singing through a mask isn't much fun. Zoom audiences also just aren't the same. Musicals were put on hold while our School focused on developing a larger, more diverse co-curricular program. As school gradually returned to normal, everything was just a little different. There were a lot more outdoor activities. Everything had been recalibrated to reflect our new reality.

Fast forward to 2024. Over the last couple of years, parents at Wentworth had begun asking about the return of musicals. With this encouragement, Rheanne Stevens, Director of Teaching, Learning & Innovation and music teacher Erin Deighton began to look at how musicals might once again be part of the school calendar. While a great community-building tool, there is a challenge in that there is a lack of a physical performing arts venue at Wentworth. In the past, the presence of performing arts productions in the gymnasium had created challenges for both Wentworth PHE and Athletics. This reality led to discussions with the Morven Performing Arts department, who agreed to share the Darlene S. Howard Theatre and help with direction for the approach to set design and stagecraft. Not only would this solve the venue issue at Wentworth, but it would also be a great way to get students excited about the performing arts opportunities at Morven.

So, who would be in the cast? While Gr. 6/7 band students travel to a competition at Whistler, their chorus counterparts have not generally had a unifying goal to work toward. A musical would certainly suit this purpose. While students could audition for key parts, all chorus students would participate. Next question... which musical? After some deliberation, it was decided that Roald Dahl's *Matilda the Musical JR.* would be the perfect way to reintroduce musicals to the Junior School. With the framework for the musical in place, beginning in the winter term a troupe of teachers stepped up to fill various roles. Gr. 6 teacher Kayce Hebert volunteered to do the choreography. Art teacher Morgan Waugh is leading the way with sets and props. Gr. 3 teacher Sacha Jones is helping with costumes. Collingwood alumni and current UVic theatre student Morgan Christopher is even returning to assist with lighting.

Matilda is scheduled to premier May 14/15 in the Darlene S. Howard Theatre at the Morven Campus. And if you thought Taylor Swift tickets were tough to get... 



Double the AP fun!

“What’s great about AP Physics C is that it gives you a ton of projects where you can learn how to solve a lot of different kinds of problems. For example, in robotics last year, we were trying to figure out the speed our flywheel needed to spin in order to launch a projectile. We didn’t take into account air resistance, so it didn’t work. What we are learning in AP Physics C would have helped us solve that problem.”

— Marco, Gr. 12 AP Physics C student

Collingwood students attend the equivalent of a 2nd-year university course in AP Physics C

As a university preparatory school, Collingwood is constantly looking for ways to support students who are more than ready for university-level courses while still in high school.

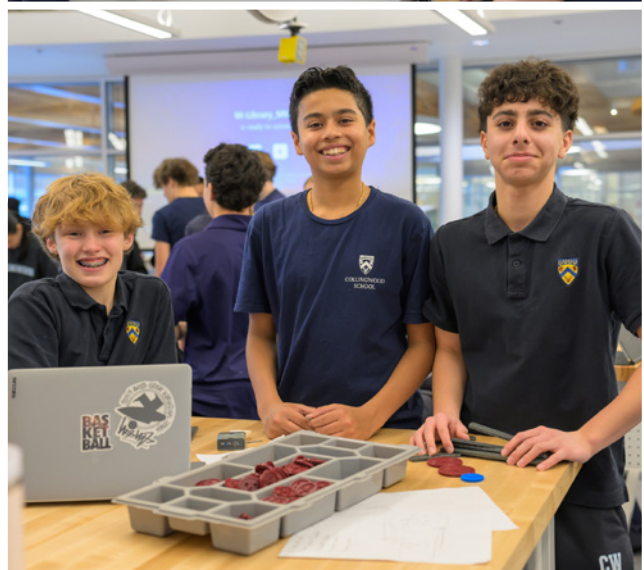
One important way to provide this support is by offering unique learning opportunities that mirror the kinds of learning environments and topics that students will encounter in their post-secondary experiences. One such course is AP Physics C. Designed for students who plan to pursue studies in the sciences or engineering, this class is unique in that it is actually made up of two AP classes: AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism.

Essentially the equivalent to a second-year university course in the faculty of engineering or sciences, AP Physics C is two AP classes condensed into one. As a result, the course covers a lot of ground quickly and the treatment of subject material is thorough and rigorous. Students explore topics such as kinematics, Newton's Law, systems of particles, rotation, oscillations, gravitation, electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetism and electromagnetism.

As a lab-based course, the goal is for 25% of the course to focus on hands-on projects. One recent example is the projectile motion lab, where students launch a small metal ball at the wall and work through some tricky calculus to find the angle needed to hit the wall as high as possible. As with most everything, practice makes perfect. Written problems are a big part of AP Physics C. Students are continually working through multipart written problems that tie together various concepts, similar to the ones they will see on their AP exam and in post-secondary environments. "If I had had this course in high school," said Clayton Coxford, AP Physics C teacher and electrical engineer, "my first-year university courses would have been easier, and my second-year courses would have been a whole lot easier."

For those students who are ready for the fast pace, all the extra work pays off. Because it is actually two courses in one, there are two separate AP exams and grades, along with two AP credits. Prerequisites for AP Physics C are AP Physics 1 and a suitable background in calculus. **b**







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

Hear ye! Hear ye!

Morven's Public speaking co-curricular provides exciting opportunities for Collingwood students to develop their communications skills.



Back row L to R: Dr. Woodward, Emi, Aryan, Caden, Matthew, Zac
Front row L to R: Bernice, Anya, Channele, Garid, Aden

While Collingwood's debate team has received a lot of attention over the years, you might be surprised to learn that Collingwood also has a co-curricular public speaking program.

How do these two programs differ?

Traditional debate competitions follow a "for or against" format through which students learn how to think critically, build a case and effectively communicate it. The objective is to do a better job than your competitors and win. Collingwood's co-curricular public speaking program, by contrast, provides a variety of more nuanced formats that allow students to develop a broader array of communication skills.

The persuasive speech category, for example, allows students to choose their own topic about a problem in the world and make an impassioned appeal



Why I sponsor and coach public speaking at Collingwood.

By Dr. Andrew Woodward

Like a lot of kids, I experienced some social challenges while I was growing up. Along the way, I discovered that using my voice was a good tool to

help manage my nervousness, and public speaking became a meaningful outlet and comfort. I enjoyed being able to prepare and practice and then notice predictable patterns in how the audience responded.

All of this made a lot more sense when, recently, I discovered that I am on the autism spectrum. This helps me understand why my brain pushed me to pursue an array of educational directions that include engineering, theology and philosophy. Finding my voice was important to me.

Public speaking is such an important tool and platform to help young people find their own unique voice. It made a really big difference for me, and I am so grateful for the opportunity to pay this forward by supporting Collingwood's inspiring public speakers.

"Whereas speaking in a classroom refines communication, competing on the Collingwood Public Speaking team is an immersion into the art of rhetoric itself. Representing the team at provincial, national and international levels has opened my eyes to a world beyond my own. Through the arguments, narratives and convictions of my competitors, I am continually persuaded, my perspective dismantled and rebuilt."

— Emi, Gr. 11

in favour of potential solutions. In the interpretive reading category, students choose a published work (usually fictional) and bring it to life using their voice and expression to convey meaning. In the impromptu speaking category, students are given a few minutes to prepare a dynamic speech. And, while public speaking tournaments typically include a debate category, the format is a balance between public speaking delivery and argumentation. "Students learn to know their own voices," said teacher sponsor and coach Andrew Woodward. "Whether it's bringing a fictional passage to life or arguing persuasively with evidence and emotion to solve a real-

world problem, voice is the tool and the medium by which Collingwood students wrestle with the issues that matter most to them."

This past February, Collingwood Gr. 11 students Emi and Zac competed at the Senior Public Speaking National competition hosted by St. John's-Ravenscourt School in Winnipeg. Both students excelled in the event, with Zac placing 4th overall in Canada and Emi placing 2nd in interpretive reading.

We can't wait to hear what these and other Collingwood public speakers have to say next! 🗣️

UNIVERSITY GUIDANCE

Achieving platinum status with the College Board Honor Roll

In 2023, the College Board introduced their Advanced Placement School Honor Roll program to recognize schools that demonstrate a commitment to preparing students for post-secondary learning and providing opportunities for them to earn university credits while still in high school. The program offers four levels of distinction. Collingwood earned the top Platinum designation in both 2023 and 2024.

Honor Roll distinctions are granted based on the following criteria:

- **College Culture:** 40% or more of the graduating cohort took at least 1 AP Exam during high school.

At Collingwood, all Gr. 11 students take AP Capstone Seminar. Therefore, 100% of each Collingwood grad class has taken at least one AP exam. We incorporated AP Seminar into our Gr. 11 English curriculum because this course offers valuable preparation for college-level research, emphasizing verbal communication skills and original contributions to scholarly dialogue. In addition to Seminar, we offer 20 other AP courses, providing a wide range of opportunities for rigorous study across all academic disciplines.



- **College Credit:** 25% or more of the graduating cohort scored a 3 or higher (out of a maximum score of 5) on at least 1 AP Exam during high school.

91.5% of our students who took AP exams in 2024 received 3 or higher on at least one of their exams.

- **College Optimization:** 2% or more of the graduating cohort took 5 or more AP Exams during high school. At least 1 of those exams was taken in 9th or 10th grade, so that students are spreading their AP experience across grades rather than feeling disproportionate pressure in any single year.

Our course selection parameters offer the chance to take up to two AP courses in Gr. 10, up to four in Gr. 11, and up to four in Gr. 12, for a total of ten APs across a student's secondary school career. It is crucial to recognize these AP limits serve the student's best interests, ensuring access to personalization while also highlighting well-being, showing prospective universities a student's academic growth and balancing various styles of courses.

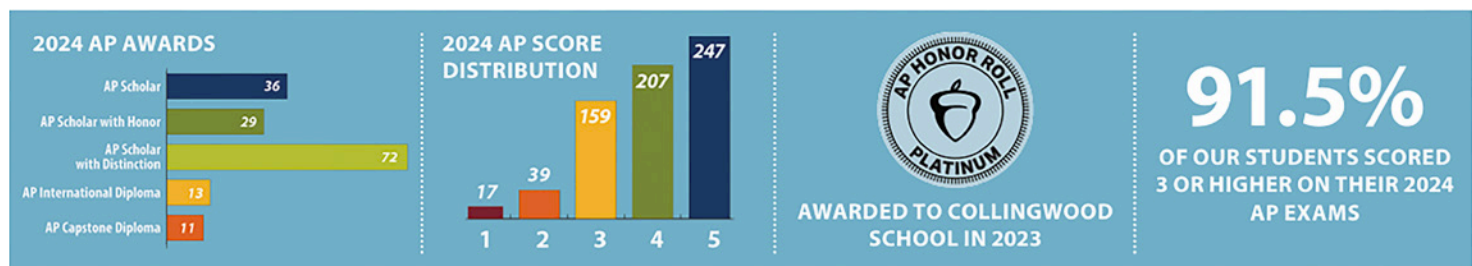


To emphasize the importance of quality over quantity, we encourage students to explore a variety of subject areas in order to work towards the AP International Diploma and/or the AP Capstone Diploma. These two awards are possible for our students due to our status as an AP school outside the US and due to our offering of AP Capstone Research in Gr. 12, respectively. Therefore, students can show a high level of academic rigour and distinction within our School curriculum.

We are committed to offering choice within the AP program in a way that aligns with our School's values: curiosity with a range of topics, courage to challenge new subjects, and community engagement through balancing academic life with extracurriculars. The College Board's Platinum Honor Roll award is just a welcome bonus!



Collingwood School Results:



ADVANCEMENT

It's not too late to support the Tartan Fund

It is not too late to donate to the Tartan Fund and help us reach 100% family participation! By supporting the Tartan Fund, you provide exceptional learning across both campuses in the form of enriched resources and learning tools, innovative partnerships, program enhancements and facility upgrades. This support makes Collingwood an exceptional place for all our students to pursue their passions for a better world. Every gift makes a difference to our students. Visit www.collingwood.org/tartan to donate or learn more, or email us at advancement@collingwood.org.

40 Years of Giving

We are thrilled to celebrate 40 wonderful years of supporting and inspiring our students. Through the philanthropic support of our families, alumni, faculty and community, we have been able to provide our students with innovative education and enriching experiences. We have nurtured their growth not only academically but also in their passions for the arts, athletics, and service learning. Here are only a few highlights of how your support has shaped some of our major initiatives at Collingwood School over the years. We are excited to continue this spirit of giving and philanthropy into the next 40 years! Thank you!



Morven Parents Wing (1990)
Establishment of Collingwood School Foundation (1997)
The Founders Circle (1999)
Wentworth Campus (1997) and Expansion (2010)
Morven Renovation (2013)
Project Excellence (2024)

ADMISSIONS

Financial Assistance and Scholarships at Collingwood School

At Collingwood School, we believe every student should have the opportunity to pursue an education that inspires, challenges and allows them to explore and embrace their passions.

We welcome exceptional students with diverse identities, interests and ideas. We believe that a strong sense of belonging enhances learning, and our mission is rooted in a personalized and inclusive approach. As part of this commitment, we provide financial assistance support annually.

Through this annual support, we are committed to supporting families who need financial assistance through tuition assistance and program support, with families contributing part of their child's fees.

Over the past five years, we have been able to assist 58 families with financial support. During this time, 23 students have graduated from Collingwood School because of the Financial Assistance support that was offered to their families.

Additionally, we offer merit-based scholarships to recognize and reward students who demonstrate outstanding academic, artistic or community service achievements.

While a Collingwood education requires a significant commitment, we firmly believe that financial need should never be a barrier to a student's potential.



PARENTS' COUNCIL

SPRING FAIR: A TRADITION OF FUN FOR ALL AGES!

We are excited to invite everyone to our much-anticipated Spring Fair! This beloved Collingwood tradition promises a day filled with fun for all ages. Back by popular demand are the Stuffy Riders, bouncy castles and food trucks. This year, we're introducing some new attractions. Keep an eye on the website to get a sneak peek! A huge thank you to everyone who has already volunteered or pledged their support as a sponsor. Your contributions are vital in making this event a success. For full details and ticket purchases, please visit collingwood.org/springfair. Join us at the Morven Ranch on April 26th from 11 to 3 for a day to remember!

JOIN OUR PARENTS' COUNCIL TEAM!

Are you interested in joining the Parents' Council team? This is your opportunity to get involved! The Parents' Council is made up of parent volunteers from diverse backgrounds who help organize community-building events such as Wentworth Bingo, Teacher Appreciation Lunches, Spring Fair, Parent Party, Book Clubs, Cultural Celebrations and more. If you're more inclined to work behind the scenes, we'd love your help there, too! Monthly meetings make the Parents' Council a fantastic way to stay connected with fellow parents and help build a thriving school community. To learn more or add your name to the list of candidates for the 2025/2026 school year, please email Pauline at pcchair@mycw.org.

**STAY ACTIVE AND KEEP FIT WITH OUR HIKING GROUP!**

Our hiking group, organized and led by dedicated parent volunteers, welcomes participants of all fitness levels. These weekly hikes allow us to take full advantage of the stunning natural beauty the North Shore offers. Whether you're a seasoned hiker or just looking for a way to get outside, all are welcome to join! For more information or to sign up, please email Angela at cwconnection@mycw.org.

**CULTURAL CELEBRATIONS**

The Collingwood community is enriched by the wide range of cultural backgrounds within our families. The Parents' Council takes great pride in celebrating these cultural milestones. This past term, we celebrated Lunar New Year at the Morven Campus with a community-wide event featuring games, performances, music, and delicious food. We've also had the joy of seeing the traditional Haft Seen table set up in honour of Nowruz, marking the Persian New Year, and the students have been great leaders in the festivities. Do you have suggestions for a cultural celebration to feature in the 2024/2025 school year? Please email Pauline at pcchair@mycw.org.

SUMMER FAMILY BUDDY VOLUNTEER

Our Summer Buddy Family Connection program helps welcome new families to Collingwood. We're looking for volunteers who can spare an hour or more to connect with new families joining us for the upcoming school year. Ideally, we match families based on their children's grade levels to foster stronger connections, though the main goal is to offer a welcoming hand and answer any questions they may have. This program has become increasingly popular over the years, providing an excellent opportunity for new families to connect with our community. If you're interested in volunteering or want more information, please email newparentcoord@mycw.org.

**THANK YOU, RUBY JUBILEE SUPPORTERS!**

On behalf of the Parent Party committee, we'd like to extend our heartfelt thanks to everyone who contributed to making the Ruby Jubilee celebration of our School's 40th anniversary a memorable success. The energy and enthusiasm from the parent community were truly inspiring. We'd also like to thank our sponsors, whose generosity made this event possible. It is the people who make the party, and we are so grateful for your support!

Pauline Anderson
Chair, Parents' Council

ALUMNOTES

Alumni spotlight: Shakir Rahim '07

Shakir Rahim '07 is the Director of the Criminal Justice Program at the Canadian Civil Liberties Association. In this role, he focuses on strategic litigation, public outreach, and engagement with policymakers. Prior to joining the CCLA, Rahim practiced criminal law with Presser Barristers and Kastner Lam LLP, handling both trial and appellate cases.

Rahim is deeply committed to public interest work. He played a key role in the civil society response to Bill C-48 (bail reform), co-led the campaign for an Independent Civilian Review into Missing Person Investigations of the Toronto Police, and was involved in the legal challenge to the federal ban on blood donations from gay and bisexual men. He also served on the steering committee of the Canadian Coalition to Reform HIV Criminalization.

This past February, Collingwood Public Speaking and Debate students had the opportunity to meet Shakir via Zoom to ask him questions and hear his advice on navigating high school and beyond. Below are some excerpts from the Q&A:

Q: "Was there ever a difficult moment to get through at Collingwood where you contemplated whether or not you should continue public speaking, and how did that translate to your professional life?" (Emi, Gr. 12)

A: "I think nearly everyone who participates in public speaking and debate experiences the pressure of a competitive atmosphere at times. I was very fortunate to have a coach, Julia Clark—formerly the head of [Collingwood's] English department—who really emphasized that we were doing this, essentially, for fun! Of course, it's challenging with certain issues and topics, but winning was never the goal.



In terms of how I use my public speaking and debating skills, I definitely think they laid the foundation for much of the work I do today. One of the most important things that debating teaches you is how to consider different points of view."

Q: "What is one piece of advice you would give current Collingwood debaters, as we navigate through our high school debating journey?" (Luck, Gr. 12)

A: I'll give you some advice that I think will apply both to debate and the general trajectory of high school. When thinking about what you want to study, where you want to go in the future, or your career path, consider your values and why you want to do something.

Especially when we're younger, we often focus on academic success, the most prestigious universities, the awards, and all the rest of it. Sometimes, when you get too focused on that, you forget about the why. Why do you want to go somewhere? Why do you want to pursue a particular job?

I really encourage you, when making decisions, to think about what matters—in high school and beyond. Why do you want to do what you want to do? If you take that approach, I believe you'll achieve success in a way that resonates with you and feels sustainable. Developing your own sense of values and using them when pursuing things in life is the most important thing.

Call for Alumni Award Nominations!

We are currently taking nominations for our 2025 Alumni Awards. These awards recognize the excellence and achievements of Collingwood Alumni in one of three categories: the Mackenzie Awards, the Alumni Association Honours Award, and the Alumni Association Volunteer Award. For more information and to submit a nomination, please visit collingwood.org/community/alumni/awards.

Upcoming Events


Homecoming 2025


We look forward to seeing you on May 2nd for our third annual Alumni Homecoming. Join us for a fun-filled evening with a BBQ, a friendly student-versus-alumni basketball game, and the chance to reconnect with old friends.


Reunion celebrations: Grads from 1995, 2005 and 2015

Please join us in celebrating your 10, 20 and 30-year milestones on Saturday, May 3rd at 6 pm at Collingwood School's Morven Campus. RSVP by Friday, April 18th.

STAY CONNECTED

 Join the Collingwood Alumni Group on LinkedIn [collingwood/alumni-linked](https://www.linkedin.com/groups?trk=hp-top-card&trk=hp-top-card&trk=hp-top-card&trk=hp-top-card&trk=hp-top-card) Add Collingwood in the education section on your LinkedIn profile.

 Connect with us on Facebook www.facebook.com/CollingwoodSchoolAlumni

 Connect with us on Instagram @Collingwoodalumni

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



5 THINGS YOU DIDN'T KNOW ABOUT...

Nicole Amatruda

*Morven Science and Inclusive
Education Teacher*

1. Hails from Brampton, Ontario.
2. Has never been to Disneyland.
3. Loves hiking, biking, rock climbing and ski touring.
4. Favourite place in the world is Site H49 on the La Cloche Silhouette Trail in Killarney Provincial Park, Ontario.
5. Plays a mean kazoo.

COMING SOON

COLLINGWOOD PERFORMING ARTS – COMING THIS SPRING!

WITNESS FOR THE PROSECUTION

By Agatha Christie

April 23-25 7:00pm

RONALD DAWE **Matilda** THE MUSICAL JR.



May 13 - 15

Tickets on sale Spring, 2025



MORVEN ART SHOW

Watch for details in April



WENTWORTH CONCERTS

Kindergarten/Grade 1 – May 5

Grade 2 – May 5

Grade 3 – May 6

Grade 4 – May 6

Grade 5 Band – May 22

Grade 6 & 7 Band – May 22



MORVEN SPRING CONCERT

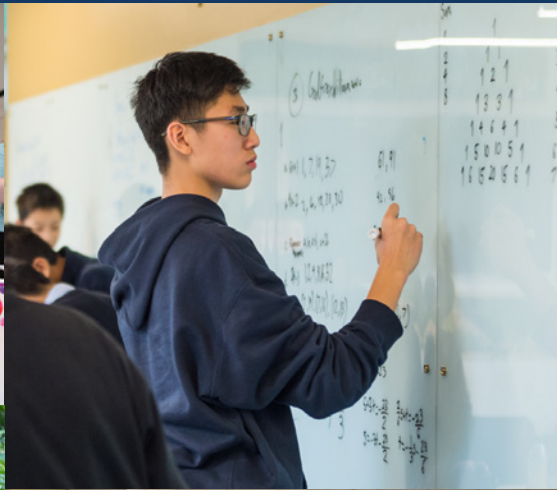
Tuesday April 15th



June 23 - August 8



NOW OFFERING PROGRAMS UP TO GRADE 10



Register Now
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Return all undeliverable Canadian addresses to:
Collingwood School
70 Morven Dr, West Vancouver, BC V7S 1B2 Canada