

# bridge

THE MAGAZINE OF COLLINGWOOD SCHOOL



**Pursuing passions  
beyond the curriculum**  
Morven students go deep  
exploring their interests

# COMING SOON

**COLLINGWOOD PERFORMING ARTS – COMING THIS SPRING!**

## AMADEUS



**MAY 20 – 22**



**MAY 19 – 20**



## MORVEN ART SHOW

Late May – Date TBD



## WENTWORTH CONCERTS

Kindergarten / Grade 1 – May 11  
Grade 2 – May 11  
Grade 3 – May 12  
Grade 4 – May 12  
Grade 5 Band – May 21  
Grade 6 & 7 Band – May 21



## MORVEN SPRING CONCERT

Jazz Cabaret – April 14  
End of year concert – May 19



COLLINGWOOD  
SCHOOL

**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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SPRING 2026

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# NEWS

**KEY DATES:**

- First day of classes after Spring Break, March 30
- Good Friday, school closed, April 3
- Easter Monday, school closed, April 6
- Pro-D Day (no students in attendance), May 15
- School closed for Victoria Day, May 18
- Last day of classes for all students, June 12

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 school year!

Welcome back from Spring Break and to the start of the final term of the 2025–2026 school year!

When we first launched our current Strategic Plan, *With Passion and Purpose*, in October 2021, we did so with a bold vision: to ensure Collingwood School remains at the forefront of educational excellence while fostering a community where every individual feels valued and inspired to do their best. Today, I am incredibly proud to share that we haven't just reached our milestones — we have woven them into the very fabric of who we are.

We set 14 strategic priorities in our plan, and I am thrilled to report that each has been delivered in substantial, transformative ways. However, this update is not about checking boxes or reaching a finish line. In education, the work is never truly done. Instead, these priorities are now vibrant, active parts of our daily operations, providing the momentum to carry us into our next chapter as a School.

### **Forward-Focused Learning**

Our commitment to authentic, personalized learning experiences through inspired spaces that propel students to pursue their passions has moved from aspiration to reality. The completion of Project Excellence — including our new Learning Commons and the Centre of Excellence for STEEM — has redefined how our Senior School students collaborate and create. At the same time, our Wentworth Master Campus Plan

continues to take shape as we work with the District on both the road exchange and rezoning processes. In the meantime, we have revitalized many outdoor spaces at our Junior School, including the ropes course, forest classroom, primary playground and the new outdoor classroom, which we plan to open in the fall of 2026.

As we move forward, we continue to refine our approach to meet the needs of a changing world. Previously articulated as developing a Technology Plan, we have pivoted from a traditional tech innovation plan to a more holistic Digital Fluency and Citizenship model. This ensures our students are not just tech-savvy but responsible, ethical leaders in an ever-evolving digital landscape.

We have fundamentally shifted the conversation toward a deeply personalized approach to learning, where students are encouraged to pursue their passions to find a pathway unique to themselves. This is made possible by our bespoke Senior School timetable — an innovative structural shift that serves as a powerful catalyst for deeper thinking and learning. Whether a student wishes to pursue rigorous AP learning, balance their academic load with engaging co-curricular commitments, or accelerate their studies across our three trimesters, our schedule is now flexible enough to meet individual goals rather than forcing students into a one-size-fits-all model. The flexibility of H-Block lends itself to immersive, real-world experiences that enable students to engage deeply in their learning both on and off campus. Similarly, at the Junior School, we have extended learning far beyond the traditional classroom walls, offering our Gr. 6 and 7 students immersive, hands-on discovery during ExL Week. From our youngest learners to our graduating seniors, this shift toward personalized education ensures that every Collingwood student will have a multitude of opportunities to develop their passions and purpose.

### **Building a Stronger Community**

We believe a strong community is built upon the inclusion of diverse minds and broad perspectives. We have worked tirelessly to ensure Collingwood remains a magnet for high-calibre faculty and staff who bring these perspectives to life. By enhancing our compensation models, growing our teacher-leadership program, and optimizing our organizational design, we are not just strengthening our internal structures — we are directly supporting the dedicated professionals who, in turn, support and inspire our students every day.

Our strength is also found in the vibrant partnerships that surround our students. We have intentionally strengthened our partnership with Parents' Council, whose tireless work ensures our families can come together to volunteer, celebrate our diverse cultures, and build lasting social connections. Similarly, we have seen an incredible resurgence in our Alumni relations. From milestone reunions and Homecoming to our graduates returning to mentor current students, these connections truly came to life during our 40th Anniversary celebrations last year.

I am also deeply moved by the gains we have made in our community partnerships. Students at Wentworth have participated in service learning activities with Backpack Buddies, WV Seniors' Centre, North Shore Family Services, Hands & Hearts, and Ocean Ambassadors Canada. Similarly, our Morven students have had impactful learning with respect to our social impact labs, Collingwood U, Gr. 9 project week, and CBO. Under our commitment to Indigenous Education, we are strengthening relationships and developing a formal plan in partnership with other North Shore independent schools and our local Indigenous community. Furthermore, our parent education initiatives — covering everything from strong foundations in Numeracy, Literacy and Academic Pathways to AI and Social Emotional Learning — have strengthened the vital bridge between home and school.

## Wellbeing

Our “whole-child” approach is now backed by data. By using tools like the Delaware Social Emotional Competency Scale (Gr. 3–7), and the Komodo Well-Being Surveys at our Senior School, we are making evidence-based decisions to support student mental and physical health. Our team's success in this area is so notable that they have been invited to present their approach at the CAIS National Leaders Conference this spring.

At the heart of our wellbeing strategy is how we live our shared values of Courage, Curiosity, and Community. We believe that a true sense of wellbeing is impossible without a deep sense of belonging. We are intentional in creating an inclusive environment where diverse perspectives are welcomed, and all students have equitable opportunities. By leaning into our values, we empower our students to have the Courage to be their authentic selves, the Curiosity to learn from different perspectives, and the commitment to a Community where everyone is welcomed, understood and valued.

## Sustainability


We have also been looking toward the future of our planet and our institution, believing that strong stewardship will advance our School and contribute to a brighter future for our world. We developed Collingwood's first-ever Sustainability Plan and established a long-range strategic financial plan to ensure the school's stability for generations to come. We continue to build a “Culture of Philanthropy” that focuses on the long-term success of our School and includes accessibility through our Financial Assistance Program, ensuring a Collingwood education remains within reach for qualified students regardless of financial means.

## Our Next Steps: The Bridge Plan

The progress we've made With Passion and Purpose is a testament to the dedication of our faculty, the curiosity of our students, and the unwavering support of our parents and alumni. You have been the engine behind every milestone, and we find ourselves in a position of incredible strength. This solid foundation allows us to move into our next phase with intentionality. This spring, we continue to develop a Bridge Plan — a strategic roadmap designed to maintain our momentum while leaning into our community's appetite for innovation. This plan will focus on fostering resilience in our students through immersive, real-world learning, and will give Collingwood's next Head of School the space to truly understand our unique culture as they come to know our School.

On a personal note, leading Collingwood through such a transformative period has been one of the great honours of my career. As I reflect on the strategic priorities we have firmly established, I feel immense pride. I am confident that I am leaving Collingwood on a remarkably solid foundation, with our vision clear and our community stronger than ever.

We are not just a school that met its goals; we are a school with a growth mindset and a drive for continuous improvement. I look forward to watching with great anticipation as Collingwood enters its next phase of growth, knowing that the bridge we are building together leads to an even brighter future.



Lisa Evans  
Head of School

#WENTWORTH

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Three of our incredible First Lego League Explore teams represented Collingwood School at the festival hosted by Mulgrave School. Congratulations to our talented students for their brilliant teamwork and innovative designs!


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The 2026 Girls' CAVS Classic was defined by nail-biting finishes and incredible athleticism. Our Collingwood Grade 7 Girls secured the championship!


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Kudos to Wentworth Ski & Board Club for getting out on the slopes and sharpening those turns!

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Grade 1s are beginning their STEM education - learning how to code! With iPads, these learners have already figured out how to create paths of movement and light patterns for their Sphero Bolts.

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We are incredibly proud of our Jr. School students for their leadership and compassion through the Hands & Hearts service-learning initiative in Vancouver's Downtown Eastside!

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We took our student-built and designed crab traps to Cates Park and collectively caught almost 30 crabs and cooked crab on the beach with lemon and garlic butter in the sunshine. ExL Week success!

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You've got mail! 1H had so much fun making their Valentine's Day mailboxes and exchanging cards and special messages with classmates.


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Special congratulations to our students who placed in the Top 1% in the world in the InSpire Canada Math Contest!

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Yukon ✨ Vibes ✨ One of our Gr. 6/7 ExL Week trips went north for an experience in Canada's arctic like no other.

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The Sr. Boys Basketball team won the Cav Classic in dramatic fashion Saturday with a 90-89 win over Notre Dame!

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Thirty Collingwood students stepped into the shoes of global diplomats this past weekend at the Vancouver Model United Nations conference.

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Ms. Underwood's Art Studio 10-11 students are impressing with their abstract painting talent today. Can't wait to see these finished pieces at the Spring Art Show!

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We hope all our Seniors had an amazing time dancing, dining, and dressing up at CAV Prom!

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The Cavs are officially the kings of the mat! 🏆 For the third year in a row, our wrestling team has secured the Vancouver Sea-To-Sky Boy's Zone Championship!

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Kindies had a special Valentine's visit from their Gr. 12 buddies. It's always so much fun to see these friendships grow ❤️

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The Sr. Girls Basketball team is at the BC AA Provincials and won their first game against Lambrick Park Wednesday evening - GO CAVS!

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 Add a comment... ...

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We hope everyone had a wonderful Pink Shirt Day. It was a sea of pink at Collingwood, and our students were so engaged in celebrating kindness.

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 Add a comment... ...

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A big congratulations to the Collingwood Table Tennis Team who competed in the BC Table Tennis Provincials this past weekend!

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 Add a comment... ...





they chose: L’Oréal and “Skin Health, Not Just Beauty.” The prompt referenced the World Health Organization’s declaration of skin diseases as a global health priority, and challenged students to create a business plan for L’Oréal to launch a new skin-health-focused division, balancing medical credibility with consumer appeal through products that treat or prevent common skin conditions.

The competition gave them just two weeks to develop their strategic plan and put together a presentation. “The opportunity we identified for L’Oréal was to reposition itself from a beauty-led company to a science-first leader in skin health by creating a unified dermatology-focused division,” said Norah. “We saw this as an opportunity because skin conditions affect 1.8 billion people globally. Trust in traditional cosmetic marketing is declining, and there is growing demand for clinically validated, dermatologist-backed products. L’Oréal already owns trusted dermatology brands and has global scale, but lacks a cohesive health-driven strategy, making this a strong growth opportunity.”

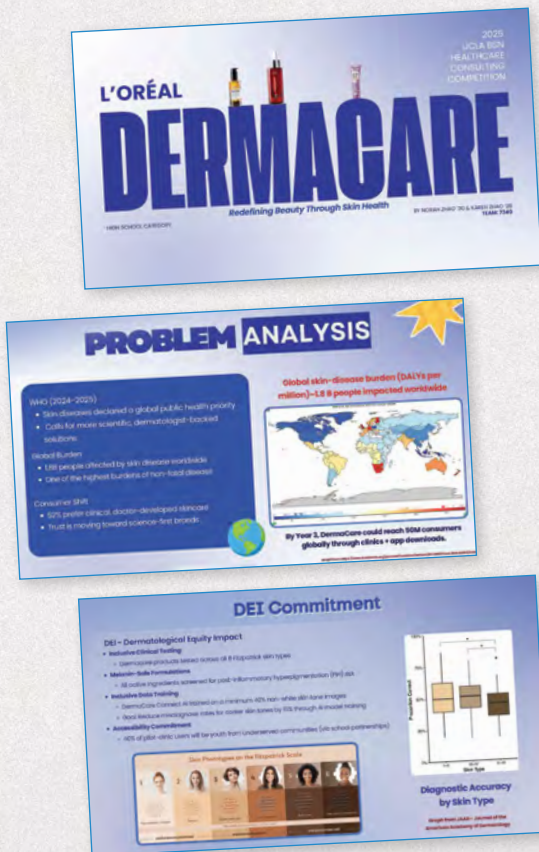
The preliminary round of the competition required teams to submit a presentation of fifteen slides. They were selected among the eight finalists and presented live over video conference to a panel of entrepreneurs and UCLA professors. Ultimately, they came in second place behind a team from South Korea.

“Participating in this competition pushed us to think like real founders.” said Karen. “We learned how to validate ideas, defend our decisions under pressure, and communicate a vision with clarity. More than anything, we realized how powerful it is when science, entrepreneurship, creativity, and purpose come together to solve a real problem for real people. We’re really grateful for our teacher’s support. Ms. Lau’s feedback really helped us.”

## SISTER ACT

### Team of two sisters crushes it in UCLA’s Healthcare Consulting Competition

As a way to explore potential career directions, the sisters Karen Z (Gr. 10) and Norah Z (Gr. 8) decided to look for a student competition where they could combine their interests. Karen is interested in healthcare, and Norah is interested in entrepreneurship. After much research, they identified the UCLA BSN Healthcare Consulting Competition, which invites students to tackle some of today’s most pressing challenges in global health, biotech and healthcare strategy. During the sign-up process, they realized that, because Karen is in Gr. 10, they would have to compete in the senior category. Selecting from three possible real-world challenges,





## HOW DO YOU SHOW UP WHEN NO ONE IS WATCHING?

### Head students take on personal roles with Gr. 8/9 leadership program

This year, Collingwood is very excited to introduce the new Gr. 8/9 Leadership Program. This innovative initiative provides emerging leaders with the opportunity to build an understanding of how to be their best selves while developing essential skills such as agency, initiative, and the ability to contribute meaningfully to a team.

Students were selected through an application process, with two from each of Gr. 8 and 9 chosen to represent each of the six Houses. Priority was given to Gr. 9 applicants as there are limited spots in the program. The first stage in Collingwood's leadership pathway, students selected for the Gr. 8/9 Leadership program also serve as house reps for their grade, with responsibilities including participating in house events, supporting house games, and assisting heads of house and house captains.

In total, 90 students participated across three rotations, each consisting of six weekly one-hour sessions facilitated by head students Riley S and Yihan W (who, incidentally, identified this as an opportunity to further develop their own leadership skills). Each session explored a specific leadership topic through presentations, discussions, exercises, challenges and journal prompts to help students reflect on their personal experiences and identify leadership moments and opportunities at school and in their lives. Students explored how they can use their strengths to strengthen their team. They identified and discussed leadership moments they had noticed recently at school. At the conclusion of the final sessions, students wrote a letter to their future selves about how they will have applied their leadership skills this year.

While the developmental goals of the Gr. 8/9 Leadership Program are to help students develop greater self-awareness, practice agency, and strengthen their teamwork skills, we ultimately hope that, through this experience, they will see themselves travelling on Collingwood's leadership pathway.



"I have witnessed the Gr. 8/9 Leadership Program make a tremendous difference for Gr. 8 and 9 students this year. Watching them take risks and learn from one another has been incredibly rewarding. I feel grateful to have helped guide these emerging leaders as they shape their own leadership pathways at Collingwood and beyond."

— Riley S

"The students in the program have developed communication techniques, gathered the courage to speak in front of audiences and benefited from the perspectives of older students. I hope to continue to help provide students with the tools needed to explore their passions and leadership pathways at Collingwood."

— Yihan W



## MATH CLUB

**Math Club Coaches and Sponsors: Ms. Naoise Gallagher and Dr. Minnie Liu**  
**Math Club Leaders: Lucas Y, Daniel L, Cary Z and Frank Z**

### Recent Math Club Highlights

*by Darien Allan, Head, Department of Mathematics*

From the lively buzz of students debating math problems and making sense of complex challenges and brain twisters to the focused intensity of collaborative problem-solving where students pull together all their mathematical skills and knowledge, Math Club has been an exhilarating success this year! Our Math Club is a vibrant mix of students from Gr. 8 to 12, meeting twice a week. With anywhere from 10 to 30 eager participants in each meeting, the room is always filled with energy as they dive into exciting mathematical challenges. While we celebrate those who do well in contests, we really want to be a space for students who just want to play with math.

The fall was particularly busy with contests at all grade levels. We are very excited to share some of our students' incredible results. More recently, many of our Gr. 8 students wrote the American Math Contest in late January, and our AIME qualifiers wrote in February. Next up are the Pascal, Cayley and Fermat

Math Contests for Gr. 9–11 students, followed by the Canadian Mathematics Olympiad. The CMO is an invitational exam for which students qualify from the Canadian Open Mathematics Contest.

### LYNX MATH CONTEST (GR. 8-10)

Our own Lucas Y (Gr. 10) and Frank Z (Gr. 11) were 2 of 7 students from BC and 31 Canadians to achieve a perfect score on the Lynx Math Contest in early October. This is Frank's second year in a row with a perfect score!

### CANADIAN OPEN MATHEMATICS CONTEST

We also had 14 students write the Canadian Open Mathematics Contest. Their results were incredible, with Daniel L qualifying for the Canadian Mathematics Olympiad in March (his second year in a row), and two students, Cary Z and Frank Z, were invited to complete repêchage as a second chance to earn a spot.

### CANADIAN INTERMEDIATE AND SENIOR MATHEMATICS CONTESTS

A record number of Collingwood students wrote the Canadian Intermediate Math Contest. Nine Gr. 8–10 students wrote, and 7 students wrote the Canadian Senior Math Contest. Our results were impressive, with two students — Daniel L and Cary Z — achieving a perfect score on the CSMC!



### AMERICAN MATHEMATICS CONTESTS (GR. 8, 10, AND 12)

Many students also wrote the American Math Contests. The students prepared well, and we had 13 qualifiers for the American Invitational Mathematics Exam, four of whom are in Gr. 8 and 9. Eleven of the thirteen qualifiers wrote the AIME exam in February.

### AMERICAN INVITATIONAL MATHEMATICS CONTEST

The AIME is a 3-hour math contest, and we had a new record of 13 students qualify to write it in February. The preliminary results are in, and we are very proud of our students' hard work!

### CANADIAN MATHEMATICS OLYMPIAD

Daniel L qualified for the Canadian Mathematical Olympiad. This is absolutely incredible and is his second time qualifying. This paves the way for an invitation to Team Canada. Frank Z also qualified through the rigorous Repêchage process. We are so proud of these amazing students!

### USA MATHEMATICAL OLYMPIAD

Based on his outstanding results on the AMC 12 and the AIME, Daniel L has qualified for USAMO. He is one of only 600 students to qualify, and the first ever Collingwood student to qualify to write it. The USAMO comprises six problems to be written over two days in March. Congratulations and best of luck to Daniel!

### CANADIAN TEAM MATHEMATICS CONTEST – WATERLOO, APRIL

We have been invited for our third straight year to participate in the Canadian Team Mathematics Contest at Waterloo! A team of six, including our two teacher leaders, will be travelling to Waterloo for this exciting competition. The team has been hard at work preparing for this multiple-event celebration of mathematical efficiency and accuracy. 🎯



“Ms. Gould, how long is a blue whale?”

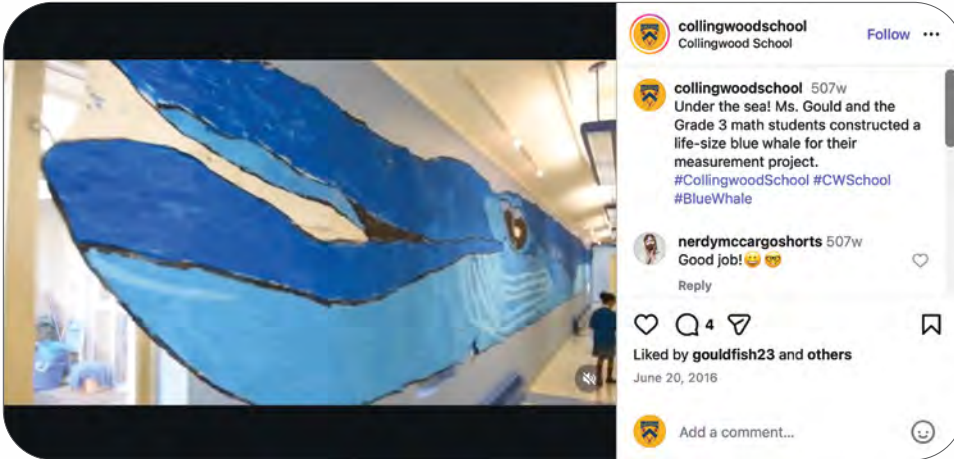
It was a simple question posed by a curious student back in 2016 that sparked a completely different approach to the Gr. 3 measurement unit. Using a project-based inquiry model, Helen Gould’s class put down their books and instead researched the length of a blue whale, measuring it out in footsteps down the Gr. 3 hallway. Students then drew and painted a life-sized whale, creating an installation that mesmerized the entire campus. “Experiences like this are what first inspired me to plant the seed at Wentworth for the numeracy coach role,” says Helen Gould.

At its core, the primary role of the K–Gr. 5 Numeracy Growth Coach is to build teacher capacity so that every classroom delivers high-quality, conceptually rich, and equitable mathematics instruction. A key part of this role is bridging research-informed best practices and classroom pedagogy through mentoring, modelling, and co-teaching, further advancing our already strong mathematics program.

# Everyone is a mathematician!

WW introduces a K-Gr. 5 Numeracy Coach to support mathematics learning.





enriching students who are ready for extension, and ensuring math lessons remain fun and engaging.” Examples of math projects that integrate real-world applications include collecting raw data from paper airplane flights, exploring area and perimeter with vegetable boxes in the school garden, and baking to explore fraction concepts. It’s important to note that embedding math in real-world contexts does not come at the expense of learning foundational, curriculum-mandated math concepts.



Ms. Gould, a longtime faculty member, has served in a variety of roles over her time at Collingwood. This includes over a decade working as the Gr. 3–5 Math Coordinator, tasked with ensuring that math learning across classes and grades was both vertically and horizontally integrated and aligned with the curriculum. When it came time to select the new K–Gr. 5 Numeracy Coach, Helen was the natural choice.

“We want students to see math as a way to think, explore and understand the world around them,” says Helen. “So they can become flexible thinkers with critical problem-solving skills.”



“A major focus of our math program this year includes real-world application of math skills and developing flexible thinking. We are supporting teachers in designing rich tasks that value process over product and deepen conceptual understanding,” says Helen. “We aim to reinforce foundational skills while also pushing beyond them to develop students who can think critically and solve problems creatively. This includes honouring multiple solution strategies,

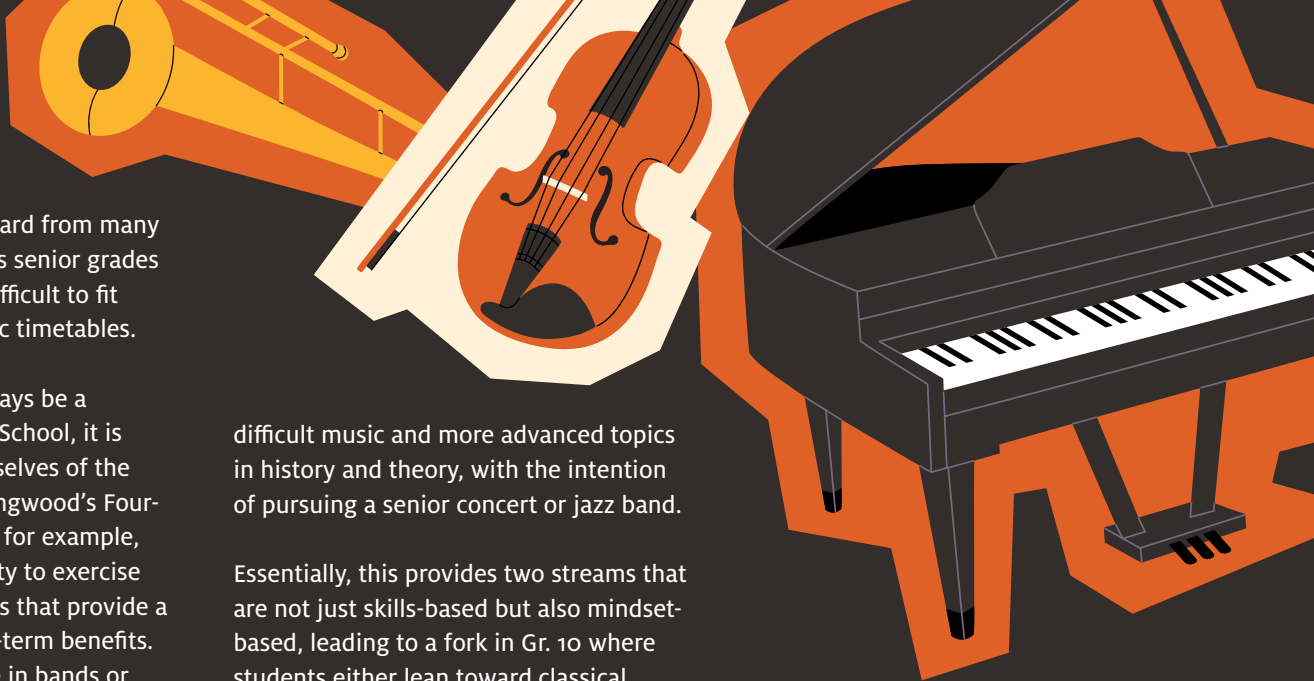




# BATTLE OF THE BANDS!

Students at our Senior School have many opportunities to get involved in music





In recent years, we've heard from many students in Collingwood's senior grades that they are finding it difficult to fit music into their academic timetables.

While academics will always be a focal point at our Senior School, it is important to remind ourselves of the role the arts play in Collingwood's Four-Strand education. Music, for example, has a demonstrated ability to exercise developing brains in ways that provide a wealth of short and long-term benefits. Students who participate in bands or other ensembles often reflect on these experiences and find them extremely rewarding and valuable for social connection and a sense of belonging.

With this in mind, Collingwood's Senior School is pleased to welcome an enthusiastic new band teacher. "We are shaking things up," says Steven Eckert. "Next year, we will be offering four bands that meet during the timetable." The intermediate band is for Gr. 8/9 students who want to be involved in an ensemble but aren't as interested in developing skills or reading music, and don't necessarily have the long-term goal of getting to senior concert band or senior jazz band. (That said, there are examples of students who do make this transition.) The advanced band for Gr. 8/9 is for more serious music students and requires an audition. This band focuses on more


difficult music and more advanced topics in history and theory, with the intention of pursuing a senior concert or jazz band.

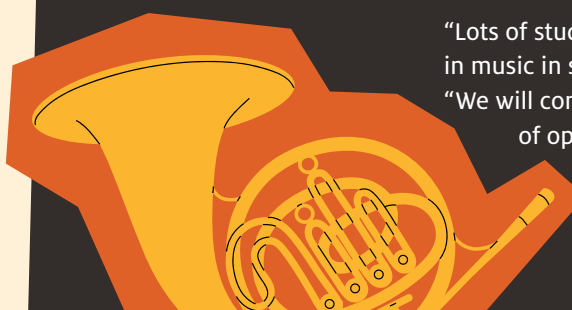
Essentially, this provides two streams that are not just skills-based but also mindset-based, leading to a fork in Gr. 10 where students either lean toward classical music or jazz. The Senior Concert Band focuses on major 20th and 21st-century compositions for the classical concert band medium. This includes music from composers such as John Williams, Percy Aldridge Grieger and Frank Ticheli. This band music is analogous to that typically played by orchestras. The Senior Jazz Band, it should be noted, does not exclusively play jazz. This band plays a diverse selection that includes everything from Stevie Wonder to Latin music to more recent popular compositions by artists such as Bruno Mars. The jazz band does pursue music education components, such as exploring music theory, but through an improvisational lens.

At the same time, the majority of opportunities for students to get involved in music occur before and after school. Many students are surprised to learn there are 10 ensembles that meet outside of the timetable.

Junior Jazz Band, for example, meets before school and is the prerequisite for Senior Jazz Band. The Top 40 Junior and Senior groups also meet

before school. These students play a variety of rock/pop contemporary music that you might hear on your streaming service, not just current Top 40. The Junior Top 40 group is especially suited to Gr. 8/9 students interested in music who might not have much musical background or who want to try playing a new instrument. The Senior Top 40 group is for Gr. 10–12 students with some experience in playing music. Collingwood also has a burgeoning drum corps program. In recent years, our group has been placing increasingly well at competitions. The long-term goal of this group is to be the ad hoc Collingwood pep band and play at various events and school functions. Then there is also the Collingwood Classical Music Club. Student-led strings and piano ensembles perform on weekends at retirement homes or for various fundraising events. Collingwood also has several student-led faculty-sponsored chamber ensembles, which pursue their collaborative musical experience under the umbrella of the community block.

"Lots of students want to get involved in music in some way," says Dr. Eckert, "We will continue to develop a variety of opportunities and programs to make this possible." 



# Another banner season for Collingwood Athletics

By David Speirs, Collingwood Athletics Director



After a terrific fall season of sports, Collingwood teams have really knocked it out of the park this winter.

The senior boys' basketball team won the North Shore AA Championship and finished second in the Vancouver Sea-To-Sky AA Zone Championship.

However, their loss to Notre Dame in the Zone Championship game was more than forgotten when they defeated the Jugglers 78-72 to win the BC AA title. This is Collingwood's second provincial basketball championship in three years. An amazing feat to be sure. And now Collingwood will hang its 53rd BC Championship banner on the gym wall.

Our senior wrestling team won the Boys' North Shore Championship and the Boys' Vancouver Sea-To-Sky Championship. They then finished in second place in the combined event at the BC Championships. Only two points separated the Cavs from a BC title.

In the Boys' category, the team finished 4th. This is a remarkable feat considering there is no tiering in wrestling, which means the schools that finished ahead of Collingwood were all significantly bigger in student population.





The senior girls' basketball team also had a terrific year. After finishing second in both the North Shore AA Championships and the Vancouver Sea-To-Sky Zone Championships, the Cavs earned their first berth to the BC Championships in four years. The #9-ranked Cavs played some terrific basketball and upset the #8 and #5 teams in the province and finished a very respectable 6th.

The junior girls' basketball team also qualified for the BC Championships after finishing 3rd in the Vancouver Sea-To-Sky Championships. The Cavs finished 13th in the province, which is a great result since almost all the schools that finished ahead of Collingwood are AAA or AAAA.

The Alpine team brought home two North Shore titles. The girls' snowboard team and the boys' ski team both won banners and qualified for the BC Championships in Smithers. The teams finished 4th and 6th, respectively.

Finally, six Collingwood athletes earned berths on Canadian Junior Field Hockey 'Next Gen' trips in late March. Isabel M, Naeve L, Tahlia N, Sophie L, EvaBella H, and Courtenay U will all proudly don the red and white on European tours designed to give young Canadian field hockey players international experience. 🇨🇦







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



# The countdown to a fun-filled summer has begun!



## Collingwood Camps add exciting, new programs to make the most of summertime.

Okay, campers! Are you ready for some fun?

For many of us, the time we spent at summer camp is among our most cherished childhood memories. The days spent stomping around the woods. The fun (and sometimes silly!) outdoor activities. The camaraderie with other campers. The little bit of less-structured freedom that feels like a celebration of summertime.



## Signature Camp

In addition to Collingwood’s established summer camp experiences, we are excited to introduce a new Signature Camp program this year. Drawing on elements of the traditional overnight camp experience, Signature Camp offer a similar experience, but with the accessibility and convenience of a day camp.

Blending engaging activities with opportunities to explore, connect, and grow, this program balances traditional camp fun with 3 hours per day focused on an interest area of choice, including Arts & Media, Nature & Wellness, Science & Discovery, Sports & Adventure, and the exciting Wild Card format. With the right amount of structure, flexibility, and outdoor activities, this program will empower campers to discover new interests, build confidence and create lasting memories.



## Specialty Camp

Specialty Camp offers campers the opportunity to explore a specific area of interest by providing focused, skill-building experiences. Campers will develop a sense of connection, community and confidence while immersing themselves in a chosen area.

Whether it’s stepping into the spotlight, sewing their very own cozy pyjamas, or diving into the world of forensic science, campers will have the chance to explore their passions in a structured, hands-on environment. With morning and afternoon options, Specialty Camps provide flexible scheduling to fit every camper’s schedule. Morning Specialty Camps can be paired with another Specialty Camp in the afternoon to make a full-day experience, including a lunch break and an optional lunch add-on.



## Leadership Pathway

For participants ready to develop their leadership potential, our Leadership Pathway program provides opportunities to grow as an individual, strengthen peer-to-peer collaboration and mentor others.

Collingwood Camps offers a two-tiered leadership pathway for campers who have completed Gr. 6/7 or 8/9. Designed by experienced camp professionals and educators, each level strengthens essential skills including communication, collaboration, problem-solving and the confidence to guide peers and younger campers. By the end of the program, campers will be equipped with the knowledge and experience to step into future roles as camp staff and become role models in their communities long after summer ends. **b**

*For more information about Collingwood Camps, and to register, visit [collingwood.org/camps](http://collingwood.org/camps)*



## Daily Schedule

### Full-Day Camps

9am-3:30pm

### Half-Day Camps

9am-12pm or 12:30pm-3:30pm  
(except for Explorers, K)

Please note: daily program schedules differ depending on the camp, day of the week and weekly theme.

New for 2026, we offer before and after-camp care for campers entering Gr.1 to Gr.5 who need to be dropped off early or picked up late.

We are also pleased to offer busing for summer 2026.

For more details on schedules, busing and drop-off/pick-up times, see the Camps page on Collingwood School’s website.

## Managing the extra in extracurriculars

At Collingwood School, students are fortunate to enjoy widespread opportunities to participate in extracurricular activities. From robotics to athletics to Social Impact Labs, students are encouraged to pursue their passions. In University Guidance, we are often asked about the role that extracurricular activities play in university admissions.

Our answer? Well, it depends. Generally speaking, the relative importance of extracurriculars depends on the student's choice of post-secondary destination.

In Canada, more and more programs are adding holistic components to their considerations. This includes competitive programs in business, engineering, and health sciences and all programs at UBC. Through the Personal Profile, UBC asks students to present their extracurriculars as a list of 5 activities, through essays and sometimes through video responses to randomized prompts.

In the US, the Common Application offers a maximum of 10 spots to list activities and 5 spots for other academic honours. However, the University of California application provides 20 spots for activities and awards.

In the UK, where post-secondary programs are dedicated to a single subject, students demonstrate they know what they are getting into by engaging in "supercurriculars." These are extracurricular activities that are academic in nature. Students may deepen their understanding of the subject by reading beyond the curriculum, participating in enrichment programs, or engaging in relevant internships or clubs.

Regardless of post-secondary destination, UG has found that the impact of extracurriculars is best measured by the quality of engagement rather than quantity. The best approach is not to fill all 5, 10, or 20 spots on the application just to do so, but rather to showcase the student's passion for one or two core interests.

So, how can students reflect on their extracurricular profile? For starters, it is helpful to keep a record of extracurricular activities. This will not only help track activities but may also offer insights into where a student might wish to deepen their engagement. This record will also streamline the process when it comes time to write applications.

And, of course, this is a good topic for students to discuss with UG counsellors to determine whether their extracurriculars meet the expectations of their desired university programs.

## THE ROLE OF EXTRACURRICULARS IN UNIVERSITY APPLICATIONS



### Canada

Essay and/or video supplements for UBC and competitive programs in business, engineering and health sciences.



### UK

Supercurriculars are prioritized to highlight engagement in the chosen area of study. Other extracurriculars also act as evidence of maturity and time management.



### US

Activity list and essays act as spaces to provide meaningful reflection on the impact and learnings from each extracurricular.



### International

The role of extracurriculars varies by country. Ask UG for more details.

## Community-Supported Initiatives at Collingwood

### LISA EVANS SCHOLARSHIP. A LEGACY BUILT TOGETHER.

For more than three decades, Lisa Evans has helped shape Collingwood's identity through her belief in students, steady leadership and deep commitment to our school community.

This scholarship reflects a collective desire to honour Lisa in a way that is personal, enduring and centred on students. Established through community support, this endowed scholarship will assist a student entering Gr. 8–10 who demonstrates leadership grounded in integrity, empathy and meaningful contribution to school life — qualities Lisa has championed throughout her career. Designed for long-term impact, the scholarship ensures that Lisa's legacy continues through the students who will help shape Collingwood's future.

#### Project Snapshot

##### GOAL:

\$500,000–\$1,000,000 endowment

##### MILESTONE:

\$330,000 to honour 33 years of service

##### IMPACT:

Renewable scholarship supporting a Gr. 8–10 student



### WENTWORTH OUTDOOR CLASSROOM. LEARNING WHERE STUDENTS THRIVE.

The Wentworth Outdoor Classroom is a community-supported project responding to how students learn best today — through hands-on exploration, collaboration and experiential learning.

Wentworth students are already thriving in outdoor and project-based learning environments. This new purpose-built classroom will meet them where their curiosity and passion are strongest, providing a dedicated space for STEM, design thinking, land-based learning and interdisciplinary exploration from JK through Gr. 7.

In addition to formal learning, the Outdoor Classroom will become a daily gathering hub for Gr. 6 and 7 students

“Throughout my five years in the Middle and Senior School, Lisa was an extraordinary leader and mentor. She wasn't just a leader I admired — she genuinely took the time to know and support me.”

— Ariana Sairafi, '11

and will be used during recess and lunch as a shared home base that supports connection, wellbeing and a strong sense of belonging. This new Outdoor Classroom will feature tiered seating, weather protection and access to the tools and technology that support building, testing, collaboration and real-world exploration. Supported entirely through community giving, the project reflects a shared commitment to growing experiential learning in ways that are intentional, inspiring and future-ready.

#### Project Snapshot

##### CAMPAIGN GOAL:

\$500,000

##### TIMELINE:

Completion targeted for summer 2026

##### STUDENTS SERVED:

JK–Gr. 7 (daily use), with a gathering hub for Gr. 6–7

“It's awesome that we'll finally have a covered spot to hang out at recess and lunch. But what's even better is that it's also an outdoor classroom made for us.”

— Wentworth Gr. 7 student

#### HOW TO LEARN MORE OR GET INVOLVED

Families who would like additional information about either initiative are encouraged to contact the Advancement team at [advancement@collingwood.org](mailto:advancement@collingwood.org).

PARENTS' COUNCIL

**SPRING FAIR**

Mark your calendars! Our much-anticipated Spring Fair is just around the corner, and we cannot wait to welcome the entire community for a day of fun, laughter, and connection. On Saturday, May 9, our campus will transform into a vibrant hub of activity, filled with amazing games, rides, delicious treats, and plenty of opportunities to reconnect with friends old and new. This year's fair will also feature our next Unishop sale, offering fantastic finds on gently used uniforms, along with a used book and board game sale — perfect for stocking up on great reads and family favourites. Of course, beloved traditions will return, including the ever-popular Student Makers Market, colourful face painting, and the high-flying excitement of the Euro Bungee. With something for everyone, the Spring Fair promises to be one of the highlights of the season. Stay tuned in the coming weeks for volunteer sign-ups and ticket sales.



**STAFF APPRECIATION LUNCH**

Our gratitude for the incredible dedication of our staff was on full display at this year's Staff Appreciation Lunch. Both campuses were treated to a delicious paella feast, filling the air with the savoury aromas of saffron and fresh ingredients. The meal concluded on a sweet note with delightful churros for dessert — a small but heartfelt way to thank our faculty and staff for the care, energy and commitment they bring to our community every day.



**SUMMER FAMILY BUDDY VOLUNTEERS**

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](mailto:newparentcoord@mycw.org).

Sincerely,

Caroline Wong  
Chair, Parents' Council

Emma Arnell  
Vice Chair, Parents' Council

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

Email [pcchair@mycw.org](mailto:pcchair@mycw.org)





### Alumni spotlight: Bill Yao '20

Our Alumni Spotlight Series celebrates graduates making an impact in their fields while staying connected to our community. For this edition of Bridge, we are thrilled to feature Bill Yao '20, Marketing and Content Coordinator for the Boston Celtics and Collingwood's first-ever NBA Championship ring holder.

Bill's story reflects initiative, creativity and the lasting impacts of a Collingwood education. "I loved basketball, and I loved the idea of creating a brand," Bill explains, reflecting on his high school journey. "For Collingwood, that was kind of where it first started. I looked at our strong basketball program, and I thought, 'How do we showcase this to the parents, the alumni and everyone who follows the team?'" Bill founded our School's first dedicated basketball media account for the Senior Boys team (@collingwoodmbb). This experience, combined with his interest in the creative industries, led him to Boston University, where he earned a degree in advertising.

Upon graduating from Boston University, Bill pursued his dream job and landed a marketing role with the Boston Celtics. During his first year with the team, the Celtics won the 2025 NBA Finals, earning him a championship ring. Bill strongly believes in supporting our community and continues to provide career advice to Collingwood grads who arrive in Boston for their post-secondary studies.

"Working in sports was never my goal. I loved basketball. I loved marketing. I loved the creative industries. But I never thought those three things would ever come together to make a career."

— Bill Yao, Collingwood Class of '20



Follow this link for the full profile

Do you know a Collingwood alum whose story deserves to be shared? Or maybe it's your turn! Email [alumni@collingwood.org](mailto:alumni@collingwood.org) to nominate someone or share your story.

### UPCOMING EVENTS


#### Alumni Homecoming 2026


We look forward to seeing you on Friday, May 1st, for our fourth 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 and celebrate alongside Lisa Evans as she marks her 33rd year at Collingwood.


Reunion celebrations: Grads from 1996, 2006 and 2016

Please join us in celebrating your 10, 20 and 30-year milestones on Saturday, May 2nd, 6–9 pm at Collingwood School's Morven Campus. Please RSVP by Friday, April 17th.

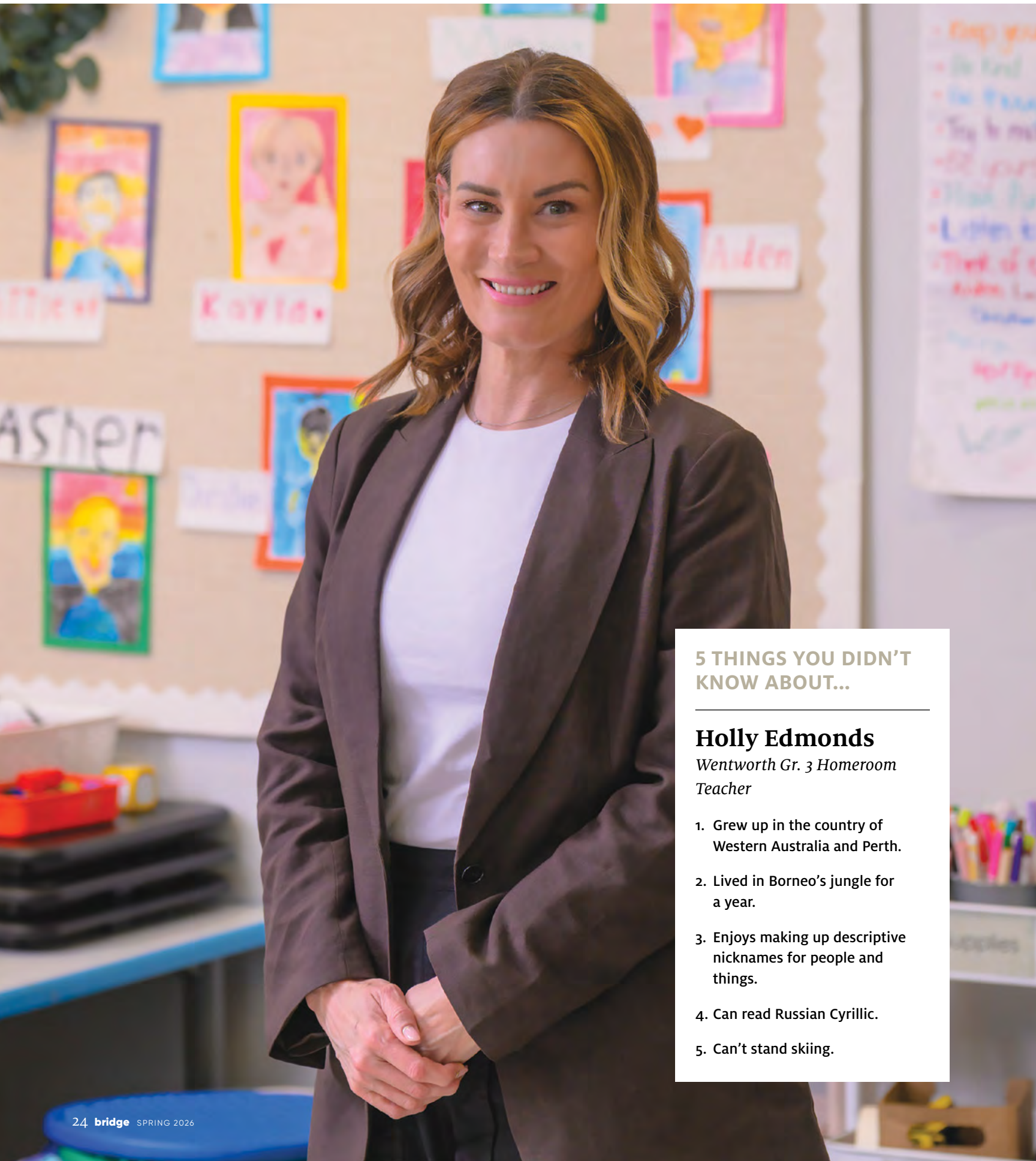
### STAY CONNECTED

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

 Connect with us on Facebook [www.facebook.com/CollingwoodSchoolAlumni](https://www.facebook.com/CollingwoodSchoolAlumni)

 Connect with us on Instagram @Collingwoodalumni

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



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

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### **Holly Edmonds**

*Wentworth Gr. 3 Homeroom Teacher*

1. Grew up in the country of Western Australia and Perth.
2. Lived in Borneo's jungle for a year.
3. Enjoys making up descriptive nicknames for people and things.
4. Can read Russian Cyrillic.
5. Can't stand skiing.

# In Loving Memory: Sophia Andrews

This past February, the Collingwood community was deeply saddened by the loss of Gr. 8 student Sophia Andrews. While her time with us was far too short, the imprint she left on our hearts and the school was profound. Sophia did not simply enter a room; she brightened it. From her first days at the Morven Campus, she stood out by simply being herself: full of life, bright, and without apology. As her Head of House, Grant Harder, shared in a moving tribute to her life, Sophia possessed a rare confidence and a smile so wide it “nearly made her eyes disappear.”

Mr. Harder remembers how Sophia moved through her Gr. 8 year with remarkable ease. Whether excelling in academics or stretching herself to try theatre and business, she approached every new experience with an infectious giggle and a total lack of hesitation. She wasn't afraid to put herself out there, teaching us all the value of stretching our own boundaries and trying something new with an open heart.

What our community will remember most is Sophia's character. Sophia's “superpower” was an effortless, radical inclusivity. Her circle of friends “spider-webbed” across the entire grade because to Sophia, everyone mattered, and everyone was seen. She cared deeply about authenticity and had a unique way of making those around her feel loved simply by being in her presence.

Sophia's legacy is woven into our School. She inspires us to be “real,” to seek out the person standing alone, and to lead with a kindness that builds community. She showed us that being present matters and that truly seeing one another is how we create a place of belonging. Sophia lives on in every brave new endeavour and every act of inclusion — reminding us all to live as she did: fully, brightly, and with a smile for everyone.

Collingwood School is currently working closely with the Andrews family to determine a meaningful and lasting way to honour Sophia's legacy. We look forward to sharing these plans with our community in the coming months as we find a tangible way to remember the kindness and light Sophia brought to our school community.





COLLINGWOOD SCHOOL

# COLLINGWOOD CAMPS



**ARTS | SCIENCE | SPORTS | NATURE**  
SUMMER CAMPS FOR AGES 4-14

**NEW FOR 2026!**

**JUNE 22 TO AUGUST 7, 2026**



**Registration Now Open**



[collingwood.org/camps](http://collingwood.org/camps)

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