

bridge

THE MAGAZINE OF COLLINGWOOD SCHOOL

**Getting their
hands dirty**
Students test the soil
in Morven's garden



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Let's make a deal! Kindergarten students created a retail storefront to buy and sell products and develop their financial literacy! #realworldlearning

We believe the passions of our students will help build a better world. That's why Collingwood emphasizes authentic, real-world educational experiences and a personalized approach to learning for all students. We invite interested families to discover more ways that learning here is different. For more information about admissions and the financial assistance and scholarship opportunities available for qualified students and families in Gr. 6-12, visit collingwood.org/admissions.



COLLINGWOOD
SCHOOL

ADMISSIONS CALENDAR:

OCT 14

10-11.30am / 5.30-7pm
JK-Gr 7 Open House

OCT 21

5.30-7pm
Gr 8-11 Open House

NOV 1

Application Deadline

DEC 1

Financial Assist. Deadline

For more information, visit
collingwood.org/admissions



COLLINGWOOD
SCHOOL

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THE MAGAZINE OF COLLINGWOOD SCHOOL

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At Collingwood School, we are grateful to live, work and learn on the unceded traditional territories of the Skwxwú7mesh (Squamish), Səlilwətał (Tsleil-Waututh), and xwməθkwəy̓əm (Musqueam) Nations. We are committed to acknowledging, respecting, and celebrating the land, people and spirit that spans our two campuses, as we aim to cultivate meaningful and long-lasting relationships with Indigenous communities.

LET'S CONNECT

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School closed for National Day for Truth and Reconciliation, September 30
School closed for Thanksgiving, October 12
Junior School non-instructional day-Students not in attendance, October 22
School closed for Province Wide Pro D Day, October 23
School closed for Term Break, November 9
School closed for Term Break, November 10
School closed for Remembrance Day, November 11
Senior School non-instructional day-Students not in attendance, December 8
Last day of classes before Winter Break, December 17
First day of classes after Winter Break, January 11

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



Welcome back to a new school year!

Welcome to the 2026–2027 School Year!

When I penned my letter for Bridge last fall, I did so with a bittersweet, yet deeply grateful heart, reflecting on what I believed would be my final year as your Head of School. As we now know, the universe had a slightly different timeline in store! Since Collingwood's next leader cannot assume the role until next summer, it became clear to me that the best way to support our community was to extend my service.

I am incredibly appreciative for this bonus time with our incredible students, families and staff. However, this truly is my final year, and we look forward with great excitement to officially welcoming Emily Greenberg as our incoming Head of School in July 2027. This year will be all about building the perfect runway for her arrival, ensuring stability, momentum and a seamless transition.

Collingwood finds itself in a position of strength, a reality validated by the community consultations we conducted last year. As I shared in June, an exceptionally high Net Promoter Score reflects the trust and pride our community places in a Collingwood education. The message from our parents, alumni, faculty and students was clear—you want to preserve the breadth of our Four Strand experience and our deep commitment to student wellbeing, while actively expanding how we prepare students for a rapidly changing world. This momentum will not change who we are; rather, it will provide a springboard to elevate our mission to inspire and support students in leading meaningful lives.

This fall, we will officially launch our new strategic direction, *Pathways to Purpose*. Designed by our Board and leadership team with a visionary 10-year horizon in mind, it will act first as a focused two-to-three-year strategic direction to establish the essential foundational work required to get us there.

Our community data revealed a powerful alignment between what Collingwood families value most and where global education is headed. With an overwhelming 85% of parents identifying experiential learning and real-world problem-solving as our most vital academic offering, *Pathways to Purpose* will intentionally lean into personalized learning with real-world impact. Over the coming months, you will see a focus on: expanding community partnerships to enhance student learning; providing more opportunities for students to gain insight into future career pathways; hands-on exhibitions that showcase student innovation; fostering an inclusive environment where every individual experiences a deep sense of belonging; and ensuring our highly skilled educators are equipped to champion digital fluency and adaptability.

Our continuous growth is only possible because of the exceptional people who dedicate their talents to our School. On the opposite page, you will find a special tribute to one of those individuals, Ms. Rheanne Stevens, who concluded her 14-year tenure this past June. I encourage you to read about the lasting mark she has left on our academic programs and school culture, and join me in thanking her for filling our Wentworth Campus with joy!

As we embark on this final stretch of my journey with Collingwood, I am filled with immense pride and anticipation. Our direction of travel is clear, our foundation is solid, and the future has never been brighter. Thank you for your continued partnership, warmth and shared commitment to our community.

With gratitude for our journey together,

A handwritten signature in dark ink, reading "Lisa Evans". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Lisa Evans,
Head of School

Thank you, Ms. Stevens!

This past June, our Junior School Director of Teaching, Learning and Innovation, Ms. Rheanne Stevens, wrapped up her fourteen-year tenure with Collingwood School. She returned to her home province to be closer to family and friends, and will assume her new role as the Director of the Junior School at The Country Day School in King City, Ontario. While our students, families and faculty celebrated her last spring, this tribute honours the lasting mark she leaves across our community. Ms. Stevens' legacy is a masterclass in combining academic innovation with a deep, joyful commitment to school life.



Ms. Stevens arrived at Collingwood in August 2012 as the Director of Intermediate, stepping into the role of Director of Teaching, Learning & Innovation in 2016. A brilliant systems thinker, she always guides her strategic approach to education with her unwavering commitment to student growth. Throughout her tenure, she positioned Collingwood as a leader in modern educational best practices. Whether it was championing evidence-based assessment and experiential learning or fostering a robust culture of faculty collaboration, Ms. Stevens introduced the idea of dedicated Literacy and Numeracy Coaches and reshaped the roles of our Learning Leaders, empowering teachers to elevate classroom practices. Her work with School Leadership and across campuses ensured seamless and supportive learning journeys for students as they transitioned from Junior to Senior School.



Ms. Stevens embraced community experiences in equal measure — whether it was delighting in the curiosity and wonder with Junior Kindergarten students or anchoring the pool decks for years, co-coaching the Collingwood Gr. 3–7 Swim Team.

Nowhere was her infectious energy more visible than in the Fine Arts. A dedicated member of the Wentworth Faculty Choir, Ms. Stevens was a pillar of Junior School theatrical productions, with her efforts culminating in directing two recent spectacular musicals: *Matilda Jr.* in May 2025 and *Moana Jr.* this past spring. The lively production photos featured on this page capture the magic, teamwork, and confidence she regularly instilled in our young performers.

Though it's goodbye for now, Ms. Stevens and her family will remain connected to Collingwood for years to come. Alongside her husband, Jim, Ms. Stevens is a proud Collingwood parent to two alumni, Morgan ('21) and Quinn ('24). While Country Day School is gaining a true educational superstar, the impact Ms. Stevens made at Collingwood will resonate for years to come. We thank her for her leadership and service and for filling our campuses with joy



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Gr. 7s designed and built new planter boxes and they're ready to grow!



Add a comment...



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Grandparents' and Special Friends' Day brought multiple generations together at the Jr. School for an engaging morning in our classrooms.



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We caught some of the action at the Gr. 7 Gold Girls Soccer match this week against West Point Grey Academy.



Add a comment...



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Six of our Wentworth students in the First LEGO League Explore team travelled to Houston to compete in the World Festival! Wow!



Add a comment...



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The CAIS Middle School Leadership Conference was an amazing experience for some of our young leaders. Great job representing Collingwood!



Add a comment...



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Moana Jr. was a fabulous show! Huge congrats to the entire cast and crew.



Add a comment...



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Our Kindies had a bittersweet farewell with their Gr. 12 buddies. We hope our littles and bigs will cross paths again soon!



Add a comment...



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A couple snaps from the Wentworth Garden Open House. Thank you to everyone who came out! 🌱🥰



Add a comment...



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The Jr School's Sports Days were incredible. It's the highlight of the year for many, and our students look like they were having the time of their life.



Add a comment...



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Tennis season! It's a big year as we step into the AAA category, but we've already finished first on the North Shore.

 Add a comment... 

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24 students travelled to Atlanta to compete at DECA ICDC—one of the largest and most competitive business leadership events in the world. Truly impressive results.

 Add a comment... 

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In a match that will be remembered as a classic, the Jr Rugby team secured the Sea-to-Sky Championship in a dramatic double-overtime thriller against St. George's. Way to go, Cavs!

 Add a comment... 

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Congratulations to our Morven Music Department for a wonderful Spring Concert this week!

 Add a comment... 

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Congratulations to the cast and crew of Amadeus for a successful run of shows!

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 Our Life Sciences 11 Field Studies class ventured to the tidal zone to record data that will measure the differences warmer water temperatures could make on our marine ecosystem.

 Add a comment... 

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Collingwood CAVS are the BC AAA Rugby champions!

 Add a comment... 

 collingwoodschool



Class of 2026, congratulations! 🎓

 Add a comment... 

 collingwoodschool



Our grads, looking fabulous at Grad Ball. 🌸

 Add a comment... 





GETTING THEIR HANDS DIRTY

Environmental Science 12
students test the soil in
Morven's garden

In Environmental Science 12, students investigate water quality, global climate systems and soil health. They also explore environmental ethics and sustainable land use, which is essential to meeting the needs of our planet's growing population.

This past year, the Morven garden provided a unique opportunity for students to do some hands-on learning through a Soil Lab Project. The project began with students visiting Loutet Farm, where they learned about the benefits of community gardens in an urban landscape and strategies for maintaining healthy soil. Students were then assigned a specific plot and were connected with the plot's volunteer gardener. (The Morven garden is separated into different plots, each cared for by a volunteer member of Collingwood's staff and faculty in the style of a community garden.) Students then conducted nine different tests to evaluate the condition and quality of the soil in the plot. They analyzed the amount of free carbonate in the soil, which helps buffer pH and stabilize the soil's structure. They made physical observations to determine the soil's consistency and texture and how well suited it would be to support root growth. Using a soil test kit, students performed a laboratory analysis to determine the soil's fertility by checking pH levels and measuring nitrogen, phosphorus, and potassium. They also measured the soil's water content, permeability rate, dry-percolation rate and porosity.

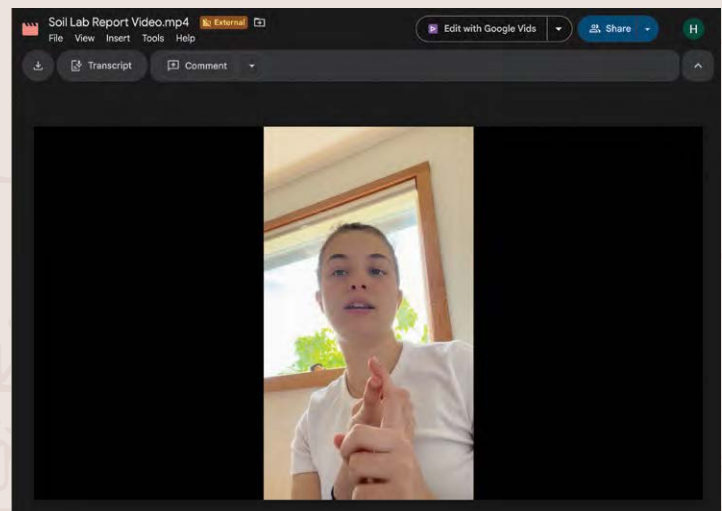
Once the soil analysis was complete, students were tasked with providing a report to the plot's manager in the form of a video that explained their findings and provided recommendations for improving the soil. Students provided a table of their lab results that included an explanation of what the results indicated, how the results compare to high-quality soil and recommendations to ameliorate the soil. For example, if the soil was deficient in potassium, the student recommended adding potash to the plot's soil. Or, if the soil's percolation or permeability rate was too low or too fast, the student would recommend adding clay or sand, depending on the situation. If there was little or no organic matter in the soil, the recommendation would be to add some or suggest that the plot's manager begin a composting operation. If the garden plot had excellent soil, the student explained its positive attributes in detail and how to maintain its quality.

The project culminated in the students returning to the garden plot to weed it and add soil amendments so it would be ready for planting. For many of the students, this was their first experience ever working in a garden. **b**



"I really enjoyed the number of layers in this project and the learning by doing, building community and fostering relationships within the school as well as literally, the students getting their hands dirty."

— Katie Field, Morven Science Teacher
and Sustainability Coordinator



“This was such a great example of real-world learning. It was fun to see students collaborating to apply their recommendations to improve the soil and getting involved in planting the garden. It was also a really valuable learning experience that demonstrates how sustainability supports the well-being of self, community and the planet.”

— Mike Olynyk, Morven Director of Teaching, Learning & Innovation





The Kindergarten Storefront

Students learn financial literacy through an in-class storefront



As a Reggio Emilia-inspired kindergarten program, Collingwood believes that during the early years of education, the learning environment is essentially a “third teacher” that provides students with opportunities for directed play and interaction with their physical and social environment. This engagement allows students to learn through hands-on exploration, relationships, inquiry and creative expression.

This past spring, Ms. Karpiuk, was thinking about new and different ways to introduce the basic elements of financial literacy to her kindergarten class. Part of the mathematics curriculum, these skills include learning basic counting, number recognition, one-to-one correspondence, comparing quantities and understanding the purpose of money in everyday contexts.

After some thought, Ms. Karpiuk came up with an exciting plan... First, students broke out into small groups for a guided exploration of the different names, shapes, illustrations, portraits and values of Canadian coins. Students shared observations and sorted the coins by different attributes. They then explored the concept of value by creating a restaurant menu inspired by their experiences both inside and outside of school. As students began to build their understanding of money, intentional changes were introduced into the dramatic play area to provoke them to explore their learning and interests through various role-playing activities such as cooking, serving food and shopping. New materials included such things as kitchen tools, real packaged goods, play food, a class cookbook, menu, cash register, play money, and paper, pencils and clipboards. These provocations culminated in an actual storefront, where students could conduct transactions at an actual customer counter.

Through both group experiences and play, the class co-constructed knowledge by discussing prices, exploring how money is used, negotiating roles, and engaging in problem-solving. Eventually, students began to independently incorporate their emerging understanding of money into their grocery store and restaurant scenarios as they played. Students were observed taking on roles of customers, cashiers, cooks and servers. They used menus and recipe books to make choices, connected prices to these goods and services, and exchanged money for them. In addition to learning about money, this unique learning experience also helped students develop their language and literacy skills and supported their social-emotional development through collaboration, conflict resolution, and understanding of community roles.

While it will be several years before these students can participate in the entrepreneurship development opportunities at the Senior School, this unique learning experience set them off on a great start. 🍀



“Play is an important part of learning. Through play, students can co-construct knowledge as they explore, experiment, question and test their theories. A fun part of my job is finding creative ways to connect curriculum to children’s interests by utilizing the environment as the “third teacher.” What materials can I add or take away? How can I provide materials that help children bring their ideas to life? How can I provoke new questions and opportunities for the students to share and apply their knowledge? What stood out most during this experience was the joy the students demonstrated as they explored money through meaningful play. They reflected on past experiences, experimented with new ideas, and collaborated with peers while building their numeracy, literacy and social-emotional skills.”

— Julie Karpiuk, Wentworth Kindergarten Teacher



Seeing the forest for the trees

Gr. 8 Mathematics students develop their estimation skills to figure out how many trees are in the forest



For Gr.8 Math, the BC Curriculum is focused on topics such as volume and surface area, central tendencies, averages and discrete linear relations. One of the big ideas students must wrap their heads around is how they can use averages to compare, interpret and make sense of large data sets.

Over time, Morven math teachers have found that many Gr. 8 students are uncomfortable with the concept of taking a small sample and using it to confidently estimate volume for a much larger area. To help connect these ideas to the real world, this past spring, Mathematics 8 students were tasked with estimating the number of trees in the nearby Capilano River Regional Park.

Breaking into work groups, students started out by using a map of the park to determine the size of the area on the scaled map. Armed with an outline of the park map, students were required to create a methodology for how to break down the area into measurable units and use scale conversion to determine the park's actual area. Once they had calculated the area of the park, students

then went out into the forest to take samples of forest density. This required roping off carefully measured areas of the forest to count the trees. Most groups used more than one sample area to get a better average sample size. Students then created presentations to communicate and explain their findings, including reflections on potential improvements that might be used to make their estimates more accurate.

"Estimating reasonably is a big one," said Gr. 8 Math teacher Jason Lee. "It's intellectually challenging to take a small map and use it to estimate a large area. How can you use 3 centimetres on a map to represent 300 metres? It was great to see them approach this real-world problem with such curiosity and thoughtfulness." 



SAMPLING
TREE OBSERVATION CARD

	Perimeter Information		
Length:	6.2m	10.85m	5.58m
Width:	2.4m	6.2m	2.79m
Area:	14.88m ²	62.27m ²	15.57m ²
# of trees	13	23	14

In our group, we selected three different rectangular areas of the forest to study. Each rectangle had different dimensions to help us observe tree density in a variety of environments. We created our perimeters by measuring the side lengths and widths to make the shape accurate.

We didn't have large obstacles like rocks. Our goal was to be consistent. We counted only fully grown trees.

IMPROVEMENTS

IMPROVEMENT 1

Pick several sample areas from different parts of the forest, not just one.

- This would make the data more fair because different parts of the forest might have more or fewer trees.

IMPROVEMENT 3

Collect all pieces of data carefully and double-check for accuracy.

- Making sure all measurements and calculations are as exact as possible will reduce mistakes.



IMPROVEMENT 2

Include young trees that are still growing and predict their future growth.

- Counting young trees and thinking about how they will grow gives a better and more realistic idea of what the forest will be like in the future.

IMPROVEMENT 4

Use smaller measurements and break irregular shapes into more pieces.

- This would make the total area calculation much more accurate instead of estimating too much.

Reclaiming stories through design

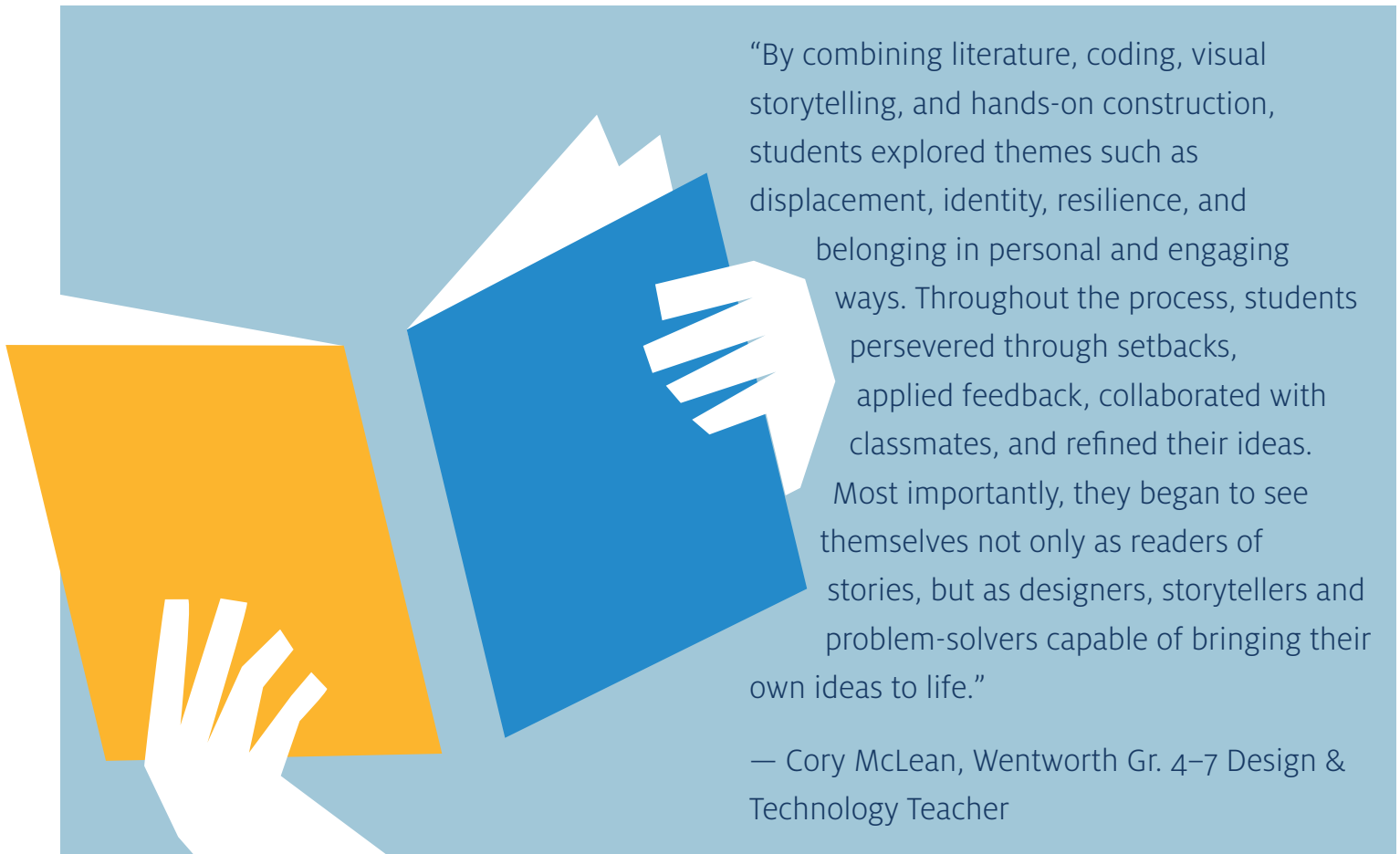
Innovative Gr. 6 interdisciplinary project explores human displacement

Traditionally, each subject at school has been taught in isolation. In social studies class, students learn about a social studies topic. In English class, they study an English topic—and so on across the different subject areas. At times, this can feel like an information firehose for students, and educators increasingly find that exploring a single major topic across multiple subject areas allows students to engage more deeply and take away more from their learning.

One such innovative approach to exploring a single topic across multiple subject areas occurred this past year when Gr. 6 students engaged in an interdisciplinary project that fused humanities with art and design. In Gr. 6 social studies, students explore the topic of human displacement. Rooted in the idea that international interactions shape regional realities, students investigate how political, environmental and economic crises force people and populations to move. They also learn about the experiences of refugees and minority groups and connect this to why it is important for Canada to respond to global humanitarian crises.

The project began in the first term with the class together reading a novel called *Words on Fire* by Jennifer A. Nielsen. This story is set in 1893 Lithuania and follows a twelve-year-old girl who flees occupying Russian soldiers after her parents are arrested. She joins an underground network of book smugglers, risking her life to preserve her country's banned culture and language.

Building on this learning experience, the class moved to a small-group “book club” format where students chose from a list of displacement-themed novels to read and then sat in literacy circles to participate in guided discussions, explore the



“By combining literature, coding, visual storytelling, and hands-on construction, students explored themes such as displacement, identity, resilience, and belonging in personal and engaging ways. Throughout the process, students persevered through setbacks, applied feedback, collaborated with classmates, and refined their ideas. Most importantly, they began to see themselves not only as readers of stories, but as designers, storytellers and problem-solvers capable of bringing their own ideas to life.”

— Cory McLean, Wentworth Gr. 4–7 Design & Technology Teacher



GR. 6 HUMAN DISPLACEMENT READING LIST

Words on Fire by Jennifer A. Nielsen

Refugee by Alan Gratz

Nowhere Boy by Katherine Marsh

Gold Mountain by Betty G. Yee

Esperanza Rising by Pam Munoz Ryan

Santiago's Road Home by Alexandra Diaz

The Night Diary by Veera Hiranandani

A Long Walk to Water by Linda Sue Park

Inside Out and Back Again by Thanhha Lai



topics and sharing their personal impressions. "Literacy circles give students a chance to develop their thoughts, work through different ideas and benefit from other students' perspectives," said Gr. 6 teacher Kaycie Hebert. "They are less afraid to share and are much more motivated to work through topics with peers."

Next, students were challenged to further explore their understanding of the stories through a series of authentic design experiences that integrated curricular competencies from applied design, skills and technology. Their first challenge was to create a classic book diorama, transforming reclaimed books into visual storytelling pieces that represent themes,

settings, symbols or moments from the novel. Their second design project was to design and code an interactive video game inspired by the novel's themes and topics. This task specifically encouraged students to think critically about plot, character motivation, conflict and audience engagement. Lastly, students were challenged to construct either a wooden box or a sewn bag designed to transport and protect precious belongings over long distances. This challenge encouraged students to empathize with individuals experiencing displacement and consider what objects hold personal, cultural or practical significance.

"Engagement is always a great gauge of how things are going in class," said Ms. Hebert. "Throughout this project, engagement was really, really high. Students were very focused, showed up for each other and overall demonstrated a deep connection with their learning." **b**





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

STEPPING UP TO TRIPLE A

By David Speirs, Athletics Director

Last year, BC School Sports introduced a “Sustained Excellence” program, which meant that schools that had highly successful teams in a particular sport were pushed into a higher tier. As a result, at the start of this school year, Collingwood’s field hockey and rugby teams were elevated from AA to AAA.

The field hockey team had a terrific run at the BC Championships and won the AAA bronze medal. This was a great accomplishment.

On April 30, the rugby team lost to the three-time defending AAA Champions St. George’s by 45 points. Clearly, the adjustment from AA to AAA was not going well for the rugby program. A BC Championship banner was the last thing on the coaches’ minds. Instead, the team went back to basics, particularly focusing on their tackling and ball-in-contact skills.

Two weeks later in the Vancouver Sea-To-Sky Championship game, the Cavs used a completely different strategy against Saints and upset the Dragons 45-40 in double overtime. For the first time in 11 years, the AAA New Zealand Shield would no longer reside at the St. George’s campus.



BC AAA Champions

At the BC Championships, the Cavs defeated South Delta in their quarter-final. Collingwood then faced Shawnigan Lake in their semi-final. SLS is the other titan of high school rugby. No one has won more AAA rugby titles than the Stags.

The occasion did not prove to be too big for the newcomers on the AAA stage. Collingwood reeled off 38 straight points to defeat Shawnigan 45-14. For the first time since 2007, the Stags would not be appearing in the AAA final.

St. George's were upset in their semi-final, which meant that Collingwood faced their old AA sparring partner Robert Bateman in the final. Like the Cavs, the Timberwolves also moved to AAA this year.

After falling behind 14-0 in the first 10-minutes, the Cavs rallied and took a 22-17 lead. With no time left on the clock Collingwood was penalized. What ensued was a 33-phase game of rugby over six minutes, in which Bateman threw everything they had at Collingwood, and the Cavs simply refused to lose. Tackle after tackle was made, and finally a Bateman player was pushed into touch, and the title belonged to Collingwood.

Winning the title in their first year in AAA is something the players and coaches will never forget, especially given how remarkable the journey was. **b**



L to R - Eli E, Benny P, Ian Z, Sam L



Mitch S in the BC AAA semi-final against Shawnigan



Jake M scoring the winning try in the Vancouver Sea-To-Sky AAA Final

UNIVERSITY GUIDANCE

Creating job-ready graduates

In the age of generative AI, the UG department is noticing increased anxiety about the job market. Fortunately, both Collingwood and universities around the globe are future-focused and developing new ways to prepare students for the working world.

Starting in our school courses, students are already engaging in real-world learning. An excellent example of this is Gr. 9 Project Week. Other examples include students providing consulting for local businesses in Marketing and Promotion 11 or diagnosing illnesses in Anatomy and Physiology 12 case studies.

Our Gr. 12 students also have the rare opportunity to complete all their academic courses by May and spend their last H Block at Morven in Collingwood U. Professionals from various industries come to talk to our grads about the many paths to employment and job success. Collingwood U also includes LinkedIn photo shoots, resumé and interview tips and a financial literacy course.

After Collingwood students graduate, they will have multiple opportunities to gain work experience throughout their

university years. These opportunities are not only available during the summer break but are also often integrated into their degree. Many universities are expanding work-study options and advertising work experience as a key feature of their programs. For example, Queen's University in Kingston, Ontario has an Undergraduate Internship Program (QUIP) that provides second- or third-year students with 12 to 16 months of paid work experience. University graduates with work and/or study abroad experience may build more diverse, transferable skills than those who stay in the classroom.

At any stage before, during, or after university, working in an internship or paid job can help a student demonstrate desirable qualities such as initiative, reliability, promptness, and the ability to

follow directions. At the same time, these positive character qualities can be shown through passion projects. These focused, self-directed extracurricular projects are a great way to take learning beyond the classroom. Examples of passion projects include publishing an original app, website, product, film or book. With Coursera, YouTube, Canva, Square and other free online resources, the barrier to publishing or selling is lower than ever. Passion projects show both universities and potential employers that a student is capable of following through on an idea from conception to completion.

If students and families are hoping to gain more knowledge and make sense of the ever-changing job market, please reach out to University Guidance. We will be happy to help explore career options and find the best post-secondary fit for you.



Some questions you might ask visiting university representatives about work opportunities:

- Does my desired program include a co-op or internship option?
- How long are co-op/work terms? Are they paid?
- How much support is available to find a work placement?
- Are there any courses in the curriculum that include practical experience?
- What are the regulations for Canadian citizens to work while studying in your country?
- How much support is available with job-hunting in senior year?



ADMISSIONS

As we all know, our community is the best source of new student applications. If you know of any families who are interested in Collingwood School, we encourage you to let them know about our in-person Open House events and tours to learn more about our School, our admissions process for the 2027–28 school year and our financial assistance and scholarship program for Gr. 3–12 students. More information about these events is available collingwood.org/admissions.



FINANCIAL ASSISTANCE



Collingwood School's Financial Assistance Program now provides financial support for qualified families of incoming or enrolled Gr. 3–12 students. For more information about our Financial Assistance Program and the application process, please contact nita.pickering@collingwood.org.

PARENTS' COUNCIL

**Parents' Council Coffee Morning**

Friday, September 18, 9–11 am, Capilano Golf & Country Club

Parents' Council invites new and existing parents to mingle with Parents' Council members to learn more about how to get involved in the school community! Part coffee morning social, part volunteer recruitment, this is a great opportunity to meet others within your grade while speaking directly with PC event leads. Senior Leadership team will also pop in for introductions and greetings! Please use the QR Code to RSVP



A heartfelt thank you to all of our incredible volunteers, staff, students, families, and community members for making the 2026 Collingwood Spring Fair such a vibrant success! From the excitement of the midway and Makers Market to the pony rides, food trucks, games and countless smiling faces, the day was a wonderful celebration of community spirit. Events like this are only possible because of the generosity, energy, creativity, and time given by so many people behind the scenes and on the day of the Fair. We are so grateful for everyone who helped bring this special tradition to life and for the enthusiastic support from our community. Thank you for making this year's Spring Fair such a memorable day for our school community!

New date for Parent Party

Our Parent Party has been rescheduled for Saturday, October 17, 7:30–midnight at the Polygon Gallery. Join us for dancing, drinks, mingling and a night out! Tickets will be available in early September.

It starts with
Hello

A strong community begins with connection. Parents' Council's new "It Starts with Hello" campaign encourages us all to reach out and greet one another with a simple welcoming word. Help us build a warmer, more connected school family — one hello at a time.

ALUMNOTES

Alumni Spotlight: David FitzGerald '05

For David FitzGerald '05, the path from high school to career was anything but linear. "I've been on what I would call an interesting path," he says. "Almost a balancing act between passion and what I'm supposed to be doing."



At Collingwood, music was a central part of David's identity. He initially pursued music at university but later pivoted to business. After graduating, he pursued a career in private lending and commercial real estate. After about

five years, though, he began to feel like something was still missing. "I had unfinished business in the music world," he reflects. This realization led him back to the creative world, where he studied audio engineering and began working in studios and collaborating with artists. "I was able to approach things in a more objective, strategic way," he explains. "And having success in real estate gave me the confidence to go into a completely different space and figure it out."

His journey eventually took him to Australia before returning to Vancouver, where another pivot awaited. This time, David found himself in recruitment, an industry he hadn't initially set out to enter, but one that ultimately brings his diverse experiences together at the intersection of people, performance and proactivity. As founder of Starboard Recruitment, David currently works with a wide range of organizations, helping them navigate growth and build strong teams. "In a lot of ways, I kind of found myself in recruitment almost by accident," he says. "But when you look back, it all makes a lot more sense."

Know an alum whose story deserves to be shared? Or perhaps it's your turn? Email us at alumni@collingwood.org to nominate someone or share your own story.

**2025/2026 Alumni Award Winners****Alumni Association Honours Award: Ryan Weymark '05**

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

A graduate from Collingwood's Class of 2005, Ryan is a mining executive, entrepreneur and strategic advisor recognized for building high-impact companies in the resource sector. Co-Founder and President of Fuse Advisors, Ryan is also a Partner in the Fiore Group, where he has co-founded numerous public mining companies. Among other accolades, Ryan was named to Business in Vancouver's 40 Under 40 list in 2025.

Stay tuned for upcoming alumni events!

- Alumni Winter Party, watch for details
- Class Reunions (1996, 2006, 2016), watch for details
- Alumni Homecoming, watch for details

MacKenzie Award for Service: Alexandra Smith '97

These awards, named after David Mackenzie, Collingwood School's first Headmaster, are presented to Collingwood alumni who have exhibited outstanding excellence in one of the Four Strands.

Alexandra Smith is a member of Collingwood's 1997 graduating class. For more than two decades, Alex has fought for the rights of marginalized individuals through her work as a community organizer, social worker, public defender, civil rights attorney and labour lawyer. Alex is committed to amplifying the voices of those often excluded from positions of power and creating pathways to justice, healing and opportunity.



Do you know a Collingwood alum who inspires others through their leadership, service or impact? You can nominate them for the 2026/2027 Collingwood Alumni Awards at collingwood.org/community/alumni/awards

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5 THINGS YOU DIDN'T KNOW ABOUT...

Lisa Bremner

Head of Groos House, Career Life

1. Is a Kiwi!
2. Accomplished in the art of crochet.
3. As a child, would stand in fresh cow patties on the way to school to keep her feet warm.
4. Loves to pickle things.
5. Hates yoga.

International Mathematical Modelling Challenge Summit at Harvard

Three Senior School students placed in the top 2 globally at the 2026 International Mathematical Modelling Challenge Summit at Harvard University in August! Daniel L, Frank Z, and Lucas Y were among 11 teams invited to the Summit from over 1,000 competing teams worldwide. The Collingwood team's project tackled real-world environmental challenges, using mathematical modelling to determine the optimal allocation of limited resources for conservation efforts in Namibia. They were awarded the 'International Outstanding' distinction. We are incredibly proud of their hard work, teamwork and this historic result!



Classical Music Club raises money for the Royal Canadian Legion

Students from the Collingwood Classical Music Club came together for a special community recital in partnership with St. Christopher's Anglican Church. Over 100 audience members joined, and a total of \$1,000 was raised in support of the Royal Canadian Legion. Special thanks to Mr. David Petitpierre and Mrs. Veronica Loat at St. Christopher's Church, MLA Lynne Block, Matthew Yu '26 and our music teacher Dr. Eckert for their support.

Collingwood Summer Camps

Collingwood Camps at Wentworth were a huge hit this summer! Many of our staff and faculty, as well as alumni and current students, helped make this summer season a success. Community spirit was high, and our enthusiastic campers brought the energy every week, especially on Wacky Wednesdays and at camp rallies. We hope to see everyone again at Collingwood Summer Camp in 2027!





Help support our
students as they pursue
their passions.



The 2026-27 Tartan Fund is counting on you!

Thank you for your continued support of the Tartan Fund. Let's make this Giving Tuesday, December 1st the biggest Tartan day ever. You can also make a donation any time at collingwood.org/tartan



Return all undeliverable Canadian addresses to:

Collingwood School

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