



2020/2021

ANNUAL REPORT

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BOARD OF DIRECTORS

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MESSAGE FROM THE HEAD OF SCHOOL

Background

When I joined Somersfield Academy in August 2021, I saw it as the opportunity of a lifetime. Following sixteen years leading three United World Colleges, I would have the privilege of leading Bermuda's most progressive school. Founded by a group of committed parents in October 1900 who were inspired by the student-centred inquiry based philosophy of Maria Montessori, the school has grown to over 500 students delivering a Montessori/IB education to students ages 3-18.

Long a fan of John Dewey and the Chicago Laboratory school movement which he founded, I see Somersfield Academy as the ultimate 'laboratory for learning' - a place where we can push the boundaries of progressive education and become a beacon for the world.

Students and staff

Central to the success of Somersfield was the phenomenal pioneering spirit which infected the staff, students and families. And the sense of collaboration and co-creation which they shared.

We must never forget the power of teams and community as we continue our institutional learning journey together. As the recent UNESCO report on the future of education articulates:

All educational environments should be places of safety, even of refuge, where learners are

encouraged to experiment, dare, fail, and create. Pedagogy should stimulate imagination and creative thinking, and promote intellectual freedom, which includes the right to make mistakes and learn from them. Environments that allow and enable this, sometimes messy, learning work are crucial to developing true understanding, empathy, ethical frameworks, and an appreciation of differences in understanding and points of view. Educators should work to create environments that allow students to be vulnerable and free from fear of judgment when they grapple with new ideas and difficult knowledge.

This mindset lies at the heart of the Montessori philosophy of education and is one which we must promote throughout the Somersfield experience from age 3 to 18.

Imagining education for the 21st century

We will need creativity, compassion and cooperation to tackle the world's challenges and we need to be deliberate in developing these attributes in our students. Our focus must be skills vs content based, one which includes critical thinking, complex systems thinking, collaboration, empathy, teamwork, as well as problem solving through interdisciplinary approaches and project based learning. We must develop their capacities to think (head), care (heart) and do (hand). The subject curricula, while important, will serve to supplement the students' learning versus serving as the focus of the programme.

Rather than teaching students to know, we must teach them to learn. The human power of thinking, doing and caring has been described as our sole unlimited resource (Alex Beard. 'Natural Born Learner.') and one which we must embed in all aspects of a student's educational journey.

The future is bright for Somersfield as we continue to strengthen our academic and co-curricular programmes and look to add the IB Primary Years Programme in September 2022 to become Bermuda's only IB continuum school.



MESSAGE FROM THE HEAD OF CH & LP



JANICE OUTERBRIDGE

We began the 2020/2021 school year hopeful and optimistic. Yet, the impact of covid continued to seep through every aspect of school life, affecting how students learned and played, how teachers planned and delivered lessons, and how our administration staff pulled together to assume new responsibilities to keep our school community safe.

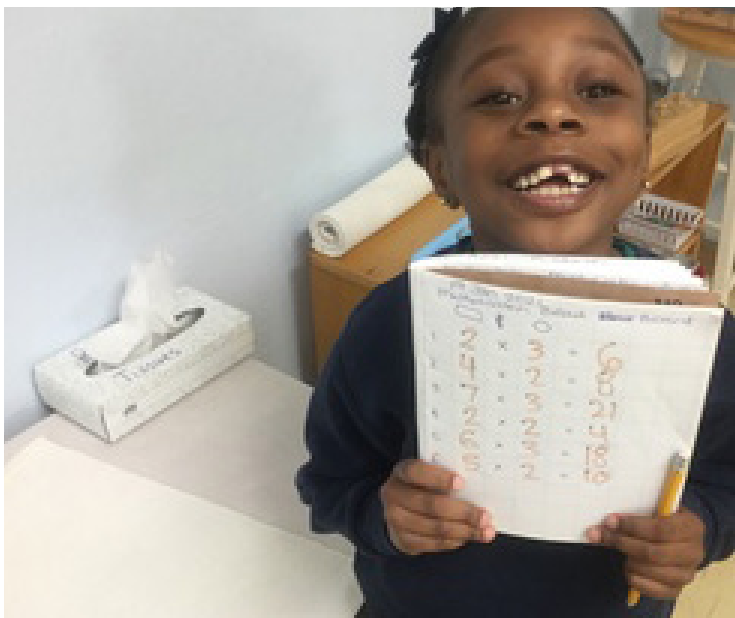
The Government guidelines for how schools could operate proved costly for the Montessori division as additional furniture, space and resources were required. The limitations were also many, however, our teachers excelled in innovation and re-invention. They found creative ways to support students' wellbeing as well as implemented novel approaches to teaching, providing students with exceptional learning experiences, both in-person and virtually.

We did not escape the cycles of school and classroom closures, quarantines, risk assessments, and school inspections, but our goal was always to prioritize in-person learning for our young learners. Systems were put in place that allowed us to pivot quickly and seamlessly between remote and in-person learning, when necessary, and our teachers, students and families became skillful in shifting between modes of learning.



Traditional school events, where possible, were maintained to keep our school spirit alive. Although we missed welcoming parents on campus, we appreciated their ongoing support and ensured that we used our social media platforms to share all the wonderful things that were happening at school.

Our end-of-year Moving Up theme of superheroes accurately reflected the powers we exhibited to get through the school year. In the face of covid and constantly changing health guidelines, we never fell in defeat. Instead, our school community demonstrated strength, agility, and elasticity and we overcame it all - together. We honor our heroes, the students, teachers, and parents, and we are incredibly grateful to all for their extraordinary efforts.



MESSAGE FROM THE HEAD OF UP & MYP



CHARLIE JUDD

The influence of Covid-19 cannot be understated with respect to operations in the Secondary Division in 2020/2021. Both Upper Primary (P5 and P6) and the IB Middle Years Programme (M1-M5) experienced consistent disruptions, including periods of remote learning, along with managing policies and procedures intended to mitigate the risk of positive Covid-19 cases on campus. Despite the continuous challenges, I'm pleased to report on a highly successful school year, one that maintained the academic integrity of both programmes while supporting student and staff wellness.

Rather than allow Covid-19 to monopolize this report, I'll include a brief overview. Following the directives of the Bermuda Government, specifically those of the Ministry of Health and Ministry of Education, our school, along with all schools in Bermuda, were placed on a phased system, each

phase outlining detailed health and safety requirements. The phases created opportunities for schools to conduct in-person learning if the conditions were met and sustained. For example, all students and staff were required to wear masks; classroom desks must maintain 3' of distance at all times;



mandatory temperature checks at drop off; students placed in classroom bubbles; etc. Every effort was made by the educators to ensure students and parents understood the requirements. Communication was heightened and regular updates were provided to support staff, students and parents with the implementation. The weight of the Covid-19 health and safety protocols and procedures was tremendous; however, the community pulled together and worked in tandem to bring stability to the educational process.

Perhaps the most significant milestone of 20-21 was the Middle Years Programme accreditation visit in November 2020. The purpose of the visit was to evaluate the quality of our Middle Years Programme. The IB sets standards and practices for maintaining IB accreditation. As an IB school we are expected to



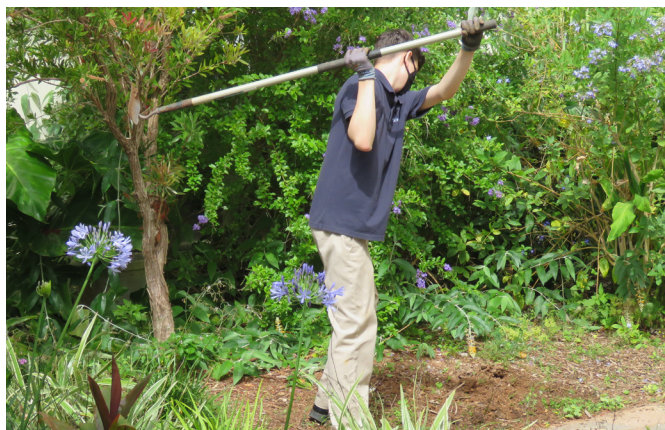
ensure the standards and practices are embedded consistently. To ensure quality control, the IB places schools on 5 year accreditation cycles. 20-21 was the landing date of our third MYP accreditation cycle, making the MYP approximately 15 years old at Somersfield. In preparation for the MYP visit, all IB staff are involved in a reflective process that includes departmental, divisional and school-wide assessment of the MYP standards and practices. The MYP Self-Study Questionnaire takes a comprehensive examination of our progress against measurable criteria. All IB staff contributed to this activity. A rigorous process, one that began a year ago for our staff, the evaluation includes a comprehensive self-evaluation of all MYP subject departments along with detailed samples of curriculum and assessment. The evaluators study the documents ahead of the visit and then conduct interviews and tours over the three days. Under the leadership of IB Middle Year Programme Coordinators, Summer Wood and Brice Pursell, both staff and students (along with contributions from parents, alumni and Board members) prepared a high quality submission to IB, sent electronically ahead of the accreditation inspection. In the end, Covid played its role, ensuring the visit was virtual rather than in-person. Using videoconferencing, the two-person team from IB met with all key stakeholders over a two day period. The initial feedback was very positive. The final MYP accreditation report confirmed the excellence of Somersfield's IB Middle Years Programme. I'd like to congratulate the IB Team on executing a highly successful MYP Evaluation Visit. Saying the Evaluation Team was impressed by our programme would be an understatement. In all honesty, the evaluators were blown away by our MYP and praised our staff, students and parents for contributing to, to use their words, a "magical" school! They also described our staff and kids as "amazing"!

With MYP accreditation accomplished, the team shifted its attention to a second accreditation process, the CAIS (Canadian Association of Independent Schools) review. CAIS accredits all aspects of Somersfield Academy; therefore, this accreditation process is broader in scope than the MYP process. Spearheaded by the school strategic coordinator, Victoria Brewer, action teams and committees were created, each tasked with specific targets. Fortunately, much of the contributions made for the MYP accreditation transferred for CAIS. The Upper Primary Team, led by Curriculum Coordinator, Heidi Franklin, launched a comprehensive self-study and evidence-gathering process that spanned both homeroom and specialist subject areas, which was successfully completed at the end of the academic year. I'd like to thank the Upper Primary Team for all its efforts in accomplishing this important task.

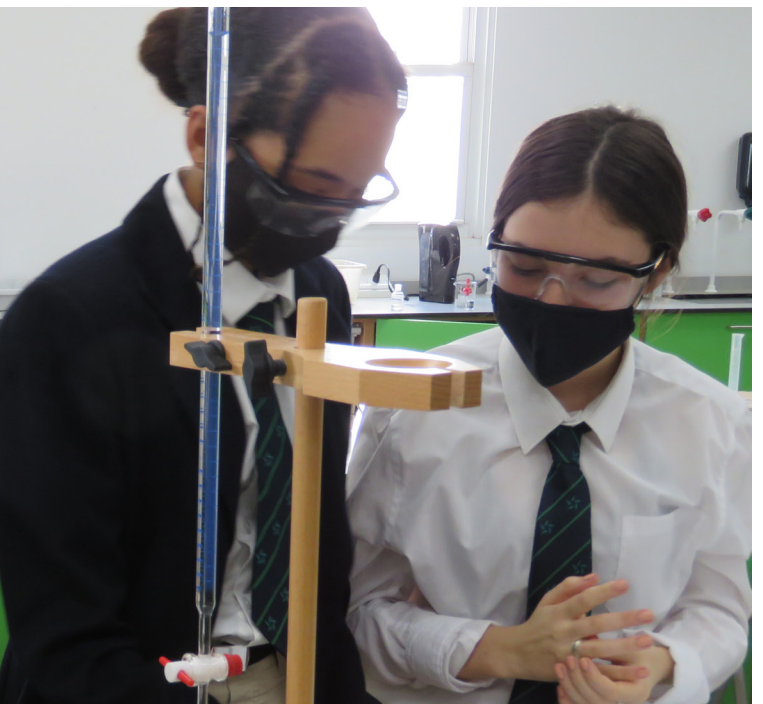
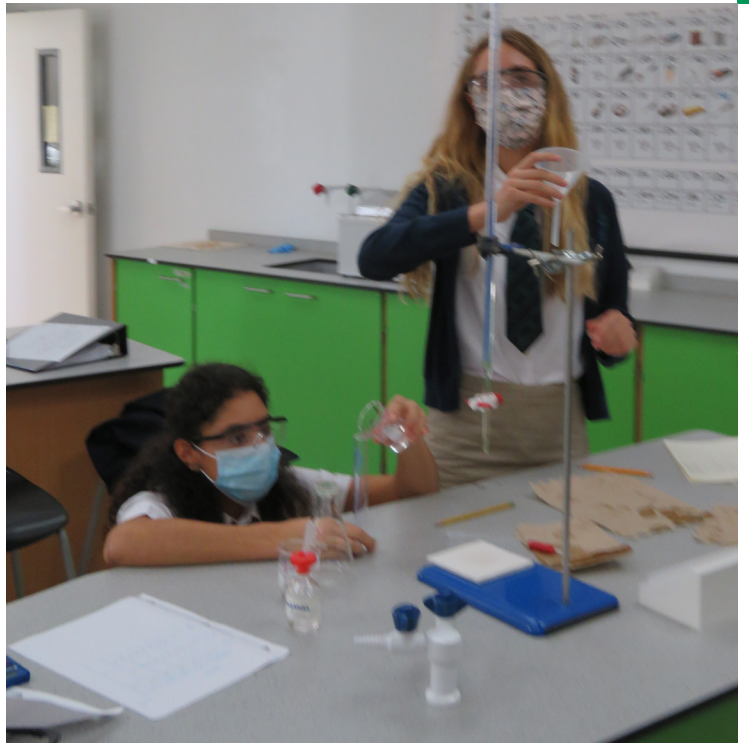
MESSAGE FROM THE HEAD OF UP & MYP CONT.

One of the hallmarks of MYP is M5 e-Assessment, a rigorous academic process that allows M5 students to earn the MYP Certificate, issued by IB in August of an academic year. Despite ongoing concerns about potential Covid-19 disruptions to teaching, learning and assessment, the M5 staff and students forged ahead with e-Assessment preparations. As May 2021 approached Bermuda experienced a wave of positive cases and the Government mandated that examinations could not run, thereby ending the M5 students' access to writing the e-Assessment on-screen examinations. IB had the foresight to scale back M5 coursework submissions earlier in the year, something the students completed, along with the Personal Project, before the April break. Additionally, IB created Alternative Assessment Tasks, online versions of the M5 on-screen examinations that could be completed at home under the supervision of a trusted supervisor. For most students, this meant parents were called in to act as invigilators at home while students wrote each AAT. An interesting scenario to say the least. The good news is our M5 class managed this unexpected situation with poise and completed the year with a set of strong accredited results and MYP certificates from IB, a total of 13 out of 15 M5s achieving MYP certification. Again, many thanks to the M5 staff (and parent invigilators) for supporting the students through such uncharted terrain.

The 20/21 school year is best described as a challenge in managing unprecedented levels of constraints to the educational process caused by Covid-19 and Bermuda's response to mitigating its spread. I'd like to thank all the staff members, parents and students for everything they have done to support the school this year. As we look to 2021/22 and beyond, we can take pride in the way we fought to protect our school's student-centered education, one grounded in Montessori, IB and diversity.



Finally, I'd like to take a moment to acknowledge our departing Head of School, Carlos Symonds, who retired at the end of this academic year to pursue his passions outside of education. Carlos served as Head of Secondary for five years before assuming the Head of School position, serving in this demanding role for another five years. He made numerous contributions to the growth of Somersfield, in particular the development of the MYP and recently authorized DP. We wish him all the best on this next stage of his journey. Carlos is, and always will be, a Somersfield Star.



MESSAGE FROM THE HEAD OF DP



KATE ROSS

The 2020/2021 school year was another Covid roller coaster ride with students shifting to online learning and back to face-to-face lessons at a moment's notice. I am sure that this open-mindedness adaptability will serve them well in the years ahead!

We welcomed 10 new DP1 students into the programme and expanded our subject offerings to include Design Technology, under the expert guidance of Miss Kim Owens.

The inaugural graduating class prepared diligently for the final exams, in the remaining two terms of the programme. Extended Essays, Theory of Knowledge Essays, Higher Level English Papers were uploaded in mid-March, with Internal Assessments for all subjects uploaded in April. University Applications were made and the Common Room was abuzz with offers of admission being received, many of which came with scholarships attached.

The DP2 Visual Arts students managed to squeeze in a very successful exhibition in March at Rock Island Café just before another shift to remote learning was imposed upon us.



All DP2 students participated in a Communications Course at the end of the year, which was very helpful in preparing them for interviews. The DP1 students finished the year with their Extended Essays well underway and their Theory of Knowledge Exhibitions published online. The Exhibition is a new requirement of the DP, replacing the TOK Presentation. It is an individual task, taking up around 8 hours of teaching time, and is completed at the end of the first year of the DP. It involves students choosing 3 'objects' and one of 35 IA prompts, and writing a commentary to demonstrate how TOK concepts manifest in the real world.

Mrs. Kim Rose, was extremely creative in finding a way of showcasing the work under Covid restrictions and it is well worth a look now.

<https://www.thinglink.com/mediacard/1448695372284166147>

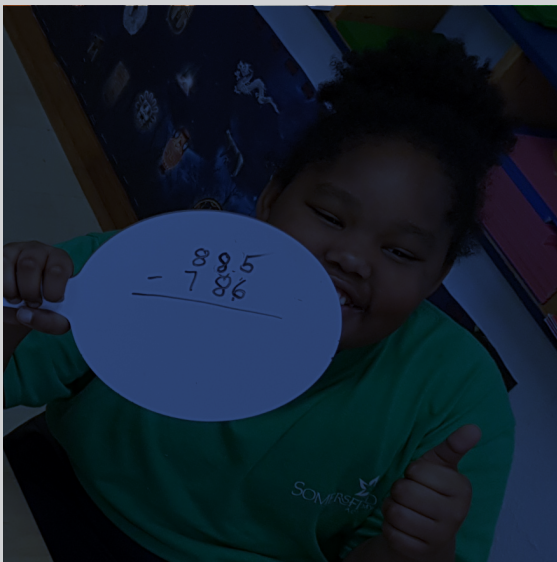
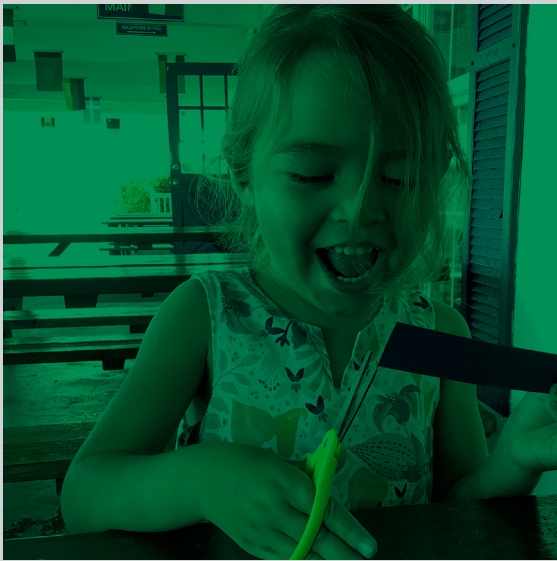
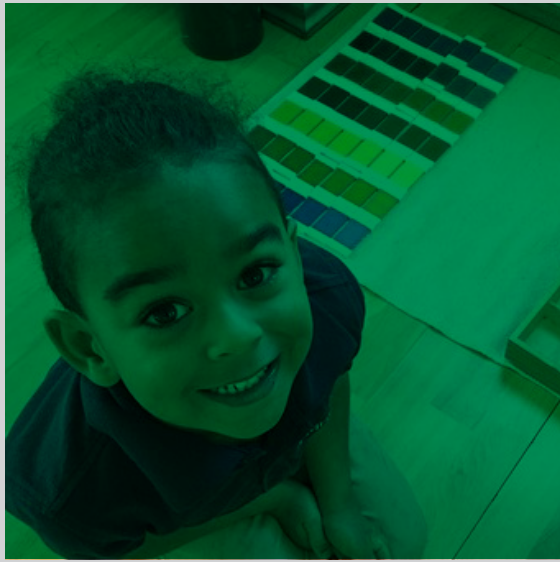
DP results were issued in July and we were thrilled to report a 100% pass rate, which far exceeds the 89% global pass rate for the May 2021 session. Furthermore, the average total point score also placed our students above world average, with 80% of the Somersfield Academy 2021 graduates achieving the world average or better. The highest individual score was 43 (out of a possible 45).

All students were accepted into their first choice institution for next year. Our graduates are pursuing further education in the UK, the US, Canada, France and Australia.

As was the case in 2019/2020, the DP Team of staff and students maintained their focus and resilience to ensure that the programme stayed on course under unpredictable and challenging circumstances. I am particularly grateful to Mr. Anthony Outerbridge for his IT expertise and guidance. The phrase “zooming in” has become part of the 2020/2021 vernacular and we are truly embracing the concept of the 21st century learner!

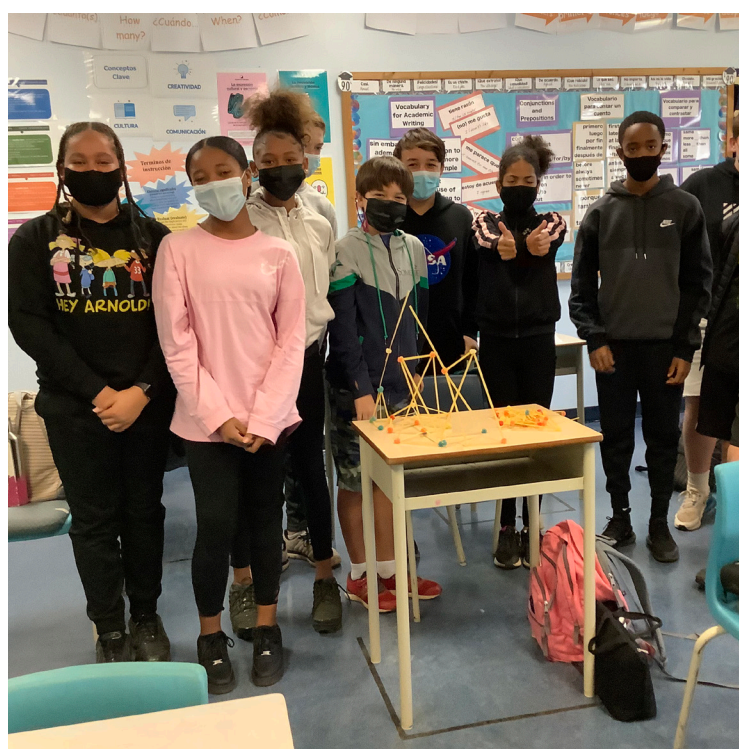
In conclusion, the 2020/2021 academic year presented us with practical challenges, but our sense of purpose and collective commitment enabled us to celebrate the very first full graduates leaving Somersfield Academy to enter directly into university. A truly memorable moment in our school’s history of which I am proud to have been a part.





ENROLMENT

At the end of June 2021 there were 523 students enrolled which represented an increase of 15 students when compared to June 2020. Our projected enrolment for the start of the school year 2020/2021 was 506 students. Our Children's House 3yr old programme was negatively impacted by the COVID pandemic whilst our IB diploma programme had capacity throughout the year.



FINANCIAL REPORT

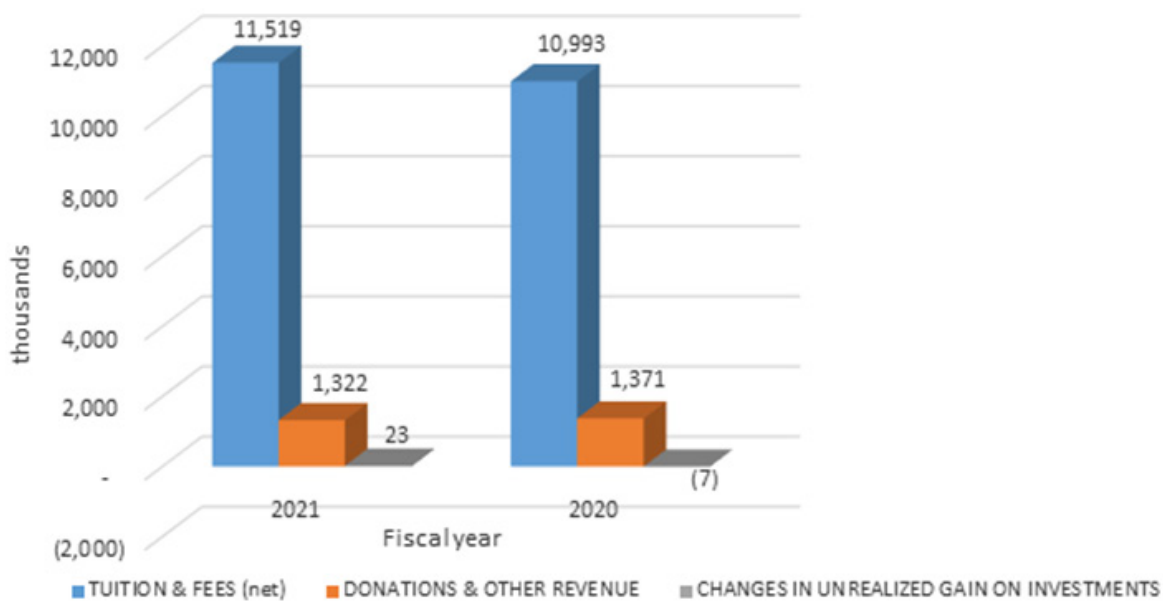
FINANCIAL SUMMARY:

The financial summary represents the consolidated financial results of the Montessori Education Trust (the “Trust”) and includes the Parent Teacher Association (a separate organization) and Somersfield Academy, a wholly owned subsidiary of the Trust.

The Trust’s financial statements show a consolidated surplus of \$802,780 which represents a healthy increase of \$499,898 when compared to prior year results and is mainly attributable to higher tuition fees and the addition of 15 new students.

Our long term debt as at August 31, 2021 stood at \$9,451,700 compared to total trust equity of \$3,703,929. Principal and interest payments totaled \$525,337 and \$563,503 respectively.

REVENUE:

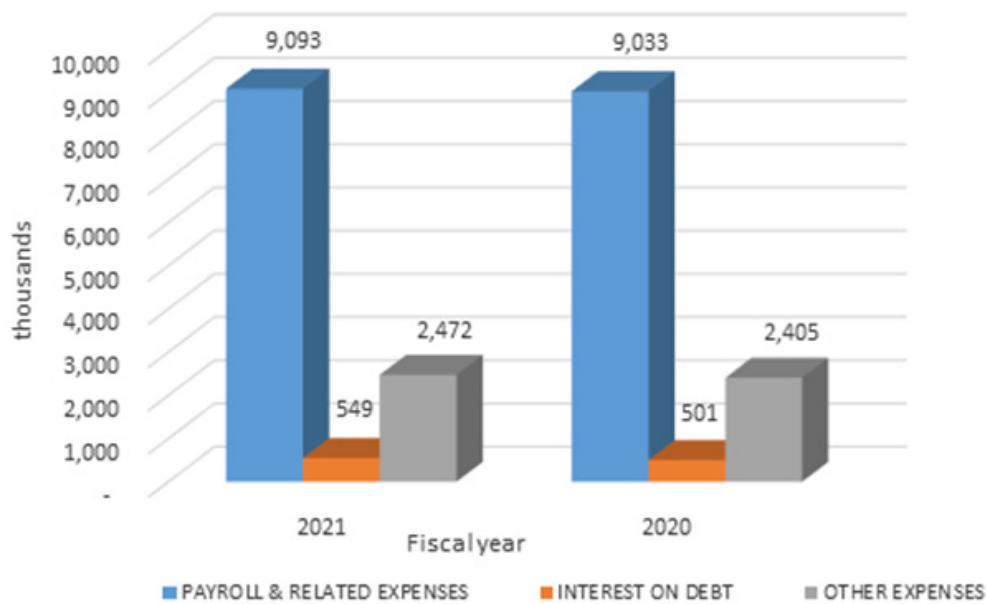


Total revenue for the year ended August 31, 2021 saw an increase of 4.1% when compared to prior year’s results. As mentioned, this was mainly a result of an increase in number of students and higher tuition fees. Donations and other revenue remained flat year over year.

Tuition fees, (net of discounts and bursaries) accounted for 90% of our total revenues which was in-line with expectations and similar to previous year.

Donations and other revenues accounted for approximately 10% of our revenue and represents the most important single source of discretionary funds for the school. It allows us to continue to enhance the learning environment for both our students and teachers, maintain the school infrastructure to a high standard and fund growth projects.

The COVID pandemic once again disrupted our annual donation drive however, we were able to collect \$446,077 in previously pledged capital (WSP fund) donations in 2020/2021. The final remaining capital pledges are expected to be collected during the 2022/2023 school year.

EXPENSE:

Total expense for the year ended August 31, 2021 remained flat overall when compared to prior year's results. Payroll and interest expense increased \$60,260 and \$14,868 offset by decreases in operating expenses and amortization (other expenses) of \$60,099 and \$7,820 respectively.

Payroll and related benefits for faculty and staff accounted for 78.9% of net tuition fees.

CASH FLOW:

Cash and cash equivalents increased by \$1,992,046 in 20/21.

Cash provided by (used in) our core operating activities for 2020/21 resulted in a net cash inflow of \$2,585,605 versus a cash outflow of (\$1,336,687) in 2019/20.

Investing activities resulted in the use of cash to purchase capital assets in the amount of (\$68,222) in 2020/2021 versus prior year amount of (\$59,958).

Financing activities resulted in a net cash outflow of (\$525,337) which represented our annual principal loan repayments. Prior year resulted in a net cash inflow of \$2,521,316 mainly due to proceeds received of \$3,000,000 via our credit facility.



PHILANTHROPY & GIVING

Thank You

Thank you to each and every
volunteer, sponsor and donor,
for your generous contribution
of time, money and expertise.



Donor Roll

Thank you to all our supporters from the past academic year 2021/2022, who contributed financially to the school. Below we recognise those donors who have contributed \$500 or more.

We are also extremely grateful for all who have sacrificed by contributing to our different campaigns during this difficult time.

Thank you for your generosity!

Families

Morris Family

Hartnett-Beasley Family

Watkins Family

Butterfield Family

Taylor Family

Redcliffe Family

Richold Family

Crofton Family

Cherry Family

Wells Family

Lombardo Family

Hales Family

Greaves Family

Walker Family

Henderson Family

Seymour-Smith Family

Prior Family

Companies

Butterfield Bank

Partner Re

RenRe

Arch Re

Lindo's Group of Companies

Belco

BF&M

Fagundo Family

Sherratt Family

Kowalski Family

Carr Family

Ingham Family

Pitcher Family

Bonanno Family

Simpson Family

Pitt Family

Gelhar Family

Rolph Family

Levy Family

Vesey Family

Liew Family

De Couto and Pitman Family

Coulman Family