



GOVERNMENT OF BERMUDA

Ministry of Education

Consultation on a

Proposal for the Introduction of Parish Primary Schools

December 2020

The consultation extends until March 12th, 2021

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Contents

	Joint Foreword by the Hon. Premier, E. David Burt, JP, MP and the Minister of Education, the Hon. Diallo V. Rabain, JP, MP	5
1.0	Executive Summary	6
2.0	Introduction	11
3.0	Consultation on the Introduction of Parish Primary Schools	12
4.0	Why We Need Systemic Change and Transformation	14
5.0	Reasons and Rationale for Our Vision for Educational, Structural and Organizational Change	15
6.0	Educational Vision for a Redesigned Public Education System	17
7.0	Vision for Structural and Organizational Change	19
8.0	The Vision for Parish Primary Schools	22
9.0	Consideration of the Closure of Primary Schools	26
10.0	Recommendation Process for Parish Primary Schools	34
11.0	Recommendations for Parish Primary Schools	41
	i. St. George's Parish Primary School Proposal	42
	ii. Hamilton Parish Primary School Proposal	44
	iii. Smith's Parish Primary School Proposal	46
	iv. Devonshire Parish Primary School Proposal	47
	v. Pembroke Parish Primary School Proposal	52
	vi. Paget Parish Primary School Proposal	54
	vii. Warwick Parish Primary School Proposal	55
	viii. Southampton Parish Primary School Proposal	57
	ix. Sandys Parish Primary School Proposal	59
12.0	The Effects of Retaining the Status Quo	60
13.0	Funding	61
14.0	Effects of the Introduction of Parish Primary Schools	61
15.0	Parish Primary School Consultation Form	63
ANNEX I	<i>Learning First – Collaboratively Designing an Improved School System for Bermuda</i>	68
ANNEX II	Overview of Current System Structure, Organization and Enrolment	70
ANNEX III	List of Reports, Reviews, Audits, Recommendations, Committees, Consultations and Legislative Changes	74

ANNEX IV	Rationale and Information Supporting the Reasons for Systemic Change and Transformation	75
ANNEX V	Comparative Chart of Year and School Levels in Bermuda, England and the U.S.	82
ANNEX VI	Bermuda Public School System Enrolment – September 2020	83
Bibliography		85

**Joint Foreword by the Hon. Premier, E. David Burt, JP, MP and the Minister of Education,
the Hon. Diallo V. Rabain, JP, MP**

In 2017, this Government made a commitment to transform our public education system. This commitment, wasn't ours alone, but reflected the aspirations and imperatives of our community.

Our promise - the promise that our community asked us to make as exemplified in *Plan 2022: Bermuda's Strategic Plan for Public School Education*, was to dramatically improve the quality of education, and ultimately outcomes for all of our students. This requires making bold changes to finally tackle the difficult and long-standing challenges that our public education system faces, in order to create a universally excellent education system that meets the needs of all learners.

As we are all currently experiencing so acutely, the world is in flux. Therefore, we must not only respond to change, but we must also create change for Bermuda. This work, that we will do together, will create better educational and social outcomes for all children, so that they can thrive, and be competitive locally, and globally. We are doing this for the benefit of young people, and to ensure that Bermuda continues to excel as a positive contributor, socially, creatively, and economically in the world.

The work to reform the Bermuda Public School System is a monumental task and there are many diverse views on how to achieve our aims and objectives. As we transform education in Bermuda, we will continue to inform, engage, collaborate and co-create. We expect rich conversations and progressive feedback to flow from the consultation on the introduction of parish primary schools, which will contribute towards support for a world-class education system for our young people.

We would therefore like to thank the students, parents, educators, non-profit organizations, business people, and other community volunteers who have put themselves forward to assist in this task. Your country thanks you for the time and effort towards transforming our Bermuda Public School System for Bermuda's young people.

A handwritten signature in black ink, appearing to read 'D. Burt'.

The Hon. E. David G Burt, JP, MP
Premier

A handwritten signature in black ink, appearing to read 'D. Rabain'.

The Hon. Diallo V. Rabain, JP, MP
Minister of Education

1.0 Executive Summary

Introduction

In response to community calls for dramatic improvement in the quality of public education and lifetime opportunities for *all* young people, the Government of Bermuda has embarked on a visionary transformation process.

We have introduced the *Learning First* programme that focuses on necessary educational change and designs that are inspiring new learning solutions for young people. However, it is also critical that we modernize the structure and organization of the Bermuda Public School System to realize sustainable and long-lasting change.

While much attention has been garnered by the Government's commitment to phase out middle schools, introduce signature schools and move from a 3-tier to a 2-tier public education system, we are also undertaking a holistic, and therefore systemic approach in order to change the quality of education and outcomes for all young people across the entire public education system.

Background

We have a primary school enrolment of 2,074 students, and considerable human and financial resources spread inequitably across 18 primary schools. Our primary schools are old and were designed and built to support education from an earlier era. They require significant maintenance and repairs, and cannot support new teaching and learning models, and 21st century learning environments that our students need as part of a best in class education system. Therefore, we propose to introduce parish primary schools as tier-one of our transformed public education system.

In addition to sharing the vision and plan for transformation for the entire public education system, the consultation document also articulates critical decisions that have been made in support of the Government's commitments, including the introduction of legislation to phase out middle schools and introduce signature schools.

Consultation on the Introduction of Parish Primary Schools

We are therefore inviting critical stakeholder and community participation in a consultation on proposals for the introduction of parish primary schools, including primary schools recommended for closure. We are consulting broadly and are looking for the views of all stakeholders, including all affected and interested persons and organizations. We are also open to any alternatives to the organization of primary schools that meet the objectives of improving the quality of education and student outcomes.

Why We Need Systemic Change and Transformation

While there have been many attempts at change, and even improvements in several areas, the pace, quality, depth, and breadth of change, have not adequately addressed the diverse needs of all of our students and have not resulted in the outcomes to which all students in Bermuda are entitled. Therefore, the time has come to finally consider, develop and make the changes that

are needed to bring meaningful and long-lasting change to our public education system. If we are to see improvements in education across all school and year levels, we must:

- Shift to an assessment programme that is varied, robust, relevant and enables students to demonstrate what they have learned in a variety of authentic ways.
- Shift to a system-wide research-based 21st century instructional model for delivering the curriculum.
- Ensure that all teachers in our classrooms and all leaders of our schools have the qualifications and certifications needed to improve education outcomes for our students.

We believe that as we make the shift from our current state to our future state for primary level education, we will see an improvement in student achievement, student attainment and the outcomes for education.

There are four main reasons why holistic and wide-ranging change is being undertaken:

- i. The Government mandate to deliver on its commitment to change and transform public education
- ii. Community demands for change and transformation through the development and articulation of *Plan 2022: Bermuda's Strategic Plan for Public School Education*
- iii. The trend of declining enrolment, and
- iv. *Most importantly*, the need to improve student outcomes and attainment for all learners.

Vision for a Redesigned and Restructured Public Education System

In order to *finally* realize the change required and demanded by our community, the Government has developed a vision and plan for a Bermuda Public School System that incorporates international accreditation and restorative practices.

Beginning with the end in mind, as a reflection of Plan 2022, we have developed a graduate profile, which encapsulates the minimum expectations for the Bermuda Public School System graduate.

Students at all year levels will be supported by:

- Internationally-recognized fit-for-purpose curricula that is vertically aligned to support seamless transition between year levels and school levels
- 21st Century Real World and Authentic Learning Facilities
- High Quality Leadership and Teaching for All Schools

We envision that within five years, we will have a 2-tier public education system that will consist of:

- Ten high-quality and equitable parish primary schools
- Five senior-level signature schools, each with 1 or more signature (or specialization)

- One exceptionalities signature school for students with special needs who now attend Dame Marjorie Bean Hope Academy; this signature school will also contain other special education programmes and services to meet the needs of exceptional students
- One signature school for alternative education for students with social-emotional and behavioural difficulties; this signature school will also provide education programmes and supports to meet the needs of students with other alternative needs.

The 2-tier public education system will consist of the following tiers:

Tier	School Level/Type	Age Range	Year Levels
Tier 1	Primary schools	5 to 12	P1 to P8
Tier 2	Senior-level signature schools	13 to 18	S1 to S5
'All Through Schools' - Tiers Covering Year Levels and Ages across Tiers 1 and 2	Exceptionalities signature school Alternative education signature schools	5 to 18	P1 to S5

The three years of middle school will be reallocated to the primary-level and the senior-level signature schools as follows:

Current Middle School Years	New Allocation of Middle School Years
Middle 1 (M1)	Primary 7 (P7)
Middle 2 (M2)	Primary 8 (P8)
Middle 3 (M3)	Senior 1 (S1)

Vision and Proposals for Parish Primary Schools

We envision each primary school becoming the hub of its parish; with parents, surrounding neighbourhoods and community organizations rallying around schools; supporting educational programmes and initiatives; and creating strong authentic partnerships to help schools transform into places that are relevant to the needs of 21st century learners.

It is proposed that each parish would have one primary school, except for Pembroke, where it is proposed to have two primary schools. Where there is more than one primary school in a parish, it is proposed that the other primary school(s) in each parish would close. The proposals indicate a need for fewer primary schools due to:

- Continued trend of declining enrolment
- Aging and declining facilities that cannot support the delivery of 21st century education
- The need for equity in all primary schools, and
- The need to better distribute, utilize and reinvest resources to improve primary school education.

The Evaluation and Scoring Process for Parish Primary Schools

In order to undertake a fair, thorough and sound process to recommend specific primary school buildings to serve as redesigned, refurbished, and fit-for-purpose parish primary schools, the Ministry of Education (“the Ministry”) established the Parish Primary School Location Strategy Team. This Team was comprised primarily of expert professionals with specialized knowledge of buildings, and/or currently work on the Government primary school buildings on a daily basis.

A total of 19 specific study factors were identified as relevant criteria and used for scoring. The primary schools were scored against each of the study factors using a comprehensive rubric. The higher the weighted score for a school, the more favourable the building site for locating a primary school that will meet the requirements of the system vision for a 21st century learning facility.

With the exception of Pembroke Parish and Devonshire Parish, where there are two or more primary schools in a parish, the primary school with the highest score per parish as per the evaluation matrix, is recommended to be redesigned and refurbished as a fit-for-purpose school facility, and the other primary school(s) closed. Where there is only one primary school in a parish, that primary school is recommended to be redesigned and refurbished as a fit-for-purpose school facility for the parish. In Pembroke Parish, the two primary schools with the highest scores are recommended to serve as the parish primary schools due to the current and projected enrolment for the central parishes.

Recommendations for Parish Primary Schools

Parish	Primary School
St. George	East End Primary
Hamilton	Francis Patton Primary
Smith's	Harrington Sound Primary
Devonshire	New Devonshire Primary School
Pembroke	Victor Scott Primary
Pembroke	West Pembroke Primary
Paget	Paget Primary
Warwick	Purvis Primary
Southampton	Dalton E. Tucker Primary
Sandys	Somerset Primary

Recommendations of Primary Schools for Closure

Parish	Primary School
St. George	St. George's Preparatory
St. George	St. David's Primary
Devonshire	Prospect Primary
Devonshire	Elliot Primary
Pembroke	Northlands Primary

Paget	Gilbert Institute
Southampton	Heron Bay
Southampton	Port Royal
Sandys	West End Primary

For Devonshire Parish, it is also proposed that the two existing primary schools in Devonshire Parish be closed and repurposed to serve as the exceptionalities signature school and the alternative education signature school. Devonshire Parish would therefore benefit from a newly-built primary school.

Effects of the Introduction of Parish Primary Schools

Students, families and the community will benefit from the improved delivery of education in 21st century learning facilities that support the curriculum and new teaching and learning models.

Students and Families

- Primary schools would continue to be divided into zones, with enrolment based on priority for siblings and proximity. However, the zone boundaries would be reconsidered to ensure equitable enrolment across all primary schools, for the purposes of equity for staffing and resources. Some students may have to transfer to other schools.
- The Ministry will also consider allowing out of zone choice for enrolment, where primary schools are undersubscribed, subject to the principle of ensuring equity across all primary schools.

Bermuda Public School System Staff

- We know that the issue of staffing for primary schools, especially if a decision is taken to close any schools is a very sensitive one for staff, students, and their families.
- As the proposals necessitate new and diverse programmes to meet the needs of all students, there will also be new dynamic roles created that will need to be filled.
- We also expect that some staff numbers will change through attrition, via retirement or persons who take up other opportunities within or outside of the Bermuda Public School System. The Government and Ministry is committed to undertaking a fair and transparent process on how to best staff schools within the future transformed public education system.

How to Share Your Views

We have developed the [Parish Primary School Consultation Form](#) so that you can submit your views and feedback on the parish primary school proposals. This form is also included in the consultation document and can be submitted by hand to the Ministry of Education, 44 Church Street (West Building), Hamilton, HM 12.

Consultation submissions must be submitted by **March 12th, 2021.**

Questions regarding the consultation can be emailed to consultation@moed.bm.

2.0 INTRODUCTION

In response to community calls for change, the Government of Bermuda has embarked on the transformation of public education. Our objectives are to dramatically improve the quality of public education and the lifetime opportunities for *all* young people in Bermuda.

As a Government, we have a key role in setting the vision for the future of our education system, and in creating the conditions in which this vision can be realized. Therefore, we have developed a profound and powerful vision supported by a wide-ranging plan for public education. Central to this vision is the *Learning First* programme which will develop: internationally-recognized fit-for-purpose curricula; new teaching and learning models; enhanced pathways to graduation and flexible learning environments; and which will ensure that all teachers, principals support staff, and system leaders have the professional learning and development to deliver best in class public education for all of our students. An overview of the *Learning First* Programme is provided at [Annex I](#).

While *Learning First* focuses on the educational change and designs that will inspire new learning solutions for young people, it is also critical that we modernize the structure and organization of the Bermuda Public School System (BPSS) to ensure that the changes that we make are both transformative and sustainable. As a result of our commitment to phase out middle schools, introduce signature schools and move from a 3-tier to a 2-tier public education system, much attention has been focused on the middle and senior school levels. However, our system requires holistic change in order to improve the quality of education and outcomes for all young people. Therefore, we must also consider taking a different approach to the delivery of primary school education and how primary schools are organized. The current organization of schools and school levels are provided at [Annex II](#).

We have a primary school enrolment of 2,074 students, and considerable human and financial resources spread inequitably across 18 primary schools. Our primary schools are old, require significant maintenance and repairs and were designed and built to support education similar to that developed after the industrial revolution. Therefore, we need to redesign and refurbish existing buildings to create 21st century learning environments that will provide the necessary enabling conditions to deliver the *Learning First* programme. Therefore, we propose to introduce parish primary schools as tier-1 of our transformed public education system.

The consultation document:

- Shares the vision and plan for transformation for the entire public education system
- Articulates critical decisions that have been made in support of the Government's commitments, and
- Invites critical stakeholder and community participation in a consultation on proposals for the introduction of parish primary schools, including primary schools recommended for closure.

Proposals for the Introduction of Parish Primary Schools

Bermuda public schools currently educate 2,074 primary school students across 18 primary schools. Less than 20 years ago in 2002, there were 3,160 students enrolled in the same number of primary schools, a difference of 1,086 students. Our reality is that both the birth rate, and primary school enrolment continue to decline.

Our 18 primary schools are old, ranging in age from 47 to 100 years. They require significant maintenance and repairs and many also require significant infrastructure investment. In addition to ongoing concerns about safety and health, our primary schools, which were built in a different era of educational provision, are not 21st century learning facilities. They cannot support (or be easily modified to support) the new teaching and learning models that we are developing to dramatically improve and transform education. There is also significant inequity across our primary schools.

We do not believe that our current approach to primary school education serves our children well, and we know that with the introduction of changes that we can do much better. Therefore, in response to community calls for change, and long-standing and systemic issues that confront our primary schools, we have developed a vision for primary schools as: *21st century learning facilities designed to facilitate the delivery of customized learning experiences for students, and which nurture the partnership with schools, families and the community.* To achieve this vision we would like to redesign and refurbish primary schools (and in at least one instance, build a new primary school) to serve as a central hub of each parish community.

We are therefore considering organizing primary schools by parish, so that each parish would have one primary school, except for Pembroke, where it is proposed to have 2 primary schools (due to the current and projected enrolment of primary school aged children within the central parishes). Where there is more than one primary school in a parish, it is proposed that the other primary school(s) in each parish would close.

3.0 Consultation on the Introduction of Parish Primary Schools

We are therefore consulting on the introduction of parish primary schools.

It is proposed that the public education system consist of one primary school per parish, except for Pembroke Parish, which would consist of two primary schools. We envision that each parish primary school would be redesigned and refurbished to provide a 21st century learning facility for each parish community. Therefore, the consultation also considers the closure of primary schools in those parishes where there are two or more primary schools.

Invitation to Participate in Consultation

You are invited to consider the proposals, and the information provided in this consultation document, including the criteria and rationales for the recommended parish primary school(s), and in turn, the proposed criteria and rationales for the closure of each identified primary school(s) in each parish.

We are open to considering any alternatives to the proposed organization of primary schools that meet the objectives of improving the quality of education and student outcomes. Examples of alternatives could include recommendations for different parish primary schools, different primary schools for closure, and/or different numbers of schools per parish.

Why Participation Matters

Consultation is an important process because it gives all affected and interested persons and organizations the opportunity to learn and understand what the Government is proposing, and the opportunity to share their views and feedback. In turn, the Government and Ministry of Education (“the Ministry”) have a responsibility to listen and consider the views and feedback from the consultation as part of any decisions that are made. Together the Government, stakeholders and the community can transform public education to better serve our children for generations to come.

Our Consultation Commitment

We understand the importance of consultation, which encompasses listening to the views and ideas of stakeholders. Therefore, the Ministry will:

- Consult and engage widely
- Proactively solicit feedback directly from stakeholders
- Give opportunities for stakeholders to share their views and give responses to the consultation
- Be responsive to stakeholders
- Carefully consider and analyze the consultation responses
- Reflect the results of the consultation to stakeholders and the broader community by publishing the results of the consultation, and
- Review the consultation process as part of an effort towards continuous improvement.

Who Are We Consulting?

We are looking for the views of all stakeholders, including all affected and interested persons and organizations, such as:

- | | |
|---|--|
| • Students | • Extended family members of affected students |
| • Parents and Guardians | • Non-profit organizations that support schools |
| • Teachers | • Education advocates |
| • Principals | • Members of Parliament and senators, as well as other political actors |
| • Support and other School staff | • All other members of the community, including business representatives, school alumni, and |
| • Department of Education staff | • Anyone with an interest in the future of public education in Bermuda. |
| • The Bermuda Union of Teachers | |
| • The Bermuda Public Services Union | |
| • The Bermuda Industrial Union | |
| • Aided and maintained school boards of governors | |

- The Board of Education
- Other Government Ministries and Departments

How to Share Your Views

Information on how to share your views can be found at section 16.0 of the consultation document.

Questions regarding the consultation can be emailed to consultation@moed.bm.

Consultation Deadline

Consultation submissions must be submitted by **March 12th, 2021**.

4.0 Why We Need Systemic Change and Transformation

Although this consultation focuses on the introduction of parish primary schools, it is important to put these proposals in a larger context, and explain how they are a critical part of our vision and broad-ranging plan for systemic change and transformation for the BPSS.

Looking back, the restructuring and organizational changes that were introduced in the 1990s aimed to create a better, more integrated, more developmentally-appropriate and more inclusive public education system. The system was changed from a 2-tier system to a 3-tier system through the introduction of middle schools. Also, selective education, which was the practice of assigning students to specific secondary schools on the basis of perceived ability was abolished; and special schools were also closed in order to provide mainstream and more inclusive education in Bermuda. Over 20 years later, the changes, while well-intentioned did not achieve the expected objectives of improved outcomes for all students. Since the early 1990s, there have been countless reports, reviews, audits, recommendations, committees, consultations and legislative changes. A non-exhaustive list of examples is provided at Annex III.

While there have been many attempts at change, and even improvements in many areas, the pace, quality, depth, and breadth of change, have not adequately addressed the diverse needs of all of our students and have not resulted in the outcomes to which all students in Bermuda are entitled. While there are a multitude of views as to why these objectives were not realized, there is no doubt that there is a community-consensus of students, educators, parents and community members that indicates that public education needs to be radically different.

Within our community, everyone from students, parents, grandparents, teachers, principals, non-profit service providers, employers, and many others have expressed concern about the quality of public education and the nature of outcomes and life opportunities of public school students. Despite the investment in education, the commitment of our people, and examples of excellence within our system, public confidence in the quality and outcomes of education is simply not high enough or widespread enough. Therefore, the time has come to finally consider, develop and

make the changes that are needed to bring meaningful and long-lasting change to our public education system.

There are four main reasons why holistic and wide-ranging change is being undertaken:

- v. The Government mandate to deliver on its committed to change and transform public education
- vi. Community demands for change and transformation through the development and articulation of *Plan 2022: Bermuda's Strategic Plan for Public School Education (Plan 2022)*
- vii. The trend of declining enrolment, and
- viii. *Most importantly*, the need to improve student outcomes and attainment for all learners.

Additional details on the rationale and information supporting change and transformation are provided at Annex IV.

5.0 Reasons and Rationale for Our Vision for Educational, Structural and Organizational Change

We know that all of our children are capable. They possess natural skills and abilities that reflect great potential. However, there is a disconnect between our students' abilities and their levels of achievement and attainment. Achievement is the progress made by a student in acquiring new skills that are reflected in improvement, in grades, and in exams; attainment is reaching a certain skill level that has been set as a benchmark.

For too many years we have seen only pockets of students across our schools meeting the expectations for progress and reaching benchmarks set for them. This is far from what we know Bermuda's children are capable of doing and this is far from what we want for children who attend our public schools. We want to see all students growing, thriving, succeeding, achieving, meeting performance benchmarks and reaching their full potential.

We believe that as we make the shift from our current state to our future state for primary level education, we will see an improvement in student achievement, student attainment and the outcomes for education. Presently, the BPSS assessment programme comprises of the Cambridge Checkpoint exams for English, Math and Science which are administered in Primary 6 (P6) and Middle 3 (M3). Students at the senior level write the Cambridge IGCSEs in English, Math and Science in their Senior 2 (S2) year.

It is important to note that these are also the core subjects assessed internationally by most jurisdictions and the Organization for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA), whose results are used to help governments and school systems around the world to make decisions around educational policy and to improve education outcomes. When we consider the results for our assessment programme, they indicate clearly that we must change what we are doing in our schools.

We must start with changing what is taught, how it is taught and how it is assessed, starting at the primary level where the foundational skills are acquired, if we are to see improvements in education outcomes for our students.

Currently we have limited curriculum offerings and the majority of the curricula at the primary level are misaligned and antiquated. We must provide expanded course offerings and curricula that are aligned, rigorous and robust. The curricula must focus on foundational skills at each level and must also address student interests and passions, and connect what they learn with the real world, if we are to see improvements. According to Robert J. Marzano, a leading educational researcher, an aligned curriculum is, “well- designed to be thoughtful, free of gaps and redundancies, and consistently and appropriately prepares the student for the next level of learning.”¹

To achieve improvements in education, we must shift from a one size fits all, pen to paper assessment programme, to an assessment programme that is varied, robust, relevant and enables students to demonstrate what they have learned in a variety of authentic ways. We must move from a model of teaching-silos to a system-wide research-based 21st century instructional model for delivering the curriculum. We must also ensure that all teachers in our classrooms and all leaders of our schools have the qualifications and certifications needed to improve education outcomes for our students.

There will be students, for any number of reasons, who need additional support, interventions and services to meet performance expectations. Currently, the interventions, services and programmes that are in place to assist students who do not meet performance targets are either non-existent, or limited in impact, scope and number. The expansion of interventions, services and programmes to a model of “wrap around” or comprehensive, holistic services, delivered consistently, by sufficient numbers of highly qualified specialists, will enable all students in need of these interventions, services and programmes to meet performance benchmarks.

Current school facilities are unable to accommodate the kinds of curriculum, instructional models, assessments, interventions, programmes and services that are proposed for parish primary schools. Therefore, our vision is to redesign and refurbish primary school facilities so that they can provide 21st century learning environments which will enable all students to participate in customized educational experiences that will result in improved levels of achievement and attainment.

Further, we recognize that in addition to changes in these aforementioned areas, we must also change the climate and culture of our schools. Schools exist for children and when children enter any school on any day, they must feel safe; they must be nurtured; they must be valued; and they must be seen as capable of achieving at high levels, by every member of staff. Students must be treated with respect and have their self-esteem and self-worth affirmed by all adults under all circumstances. We propose a shift from a culture that is focused on rules and consequences to

¹ (Marzano, 2000)

one that is restorative – one that focuses on relationships, inclusiveness, problem-solving and positive conflict resolution, and one where maintaining positive relationships between adults and children is at the heart of everything. We want our children to be seen through a restorative lens and we will put mechanisms in place across the system to create a restorative ethos to undergird all work and interactions that take place in our schools.

We know and understand the research about the positive impact that parental and community involvement have on student achievement and attainment. With the introduction of parish primary schools, each primary school would become the hub of their parish. The surrounding families and myriad of community organizations would become authentic partners, whose involvement is strategically defined as to how they would support, enhance and augment the work of schools; and to help them to become places where all students learn the content, skills and values they need for success in college, careers, and beyond.

Our Government wants a more equitable education system for our students. Equity will ensure that resources are provided based on the demographics of each school rather than providing funding which assumes that all schools have the same needs.

To ensure that each parish primary school meets international standards for the work that they do for children, each school will become accredited. Accreditation is a rigorous process which requires schools to meet international standards and indicators of quality and undergo external inspections of their work by an overseas accreditation team. Accredited schools must work continuously to ensure that they maintain “evidence” that they continue to meet international standards, for student achievement, attainment, and other education outcomes.

It is time for change. It is time to reinvent education for our students. It is time to redesign schools and to integrate the enabling conditions and measures to sustain the much needed change. The shift from our current state to the proposed future state will improve education outcomes for Bermuda’s primary level students and lay the foundation for a successful transition into an educational experience at our signature schools.

6.0 Educational Vision for a Redesigned Public Education System

In order to *finally* realize the change required and demanded by our community at all levels of our education system, the Government has developed a vision and plan for a BPSS that incorporates international accreditation and restorative practices.

Graduate Profile

Beginning with the end in mind, as a reflection of Plan 2022, we have developed a graduate profile, which encapsulates the minimum expectations for the BPSS graduate to include:

- Skills, competencies and habits of mind to access employment (i.e. workforce-ready), community college or university upon graduation
- Successful participation in the global economy

- A deep sense of civic and social responsibility
- Lifelong learner attributes
- Certifications that are industry and internationally-recognized
- OECD Skills 2030²:
 - Cognitive and meta-cognitive skills, which include critical thinking, creative thinking, learning-to-learn and self-regulation
 - Social and emotional skills, which include empathy, self-efficacy, responsibility and collaboration
 - Practical and physical skills, which include using new information and communication technology devices
- Work experience.

Curriculum and Assessment

- Internationally-recognized fit-for-purpose curricula that is vertically aligned to support seamless transition between year levels and school levels
- 21st century learning experiences with an integrated focus on literacy, numeracy, thinking and reasoning, problem solving, communication, social skills, financial literacy and entrepreneurship, information and communication technology, civic responsibility, global awareness and habits of mind for college and career readiness
- OECD 2030 skills
- Local and international assessments
- National assessments administered for all students.

21st Century Real World and Authentic Learning Facilities

- Instructional classrooms, which are open, flexible and adaptable spaces for learning
- Teacher preparation rooms
- Purpose-built dual-purpose labs and rooms for subjects such as information communication technology; science, technology, arts, engineering, and mathematics (STEAM) education; family studies; visual arts; music; design and technology (D&T); dance; drama; and modern foreign languages, among others
- Makers rooms (which are collaborative work spaces for making, learning, exploring and sharing)
- Recreational spaces and wellness spaces
- Gymnasium, school fields, sports areas for both indoor and outdoor sports and activities
- Library resource center
- Parent resource room
- Cafeteria, which would be a multi-purpose space
- Auditorium
- Appropriate air quality and lighting system
- Consideration of 1 pool per zone
- Accessible
- Food services

² (OECD, 2019)

- Emotional, social and academic programmes
- Special needs services
- Uniform services for the provision of used uniforms
- Transportation, involving dedicated school buses
- Parent education programmes.

High Quality Leadership and Teaching for All Schools

- Qualifications, experiences and competencies that meet international standards
- Principal certification
- Bermuda Educator's Council Licensing with upgraded requirements commensurate with 21st century teaching and learning models
- Praxis examinations for new teachers
- International certification and recertification every 5 years
- Information technology certification
- Leadership development
- 21st century evaluation systems
- Professional courses, in addition to professional development required every two years
- SCARS, Therapeutic Crisis Intervention (TCI), Multi-Tiered System of Supports (MTSS) and Restorative Circles Trained
- Fit to Work with Children

7.0 Vision for Structural and Organizational Change

As indicated by the reasons and rationale for our vision for educational, structural and organizational change, in order to realize and deliver the educational vision to support the diverse needs and futures of young people and Bermudian society, we also must change how public schools are structured and organized.

We therefore envision that within five years, we will have a 2-tier public education system that will consist of:

- Ten high-quality and equitable parish primary schools
- Five senior-level signature schools, each with 1 or more signature (or specialization)
- One exceptionalities signature school for students with special needs who now attend Dame Marjorie Bean Hope Academy (DMBHA); this signature school will also provide other special education programmes and services to meet the needs of exceptional students
- One signature school for alternative education for students with social-emotional and behavioural difficulties; this signature school will also provide education programmes and supports to meet the needs of students with other alternative needs.

Decisions Supported by Legislation

As part of this vision, and to deliver its commitments, the Government will introduce legislation to:

- Phase out middle schools
- Establish senior-level signature schools
- Establish an exceptionalities signature school
- Establish an alternative education signature school, and
- Restructure the public education system into 2 tiers:

Tier	School Level/Type	Age Range	Year Levels
Tier 1	Primary schools	5 to 12	P1 to P8
Tier 2	Senior-level signature schools	13 to 18	S1 to S5
'All Through Schools' - Tiers Covering Year Levels and Ages across Tiers 1 and 2	Exceptionalities signature school Alternative education signature school-	5 to 18	P1 to S5

Therefore, the three years of middle school will be reallocated to the primary-level and the senior-level signature schools as follows:

Current Middle School Years	New Allocation of Middle School Years
Middle 1 (M1)	Primary 7 (P7)
Middle 2 (M2)	Primary 8 (P8)
Middle 3 (M3)	Senior 1 (S1)

A comparative chart of the current and newly developed year and school levels that will be introduced is provided at [Annex V](#). For information purposes a chart on the school levels for England and the U.S. is also provided.

In summary, primary school education will be extended by 2 years so that primary school will provide education from P1 to P8. Senior-level signature school education will be extended by 1 year, so that students will enroll in senior-level signature schools at age 13 for a signature programme that would span five years, from S1 to S5.

Proposals for the Introduction of Parish Primary Schools

We propose to introduce parish primary schools so that each parish will have 1 primary school, except for Pembroke Parish, where it is proposed to have 2 primary schools.

We also believe that the commitment to transform requires that students receive primary school education in schools that are redesigned and refurbished or rebuilt to accommodate and provide 21st century learning environments to support new teaching and learning models.

Exceptionalities and Alternative Signature Schools

Subject to the results of the consultation, in order to meet the needs of individual students, families and the community, the Government would like to relocate:

- The DMBHA to a discontinued primary school site, that would be redesigned and refurbished to become the newly redesigned exceptionalities signature school
- Alternative education programmes to a discontinued primary school site that would be redesigned and refurbished to become the alternative education signature school.

Senior-Level Signature Schools

Through the work of *Learning First*, the Ministry and Innovation Unit New Zealand Australia Ltd. are working closely with the *Learning First* Design Team to develop proposals for specializations or ‘signatures’ for our senior-level-signature schools.

While the consultation process outlined in this document focuses on the proposals for improved primary schools to be organized by parish, the Government will undertake a separate consultation during the first half of 2021 regarding the specializations or ‘signatures’ for each signature school.

Senior-level signature schools will be developed to be receptive to the interests and needs of students and responsive to the needs of the community, by providing intentional, relevant and innovative learning experiences to prepare students for post-secondary training, education, the country’s workforce needs, and ultimately a lifetime of global citizenship.

The Future of Preschool Education

As a future phase of education transformation, the Government will also consider:

- Continuing to co-locate or merge preschools into primary schools
- Extending preschool education to include 3 year olds, and
- Extending the newly proposed exceptionalities signature school to include preschool-aged children.

Future Supporting Legislation

Following the results of consultation, the Government will also consider additional legislative changes as needed to support the redesign and transformation of the public education system.

A Phased Process of Change and Transformation

In order to properly prepare for well-executed, and sustainable and long-lasting change, the transformation process will be developed and implemented in phases over the next two to five years.

The Ministry will ensure that an open, transparent and engaging transition process, is developed and executed with appropriate preparation and lead times for students, families, staff members and organizations that support schools.

8.0 The Vision for Parish Primary Schools

We envision each primary school becoming the hub of its parish; with parents, surrounding neighbourhoods and community organizations rallying around schools; supporting educational programmes and initiatives; and creating strong authentic partnerships to help schools transform into places that are relevant to the needs of 21st century learners.

Redesigned public primary schools will expand courses and programme offerings to provide students with the range of educational experiences and services that meet international standards.

Internationally, the notion of schools as hubs in their communities (or parishes) is understood in a variety of ways. In developing these proposals, we have drawn on the work of Rosalyn Black who describes hubs as involving, “collaboration between school education systems and the other sectors (community, business, local government and philanthropy) to support the learning and wellbeing of young people, especially those facing disadvantage.”³

We know, through research, when families, community groups, businesses and schools band together to support learning, students achieve more in school, they stay in school longer, and they enjoy their educational experience more. With this approach, ultimately, students, families and communities become more connected and as a result, more resilient.

International research also reveals that high quality education systems balance both college and vocational preparation.⁴ This equilibrium is achieved best by integrating academic and vocational training into a comprehensive and seamless system of training and support which begins *early* in the educational careers of youth. This preparation is most effective when it is augmented by intentional workplace exposure through internships and apprenticeships.⁵

With the introduction of parish primary schools, we envision neighborhood, Government and community partners providing dedicated attention and support to their parish school; supporting school improvement efforts; and playing a key role with helping each school to ensure students are career, college and workforce ready.⁶

We envision:

- Communities sharing professional expertise, resources and services, and helping schools to offer differentiated, real-world learning opportunities for our students⁷

³ (Black, 2008)

⁴ (Symonds, 2011)

⁵ (Ministry of Education , 2017)

⁶ (Ibid)

⁷ (Ibid)

- Community partners working with schools to connect the core curriculum to the outside world, and collaborating to design engaging, rigorous and stimulating experiences in and out of the classroom
- Community partners providing authentic and culturally relevant; project-based, experiential learning activities for students and serving as places where students can apply and test what they have learned or created at the primary school level
- Community partners augmenting vocational and technical programmes in primary schools and creating programmes outside of school, playing a role in career development, at the Primary School level; and providing internships, apprenticeships and meaningful mentoring to help students gain deeper insights and understandings about potential careers, before they enter the signature schools, and
- Schools setting up infrastructures with community partners for co-teaching lessons and classes; for providing technical training for teachers; and for helping to lay a strong foundation of employability skills starting for primary level students.

What has led us to seriously consider this approach is the extensive research which indicates that it results in significant benefits for students, schools, families and communities, including academic achievement gains across targeted subgroups of students, including those with exceptionalities, and those from low-income families.

Through research we have learned that the concept of community school is growing in part because it represents a vehicle for aligning the assets of students, families, teachers, and the community around a common goal—improving the success of our young people. Community schools purposefully integrate academic, health, and social services; youth and community development; and community engagement—drawing in school partners with resources to improve student and adult learning, strengthen families, and promote healthy communities. Although, the research is internationally-drawn, it is applicable to Bermuda, and resembles some of the best elements of Bermuda schools of today and of prior generations.

According to John Holloway, “Current research paints a persuasive picture of the community's impact on child development and student learning. This research suggests that improvements in student achievement will be limited if reform efforts focus solely on students in the classroom. Instead, policymakers must also look at the broader picture. They must consider how to increase the community's capacity to support its children and youth so that students' experiences outside school will enhance the teaching and learning that goes on inside school.”⁸ Multiple researchers have used existing evidence to identify the effectiveness of school-community partnerships.⁹

⁸ (Holloway, 2004)

⁹ (Black R. L., 2010)

These are:

- An improvement in educational attainment
- Improvements in young people's educational outcomes, self-confidence and wellbeing
- Greater family engagement in school and improved communication between schools and families
- More positive school environments
- Greater community capacity
- Earlier identification of children and young people's needs and quicker access to services
- Widening schools' external contacts, networks and partnerships
- An improvement in student attendance and behaviour
- Improved social development of children
- An increase in the number of parents who are linked to services
- Improvement in levels of integration of school within the community
- Improvement in school reputation
- Improvement in teacher morale
- Cost-efficiency in addressing social issues in the long term
- Improved potential career opportunities for students as a result of them not 'slipping through the cracks'
- A subsequent potential reduction in social inequality
- Benefits for local business (as a result of a better-skilled workforce)
- Increased skills and employment of parents who volunteer at the school as part of the extended service model
- Greater connections with the community leading to improved business performance, and
- Generation of income for the school.

Therefore, we have considered that "the weight of the evidence suggests that schools which are at the hub of their community demonstrate these positive effects on students, families and communities.¹⁰"

If we implement parish primary schools, with each school developed and supported as the hub of their parish community, then we can reinvent and potentially change the trajectory of primary school education and the trajectory of the lives of our students.

The figure below illustrates the current state of primary education and contrasts it with the proposed and intended future state under the parish primary school model with the introduction of parish primary schools.

¹⁰ (Dryfoos, 2002)

Figure 1. The Current State and Future State for Primary Schools

Category	Current State		Future State
Number Schools	18 Schools		10 Schools
Enrollment	65 to 195 Students		Up to 300 Students
Teacher Student Ratio	1: 16 and 1:25		1:15
Location	Dispersed		Parish Primary Schools
Age of Students	5 Years to 11 Years		5 Years to 13 Years
Year Levels	Primary 1 to Primary 6		Primary 1 to Primary 8
Facilities	47 to 100 Years Old		Redesigned, Expanded and Purpose-built
Ethos	Disciplinary		Restorative
Curriculum	Misaligned, antiquated and limited offerings		Vertically aligned, rigorous, relevant, expand offerings
Instruction	Non-systemic Instructional Practices		21 st Century Instructional Models
Assessment	One Size Fits All Assessment Programme		Varied, Rigorous and Relevant
Assessment	Preparation for Assessments		Preparation for college, university, workforce and global citizenship
Staffing	Current Positions and Required Qualifications		Additional Specialists and Expanded Qualifications
Programmes	Limited in Scope and Number		Expanded
Services	Learning Support, Counselling, Behaviour		Wrap-Around Services
Technology	Computer Labs		Computer Labs and Individual Devices
Food Services	Selective and sporadic		Cafeteria Services
Services	External services for OT, PT, Speech		OT, PT and Speech Staff
Transportation	Public Buses		Dedicated School Buses
College/Career Entrepreneurship Focus	Non-Existent		Embedded into the Curriculum
Accredited	Non Accredited		All Accredited
Outcomes	Minority of Students Attaining Targets		All Students Growing and Achieving Success

9.0 Consideration of the Closure of Primary Schools

We know that primary schools are important parts of our communities, and that each primary school has its own history, legacy and special place in the hearts of students, parents, alumni and friends, supporters and volunteers. However, Bermuda has a large number of public primary schools for its population size.

Our history shows us that racial segregation contributed to the number of primary schools, as there were separate and unequal primary schools for white and Black children.¹¹ Some of these schools, which received Government support, became private schools, some closed, and others remained as public schools. Although the historical Government-system of racial segregation schools is no longer in force, the legacy of segregation remains. It is also apparent that there continues to be inequity between primary schools which has implications for the provision of education and therefore student outcomes.

Since at least the 1980s, the Department of Education has developed proposals for fewer primary schools, due to the levels of enrolment, and the challenges and cost of managing so many schools, and buildings. Based on the current and projected enrolment, the Government and Ministry believe that Bermuda has too many public primary schools. This same sentiment has been expressed by various segments of the community.

To achieve the vision for parish primary schools, we would like to redesign and refurbish primary schools (and in at least one instance, build a new primary school). We therefore propose that each parish would have one primary school, except for Pembroke Parish, where it is proposed to have 2 primary schools (due to the current and projected enrolment of primary school aged children within the central parishes). Therefore, where there are two or more primary schools in a parish, it is proposed to close one or more primary schools.

This is being proposed for the following reasons:

- v. Continued trend of declining enrolment
- vi. Aging and declining facilities that cannot support the delivery of 21st century education
- vii. The need for equity for all primary schools, and
- viii. The need to better distribute, utilize and reinvest resources to improve primary school education.

i. Continued trend of declining enrolment

There has been a steady decline in student enrolment in the past 5-10 years. There are only 2,074 students across 18 primary schools, Bermuda's birth rate continues to decline, and projections show that the decline in enrolment will continue.

¹¹ (Christopher, 2009)

Table 1. Trend of Declining Primary School Enrolment from 2002 to 2020.

Year	2002	2003	2004	2005	2006	2007
Primary Enrolment	3,160	3,111	3,138	3,069	3,021	2,934

Year	2008	2009	2010	2011	2012	2013
Primary Enrolment	2,853	2,803	2,735	2,637	2,583	2,602

Year	2014	2015	2016	2017	2018	2019	2020
Primary Enrolment	2,597	2,585	2,496	2,431	2,357	2,197	2,074

Graph 1. Trend of Declining Primary School Enrolment from 2002 to 2020.

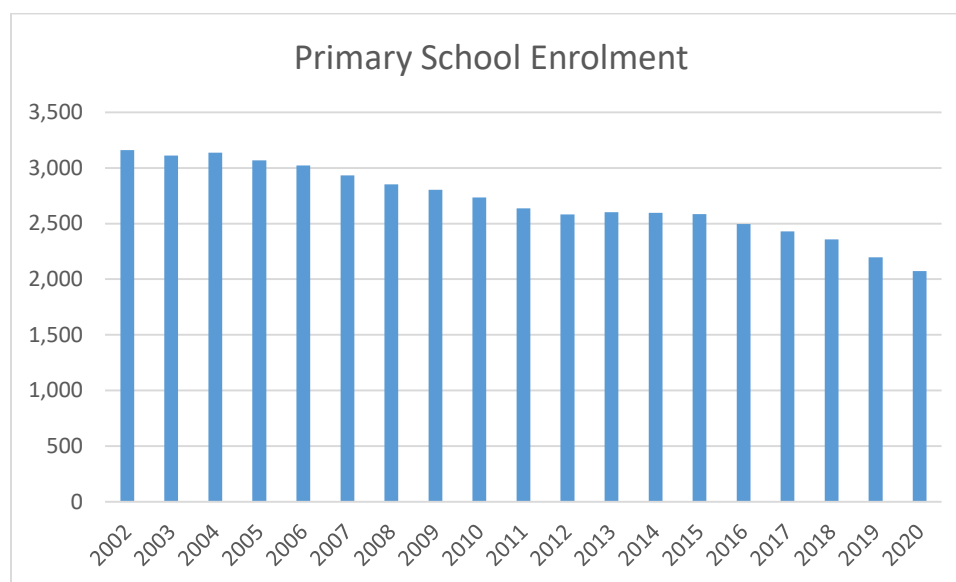


Table 2. Actual Number of Public Primary School Students per Parish from 2016 to 2020 and the Projected Number of Primary School Students for 2021 through to 2027

Year	St. George	Hamilt.	Smith's	Devon.	Pemb.	Paget	Warwick	South'n	Sandys	Total
2016	216	203	256	276	396	255	407	233	254	2,496
2017	210	197	249	269	386	249	396	227	248	2,431
2018	204	191	242	261	374	241	384	220	240	2,357
2019	190	178	225	243	349	225	358	205	224	2,197
2020	179	168	213	229	329	212	338	193	211	2,074
2021	176	165	208	225	323	208	331	189	207	2,033
2022	172	162	204	220	316	204	325	186	203	1,992
2023	169	158	200	216	310	200	318	182	199	1,952
2024	166	155	196	212	304	196	312	178	195	1,913
2025	162	152	192	207	298	192	306	175	191	1,875
2026	159	149	188	203	292	188	300	171	187	1,837
2027	156	146	185	199	286	184	294	168	183	1,800

Graph 2. Actual Number of Public Primary School Students per Parish from 2016 to 2020 and the Projected Number of Primary School Students for 2021 through to 2027

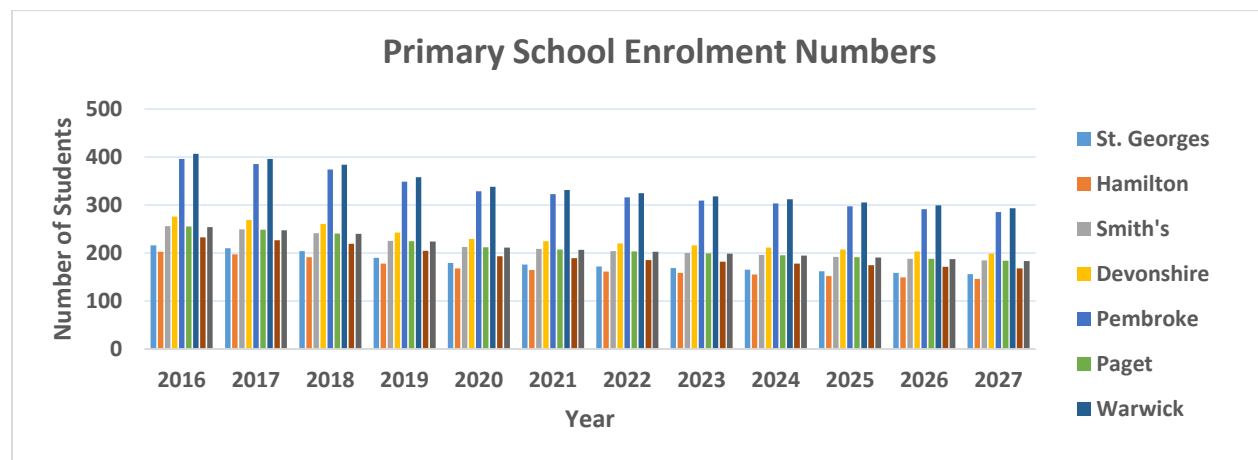


Table 3. Percentage and Number of Public Primary School Students Per Parish for 2019 and the Projected Percentage and Number of Public School Students Per Parish for 2023 and 2027

Parish	%	No. of Schools	2019	2023	2027
St. George's	8.7%	3	190	169	156
Hamilton	8.1%	1	178	158	146
Smith's	10.3%	1	225	200	185
Devonshire	11.1%	2	243	216	199
Pembroke	15.9%	3	349	310	286
Paget	10.2%	2	225	200	184
Warwick	16.3%	1	358	318	294
Southampton	9.3%	3	205	182	168
Sandys	10.2%	2	224	199	183
	100%	18	2,197	1,952	1,800

ii. **Aging and declining facilities that cannot support the delivery of 21st century education**

Primary schools are located in aging and declining facilities that cannot support the delivery of 21st century education. Our vision for parish primary schools and thus the delivery of educational improvements being designed through the *Learning First* programme, cannot be adequately achieved with the existing infrastructure of primary schools.

All primary school buildings are old, with:

- 1 primary school being 47 years old
- 10 primary schools between 50 to 79 years old, and
- 7 primary schools between 80 to 100 years old

In 2016, the School Reorganization Advisory Committee (SCORE) was formed to provide findings to address the following issues:

- i. Primary schools for consolidation or closure for 2016/17 academic year and beyond
- ii. Plans for improving the quality and consistency of programming across primary schools and
- iii. Opportunities for efficiencies and cost savings.

The SCORE Committee's membership consisted of dedicated and committed parents, principals, teachers, Bermuda Union of Teacher representatives, Ministry representatives, and other community members. They undertook a comprehensive review of programme offerings, building conditions and stakeholder needs of primary schools within the BPSS.

The findings in the SCORE report provided the then-Government with information to inform provisional decisions and consultation regarding school reorganization with the goal of improving and expanding the *student educational experience*. The findings indicated that there were serious issues that required immediate remediation with regards to school facilities, as these issues were having a negative impact on the student educational experience.

The SCORE Committee also recommended a research based standard of 40 square feet per student for defining appropriate classroom and building capacity, noting, *“Generous instructional space is essential for the optimum functioning of modern classroom environments. The 40 square feet per student standard was derived as a result of a review of the research, qualitative observations recorded during the school site visits, and an acknowledgement of the typical primary classroom size in the Bermuda Public School System (BPSS). It is important to note the 40 square feet per student standard includes all classroom space including centers, teacher desks, communal space, etc¹².*

The SCORE Report found that less than 60% of classrooms in every primary school could accommodate the set classroom capacity (18 students at P1–P3¹³ and 25 students at P4–P6) using 40 sq. ft. guidelines.¹⁴

Although in 2016, a decision was taken not to close any schools, significant efforts were made to address the safety and health challenges of many of our primary schools. However, the works undertaken did not result in significant infrastructure upgrades, or modify instructional spaces in line with the recommended 40 square feet per student standard.

More recently in 2018, a comprehensive Safety and Health Inspection Report of primary schools that was conducted by the Government’s Safety and Health Coordinator of The Cabinet Office, revealed a prevalence of mold issues in school buildings. There are also consistent complaints to the Department of Education from principals, teachers, parents, and union executives regarding the state of primary school facilities.

Due to the age of our primary schools, they have a myriad of issues including:

- Electrical systems that are not up to code
- Old plumbing that requires replacement
- Sewage back ups
- Poor IT infrastructure
- Water and or moisture intrusion from actual ceiling leaks, or water entering from elsewhere.

¹² (Committee, 2016)

¹³ In 2016, the maximum enrolment for P1-P3 was 18 students per class.

¹⁴ (Committee, 2016)

iii. The Need for Equity for All Primary Schools

In the 2020 General Election Platform, the Government pledged its commitment to an equitable education system for Bermuda's children.

The mission statement for the BPSS embraces equity for the core work that takes place in our schools: *To provide all students with equitable access to holistic, varied, and high quality instruction that is culturally relevant and empowers students to reach their full potential.*¹⁵

There exists considerable inequity and variance across public primary schools. Some examples include:

1. Condition of physical plants
2. Size of facilities in comparison to the number of staff and students, and the availability of space for programmes and services
3. Governance and advocacy structure (aided schools and maintained schools)
4. A funding model that is presently based more on equality versus equity
5. Access to supplementary funding and additional sources of revenue
6. Leader qualifications and certifications and the quality of leadership
7. Leader - staff ratios based on the number of enrolled students and programmes
8. Teacher qualifications and certifications and the quality of teaching
9. Teacher - student ratios
10. Qualifications and certifications of specialist staff and the provision of services
11. Ratio of specialist staff to students
12. The deployment of specialist staff and the frequency and extent of services
13. Ratio of learning support staff to students
14. Provision of learning support services and the frequency of student access to those services
15. Number and types of academic and non-programmes, including co-curricular and extra-curricular programmes
16. Disciplinary climate (number of referrals), and
17. Level of parental and community resource support.

The areas listed above are aligned with the indicators of quality for accreditation; however, more importantly, they are essential for ensuring that all children are able to achieve strong academic and non-academic outcomes.

Every student matters and each should be afforded the opportunities, resources and supports to succeed no matter which school they attend.

¹⁵ (Ministry of Education, 2017)

“Educational equity is the assurance that every student has access to the resources and educational rigour they need during their education despite race, gender, ethnicity, language, disability, family background or family income.”¹⁶

Our vision for parish primary schools is to establish educational equity for Bermuda’s children.

iv. The Need to Better Distribute, Utilize and Reinvest Existing Resources to Improve Primary School Education

Schools, like other public services operate because of the significant investment of resources; however, all the resources required to support and educate our primary school-aged children are spread and divided across 18 primary schools.

The Government believes that we can achieve better distribution and utilization of resources by introducing parish primary schools and spreading new and existing resources across a smaller number of 21st century learning facilities that provide primary school education.

This belief has been developed as a result of:

- The current and anticipated economic conditions
- The trend of declining enrolment
- The cost of providing education and related support services
- The human and financial investment required to support building infrastructure, building maintenance, appropriate occupational safety and health, and IT infrastructure requirements, across 18 aging primary schools, and
- The need to improve the quality of education and outcomes.

In order to provide primary school education across 18 primary schools, every school is supported by the following human resources:

- *Primary schools:* principals; deputy principals; classroom, reading, learning support, art, music and physical education teachers; counsellors; educational therapists; paraprofessionals, educational therapist assistants; administrative assistants; custodians
- *The Department of Education:* leadership and management supervisors, curriculum education officers, learning support officers, mentor teachers, information technology professionals, facilities manager, and safety and health officer, human resource professionals, finance professionals, administrative assistants
- *The Department of Health:* nurses, dentists, speech-language pathologists, occupational therapists, physical therapists, healthy schools co-ordinator and environmental health officers, and
- *The Ministry of Public works:* Estates surveyors, foreman, plumbers, waste management, labourers, etc.

¹⁶ ((SPREE), 2018)

Students and families are also supported by after school programmes provided by the Department of Youth, Sport and Recreation at a number of primary schools.

The total (actual) expenditure by all primary schools for the 2019/20 fiscal year was \$29,890,000, and is estimated as 29,474,000 for the 2020/21 fiscal year.

Table 4. Actual (2019/20) and Estimated (2020/21) Expenditure by Primary Schools

PRIMARY SCHOOLS	2019/20	2020/21
	ACTUAL	ESTIMATED
	\$000	\$000
St. George's Preparatory School	1,726	1,581
East End Primary School	1,310	1,268
St. David's School	1,053	1,085
Francis Patton School	1,700	1,561
Harrington Sound School	2,216	2,233
Elliot Primary School	1,974	1,785
Prospect Primary School	1,450	1,429
Victor Scott Primary School	1,708	1,703
Northlands Primary School	2,232	2,210
West Pembroke Primary School	2,343	2,271
Gilbert Institute	1,366	1,273
Paget Primary School	1,983	1,992
Purvis Primary School	1,970	2,016
Heron Bay Primary School	1,294	1,312
Port Royal Primary School	1,282	1,323
Dalton E. Tucker Primary	1,419	1,468
West End Primary	1,405	1,408
Somerset Primary School	1,459	1,556
	29,890	29,474

However, individual school budgets do not reflect the cost of programmes and services provided by the Department of Education or other departments, the cost of maintenance and repairs, or the considerable donations from parents, PTAS, non-profit organizations, businesses and volunteers who support schools. Again, these are valuable resources that would be better utilized and would result in improved provision and support to primary schools if they were invested and spread across fewer primary schools.

The 2018 Safety and Health Inspection Report produced by the Cabinet Office determined that all primary schools were deemed to be relatively safe. However, all primary schools had challenges relating to sanitation, hygiene, maintenance and the upkeep of their buildings and related facilities. The report also identified unresolved issues had grown into larger ones.

While there are varied reasons for these challenges, the age of school facilities, the number of schools, the available human resources, and the need to spread expenditures across 18 schools are critical factors.

Having fewer primary schools that are refurbished and/or newly built will result in savings, efficiency, improvement and/or better utilization across the following areas:

- Housekeeping
- Hygiene and sanitation
- Mold prevention and management
- Indoor air quality
- Security arrangements, such as perimeter fencing, access and exit controls for buildings and visitor control access, lighting, electronic security monitoring (CCTV)
- Pest management
- Cleaning and upkeep of HVAC systems
- Roof maintenance
- Electrical systems
- Information communication technology
- Electricity

Schools that are refurbished and fewer in number will allow the Government to invest and spread resources more effectively.

10.0 Recommendation Process for Parish Primary Schools

The vision for the BPSS is to have updated school buildings that are 21st century learning facilities to facilitate a maximum school capacity of 300 students with staff; a preschool with a capacity of 30 students located on the same campus; and, plenty of green space to house play fields for preschool and primary school aged children.

The need for modern, 21st century learning facilities was also clearly articulated during the development of Plan 2022. Priority #4 – Improved Infrastructure highlights two specific goals to raise the infrastructure standard of public school buildings. These goals are:

- i. 70% of schools with modernized/updated facilities fit-for-purpose
- ii. 100% of schools meet national safety and health standards

In order to make recommendations in line with the larger aims and objectives of the Government, Ministry and community, regarding change and transformation, the Ministry established the Parish Primary School Location Strategy Team. As such, members of the Parish Primary School Location Strategy team comprised primarily expert professionals who have specialized knowledge of buildings, and/or currently work on the Government primary school buildings on a daily basis. Together these professionals have more than 40 years of technical work experience in facilities

management, estate and property management, and maintenance, repairs and renovations of Government's office and school buildings.

The Ministry is aware that any discussion of the possible closure of primary schools in our public school system is sensitive and difficult to process. Therefore, it was imperative that a careful process was followed that considered the vision at large, the aims and objectives, and the reasons that support the need to change and transform public education. This team was tasked with developing a fair, thorough and sound process to recommend specific primary school buildings to serve as redesigned, refurbished, and fit-for-purpose parish primary schools.

Using their high level of expertise, knowledge and experience, four broad study factor categories were identified as the most critical for determining the best building location for a future primary school. The four broad study factor categories included:

- i. Existing Building Conditions
- ii. Land/Property Conditions
- iii. Safety & Health
- iv. Transportation

Within each of these four broad study factor categories, a total of 19 specific study factors were identified as relevant criteria and used for scoring:

- | | |
|--|---|
| 1. Age of the building | 10. Flood risks |
| 2. School building listed as a historic building or not | 11. Road, transport and site access/type of road – estate/main public |
| 3. Retaining walls | 12. Vision restrictions on access points |
| 4. Electrical conditions | 13. Green field size |
| 5. Plumbing conditions | 14. Expansion capacity |
| 6. HVAC (Heating, Ventilation, Air Conditioning) functioning | 15. Environmental building conditions |
| 7. Existing land area useable or zoning restrictions exist | 16. Safety |
| 8. Whether boundary restrictions exist | 17. accessibility |
| 9. Surrounding community services | 18. Traffic congestion |
| | 19. Bus route |

Scoring Methodology

The primary schools were scored against each of the study factors using a rubric with the following point scale and explanations:

5	Exceeds expectations for the study factor (highly favourable for building location)
3	Meets expectations of the study factor (supports requirements for building location)
1	Does not meet expectations of the study factor (doesn't not support requirements for building location)

However, due to the differences in the nature of each of the study factors, unique explanations were still needed for the rubric. This ensured the scoring was carried out independently in a consistent manner. The Primary Schools Study Factors Rubric (on the following page) shows the specific explanations or context for how the scores were applied for each school.

An evaluation decision matrix was developed showing the 19 individual study factors grouped within the four broad study factor categories. The 18 primary schools in the public school system are shown by Parish.

Each of the four broad study factor categories were weighted based on their level of importance. The condition of the property site and safety and health were both ranked as most important in deciding the most suitable location for each 21st century learning facility with a weighting of 30%. The existing building conditions and transportation access were ranked second with a weighting of 20% as follows:

1.	Existing Building Conditions	20%
2.	Land/Property Conditions	30%
3.	Safety & Health Conditions	30%
4.	Transportation Access	20%

The Scoring Process

- The specific line study factor score for each school reflects the total of all scores given by the six members of the Location Strategy Team.
- All the individual line study factor scores were then added together to give a total score for each category.
- The maximum number of attainable points for each category is listed and is the same for each school building.
- The total category score for each school building was calculated as a ratio of the maximum attainable points
- The category percent weight was then applied to obtain a weighted score per school per category
- The total weighted score for a school is the total of the weighted scores for the 4 categories.

The higher the weighted score for a school, the more favourable the building site for locating a primary school that will meet the requirements of the system vision for a 21st century learning facility.

Figure 2. Primary Schools Study Factors Rubric

Ref. #	Category	Rating Scale	Explanation of Rating Scale
1.1	Age	5	Exceeds life span expectations (50 years old or younger)
		3	Meets expectations (50 to 85 years)
		1	Doesn't meet life span expectations (older than 85 years)
1.2	Regulated (Historic, listed)	5	No (School building is not listed by the Department of Planning as a Historic Site)
		1	Yes (School building is listed by the Department of Planning as a Historic Site)
1.3	Retaining wall issues	5	Exceeds expectation - no repairs or safety risk needed
		3	Meets expectations - does not present any safety risk
		1	Doesn't meet expectations - dangerous and presents a risk
1.4	Electrical	5	Exceeds expectation - recent electrical upgrades implemented
		3	Meets expectations - no electrical issues upgrades
		1	Doesn't meet expectations - major electrical work required
1.5	Plumbing	5	Exceeds expectation - recent plumbing upgrades implemented
		3	Meets expectations - no plumbing issues upgrades
		1	Doesn't meet expectations - major plumbing work required
1.6	HVAC (Heating, Ventilation, Air-conditioning)	5	Exceeds expectation - recent HVAC upgrades implemented
		3	Meets expectations - no HVAC issues upgrades
		1	Doesn't meet expectations - major HVAC work required
		5	Site large enough to house more than 330 students, large enough space for adequate playing fields for different age groups and adequate parking

2.1	Existing land area (Usable/Zoning)	3	Site can hold 330 students/sufficient for different age group playing fields/parking
		1	Site cannot hold 330 students, not enough area to house playing fields for different age groups, no land to create adequate parking
2.2	Boundaries (Development restrictions)	5	No restrictions to development - large land areas
		3	Some restrictions to the boundary but still developable
		1	Restrictions to the boundary, not developable (borders main road/residential area)
2.3	Community Services	5	School building location is directly within a community with surrounding services such as a supermarket, gas station, church building, residential area, etc.
		3	School building location is at least 100 yards from a community with surrounding services such as a supermarket, gas station, church building, residential area, etc.
		1	School building location is at more than 100 yards from or has no community services surrounding
2.4	Flood Risks	5	No flood risks - school site does not experience any flooding at all
		3	Slight flood risks -in some areas of the school building
		1	Floods badly - flooding in school building due to drainages in area
2.5	Type of road - estate / main public	5	Several access routes to get on school campus
		3	Main access road only to get on school campus
		1	Only estate road to get on school campus
2.6	Vision restrictions on access points	5	No restrictions on vision access points entering or exiting the school campus
		3	Minimum restrictions no vision barriers for exiting or entering the school campus
		1	Severe restrictions causing access danger, vision barriers exist
		5	Plenty space available for multiple play areas plus additional green space for spectators or other programmes

2.7	Green field space (is needed to support a wide range of developmentally appropriate activities for children)	3	Has Space for multiple playing areas
		1	No green space capacity for playing areas
2.8	Expansion capability	5	No site restrictions to extend building for purpose built rooms
		3	Some site restrictions but still developable for purpose built rooms
		1	Restrictions to the boundary, site not developable
3.1	Building conditions (Mold, Rodent infestations, Termites)		Source - the 2015 SCORE REPORT. School buildings with on-going challenges of mold, rodent infestations, vermin, and/or termites received a safety score of 1. School facilities not easily accessible for children received an accessibility score of 1. Traffic congestion scores are 1- Severe; 3- Moderate; 5- No congestion
3.2	Safety		
3.3	Accessibility		
4.1	Traffic congestion		
4.2	Bus route	5	At school: Disembarks bus and walks right into school yard.
		3	Near school: Disembarks bus and walks across a pedestrian crossing to enter school yard.
		1	Far from school: Disembark bus and walks a considerable distance of more than 100 yards to enter school yard.

Factors Not Considered in the Evaluation of Primary Schools

In recommending one primary school per parish, and two in Pembroke, some stakeholders may wonder why the Ministry did not choose schools perceived as the 10 higher performing schools for the system.

The response is that it would not have been a fair or responsible approach to select schools based on student performance, especially when we know that there is a preponderance of research to support that student achievement is impacted by so many factors that are outside of the control of the learner.

Those factors which impact student achievement include, but are not limited to, a student's personal factors, their interactions with others and with other systems around them such as the school system, their neighborhood, the economy, political policy, and multicultural relations.¹⁷

There are models that exist which help us to understand a holistic view of the “whole child” in the full context of their world and the factors which can potentially affect their levels of student achievement. One such model is Bronfenbrenner's Model¹⁸ which outlines the factors which affect student achievement. These are:

1. Student Resiliency - the ability to overcome challenges
2. Student abilities
3. Physical and mental health
4. Attendance
5. Readiness to learn skills and readiness to contribute to the community
6. Social and moral development
7. How involved the student is the culture of the family and community
8. Whether the school is a welcoming and safe environment for learning
9. Parent skills and parent involvement in school
10. The leadership strengths of the principal and staff
11. Teacher performance
12. The expectations that the school holds for students
13. Disparities between families within schools as well as disparities between communities
14. Racism/classism
15. Child abuse and neglect
16. Unhealthy lifestyles.

The factors captured in this model serve as a deterrent for making critical and life-impacting decisions based on student achievement and attainment.

In light of what we know from the research, we have not used student achievement and attainment as factors for the basis of our recommendations for the 10 parish primary schools. Instead, we have used a structured, objective process which incorporated study factors, aligned with international standards, and with the vision for 21st century learning facilities.

We also have not used low enrolment as a criterion or factor for the recommendation for parish primary schools, because it is proposed that all primary schools be updated with facilities that are fit-for-purpose and that can accommodate 300 primary school students, and 30 preschool students, in addition to staff.

¹⁷ (Bertolini, 2012)

¹⁸ (Bronfenbrenner, 2016)

11.0 Recommendations for Parish Primary Schools

With the exception of Pembroke Parish and Devonshire Parish, where there are two or more primary schools in a parish, the primary school with the highest score per parish as per the evaluation matrix, is recommended to be redesigned and refurbished as a fit-for-purpose school facility, and the other primary school(s) closed. Where there is only one primary school in a parish, that primary school is recommended to be redesigned and refurbished as a fit-for-purpose school facility for the parish.

For Pembroke Parish, the two primary schools with the highest scores are recommended to serve as the parish primary schools due to the current and projected enrolment for the central parishes.

Although Warwick Parish has a projected primary school population comparable to Pembroke Parish, only one primary school has been recommended for Warwick Parish. This is due to the location of the City of Hamilton in Pembroke, the pattern of parental preferences for centrally-located enrolment options, the lack of an available site for a second primary school in Warwick, and the projected availability of enrolment places in neighbouring parishes.

Regarding Devonshire Parish, as explained in further detail below, it is proposed that the two existing primary schools in Devonshire Parish be closed and repurposed to serve as the exceptionalities signature school and the alternative education signature school. Devonshire Parish would therefore benefit from a newly-built primary school.

Evaluation and Scoring of Primary Schools by Parish

The weighted evaluation scores for each primary school by parish are provided below. The primary schools within each parish have been evaluated using an assigned weighting for each of the study factors. Therefore, the final weighted scores for each primary school must be considered by parish, and not nationally across all public primary schools.

The schools recommended to serve as the parish primary schools for each parish are highlighted in blue. The schools recommended for closure are not highlighted.

PARISH	PRIMARY SCHOOL	TOTAL WEIGHTED SCORE/100%
St. George	East End Primary	65.91%
St. George	St. George's Preparatory	54.52%
St. George	St. David's Primary	49.94%
Hamilton	Francis Patton	64.27%
Smith's	Harrington Sound	50.44%
Devonshire	Prospect Primary	53.97%

Devonshire	Elliot Primary	51.19%
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Pembroke	Victor Scott	51.64%
Pembroke	West Pembroke	50.11%
Pembroke	Northlands Primary	47.31%

PARISH	PRIMARY SCHOOL	TOTAL WEIGHTED SCORE/100%
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Paget	Paget Primary	52.85%
Paget	Gilbert Institute	44.58%

Warwick	Purvis Primary	60.26%
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Southampton	Dalton E. Tucker	61.69%
Southampton	Heron Bay	57.83%
Southampton	Port Royal	55.97%

Sandys	Somerset Primary	61.66%
Sandys	West End Primary	55.88%

The weighted evaluation scores, including the scores for each study factor for each primary school by parish are provided below.

i. **St. George's Parish Primary School Proposal**

Three primary schools are located in St. George's. These schools are located in the Eastern Zone.

School Name	Enrolment Size	Year School Built	Age of School
East End Primary	77	1922	98 years
St. George's Prep	108	1923	97 years
St. David's Primary	73	1949	71 years

PARISH			ST. GEORGE'S		
NAME OF PRIMARY SCHOOLS			EAST END PRIMARY	ST. GEORGE'S PREP.	ST. DAVID'S PRIMARY
CATEGORY WITH STUDY FACTORS			WEIGHT		
1	Existing Building Conditions				
1.1	Age		11.00	9.00	18.00
1.2	Regulated (Historic, listed)		30.00	30.00	30.00
1.3	Retaining wall issues		18.00	15.00	16.00
1.4	Electrical		11.00	12.00	11.00
1.5	Plumbing		11.00	11.00	10.00
1.6	HVAC (Heating, Ventilation, Air conditioning)		11.00	12.00	12.00

		Total Score - Category 1		92.00	89.00	97.00
		Maximum Score		180.00	180.00	180.00
		Total Score/Maximum Score (Ratio)		0.51	0.49	0.54
		Total Weighted Score - Category 1	20%	10.22%	9.89%	10.78%
2	Land/Property Conditions					
	2.1	Existing land area (Usable/Zoning)		27.00	16.00	13.00
	2.2	Boundaries (any development restrictions)		20.00	13.00	10.00
	2.3	Community services		14.00	12.00	17.00
	2.4	Flood Risks		28.00	24.00	26.00
	2.5	Type of road - estate / main public		18.00	11.00	17.00
	2.6	Vision restrictions on access points		20.00	10.00	20.00
	2.7	Green field space		23.00	14.00	10.00
	2.8	Expansion capability		23.00	16.00	12.00
		Total Score - Category 2		173.00	116.00	125.00
		Maximum Score		240.00	240.00	240.00
		Total Score/Maximum Score (Ratio)		0.72	0.48	0.52
		Total Weighted Score - Category 2	30%	21.63%	14.50%	15.63%
3	Safety & Health					
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		22.80	24.00	20.40
	3.2	Safety		24.00	30.00	6.00
	3.3	Accessibility		20.40	11.40	7.20
		Total Score - Category 3		67.20	65.40	33.60
		Maximum Score		90.00	90.00	90.00
		Total Score/Maximum Score (Ratio)		0.75	0.73	0.37
		Total Weighted Score - Category 3	30%	22.40%	21.80%	11.20%
4	Transportation					
	4.1	Traffic congestion		24.00	18.00	24.00
	4.2	Bus route		11.00	7.00	13.00
		Total Score - Category 4		35.00	25.00	37.00
		Maximum Score		60.00	60.00	60.00
		Total Score/Maximum Score (Ratio)		0.58	0.42	0.62
		Total Weighted Score - Category 4	20%	11.67%	8.33%	12.33%
TOTAL SCORE - 4 CATEGORIES				367.20	295.40	292.60
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	65.91%	54.52%	49.94%

Recommended Parish Primary School for St. George's Parish

East End Primary School is the recommended parish primary school for St. George's Parish because it is the school that received the highest score in St. George's Parish.

Therefore it is proposed to close St. David's Primary School and St. George's Preparatory School.

East End Primary School achieved higher scores in both study factor categories that were given a heavier weighting, that is, Land/Property Conditions and Safety & Health. The East End building site has a large available acreage and potential for development expansion to accommodate 300 students, plus staff. The adjoining land has sufficient outdoor space to facilitate lots of green field space. St. David's Primary School and St. George's Preparatory School achieved lower scores than East End Primary in the area of Land/Property Conditions. The site of East End Primary School is also in close proximity to St. George's Preschool.

St. David's Primary School cannot accommodate 300 students, plus staff. There is no land to expand St. David's Primary School unless Lord's Oval, at St. David's Cricket Club is reclaimed by the Government of Bermuda for use for the school, which is not being proposed. St. David's Primary School also scored lower regarding safety and accessibility.

St. George's Preparatory School cannot accommodate 300 students, plus staff. It should be noted that the St. George's Preparatory School buildings and all of its property are held in trust by the St. George's Board of Governors, and is not owned by the Government. As it is intended to refurbish primary schools so that they are updated with facilities that are fit-for-purpose, the Government prefers to invest public funds in schools and property that are Government-owned so that the benefits are wholly public.

ii. Hamilton Parish Primary School Proposal

There is one primary school in Hamilton Parish. This school is located in the Eastern Zone.

School Name	Enrolment	Year School Built	Age of School
Francis Patton	125	1950	70 years

PARISH				HAMILTON
NAME OF PRIMARY SCHOOL				FRANCIS PATTON
CATEGORY WITH STUDY FACTORS			WEIGHT	
1	Existing Building Conditions			
	1.1	Age		17.00
	1.2	Regulated (Historic, listed)		30.00
	1.3	Retaining wall issues		12.00
	1.4	Electrical		12.00
	1.5	Plumbing		10.00
	1.6	HVAC (Heating, Ventilation, Air conditioning)		12.00
		Total Score - Category 1		93.00
		Maximum Score		180.00
		Total Score/Maximum Score (Ratio)		0.52
		Total Weighted Score - Category 1	20%	10.33%
2	Land/Property Conditions			

	2.1	Existing land area (Usable/Zoning)		28.00
	2.2	Boundaries (any development restrictions)		18.00
	2.3	Community services		17.00
	2.4	Flood Risks		28.00
	2.5	Type of road - estate / main public		20.00
	2.6	Vision restrictions on access points		23.00
	2.7	Green field space		22.00
	2.8	Expansion capability		20.00
		Total Score - Category 2		176.00
		Maximum Score		240.00
		Total Score/Maximum Score (Ratio)		0.73
		Total Weighted Score - Category 2	30%	22.00%
3	Safety & Health			
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		22.20
	3.2	Safety		24.00
	3.3	Accessibility		15.60
		Total Score - Category 3		61.80
		Maximum Score		90.00
		Total Score/Maximum Score (Ratio)		0.69
		Total Weighted Score - Category 3	30%	20.60%
4	Transportation			
	4.1	Traffic congestion		12.00
	4.2	Bus route		22.00
		Total Score - Category 4		34.00
		Maximum Score		60.00
		Total Score/Maximum Score (Ratio)		0.57
		Total Weighted Score - Category 4	20%	11.33%
TOTAL SCORE - 4 CATEGORIES				364.80
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	64.27%

Recommended Parish Primary School for Hamilton Parish

Francis Patton Primary School is the only primary school in Hamilton Parish; it is therefore the recommended parish primary school for Hamilton Parish.

Francis Patton Primary School achieved high scores in both of the heavily weighted study factor categories of Land/Property Conditions and Safety & Health. The school building site has a large available acreage and potential for expansion, such that it can accommodate 300 students, plus staff. It also has the use of a large field that has sufficient outdoor space to accommodate 300 children. Lyceum Preschool is already on the site of Francis Patton Primary School, and therefore has the capacity to also accommodate a preschool.

iii. Smith's Parish Primary School Proposal

There is one primary school in Smith's Parish. It is located in the Eastern Zone.

School Name	Enrolment	Year School Built	Age of School
Harrington Sound	215	1937	83

PARISH			SMITHS	
NAME OF PRIMARY SCHOOL				HARRINGTON SOUND
CATEGORY WITH STUDY FACTORS			WEIGHT	
1	Existing Building Conditions			
	1.1	Age		16.00
	1.2	Regulated (Historic, listed)		30.00
	1.3	Retaining wall issues		12.00
	1.4	Electrical		13.00
	1.5	Plumbing		11.00
	1.6	HVAC (Heating, Ventilation, Air conditioning)		12.00
		Total Score - Category 1		94.00
		Maximum Score		180.00
		Total Score/Maximum Score (Ratio)		0.52
		Total Weighted Score - Category 1	20%	10.44%
2	Land/Property Conditions			
	2.1	Existing land area (Usable/Zoning)		18.00
	2.2	Boundaries (any development restrictions)		13.00
	2.3	Community services		17.00
	2.4	Flood Risks		28.00
	2.5	Type of road - estate / main public		25.00
	2.6	Vision restrictions on access points		14.00
	2.7	Green field space		13.00
	2.8	Expansion capability		16.00
		Total Score - Category 2		144.00
		Maximum Score		240.00
		Total Score/Maximum Score (Ratio)		0.60
		Total Weighted Score - Category 2	30%	18.00%
3	Safety & Health			
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		18.00
	3.2	Safety		6.00
	3.3	Accessibility		6.00
		Total Score - Category 3		30.00
		Maximum Score		90.00
		Total Score/Maximum Score (Ratio)		0.33

		Total Weighted Score - Category 3	30%	10.00%
4	Transportation			
	4.1	Traffic congestion		12.00
	4.2	Bus route		24.00
		Total Score - Category 4		36.00
		Maximum Score		60.00
		Total Score/Maximum Score (Ratio)		0.60
		Total Weighted Score - Category 4	20%	12.00%
TOTAL SCORE - 4 CATEGORIES				304.00
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	50.44%

Recommended Parish Primary School for Smith's Parish

Harrington Primary School is the only primary school in Smith's Parish; it is therefore the recommended parish primary school for Smith's Parish.

The highest score achieved for this location was for the study factor category Land/Property Conditions. Although it is recognized that this building location must be reconfigured for key aspects such as physical accessibility, there is great potential for the existing infant block to be a preschool, and on the northern side of the building to construct additional classrooms. Also the existing infant block has a separate playground area and the lower level parking lot has potential to increase parking lot area size.

iv. Devonshire Parish Primary School Proposal

There are 2 primary schools in Devonshire Parish. Elliot Primary School is located in the Eastern Zone and Prospect Primary School is located in the Central Zone.

School Name	Enrolment	Year School Built	Age of School
Elliott Primary	121	1951	69 years
Prospect Primary	99	1973	47 years

PARISH			DEVONSHIRE	
NAME OF PRIMARY SCHOOLS			ELLIOT PRIMARY	PROSPECT PRIMARY
CATEGORY WITH STUDY FACTORS			WEIGHT	
1	Existing Building Conditions			
	1.1	Age	19.00	22.00
	1.2	Regulated (Historic, listed)	30.00	30.00
	1.3	Retaining wall issues	16.00	18.00
	1.4	Electrical	12.00	14.00
	1.5	Plumbing	11.00	11.00
	1.6	HVAC (Heating, Ventilation, Air conditioning)	12.00	10.00
		Total Score - Category 1	100.00	105.00

		Maximum Score		180.00	180.00
		Total Score/Maximum Score (Ratio)		0.56	0.58
		Total Weighted Score - Category 1	20%	11.11%	11.67%
2	Land/Property Conditions				
	2.1	Existing land area (Usable/Zoning)		28.00	20.00
	2.2	Boundaries (any development restrictions)		18.00	8.00
	2.3	Community services		17.00	13.00
	2.4	Flood Risks		20.00	28.00
	2.5	Type of road - estate / main public		23.00	21.00
	2.6	Vision restrictions on access points		22.00	18.00
	2.7	Green field space		18.00	10.00
	2.8	Expansion capability		20.00	14.00
		Total Score - Category 2		166.00	132.00
		Maximum Score		240.00	240.00
		Total Score/Maximum Score (Ratio)		0.69	0.55
		Total Weighted Score - Category 2	30%	20.75%	16.50%
3	Safety & Health				
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		19.80	22.20
	3.2	Safety		6.00	12.00
	3.3	Accessibility		13.20	10.20
		Total Score - Category 3		39.00	44.40
		Maximum Score		90.00	90.00
		Total Score/Maximum Score (Ratio)		0.43	0.49
		Total Weighted Score - Category 3	30%	13.00%	14.80%
4	Transportation				
	4.1	Traffic congestion		6.00	18.00
	4.2	Bus route		13.00	15.00
		Total Score - Category 4		19.00	33.00
		Maximum Score		60.00	60.00
		Total Score/Maximum Score (Ratio)		0.32	0.55
		Total Weighted Score - Category 4	20%	6.33%	11.00%
TOTAL SCORE - 4 CATEGORIES				324.00	314.40
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	51.19%	53.97%

Recommended Parish Primary School for Devonshire Parish

The recommended parish primary school for Devonshire Parish is part of a larger set of proposals to address the considerable educational and community need for:

- An exceptionalities signature school, and
- An alternative education signature school.

The proposals for Devonshire Parish are to:

- A. Construct a newly-built primary school in Devonshire Parish, that can also accommodate a preschool
- B. Introduce an exceptionalities signature school on the site of Prospect Primary School, and
- C. Introduce an alternative education signature school on the site of Elliot Primary School.

Therefore, it is proposed to close Prospect Primary School and Elliot Primary School.

Devonshire Parish Proposal Part A – A Newly Constructed Primary School in Devonshire Parish

It is recommended that the parish primary school for Devonshire be a newly constructed primary school in Devonshire Parish, which can also accommodate a preschool.

It is proposed that a new parish primary school for Devonshire Parish be built on the site of the K. Margaret Carter Center on Robert's Avenue. The K. Margaret Carter Center is a "Government-managed center that provides support and training for adults with learning and physical disabilities through six programme areas, including:

- An adult day centre programme
- Employment training
- Functional skills training
- Production work
- Treatment/support services
- Wellness programme.

Clients range in age from 18 to over 50. Their cognitive challenges range from mild to moderate and result in learning disabilities secondary to Down Syndrome, Autism, or other congenital disorders.¹⁹

Devonshire Parish Proposal Part B – The Introduction of an Exceptionalities Signature School on the Site of Prospect Primary School

It is also proposed that Prospect Primary School be closed as a primary school and repurposed as an exceptionalities signature school:

- To serve as a school for children who attend Dame Marjorie Bean Hope Academy (DMBHA)
- To serve as a new location for the K. Margaret Carter Centre, and,
- In time, provide additional special education programmes and services to exceptional children.

¹⁹ (Ministry of Health, 2020)

In the community, there is considerable need for an expanded and purposefully-designed and constructed school for children with special education needs to replace the facility currently used by students attending DMBHA. There is also a need to provide continuing lifelong learning for students who attend DMBHA once they become adults. Historically, the K. Margaret Carter Center has not had the enrolment places to fully accommodate the level of need in the community. Therefore, it is proposed that the exceptionalities signature school and the K. Margaret Carter Center would be co-located on the same site at Prospect Primary School. This would:

- Provide sufficient enrolment places for students now attending DMBHA;
- Allow students attending DMBHA to transition to K. Margaret Carter Center once they become adults; and
- Provide expanded enrolment places for adult clients who would benefit from the support and training provided by the K. Margaret Carter Center.

The proposal to co-locate the new exceptionalities signature school and the K. Margaret Carter Center was recommended by parents of DMBHA, in order to provide a continuum of education, therapy and other services for students and adults. The Government and the wider community have a strong interest in redesigning a purposefully-designed site for students and adult clients.

It is proposed that the new exceptionalities signature school be located at the site of Prospect Primary School because:

- The school building is younger than 50 years old
- DMBHA has outgrown the initial building space and is not large enough to appropriately accommodate the students that it has
- The footprint of DMBHA has remained the same since the school opened back in 1985; its approximate land area size is 0.745 acres
- The footprint therefore needs to be modernized to facilitate a 21st century learning facility to provide suitable education to our students
- Programmes and services that should be expanded at DMBHA do not have the space to grow
- The facility is old and has consistent problems, etc. Examples, include:
 - The flat concrete roof with a Holorib metal sheeting is rusting and in need of repairs
 - The roof often leaks with water
 - The school is secluded in an area surrounded with foliage
 - Foliage causes excessive dampness inside school building
 - There is only one open area for students
 - Class rooms are very small
 - The nurses room is the size of a closet, and therefore not appropriate to provide necessary medical services to students
 - The principal's office in a constrained space and cannot suitably accommodate critical meetings with parents and staff
 - There are no storage areas

- Prospect Primary School is in close proximity to DMBHA and the K. Margaret Carter Center
- As an exceptionalities Signature School will enroll students from all over Bermuda, it is important for the site to be centrally-located and accessible for students and their families, and for adult clients who attend K. Margaret Carter, and their families.
- Due to the health needs of some of the students who attend DMBHA, it is important for the site to be located close to the hospital

The BPSS also needs to expand the quality and nature of special education programmes and services in order to ensure that students with special education needs have access to a continuum of placements, including an exceptionalities signature school.

Devonshire Parish Proposal Part C – The Introduction of an Alternative Education Signature School on the Site of Elliot Primary School

It is also proposed that Elliot Primary School be closed as a primary school and repurposed as the alternative education signature school to serve children with social-emotional and behavioural difficulties, for example, those currently attending Success Academy at Heron Bay Primary School for primary aged students, and at Success Academy at Robert's Avenue for middle and senior school aged students.

The alternative education signature school would also educate and support students with other alternative needs, such as those who would benefit from personalized learning programmes. Examples of students with other alternative education needs include students who may opt to do an accelerated learning programme, students who are high performing athletes whose families may want them to have a modified school schedule to accommodate training and sports' participation, or students who have missed considerable amounts of school due to health or other reasons.

It is proposed that the alternative signature school be:

- Located on a single site in order to provide the needed education, programmes and resources to students
- Enroll students from all over Bermuda
- Centrally-located and accessible for students and their families.
- Have the development potential to expand the quality and nature of alternative education programmes and services to ensure students with alternative needs have access to alternative education options that meet their personalized learning needs.

v. **Pembroke Parish Primary School Proposal**

There are 3 primary schools in Pembroke Parish. These schools are located in the Central Zone.

School Name	Enrolment	Year School Built	Age of School
West Pembroke	204	1946	74 years
Victor Scott	144	1931	89 years
Northlands	163	1932	88 years

PARISH			PEMBROKE		
NAME OF PRIMARY SCHOOLS			VICTOR SCOTT	WEST PEMBROKE	NORTHLANDS PRIMARY
CATEGORY WITH STUDY FACTORS			WEIGHT		
1	Existing Building Conditions				
1.1	Age		15.00	17.00	14.00
1.2	Regulated (Historic, listed)		30.00	30.00	30.00
1.3	Retaining wall issues		8.00	10.00	15.00
1.4	Electrical		13.00	13.00	11.00
1.5	Plumbing		9.00	10.00	9.00
1.6	HVAC (Heating, Ventilation, Air conditioning)		11.00	12.00	12.00
	Total Score - Category 1		86.00	92.00	91.00
	Maximum Score		180.00	180.00	180.00
	Total Score/Maximum Score (Ratio)		0.48	0.51	0.51
	Total Weighted Score - Category 1		20%	9.56%	10.11%
2	Land/Property Conditions				
2.1	Existing land area (Usable/Zoning)		18.00	20.00	8.00
2.2	Boundaries (any development restrictions)		12.00	18.00	6.00
2.3	Community services		24.00	14.00	17.00
2.4	Flood Risks		13.00	28.00	27.00
2.5	Type of road - estate / main public		18.00	16.00	18.00
2.6	Vision restrictions on access points		25.00	12.00	16.00
2.7	Green field space		14.00	15.00	6.00
2.8	Expansion capability		18.00	18.00	6.00
	Total Score - Category 2		142.00	141.00	104.00
	Maximum Score		240.00	240.00	240.00
	Total Score/Maximum Score (Ratio)		0.59	0.59	0.43
	Total Weighted Score - Category 2		30%	17.75%	13.00%
3	Safety & Health				
3.1	Environmental conditions (Mold, Rodent infestations, Termites)		21.00	24.00	18.00
3.2	Safety		6.00	12.00	6.00
3.3	Accessibility		6.00	7.80	9.60
	Total Score - Category 3		33.00	43.80	33.60

		Maximum Score		90.00	90.00	90.00
		Total Score/Maximum Score (Ratio)		0.37	0.49	0.37
		Total Weighted Score - Category 3	30%	11.00%	14.60%	11.20%
4	Transportation					
	4.1	Traffic congestion		18.00	6.00	18.00
	4.2	Bus route		22.00	17.00	21.00
		Total Score - Category 4		40.00	23.00	39.00
		Maximum Score		60.00	60.00	60.00
		Total Score/Maximum Score (Ratio)		0.67	0.38	0.65
		Total Weighted Score - Category 4	20%	13.33%	7.67%	13.00%
TOTAL SCORE - 4 CATEGORIES				301.00	299.80	267.60
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	51.64%	50.11%	47.31%

Recommended Parish Primary Schools for Pembroke Parish

It is proposed that Pembroke Parish have 2 parish primary schools.

Victor Scott Primary School and West Pembroke Primary School are recommended as the parish primary schools for Pembroke Parish because they are the 2 schools that received the highest score in Pembroke Parish.

Therefore, it is proposed to close Northlands Primary School.

Both Victor Scott Primary School and West Pembroke Primary School achieved higher scores than Northlands Primary School in the area of Land/Property Conditions.

Both school sites have large available acreage and land potential for expansion, to accommodate 300 students, plus staff. The Victor Scott Primary School already accommodates a preschool while the West Pembroke Primary School site has the potential for a preschool.

Northlands Primary School received lower scores in the Land/Property Conditions category against study factors that included useable land area, boundaries restrictions, available green field space and potential for expansion on property. This category carried a heavier weight for selecting the best location site. There is no potential for expansion and the size of their green field is small. The school playing field is also across a main public road, which presents a safety issue.

vi. Paget Parish Primary School Proposal

There are two primary schools in Paget Parish. These schools are located in the Central Zone.

School Name	Enrolment	Year School Built	Age of School
Paget Primary	137	1950	70 years
Gilbert Institute	107	1933	87 years

PARISH				PAGET	
NAME OF PRIMARY SCHOOL				PAGET PRIMARY	GILBERT INSTITUTE
CATEGORY WITH STUDY FACTORS			WEIGHT		
1	Existing Building Conditions				
	1.1	Age		18.00	13.00
	1.2	Regulated (Historic, listed)		6.00	30.00
	1.3	Retaining wall issues		16.00	14.00
	1.4	Electrical		14.00	13.00
	1.5	Plumbing		9.00	11.00
	1.6	HVAC (Heating, Ventilation, Air conditioning)		12.00	12.00
		Total Score - Category 1		75.00	93.00
		Maximum Score		180.00	180.00
		Total Score/Maximum Score (Ratio)		0.42	0.52
		Total Weighted Score - Category 1	20%	8.33%	10.33%
2	Land/Property Conditions				
	2.1	Existing land area (Usable/Zoning)		30.00	6.00
	2.2	Boundaries (any development restrictions)		24.00	6.00
	2.3	Community services		14.00	16.00
	2.4	Flood Risks		28.00	28.00
	2.5	Type of road - estate / main public		15.00	6.00
	2.6	Vision restrictions on access points		21.00	6.00
	2.7	Green field space		28.00	8.00
	2.8	Expansion capability		26.00	6.00
		Total Score - Category 2		186.00	82.00
		Maximum Score		240.00	240.00
		Total Score/Maximum Score (Ratio)		0.78	0.34
		Total Weighted Score - Category 2	30%	23.25%	10.25%
3	Safety & Health				
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		18.00	19.20
	3.2	Safety		6.00	12.00
	3.3	Accessibility		7.80	16.80
		Total Score - Category 3		31.80	48.00

		Maximum Score		90.00	90.00
		Total Score/Maximum Score (Ratio)		0.35	0.53
		Total Weighted Score - Category 3	30%	10.60%	16.00%
4	Transportation				
	4.1	Traffic congestion		12.00	18.00
	4.2	Bus route		20.00	6.00
		Total Score - Category 4		32.00	24.00
		Maximum Score		60.00	60.00
		Total Score/Maximum Score (Ratio)		0.53	0.40
		Total Weighted Score - Category 4	20%	10.67%	8.00%
TOTAL SCORE - 4 CATEGORIES				324.80	247.00
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	52.85%	44.58%

Recommended Parish Primary School for Paget Parish

Paget Primary School is the recommended parish primary school for Paget Parish because it is the school that received the highest score in Paget Parish.

Therefore, it is proposed to close Gilbert Institute.

The weighted score more than doubled for Paget Primary School compared with the Gilbert Institute in the area of Land/Property Conditions. The Paget Primary School building site has a large available acreage and capacity for development expansion to accommodate 300 students, plus staff. This includes green field space. The site of Paget Primary School can also accommodate a preschool.

Gilbert Institute has a small building size lot and half of the acreage of Paget Primary School. The site is far from a main bus route, there is a narrow access road to get to the school, and students have to cross the school's main driveway to get to the infant block, which is a safety issue.

vii. Warwick Parish Primary School Proposal

There is one primary school in Warwick Parish. It is located in the Western Zone.

School Name	Enrolment	Year School Built	Age of School
Purvis Primary	166	1946	74 years

PARISH			WARWICK	
NAME OF PRIMARY SCHOOL				PURVIS PRIMARY
CATEGORY WITH STUDY FACTORS			WEIGHT	
1	Existing Building Conditions			
	1.1	Age		18.00
	1.2	Regulated (Historic, listed)		30.00

	1.3	Retaining wall issues		16.00
	1.4	Electrical		11.00
	1.5	Plumbing		11.00
	1.6	HVAC (Heating, Ventilation, Air conditioning)		12.00
		Total Score - Category 1		98.00
		Maximum Score		180.00
		Total Score/Maximum Score (Ratio)		0.54
		Total Weighted Score - Category 1	20%	10.89%
2	Land/Property Conditions			
	2.1	Existing land area (Usable/Zoning)		24.00
	2.2	Boundaries (any development restrictions)		16.00
	2.3	Community services		16.00
	2.4	Flood Risks		25.00
	2.5	Type of road - estate / main public		25.00
	2.6	Vision restrictions on access points		22.00
	2.7	Green field space		20.00
	2.8	Expansion capability		16.00
		Total Score - Category 2		164.00
		Maximum Score		240.00
		Total Score/Maximum Score (Ratio)		0.68
		Total Weighted Score - Category 2	30%	20.50%
3	Safety & Health			
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		19.20
	3.2	Safety		24.00
	3.3	Accessibility		8.40
		Total Score - Category 3		51.60
		Maximum Score		90.00
		Total Score/Maximum Score (Ratio)		0.57
		Total Weighted Score - Category 3	30%	17.20%
4	Transportation			
	4.1	Traffic congestion		18.00
	4.2	Bus route		17.00
		Total Score - Category 4		35.00
		Maximum Score		60.00
		Total Score/Maximum Score (Ratio)		0.58
		Total Weighted Score - Category 4	20%	11.67%
TOTAL SCORE - 4 CATEGORIES				348.60
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	60.26%

Recommended Parish Primary School for Warwick Parish

As Purvis Primary School is the only primary school in Warwick Parish; it is therefore the recommended parish primary school for Warwick Parish.

The highest score achieved for this location was for the study factor category Land/Property Conditions. The school building site has a large available acreage and potential for expansion, such that it can accommodate 300 students, plus staff. There is a large playing field with sufficient outdoor space for children; and, there is the capacity to accommodate a preschool.

viii. Southampton Parish Primary School Proposal

There are three primary schools in Southampton Parish. These schools are located in the Western Zone.

School Name	Enrolment Size	Year School Built	Age of School
Dalton E. Tucker	100	1963	57 years
Port Royal	104	1937	83 years
Heron Bay	69	1953	67 years

PARISH			SOUTHAMPTON		
NAME OF PRIMARY SCHOOLS			DALTON E. TUCKER	PORT ROYAL	HERON BAY
CATEGORY WITH STUDY FACTORS			WEIGHT		
1	Existing Building Conditions				
1.1	Age		21.00	14.00	20.00
1.2	Regulated (Historic, listed)		30.00	30.00	30.00
1.3	Retaining wall issues		17.00	10.00	12.00
1.4	Electrical		11.00	11.00	11.00
1.5	Plumbing		9.00	9.00	7.00
1.6	HVAC (Heating, Ventilation, Air conditioning)		11.00	12.00	10.00
	Total Score - Category 1		99.00	86.00	90.00
	Maximum Score		180.00	180.00	180.00
	Total Score/Maximum Score (Ratio)		0.55	0.48	0.50
	Total Weighted Score - Category 1		20%	11.00%	10.00%
2	Land/Property Conditions				
2.1	Existing land area (Usable/Zoning)		30.00	20.00	13.00
2.2	Boundaries (any development restrictions)		21.00	13.00	11.00
2.3	Community services		27.00	11.00	20.00
2.4	Flood Risks		22.00	26.00	26.00
2.5	Type of road - estate / main public		20.00	20.00	18.00
2.6	Vision restrictions on access points		30.00	18.00	17.00
2.7	Green field space		26.00	20.00	13.00
2.8	Expansion capability		21.00	14.00	7.00
	Total Score - Category 2		197.00	142.00	125.00

		Maximum Score		240.00	240.00	240.00
		Total Score/Maximum Score (Ratio)		0.82	0.59	0.52
		Total Weighted Score - Category 2	30%	24.63%	17.75%	15.63%
3	Safety & Health					
	3.1	Environmental conditions (Mold, Rodent infestations, Termites)		21.60	22.20	21.00
	3.2	Safety		18.00	24.00	24.00
	3.3	Accessibility		12.60	10.80	9.60
		Total Score - Category 3		52.20	57.00	54.60
		Maximum Score		90.00	90.00	90.00
		Total Score/Maximum Score (Ratio)		0.58	0.63	0.61
		Total Weighted Score - Category 3	30%	17.40%	19.00%	18.20%
4	Transportation					
	4.1	Traffic congestion		6.00	18.00	18.00
	4.2	Bus route		20.00	11.00	24.00
		Total Score - Category 4		26.00	29.00	42.00
		Maximum Score		60.00	60.00	60.00
		Total Score/Maximum Score (Ratio)		0.43	0.48	0.70
		Total Weighted Score - Category 4	20%	8.67%	9.67%	14.00%
TOTAL SCORE - 4 CATEGORIES				374.20	314.00	311.60
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	61.69%	55.97%	57.83%

Recommended Parish Primary School for Southampton Parish

Dalton E. Tucker Primary School is the recommended parish primary school for Southampton Parish because it is the school that received the highest score in Southampton Parish.

Therefore, it is proposed to close Heron Bay Primary School and Port Royal Primary School.

Dalton E. Tucker Primary School outscored the other two primary school sites in the areas Existing Building Conditions and Land/Property. The Dalton E Tucker site has a large available acreage and a high level of development capacity for expansion, such that it can accommodate 300 students, plus staff. The Southampton Preschool is adjacent to the Dalton E. Tucker Primary School Site.

ix. Sandys Parish Primary School Proposal

There are two primary schools in Sandys Parish. These schools are located in the Western Zone.

School Name	Enrolment	Year School Built	Age of School
Somerset Primary	101	1960	60 years
West End Primary	84	1944	76 years

PARISH				SANDYS	
NAME OF PRIMARY SCHOOLS				SOMERSET PRIMARY	WEST END PRIMARY
CATEGORY WITH STUDY FACTORS			WEIGHT		
1	Existing Building Conditions				
1.1	Age			22.00	18.00
1.2	Regulated (Historic, listed)			30.00	30.00
1.3	Retaining wall issues			18.00	14.00
1.4	Electrical			12.00	14.00
1.5	Plumbing			11.00	10.00
1.6	HVAC (Heating, Ventilation, Air conditioning)			11.00	7.00
	Total Score - Category 1			104.00	93.00
	Maximum Score			180.00	180.00
	Total Score/Maximum Score (Ratio)			0.58	0.52
	Total Weighted Score - Category 1		20%	11.56%	10.33%
2	Land/Property Conditions				
2.1	Existing land area (Usable/Zoning)			28.00	13.00
2.2	Boundaries (any development restrictions)			20.00	8.00
2.3	Community services			24.00	15.00
2.4	Flood Risks			26.00	28.00
2.5	Type of road - estate / main public			21.00	17.00
2.6	Vision restrictions on access points			18.00	24.00
2.7	Green field space			21.00	17.00
2.8	Expansion capability			22.00	13.00
	Total Score - Category 2			180.00	135.00
	Maximum Score			240.00	240.00
	Total Score/Maximum Score (Ratio)			0.75	0.56
	Total Weighted Score - Category 2		30%	22.50%	16.88%
3	Safety & Health				
3.1	Environmental conditions (Mold, Rodent infestations, Termites)			25.20	21.00
3.2	Safety			12.00	18.00
3.3	Accessibility			15.60	6.00
	Total Score - Category 3			52.80	45.00
	Maximum Score			90.00	90.00

		Total Score/Maximum Score (Ratio)		0.59	0.50
		Total Weighted Score - Category 3	30%	17.60%	15.00%
4		Transportation			
	4.1	Traffic congestion		18.00	18.00
	4.2	Bus route		12.00	23.00
		Total Score - Category 4		30.00	41.00
		Maximum Score		60.00	60.00
		Total Score/Maximum Score (Ratio)		0.50	0.68
		Total Weighted Score - Category 4	20%	10.00%	13.67%
TOTAL SCORE - 4 CATEGORIES				366.80	314.00
TOTAL WEIGHTED SCORE - 4 CATEGORIES			100%	61.66%	55.88%

Recommended Parish Primary School for Sandys Parish

Somerset Primary School is the recommended parish primary school for Sandys Parish because it is the school that received the highest score in Sandys Parish.

Therefore, it is proposed to close West End Primary School.

Somerset Primary School achieved a higher score in four of the weighted study factors categories. The school site has a larger available acreage and capacity for development expansion, to accommodate 300 students, plus staff. It also has a large playing field that has sufficient outdoor space and a preschool located on its site.

12.0 The Effects of Retaining the Status Quo

It is the Government's view that Bermuda has too many primary school buildings, all of which are old, and require investments for maintenance and repair. The footprints of the current primary schools are similar to when the buildings were built, and cannot support modern learning environments, without redesign and refurbishment. As raised in the SCORE Report, primary schools do not have sufficient classrooms with the optimal class size of 40 square feet, which is necessary to organize learning centers and to foster and enhance new teaching and learning models.

Spreading both human and financial resources across 18 primary schools is not financially prudent when the investment can instead be put into fewer school buildings for modernization and refurbishment.

If the system continues with 18 primary schools and there are no school closures, the annual investments that are being made to maintain and repair old buildings, will continue and be unsustainable, especially as primary school enrolment for P1 to P6 is projected to be as low as 1,800 students by 2027. Therefore, greater efficiency and use of resources would be reflected when those funds are invested to make the changes necessary to improve and transform public education and student outcomes providing 21st century learning facilities.

Through Plan 2022, and other community advocacy, the Bermuda community recognizes that change is needed and has stood firm in demanding an improved and transformed public education system. This transformative change can only occur with change, and investment in that change.

13.0 FUNDING

The Government is fully committed to fund education reform and the transformation of the BPSS. Part of this commitment has been evidenced by hiring the consulting firm Innovation Unit New Zealand Australia Ltd, which is an organization with a proven track record of more than 15 years' experience co-designing processes and methodologies that transform education systems.

The results of consultation will contribute to the necessary blueprint for the capital development work required to transform primary schools. Building surveys will then be conducted and a comprehensive facilities cost plan developed for the renovating, refurbishing and/or re-building of primary schools that align with 21st century learning facilities. The Ministry is looking at various funding models that can help supplement Government funding for this critical component of education reform.

Some of our local private schools in Bermuda, and several public school districts overseas, particularly in the UK, have used a public-private-partnership option for funding large capital development projects. This option was also used to successfully build the new wing of the King Edward Memorial Hospital. In the UK, the Liverpool City Council created a Liverpool Schools Investment Programme (LSIP) where over an eight-year period, more than 14,000 students directly benefited as 22 of the city's primary and secondary schools were developed into new, modern learning environments. The programme generated millions of pounds from the sale of old and vacant school sites. These kinds of financial models will be examined in order to fund a capital development programme for the proposed parish primary schools.

14.0 Effects of the Introduction of Parish Primary Schools

As the proposals for the introduction of parish primary schools have been designed to transform public education, improve the quality of education and improve student outcomes, they will have wide-ranging effects on students, families, staff and our broader community.

Students, families, staff members and the community will benefit from the improved delivery of education in 21st century learning facilities that support the curriculum and new teaching and learning models.

Students and families would also be affected in the following ways:

- As it is proposed that some schools be closed, affected students would have to transfer to other schools
- Some students would also have to travel farther to attend primary schools

- Primary schools would continue to be divided into zones (see Annex II); however, the zone boundaries would be reconsidered to ensure equitable enrolment across all primary schools, for the purposes of equity for staffing and resources
- Parents of children entering primary schools would have the opportunity to apply to the primary schools located in the zone in which they reside
- It is proposed that priority would remain for the admissions of siblings, and based on proximity (e.g. children who reside closest to the school of first preference)
- The Ministry will also consider allowing out of zone choice for enrolment, where primary schools are undersubscribed, subject to the principle of ensuring equity across all primary schools.

Bermuda Public School System Staff

We know that the issue of staffing for primary schools, especially if a decision is taken to close any schools is a very sensitive one for staff, students, and their families.

The Government and Ministry is committed to undertaking a fair and transparent process on how to best staff schools within the future transformed public education system.

Where there have been previous staffing changes resulting from oversubscribed or undersubscribed schools or temporary or permanent school closures (i.e. T.N. Tatem Middle School), the Department of Education has engaged, involved and consulted affected staff members and their unions.

The proposals for parish primary schools, as well as other changes, such as the introduction of signature schools mean that all staffing roles, including principals, teachers, counsellors, educational therapists and assistants, paraprofessionals, administrative assistants, custodians and other positions, including those in the Department of Education, will look differently in a transformed public education system. This is because we will be gearing each role to the needs of learners.

However, as it is proposed to lower the maximum class size for the current P4, P5, P6 and M1 and M2 years from 25 students to 15 students per class, this may result in the need for additional teachers in key areas.

As the proposals necessitate new and diverse programmes to meet the needs of all students, there will also be new dynamic roles created that will need to be filled. We also expect that some staff numbers will change through attrition, via retirement or persons who take up other opportunities within or outside of the BPSS. Staffing changes, including the possibility of redundancies, are covered by the collective bargaining agreements of each union that represents staff of the BPSS. However, the Ministry would like to reiterate that processes regarding staffing will be fair and transparent.

15.0 Parish Primary School Consultation Form

The electronic [Parish Primary School Consultation Form](#) is a way to submit views and feedback on the parish primary school proposals.

A paper version of the form can also be submitted by hand to:

Parish Primary Schools Consultation
Ministry of Education
44 Church Street (West Building)
Hamilton, HM 12

1. Please state your first and last name: _____
2. Please provide your email address so that we can contact you to follow up if we have any questions regarding your consultation form. Your contact details may also be used to send additional information about consultation activities (If you do not have an email address, please provide your best available contact number): _____
3. I am submitting this consultation form as a: ☐ Student ☐ Parent ☐ Other/extended Family Member ☐ School Staff Member ☐ DOE Staff Member ☐ Board Governor ☐ Government Employee Working in Schools ☐ Non-Profit Service Provider ☐ Business Community Member ☐ Other Community Member ☐ Other _____?
4. Which school or schools are you associated with? And how?

5. Do you agree or disagree with the reasons and rationale for the introduction of parish primary schools?

☐ Yes (Agree) ☐ No (Disagree) ☐ Don't know

Please share your reasons.

6. Do you agree or disagree with the introduction of parish primary schools, with 1 school per parish, except for Pembroke Parish, which would have 2 parish primary schools.

☐ Yes (Agree) ☐ No (Disagree) ☐ Don't know

Please share your reasons:

7. Do you have any comments about the proposal in relation to any particular parish(es) (except for Devonshire Parish, which is considered in questions 8-10)?

8. Do you agree or disagree with the reasons and rationale for the repurposing of Prospect Primary School as an exceptionalities signature school as outlined on pages 49 to 51 of the consultation document?

☐ Yes (Agree) ☐ No (Disagree) ☐ Don't know

Please share your reasons.

9. Do you agree or disagree with the reasons and rationale for the repurposing of Elliot Primary School as an alternative education signature school as outlined on page 51 of the consultation document?

☐ Yes (Agree) ☐ No (Disagree) ☐ Don't know

Please share your reasons.

10. If Prospect Primary School and Elliot Primary School are repurposed as an exceptional signature school, and an alternative signature school respectively, the proposal for Devonshire Parish is to introduce a newly-built primary school as the parish primary school.

Do you agree or disagree with the proposal for Devonshire Parish?

☐ Yes (Agree) ☐ No (Disagree) ☐ Don't know

Please share your reasons.

11. Is there any other information or feedback that you would like to share regarding the proposals, including any alternatives?

All consultation responses must be submitted by March 12th, 2021

Thank you!

Learning First – Collaboratively Designing an Improved School System for Bermuda

Learning First is a multi-year program of support to educators, parents and the wider community working to realize the Plan 2022 vision that ‘All students are educated to lead personally and professionally, compete locally, and contribute globally’. It brings together people from across Bermuda to redesign education so that every learner in Bermuda can thrive.

Learning First’s vision brings Plan 2022 to life by describing the high level principles that should guide the design of teaching and learning; and the broad outcomes it should foster in our young people. It was co-created with members of the community and will be refined over time as we learn more with and from the community.

Learning First Design Team

A 60-strong Design Team has been recruited, selected and onboarded, comprising teachers, principals, and members of the Department of Education together with parents, community and business leaders.

Foundational Research: Global and Local

The Design Team has explored ‘glimpses of the future’ – horizon scans (i.e. case studies) of schools and systems around the world, where learning experiences have been developed which enable each and every student to have the skills, knowledge, attitudes and values to survive and thrive in the 21st century. Design Team members have undertaken ‘user research’ across the island to gather experiences and perspectives on the BPSS, and insights and ideas on how the schools and the system can be improved.

Putting the Research to Work

Completed research activities, together with the global evidence base will feed into the Design Team’s practical work where, they will split into six working groups. Each group will develop and test new solutions in one of the following national core priorities:

Design Principles for Learning – Setting out the principles and values that will guide decisions about what great learning looks like in Bermuda	Pedagogical Framework – designing teaching and learning that will engage, challenge and inspire young people.	Curriculum Framework – designing a vibrant, 21 st century curriculum that will give young people the knowledge, skills and values they need to shape and succeed in Bermuda’s future.	Graduate Outcomes and Credentialing – designing new ways to recognize and certify learning for a range of college and career opportunities.	Education Workforce Strategy – designing the high challenge; high support professional learning and development that Bermuda’s teachers and school leaders need to shape the next generation and Bermuda’s future	Learning Environments – designing diverse, engaging, on- and-offline learning spaces that will shape where, when and how young people learn in the future.
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Redesigning the System While Redesigning Schools

The feedback from the consultation and the Design Team's work on the national and core priorities will come together for the redesign of our public education system and schools.

Creating Enabling Conditions

Work is already being undertaken to create the enabling system conditions, policies and relationships to support the establishment and running of redesigned schools and their ability to respond flexibly to changes in the years to come.

Bringing the Nation on the Journey

The *Learning First* programme is also ensuring that there is a robust communications and engagement strategy using multiple channels, including social media, a regular e-newsletter, radio and television to keep people across the island well-informed and to encourage participation in the transformation of the BPSS.

The *Learning First* website is www.learningfirstbda.com.

Overview of Current System Structure, Organization and Enrolment

Bermuda's public education system consists of three tiers of compulsory education: primary, middle and senior. Compulsory school age begins the September of the year in which a child turns five years of age. Preschool education is also provided to four year olds, and some three year olds, subject to the availability of resources. Children must be the prescribed age for enrolment. In most cases, children must turn a certain age by December 31st of the calendar year in which they are enrolled at a particular school level.

Therefore, most children will start:

- Preschool, the year in which they turn 4
- Primary school, the year in which they turn 5
- Middle school, the year in which they turn 11
- Senior school, the year in which they turn 14.

Public schools are structured and organized as follows:

Number	School Level	Parish Locations	Age Ranges	Current Enrolment ²⁰
10	Preschools	1 in each parish except for 2 in St. George's Parish and none in Smith's Parish	4 ²¹	306
18	Primary schools	1-3 primary schools in each parish	5 to 10	2074
4	Middle schools	St. George's Parish, Smith's Parish, Pembroke Parish and Sandys Parish	11 to 13	924
2	Senior schools	Devonshire Parish and Pembroke Parish	14 to 18	1155
1	Special school	Devonshire Parish	5 to 18	21
2	Alternative education programmes	Devonshire Parish and Southampton Parish	5 to 18	10

Every school has special education and programmes, and there are self-contained special education programs at all school levels (e.g. the Autism Spectrum Disorder (ASD) programme, and the Functional Academics programme).

²⁰ As of September 2020.

²¹ Warwick Preschool has the Bright Start Pilot that provides preschool education to 3 year old children, subject to the availability of enrolment places.

Current Bermuda Public School System Organization

Preschools

There are 10 preschools. Enrolment is determined by the parish in which the child resides, with limited exceptions for geographic reasons.

Parish	Preschool
St. George's	St. David's Preschool and St. George's Preschool
Hamilton Parish	Lyceum Preschool
Devonshire	Devonshire Preschool and Prospect Preschool
Pembroke	Victor Scott Preschool
Paget	St. John's Preschool
Warwick	Warwick Preschool
Southampton	Southampton Preschool
Sandys	Somerset Preschool

Primary Schools

There are 18 primary schools. Designated primary schools for enrolment are determined by the zone in which a child resides.

Parish	Primary Schools	Zone	Boundary
St. George's	East End Primary School	Eastern Zone	Eastward of the line south-north up along Tee Street, along Middle Road and over Barker's Hill.
St. George's	St. George's Preparatory School		
St. George's	St. David's Primary School		
Hamilton Parish	Francis Patton Primary School		
Smith's Parish	Harrington Sound Primary School		
Devonshire	Elliot Primary School		
Devonshire	Prospect Primary School	Central Zone	Between the boundary of the eastern zone and the line on Cobb's Hill Road, Paget from Harbour Road to South Road, Paget.
Pembroke	Victor Scott Primary School		
Pembroke	Northlands Primary School		
Pembroke	West Pembroke Primary School		
Paget	Gilbert Institute		
Paget	Paget Primary School		
Warwick	Purvis Primary School	Western Zone	Westward of the western boundary of the central zone.
Southampton	Heron Bay Primary School		
Southampton	Port Royal Primary School		
Southampton	Dalton E. Tucker Primary School		
Sandys	West End Primary School		
Sandys	Somerset Primary School		

Middle Schools

There are four middle schools, which are located in St. George's Parish (in St. David's), Smith's, Pembroke and Sandys. The designated middle school for a child is determined by the primary school attended (referred to as a feeder primary school) unless a child has moved prior to registration.

Parish	Middle School	Feeder Primary School
St. George's	Clearwater Middle School	East End Primary School
		St. George's Preparatory School
		St. David's Primary School
		Francis Patton Primary School
Smith's	Whitney Institute Middle School	Harrington Sound Primary School
		Elliot Primary School
		Prospect Primary School
		Gilbert Institute
Pembroke	Dellwood Middle School	Victor Scott Primary School
		Northlands Primary School
		West Pembroke Primary School
		Paget Primary
Sandys	Sandys Secondary Middle School	Purvis Primary School
		Heron Bay Primary School
		Port Royal Primary School
		Dalton E. Tucker Primary School
		West End Primary School
		Somerset Primary School

Senior Schools

There are 2 senior schools, which are located in Devonshire and Pembroke. Students can attend either senior school, subject to the availability of enrolment places.

Parish	School
Devonshire	CedarBridge Academy
Pembroke	The Berkeley Institute

Special School

School	Parish
Dame Marjorie Bean Hope Academy	Devonshire

Alternative Education

Programme	Parish
Success Academy (Middle and Senior Years)	Devonshire
Success Academy (Primary Years)	Southampton (within Heron Bay Primary School)

List of Reports, Reviews, Audits, Recommendations, Committees, Consultations and Legislative Changes

The following is a non-exhaustive list of reports, reviews, audits, recommendations, committees, consultations and legislative changes that have been undertaken since the 1990s in support of change and transformation of the public education system:

- 1996 Education Act
- 1996 Curriculum Audit
- 1998 Special Education Review of the Inclusion Programme
- 2006 Education Rules
- 2007 Bermuda Review of Education (referred to as the ‘Hopkins Report’)
- 2008 Education Amendment Act
- 2008 Joint Select Committee on Education
- 2010 Blueprint for Reform in Education: Bermuda Public Schools System Strategic Plan 2010-2015
- 2011 Out of School and “On the Wall” Study (referred to as the Mincy Report)
- 2013 Parental and Community Involvement: Proposed Changes to the Education Act Consultation
- 2013 Inclusive and Special Education Discussion Paper and Consultation
- 2013 Middle School Audits
- 2014 School Community Councils Consultation
- 2015 School Reorganization Consultation Document
- 2016 School Reorganization (SCORE) Report and Consultation
- 2018 Cambridge Curriculum Assessors’ Review

Rationale and Information Supporting the Reasons for Systemic Change and Transformation

There are four main reasons why holistic and wide-ranging change is being undertaken:

- i. The Government mandate to deliver on its commitment to change and transform public education
- ii. Community demands for change and transformation through the development and articulation of *Plan 2022: Bermuda's Strategic Plan for Public School Education*
- iii. The trend of declining enrolment, and
- iv. *Most importantly*, the need to improve student outcomes and attainment for all learners.

i. The Government Mandate to Deliver on its Commitment to Change and Transform Public Education

In the 2017 General Election Platform, the Progressive Labour Party (PLP) made a commitment to phase out middle schools, introduce signature schools, and therefore change Bermuda from a 3-tier to a 2-tier public education system. This commitment was a long-standing PLP policy, which was developed as a response to the lack of confidence in middle schools and public education more broadly.

Through the 2017 and 2020 General Election victories, the Government obtained a mandate to:

- Continue the work to phase out middle schools and introduce a two-tier system of education to provide primary schools and signature schools at the secondary level, which focus on the learning needs and interests of our children, including academic and technical subjects, trades, business, sports, arts, and special needs education
- Renovate or rebuild primary schools and renovate existing buildings to house signature schools that are accessible and energy-efficient
- Expose students to various career pathways in the final years of primary school, before transitioning to signature school
- Provide various pathways for students to graduate from signature schools, including: enriched trades/technical education, apprenticeships, internships, international certifications, dual enrolment at Bermuda College, and entrepreneurial development, and
- Develop a signature school that provides education and services for students with exceptionalities from preschool to senior school.

ii. Community demands for change and transformation through the development and articulation of *Plan 2022: Bermuda's Strategic Plan for Public School Education*

In essence, the mandate and commitments to transform public education were called for by our community through the development and adoption of Plan 2022.

Plan 2022 was developed with considerable public input, by critical stakeholders and other members of the community. It was also only finalized after considerable consultation by various critical stakeholders and other members of the community. Guided by the core values of transparency, inclusivity, and engagement, [the] strategic plan provides the sustained direction and support needed to create transformational outcomes for Bermuda's public education system. There were significant calls for change during the development of Plan 2022, and there remains considerable support for change.

Plan 2022 has 5 priority areas for dramatically different approaches to the status quo, in order to transform public education. They are:

- i. *Increasing Academic Rigour and Student Engagement* by providing a diverse and differentiated curriculum that pushes students to their learning edges and connects to their many and varied interests;
- ii. *Ensuring Career, College, and Workforce Readiness* by integrating academic and vocational training into a comprehensive and seamless system of training and support which begins early in the educational careers of youth;
- iii. *Enhancing the Quality of Teacher Practice and System Leadership* in order to have a sustained and transformative impact on the academic achievement of young people;
- iv. *Improving Infrastructure and Instructional Resources* so that students are taught in well-maintained, clean, healthy and modern facilities and are exposed to cutting-edge technological tools in preparation for participation in a global economy; and
- v. *Ensuring System Success* so that the BPSS looks beyond teaching and learning to ensure that policy, governance and operational systems are in place to enable the success of both students and teachers.

The transformation already underway is drawn directly from the priorities and multiple strategies within Plan 2022, including the following:

Priority #1 - Strategy 1.1.4.1 – Specialized Schools (now referred to as Signature Schools)

- *Establishing specialized schools in performing arts, science & technology (STEAM), sports, trades and e-learning, or the projected needs of the community (configurations of schools require further investigation) (strategy 1.1.4.1)*

Priority #5 - Strategy 5.3.5. – Review the Current Structure of Schools

- *To ensure college and career readiness, review the current structure of the schools (primary, middle, senior) and revise for maximum student success, including the consideration of special school designs to meet unique student needs or interests.*

Priority #4 - Strategy 4.6.3 – Renovation, Rebuilding and/or Consolidating School Facilities

- *Develop and implement a long-term infrastructure renewal plan with building designs based upon modern pedagogical standards. This plan should outline a thoughtful strategy for renovating, rebuilding and/or consolidating school facilities based on recommendations from the research and engagement team.*

There are considerably more strategies in Plan 2022 that are being implemented as part of the transformation process. [Plan 2022](#) can be found on the Department of Education website at www.moed.bm.

iii. The Trend of Declining Enrolment

Since 2002²², there has been a continuing trend of declining enrolment in the BPSS.

Table 5. Bermuda Public School System Declining Enrolment for S1 to S4 from 2002 until 2020

Year	Total Enrolment P1 to S4
2002	5902
2003	6023
2004	5973
2005	5834
2006	5640
2007	5536
2008	5387
2009	5223
2010	5145
2011	5029
2012	4949
2013	4988
2014	4937
2015	4873
2016	4737
2017	4574
2018	4466
2019	4343
2020	4124

There has been a decrease in enrolment of 1,778 students between 2002 and 2020.

²² Total enrolment data for 2000 and 2001 is incomplete for the S4 year level; therefore, total enrolment is not available for 2000 and 2001 which would have shown a 20-year period or 2 decades of shifts in enrolment.

Table 6. Bermuda Public School System Declining Enrolment for By Year Levels S1 to S4 from 2002 until 2020

YEAR	P1	P2	P3	P4	P5	P6	M1	M2	M3	S1	S2	S3	S4	Total	C*	P**
2002	559	538	524	536	467	536	467	464	433	407	372	338	261	5902		
2003	516	547	543	510	528	467	445	456	470	458	399	337	347	6023		
2004	544	510	545	530	503	506	416	426	445	464	402	366	316	5973		
2005	513	527	491	536	526	476	437	407	425	402	422	340	332	5834		
2006	518	506	508	479	514	496	418	396	399	397	360	371	278	5640		
2007	508	497	495	484	457	493	397	369	411	465	377	310	273	5536		
2008	472	489	506	485	464	437	396	382	363	463	401	315	214	5387		
2009	466	455	488	473	469	452	347	361	366	430	397	283	236	5223		
2010	456	446	450	478	449	456	355	343	359	459	344	316	234	5145		
2011	414	444	448	435	465	431	381	341	345	407	374	283	261	5029		
2012	461	401	431	428	425	437	346	387	343	389	340	298	263	4949		
2013	469	457	407	430	421	418	360	343	387	365	358	301	272	4988		
2014	449	462	457	411	414	404	346	350	332	435	317	288	272	4937	-287	49%
2015	436	455	461	440	384	409	359	343	336	394	325	290	241	4873	-275	47%
2016	395	419	440	454	416	372	338	336	336	381	296	304	250	4737	-294	46%
2017	377	390	407	424	429	404	297	319	334	368	290	277	258	4574	-255	50%
2018	387	374	385	396	404	411	329	286	299	354	334	263	244	4466	-274	47%
2019	336	377	363	373	375	378	340	323	278	351	313	302	234	4343	-274	46%
2020	320	330	354	352	346	352	290	315	312	318	299	286	250	4124	-222	53%

C* shows the difference in enrolment of the same cohort of students who started P1 and remained in the public education system until S4

P** represents the percentage of students who started P1 and remained in the BPSS until S4

iv. The Need to Improve Student Outcomes and Attainment for All Learners.

The need to improve student outcomes and attainment for all learners is supported by the following data:

- Brigrance Screening Results for P1 students
- Gates-MacGinitie Reading Comprehension Results for P4 to S4 students
- Cambridge Checkpoint Examinations for P6 and M3 in the areas of English, Math and Science

Brigance Screening Results for P1 Students

The Department of Education uses the Brigance as a screening tool for students in Primary 1.

The Brigance Screen is used to identify incoming students who may be at risk for learning difficulties and who might benefit from intervention. Likewise, the test has the capability to indicate a child who may be above average and who will benefit from a more enriching learning experience.

The screen covers five areas:

- i. Academic/Cognitive
- ii. Language
- iii. Development
- iv. Physical Development, Self-Help, and
- v. Social-Emotional Development.

The screen is administered in a one-on-one setting by a reading teacher or a classroom teacher.

Table 7. Brigance Screening Results for P1 students in 2019 and 2020

	2019		2020	
Result	No. of Students	Percentage	No. of Students	Percentage
Above	88	28%	51	17%
Meets	177	56%	161	52%
Below	50	16%	95	31%
Total	315		307	

Gates-MacGinitie Reading Comprehension Results for P4 to S4 Students

The Gates-McGinitie Reading Test (GMRT) is used by the BPSS to assess student reading levels. The assessment was administered to P4 to S4 students for the first time for the in November 2019²³. The assessment measures vocabulary knowledge and reading comprehension. The results are for the reading comprehension component of the assessment only.

²³ The Gates-McGinitie Reading Test was administered to Whitney Institute Middle School and Sandys Secondary Middle School students in September 2019. At Sandys Secondary Middle School it was administered to M1 students only.

Table 8. Gates-MacGinitie Reading Comprehension Results for P4 to S4 in 2019

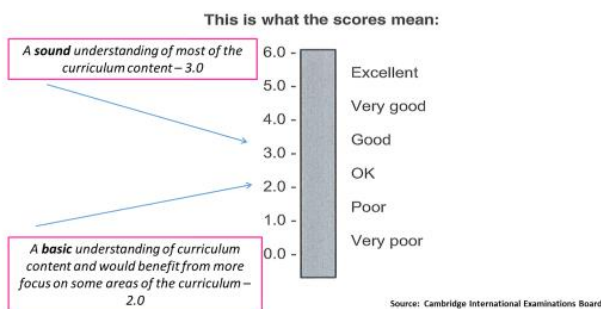
Year Level	Below Level	Below Level	On Level	On Level	Above Level	Above Level	Total
P4	147	42%	124	36%	76	22%	347
P5	176	50%	108	31%	70	20%	354
P6	217	62%	69	20%	62	18%	348
M1	201	66%	50	16%	53	17%	304
M2	199	66%	26	9%	76	25%	301
M3	127	58%	15	7%	78	35%	220
S1	157	55%	10	3%	120	42%	287
S2	133	56%	21	9%	84	35%	238
S3	100	49%	20	10%	84	41%	204
S4	93	63%	19	13%	35	24%	147
Totals	1,550		462		738		2,750

Cambridge Checkpoint Examinations for P6 and M3

The Cambridge checkpoint exams, for English, Mathematics, and Science are administered each school year to P6 and M3 students in the BPSS.

The checkpoint exam is a diagnostic assessment; it is not to be treated or interpreted as a standardized test. This means that the sole purpose of the examination is to clearly identify each student's strengths as well as their weaknesses. The results are used by teachers to adapt their instruction to help students achieve a better understanding of what was taught, and to improve their performance in the future. It is scored on a scale of 0 to 6. Individually we expect students to score from 3 to 6; however, we do recognize that as a comprehensive school system our students have a range of abilities and exceptionalities.

CAMBRIDGE CHECKPOINT SCALE



Cambridge International Examinations Checkpoint – P6

Year Level	English	English	Math	Math	Science	Science
Primary 6	2.9 & Below	3.0 and Above	2.9 & Below	3.0 and Above	2.9 & Below	3.0 and Above
2015	42%	58%	73%	27%	43%	57%
2016	47%	53%	75%	25%	45%	55%
2017	38%	62%	68%	32%	39%	61%
2018	51%	49%	78%	22%	51%	49%
2019	54%	46%	74%	26%	65%	35%

Cambridge International Examinations Checkpoint – M3

Year Level	English	English	Math	Math	Science	Science
Middle 3	2.9 & Below	3.0 and Above	2.9 & Below	3.0 and Above	2.9 & Below	3.0 and Above
2016	63%	37%	71%	29%	55%	45%
2017	55%	45%	73%	27%	56%	44%
2018	65%	35%	77%	23%	50%	50%
2019	64%	36%	72%	28%	39%	61%

Comparative Chart of Year and School Levels in Bermuda, England and the U.S.

This chart compares the current school and year levels and the new school and year levels for the BPSS. For information purposes, it also shows the school and year levels for England and the United States.

Age ²⁴	Current Bermuda Year Levels	New Bermuda Year Levels	England Year Levels	US Grade Levels
4 - 5	Preschool	Preschool	Foundation Stage	Jr. Kindergarten
5 - 6	P1	Primary 1	Year 1	Kindergarten
6 - 7	P2	Primary 2	Year 2	Grade 1
7 - 8	P3	Primary 3	Year 3	Grade 2
8 - 9	P4	Primary 4	Year 4	Grade 3
9 - 10	P5	Primary 5	Year 5	Grade 4
10 - 11	P6	Primary 6	Year 6	Grade 5
11 - 12	M1	Primary 7	Year 7	Grade 6
12 - 13	M2	Primary 8	Year 8	Grade 7
13 - 14	M3	Senior 9	Year 9	Grade 8
14 - 15	S1	Senior 10	Year 10	Grade 9
15 - 16	S2	Senior 11	Year 11	Grade 10
16 - 17	S3	Senior 12	Year 12	Grade 11
17 - 18	S4	Senior 13	Year 13	Grade 12

Colour Key

	Primary School/Elementary School
	Middle School
	Senior/Senior-Level Signature/Secondary/High School
	A-Level/College/Apprenticeship/ Traineeship/Working or volunteering while in part-time education or training

²⁴ In Bermuda the age for entry into preschool is the year in which a child turns 4 and for primary, it is the year in which a child turns 5. In the US, the entry age to primary school varies, but in many jurisdictions, a student has to be 5 before starting primary school. In England, according to the U.K. Department for Education, most children in England start school full-time in the September after they turn 4.

Bermuda Public School System Enrolment – September 2020

Preschool Enrolment

Preschool	Total
St. George's Preschool	20
St. David's Preschool	12
Lyceum Preschool	29
Devonshire Preschool	35
Prospect Preschool	34
Victor Scott Preschool	30
St. Paul's Preschool	20
Warwick Preschool	66
Southampton Preschool	30
Lagoon Park Preschool	30
	306

Primary School Enrolment

Primary School	P1	P2	P3	P4	P5	P6	Total
East End Primary	13	9	10	15	13	15	75
St. George's Preparatory	16	18	18	19	17	15	103
St. David's Primary	15	11	16	9	13	11	75
Francis Patton Primary	13	17	20	19	21	18	108
Harrington Sound Primary	29	31	31	36	31	35	193
Elliot Primary	9	9	20	20	21	27	106
Prospect Primary	14	17	20	16	9	11	87
Victor Scott Primary	18	19	30	24	21	26	138
Northlands Primary	24	31	19	19	32	25	150
West Pembroke Primary	32	28	36	30	33	36	195
Gilbert Institute	15	18	19	16	25	12	105
Paget Primary	18	19	22	28	19	22	128
Purvis Primary	29	28	27	30	28	25	167
Heron Bay Primary	12	15	8	6	14	10	65
Port Royal Primary	16	18	26	17	12	11	100
Dalton E. Tucker Primary	16	17	14	20	15	15	97
West End Primary	15	15	6	12	19	19	86
Somerset Primary	16	17	16	18	16	13	96
							2,074

Middle School Enrolment

Middle School	M1	M2	M3	Total
Clearwater Middle School	30	53	46	129
Whitney Institute Middle School	105	74	83	262
Dellwood Middle School	85	95	101	281
Sandys Secondary Middle School	73	97	82	252
				924

Senior School Enrolment

Senior School	S1	S2	S3	S4	Total
CedarBridge Academy	142	134	137	110	523
The Berkeley Institute	177	164	147	144	632
					1,155

Special School Enrolment

Special School	Total
Dame Marjorie Bean Hope Academy	21

Alternative Education Enrolment

Alternative Education (Middle and Senior Levels)	Total
Alternative Education Placement	10

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