

Headmaster's Report 2006–07

Consistency and definition

The last academic year was marked by the realisation of many long-term plans at Saltus. Our new Gosling Centre opened, welcoming students from S7 and the first year of our two-year Saltus Graduate Years (SGY) programme. Our S3 students transferred from Lower Primary to refurbished accommodation in the Upper Primary Department, and we opened Foundation Year in newly renovated premises at

By
Headmaster
Nigel
Kermode



Lower Primary. We listened carefully to commentary from parents, students and staff and there has been much analysis and planning as we seek to make Saltus stronger still.

This has been a year of discussion and professional reflection for the staff as a whole. Individual, private personnel meetings with teachers, administrators and support staff proved to be enormously informative. Fellow professionals from George Heriot's School in Edinburgh visited confirming the strength of the Foundation Year initiative and providing support for our restructuring scheme. The Consultative Conference held with all em-

ployees and Trustees in February produced a wealth of feedback expressed in our "Strategic Plan 2007–2010." An important element of this plan is a continued commitment to a Culture of Innovation, and, in furtherance of this, the School engaged a team of technology consultants to strengthen and clarify our commitment and initiative in IT.

The key words which characterise the year are: "definition," "cohesion," "consistency" and

"clarification." We are working to define all matters of policy, process and procedure to ensure there is a cohesive and consistent approach to the work we do.

We are now well prepared for the visit of the assessment team from the Canadian Educational Standards Institute (CESI). Our preparation for this has assisted us in focussing on practice, policy, facilities and personnel, with the clear intention of "Making a Good School Better."

PICTURES OF PROGRESS...



New look: Woodlands and Upper Primary buildings with their new coat of paint



New play equipment for Foundation Year



The resurfaced Upper Primary quad



Students try out refurbished bleachers in the gym



Our new netball court with parking lot behind

CESI accreditation process moves apace

The process of acquiring accreditation through the Canadian Educational

By Deputy Headmaster
Malcolm Durrant

Standards Institute (CESI) continues to gain momentum, with the visit of the CESI team scheduled for February 2008. The Institute provides evaluation and accreditation of a school's overall programme. Schools are evaluated in terms of their own statement of philosophy, purposes and objectives, and in terms of the Institute's Standards for Accreditation of Schools, which cover Purposes and Objectives, Values, Discipline and Extra-Curriculum, Academic Programme, School Organisation and Administration, Personnel, School and Community, Admissions, Governance, Financial Management and Physical Plant. Although particular programmes and emphases vary from one institution to another, in all CESI schools, education is viewed in the broad sense as encompassing the intellectual, moral and emotional development of each student.

The first step in the process for any school is to produce a self-evaluation, stating where it currently stands with regard to each of the CESI standards. This self-evaluation is currently well underway, with chairpersons appointed for each of the standards and charged with the responsibility of consulting as broad a section of the school community as is feasible in the compilation of the report. The scope of this consultation will

naturally vary, depending on the standard under review, but already, staff, students, parents, trustees, alumni, and other friends of Saltus have been approached.

To gain some insight into the accreditation process, the Headmaster and I were asked to be part of the CESI team which went to re-accredit Trinity College School in October 2006. We were able to confirm that it is, indeed, a very rigorous and intense period of review and reflection. Each member of the team is assigned specific responsibilities, and the team as a whole comes together on numerous occasions to share views and opinions. At the end of the process, a decision is reached on the recommendation to be made to the CESI board regarding accreditation. A comprehensive report is prepared, based on the findings of the individual team members and containing recommendations, where appropriate, for the school to act on. A recent CESI newsletter stated the strength of the accreditation process is that it ensures member schools are living in a culture of continuous improvement, of "discussion," "rethinking," and "moving forward." Engaging in such a process, therefore, will only serve to make our already good school even better.

Centre for Learning: Triumphs and challenges in first full year

By Dr. Judith Landsberg

The 2006–07 academic year was the first full year of operation for the Centre for Learning. Many things were accomplished, and inevitably there were a few challenges.

The Centre for Learning's mission statement is as follows:

- To identify students whose needs are not being met in the classroom through screening and analysis of longitudinal test data, portfolios of work, and teacher and parent referral;
- To assist students in acquiring knowledge of their unique learning styles and abilities, and in developing strategies to enhance and direct their learning. To provide access to academic, counseling or external support so they can achieve their potential and participate successfully and fully in the academic life at Saltus;
- To support Saltus faculty in developing an understanding of learning differences, and in creating curricula and teaching strategies for differentiated learning.

The developmental needs of students change by grade levels, and so the roles of staff change by department. In the Lower Primary Department, **Sheena Storie** and **Helen Wright** provided phonics, reading and maths support for emerging learners, as well as sentence writing and comprehension for S2s. In the Upper Primary Department, **Allison Hillen** and **Julie Murdoch** instructed students in reading comprehension, writing and math strategies, and started to teach self-advocacy, while **Cynthia Thomas** (formerly Adams) provided extension maths.

In the Secondary Department, **Karen Lusher** and **Cynthia Thomas** guided students toward internalising independent learning strategies and developing self-advocacy skills, while providing remedial support in English and maths. **Laura Lee** coached extension writing for S4 through S7. **Diana Decker** and **Milton Richardson** provided counseling and behavioural support (respectively) to all students from Foundation Year through SGY; Mr. Richardson is a part-time consultant.

The Centre supports Saltus faculty in developing an understanding of learning differences, and in creating curricula and teaching strategies for differentiated learning

In addition to the provision of extension writing, **Laura Lee** provided administrative support for the Centre in data collection and management, general communications, and time-tabling rooms for student support and other school services. As Director, I coordinated Centre for Learning services: planned and reviewed all testing; worked with staff to plan services for individual students; consulted with parents, teachers, and external experts; and assisted the faculty to develop an understanding of learning differences, to create curricula and teaching strategies for differentiated learning.

Successes

Despite a few challenges, many things were accomplished in the 2006–07 academic year:

Writing Extension/Step Up To Writing: **Laura Lee** taught a writing-extension class, based on the “Step Up To Writing” programme, for S4 to S7 students with exceptional verbal abilities. The School has found this to be such a powerful approach that **Laura** trained all Lower and Upper Primary teachers in it. In 2007–08, **Laura** will provide support to teachers, modelling lessons, and feedback to the students as a basis for differentiating writing instruction.

Readak Study Skills Course: More than 80 students (a record for Readak) from S7 through SGY signed up for the course. Students attended Readak classes outside school hours covering such topics as speed-reading (with comprehension), note-taking, and study and test-taking techniques. Some teachers and the Centre staff also took advantage of this course.

Maths Extension for S5 and S6: **Cynthia Thomas** taught these classes designed for students who cannot effectively be accommodated in the classroom. The classes are challenging, aiming to provide instruction two to three grades ahead of the general classes.

Behavioural Therapy: **Milton Richardson** provided support for students who have trouble controlling their behaviour. This proved to be a great success, with

Milton providing support to students, parents and teachers. In addition, **Milton** emailed weekly tips to teachers on handling various classroom issues.

Foundation Year Occupational Therapy and Speech and Language Screening: Foundation Year students were screened to

Profiles of Students: By the end of August 2007, Centre staff had developed a “profile” for every student receiving direct services. This profile summarises their academic history, includes any diagnoses that may affect their learning, documents their current functioning in class, as well as accommodations we expect

Colorado; Best Practices Institute at the University of Virginia; and a symposium on “Building a Learning Centre” at Flint Hill School, Virginia. Training on administering, scoring and understanding standardised testing was conducted by Dr. Julie Dunstan (Ed. Psych) in the Gosling Centre.



From left: Dr. Judith Landsberg, Julie Murdoch, Cynthia Thomas and Karen Lusher

identify issues that might interfere with learning. Any concerns were raised with teachers and parents. This screening proved to be very helpful and will be continued.

Maths Explorers: **Cynthia Thomas** and **Andre Perez** (a parent) continued the previous year's successful Maths Explorers Club for S4s through S6s. This lunchtime club aimed to make math accessible and fun for students of all abilities. In the second term, the club trained “mathletes” for the Bermuda Math Olympiad, with impressive results.

Learning Strategies in S7: A small group of students with documented language difficulties dropped their modern foreign language course and met for two double periods per week with **Karen Lusher**. This was extremely productive in developing and fostering learning strategies that helped these students cope within an academic environment. We focussed on organisation, time-management and study skills, as well as targeting assignments in specific content areas. Group discussions encouraged students to share ideas, begin to identify their own strengths and weaknesses, and support one another in an effort to start the journey of self-advocacy. In 2007–08, this will be expanded to include S8 students.

teachers to make, documents the support they get in the Centre, and areas recommended for parental support or external testing. This will give teachers clear information on how to effectively support these students in the classroom.

Professional Development

During the 2006–07 academic year, the Centre provided training sessions for teachers in the following areas: computer training, SmartBoard training, study skills, providing extension in the classroom, occupational therapy strategies for the classroom, and the Step Up to Writing workshop for Lower and Upper Primary teachers. The Centre arranged for staff to attend the Bermuda Reading Association conference. For parents, there were two showings of the DVD *Understanding Learning Disabilities: How Difficult Can This Be?* which provides strategies for managing learning differences.

During the past year, there were several professional development opportunities for Centre for Learning staff as well, and the intention is to continue to upgrade skills through 2007–08. Staff attended the following: the Learning Disabilities Conference in Pittsburgh, PA; Step Up To Writing “Trainer Training” in

Support from XL, WestGen and the Marion Family

The Centre for Learning benefited from generous donations from the XL Foundation as well as WestGen and the Marion Family. The XL Foundation donation was used to provide: occupational therapy, as well as speech and language screening in the Foundation Year, behavioural support throughout the School, supplies for testing, and computers and software for use, with students requiring extra support. The WestGen and Marion Family donations funded professional development and Step Up To Writing materials and training.

Challenges

Inevitably, as this year was our first full year of operation, some things did not work out the way we planned. Communication was a challenge all year. As we developed our programmes and put in place new approaches, the way we offered our services evolved. We did not always do a good job of communicating changes to parents and teachers, which resulted in frustration—a great learning opportunity to build on in 2007–08.

We made a commitment to provide extension maths services from S3 to S6, with the intention of providing extension for S3s and S4s by helping teachers with

Saltus Annual Appeal and Capital Campaign

There was still growth in the Capital Campaign this past year as we realised an increase from \$6.2 million at the end of June 2006 School Year to close to \$8 million at the end of June 2007. The Campaign is in its fourth year and although its committees are not as active, donations are still coming in for this very important aspect of fundraising for the School.

Fundraising from the Annual Appeal amounted to close to \$283,000 this School year. These donations came to the School from companies, trusts, parents, alumni, staff and friends of the School. Saltus competes with many other private schools for support from the community and we are very grateful for the support of so many in helping us to reach our goals.

Mrs. Judy McPhee

In March 2007, we were informed that Judy McPhee, the wife of former Headmaster Keith McPhee, passed away at the beginning of February after a long battle with cancer. We were pleased to welcome Keith back to Bermuda and the Chairman of the Board, Will Cox, had the opportunity to spend time with him over lunch. The School was able to assist in organising a memorial service for Judy, and many of the couple's old friends and Saltus alumni were grateful for the opportunity to recount wonderful memories of the McPhees and spend time with Keith.

Alumni Events

On December 13, 2006, the Alumni Association put on a Christmas cocktail party. Tips from the evening were donated to the "Fight for Life Foundation," a

Director of Development
Pauline Richards



charity set up by friends of Lori Mello, who sadly passed away in June. The party was very well attended by the School's alumni and promises to be an annual event.

A second alumni reception hosted by Henry Zeigler, Saltus's first Head of Senior Year (now SGY), for alumni from 1975–80 was held on June 22 this year and, again, was very well attended. Berta Barreto-Hogan made contact with about 200 people and there were about 75 in attendance. Ann Spencer-Arscott organised activities for the entire weekend and we understand they were enjoyed by all who attended.

Founder's Day

The School returned to the traditional Founder's Day service at St. John's this year, followed by the laying of the wreath, a barbecue on the field, a cricket match and, for the first time, a "Swifts" hockey match between alumnae and Secondary girls. This year, David DeCosta, president of the Alumni Association, was speaker at the St. John's Church service. David was a past Head Boy at Saltus and was able to give the Secondary Department students much food for thought. He focussed on how much he took for granted as a student and realises, now that he is in the working world, the sacrifices parents make to send their children to Saltus. He encouraged students to make the

most of this very valuable opportunity.

In the evening, a joint reception was held for the 2007 SGY graduates at which outgoing Upper Primary Department Head Christine DeSilva was also honoured. Christine, who retired at the end of the Summer Term, spoke of being "so, so lucky" to have had a wonderful life and career. She will be missed after serving Saltus for 14 years.

Concert in the Park

Again this year, a group of alumni and parents was recruited to form a band which played at the three Department Musical Extravaganza held in Victoria Park June 1. This year, the concert drew an even larger crowd, and many local people who were not part of the Saltus family also attended and enjoyed the good music and festive atmosphere.

Stephenson Golf Tournament

The Stephenson Golf Tournament was held on June 14 and again was very successful. The net result was close to \$20,000 for scholarships. We were grateful to Freisenbruch Meyer, main sponsor of the tournament, and the many companies and individuals who sponsored a hole/tee. The big "hole-in-one" prize, a Renault car, was again donated by alumnus Richard Davidge, and we are always grateful to him for this outstanding contribution.

Saltus News

If you have any news, please send it to Saltus News editor, Cynthia Lancer-Barnes, at alumni@saltus.bm. Cynthia is always looking for new information on the School's alumni who are spread all over the world.

differentiation and occasional withdrawal of small groups of children. While this worked quite well with most year groups, we were unable to meet the commitment for S4s. It proved very difficult to coordinate times and plan ahead in the curriculum, and this, combined with stretched resources in the Centre, made teacher support and out-of-class extension for the S4s unfortunately impossible to sustain. In 2007–08, the Centre will continue to support students who struggle with maths, and will use a new mentoring approach to provide for exceptional students. We have also put in place an extension coordinator to help with consistent extension provision for the Upper Primary Department.

Another problem area has been inadequate records on students with challenges. Information on learning challenges is frequently incomplete and sometimes non-existent.

The Centre has established a strategic role in the School, acting as the primary resource for fulfilling the School's mission of treating every student as an individual

Unfortunately, this has meant some students who should have received services have not had this opportunity. We are in the process of filling the gaps through teacher referral and reviewing all available data sources. Student 'profiles' and electronic management of files will close some of the gaps and ensure this does not recur.

Our final problem area was in services for S8 to SGY students. Although new programmes were put in place for S7s and a bottom set was introduced for S9 maths, these solutions were inadequate to meet the needs of students with challenges. The subject expertise of teachers in the Secondary Department and the opportunity for extra-cur-

ricular enrichment has generally met the needs of exceptional students. In 2007–08, we plan to provide direct support in S7 and S8 English, continue with the learning support set in maths, and will introduce the "learning strategies" option (where timetabling permits) for S8s and S9s. We also plan to work more closely with teachers to help them provide accommodations in class for students with learning challenges.

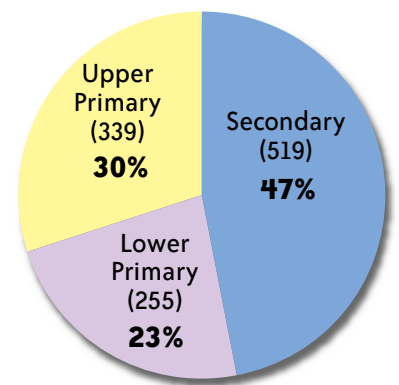
Conclusions

The establishment of the Centre for Learning came from a recognition that teaching is changing, and that our students come in a greater variety and with more complications

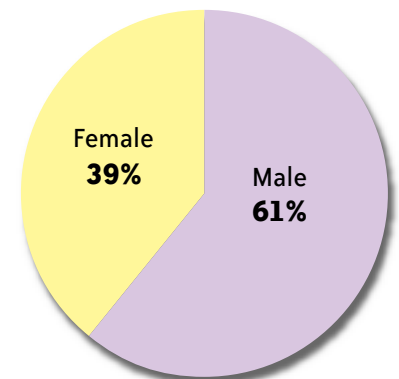
than most of us imagined when we began teaching. We are striving to build a culture of inclusion—we all recognise the best way to provide for different learning needs is to find ways to accommodate them in the classroom. The goal of the Centre for Learning is to provide students who struggle with strategies so they can be successful in class, and to provide teachers with the support needed to effectively accommodate all of our students in the classroom.

The Centre has established a strategic role in the School, acting as the primary resource for fulfilling the School's mission of treating every student as "an individual with unique needs, capabilities, and desires." Fully implementing this philosophy has an impact on admissions, technology-planning, classroom delivery, and even facilities. Our first full year of operation has laid a strong foundation for the future.

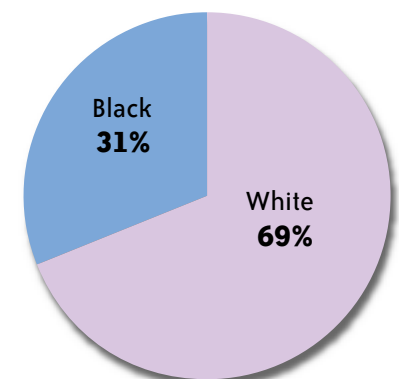
STUDENT NUMBERS (Total 1,113)



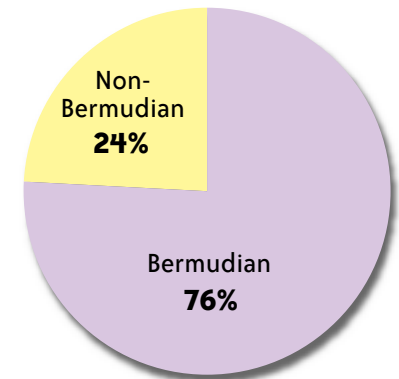
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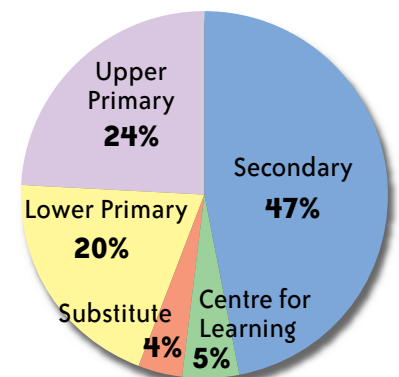
STUDENT RACE



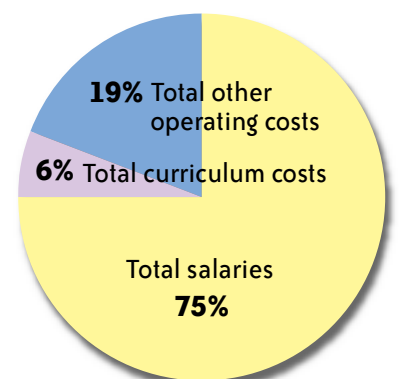
STUDENT NATIONALITY



TEACHER SALARY ALLOCATION



TOTAL EXPENDITURE



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During the period July 1, 2006 to June 30, 2007, donations to the Annual Appeal amounted to nearly \$283,000. These donations came to us from a variety of sources, including businesses, parents, alumni, staff and friends of the School. Your continuing support is much appreciated. Below is the Annual Appeal Donors List, which covers donations made during this period. We apologise in advance if there are any errors or omissions. Please call Mrs. Berta Barreto-Hoğan at 279-6179 or 292-6177 (ext. 6248) if you have any questions.

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GCSE results best in almost a decade

Students in Saltus Year 11 class performed extremely well in the recent GCSE examinations. Sixty-seven students were entered for examination and a total of 441 grades of A* (superior A) to C were achieved. Of these results, 272 were grades of B or higher (62 percent). The percentage of students in the year group who achieved a minimum of five GCSE passes of C or better was 81 percent. This is the highest percentage recorded in the past nine years.

The percentage of passes of C or higher by subject was extremely impressive: Science (Single Award) 100 percent, Chemistry 97 percent, French 96 percent, Information Technology 94 percent, English Language 93 percent, Music 89 percent, Biology 88 percent, History 85 percent, Geography 81 percent, Physical Education 77 percent and Spanish 75 percent.

Students and staff are to be congratulated on a very pleasing performance. In particular, our congratulations go to **Jessica Zuiker**, who achieved two A*, five A and two B grades; to **Matthew Witkowski**, who achieved three A*, four A and two B grades; and to **Nicholas Rinehimer**, who achieved four A* and five A grades.

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SALTUS GRAMMAR SCHOOL

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Drainage issue under swings resolved



New equipment on field promotes active play