



## YEAR REPORT 2019

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## **Vision**

At Saba Comprehensive School we develop our young people holistically, so that they will make a meaningful contribution to the global society.

We establish a clean, safe and healthy learning environment, in cooperation with all stakeholders.

We bring our students to a level of readiness by equipping all with the necessary knowledge and skills. We provide inclusive Quality Secondary education & care.

## **Mission**

At Saba Comprehensive School we promote an exceptional level of education within the (Dutch) Caribbean in an effort to shape unique future leaders who demonstrate high moral values and are proud to be SCS students.

## **Introduction**

Saba Educational Foundation | **Address** Thais Hill Road, St.Johns, Saba, Dutch Caribbean  
**Phone** (0599) 416 3270 | **Website** : [www.learningsaba.com](http://www.learningsaba.com)

Every year the Saba Educational Foundation (SEF) provides an overview of the developments and activities at the Saba Comprehensive School. By means of this report the SEF informs all stakeholders.

## **Summary**

The 2019 Saba Comprehensive School (SCS) Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving the *best for our staff and students*. Our teachers are reflective and responsive to student needs and there is quality commitment from our school community.

Established in 1974, the SCS has been preparing our children for the future for over 40 years. We focus on supporting all students to reach their full potential academically, socially and emotionally.

We have committed, proactive teachers and dedicated support staff working to help each child to reach their potential. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

### *Location St. John's*

Our school location in St. John's had some renovations during the summer break. Regular maintenance was conducted (painting) as well as new board walks and roofs. Some of the items have been pending since hurricanes Irma and Maria.

### *Location Cove Bay*

Our Technical Center received some essential upgrading in tools and equipment as well as a new roof and new spouts and gutters. Damages due to the hurricane have partly been addressed. An issue remains the indirect heat from the solar park.

### *Parking Lot St. John's*

A new parking lot has been constructed and staff and visitors are able to use it. The parking lot has not yet been completed.

### *Science Lab*

The Science Lab inventory (chemicals) needed to be disposed of and new chemicals will new chemicals will be ordered in 2020.

### *Whole School Events*

Whole school celebrations included sport days, walk-a-thons, bake sales and fundraisers, Book Week Celebration, dress up/down days, movie evenings, prom night, Teacher Day celebration, and Rights of the Child week.

### *Parent Teacher Meetings*

Individual parent evenings have been held to inform the parents about the upcoming examinations (Form 5) in February 2019, In September a general parent evening was held for all parents/guardians for the purposes of in-depth and informative information sharing. Individual parent/guardian meetings took place throughout 2019.

### *Educational Reform*

In 2019 the CCSLC has been fully implemented and the first students enrolled in CVQ General Construction Level 2. Additionally, the SCS in collaboration with TVET Council Barbados, ensured that CVQ Early Childhood Education was able to start in August 2019. The SCS continued to collaborate with St. Eustatius and St. Maarten in the Caribbean Vocational Trade Schools Network and participated in the 2019 conference on St. Eustatius with 10 representatives.

### *Staffing*

The Human Resource Manual has been finalized and approved by the board in July 2019. The document will be revised according to the quality assurance document.

### *Subsidies*

The SCS applied once more for to additional funding called "*Opportunities for all Children*". This request was granted. The SCS request included providing breakfast, school- and vocational uniforms, and school materials, including IT-devices to students and visual support.

The SCS requested additional funding to ensure a smooth transition of primary school students into secondary school, called PO-VO. This request was granted. Grade 6 received Spanish Class at the SCS, extra support at the primary school, and a week of Summer School which took grade 6 on a schooner around the Caribbean.

The SCS requested additional funding for Summer School 2018 to assist students who did not meet the criteria for promotion. This subsidy was approved.

In Care, further progress was made by the Care Coordinator. She ensured that all files were up to date and met the requirements, and scheduled meetings with our (educational) stakeholders. We also relieved the coordinator from most of her teaching responsibilities.

To improve Taalbeleid, a request was sent in to the Ministry of Education on behalf of all primary and secondary school boards on St. Eustatius and Saba. The project was approved in December. The SCS is coordinator of this project and will form together with the principal of the Golden Rock School (EUX) and the director of ECE (EUX) the steering committee for this project.

A joint-subsidy request was sent in to promote Technical Vocational Education in collaboration with the SGB (Bonaire) and the GvP (EUX). This subsidy was approved.

## Key Data

### Number of students in Saba Comprehensive School:

|                               | 2014-2015 | 2015-2016 <sup>1</sup> | 2016-2017 <sup>2</sup><br>incl. SCS<br>BOL | 2016-2017<br>SCS<br>BBL | 2017-2018  | 2018-2019  | 2019-2020  |
|-------------------------------|-----------|------------------------|--|-------------------------|------------|------------|------------|
| Form 1                        | 16        | 13                     | 16   |                         | 23         | 32         | 15         |
| Form 2                        | 24        | 16                     | 14   |                         | 16         | 17         | 24         |
| Form 3A                       | 7         | 21                     | 13   |                         | 16         | 16         | 19         |
| Form 3V<br>Tech               | 3         | 3                      | 3  |                         | 0          |            |            |
| Form 3V<br>Hosp               | 1         | 2                      | 0  |                         | 0          |            |            |
| Form 4A                       | 4         | 7                      | 21   |                         | 13         | 12         | 13         |
| Form 4V<br>Tech               | 5         | 4                      | 4  |                         | 3          | 1          | 3          |
| Form 4V<br>Hosp               | 3         | 0                      | 2  |                         | 0          |            |            |
| Form 5A                       | 11        | 4                      | 5  |                         | 21         | 14         | 10         |
| Form 5V<br>Tech               | 2         | 3                      | 4  |                         | 4          | 3          | 1          |
| Form 5V<br>Hosp               | 1         | 3                      | 0  | 3                       | 2          |            |            |
| Form 6V<br>Early<br>Childhood |           |                        |  |                         |            |            | 14         |
| PrO                           | 8         | 4                      | 7  |                         | 9          | 7          | 9          |
| CAPE                          |           |                        |  |                         |            | 1          | 5          |
| <u>Others<sup>3</sup></u>     | 3         | 3                      | 7  |                         |            | 1          |            |
| <b>Total</b>                  | <b>88</b> | <b>83</b>              | <b>96</b>                                  | <b>3</b>                | <b>107</b> | <b>103</b> | <b>113</b> |

<sup>1</sup> Based upon the information per 01-10-2015

<sup>2</sup> Based upon the information per 01-10-2016

<sup>3</sup> Others refers to students who graduated but decided to re-sit some exams and/or do some CSEC Subjects.

2.2 VO / VOCATIONAL EDUCATION students supported by EC2:

| <b>Number of students<br/>2017-2018</b> | <b>Number of students<br/>2018-2019</b> | <b>Number of students<br/>2019-2020</b> | <b>Activity by EC2</b>          |
|---|---|---|---------------------------------|
| 1                                       | 3                                       | 3                                       | Speech & Language Therapy       |
| 2                                       | 2                                       | 0                                       | Remedial Handwriting            |
| 4                                       | 5                                       | 4                                       | Psychological Guidance          |
| 2                                       | 4                                       | 1                                       | Applied Reading/Math Strategies |
| 8                                       | 8                                       | 11                                      | Homework Support                |
| 2                                       | 2                                       | 0                                       | Music Coaching                  |
| 2                                       | 2                                       | 2                                       | Saba Kids' Business             |
| 3                                       | 5                                       | 0                                       | PrO Projects                    |
|   | 2                                       | 4                                       | Occupational Therapy            |
|   | 2                                       | 5                                       | Social Skills Training          |
| 24                                      | 35                                      | 30                                      | Total                           |

The school has an international population (students + staff). They come from; Saba, The Netherlands, The United States, Sint Maarten, Sint Eustatius, Jamaica, the Dominican Republic, St Vincent, Colombia, Dominica, St Lucia, Trinidad & Tobago, Guyana, Barbados, Curacao, Aruba, Bonaire, Canada, Sweden and France.

## (New) Enrollment 2015-2020

| Form    | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---------|-----------|-----------|-----------|-----------|-----------|
| Form 1  | 13        | 13        | 23        | 12        | 15        |
| Form 2  |           |           | 1         | 1         | 1         |
| Form 3A | 1         | 1         | 2         | 1         | 1         |
| Form 3V |           |           |           |           |           |
| Form 4A |           | 1         | 1         |           | 1         |
| Form 4V |           |           |           |           |           |
| Form 5A |           |           | 1         |           |           |
| Form 5V |           |           |           |           |           |
| Early   |           |           |           |           | 14        |
| PrO     |           | 3         | 3         |           | 3         |
| Others  |           | 1         |           |           |           |
| Total   | 14        | 19        | 31        | 14        | 35        |

On the *pupil count date*, the SCS had 113 students, even though a few students left the school after 01-10-2019 and others enrolled again during the school year.

### Core Activities

The SCS core activity is providing education to students in secondary (Pre-Vocational + Praktijkonderwijs + Academic + CAPE) and vocational education. In (Pre) Vocational Education we offer:

According to MBO<sup>4</sup> <sup>5</sup>(level 2)

92180 onderhoud- en verbouwbedrijf, servicemedewerker gebouwen (TMA)

BCG10102 CVQ General Construction Level 2

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<sup>4</sup> 92090, Assistent bouw en infra stopped per 01-08-2019 with the implementation of CVQ

<sup>5</sup> **Horeca Breed qualification files** 90660 (Horeca Assistant), 94140 (Medewerker Bediening/cafe-bar, differentiatie service), and 90760 (Kok, differentiatie back of the house) were terminated as no students were enrolled and due to the implementation of CVQ

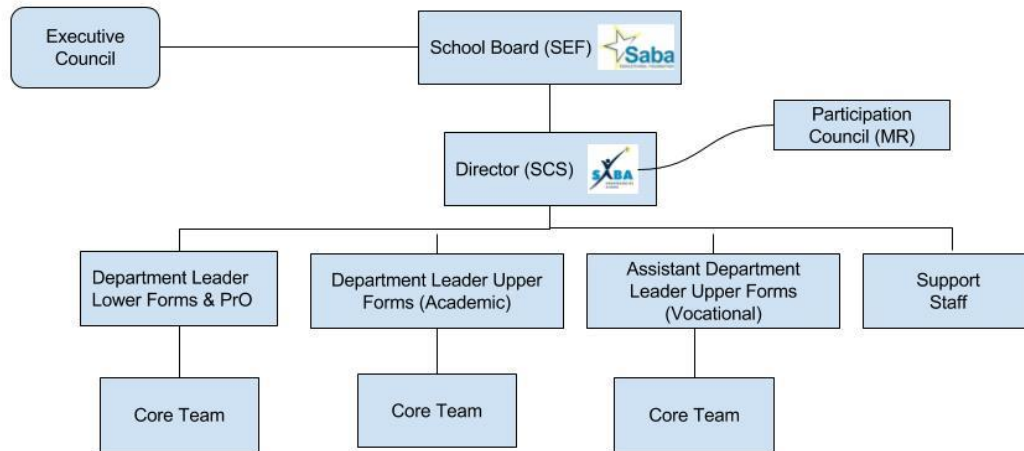


|            |   |
|------------|---|
| CCBCG20102 | CVQ General Construction Level 2        |
| CCCSE20108 | CVQ Early Childhood Development Level 2 |
| CCTHT20203 | CVQ Community Hosting Services Level 2  |

Since SCS is the only secondary educational institution on the island all students who register will be placed accordingly.

**Legal Structure of the Saba Educational Foundation**

Legally, the SEF is the employer of all staff at SCS. SEF delegates the management of the school and the daily affairs to the director and the management team. The current Board consists of three members; a president, a treasurer and a secretary and has been in place since February 2015. The SEF Board is appointed by the Executive Council of the Public Entity.



## **School improvement plan**

The school improvement plan communicates to staff, parents and the community our strategic direction and what we aim to achieve over a four-year period. The school improvement plan embodies smart, formulated goals in order to meet the requirements set by our stakeholders, but mostly by how we can contribute to the development of our students, staff, and the island. The document is evaluated yearly and adjusted accordingly.

## **Results**

In the academic department, the passing rate dropped slightly in the 2013 – 2014 school year when the first students graduated after the new packages/profiles were introduced. However, the passing rate increased back to 100% for the following years.

### **Academic Graduates/passing rate**

|           |         |
|-----------|---------|
| 2012-2013 | 100%    |
| 2013-2014 | 82.3% * |
| 2014-2015 | 100%    |
| 2015-2016 | 100%    |
| 2016-2017 | 100%    |
| 2017-2018 | 94%     |
| 2018-2019 | 100%    |

\*First students to graduate under new packages/profiles introduced in August 2010

### **Vocational Graduates/Passing rate**

|           |      |
|-----------|------|
| 2012-2013 | 100% |
| 2013-2014 | 100% |
| 2014-2015 | 100% |
| 2015-2016 | 100% |
| 2016-2017 | 100% |
| 2017-2018 | 100% |
| 2018-2019 | 100% |

More detailed information can be found in the examination report 2019.

Unfortunately, in 2019 1 student deregistered from the SCS before the examinations and left the SCS to continue her studies elsewhere, hence she cannot be seen as dropout.

### **Activities 2019**

In 2019, students participated in various sports activities with a strong emphasis on the continuation of "House activities". The school and/or students organized activities for Valentine's Day, Halloween, and Teacher's day. Various cultural and social activities were held in the benefit of society, such as house activities and community service day.

In 2019, the students of form 4, 5 and 6 (Academic and Vocational) did not attend the annual Career and Study Fair in Sint Maarten. This is scheduled again for 2020

The directors of the primary school, the secondary school, SKJ and EC2 continued to have their meetings as decided in 2014. The objective was and still is to exchange information and work together. In August 2018 also the policy advisor for education of the Public Entity joined the meetings to ensure good communication with the PES.

In August 2017, the SCS started to offer Extra Curricular Activities as part of the school day and as a result of our mission and vision to educate students holistically. We continued these activities in 2018 for the lower forms and for the upper forms extra support was timetabled to assist them with their School Based Assessments (SBA). In 2019 we offered ECA for the lower forms 1+2.

The Extra Curricular Activities are important as they are strengthening the mind to promoting better time management skills, and extracurricular activities can help students succeed in much more than just their academic endeavors.

In addition to the extracurricular activities the SCS started After School Clubs for all students. These activities are held between 2.30 – 4.00 pm every day. Students had to choose 2 activities.

The Public Entity Saba supported the SCS financially by making funds available to support these activities. As holistic education is at the core of SCS's mission and vision, meaning that in addition to education, we aim to develop their skills and knowledge in a broad sense to prepare them for life. The aim of the after school and extra-curricular activities is to challenge the students to develop themselves in a broad sense, offer them a safe environment and overall to enhance their opportunities for the future. As such, the activities support the academic mission of the school, and are not a diversion but rather an extension of good educational programming. We think that participation in extra-curricular activities – be it sports, music, drama, or something else – places an initial spark to light a fire inside a student and helps them achieve success not only in that activity, but also in the classroom, in the community and in their lives as a whole.

In August 2018 the SCS implemented the CAPE program. In 2019 5 more students enrolled in the CAPE program. Additional funding was requested for the implementation of CAPE and was approved (2019) and spent accordingly. Funding for the CAPE program comes directly from the Lumpsum.

## **Staff**

In 2019 staff turnover was not high. In July 2019 two teachers decided to end their contract. We recruited new staff members in addition to the persons hired as the result of the subsidy Taalbeleid.

## **Professional Development of Staff**

Most of the professional development was geared towards the training for the implementation Caribbean Vocational Qualification. 1 teacher is finishing his studies, 1 started a master supported via the Teacher's Grant. 10 staff members attended the Caribbean Vocational and Trade school conference on St. Eustatius.

Further professional development was provided by CXC by means of the Webinars.

## **Participation Council**

The Participation Council (PC) consists of one teaching staff member, one parent, one non-teaching staff member and one student. After the election in September 2014, the PC began their commencement. The director has an active role towards the PC by providing them with the necessary information and asking their advice. The PC met several times. The president of the PC had several meetings with the director as she joined the Parent Body meetings. Topics which were discussed included finances, mission and vision, training opportunities, state of affairs etc. The main focus points of the PC were renovations, finances and safety. In November 2016, the PC President handed in her resignation and the PC has not been meeting since. <sup>6</sup>

In 2018 a new PC was in place consisting of 3 members. In fact, the PC never met and hence there were no meetings in 2019.

Apart from the PC, the Student Body<sup>7</sup> meets the director once every 6-8 weeks. The Parent Body<sup>8</sup> ceased to exist in 2018 with the new PC in place. The Management meets with the staff every month<sup>9</sup>. Additionally, the School Board meets the staff at least twice a year<sup>10</sup>. Hence, we have organized participation differently.

## **The School | accommodation**

The SCS is located on two locations, which comprises the Cove Bay (Technical vocational education) and the main school building, which hosts all other educational activities and is located in St. John's. The building is owned by the local government. The condition of the premises is considered to be acceptable; however, the director took note of the necessary

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<sup>6</sup> New members of the MR have come forward in Feb 2018

<sup>7</sup> Participants are representatives from each form

<sup>8</sup> Participants are parents who are not part of the PB

<sup>9</sup> During staff meetings.

<sup>10</sup> Either individual meetings or staff sessions

renovations and asked for renovations pending the large renovations after the hurricanes, some items are still pending.

In the course of 2019 several meetings took place about the pending renovation of the building at both locations. So far minimal maintenance/upgrading has taken place.

Unfortunately, our Technical Center was damaged by the hurricanes. These damages have been addressed, yet resulted in merely replacing the roof and putting up new gutters and spouts.

In 2020 the SCS will relocate the business department/stream to a new location in Windwardside and allowing Grade 6 to be taught on the SCS Campus per 01-02-2020.

**Continuity paragraph**

Since there is only one primary school on the island, SCS is able to predict the outcome of the projected student population for the upcoming 6 years. This information is used to determine how many teachers are needed, how many rooms for teaching are necessary and where investments (i.e. computers, books etc) need to be made.

|               |           |           |           |           |           |           |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| School year   | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| # of Students | 85 → 83   | 77 → 83   | 82 → 99   | 104 → 107 | 101 → 103 | 115 → 113 |
|               |           |           |           |           |           |           |
| School year   | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| # of Students | 129       | 116       | 105       | 100       | 105       | 100       |

New way of calculating the Lumpsum is being worked on by the Ministry of education. During the academic year 2019/20 the SCS will be informed about the new way of funding the SCS (Lumpsum). This brings financial uncertainty for the years to come. The SCS most likely will be funded up to and including 2020 based upon the current calculations.

In 2020 the SCS started a new vocational stream called Early Childhood Development, boosting enrollment with 14 students.

**Financial Paragraph**

Investments in 2019 were made in equipment for the kitchen/cafeteria, air conditioners, at the technical center, interactive boards, early childhood development equipment, and several items to be able to host the extracurricular and afterschool activities, computers, printers, and fire extinguishers. The school’s main income is financed by OCW via the Lumpsum and some revenue comes from renting out the cafeteria, office space, and classrooms<sup>11</sup>. In addition to the Lumpsum extra funding was received from the Public Entity as well as other additional funding.

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<sup>11</sup> ROA CN / SRF

The school has several *subsidies*, which are used to improve the school's learning environment and/or upgrading of teachers / facility.

In 2019 the school went over the budget as some costs were not predicted, such as the introduction of extracurricular activities and clubs. Also the *Kansen voor alle Kinderen* subsidy added that we spent more than we anticipated. With the subsidies added we did not overspend.

## Staff

In 2018/2019 the SEF had some more staff employed compared to previous years as we hired additional staff and we fully were responsible for executing the activities and we allocated extra task hours to certain staff members. Also, the number of students increased, making it necessary to hire additional staff.

|                  | JAN-<br>JUL<br>2018    | AUG<br>-<br>DEC<br>2018 | JAN-<br>JUL<br>2019 | AUG-<br>DEC<br>2019 | JAN-<br>JUL<br>2020 | JUL-<br>DEC<br>2020 |
|------------------|------------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|
| MT/Director      | 3                      | 3                       | 3                   | 3                   | 3                   | 3                   |
| PE Teacher       | <a href="#">0.5[1]</a> | 0.5                     | 0.5                 | 0.5                 | 0.5                 | 0.5                 |
| Teaching Staff   | 14.14                  | 14.14                   | 14.14               | 16.68               | 17.8                | 17.8                |
| Non Teaching     | 6                      | 7                       | 7                   | 6                   | 6                   | 6                   |
| Hired Externally |                        |                         | 0.21                | 0.71                | 0.71                | 0.5                 |
| Total            | 23.14                  | 24.64                   | 24.85               | 26.89               | 28.01               | 27.8                |

## Student Prognosis / Staff Prognosis

Generally, the SCS has about 113 students enrolled (see page 11). In the upcoming years, the numbers of students will slightly rise due to the implementation of CAPE and CVQ Early Childhood Development. The number of students enrolling in the vocational department is declining every year, yet with the TechniekPact we hope to motivate more students in the vocational department. Schoolyear 2019-2020 was the first year of CCSLC Examinations for all students. Even though, in theory, certain Academic and Vocational forms could be combined, in practice, this is not possible since the vocational stream is out on internships twice a year, meaning that they will have a backlog while the other students are in school.

Given the implementation of the Caribbean Vocational Qualification and phasing out the Vocational Education, the Management will assign the Vocational Tech and Hospitality teachers with task hours to assist the Upper Forms Department Leader and to boost the

enrollment of students in collaboration with ROA CN, Saba Reach Foundation, and the Island Government.

In 2019 SCS started a new vocational stream called Early Childhood Development, boosting enrollment with 14 students, expecting another 14 to enroll in 2020.

**Staff prognosis 2021-2023**

|                  | JAN-JUL<br>2021 | AUG – DEC<br>2021 | JAN-JUL<br>2022 | AUG-DEC<br>2022 | JAN-JUL<br>2023 | JUL-DEC<br>2023 |
|------------------|-----------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| MT/Director      | 3               | 3                 | 3               | 3               | 3               | 3               |
| PE Teacher       | 0.5             | 0.5               | 0.5             | 0.5             | 0.5             | 0.5             |
| Teaching Staff   | 17.8            | 17.8              | 17.8            | 16.8            | 16.8            | 15.8            |
| Non-Teaching     | 6               | 7                 | 7               | 6               | 5               | 5               |
| Hired Externally | 0.5             | 0                 | 0               | 0               | 0               | 0               |
| Total            | 27.8            | 28.8              | 28.8            | 27.8            | 27.8            | 26.8            |

**C-VET**

C-VET’s subsidy is a total of \$ 112,568.00 with an own contribution of the C-VET network of \$ 109,062.50.

Accountability is given to DUO also in separate year / progress reports.

## Financial Indicators

### Liquidity position and financial indicators

| KEY DATA            | Definitie                                | grenzen OCW       | gerealiseerd<br>2019 | verwacht<br>2020 | verwacht<br>2021 | verwacht<br>2022 |
|---------------------|--|-------------------|----------------------|------------------|------------------|------------------|
| Solvabiliteit       | Eigen Vermogen<br>Totaal Vermogen        | >30%              | 10%                  | 5%               | 5%               | 4%               |
| Liquiditeit         | Vlottende Activa<br>Kortlopende schulden | $0.5 < x < 1.5$   | 1.2                  | 0.9              | 0.8              | 0.7              |
| Weerstandvermogen   | Eigen Vermogen<br>Totale Baten           | $10\% < x < 40\%$ | 4%                   | 2%               | 2%               | 1%               |
| Kapitalisatiefactor | Balance total<br>Totale Baten            | $x < 36\%$        | 36%                  | 40%              | 36%              | 34%              |
| Rentabiliteit       | Resultaat<br>Totale baten                | >0%               | 2%                   | -2%              | 0%               | 0%               |



## Multi-Annual Budget 2019

The SCS is funded by the Ministry of Education, Culture and Science, based upon the number of students enrolled in secondary or vocational education. As indicated by OCW, the current way of funding would be reviewed in 2019, not just for the SCS, but for all secondary and vocational schools on the BES-islands.

The SEF decided to lower the number of periods per week per August 2017. This implied, that less teaching staff was needed and that the SEF had to look for part-time teachers to ensure the continuation of quality education and care. The SCS drafted a new school improvement plan and based upon the priorities set by the SCS and SEF, additional funding has been requested from OCW, including the implementation of the CCSLC and the CVQ.

In 2019 the SCS requested funding for Summer school (which was granted).

We see an increase in the number of students enrolling in the SCS, meaning more funding from OCW.

### BEGROTING VAN SABA EDUCATIONAL FOUNDATION

#### BATEN EN LASTEN VAN SABA EDUCATIONAL FOUNDATION

(in US Dollars)

|                              | 2019             | 2020             | 2021             | 2022             |
|------------------------------|------------------|------------------|------------------|------------------|
| <b>Baten</b>                 |                  |                  |                  |                  |
| Rijksbijdragen OCW           | 2,581,424        | 2,440,000        | 2,500,000        | 2,500,000        |
| Overige baten                | 261,094          | 100,000          | 65,000           | 65,000           |
| <b>Totaal Baten</b>          | <b>2,842,518</b> | <b>2,540,000</b> | <b>2,565,000</b> | <b>2,565,000</b> |
| <b>Lasten</b>                |                  |                  |                  |                  |
| Personeelslasten             | 2,141,176        | 2,230,000        | 2,240,000        | 2,250,000        |
| Afschrijvingen               | 42,045           | 40,000           | 35,000           | 30,000           |
| Huisvestingslasten           | 58,775           | 60,000           | 62,500           | 62,500           |
| Overige Instellingslasten    | 293,741          | 150,000          | 120,000          | 120,000          |
| Leermiddelen/ materialen     | 249,911          | 65,000           | 65,000           | 65,000           |
| <b>Totaal Lasten</b>         | <b>2,785,648</b> | <b>2,545,000</b> | <b>2,324,571</b> | <b>2,527,500</b> |
| <b>Saldo Baten en Lasten</b> | <b>56,870</b>    | <b>(5,000)</b>   | <b>(9,571)</b>   | <b>(9,571)</b>   |
| <b>Totaal Resultaat</b>      | <b>56,870</b>    | <b>(5,000)</b>   | <b>(9,571)</b>   | <b>(9,571)</b>   |

## Housing/School Buildings (please also see: accommodation)

The SCS is offering education at two locations, namely in St. John's and at the Cove Bay (Godfried Bontebal Technical Center). The school buildings are owned by the Public Entity Saba and are responsible for the maintenance of these buildings.

Renovations should have started at St. John's already, though the SCS is still waiting for the renovations to start. The GBTC needs some basic maintenance every year.

The actual planning of the renovation as well as the drawings for the new floor have not been shared with the SEF.

## Mutations/Reserves

### MEERJARENBALANS SABA EDUCATIONAL FOUNDATION

(in US Dollars)

| ACTIVA                                | 2019             | 2020             | 2021           | 2022           |
|---------------------------------------|------------------|------------------|----------------|----------------|
| <b>Vaste Activa</b>                   |                  |                  |                |                |
| 1.1 Materiele Vaste Activa            | 157,982          | 260,000          | 260,000        | 260,000        |
| <b>Totaal Vaste Activa</b>            | <b>157,982</b>   | <b>260,000</b>   | <b>260,000</b> | <b>260,000</b> |
| <b>Vlottende Activa</b>               |                  |                  |                |                |
| 1.2 Voorraden                         | -                | -                | -              | -              |
| 1.3 Vorderingen                       | 89,487           | 43,000           | -              | -              |
| 1.4 Liquide Middelen                  | 788,069          | 743,069          | 698,498        | 658,926        |
| <b>Totaal Vlottende Activa</b>        | <b>877,556</b>   | <b>786,069</b>   | <b>698,498</b> | <b>658,926</b> |
| <b>TOTAAL ACTIVA</b>                  | <b>1,035,539</b> | <b>1,046,069</b> | <b>958,498</b> | <b>918,926</b> |
| <b>PASSIVA</b>                        |                  |                  |                |                |
| 2.1 Eigen Vermogen (Algemene Reserve) | 100,728          | 95,728           | 86,156         | 76,585         |
| 2.2 Voorzieningen                     | -                | -                | -              | -              |
| 2.3 Langlopende schulden              | 201,609          | 103,811          | 6,013          | -              |
| 2.4 Kortlopende schulden              | 733,202          | 846,530          | 866,328        | 842,341        |
| <b>TOTAAL PASSIVA</b>                 | <b>1,035,539</b> | <b>1,046,069</b> | <b>958,498</b> | <b>918,926</b> |

Article 54 WVO-BES indicates that there should be a separation within the school board between management and supervision tasks. The separation of tasks should be and is completed by August 1, 2018.

The SEF has a supervisory board and will use 2018 to continue to implement the supervisory role within the SEF in close collaboration with the VO-Raad / board coach.

## **B1. Internal risk management and control**

Internal risk management and control takes place in various ways:

- The mandates in the organization for entering into commitments and making payments are layered, from board to director to management. The financial and administrative processes are described in the handbook.
- In accordance with the legislation (WVO BES Article 79), the powers of management have been laid down in a management statute.
- Management, director, and board are informed of the financial position by monthly reports.

## **Main Risks and uncertainties (B2)**

History has proven that there is a high turnover rate among teachers at the Saba Comprehensive School. The last couple of years the turnover of staff was not that high. This ensured that the school could continue to work on the improvement of the school with the teachers. At the end of the Academic Year (2016-2017) several contracts were not renewed (3) and some teachers handed in their resignation (2), and two contracts were terminated because of the financial state of the school. At the end of 2017 1 teacher handed in her resignation. The SCS was able to substitute her per January 2018 with the Biology intern. In 2018 we tried to find a new science teacher, yet were not successful in hiring a permanent employee. The classes were substituted with temporary employees / consultants who were knowledgeable in the subjects. In 2019 new staff was hired and 3 teachers left. In addition to that, we hired a part-time pro teacher. Since the hiring of new staff costs valuable time due to immigration, the process of hiring new staff must start as soon as possible to prevent the school from starting without the teachers present. Finding suitable candidates remains an issue. Together with the board coach we are seeking alternative solutions, for instance training new potential teachers in school.

Financially, the school will have to balance the income and expenses in such a way, that the repayment of the wrongly received funds can be repaid to DUO. We have been able to pay back the outstanding amount thus far. 2021 will be the final year of repayment. The school has staff that only teaches part time, though given the nature and location of the school, there are hardly any part-time teachers available on Saba. Collaboration with other (educational) organizations will have to be made in order for all staff to have a workload of 1659 clock hours.

In December 2016, the SEF officially appealed to the received lumpsum for 2017. Research about the new way of funding (Lumpsum) was promised. A new way of funding with 'parameters' would be presented to the SEF in 2019. This will now be 2020.

### **B3. Report Supervisory body**

The Supervisory Board is pleased to present the annual report, which includes the financial statements for 2019. The Supervisory Board has discussed the financial statements extensively with the school board of the Saba Comprehensive School, the principal and the (external) auditor.

Based in part on these discussions, the Supervisory Board has concluded that this annual report meets all relevant regulations and fulfils all governance and transparency requirements, and that it provides a fair and comprehensive picture of the results, risks and events subject to the Supervisory Board's supervision.

The Supervisory Board approves the financial statements.

## Side Activities board members

|           |   |
|-----------|---|
| President | Acting Island Governor (up to April 2019)<br>Teacher at Saba Reach Foundation<br>Business Owner |
| Treasurer | President EC2<br>Voluntary Accountant   |
| Secretary | Voluntary worker Unique Supermarket<br>Supervisory Board Member Saba Health Care Foundation     |