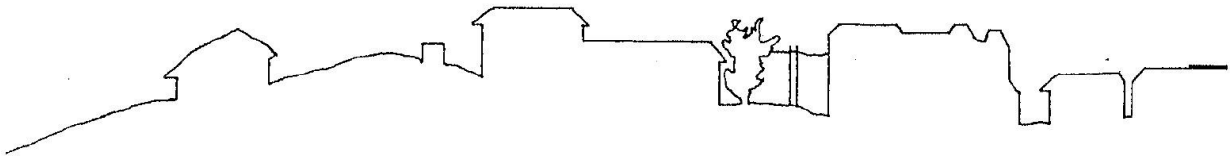




BOARD REPORT

→ 2022



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Preface

With this report, the Saba Educational Foundation, functioning as the school board of the Saba Comprehensive School, aims to provide accountability to our stakeholders, being:

- students and their parents/guardians
- staff
- School Advisory Council
- businesses and ROA CN
- Ministry of Education, the School Board, Public Entity Saba
- Sacred Heart Primary School
- tertiary educational institutions who welcome our students
- other stakeholders who we work with and/or are interested in what we stand for

This report uses data from across the school and from other sources and is designed to help policymakers and the public monitor educational progress.

On our website (www.learningsaba.com) you can find the digital version of this report. If you have any questions or if you would like to reply, please contact:

Attn. Anton Hermans

Executive Director

board@learningsaba.com

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Introduction

In 2021, the coronavirus pandemic brought major disruptions to the world and hence also education, at the elementary and secondary levels as well as the postsecondary level. The traditional elementary and secondary education structure, which typically emphasizes an interactive classroom environment, saw widespread transitions to online education programs in order to mitigate the spread of the coronavirus pandemic.

Early 2022 the school was closed due to a peak in the number of COVID Cases on the island but soon we re-opened as normal and all classes were taught in the classroom setting.

As a result of the pandemic, we saw a shift in students pursuing post-secondary education. The majority of students who graduated in 2020, 2021 and even 2022 remained on island as in 2020 and 2021 the tertiary education of their choice was not reachable (travel restrictions), it was not being offered (due to the pandemic), or only an online educational program was available. Students who graduated in 2022 chose to stay a little longer on the island pending their results and opted to start working instead.

2022 marked the further execution of our School (development) Plan.

The Foundation further strengthened financially and has been able to execute innovations and projects based upon the expected plans with the support of the funding from the Ministry of Education, the Public Entity Saba as well as the business community. The financial support provided by the Ministry of Education to address the issues that resulted from the COVID as well as the NPO funding is most appreciated and has been fully used to provide additional classes and support for the students and we are continuing to use the NPO funding to do so.

Indirectly, climate change, wishes to live healthier and the desire to provide a greener and cleaner environment has positively impacted our actions in some way or another.

In the course of 2022, the Saba Educational Foundation had several discussions and meetings with the School Board of the Sacred Heart Primary School (SHS) to increase collaboration. The outcome of these meetings led to the signing of a collaboration agreement in July 2022 between SKOSaba (the school board of the SHS) and SEF and appointing an executive director as the daily board for both SHS and SCS. Subsequently, all board members of SKOSaba and SEF were appointed Supervisory Board Members of both schools.

In August 2022 the treasurer Mr. Mommers tendered his resignation and Mrs. Karen George – Hodge was appointed as the new treasurer. Mr. Mommers remained advisor till December 2022 to the SEF to ensure a smooth financial transition between the former and incoming Treasurer.

This report has been discussed with the management team and has been presented to the School Advisory Council.

We look back on a successful 2022 and thank all our employees and stakeholders, present and past, for their contribution.

The Saba Educational Foundation

				
Franklin Wilson	Egidius Mommers	Marva Donker-Hassell	Karen George-Hodge	Anton Hermans
President SEF	Treasurer SEF (31-07-2022)	Secretary SEF	Treasurer SEF per 01-11-2022	Executive Director SKOSaba/SEF per 01-08-2022
Effective August 1, 2022 SEF and SKOSaba increased their collaboration and function as the supervisory board of both the Saba Comprehensive School as well as the Sacred Heart Primary School				
				
Jonathan Johnson	Yamila Bulos	Trisha Gumbs - Yu		
President SKOSaba	Treasurer SKOSaba`	Secretary SKOSaba		

Profile Saba Educational Foundation / Saba Comprehensive School

The Saba Educational Foundation is a foundation and aims to have a structure that is conducive for managing the Saba Comprehensive School. This means that the majority of the activities take place at the Saba Comprehensive School.

The SCS is home to students and staff from the following countries:



The Saba Comprehensive School provides secondary and vocational education according to the Caribbean Examination Council, Caribbean Vocational Qualification Framework as well as Praktijkonderwijs. We use the following products:

- Caribbean Certificate of Secondary Learning (CCSLC)
- Caribbean Secondary Education Certificate (CSEC)

Stream Humanities

Stream Science

Stream Business

- Caribbean Advance Proficiency Examination (CAPE)

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Paraaf voor
waarmerkingsdoelzinden

Associates Degree in Science in Natural Sciences

Associates Degree of Arts in Law

- Caribbean Vocational Qualification (CVQ)

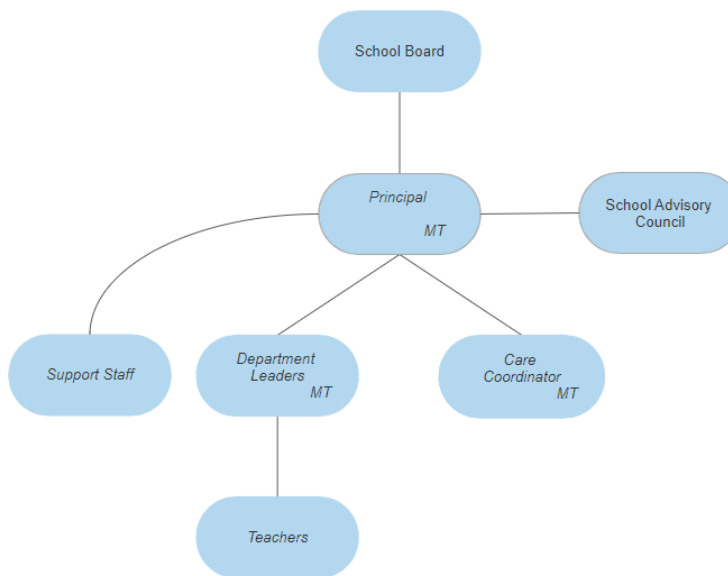
Early Childhood Education

Community Hosting Services

General Construction

- Praktijkonderwijs (PRO)

Organizational Structure



The SCS has one Administration Office. It takes care of registration of new students, financial administration, ordering and purchase, HRM, public relations, marketing, ICT, copying and more. The SCS also has its own cafeteria which caters to the needs of students and staff.

A. Board Report



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1.1 Vision and strategy

The SCS has a relative short history dating back to 1974, but we are focused on meeting contemporize needs of the current and future students and preparing them for the world of tomorrow. We aim to provide opportunities at all levels for developing the character of the students and unlocking their potential through their participation in a wide range of educational experiences. This is provided by committed and professionally focused staff who desire the attainment of excellence in teaching and learning outcomes. A culture of leadership and sense of community based on clearly expressed core values remains a key focus. Our aim is to build upon the school's achievements, utilizing the school's current strengths to improve the areas that need developing, whilst recognizing the opportunities and potential threats that exist, and which we perceive. This will enable us to realize our vision of creating a learning community in which every individual has the opportunities to attain his or her potential, intellectually, socially and personally, in a mutually supportive environment.

This document will give accountability to our achievements and direction in teaching and learning, in curriculum development, care, guidance and support, development of staff, and in building for the future.

1.2 Governance

The impacts of education investments are typically measured by inputs and outputs. The SEF adheres to the Code of good Governance as drafted by the board for secondary schools (VO-Raad), including the functional separation of the daily and supervisory board.

Good governance raises the institutional performance in the delivery of education services. Crucial to high performance are standards, information, incentives and accountability.

1.3 Stakeholders

The SEF refers to stakeholders as anyone who is invested in the welfare and success of the school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, the Public Entity, and Ministry of education representatives. Stakeholders also include entities such as local businesses, organizations, advocacy groups, committees, and cultural institutions, in addition to organizations that represent specific groups, such as the student body, school advisory council, board for secondary education.

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waarmerkingsdoelzinden

1.4 Participation

The aim of the SEF is to promote open communication with our stakeholders. In the course of 2020, a new initiative was launched to increase participation in the school as establishing the *Medezeggenschapsraad* has proven to be difficult. An island wide approach was initiated, called the School Advisory Council in which all members are considered as equal.

The School Advisory Council (SAC) is a group intended to represent the school and the community at large. The group shares responsibility for guiding the school towards continuous improvement.

The SAC consists at least out of:

- a SEF supervisory board member as well as the Executive Director
- the principal of the SCS (chair);
- representation of the teaching staff;
- representation of the management;
- representation of the Student Body;
- representation of the parents/guardians;
- representatives of the (business) community and Public Entity Saba

The SAC has met several times on different locations and the input has been very valuable and supportive. Topics the SAC has been given feedback and advice on are:

- Renovation and expansion
- It takes a village to raise a child and set up of Rebound Program
- Budget in general, NPO Funds specifically and the Year Report 2021/2022
- Inspectorate Report 2022
- Safe environment
- School Development Plan

The student body continued to meet regularly with the assigned person and to provide feedback on a variety of items. To support the objective of the Student Body (to create a learning community in which they feel that they not only belong, but are essential stakeholders to the developmental processes) a new person was assigned to support the

student body as the external consultant that was recruited left the island. The manifesto that was presented in 2020 has been used to continue the improvement of the student Body. The manifesto aims to feel valued, respected, challenged, reflected and heard. It also seeks to be a starting point for them to think about not only their rights as students, but also their responsibilities and how they can engage with them in more accountable ways.

Staff members have been able to provide feedback during monthly staff meetings as well as individual sessions. In May 2022 the staff satisfaction survey was administered and evaluated.

1.5 Social and physical Safety

The quality of education is largely determined by our staff members. Their motivation and commitment is partially determined by the working environment and circumstances in which they must do their work.

The school's safety policy is intended to provide students and staff a safe, clean and healthy learning and working environment. The management of the school has the responsibility to maintain a safe environment in the school and pay attention to it especially during:

- Small Care Team meetings
- Year Review meetings
- Management Team meetings

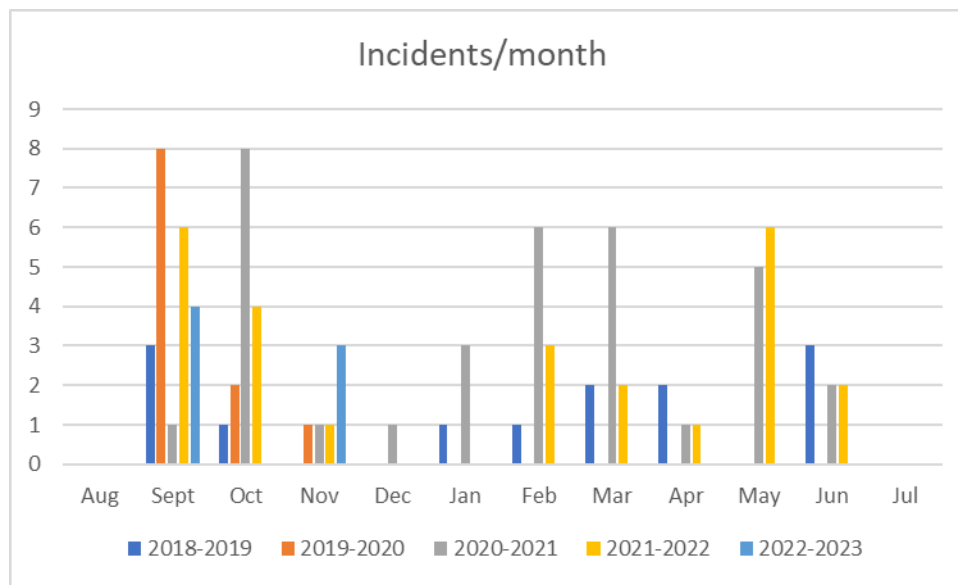
In previous years, in November/December, the SCS administered the social safety questionnaire. For 2022 and beyond we have chosen the safety questionnaire from ELOO to be administered at the beginning of the academic year and in April/May of the academic Year. The number of students who feel unsafe decreased once more, yet we conclude from the responses that students continued to be bullied verbally and are being excluded, especially outside of school.

Additionally:

- The majority of the bullying takes place outside of school;
- The main location at school where students feel unsafe remains the

playground/courtyard.

- Students also indicate that they will inform their parent(s), yet confiding to someone in school remains a concern. We do see a slight increase in reporting.
- students indicate that sometimes they don't want to come to the school.
- worrisome behavior towards staff (disrespectful behavior) increased



Histogram 1.1 – incident reports 2017-December 2022

At the SCS all incidents have to be reported and are monitored. The histogram (1.1) above clearly shows a spike in the number of incidents in the months September and October. Based upon the incidents report forms we see that these are mainly transition issues (primary school > Form 1) as we hold students accountable for their behavior.

Each Academic Year the SCS conducts fire drills as part of our Risk inventarization and Evaluation process¹. Both drills were held in collaboration with the emergency services and a representative from the Public Entity who is responsible for the public order. Generally, we can conclude that the evacuation of the buildings goes rapidly, the response of the emergency services is within reasonable time limits and that there are no major points for improvement.

¹ RI&E is conducted monthly
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1.5.1. Complaints

The SEF aims to have all complaints resolved by mutual agreement at the SCS. The Care system ensures that handling the complaints in this way has been deemed successful so far. In the event that it is not possible to find a solution in the student / parent / guardian / employee relation the external complaint committee can be contacted or the ombudsman. In January 2022 -as a result of miscommunication- an issue was reported to the board and several external stakeholders. The issue was addressed with the stakeholders in a meeting as well as via the media. The SCS took note of the concerns and has dealt with the situation accordingly and we are confident that we learned from our mistakes.

2. Education

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 SCS uses the CXC-syllabi to provide input in the curriculum. For vocational education we are using the approved CVQ qualifications files.

Caribbean Qualification Files offered:

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

The SCS also has CVQ level 1 qualification files approved, yet there are no students registered.

Apart from regular education, the SCS also offers after school activities 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. Participation in these clubs- 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 whole².

2.1 Lower Forms

CCSLC is the three-year lower secondary education component of the CXC Education Program. CCSLC stands for Caribbean Certificate of Secondary Level Competence. Students make a transition from primary school to the CCSLC program.

This overview provides an overview of the students enrolled at the Saba Comprehensive School:

- How many exams they were registered for and in which year
- How many exams they passed and in in which

The SCS allows students to sit exams as soon as they are ready, this means as early as in Form 1. (Eg. Spanish speakers who can sit the CCSLC Spanish Examination).

Many students make use of the opportunity to sit exams earlier and hence have less exams during their final year in the lower forms. The results of CCSLC are used to determine the student's readiness for the upper form programs.

In order to get a CCSLC Certificate if they have passed 5 subjects of which Mathematics and English are compulsory.

Students are able to sit the following CCSLC Exams³

- Digital Literacy
- Integrated Science
- Mathematics
- English
- Spanish
- Social Studies

Students are scored with Master, Competent or Developing Competence.

Composite Score

75-100

50-74

0-49

Grade

Master

Competent

Developing Competence

² See annex 1

³ <https://www.cxc.org/examinations/ccslc/>
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In 2022 the results for the CCSLC Examinations were a 97% competency rate pass, a slight decreased improvement compared to the 2021 results (99%) and 2020 results (97.6%). The challenges of the pandemic seemed not to be of a huge influence on the results. The subject Digital Literacy was introduced in August 2020 which bring the total number of subjects offered in CCSL to 6⁴.

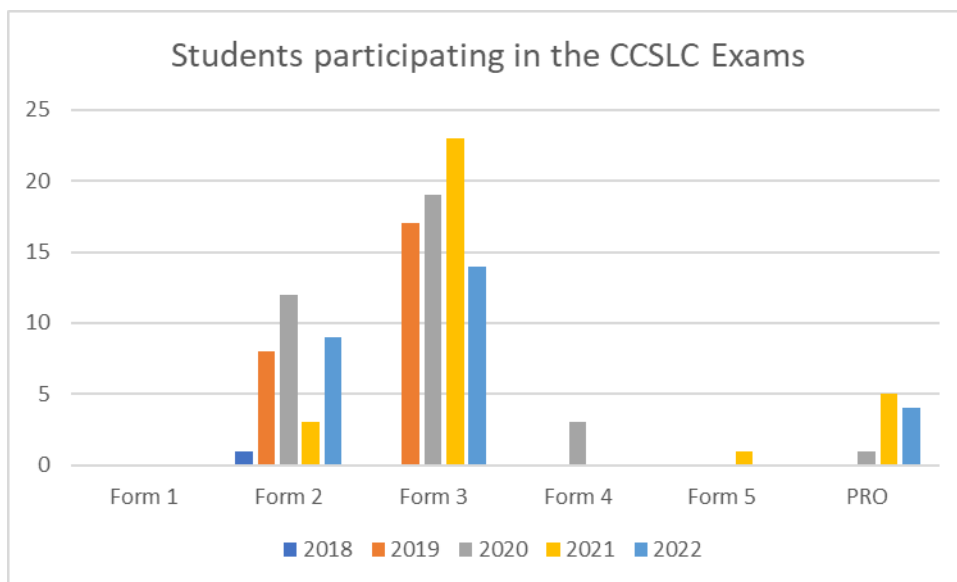
As a department all CCSLC teachers reflected on the preliminary examination results and discussed what went well and what could improve. All teachers were quite pleased with the results, especially considering the challenges that both teachers and students faced due to the Covid-19 pandemic. Teachers were pleased that so many of their students were able to achieve mastery level, while those students who were deemed competent will continue to develop their areas of weakness now in the CSEC program. It was suggested to those students who were absent that they retake their CCSLC examinations at the end of this academic year.

Number of students enrolled in the CCSLC Examination.

Worth mentioning is the fact that 3 PRO students completed the entire CCSLC program.

	<i>number of students in the year</i>				
	2018	2019	2020	2021	2022
Form 1	0	0	0	0	0
Form 2	1	8	12	3	9
Form 3	0	17	19	23	14
Form 4	0	0	3	0	0
Form 5	0	0	0	1	0
PRO	0	0	1	5	4
Total	1	25	35	32	27

⁴ Other subjects are : Mathematics, English, Spanish, Integrated Science and Social Studies.
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2.2 Upper Forms – Academic

This overview provides an overview of the students enrolled at the Saba Comprehensive School:

The SCS allows students to sit exams as soon as they are ready, this means as early as in Form 3. (Eg. Spanish speakers who can sit the CSEC Spanish Examination).

Many students make use of the opportunity to sit exams earlier and hence have their final year less exams in order to graduate. The requirements for graduation are stipulated in the Law.

- We also can conclude for the data that students also register for subjects that are not timetabled in our schedule but are encouraged to sit them due to the nature of the exams, for instance an overlap in a combination of Chemistry/Biology is the CSEC Subject Human and Social Biology.
- Students who passed Mathematics in for instance form 4 are encouraged to take another subject, such as Additional Mathematics or even a CAPE subject to fully make use of their time.
- Students who sit an exam early are always encouraged to take up another subject and not sit idle in the school.

Overall, the results of the July-August, 2022 CSEC and CAPE, as well as Dutch CNAVt Examinations epitomize the dedicated effort of teachers in the Academic Department to enhance students' overall performance at their final year examinations. An imperative factor in this feat is the definite measures Management has adapted to boost teachers' continuous, professional development to foster a more proficient, inclusive learning environment for all students. Nevertheless, while there were significant improvements in certain subjects, there were also substantial decline in others. There were also mitigating factors within the school as well as individual challenges, which would have impacted students' general performance, in one way or the other.

Moreover, although the COVID-19 pandemic did not have any physical impact on Saba, its rippling effect within the region could have impacted some the students' mental and emotional state. The Department has deliberated on these mitigating factors and will continue to provide opportunities for teachers to access more professional development to acquire competency in dealing with the impact of the COVID-19 pandemic on education.

Indisputably, learning is immeasurable; therefore, it is essential that teachers at SCS constantly reflect on their didactic and pedagogic strategies to enhance the diverse needs of learners within the 21st Century classroom environment. It is these inventive strategies that will enable SCS teachers to nurture the innate potential of our learners and successfully prepare them to be productive citizens in our global society.

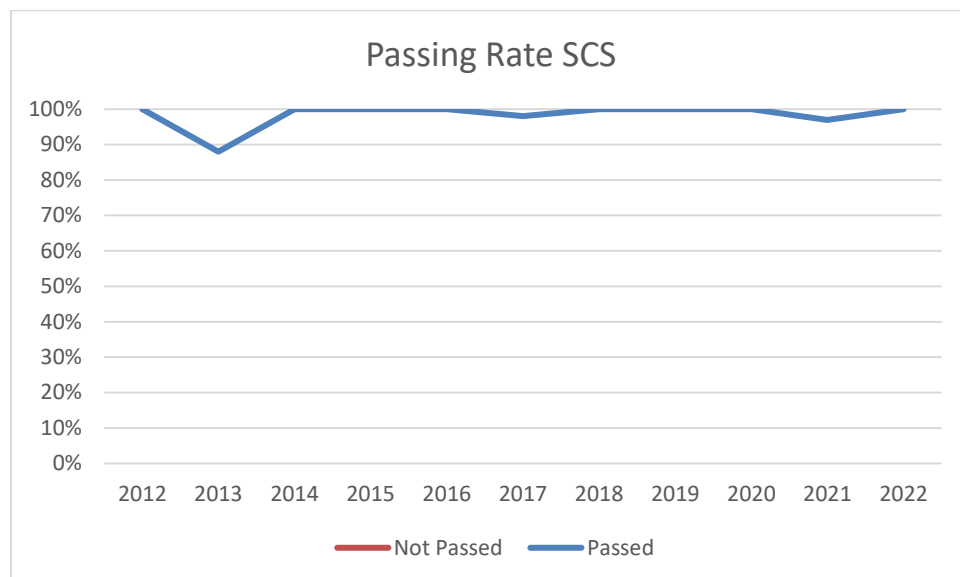
In the 2022 Examinations session the SCS, we had an overall passing rate of 94% with one student failing 2 subjects in order to graduate. In January 2023 he gained his final 2 passes and hence the passing rate for the class of 2022 is 100%.

The Academic Year 2021-2022 was the first year we administered CNAVt as the official exam for Dutch as a foreign language.

2.3 Upper Forms Vocational

2022 the results for CVQ were also delayed due to the pandemic and internal issues at the TVET Council Barbados and CXC Headquarters. Despite this delay, all students enrolled in CVQ General Construction, Community Hosting Services and Early Childhood Development were deemed competent and certificates were received late 2022 / Early 2023. All assessments were administered before the Summer Break of 2022.

2.4 Exam results⁵



The chart above (1.2) shows the students who met the graduation requirements. In 2013-2014 the school introduced new streams and profiles which had a slight effect on the students results.

In 2010 the MBO was introduced and phasing out of the MBO started in 2019. The introduction of the CVQ started in August 2019. The aim of introducing the CVQ is to contribute to the ideal Caribbean Worker and is a recognized and portable qualification in CARICOM / the rest of the world compared to the MBO.

The last student to graduate under the MBO General Construction Qualification Structure graduated in 2020.

In 2020 the first CAPE Student graduated. Currently there are just two students enrolled in our CAPE program.

Due to the pandemic as well as other external factors, graduation for General Construction students as well as CAPE and CSEC students was held in March 2022. The graduation for the ECD Students is held in July 2022.

Early 2022, the SEF received an official complaint from concerned parents as it relates to a miscommunication for the school to the parents and the students. The school indicated that

⁵ The full examination report is available upon request
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the class of 2021 would not receive a school diploma as stated in the new law, that went into effect August 1, 2021 (retro-active). After a discussion with the Ministry of Education, it was decided that they would not fall under the new law and hence the students would receive their school diploma.

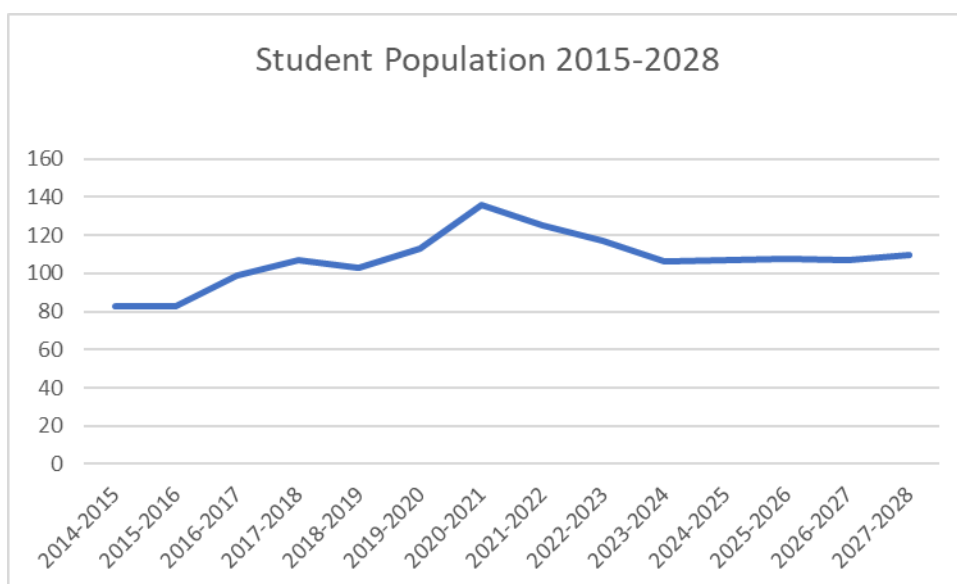
In 2022 the school was contacted by the Kinderombudsman as it relates to this issue as well as by several other stakeholders, including the Dutch Educational Inspectorate and the Ministry of Education CN.

2.5 New Enrollment

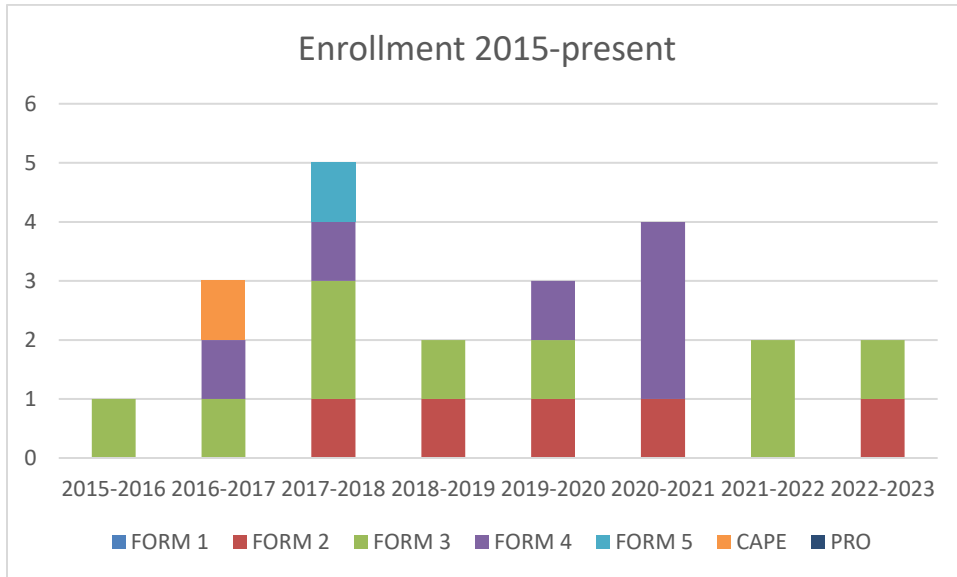
As the SCS is the only school for secondary and vocational education on the island and the fact that there is only one school for primary education, most students continue their education at the SCS. Some parents decide to leave the island prior to their child entering secondary.

We have a clear picture of how many students will enroll at the SCS and can use this prognosis for our planning. Students transferring from primary school into secondary makes up the vast majority of our new enrollment.

In other forms also students enroll, yet this is limited.



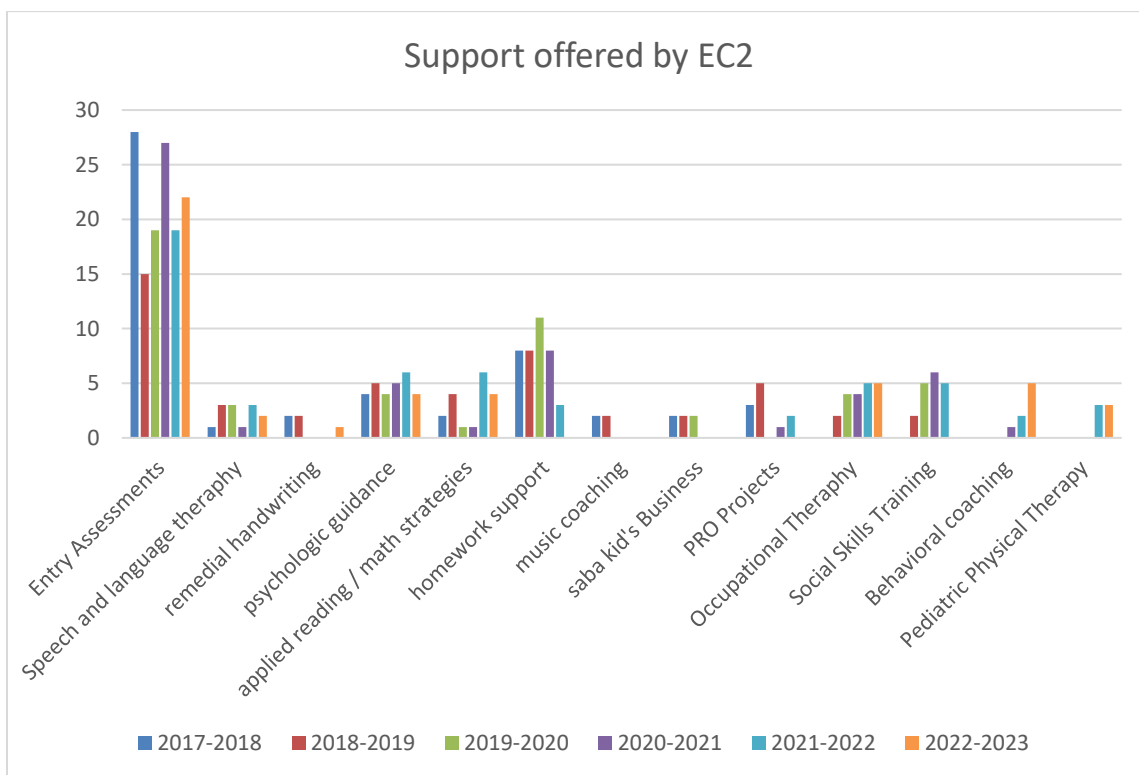
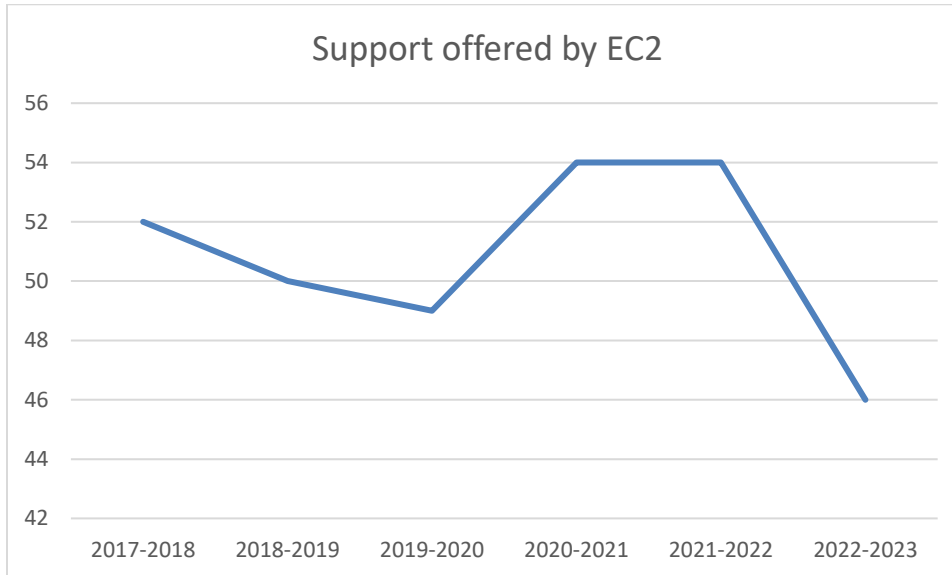
Academic Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of students	83	83	99	107	103	113	124
Academic Year	2021-2022	2022-2023	2023-2024	2014-2025	2025-2026	2026-2027	2027-2028
# of students	117	117	106	104	103	110	109



The total number of students enrolled at the SCS per 01-10-2022 is 117⁶.

⁶ October telling 2022
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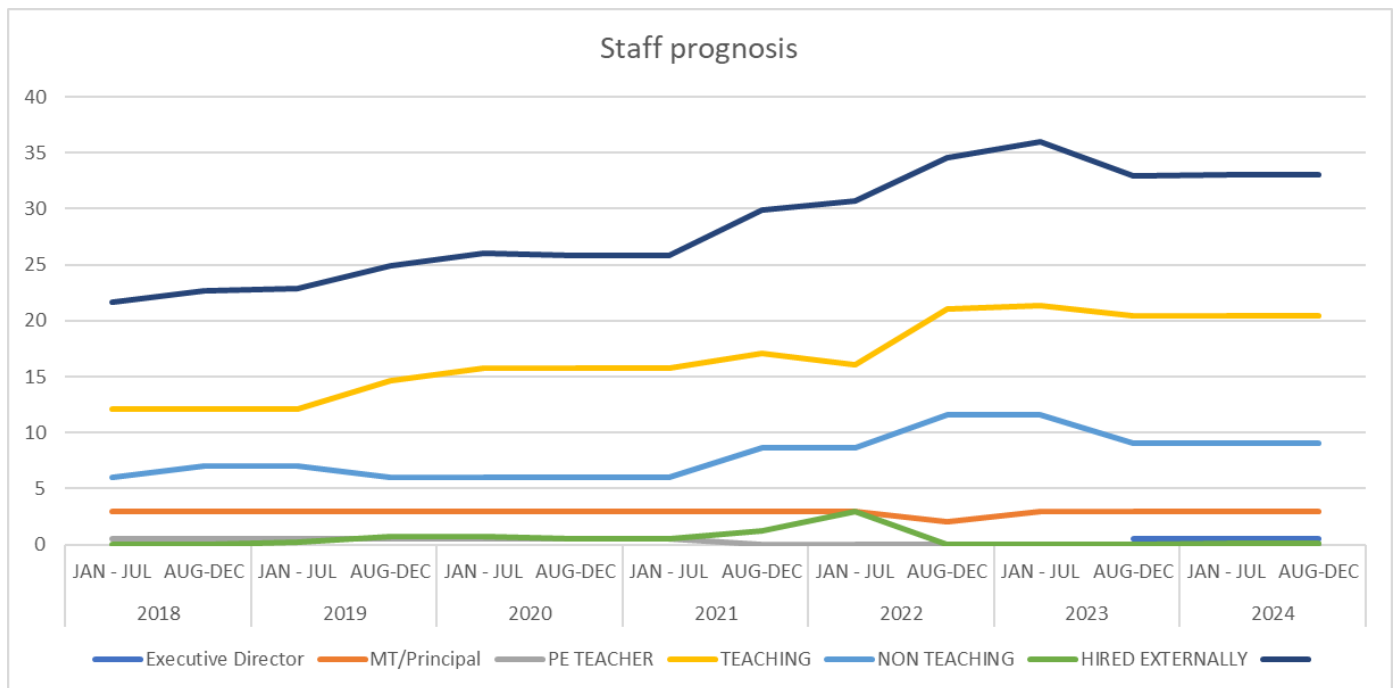
2.6 Care and support



There is a slight decrease in the support offered by EC2 due to the fact that the SCS provided some support itself as well as due to the fact EC2 was not fully staffed.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Entry Assessments	28	15	19	27	19	22
Speech and language therapy	1	3	3	1	3	2
remedial handwriting	2	2				1
psychologic guidance	4	5	4	5	6	4
applied reading / math strategies	2	4	1	1	6	4
homework support	8	8	11	8	3	
music coaching	2	2				
saba kid's Business	2	2	2			
PRO Projects	3	5		1	2	
Occupational Therapy		2	4	4	5	5
Social Skills Training		2	5	6	5	
Behavioral coaching				1	2	5
Pediatric Physical Therapy					3	3
	52	50	49	54	54	46

3. Planning

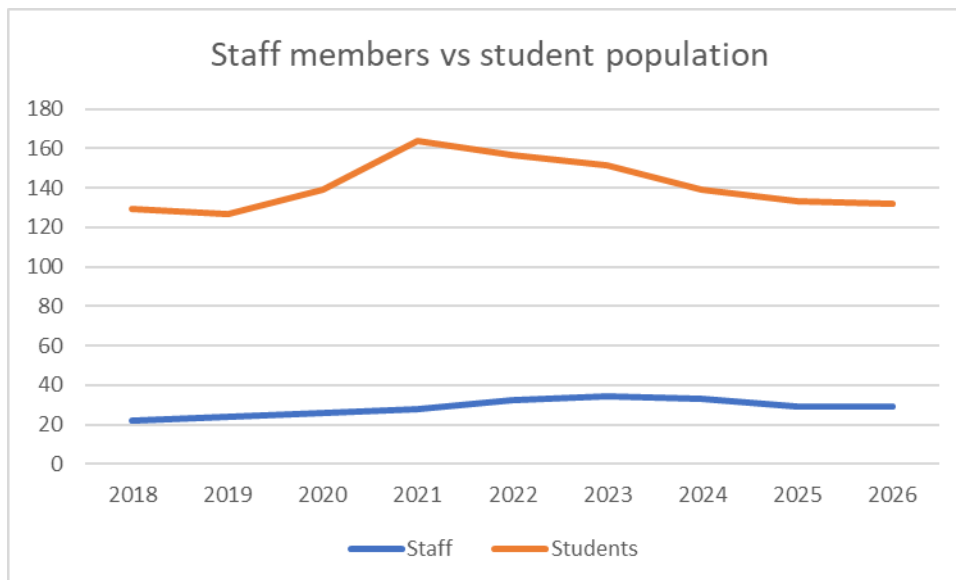


3.1 Formation and Planning

	2018		2019		2020		2021		2022		2023		2024	
	JAN - JUL	AUG-DEC	JAN - JUL	AUG-DEC	JAN - JUL	AUG-DEC	JAN - JUL	AUG-DEC	JAN - JUL	AUG-DEC	JAN - JUL	AUG-DEC	JAN - JUL	AUG-DEC
Executive Director												0.5	0.5	0.5
MT/Principal	3	3	3	3	3	3	3	3	3	2	3	3	3	3
PE TEACHER	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0	0	0	0	0
TEACHING	12.14	12.14	12.14	14.68	15.8	15.8	15.8	17.1	16.1	21	21.4	20.4	20.4	20.4
NON TEACHING	6	7	7	6	6	6	6	8.6	8.6	11.6	11.6	9	9	9
HIRED EXTERNALLY	0	0	0.21	0.71	0.71	0.5	0.5	1.22	3	0	0	0	0.1	0.1
	21.64	22.64	22.85	24.89	26.01	25.8	25.8	29.92	30.7	34.6	36	32.9	33	33

In 2022 we continued to have a lot of staff employed vs the regular lumpsum. Due to the additional subsidies, we have been able to employ more staff members to ensure that we reach our goals set as set out in the several subsidies / school development plan.

We are fully aware that we have a lot of staff members employed and we are able to do so because of the additional subsidies. This is an area for concern as if there is no additional funding available, we need to decrease the number of staff members which will have a direct impact on the health of all staff members and of course this will impact the quality of education.



3.2 Professional Development of Staff

In 2022 staff continued to develop professional knowledge and skills through independent, participation-based and/or interactive learning. This allowed our professionals to improve their capabilities. This process is also documented in the tools we use for observation⁷ and review⁸ process as staff members are held responsible for keeping record of their formal and informal training by submitting proof to the administration for their staff file.

Formal training (individual) 2⁹

Furthermore, training/workshops were facilitated in the following fields:

<i>Mentorship Program</i>	Several Stakeholders on island
<i>Language Policy</i>	<i>Language Teachers</i>
<i>Dutch as a foreign language</i>	<i>Dutch language teacher</i>
<i>Caribbean Vocational Qualification</i>	<i>Vocational Teachers and Internal Verifiers</i>
<i>Praktijkonderwijs Curriculum Development</i>	<i>Pro Teachers</i>
<i>Hightscope</i>	<i>ECD Teacher</i>
<i>ItsLearning</i>	<i>All teaching staff</i>
<i>ROA CN Leermeester Training</i>	<i>Several Staff Members</i>
<i>Safeguarding our Children</i>	<i>All teaching staff</i>
<i>Erasmus+ Exchange Program</i>	<i>2 language teachers</i>
<i>SLO Training/Guidance</i>	<i>Math, English and Dutch</i>
<i>Standardized Testing by ICE</i>	
<i>Inclusive Classroom Training by IPA</i>	<i>15 participants</i>

⁷ DOT

⁸ BOOT

⁹ Teacher's Grant was not used, but staff members decided to pay for it themselves
Final Board Report 2022 – Saba Educational Foundation



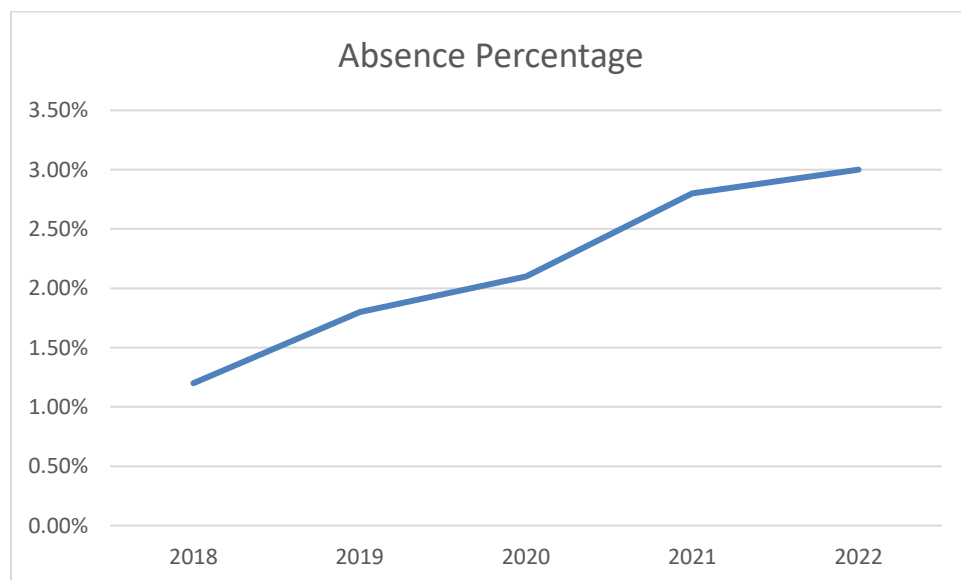
BDO St. Maarten B.V.

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waarmerkingsdoelzinden

A handwritten signature in blue ink, appearing to be 'Z. J. J.', written over the text 'Paraaf voor waarmerkingsdoelzinden'.

3.3 Staff Attendance/Absence

Total Absence (in Days)	2018	2019	2020	2021	2022
	51	88	60	137	140
Short Term					
not fit for work	45	63	42	116	73
care leave	5	20	15	19	12
other, incl medical	1	5	3	2	55
Long Term	10	10	60	32	80
illness/medical/maternity	10	10	60	32	80
Total Absence (in Days)	2018	2019	2020	2021	2022
	61	98	120	169	220
Short Term	84%	90%	50%	81%	64%
Long Terms	16%	10%	50%	19%	36%
	2018	2019	2020	2021	2022
Absence Percentage	1.20%	1.80%	2.10%	2.80%	3.0%
Costs related to absence	\$15,250.00	\$24,500.00	\$30,000.00	\$22,736.55	\$28,298.68



The fact that staff members were sick at home for longer is partially to be explained due to corona. Staff members called in sick more often be it for just one or two days.

As the SEF increased the number of staff members, this automatically means more people can call in sick.

B Future and continuity



1. Education

To ensure that our students are ready for tertiary education and/or the labor market, we collaborate with the stakeholders as much as we can.

There is a need for new staff in -especially- the vocational field which we try to provide by adjusting our educational and support programs to suit the needs of industry and the wider community. We also provide the students and teachers with the best tools and materials so that they are fully ready to work in industry once they leave the school.

2. Inclusive Education

The SCS offers inclusive education as that is the most effective way to give all students a fair chance to go to school, learn and develop the skills they need to thrive. In close collaboration with EC2, an Inclusive Special Needs Department is set up to cater for students within the school setting to cater to their needs.

We welcome all languages as we are a Language Friendly School and aim to provide real learning opportunities for groups who might feel excluded.

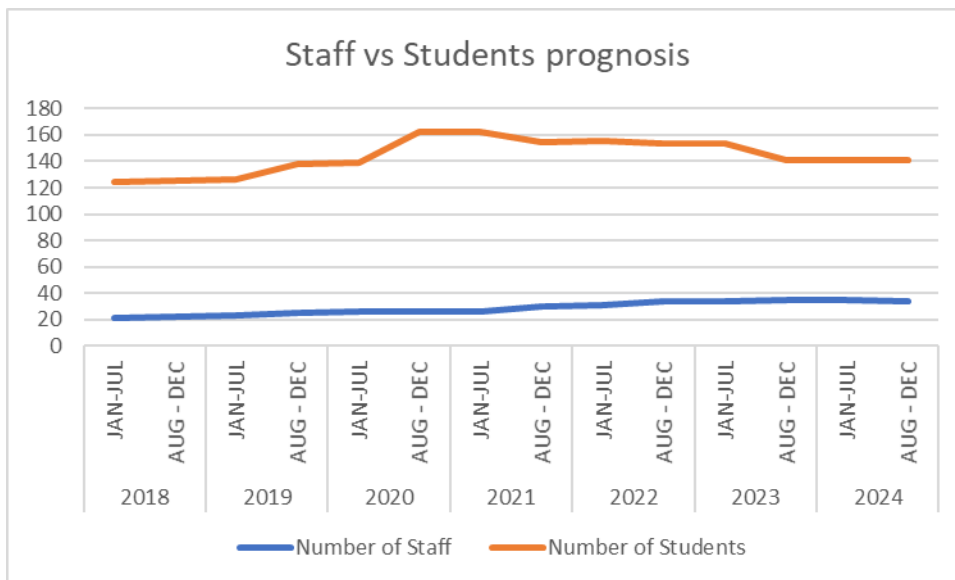
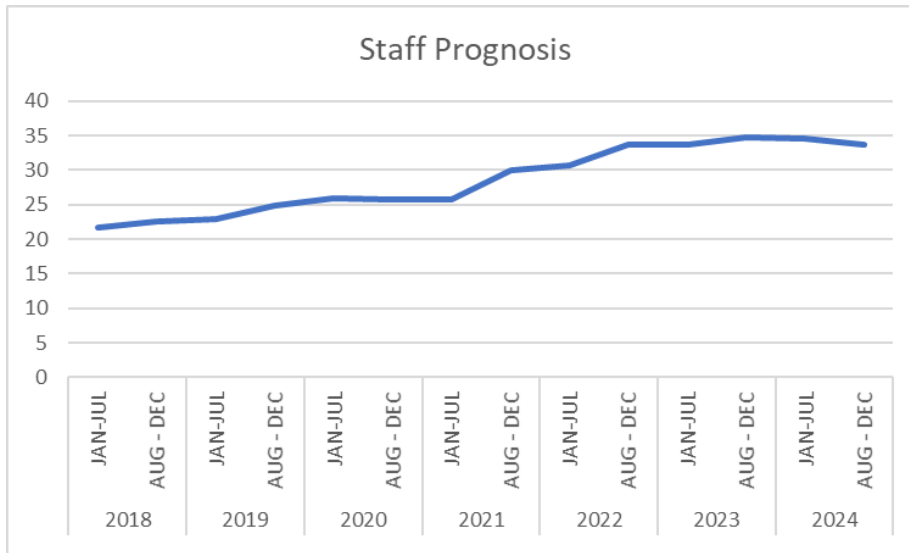
3. Staff Prognosis

With the numbers of students determining the lumpsum for the SCS, the SCS always seeks alternatives educational streams to increase the number of students enrolled. Without the additional subsidies the SCS would not be able to continue to offer the quality of education as currently.

The SCS is working together with its stakeholders to determine if new educational programs can be started, based upon the market research by ROA CN. We do not foresee any new programs starting at the SCS in 2022, but we are hopeful that the collaboration with the University¹⁰ of Sint Maarten as well as the National Institute for Professional Development¹¹ (in Sint Maarten) in 2022 we will be able to provide students additional options for continuing their studies on Saba.

¹⁰ Primary School Teacher Qualification

¹¹ SPW Level 3, Tourism Level 3



4. Positioning

The SCS is positioning itself as the institute for quality education on the island and collaborates with regional stakeholders. To provide the community and our stakeholders with more information about what we do, more focus should be given to Public Relations. It meets the demand of Saba and the wider community to be informed and to be kept informed as much as possible.

Branding of the "Saba Comprehensive School" is needed to ensure a memorable impression on our stakeholders and to be clear on what can be expected and what we stand for.

The SCS will continue to take the lead in local and international programs to improve our position on the educational (labor) market. The SEF aims to be the preferred employer in the educational field as we strive to offer a stimulation and caring work environment for all employees.

We do so by creating the best possible workplace in order for staff to realize their full potential and creativity.

5. Finances

The financial risks/consequences of COVID-related issues have been integrated in the multi-annual budget as well as our objectives stated in the school development plan 2021-2025.

Especially:

- introduction Special Needs Education
- improvement ICT and training/development of staff.

Renovation has not been taken into account as it relates to the multi-annual budget and we are concerned about the responsibility the SEF has as it relates to the maintenance of the building and the responsibility we have. Currently, we are not in the position financially to execute this.

In order to be in control, the SEF started implementing the financial software and HR program from AFAS.

5.1 Multiannual Budget

Jaarrekening en begroting van Saba Educational Foundation

Baten en lasten	2021	2022	2023	2024	2025	2026
	Jaarrekening	Jaarrekening				
Leerleningen	124	117	117	106	104	103
Opbrengsten						
Lumpsum	3,017,730	2,891,286	2,978,025	3,067,365	3,159,386	3,254,168
Vrijval geormerkte subsidies	821,795	725,114	120,000	123,600	127,308	131,127
Overige subsidies	479,347	25,006	100,000	103,000	106,090	109,273
Overige baten	53,444	307,953	49,500	50,985	52,515	54,090
	4,372,316	3,949,359	3,247,525	3,344,950	3,445,299	3,548,658
Kosten						
Personnel/Staff Expenses	2,509,586	2,733,371	2,525,000	2,600,750	2,678,773	2,759,136
Depreciation	106,307	119,611	143,760	145,000	145,000	145,000
Housing expenses	62,925	81,995	76,200	78,486	80,841	83,266
Other expenses	897,187	835,510	399,000	410,970	423,299	435,998
	3,576,005	3,770,487	3,143,960	3,235,206	3,327,913	3,423,400
Saldo baten en lasten	796,311	178,872	103,565	109,744	117,386	125,258

5.2 Meerjarenbalans

Meerjarenbalans van Saba Educational Foundation

Balans	2021	2022	2023	2024	2025	2026
	Jaarrekening	Jaarrekening				
Activa						
Materiele vaste activa						
Materiele vaste activa	391,255	426,445	330,000	320,000	315,000	310,000
Vlottende activa						
Vorderingen	578,529	261,637	20,000	20,000	20,000	20,000
Liquide middelen	1,412,805	1,805,557	1,761,530	1,781,274	1,903,661	2,033,919
Totale activa	<u>2,382,589</u>	<u>2,493,639</u>	<u>2,111,530</u>	<u>2,121,274</u>	<u>2,238,661</u>	<u>2,363,919</u>
Passiva						
Stichtingsvermogen						
Algemene reserve	1,392,249	1,571,121	1,674,686	1,784,430	1,901,817	2,027,075
Langlopende schulden						
Langlopende lening	-	-	-	-	-	-
Kortlopende schulden						
Kortlopende schulden	990,340	922,518	436,844	336,844	336,844	336,844
Totale passiva	<u>2,382,589</u>	<u>2,493,639</u>	<u>2,111,530</u>	<u>2,121,274</u>	<u>2,238,661</u>	<u>2,363,919</u>

5.3 Indicators

Financiële indicatoren		Grenzen OCW	2021	2022	2023	2024	2025	2026
Solvabiliteit	Toereikendheid van het Eigen Vermogen om op de lange termijn financiële risico's op te vangen (kredietwaardigheid van de organisatie) (eigen vermogen inclusief voorzieningen gedeeld door totaal vermogen) eigen vermogen totaal vermogen	$X > 30\%$	58%	63%	79%	84%	85%	86%
Liquiditeit	Toereikendheid om op de korte termijn aan de financiële verplichtingen te kunnen voldoen (vlottende activa inclusief liquide middelen gedeeld door kortlopende schulden) vlottende activa kortlopende schulden	$0,5 < X < 1,5$	2.01	2.24	4.08	5.35	5.71	6.10
Rentabiliteit	Resultaat van de gewone bedrijfsvoering per jaar (resultaat gedeeld door totale baten) resultaat totale baten	$X > 0\%$	18%	5%	3%	3%	3%	4%
Weerstandsvermogen	Toereikendheid om op de lange termijn aan de financiële verplichtingen te kunnen voldoen (eigen vermogen gedeeld door totale baten) eigen vermogen totale baten	$10\% < X < 40\%$	32%	40%	52%	53%	55%	57%
Kapitalisatiefactor	Signalering of deel van het kapitaal 'opgepot' blijft zodat het niet wordt gebruikt voor her vervullen van de onderwinstaken (balanstotaal minus de gebouwen gedeeld door de totale baten) balanstotaal totale baten	$X < 36\%$	54%	63%	65%	63%	65%	67%

5.4 investments

The main investments in 2022 have been in computer hardware and upgrading the Technical Center as a result of the funding that was made available. Another large investment is the installation of digital touchscreens in the classrooms during the Christmas Vacation of 2022.

6. ICT

The SCS has made some major progress in upgrading the ICT-network as well as investing in hard- and software. In 2022 the IT-lab was refurbished with new ICT-devices and more devices will be added to the network to ensure that students and teachers are provided with the best tools and (learning)materials.

7. Housing

The SCS is housed at three locations, being:



St. John's



Office 416



Cove Bay



Zion's Hill

The Public Entity Saba is responsible for school housing and maintenance as long as the renovation and expansion have not been completed.

Despite hardly any progress in renovation and/or relocation, some progress was made in 2022 with the installation of new windows during the summer and new doors in February 2023. Additionally, an architect is working on the visualization of a new SCS which also includes the Technical School in St. John's as well as an auditorium for performances, assemblies and other activities relating to education.

The current housing of the Saba Comprehensive School does not fit current developments and the ambitions; hence we have branched out to several locations on the island. Per August 2023 will discontinue the use of the Community Center in Zion's Hill.

8. Main Risks and uncertainties

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 has decreased. This ensured that the school could continue to work on the improvement of the school with the staff. A concern remains specific subject teachers, such as Dutch and Visual Arts.

At the end of the Academic Year (July 2022) 5 staff members decided to leave the SCS for personal reasons. One staff member was allowed to have a sabbatical year (starting August 2022). Additionally, in December 2022, one contract was terminated prematurely on mutual grounds.

As hiring of new staff takes up 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.

The pandemic has not impacted the day-to-day operations of the SCS as such and as we have been open as normal in 2021. Due to COVID we do see an increase in absent/sick staff members. This is one of the reasons why we hired a *substitute teacher*.

As we also see an increase in students with social/emotional problems members, we will also recruit an additional staff member for CARE.

All of the above might lead to increased work pressure hence plans need to be drafted to prevent staff members from burning out and causing a major risk factor for continuity at the SCS.

The SCS needs to evaluate the work pressure by planning a questionnaire for staff. The questionnaire has taken place in April 2022 and will be discussed in August 2022.

C Additional information



1. Side Activities board members SKOSaba/SEF

SKOSaba/SEF

Executive Director	Coordinator for University of Sint Maarten on Saba Region Coordinator Sectorraad Praktijkonderwijs
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SKOSaba Supervisory

President	Governor Public Entity Saba
Treasurer Investigator)	Raadsonderzoeker Voogdijraad (Guardianship Council
Secretary	Business Owner Youth professional Zorg en JeugdCN (ZJCN)

Saba Educational Foundation Supervisory

President (J.F. Wilson)	Teacher at Saba Reach Foundation Business Owner President Saba Association of Caribbean States
Treasurer (E. Mommers)	President EC2 Voluntary Accountant
Treasurer (K.George-Hodge)	Financial Administrator Saba Cares
Secretary	Voluntary worker Unique Supermarket Supervisory Board Member Saba Care

Final Board Report 2022 – Saba Educational Foundation



BDO St. Maarten B.V.

Paraaf voor
waarmerkingsdoelzinden

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2. Supervisory board

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

2.1 Governance

The Saba Educational Foundation adheres to the good governance protocol established by the board for Secondary Schools (VO-Raad)¹².

The supervisory board takes the lead in the self-evaluation on the Saba Educational Foundation and presented the outcome to the Inspectorate as well as to the SAC.

The SEF also reached out to a Dutch Secondary School to initiate and facilitate discussions about self-reflection and governance in general for both Director and Board. In July 2023 a self-evaluation session is planned for the Supervisory Board.

3. 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.
- The Board and Principal are informed of the financial position by monthly reports.

¹² <https://www.vo-raad.nl/onderwerpen/goed-bestuur/praktijk-ondersteuning>
Final Board Report 2022 – Saba Educational Foundation

4. Report Supervisory Board

The Supervisory Board is pleased to present the annual report, which includes the financial statements for 2022. The Supervisory Board has discussed the financial statements extensively with the supervisory board of SKOSaba/SEF, the executive director, 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.

5. Activity report

The SCS continued to collaborate in the *Sterk Techniek Onderwijs* together with the Scholengemeenschap Bonaire and the Gwendoline van Putten School. The collaboration is geared toward improving Technical Vocational Education on the islands.

The SCS started collaboration with the NIPA in Sint Maarten to provide a location for the Level 3 SPW.

As at the end of Academic Year 2019-2020 the subsidy Opportunity for all Children ended, for 2020-2022 the SCS reached out for financial support to the Public Entity Saba as well as business owners to request financial support for food, school supplies, uniforms and/or ICT devices. Thanks to many companies as well as the Public Entity Saba and SZW, the SCS was able to continue to support the children in need from August – December 2022.

In May 2022 the SCS organized the freedom breakfast at several restaurants on the island held simultaneously and a wreath was laid at the War Memorial in The Bottom.

In the Summer Vacation 2022 the SCS organized summer school for Primary School Grade 6 as well as SCS Students (Voorkomen onnodig zitten blijven en doorstroom PO-VO).

On August 22, 2022 the SCS started the school year with a Sports Day, followed by the yearly clubs and activities market on the 23rd of August in order for the student to choose their afterschool club.

In November 2022, the upper school students visited the Study and Career Fair in Sint Maarten, whilst the lower school students participated in several activities on Sint Maarten as well.

In December the SCS participated in the Saba Day festivities and participated in the Saba Day School Extravaganza night, showcasing the students' talents. The hosted the kitchen to get additional funds for the Exchange Program.

In February 2023 the SCS Form 3 went on a fieldtrip to St. Eustatius.

In the course of November 2022 – February 2023 the SCS provided information to parents and students about Tertiary Education and in November the SCS hosted its 1st session Tertiary Education information sessions for the Academic Year 2022-2023 was held to inform parents about tertiary education and the way forward.

As part of the SCS School Development Plan we are in the process of executing several exchange programs. These programs are subsidized via Erasmus+, sponsors, fundraisers, several subsidies as well as via the lumpsum.

The SEF also sponsored young entrepreneurs in setting up their business as well as to recruit and hire young former students in an aim to provide opportunities for all.

Accountability Funding National Programma Onderwijs

The SCS administered a school scan to determine the effective use of the funds in close collaboration with OCW CN, Pesant, Participation Council, Expertise center Education and Care, and Board.

From the *menukaart* the SCS has chosen a variety of items, being:

A.

1. Additional After school Support and additional support during school hours
2. Summer School for all students who need additional support

B.

1. individual coaching and individual support, eg. Appointing Remedial Teacher
2. differentiated instruction in smaller groups, eg. 2 teachers on 1 subject (Dutch)
3. Implementation of reading and support (digital) programs
4. Additional focus on career and guidance (LOB)

C.

1. Additional emotional and social support via external and internal training for students
2. increased number of after school activities and cultural activities

D.

1. Additional career and guidance and support, as well as exchange programs

E.

1. reducing class sizes (form 1 and Praktijkonderwijs)
2. additional support in the various classes by teacher aides/assistants

F.

1. Increased focus on parental support
2. implementation of several digital tools and technology, amongst which devices for students and smart boards for the teachers as well as a digital learning system and assessment tools.

As you can learn from the overview as well as the financial breakdown, we have used the NPO funding for a variety of interventions.