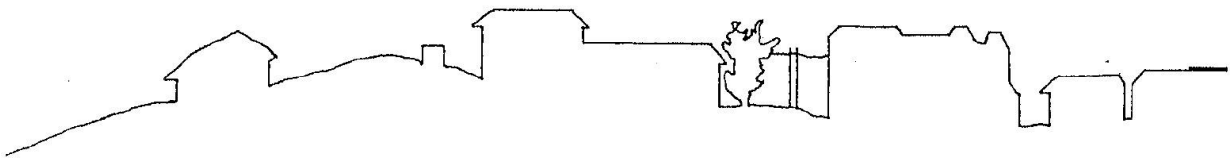




BOARD REPORT

→ 2020



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
- 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

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:

Saba Educational Foundation

Attn. J.F. Wilson, President

board@learningsaba.com

Content Page

Preface	2
Introduction	4
Profile Saba Educational Foundation / Saba Comprehensive School	5
Organizational structure	7
A. Board Report	
1. Policy and organization	
1.2 Governance	
1.3 Stakeholders	
1.4 Participation	
1.5 Social and physical safety	
1.5.1. Complaints	
2. Education	
2.1 Lower Forms	
2.2 Upper Forms – Academic	
2.3 Upper Forms – Vocational	
2.4 Exam Results	
2.5 (new) enrollment	
2.6 Care and support	
3. Planning	
3.1 Formation and planning	
3.2 Professional Development of Staff	
3.3 Attendance/Absence	

B. Future and continuity

1. Education
2. Inclusive education
3. staff prognosis
4. Positioning
5. Finances
 - 5.1 Multi annual budget
 - 5.2 Multi annual prognosis
 - 5.3 Indicators
 - 5.4 Investment
6. ICT
7. Housing
8. Main risks and uncertainties

C Additional information

1. Side Activities board members
2. Supervisory board
 - 2.1 Governance
3. Internal risk management and control
4. report supervisory body
5. Activity report

Introduction

2020 marked the third year of our School (development) Plan titled *Alone we can do little, together we can do so much*". The year in which we reached out to our community to have them more involved and more responsible as we started working towards our new School Plan 2021-2025. The year that we continued working on the *Educational Language Policy*, to further improve our student monitoring and guidance systems, improve vocational education and our CAPE education. Most of all, 2020 was the year of the pandemic which affected Saba in March 2020 as we went for a full lockdown for 4 weeks and a school closure of merely 6 weeks.

Compared to the rest of the world, Saba has been blessed as education was able to continue albeit with some discomfort. The financial support provided by the Ministry of Education to address the issues that resulted from the COVID is most appreciated and been fully used to provide additional classes and support for the students.

The Foundation is doing financially well 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.

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.

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

We look back on a successful 2020 and thank all our employees and stakeholders, present and past, for their contribution.

The Saba Educational Foundation



Franklin Wilson, president



Egidius Mommers, treasurer



Marva Donker-Hassell, secretary

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)

Associates Degree in Business in Logistics and Chain Management Operations



- Caribbean Vocational Qualification (CVQ)

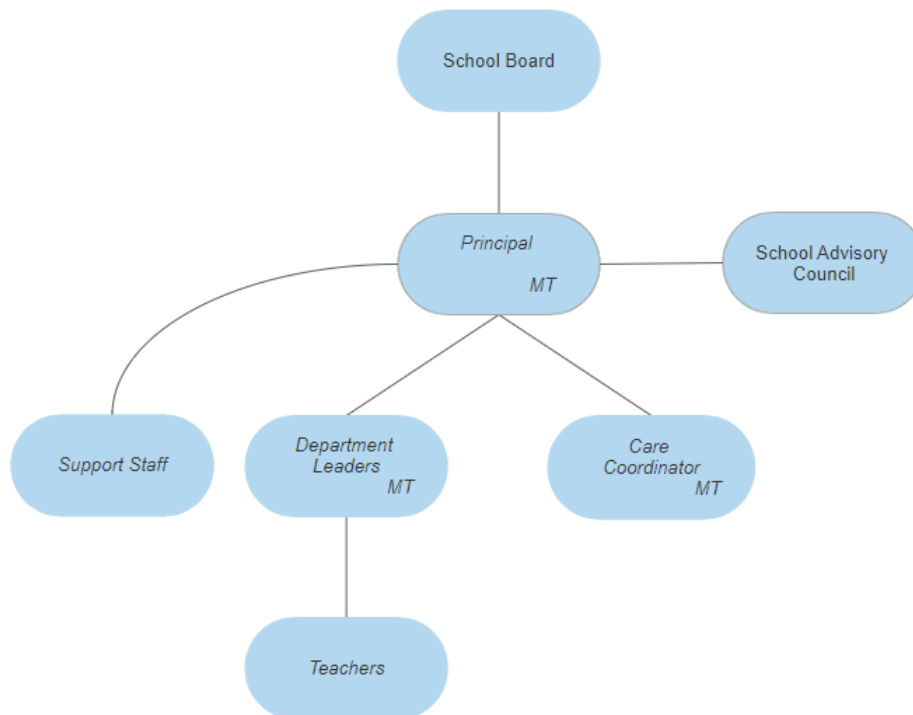
Early Childhood Education

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.

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.

In short, anyone who has a personal, professional, civic, or financial interest or concern.

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 out of:

- a SEF – board member;
- The principal of the SCS (chair);
- a Management Member;
- A representative of staff;
- A Representative of the (business) community (1);
- Representatives of the student body (2);
- Representative of the local government (2);
- representatives of the parents (2)
- the Truancy Officer

The student body continued to meet regularly with the principal 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) an external consultant was recruited to guide this process in moving forward. A manifesto has been presented by the Student Body with which they aim 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.

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.

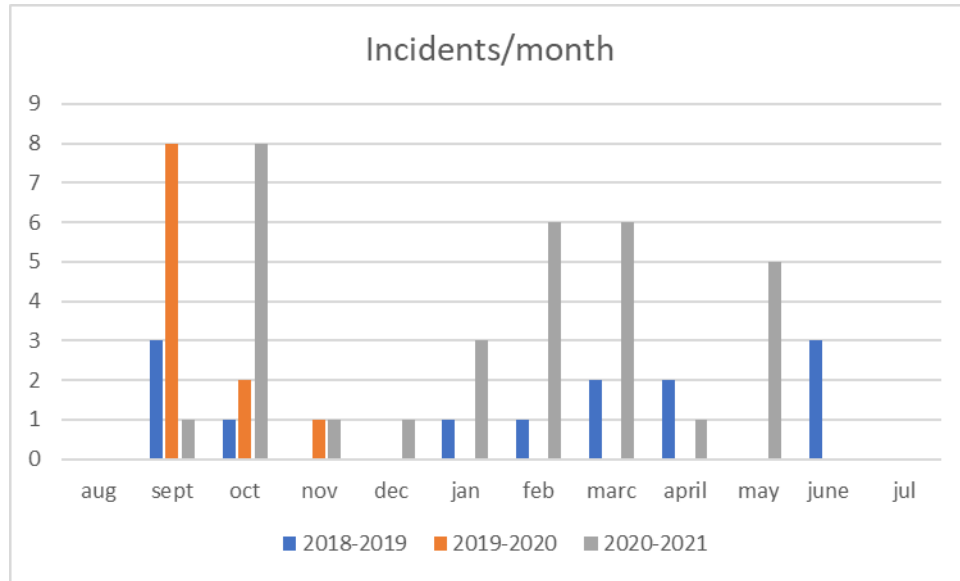
The school's safety policy is intended to provide students and staff a safe, clean and healthy learning and working environment. The management of the school has the responsibility to maintain a safe environment in the school and pay attention to it especially during:

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

Each year in November/December the SCS administers the social safety questionnaire. 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.

Additionally:

- There is also a shift from being bullied in school to outside the school environment. The main location at school still remains the playground/courtyard.
- Students also indicate that they will inform their parent(s), yet confiding to someone in school remains a concern.



Histogram 1.1 – incident reports 2017-present

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

1.5.1. 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.

¹ RI&E is conducted monthly
Board Report 2020 – Saba Educational Foundation

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

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

In 2020 the results for the CCSLC Examinations were a 97.6% pass, a slight improvement compared to the 2019 results (97.2%). The challenges of the pandemic seemed not to be of a huge influence on the results. The subject Digital Literacy has been introduced in August 2020 which bring the total number of subjects offered in CCSL to 6³.

2.2 Upper Forms - Academic

2020 was etched in challenges; especially for the Academic department that prepares final year students to write/sit their external examinations. Not only did the COVID-19 pandemic force students to resort to virtual learning in March 2020 due to mandatory lockdown but it also mitigated against/impacted on students and teachers level of preparation for the CSEC and CAPE examinations; especially as it pertained to Completion of SBA's in some/specific subject areas.

CXC experienced major challenges in the execution of the May-June 2020 examinations. First, the catastrophic impact of the COVID-19 pandemic on schools throughout the region regulated/obligated the council to reschedule the aforementioned examinations to July-August 2020 in an effort to address the general magnitude of problems the various territories encountered. Additionally, Paper 02 was omitted for all subjects with SBA's to facilitate/compensate for balance examinations across all territories. Hence, Paper 01 was used to test candidates' attainment of knowledge and concepts in all subject areas.

² See annex 1

³ Other subjects are : Mathematics, English, Spanish, Integrated Science and Social Studies.

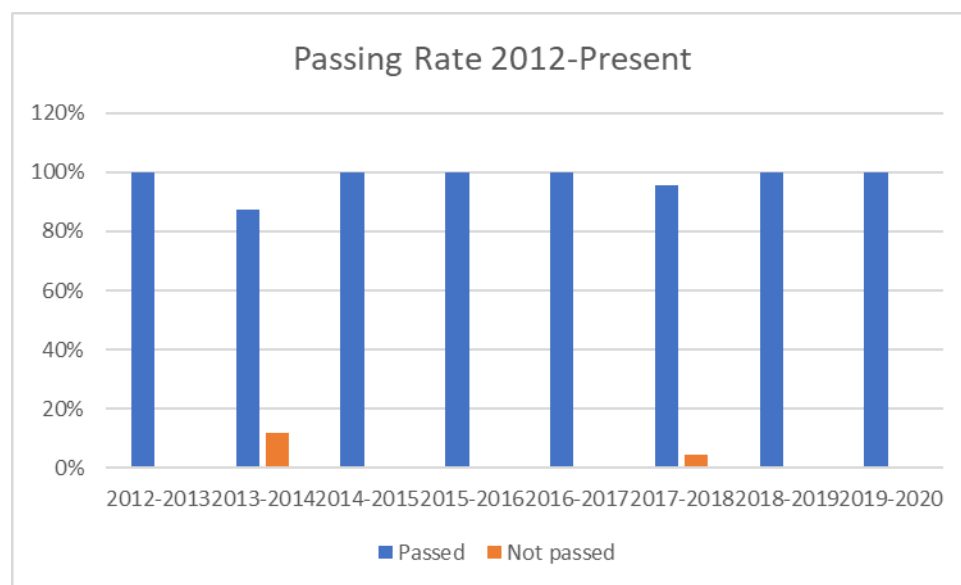
Nonetheless, this stance/action/option generated widespread dissatisfaction/debate within the region; therefore, CXC employed an independent team of renowned professionals to review the preliminary results of the examinations which were issued in September, 2020. CXC then addressed the various findings and recommendations of the team, which resulted in the delay of the official results throughout the region. Thus, this report is based solely on the preliminary results, which were issued to the SCS in September 2020.

2.3 Upper Forms Vocational

In 2020, 1 student sat the final year of the MBO general Construction Qualification. Despite the pandemic, the student was able to complete the portfolio before the end of the Academic Year and as was the final student in the technical program. In 2019 the CVQ program was introduced starting the substitutions of the MBO as the CVQ is more suitable and known in the region. It will provide the students more opportunities to continue studying in the region.

The CVQ students were able to continue their assessment in the second half of 2020. Despite the delay, the first graduation for CVQ Students is scheduled for 2021.

2.4 Exam results⁴



The histogram (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.

⁴ The full examination report is available upon request
Board Report 2020 – Saba Educational Foundation

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

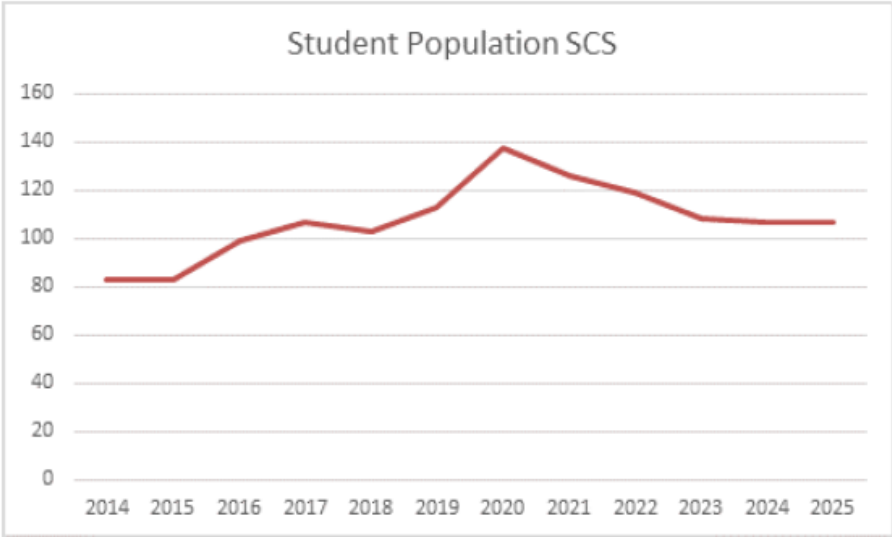
In 2020 the first CAPE Student graduated.

2.5 New Enrollment

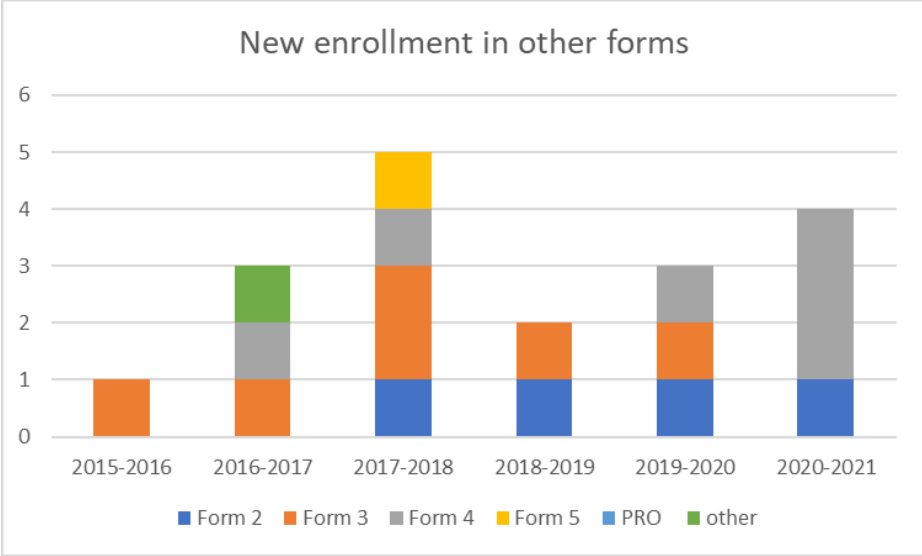
As the SCS is the only school for secondary and vocational education on the island and the fact that there is only one school for primary education, most students continue their education at the SCS. Some parents decide to leave the island prior to their child entering secondary.

We have a clear picture of how many students will be 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.

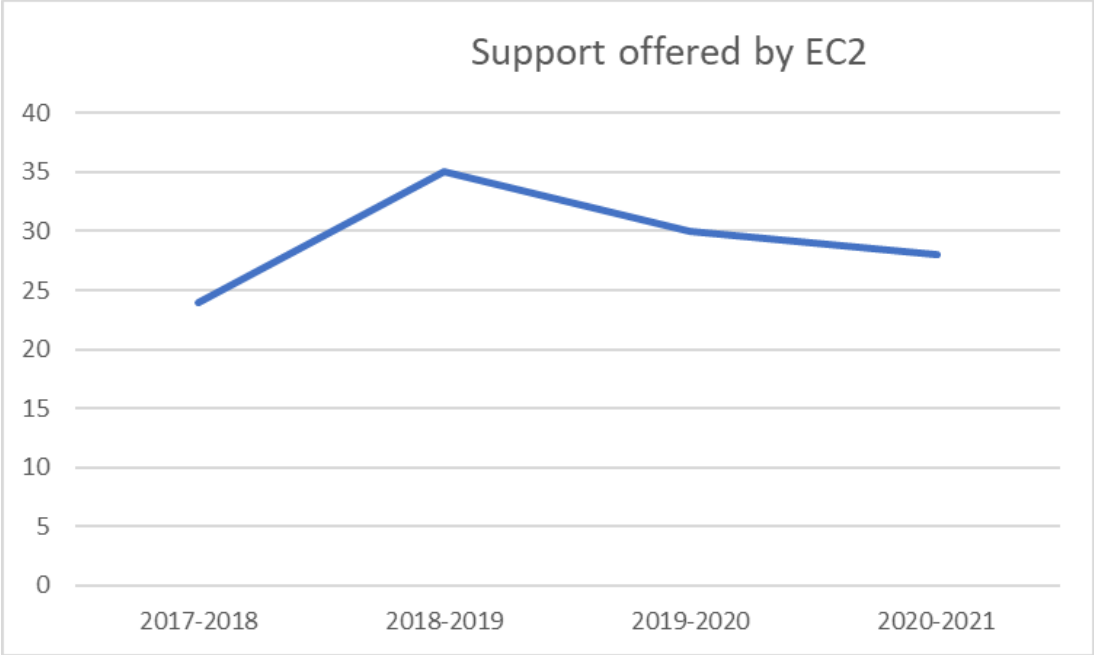


School year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of Students	85 → 83	77 → 83	82 → 99	104 → 107	101 → 103	115 → 113
School year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
# of Students	129 → 136	116	105	100	105	100

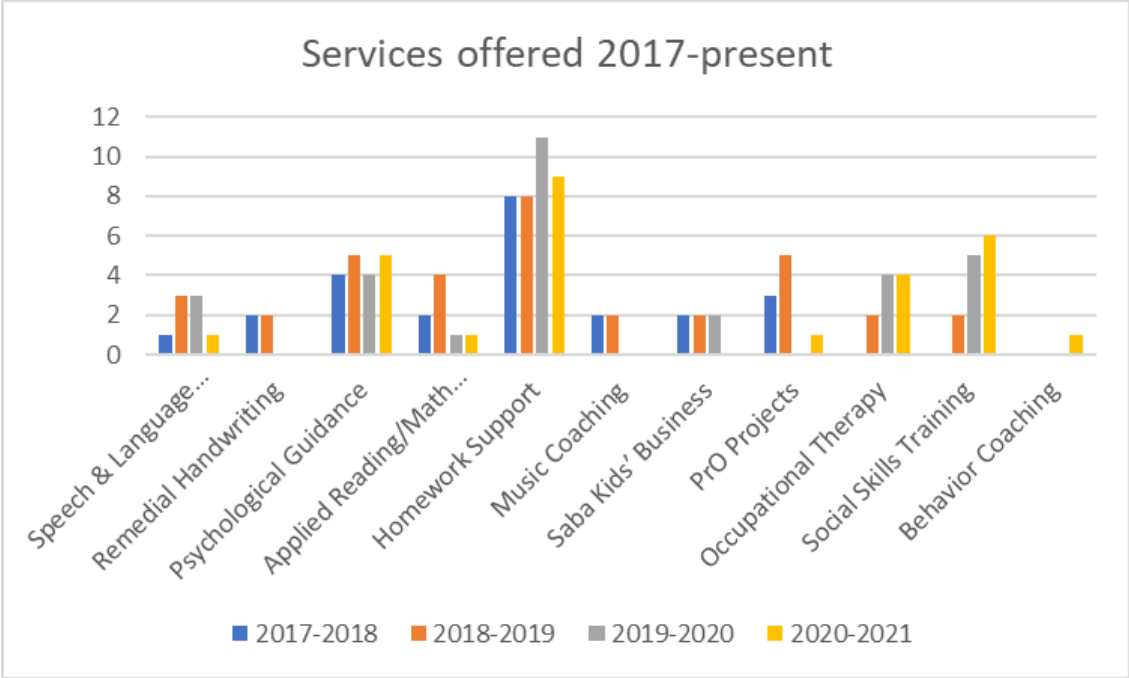


The total number of students enrolled at the SCS per 01-10-2020 is 136⁵.

2.6 Care and support

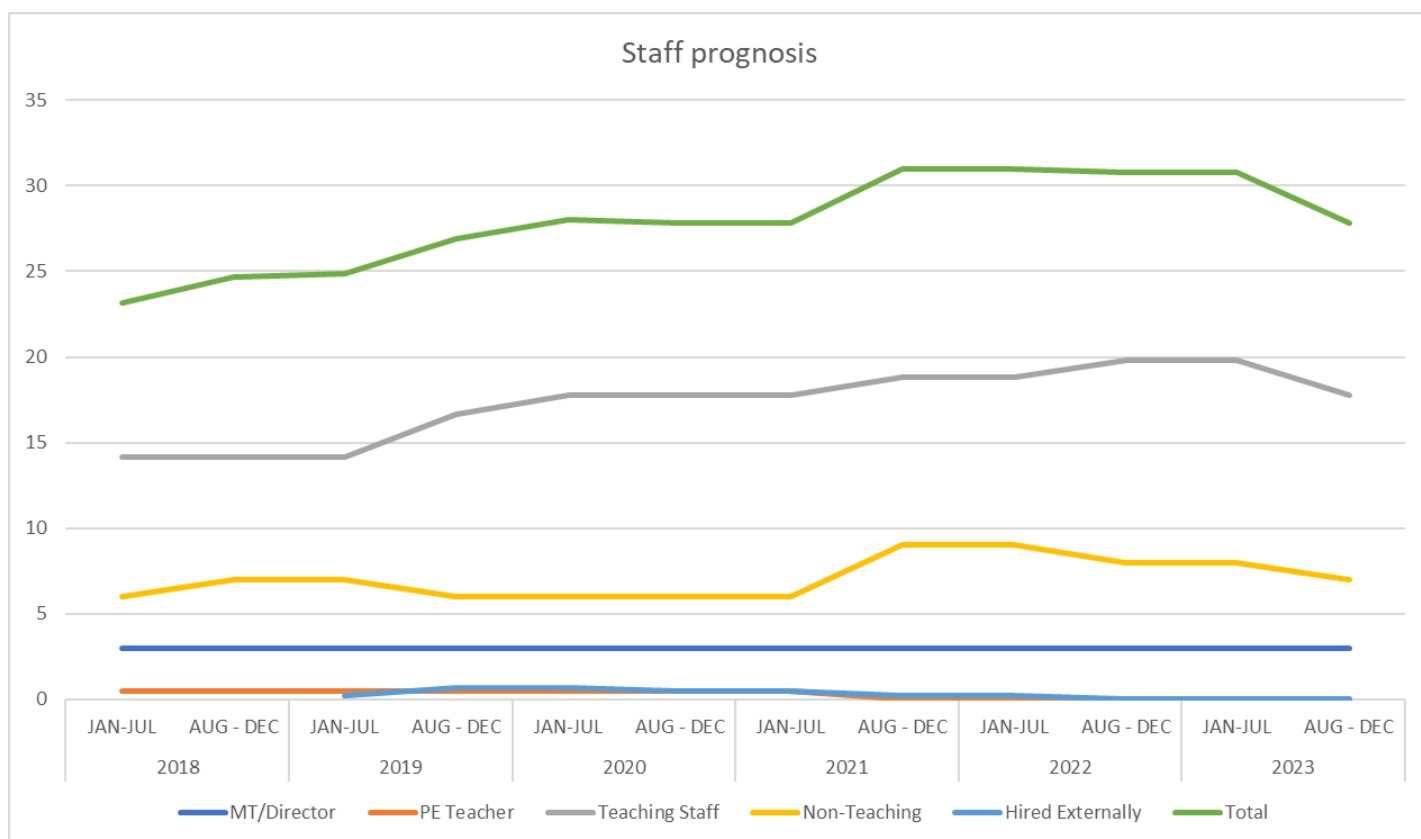


⁵ October telling 2020
Board Report 2020 – Saba Educational Foundation



3. Planning

3.1 Formation and Planning



	2018		2019		2020		2021		2022		2023	
	JAN-JUL	AUG - DEC	JAN-JUL	AUG - DEC	JAN-JUL	AUG - DEC	JAN-JUL	AUG - DEC	JAN-JUL	AUG - DEC	JAN-JUL	AUG - DEC
MT/Director	3	3	3	3	3	3	3	3	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
Teaching Staff	14.14	14.14	14.14	16.68	17.8	17.8	17.8	18.8	18.8	19.8	19.8	17.8
Non-Teaching	6	7	7	6	6	6	6	9	9	8	8	7
Hired Externally			0.21	0.71	0.71	0.5	0.5	0.2	0.2	0	0	0
Total	23.14	24.64	24.85	26.89	28.01	27.8	27.8	31	31	30.8	30.8	27.8

3.2 Professional Development of Staff

In 2020 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 observation⁶ and review⁷ 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.

An overview:

Formal training (individual) 4⁸

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>Principal</i>
<i>Innovatie Traject & Schoolleiders voor de toekomst</i>	<i>Principal</i>
<i>Virtual Reality Glasses</i>	<i>IT Teachers / Assistants</i>
<i>Reinforcement Quality of Cultural Education</i>	<i>Principal</i>
<i>Safeguarding our Children</i>	<i>All teaching staff</i>

⁶ DOT

⁷ BOOT

⁸ Teacher's Grant

3.3 Attendance/Absence

Absence	Days		
	2018-2019	2019-2020	2020-2021
Short Term	51	88	60
<i>not fit for work</i>	45	63	42
<i>Care Leave</i>	5	20	15
<i>Other</i>	1	5	3
Long Term	10	10	60
<i>illness/medical</i>	10	10	60
Total Absence	61	98	120
<i>Short Term</i>	84%	90%	50%
<i>Long Term</i>	16%	10%	50%
Absence Percentage	1.2%	1.8%	2.1%
Costs related to absence	\$ 15,250.00	\$ 24,500.00	\$ 30,000.00

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

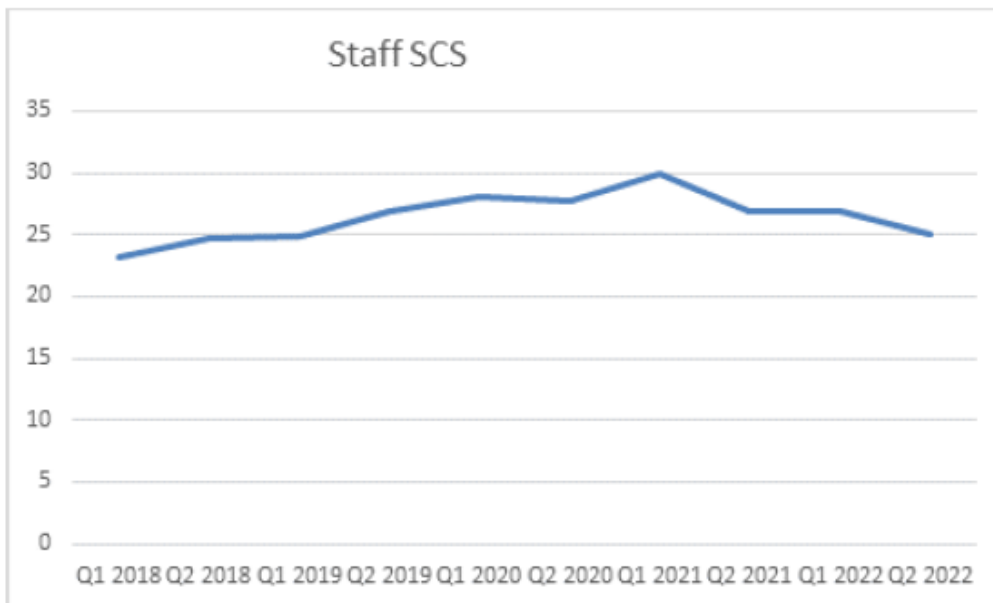
The SCS offers inclusive education as that is the most effective way to give all students a fair chance to go to school, learn and develop the skills they need to thrive.

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 enrolled at the SCS dropping (especially because of the end of the Early Childhood Development program in July/August 2022), the SCS will not be able to continue with the current number of staff employed.

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 are hopeful that in 2022 at least one new customized training can commence.



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

Renovation has not been taken into account as it relates to the multi-annual budget.

5. Finances

5.1 Multiannual Budget

BEGROTING VAN SABA EDUCATIONAL FOUNDATION

BATEN EN LASTEN VAN SABA EDUCATIONAL FOUNDATION

(in US Dollars)

	2020	2021	2022	2023
Baten				
Rijksbijdragen OCW	2,880,303	2,440,000	2,500,000	2,500,000
Overige baten	679,233	55,000	65,000	65,000
Totaal Baten	3,559,535	2,495,000	2,565,000	2,565,000
Lasten				
Personeelslasten	2,397,455	2,230,000	2,240,000	2,250,000
Afschrijvingen	73,006	40,000	35,000	30,000
Huisvestingslasten	54,005	60,000	62,500	62,500
Overige Instellingslasten	256,162	150,000	120,000	120,000
Leermiddelen/ materialen	283,699	65,000	65,000	65,000
Totaal Lasten	3,064,326	2,545,000	2,324,571	2,527,500
Saldo Baten en Lasten	495,209	(50,000)	(9,571)	(9,571)
Totaal Resultaat	<u>495,209</u>	<u>(50,000)</u>	<u>(9,571)</u>	<u>(9,571)</u>

5.2 Meerjarenbalans

MEERJARENBALANS SABA EDUCATIONAL FOUNDATION

(in US Dollars)

ACTIVA	2020	2021	2022	2023
Vaste Activa				
1.1 Materiele Vaste Activa	318,339	260,000	260,000	260,000
Totaal Vaste Activa	318,339	260,000	260,000	260,000
Vlottende Activa				
1.2 Voorraden	-	-	-	-
1.3 Vorderingen	714,200	43,000	-	-
1.4 Liquide Middelen	951,483	861,483	816,912	777,341
Totaal Vlottende Activa	1,665,683	904,483	816,912	777,341
TOTAAL ACTIVA	1,984,022	1,164,483	1,076,912	1,037,341
PASSIVA				
2.1 Eigen Vermogen (Algemene Reserve)	595,938	545,938	536,366	526,795
2.2 Voorzieningen	-	-	-	-
2.3 Langlopende schulden	-	(97,798)	(195,596)	-
2.4 Kortlopende schulden	1,388,085	716,344	736,142	510,546
TOTAAL PASSIVA	1,984,022	1,164,483	1,076,912	1,037,341

5.3 Indicators

Liquidity position and financial indicators

KEY DATA	Definitie	Grenzen OCW	gerealiseerd 2020	verwacht 2021	verwacht 2022	verwacht 2023
Solvabiliteit	Eigen Vermogen Totaal Vermogen	>30%	30%	47%	50%	51%
Liquiditeit	Vlottende Activa Kortlopende schulden	$0.5 < x < 1.5$	1.2	1.3	1.1	1.5
Weerstand- vermogen	Eigen Vermogen Totale Baten	$10\% < x < 40\%$	17%	22%	21%	21%
Kapitalisatie factor	Balance total Totale Baten	$x < 36\%$	56%	47%	42%	40%
Rentabiliteit	Resultaat Totale baten	>0%	14%	-2%	0%	0%

5.4 investments

The main investments in 2020 have been in computer hardware and upgrading the Technical Center as a result of the funding that was made available.

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 will be 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

The Public Entity Saba is responsible for school housing and maintenance.

The school buildings urgently need to be renovated and/or relocated. Despite discussions merely basic repairs have been executed as the renovation would start soon. This is not the case. The SCS has been trying to table the discussions several times over the past couple of years and the response from the Public Entity Saba has not mounted to a clear plan and/or way forward.

The current housing of the Saba Comprehensive School does not fit current developments and the ambitions.

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 (2019-2020) 1 staff member decided to continue his educational career elsewhere. As the teacher had given sufficient notice to the school board, we have been able to recruit new members in due time.

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. Despite our efforts, 1 teacher was not on island at the beginning of the Academic Year.

The pandemic has not impacted the day-2-day operations of the SCS as such and as we slowly reopen the border, the potential risks might be:

- execute online teaching due to school closure;
- increased number of ill/absent staff members;
- increased social/emotional problems with students and staff members.

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.

Pension Fund

We received a settlement letter from PCN over 2020. This settlement letter states that we have paid all premiums invoiced up to and including 2020.

We expect, however, a second settlement letter for 2020 as we are of the opinion that PCN has not invoiced us the correct amount over 2020.

We envision a settlement letter from +/- \$ 44,000 USD over 2020.

C Additional information



1 Side Activities board members

President	Teacher at Saba Reach Foundation Business Owner
Treasurer	President EC2 Voluntary Accountant
Secretary	Voluntary worker Unique Supermarket Supervisory Board Member Saba Health Care Foundation

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).

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 the board coaches.

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.
- Management, director, and board are informed of the financial position by monthly reports.

4. Report Supervisory body

The Supervisory Board is pleased to present the annual report, which includes the financial statements for 2020. 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.

5. Activity report

The SCS collaborated 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 continued to collaborate within the Caribbean Vocational and Trade Schools network. The scheduled conference on Sint Maarten in November 2020 had to be postponed due to the pandemic.

The end of Academic Year 2019-2020 the subsidy Opportunity for all Children ended. This causes that some students of the school were unable to make use of the provisions made by the SCS to request support for food, school supplies, uniforms and/or ICT devices. Thanks to many companies as well as donation received via Red Cross Saba, the Ministry of Education and the Public Entity, the SCS was able to continue to support the children in need from August – December 2020⁹.

In May 2020 the SCS organized a digital freedom breakfast¹⁰ with eight ZOOM sessions held simultaneously and despite the lockdown permission was granted for a student and a teacher to lay a wreath at the War Memorial in The Bottom.



The inter-island sports competition which was to be held on St. Eustatius in April 2020 had to be cancelled due to the pandemic. An inter-island tournament between St. Eustatius and Saba was held in December 2020.

In the Summer Vacation 2020 the SCS joined several stakeholders in organizing Summer Activities on Saba. The SCS contributed by making the facilities available as well as resources/teachers.

On August 25, 2020 the SCS hosted the yearly clubs and activities market in order for the student to choose their afterschool club.

⁹ <https://extra.cw/businesses-adopt-meal-plans-for-saba-students/>

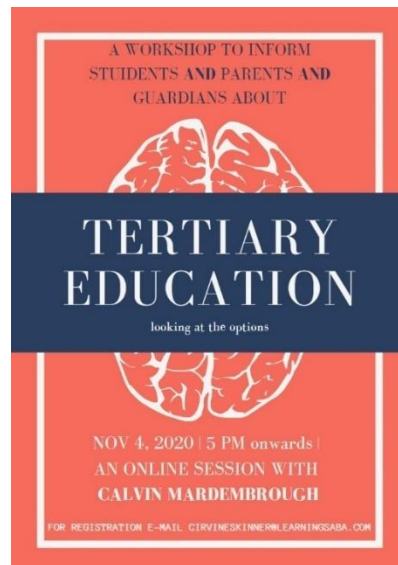
¹⁰ <https://bes-reporter.com/memorial-day-on-saba/>

In August UNICEF organized a debating and argumentation workshop for SCS students in an effort to see how COVID affected their life and what the island needed to move forward.



In December a week full of Saba Day performances was held. The SCS students shined on December 2, 2020

In November and December, the SCS hosted several information sessions to inform parents about tertiary education and the way forward.



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