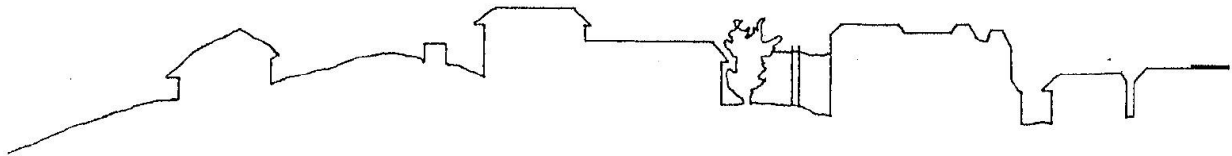




BOARD REPORT

→ 2021



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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 parents/guardians;
- staff;
- School Advisory Council;
- businesses and ROA CN;
- Ministry of Education, Public Entity Saba;
- Sacred Heart Primary School, Saba Reach Foundation, Expertise Center Education and Care;
- 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:

Saba Educational Foundation

Attn. J.F. Wilson, President

board@learningsaba.com

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Introduction

The emergence of 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. At the Saba Comprehensive School, however, all classes were taught in the classroom setting and hence there were no online classes as a result of the pandemic.

It was not until the end of 2021 that Saba saw an increase in the number of active COVID cases and the subsequent closure of the schools early January 2022.

As a result of the pandemic, we do see a shift in students pursuing post-secondary education. The majority of students who graduated in 2020 or 2021 remained on island as 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.

2021 marked the last year of our School (development) Plan titled *Alone we can do little, together we can do so much* as well as the introduction of our new school development plan. The year, in which again 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 finalized working on the *Educational Language Policy*, to further improve our student monitoring and guidance systems, improve vocational education and our CAPE education. In June 2021, the new School Development Plan was presented to our stakeholders.

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 is most appreciated and has been fully used to provide additional classes and support for the students.

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 2021 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 Science in Natural Sciences



- Caribbean Vocational Qualification (CVQ)

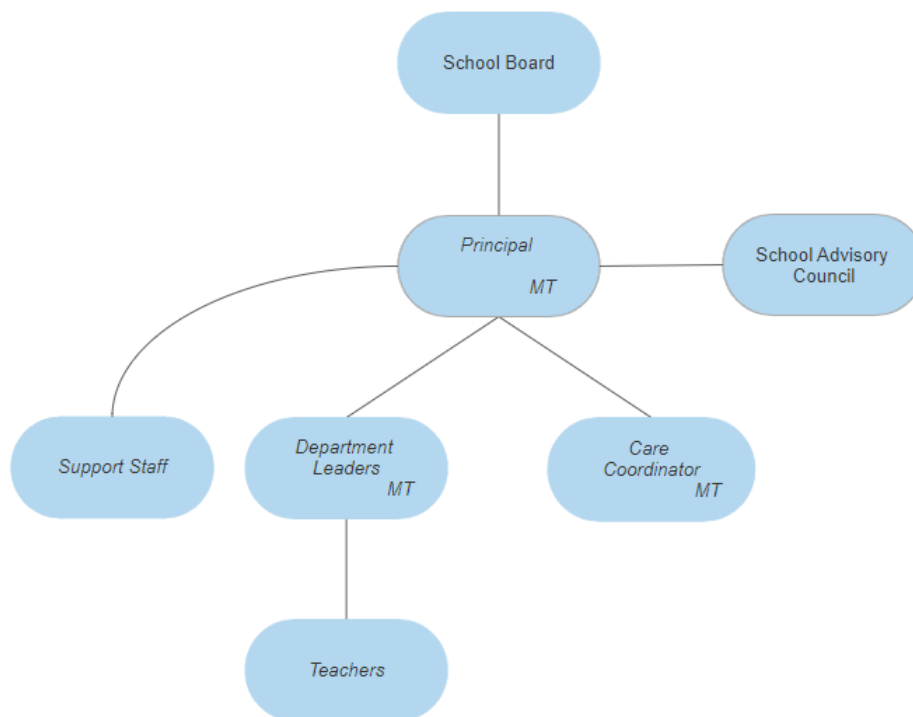
Early Childhood Education

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



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 at least out of:

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

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 2020
- Inspectorate Report
- 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.

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.

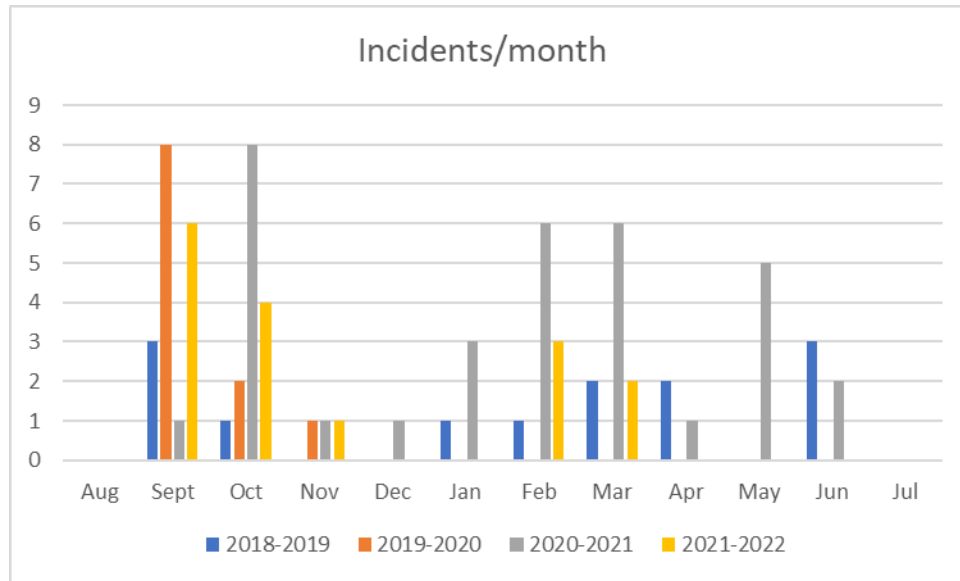
The school's safety policy is intended to provide students and staff a safe, clean and healthy learning and working environment. The management of the school has the responsibility to maintain a safe environment in the school and pay attention to it especially during:

- 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, especially outside of school.

Additionally:

- There is still 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. We do see a slight increase in reporting.
- students indicate that sometimes they don't want to come to the school.
- we see an increase in troublesome behavior coming back to the school, resulting in incidents in school (the root of the issue is not school related)



Histogram 1.1 – incident reports 2017-March 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.

1.5.1. 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 /

¹ RI&E is conducted monthly
Board Report 2021 – Saba Educational Foundation

employee relation the external complaint committee can be contacted or the ombudsman. In January -as a result of miscommunication- an issue was reported to the board and several external stakeholders. This will be reported in the year report of 2022.

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 2021 the results for the CCSLC Examinations were a 99% competency rate pass, again a slight improvement compared to the 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 6³.

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.

² See annex 1

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

Number of students enrolled in the CCSLC Examination

Forms	# students 2018	# students 2019	# students 2020	# students 2021 ⁴
Form 1	0	0	0	0
Form 2	1	8	12	3
Form 3	0	17	19	23
Form 4	0	0	3	0
Form 5	0	0	0	1
PrO	0	0	1	5
Total	1	25	35	32

2.2 Upper Forms – Academic

Overall, the results of the July-August, 2021 CSEC and CAPE, as well as the Dutch Cambridge IGCSE 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.

It should be noted that commendable performance of many Academic 4 students in this year’s examinations is a feat for the Department; this defiantly indicates students relish the challenges to excel in their specific areas of study as long as they have attained the requisite level of readiness.

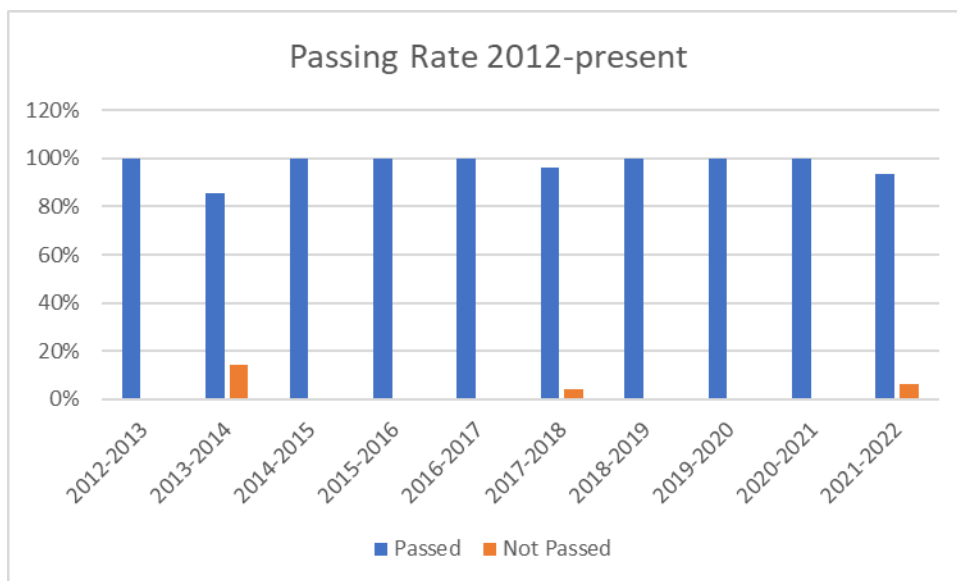
Indisputably, learning is immeasurable; therefore, it is essential that teachers at SCS constantly reflect on their didactic and pedagogic strategies to enhance the diverse needs of learners within the 21st Century classroom environment. It is these inventive strategies that will enable SCS teachers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

⁴ For individual results please see annex 1
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2.3 Upper Forms Vocational

2021 the results for CVQ were delayed due to the pandemic. Despite this delay, all students enrolled in CVQ General Construction and Early Childhood Development were deemed competent and certificates were received early 2022. All assessments were administered before the Summer Break of 2021.

2.4 Exam results⁵



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.

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

In 2020 the first CAPE Student graduated.

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.

Even though the official complaint was made in 2022, it is only just to mention that a complaint was received from concerned parents as it relates to a miscommunication for the

⁵ The full examination report is available upon request
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school to the parents. The school indicated that 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.

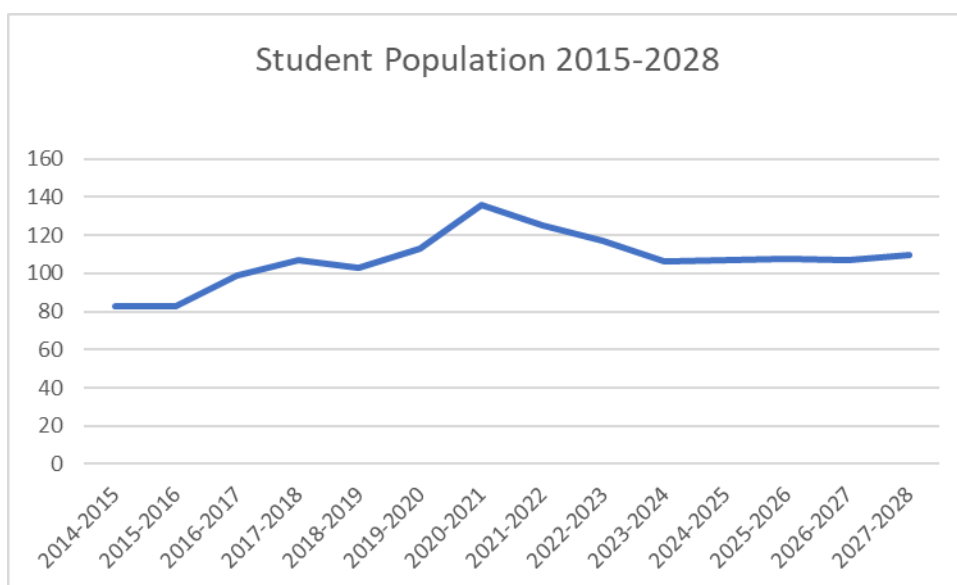
In 2022 the school was contacted by the Kinderombudsman as it relates to this issue.

2.5 New Enrollment

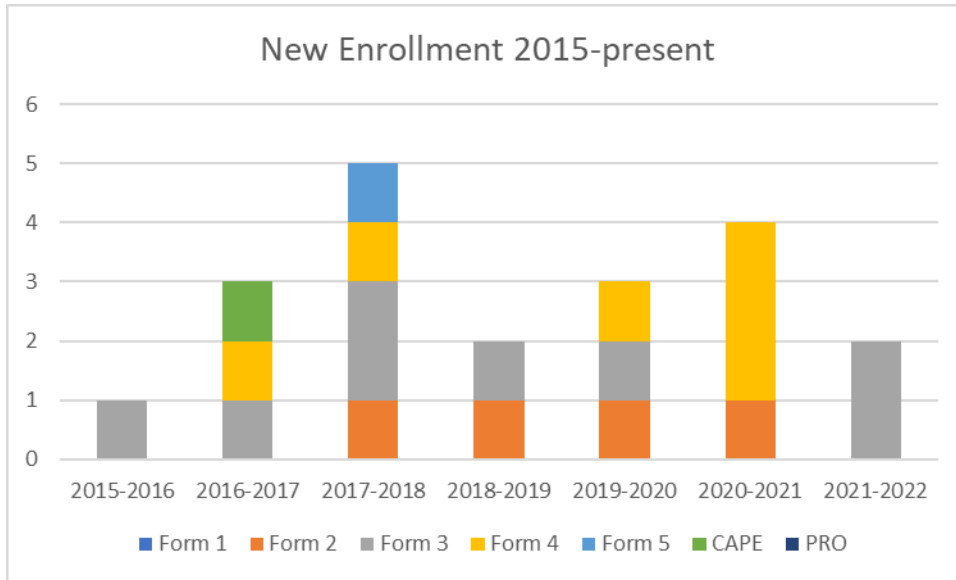
As the SCS is the only school for secondary and vocational education on the island and the fact that there is only one school for primary education, most students continue their education at the SCS. Some parents decide to leave the island prior to their child entering secondary.

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.

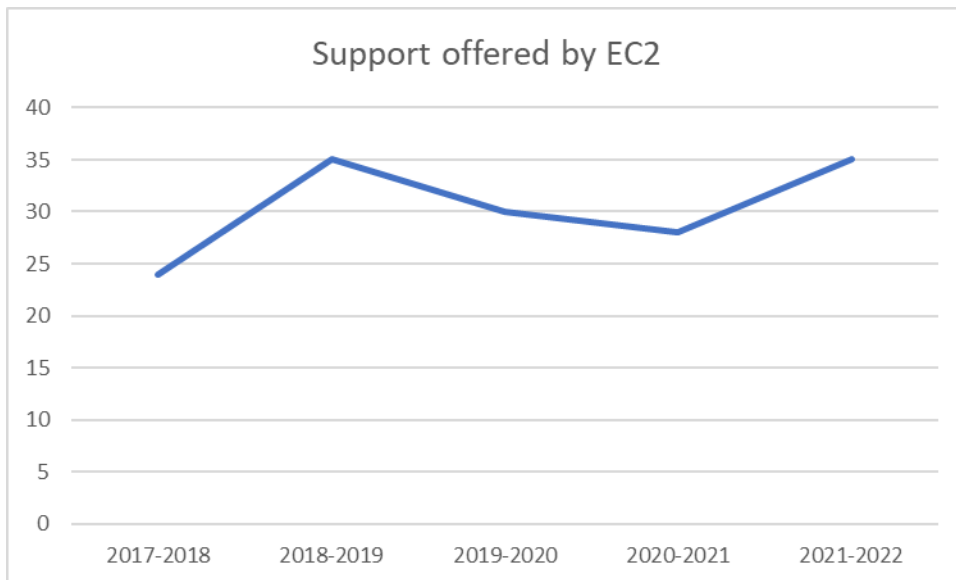


School Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of students	85 > 83	77 > 83	92 > 99	104 > 107	101 > 103	115 > 113	129 > 136
School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
# of students	116 > 124	117	106	107	108	107	110

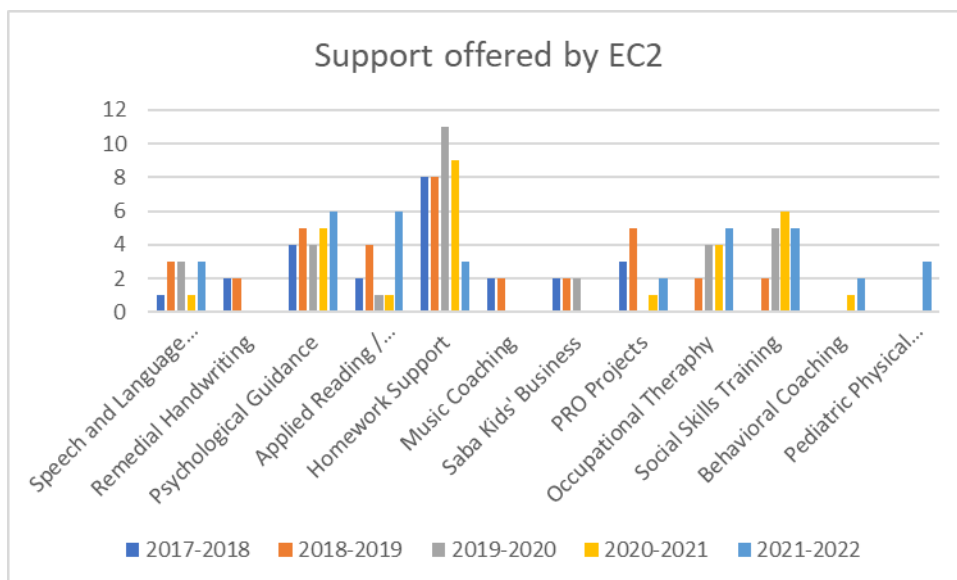


The total number of students enrolled at the SCS per 01-10-2021 is 124⁶.

2.6 Care and support

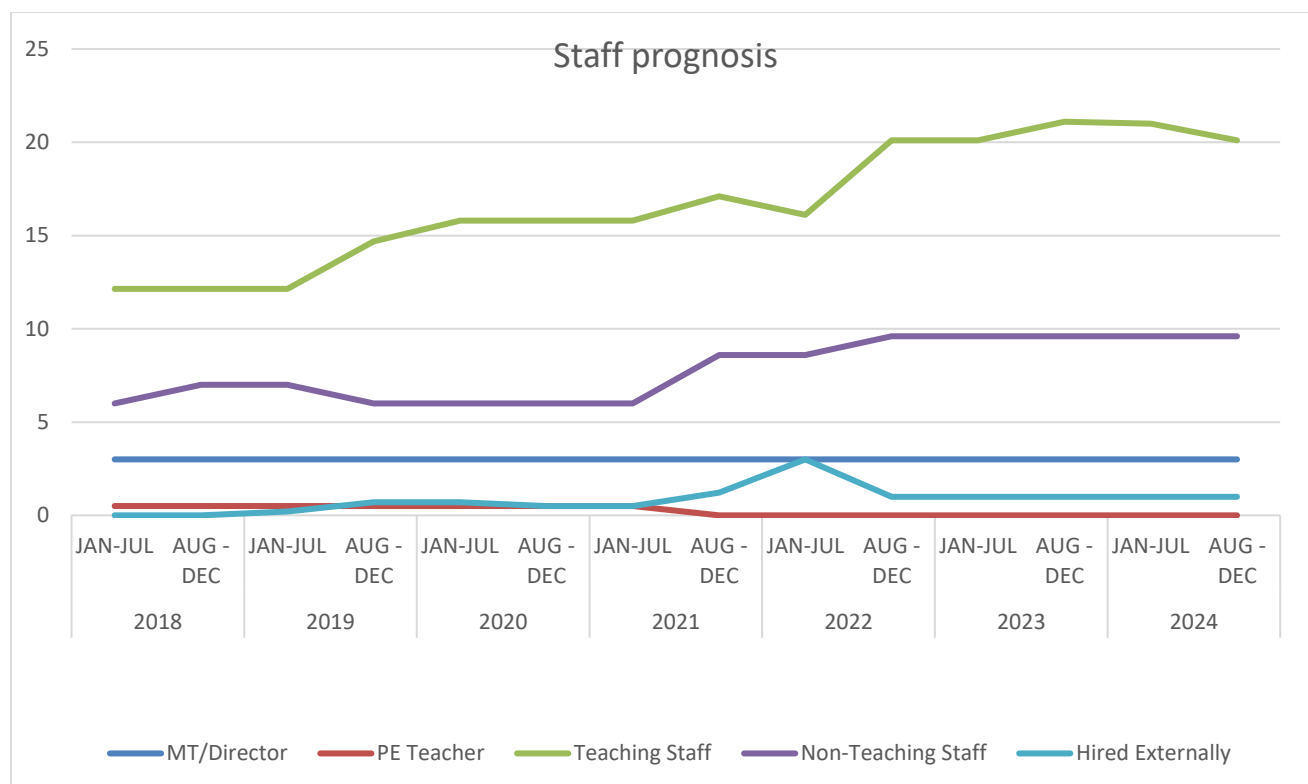


⁶ October telling 2021
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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Speech and Language Therapy	1	3	3	1	3
Remedial Handwriting	2	2			
Psychological Guidance	4	5	4	5	6
Applied Reading / Math Strategies	2	4	1	1	6
Homework Support	8	8	11	9	3
Music Coaching	2	2			
Saba Kids' Business	2	2	2		
PRO Projects	3	5		1	2
Occupational Therapy		2	4	4	5
Social Skills Training		2	5	6	5
Behavioral Coaching				1	2
Pediatric Physical Therapy					3
Total	24	35	30	28	35

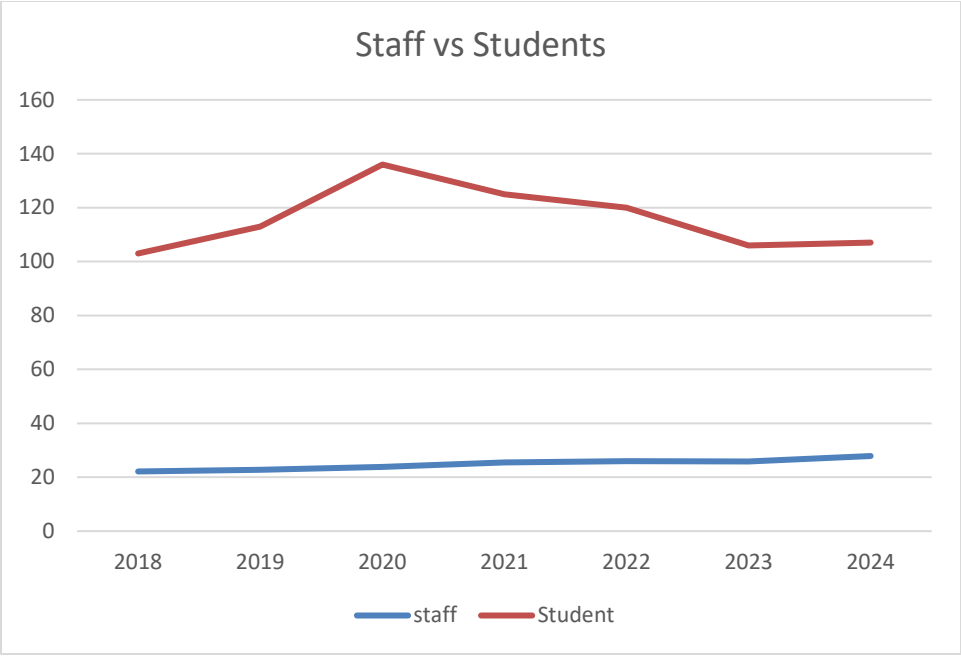
3. Planning



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
MT/Director	3	3	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	0	0
Teaching Staff	12.14	12.14	12.14	14.68	15.8	15.8	15.8	17.1	16.1	20.1	20.1	20.1	20.1	20.1
Non-Teaching Staff	6	7	7	6	6	6	6	8.6	8.6	9.6	9.6	9.6	9.6	9.6
Hired Externally	0	0	0.21	0.71	0.71	0.5	0.5	1.22	3	0.2	0.2	0.2	0.2	0.2
	21.64	22.64	22.85	24.89	26.01	25.8	25.8	29.92	30.7	32.9	32.9	32.9	32.9	32.9

You can clearly see that in 2022 we had more staff employed, either on the payroll or externally hired. This is a direct consequence of the COVID pandemic for which we needed to recruit more staff members.



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3.2 Professional Development of Staff

In 2021 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.

An overview:

Formal training (individual) 3⁹

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>Innovatie Traject & Schoolleiders voor de toekomst</i>	<i>Principal + Staff members</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>

⁷ DOT

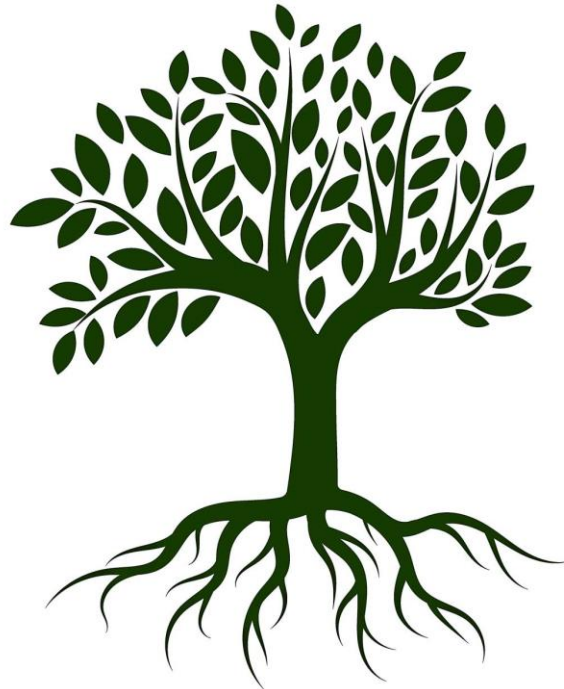
⁸ BOOT

⁹ Teacher's Grant

3.3 Attendance/Absence

Absence (in days)	2018	2019	2020	2021
Short term	51	88	60	221
not fit for work	45	63	42	116
care leave	5	20	15	19
other	1	5	3	2
Long Term	10	10	60	32
illness/medical	10	10	60	32
Total Absence (in days)	2018	2019	2020	2021
Short term	61	98	120	253
Long term	84%	90%	50%	87%
	16%	10%	50%	13%
Absence Percentage	1.2%	1.8%	2.1%	2.8%
Costs related to absence	\$15,250.00	\$24,500.00	\$30,000.00	\$22,736.55

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.

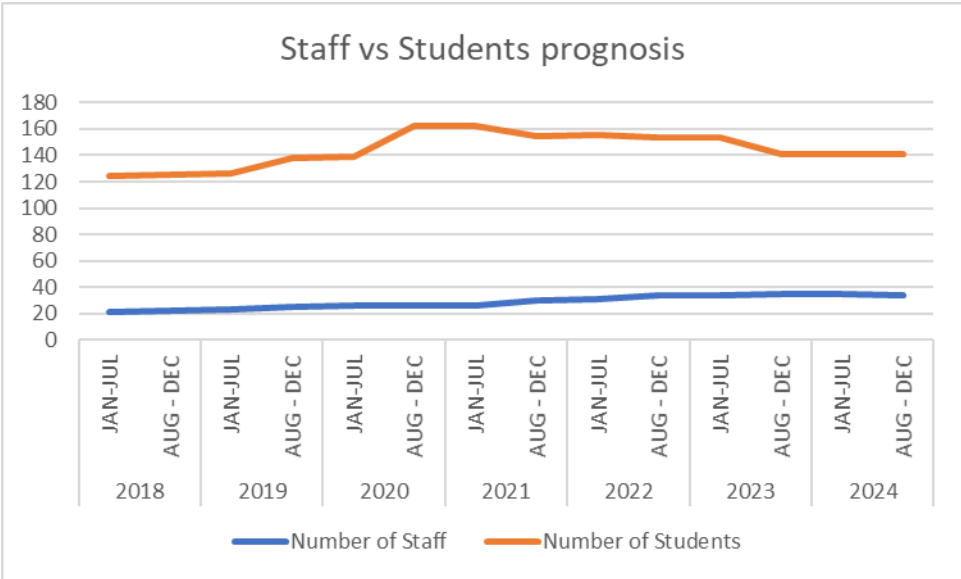
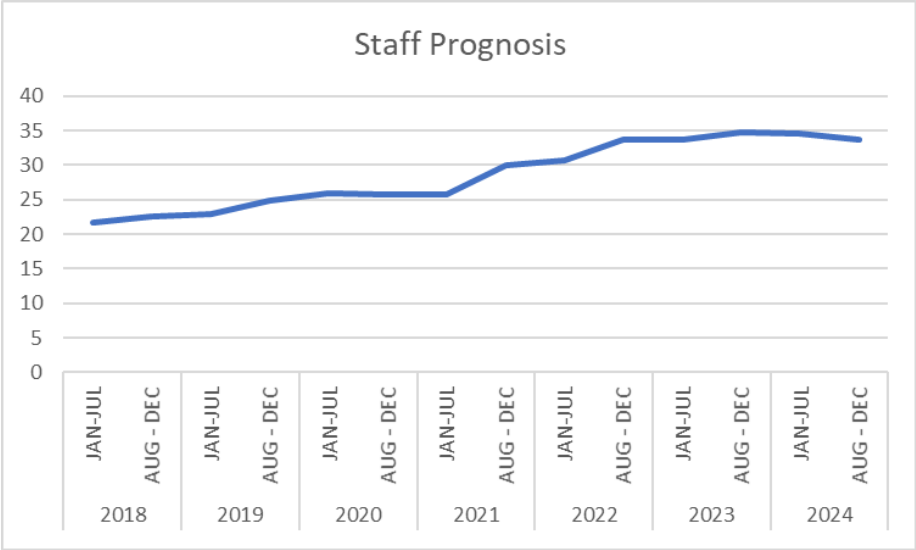
3. Staff Prognosis

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



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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 (still pending from 2021 is the upgrade of the ICT Classroom)

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

5. Finances

5.1 Multiannual Budget

Baten en lasten begroting	2020	2021	2022	2023	2024	2025
	Jaarrekening	Jaarrekening				
Leerleningen	104	112	117	106	107	108
Opbrengsten						
Lumpsum	2,570,325	3,017,730	2,795,404	2,532,588	2,556,481	2,580,373
Vrijval geormerkte subsidies	241,411	821,795	150,000	125,555	120,000	115,000
Overige subsidies	68,566	479,347	413,000	400,000	400,000	400,000
Overige baten	679,233	53,444	49,900	50,000	50,000	50,000
	3,559,535	4,372,316	3,408,304	3,108,143	3,126,481	3,145,373
Kosten						
Personnel/Staff Expenses	2,397,455	2,509,586	2,415,000	2,300,000	2,300,000	2,300,000
Depreciation	73,006	106,307	111,813	105,000	100,000	95,000
Housing expenses	54,005	62,925	88,000	88,000	89,000	90,000
Other expenses	539,859	897,187	671,000	600,000	600,000	600,000
	3,064,325	3,576,005	3,285,813	3,093,000	3,089,000	3,085,000
Saldo baten en lasten	495,210	796,311	122,491	15,143	37,481	60,373

5.2 Meerjarenbalans

Balans	2020	2021	2022	2023	2024	2025
	Jaarrekening	Jaarrekening				
Activa						
Materiele vaste activa						
Materiele vaste activa	318,339	391,255	330,000	320,000	315,000	310,000
Vlottende activa						
Vorderingen	714,200	578,529	20,000	20,000	20,000	20,000
Liquide middelen	951,483	1,412,805	1,743,188	1,489,883	1,532,364	1,597,737
Totale activa	1,984,022	2,382,589	2,093,188	1,829,883	1,867,364	1,927,737
Passiva						
Stichtingsvermogen						
Algemene reserve	595,938	1,392,249	1,514,740	1,529,883	1,567,364	1,627,737
Langlopende schulden						
Langlopende lening	-	-	-	-	-	-
Kortlopende schulden						
Kortlopende schulden	1,388,084	990,340	578,448	300,000	300,000	300,000
Totale passiva	1,984,022	2,382,589	2,093,188	1,829,883	1,867,364	1,927,737

5.3 Indicators

Financiële indicatoren		Grenzen OCW	2020	2020	2020	2020	2020	2020
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	$X > 30\%$	30%	58%	72%	84%	84%	84%
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	$0,5 < X < 1,5$	1.20	2.01	3.05	5.03	5.17	5.39
Rentabiliteit	Resultaat van de gewone bedrijfsvoering per jaar (resultaat gedeeld door totale baten) resultaat totale baten	$X > 0\%$	14%	18%	4%	0%	1%	2%
Weerstandsvermogen	Toereikendheid om op de lange termijn aan de financiële verplichtingen te kunnen voldoen (eigen vermogen gedeeld door totale baten) eigen vermogen totale baten	$10\% < X < 40\%$	17%	32%	44%	49%	50%	52%
Kapitalisatiefactor	Signalering of deel van het kapitaal 'opgepot' blijft zodat het niet wordt gebruikt voor het vervullen van de onderwinstaken (balanstotaal minus de gebouwen gedeeld door de totale baten) balanstotaal totale baten	$X < 36\%$	56%	54%	61%	59%	60%	61%

5.4 investments

The main investments in 2021 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. The IT Lab was not upgraded in 2021.



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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.

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. Progress has been made and discussions have taken place to move forward.

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.

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 (2020-2021) 4 staff members decided to leave the SCS for personal reasons. 2 out of the 4 staff members were hired on a temporary contract.

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

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

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 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. A physical meeting is scheduled in July 2022.

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 2021. 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 2021 had to be postponed due to the pandemic.

As at the end of Academic Year 2019-2020 the subsidy Opportunity for all Children ended, for 2020-2021 and 2021-2022 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 2021.

In May 2021 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 2021 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 24, 2021 the SCS hosted the yearly clubs and activities market in order for the student to choose their afterschool club.

In December the SCS participated in the Saba Day festivities and participated in the Saba Day School Extravaganza night, showcasing the students' talents.

In January – April 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 2021-2022 was held 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 recruit and hire young former students in an aim to provide opportunities for all.