



## YEAR REPORT 2018

## Table of contents

3	Mission and Vision
4	Introduction and summary
6	Key Data
8	Core Activities
	Legal Structure SEF
9	School improvement
	Results
10	Activities 2018
11	Staff
	Professional development of Staff
	Participation Council
	School   Accommodation
12	Continuity paragraph
	Financial paragraph
13	Staff
	Student and staff prognosis
	C-VET
14	Financial Indicators
15	Multi annual budget
	housing
	Mutations / Reserves
16	Meerjarenbalans
17	Multi Annual Budget
18	Internal risk management and control
	Main risks and uncertainties
19	Report Supervisory body
20	Side activities board members

## **Vision**

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

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

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

## **Mission**

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

## Introduction

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

## Summary

The Saba Comprehensive School (SCS) has been able to have a productive year. Throughout the year the SCS has strived to provide quality education for every student. In 2015 (VO) and in 2016 (MBO) the SCS met the Basic Quality Standard, 2017 was a year to maintain the basic quality and enhance the quality of education. This we continued to do in 2018.

The year 2018 started with a staff meeting informing all staff members about the financial state of the SEF. To ensure that the school would be able to continue to provide quality education and care and that financial we were on the way up. Despite the fact that the request for additional funding was denied, the board was able to have a sound budget, especially due to the fact that several additional grants were requested and approved. The fact that also in 2017 the SEF cut back on staff has an impact on the staffing costs of 2018.

Further progress has been made to implement the Caribbean Certificate of Secondary Level Competence (CCSLC) and the Caribbean Vocational Qualification (CVQ). In 2018 the first student administered the CCSLC examinations with full implementation and examination in 2018-2019. Financial means were made available by the Ministry of Education to support the implementation of CVQ (ending in 2019).

As a result of the signing of the Second Educational Agenda, the expiration of the school development plan and the new education framework from the Dutch Inspectorate, the SCS drafted a new school (development) plan for 2017-2020 involving all stakeholders. This plan for the future was approved just before the summer break of 2017 and revised in 2018.

Again, no new students enrolled in the SKJ/SCS Vocational program for 2018-2019.

Throughout the year meetings were held to discuss the collaboration between Sint Maarten, St. Eustatius and Saba to collaborate to improve the status of Vocational and Trade School Education on the three islands. In November 2018 the 2<sup>nd</sup> C-VET conference was held on Saba. This conference was well attended by stakeholders from across the region as well as from the European part of The Kingdom.

The SCS applied once more for to additional funding called "*Opportunities for all Children*". This request was granted. The SCS request, called SOFAS, aimed at providing breakfast, school- and vocational uniforms, and school materials, including IT-devices to students, and additional funding to support students who needed it in the after school activities and clubs.

The SCS requested additional funding to ensure a smooth transition of primary school students into secondary school, called PO-VO. This request was granted. Grade 6 received

Spanish Class at the SCS, extra support at the primary school, and a week of Summer School.

The SCS requested additional funding for a smooth transition into Academic (HAVO) and Vocational (MBO). Both requests were approved for the period 2018-2019 and 2019-2020.

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

In Care, further progress was made by the Care Coordinator. She ensured that all files were up to date and met the requirements, and scheduled meetings with our (educational) stakeholders.

We also further improved our safety in the school with new signs, new extinguishers and reinstated the fire drills.

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

## Key Data

*Number of students in Saba Comprehensive School:*

	2014-2015	2015-2016 <sup>1</sup>	2016-2017 <sup>2</sup> incl. SCS BOL	2016-2017 SCS BBL	2017-2018	2018-2019
Form 1	16	13	16		23	32
Form 2	24	16	14		16	17
Form 3A	7	21	13		16	16
Form 3V Tech	3	3	3		0	
Form 3V Hosp	1	2	0		0	
Form 4A	4	7	21		13	12
Form 4V Tech	5	4	4		3	1
Form 4V Hosp	3	0	2		0	
Form 5A	11	4	5		21	14
Form 5V Tech	2	3	4		4	3
Form 5V Hosp	1	3	0	3	2	
PrO	8	4	7		9	7
<a href="#">Others<sup>3</sup></a>	3	3	7			1
<b>Total</b>	<b>88</b>	<b>83</b>	<b>96</b>	<b>3</b>	<b>107</b>	<b>103</b>

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

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

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

2.2 VO / VOCATIONAL EDUCATION students supported by EC2:

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

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

**(New) Enrollment 2015-2019**

Form	2015-2016	2016-2017	2017-2018	2018-2019
Form 1	13	16	23	12
Form 2			1	1
Form 3A	1	1	2	1
Form 3V				
Form 4A		1	1	
Form 4V				
Form 5A			1	
Form 5V				
PrO		3	1	
Others		1		
Total	14	22	29	14

On the *pupil count date* the SCS had 107 students, even though a few students left the school after 01-10-2017 and others enrolled again during the school year. Some students enrolled in September 2017 after the hurricanes Irma and Maria.

**Core Activities**

SCS provides education for students in secondary (Pre-Vocational + Special Education + Academic) and vocational education.. Concerning Vocational Education the following CREBO:

**Bouw Breed**

92090, Assistent bouw en infra

92180, onderhoud- en verbouwbedrijf, servicemedewerker gebouwen (TMA)

**Horeca Breed**

90660, Horeca Assistent

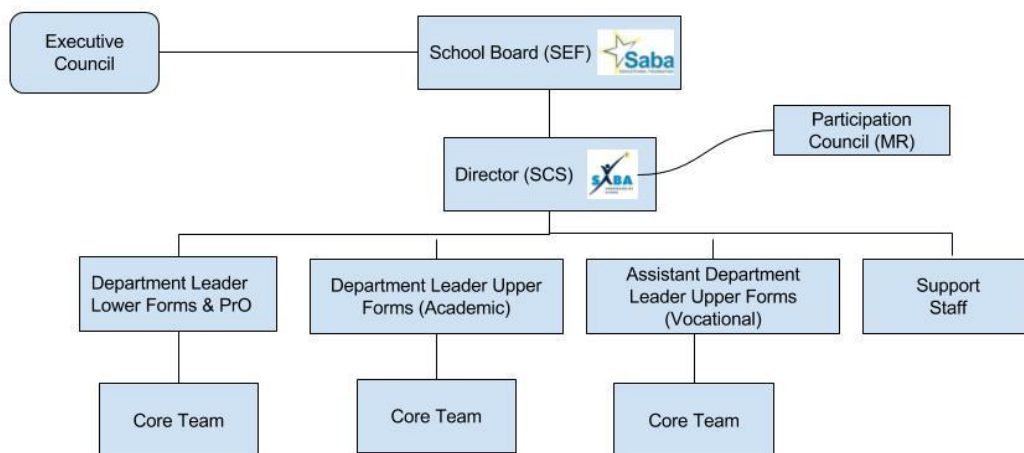
94140, Medewerker Bediening/cafe-bar, differentiatie service

90760, Kok, differentiatie back of the house

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

**Legal Structure of the Saba Educational Foundation**

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





## **School improvement plan**

The school improvement plan (2012-2016) embodies smart, formulated goals in order to meet the requirements set by OCW. The improvement plan 2015 was executed in 2016. Since the new Educational Agenda was signed in November 2016, the school drafted a new school plan for 2017-2020. The new school plan was finalized before the Summer of 2017 and approved by the School board. The school improvement plan was evaluated in 2018.

## **Results**

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

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

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

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

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

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

More detailed information can be found in the examination report 2018.

Unfortunately, in 2018 1 student was deregistered from the SCS and should be considered as dropout as he did not leave the school with a qualification and did not continue elsewhere, despite our efforts.

### **Activities 2018**

In 2018, students participated in various sports activities with a strong emphasis on the continuation of "House activities". The school and/or students organized activities for Valentine's Day, Halloween, and Teacher's day. Various cultural and social activities were held in the benefit of society, such as house activities and community service day.

In 2018, the students of form 4, 5 and 6 (Academic and Vocational) were able to attend the annual Career and Study Fair in Sint Maarten, partially sponsored by the Public Entity Saba. In addition to visiting the Fair, students also visited the University of Sint Maarten and the National Institute for Professional Advancement.

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

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

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

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

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

Unfortunately, Child Focus was not willing or able to collaborate with the SCS in the execution and planning of these activities.

In August 2018 the SCS implemented the CAPE program. Currently 1 student is enrolled. Additional funding was requested for the implementation of CAPE and was approved (2019).

## **Staff**

In 2018 staff turnover was not high. In July 2018 one contract expired, 1 staff member decided to leave the SCS. Despite our efforts to employ a Science Teacher, we were not successful in contracting a permanent teacher. We managed with substitute teachers to teach the students.

## **Professional Development of Staff**

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

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

## **Participation Council**

The Participation Council (PC) consists of one teaching staff member, one parent, one non-teaching staff member and one student. After the election in September 2014, the PC began their commencement. The director has an active role towards the PC by providing them with the necessary information and asking their advice. The PC met several times. The president of the PC had several meetings with the director as she joined the Parent Body meetings. Topics which were discussed included finances, mission and vision, training opportunities, state of affairs etc. The main focus points of the PC were renovations, finances and safety. In November 2016, the PC President handed in her resignation and the PC has not been meeting since. <sup>4</sup>

In 2018 a new PC was in place consisting of 3 members. The PC has not yet given feedback to the board on items shared.

Apart from the PC, the Student Body<sup>5</sup> meets the director once every 6-8 weeks. The Parent Body<sup>6</sup> ceased to exist in 2018 with the new PC in place. The Management meets with the staff every month<sup>7</sup>. Additionally, the School Board meets the staff at least twice a year<sup>8</sup>.

## **The School | accommodation**

The SCS is located on two sites, which comprises the Cove Bay (Technical vocational education) and the main school building, which hosts all other educational activities and is located in St. John's. The building is owned by the local government. The condition of the premises is considered to be acceptable; however, the director took note of the necessary renovations and asked for renovations pending the large renovations after the hurricanes, some items are still pending.

---

<sup>4</sup> New members of the MR have come forward in Feb 2018

<sup>5</sup> Participants are representatives from each form

<sup>6</sup> Participants are parents who are not part of the PB

<sup>7</sup> During staff meetings.

<sup>8</sup> Either individual meetings or staff sessions

When the renovation resumes is unknown.

Unfortunately, our Technical Center was damaged by the hurricanes. These damages have been addressed, yet not resulted in any results.

### Continuity paragraph

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

School year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of Students	85 → 83	77 → 83	82 → 99	104 → 107	101 → 103	115
School year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
# of Students	126	126	125			

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

In 2019 the SCS will start a new vocational stream called Early Childhood Development, boosting enrollment with 15 students.

### Financial Paragraph

Investments in 2018 were made in equipment for the kitchen/cafeteria, air conditioners, a TV, several items to be able to host the extracurricular and afterschool activities, computers, printers, and fire extinguishers. The school's main income is financed by OCW via the Lumpsum and some revenue comes from renting out the cafeteria, office space, and classrooms<sup>9</sup>. In addition to the Lumpsum extra funding was received from the Public Entity as well as other additional funding.

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

In 2018 the school went over the budget as some costs were not predicted, such as the introduction of extracurricular activities and clubs. Also the Kansen voor alle kinderen subsidy added that we spent more than we anticipated. With the subsidies added we did not overspend.

---

<sup>9</sup> ROA CN / SRF

## Staff

In 2017/2018 we had less staff compared to 2016/2017. For the upcoming Academic Year we foresee more staff being hired.

	JAN-JUL 2018	AUG – DEC 2018	JAN-JUL 2019	AUG-DEC 2019	JAN-DEC 2020	JAN-DEC 2021
MT/Director	3	3	3	3	3	3
PE Teacher	0.5 <sup>10</sup>	0.5	0.5	0.5	0.5	0.5
Teaching Staff	14.14	14.14	14.14	17.8	17.8	17.8
Non Teaching	6	7	7	6	6	6
Total	23.64	24.64	24.64	27.3	27.3	27.3

## Student Prognosis / Staff Prognosis

Generally, the SCS has about 100 students enrolled (see page 11). In the upcoming years, the numbers of students will slightly rise due to the implementation of CAPE and CVQ Early Childhood Development. The number of students enrolling in the vocational department is declining every year, yet with the TechniekPact we hope to motivate more students in the vocational department. Schoolyear 2018-2019 will be the first year of CCSLC Examinations for all students. Even though, in theory, certain Academic and Vocational forms could be combined, in practice, this is not possible since the vocational stream is out on internships twice a year, meaning that they will have a backlog while the other students are in school.

Given the implementation of the Caribbean Vocational Qualification and phasing out the Vocational Education, the Management will assign the Vocational Tech and Hospitality teachers with task hours to assist the Upper Forms Department Leader and to boost the enrollment of students in collaboration with ROA CN, Saba Reach Foundation, and the Island Government.

In 2019 the SCS will start a new vocational stream called Early Childhood Development, boosting enrollment with 15 students.

## C-VET

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

Spent so far from the subsidy is \$ 43,967, while the contribution of the network is \$ 47,858.

---

<sup>10</sup> PE Teacher is shared with the Primary School

## Financial Indicators

2017

### Liquidity position and financial indicators

KEY DATA	Definitie	grenzen OCW	gerealiseerd 2017	verwacht 2018	verwacht 2019	verwacht 2020
Solvabiliteit	Eigen Vermogen Totaal Vermogen	>30%	-52%	-59%	-74%	-115%
Liquiditeit	Vlottende Activa Kortlopende schulden	$0.5 < x < 1.5$	1.3	1.2	1.0	0.8
Weerstandvermogen	Eigen Vermogen Totale Baten	$10% < x < 40%$	-11%	-10%	-8%	-7%
Kapitalisatiefactor	Balance total Totale Baten	$x < 36%$	20%	16%	11%	6%
Rentabiliteit	Resultaat Totale baten	>0%	-5%	1%	1%	1%

2018

### Liquidity position and financial indicators

KEY DATA	Definitie	grenzen OCW	gerealiseerd 2018	verwacht 2019	verwacht 2020	verwacht 2021
Solvabiliteit	Eigen Vermogen Totaal Vermogen	>30%	5%	10%	14%	22%
Liquiditeit	Vlottende Activa Kortlopende schulden	$0.5 < x < 1.5$	1.5	1.5	1.5	1.2
Weerstandvermogen	Eigen Vermogen Totale Baten	$10% < x < 40%$	2%	3%	3%	2%
Kapitalisatiefactor	Balance total Totale Baten	$x < 36%$	33%	30%	21%	11%
Rentabiliteit	Resultaat Totale baten	>0%	11%	1%	0%	0%

## Multi-Annual Budget

The SCS is funded by the Ministry of Education, Culture and Science, based upon the number of students enrolled in secondary or vocational education. As indicated by OCW, the current way of funding would be reviewed in 2017, not just for the SCS, but for all secondary and vocational schools on the BES-islands.

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

In 2018 the SCS requested funding for Summer school (which was granted).

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

### BEGROTING VAN SABA EDUCATIONAL FOUNDATION

#### BATEN EN LASTEN VAN SABA EDUCATIONAL FOUNDATION

(in US Dollars)

	2018	2019	2020	2021
<b>Baten</b>				
Rijksbijdragen OCW	2,463,459	2,150,000	2,200,000	2,250,000
Overige baten	111,591	55,000	55,000	65,000
<b>Totaal Baten</b>	<b>2,575,051</b>	<b>2,205,000</b>	<b>2,255,000</b>	<b>2,315,000</b>
<b>Lasten</b>				
Personeelslasten	1,877,936	1,934,274	1,992,302	2,052,071
Afschrijvingen	27,450	30,000	25,000	25,000
Huisvestingslasten	50,908	55,000	60,000	62,500
Overige Instellingslasten	196,046	100,000	110,000	120,000
Leermiddelen/ materialen	150,567	65,000	65,000	65,000
<b>Totaal Lasten</b>	<b>2,302,907</b>	<b>2,184,274</b>	<b>2,252,302</b>	<b>2,324,571</b>
<b>Saldo Baten en Lasten</b>	<b>272,144</b>	<b>20,726</b>	<b>2,698</b>	<b>(9,571)</b>
<b>Totaal Resultaat</b>	<b>272,144</b>	<b>20,726</b>	<b>2,698</b>	<b>(9,571)</b>

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

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

Renovations should have started at St. John's already, though the SCS is still waiting for the renovations to start. The GBTC needs some basic maintenance every year. The school invested in new furniture in 2015 so the classrooms can be used for teaching.

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

## Mutations/Reserves

Due to the overstaffing of the SCS, the reserves of the SCS have been depleted to almost \$ 0.00 in 2017, but with less staff employed the SEF is slowly recovering and ensuring financial reserves. The SEF also handed in several requests for additional funding, being

- CVQ implementation
- CAPE implementation
- Summer School
- Transfer PO-VO
- Doorstroom VMBO – HAVO
- Doorstroom VMBO - MBO
- C-VET (in collaboration with Sint Maarten and Sint Eustatius)
- Opportunities for all children
- Invoering Taalbeleid

Multi annual budget (2014-2021)

### MEERJARENBALANS SABA EDUCATIONAL FOUNDATION

(in US Dollars)

ACTIVA	2018	2019	2020	2021
<b>Vaste Activa</b>				
1.1 Materiele Vaste Activa	79,466	49,466	25,000	25,000
<b>Totaal Vaste Activa</b>	<b>79,466</b>	<b>49,466</b>	<b>25,000</b>	<b>25,000</b>
<b>Vlottende Activa</b>				
1.2 Voorraden	-	-	-	-
1.3 Vorderingen	81,423	51,302	21,302	(8,698)
1.4 Liquide Middelen	680,963	564,810	424,974	248,403
<b>Totaal Vlottende Activa</b>	<b>762,386</b>	<b>616,112</b>	<b>446,276</b>	<b>239,704</b>
<b>TOTAAL ACTIVA</b>	<b>841,852</b>	<b>665,578</b>	<b>471,276</b>	<b>264,704</b>
<b>PASSIVA</b>				
2.1 Eigen Vermogen (Algemene Reserve)	43,858	64,584	67,282	57,710
2.2 Voorzieningen	-	-	-	-
2.3 Langlopende schulden	299,407	202,407	105,407	8,407
2.4 Kortlopende schulden	498,587	398,587	298,587	198,587
<b>TOTAAL PASSIVA</b>	<b>841,852</b>	<b>665,578</b>	<b>471,276</b>	<b>264,704</b>



MEERJARENBEGROTING (SCENARIO VOLLEDIGE VRIJVAL MEERJAREN SUBSIDIES)								
SABA COMPREHENSIVE SCHOOL								
	2014	2015	2016	2017	2018	2019	2020	2021
	jaarrekening	jaarrekening	jaarrekening	prognose	budget	budget	budget	budget
Leerlingtelling/prognose 1-okt T-1		84	83	98	107	103	104	104
<b>Baten</b>								
Rijksbijdrage	1,937,066	1,916,170	1,969,266	2,062,671	2,130,933	2,202,426	2,223,347	2,151,277
Korting op lumpsum (terugbetaling)					(97,799)	(97,799)	(100,805)	(100,805)
Andere subsidies				220,429	135,900	58,600		
Vrijval meerjarige subsidies	177,103	133,561	201,911	460,953				
Overige baten	41,354	87,648	143,673	55,178	4,400	10,000	10,000	10,000
	2,155,523	2,137,379	2,314,850	2,799,231	2,173,434	2,173,228	2,132,542	2,060,473
<b>Lasten</b>								
Personeelskosten	1,868,456	2,123,977	2,094,821	1,994,487	1,760,412	1,760,412	1,760,412	1,760,412
Overige lasten	492,753	386,767	296,703	275,320	286,445	322,685	285,385	226,785
	2,361,209	2,510,744	2,391,524	2,269,807	2,046,857	2,083,097	2,045,797	1,987,197
Resultaat	(205,686)	(373,365)	(76,674)	529,424	126,577	90,131	86,746	73,276
Eigen vermogen		(513,046)	(589,720)	(60,296)	66,281	156,412	243,158	316,434
Liquiditeit			191,421	259,892	386,469	476,600	563,346	636,622
<b>Specificatie overige lasten:</b>								
Afschrijvingen	75,915.00	68,107.33	28,743.00	30,694.68	19,444.92	30,694.68	30,694.68	30,694.68
Studiematerialen	65,979.00	84,223.47		71,013.15	78,000.00	45,738.00	45,738.00	45,738.00
Huisvesting	38,765.00	27,823.08	69,554.00	50,011.97	39,000.00	39,972.00	39,972.00	39,972.00
Overige pers.	105,055.00		198,406.00	53,498.72	34,000.00	42,842.00	42,842.00	42,842.00
Marketing	54,858.00	7,925.65		0.00	1,000.00	0.00	0.00	0.00
Kantoorkosten	95,918.00	76,883.01		35,450.08	34,000.00	31,286.00	31,286.00	31,286.00
Bestuurskosten	8,583.00						0.00	0.00
Algemene kosten	47,680.00	78,183.83		34,650.98	81,000.00	36,252.00	36,252.00	36,252.00
Kosten CVQ						95,900.00	58,600.00	
	492,753.00	343,146.37	296,703.00	275,319.58	286,444.92	322,684.68	285,384.68	226,784.68

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

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

## B1. Internal risk management and control

Internal risk management and control takes place in various ways:

- The mandates in the organization for entering into commitments and making payments are layered, from board to director to management. The financial and administrative processes are described in the handbook.

- In accordance with the legislation (WVO BES Article 79), the powers of management have been laid down in a management statute.
- Management, director, and board are informed of the financial position by monthly reports.

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

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

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

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

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

The Supervisory Board is pleased to present the annual report, which includes the financial statements for 2018. The Supervisory Board has discussed the financial statements extensively with the school board of the Saba Comprehensive School, the principal and the (external) auditor.

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

The Supervisory Board approves the financial statements.

## Side Activities board members

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