

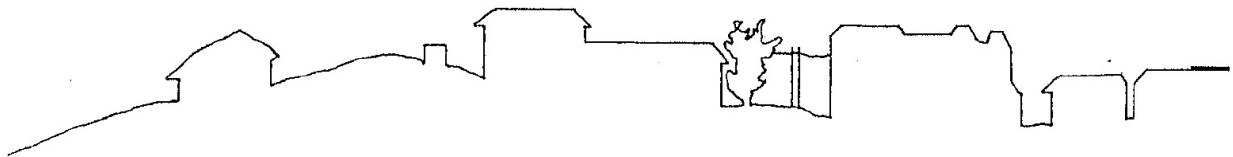


Sacred Heart Primary School



BOARD REPORT

→ 2022



Preface

With this report, Stichting Katholiek Onderwijs Saba (SKOSaba), functioning as the school board of the Sacred Heart Primary School, aims to provide accountability to our stakeholders, being:

- students and their parents/guardians;
- staff;
- Participation Council (MR);
- Ministry of Education, the School Board, Public Entity Saba;
- Saba Comprehensive School;
- 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 (<https://www.sabasacredheartprimary.com>) you can find the digital version of this report. If you have any questions or if you would like to reply, please contact:

Stichting Katholiek Onderwijs Saba

Attn. Anton Hermans

Executive Director

sabashsboard@gmail.com

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Introduction

In 2021, the coronavirus pandemic brought major disruptions to the world and hence also to education, at the elementary and secondary levels as well as the postsecondary level.

The traditional elementary and secondary education structure, which typically emphasizes an interactive classroom environment, saw widespread transitions to online education programs in order to mitigate the spread of the coronavirus pandemic.

Early 2022 the school was closed due to a peak in the number of COVID cases on the island but soon we re-opened as normal and all classes were taught in the classroom setting. As a result of the pandemic, we saw a shift in student-care into more social emotional support and individual coaching in school.

2022 marked the further implementation of our School (development) Plan *Creating young mountaineers*.

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

Indirectly, climate change, wishes to live healthier and the desire to provide a greener and cleaner environment has positively impacted our actions in some way or another. Examples are the implementation of the healthy breakfast and focus on more sport activities in the school for students and staff. These funds were made available by the Public Entity Saba via besluit 549.22 and were deposited on our account in 2023.

In the course of 2022, SKOSaba had several discussions and meetings with the School Board of the Saba Comprehensive School (SEF) to increase collaboration. The outcome of these meetings led to the signing of a collaboration agreement in July 2022 between SKOSaba and SEF and appointing an executive director as the daily board for both SHS and SCS.

Subsequently, all board members of SKOSaba and SEF were appointed Supervisory Board Members of both schools. We aim to merge as one School Board per January 2024.

In November 2022 the president Mr. Jonathan Johnson tendered his resignation per February 2023 which caused some changes in the supervisory board for 2023. Mrs. Yamila Bulos became the new president and Mrs. Karen Hodge the treasurer for both foundations.

This report has been discussed with the management team and has been presented to the MR.

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

Basic Data

Stichting Katholiek Onderwijs Saba

Brin number: 30HN00 Sacred Heart School

Bestuursnummer: 21355

Address: P.O. Box 33 St. John's, Saba

Telephone: +599 416 3281

E-mail: sacredheartprimaryschool@yahoo.com

Website: www.sabasacredheartprimary.com

Mission

The mission of the Sacred Heart School is to empower each child intellectually, emotionally, socially, culturally, physically and religiously in an environment conducive to self-motivated learning.

Vision

The vision statement of the Sacred Heart School is one that focuses on inclusion and providing scaffolds for our students to their individual potential. Our vision statement reads:

"You dream it, we accept it and together we build it!"

Stichting Katholiek Onderwijs Saba (SKOSaba)

The SKOSaba board consists of professionals from various sectors and backgrounds, these may be financial, education, human resource, and child care among others.

The school board of the Sacred Heart School consists of the following members:

January 2022 – July 2022 SKOSaba Board

			
Jonathan Johnson	Yamila Bulos	Trisha Gumbs - Yu	Franklin Wilson
President SKOSaba	Treasurer SKOSaba`	Secretary SKOSaba	Supervisory Board


The following members resigned as SKOSaba members:

- Rhiannon Jorna 31-07-2022
- Esther van Woudenberg 28-02-2022
- Marva Donker – Hassell 31-01-2022

August 2022 – December 2022 Daily board


Anton Hermans
Executive Director SKOSaba/SEF

Supervisory Board August 2022 – December 2022 Supervisory Board

					
Franklin Wilson	Karen George-Hodge	Marva Donker-Hassell	Jonathan Johnson	Yamila Bulos	Trisha Gumbs - Yu
President SEF	Treasurer SEF per 01-02-2023	Secretary SEF	President SKOSaba	Treasurer SKOSaba`	Secretary SKOSaba

Profile Stichting Katholiek Onderwijs Saba / Sacred Heart Primary School

SKOSaba is a foundation and aims to have a structure that is conducive for managing the Sacred Heart Primary School. This means that the majority of the activities take place at the Sacred Heart Primary School.

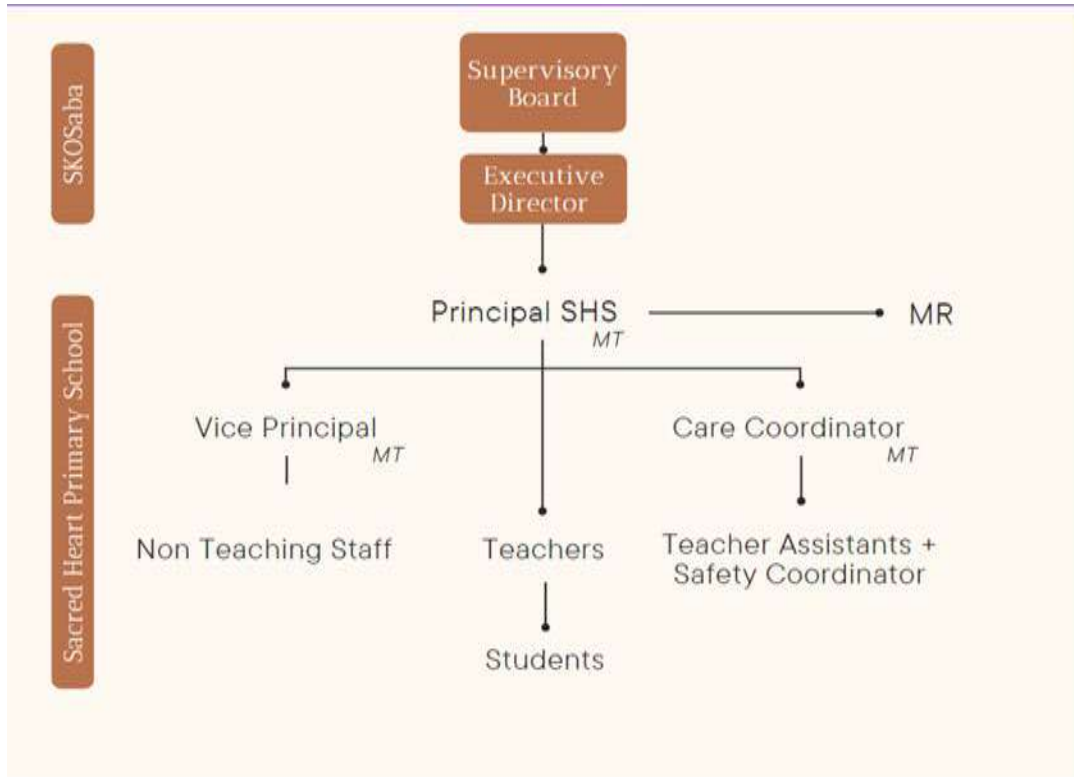
As the SHS is the only school for primary education on the island, we welcome all students to the school. We have students enrolled from the following countries:



The Sacred Heart Primary School provides primary education in an inclusive setting. For the final years of the primary school we administer the Caribbean Examination Council "CPEA" :



The SHS 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.



A. Board Report



1.1. Vision and strategy

The SHS has a relative long history dating back to 1905. For a long time, there were two schools on Saba, one in Windwardside and the other one in The Bottom. In August 1986, the Foundation for Catholic Education Saba was founded and relocated both schools to one school in St. John's to cater to the growing school population of Saba. The Sacred Heart School is the one and only primary school on the island. The school welcomes and respects all denominations and also provides inclusive education.

The SHS aims to provide opportunities at all grades and 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. SKOSaba adheres to the Code of good Governance as drafted by the board for primary schools (PO-Raad¹), 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 <https://www.poraad.nl/goed-bestuur/professionalisering-bestuur/code-goed-bestuur>

1.3 Stakeholders

SKOSaba 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 Saba, 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 level of parental involvement at SHS is steadily improving all the time, the school's management and staff through several interventions have motivated more parents/guardians to become involved in the school and academic development of their children. Some of these interventions include walk-in days, Open House Days as well as the regular parent-teacher conferences and sporting events.

Additionally, the school maintains regular and clear communication with the parents/guardians through the use of ClassDojo, Facebook, WhatsApp groups, and the monthly newsletters. These mediums of communication have proven to be useful in not only informing our parents/guardians, but also in giving them the opportunity to share their ideas, concerns and/or suggestions.

The aim of SKOSaba is to promote open communication with our stakeholders. In the course of 2022, we increased the communication and collaboration with the MR towards continuous improvement.

The MR Consists out of:

Ms. Alison Hassell, president, staff representative

Mr. Sundiata Lake, member, staff representative

Ms. Tiffany Zagers, secretary, parent representative

Mr. Randal Johnson, member, parent representative

Mrs. Camille Johnson, member, staff representative

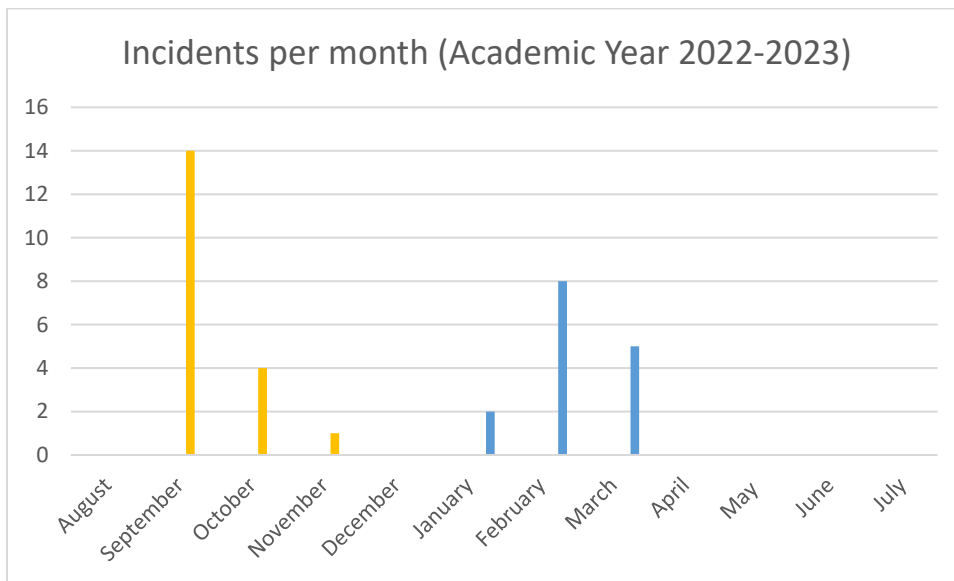
Staff members have been able to provide feedback during staff meetings as well as individual sessions. In April 2023 the staff satisfaction survey was administered and is being evaluated.

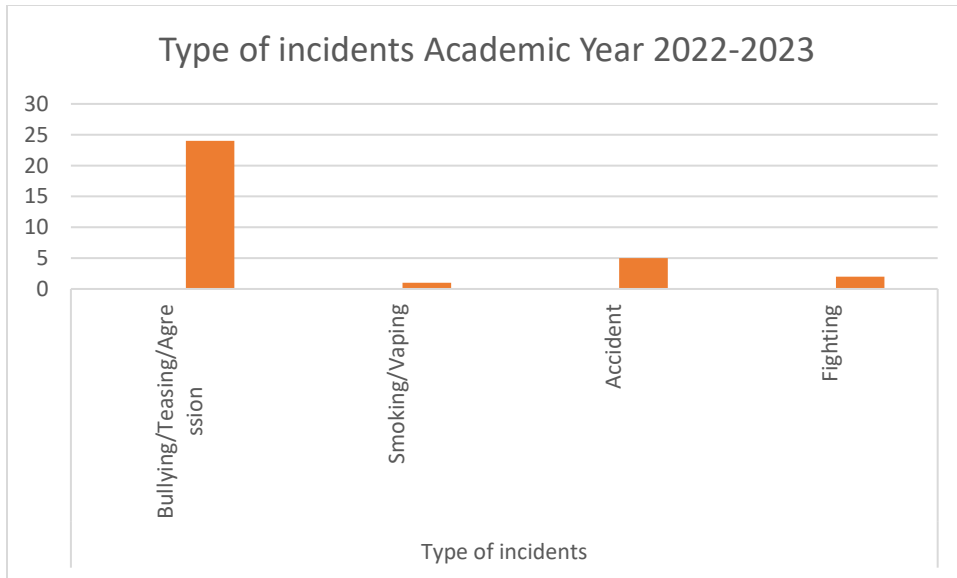
1.5 Social and physical Safety

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

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

- Small Care Team meetings
- Year Review meetings
- Management Team meetings
- a variety of questionnaires





Due to safety concerns over the past years we administer and closely monitor our incidents in the school. In the Academic Year 2021 we saw an increase in the level of bullying taking place at the Sacred Heart School. Though these issues were largely localized to specific groups of students, the management and staff of the Sacred Heart School saw it as a call to action.

In 2022, a special focus was placed on addressing the issue of bullying. To combat the issue of bullying, the school started to spread awareness of what is bullying. The care coordinator also facilitated classroom sessions aimed at sensitizing students on what is bullying and why it is not good to bully others. To curtail the issue of bullying the SHS staff has also reaffirmed its commitment to conscious discipline.

Additionally, we employed a safety coordinator to monitor the physical and social school climate. The safety coordinator organizes frequent presentations to help the students understand concepts such as self-control, handling peer pressure, gossiping, positive self-image, kindness, and mindfulness. The safety coordinator also conducts the safety monitor questionnaire among all students at least one time per year.

1.5.1. Complaints

In 2022 several complaints were received from concerned parents regarding the wellbeing of their child.

SKOSaba aims to have all complaints resolved by mutual agreement at the SHS. 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.

2. Education

The SHS offers education as permitted in the law Wet PO-BES article 10, with the following objectives highlighted:

1. Education is structured in such a way that the students can go through an uninterrupted development process. The education is tailored to the progress of the students.
2. Education focusses on the emotional and intellectual development as well as developing creativity and acquiring knowledge as well as social, cultural and physical skills.
3. Education promotes active citizenship and social cohesion in a structured and coherent manner whereby education is focused on:
 - a. instilling respect for and knowledge of the basic values of the democratic constitutional state and the universal applicable human rights and freedom and acting according to these at school;
 - b. to develop social and emotional competences that enable students to be part of and contribute to the diverse and democratic Caribbean Dutch society;
 - c. to impart knowledge about and respect for differences in religion, belief, political opinion, origin, gender, disability or sexual orientation as well as the value that equal issues are treated equally.

The students receive (at least) the minimal required amount of teaching/educational time.

There is a need for new staff in -especially- the English as a second language and remedial teaching field which we try to provide by adjusting our educational and support programs to suit the needs of the students. We also provide the students and teachers with the best tools and materials so that they are fully ready to participate in the educational process.

To comply with *passend onderwijs* (education adjusted to each individuals needs and development) we are supporting our students with the education they need by developing

and implementing individual plans. We do so in close collaboration with EC2, the Public Health Department of Saba. We also monitor the progress according to the PDCA-cycle.

One supervisory board member of SKOSaba is part of the Board of EC2.

2.1 Inclusive Education

The SHS 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. An Inclusive Special Needs Department has been set up in collaboration with EC2 with the goal to cater to the needs of the students within the school setting.

We welcome all languages as we are a Language Friendly School and aim to provide real learning opportunities for groups who might feel excluded by providing assistance in their own language.

2.2 Results

This report records the result of the tests, presents the capabilities and deficiencies, and provides a means of assessing progression to the next term of development or testing. The tests that were administered were CPEA, Growth Measure, and Curriculum based assessment.

Purpose

1. REFERENCE: METHODS

Class assessments derive from our method: Into Reading for reading and English for Grammar. We make use of Math in Focus; a Singapore method for mathematics from kindergarten through to Grade 6.

Class assessments are given weekly for Spelling and vocabulary with the purpose that words learned will be used regularly in context and conversation, as well as to broaden their vocabulary knowledge. Bi-weekly assessments are given based on what was covered and as a pre-test for end of unit or end of chapter assessments.

Accommodations are made for students who are struggling and for those who are not on the expected level versus the grade they are in

2. Raven Test grade 6
3. Growth Measure
4. CPEA

2.3 Caribbean Primary Exit Assessment (CPEA)

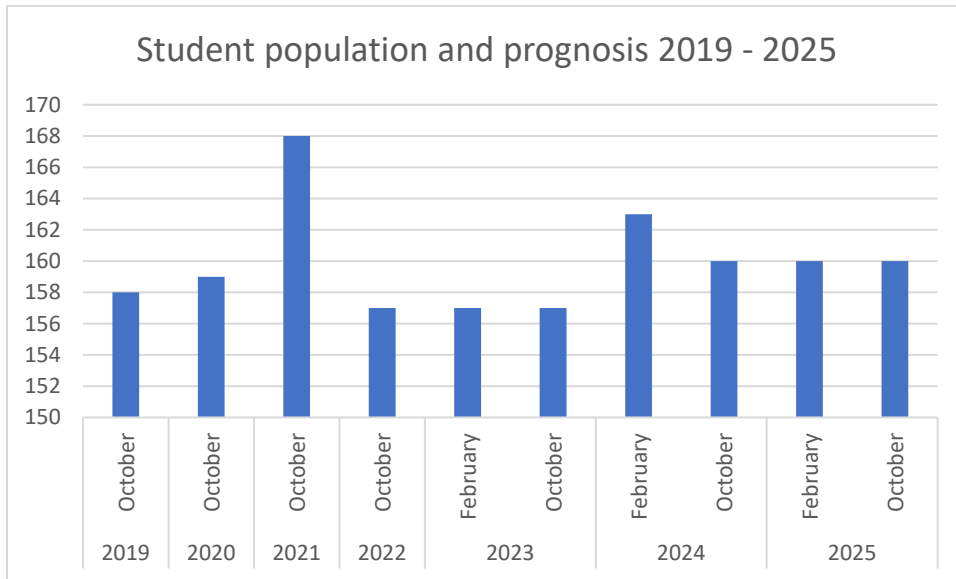
The Caribbean Primary Exit Assessment (CPEA) is an assessment of the literacies required by all pupils exiting the primary school system. The focus of this assessment is on a set of literacy skills which are common to all primary curricula across the region and are necessary for students to achieve at higher levels of education. These include mathematical, language, civic and scientific literacies, all of which are solidly grounded in learning theories espoused by Piaget, Bruner and Vygotsky among others. The CPEA will therefore focus on the assessment of literacies and not individual subjects as is the case with traditional end-of-primary examinations.

The Sacred Heart Primary School implemented the CPEA in 2020 as part of our transition process. The CPEA provided the SCS with the level of readiness in several subjects. The information is used by the SCS to determine the learning program as the students continue their educational journey.

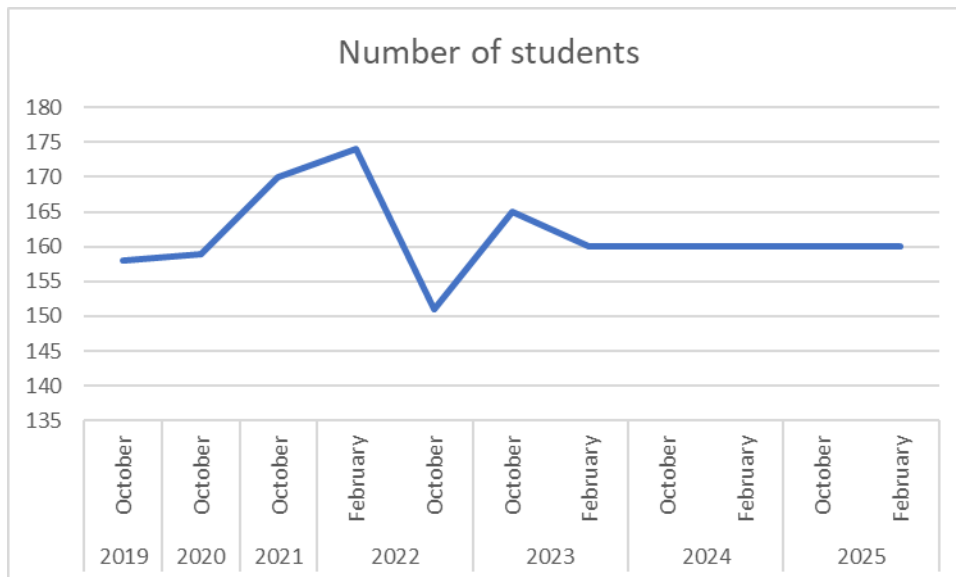
After reflection on the results over 2021-2022, we see that our students achieved 100% pass in the English Language and there was also a 6.3% increase in passing in mathematics moving the pass percentage up to 59.3% from 53%.

Mathematics still represents an area of growth. As a school, we continue to strategically target this subject using a Response to Intervention (RTI) program, Waggle provided through the HMHco. Ed. Platform.

2.4 School Population



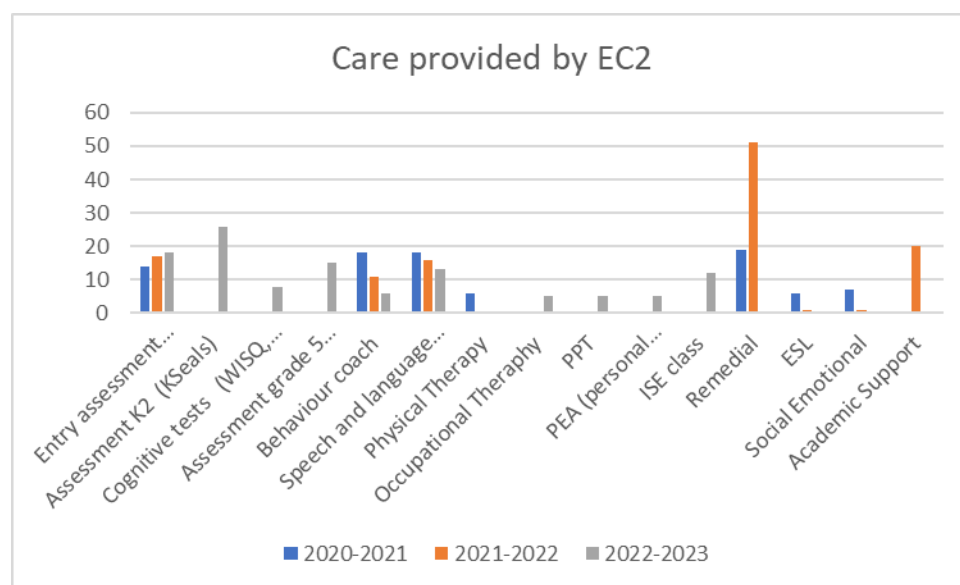
	2019	2020	2021	2022		2023		2024		2025	
	October	October	October	February	October	October	February	October	February	October	February
Number of students	158	159	170	174	151	165	160	160	160	160	160

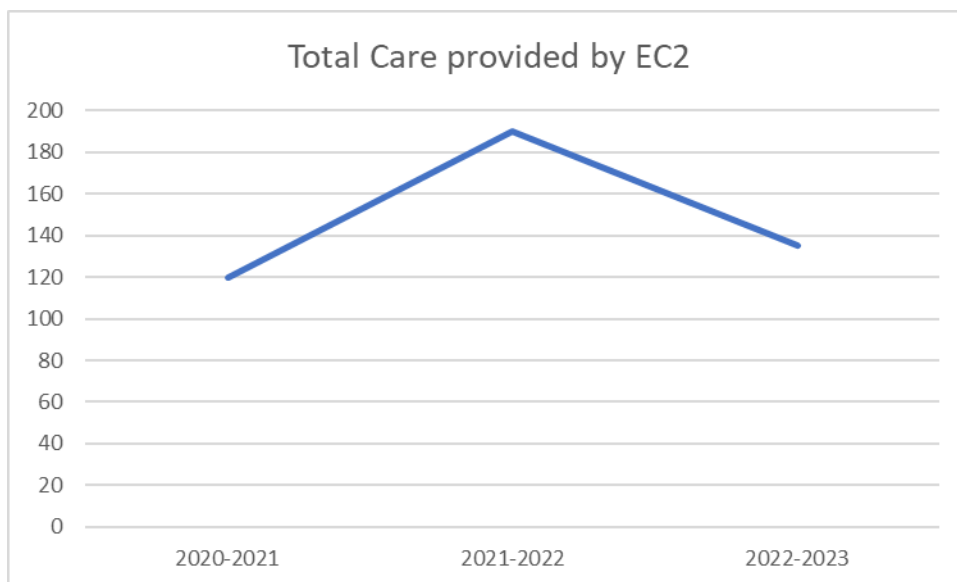


Note that in 2022 a larger group of students left the SHS and relatively a small number of students and hence there is a (step) decrease in the number of students enrolled at SHS.

2.5 Care and support

	2020-2021	2021-2022	2022-2023
Entry assessment grade 6 (Raven, school questionnaire)	14	17	18
Assessment K2 (KSeals)			26
Cognitive tests (WISQ, KTEA)			8
Assessment grade 5 (Kbit)			15
Behaviour coach	18	11	6
Speech and language therapy	18	16	13
Physical Therapy	6		
Occupational Therapy			5
PPT			5
PEA (personal Educational assistant)			5
ISE class			12
Remedial	19	51	
ESL	6	1	
Social Emotional	7	1	
Academic Support		20	
Total	88	117	113



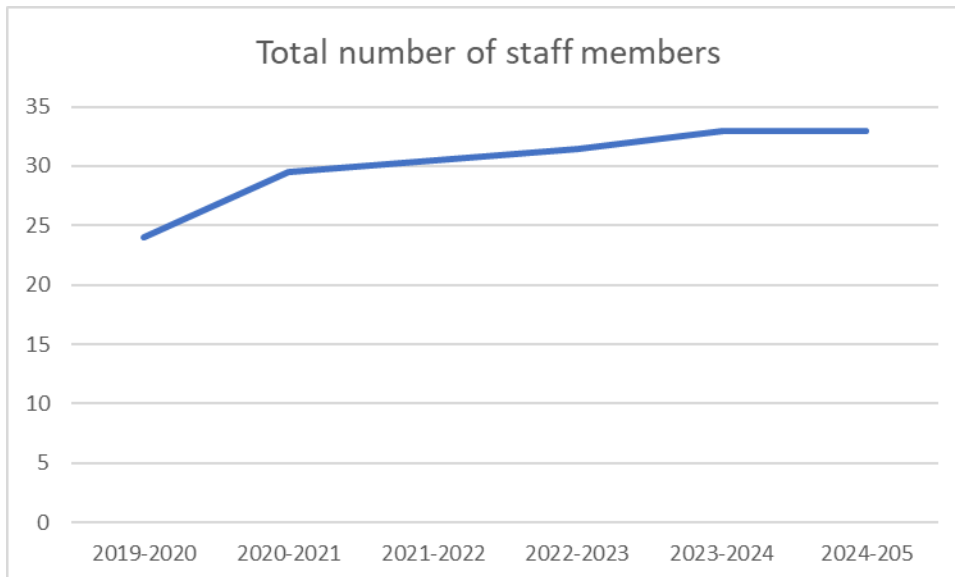
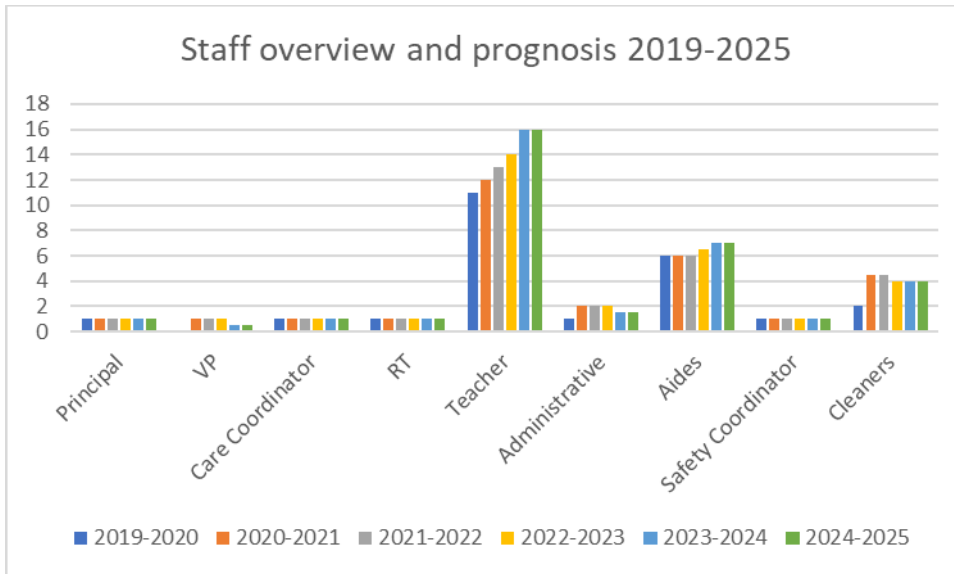


According to EC2 less care and support was provided by EC2 in the academic year 2022-2023 due to the absence of some staff members. More remedial support was provided to students in the previous year which led to a steep increase of support in 2021-2022.

3. Planning

3.1 Formation and Planning

Role		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Role		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Management	Principal	1	1	1	1	1	1
	VP		1	1	1	0.5	0.5
	Care Coordinator	1	1	1	1	1	1
Teaching	RT	1	1	1	1	1	1
	Teacher	11	11	13	14	16	16
Non Teaching	Administrative	1	1	2	2	1.5	1.5
	Aides	6	5	6	6.5	7	7
	Safety Coordinator	0	0	1	1	1	1
	Cleaners	2	4.5	4.5	4	4	4
Total		23	25.5	30.5	31.5	33	33



Reflecting on the staff overview, we see a slight increase in the number of staff employed at SKOSaba, due to the fact the SKOSaba acknowledges the need for additional support in the classroom and to strengthen the quality of education. This has been made financially feasible due to the additional funding received via NPO.

3.2 Professional Development of Staff

The process of staff development is one that is ongoing, in March and November 2022, a staff development training was carried out by an external bureau to assist our staff develop their

skills in differentiated instruction and the creation of an inclusive environment. This training was beneficial for both teachers and teachers' aides and made financially feasible via the NPO funding.

In August 2022, 12 staff members started their training with the Instituto Pedagógico Arubiano (IPA) from Aruba to build *inclusive classrooms*.

In December 2022 the 5 participants of the USM Pre-Bachelor trajectory closed their pre-requisite training in order to be allowed to start the Bachelor in Primary Education. Despite the support and guidance, only 2 candidates decided to enroll in the Bachelor.

Training/workshops were facilitated in the following fields:

HMH Training	<i>all staff members</i>
Presentis	<i>on an individual basis</i>
<i>Coaching by Purperhart</i>	<i>all staff members</i>
<i>Dutch as a foreign language</i>	<i>Dutch language teacher</i>
<i>Hightscope</i>	<i>K1/K2 Teachers + Aides</i>
<i>Safeguarding our Children</i>	<i>All teaching staff</i>
<i>SLO Training/Guidance</i>	<i>Math, English and Dutch</i>
<i>Standardized Testing by ICE</i>	
<i>Inclusive Classroom Training by IPA</i>	<i>15 participants</i>

3.3 Staff Attendance/Absence

Total Absence (in Days)	2022	
		175
Short Term	175	
not fit for work	47	47
care leave	46	46
other, incl. medical	66	66
luxury	16	16
Long Term	23	23
illness/medical/maternity	23	23
Total Absence (in Days)	2022	2022
	198	198
Short Term	88%	88%
Long Term	12%	13%
Absence percentage	3.00%	2.60%
costs related to absence	₹ 24,317.16	

In 2022, SKOSaba was reimbursed by the Department of SZW for a total amount of \$18,621.17. As SZW only reimburses 80% of the wages, the remaining costs are carried by SKOSaba.

B Future and continuity



1. ICT

The Sacred Heart School recognizes that we exist in an evolving world, one that is driven by continuous change and development in technological innovation. In 2022 we made reasonable investments in technological devices (tablets) and digitized the SHS curriculum through the use of HMH digital teaching and learning products, most importantly started the draft of a new ICT vision that intends to see the Sacred Heart School become the leader in technological innovation in education throughout the region.

The Sacred Heart School will make good on this vision through collaboration with our stakeholders, consultation with experts in the field of ICT, and also through the use of work visits to institutions that have already successfully embarked on this journey. We have seen positive adaptations to the new direction by the students and staff in 2022, and are assured that with continuous exposure and engagement with various technological resources, this vision will be honed by all our students, staff, and stakeholders.

We have been able to use the available funding from the NPO to contribute to this focus.

2. Inspectorate's Report 2022

On November 22nd, 2022, the inspectorate from the Ministry of Education (OCW) visited our school to conduct a formal inspection of the quality of education and safety at the Sacred Heart School (SHS) as well as a Governance audit focused on board level.

The outcome of the visit was that the Sacred Heart Primary School regained the basic quality yet with a restoration assignment². The Board regained the trust of the Inspectorate and was deemed *in control*.

The Inspectorate will be back in school for a Quality Audit in November 2023.

² <https://www.onderwijsinspectie.nl/documenten/rapporten/2023/01/06/kwaliteitsonderzoek-po-sacred-heart-school>

3. Transitioning into secondary school

At the end of the academic year 2021-2022, 26 students (Grade 6) transitioned from the Sacred Heart Primary School to the Saba Comprehensive School. The Grade 6 consisted out of two classes due to the size and learning needs of the students.

In preparation for the smooth transition of our students to the SCS, the SHS Care Coordinator, and grade 6 teachers along with the Care Coordinator of the SCS, Lower School Teachers, Pro teachers and EC2 representatives held regular transition meetings with aim of creating the best transition for all students entering the Saba Comprehensive School. During these transition meetings students' academic performance, learning needs and behavioral concerns were discussed.

Orientation meetings were scheduled for parents/guardians and students by the Saba Comprehensive School as part of the transition process in order to better familiarize themselves with their new school.

As part of the transition process the Saba Comprehensive School offered subjects such as Spanish, Saba History, Cooking and Woodwork. The Saba Comprehensive School also organized a Summer School for all Grade 6 students to ease the transition into the secondary school.

These Grade 6 classes at the Saba Comprehensive School as well as the other elements of the transition program were made possible by the use of the funding *Doorstroom PO-VO*³.

4. Methods used

The school continues to make use of the following methods:

- English → Into Reading (Waggle & Amira)
- Mathematics → Math in Focus (Waggle)
- Dutch → Jon en Joonie (K1&2), Sam en Saar (Gr 1&2) and Nederlands onder de Zon and (Gr3&6)
- Science → Bright Ideas (G1-G6)

³ The Saba Comprehensive School is penvoerder of the subsidy and the subsidy is used for the transition program

- Remedial → Amira (AI software from HMH), Waggle
- All teachers were also given a copy of the Social Studies program from St. Maarten. This will be adapted to suit the Saban situation.

This curriculum used works according to learning strands elaborated in the different grades. Following the example of SLO⁴. Regular meetings are held with the curriculum planning team and representatives from SLO. The Sacred Heart School is looking forward to working with the Saba Comprehensive School, and the school in St. Eustatius and on Bonaire in the development of a comprehensive Social Studies curriculum with a local, regional and an international view.

We have our concerns in regards to Dutch *as a Foreign Language*. Even though there is material available for Dutch as a Foreign Language, in 2023 we will continue to seek the way forward as it relates to the teaching material for Dutch as a foreign language in close collaboration with the secondary school and NVT Carib.

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 2021-2024.

Especially:

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

Renovation of the school complex has not been taken into account as it relates to the multi-annual budget. SKOSaba is aware of the responsibility it has with regards to maintenance of the school building. Currently, we are not in the position financially to execute this with the funding provided. Additionally, the Sacred Heart School is housed in a building that currently is not adhering to the BES Code for School housing.

In order to meet the BES Code for School housing, renovations are taking place as well as the construction of a new wing of the SHS.

⁴ SLO is the national expertise center for curriculum development

5.1 Multi Annual Budget

BEGROTING VAN SACRED HEART SCHOOL TE SABA

BATEN EN LASTEN VAN SACRED HEART SCHOOL TE SABA

(in US Dollars)

	2022	2023	2024	2025
Baten				
Rijksbijdragen OCW	2,310,713	2,400,000	2,400,000	2,400,000
Overige baten	34,163	30,000	35,000	40,000
Totaal Baten	2,344,875	2,430,000	2,435,000	2,440,000
Lasten				
Personeelslasten	1,917,744	1,850,000	1,900,000	1,950,000
Afschrijvingen	57,826	70,000	80,000	80,000
Huisvestingslasten	60,184	60,000	62,500	62,500
Overige Instellingslasten	486,357	400,000	400,000	400,000
Leermiddelen/ materialen	34,565	15,000	15,000	15,000
Totaal Lasten	2,556,676	2,395,000	2,457,500	2,507,500
Saldo Baten en Lasten	(211,801)	35,000	(22,500)	(67,500)
Totaal Resultaat	(211,801)	35,000	(22,500)	(67,500)

5.2 Multi annual prognosis

MEERJARENBALANS SACRED HEART SCHOOL TE SABA

(in US Dollars)

ACTIVA	2022	2023	2024	2025
Vaste Activa				
1.1 Materiele Vaste Activa	100,664	200,000	300,000	300,000
Totaal Vaste Activa	100,664	200,000	300,000	300,000
Vlottende Activa				
1.2 Voorraden	25,861	-	-	-
1.3 Vorderingen	18,100	-	-	-
1.4 Liquide Middelen	1,077,993	1,042,993	940,493	792,993
Totaal Vlottende Activa	1,121,954	1,042,993	940,493	792,993
TOTAAL ACTIVA	1,222,617	1,242,993	1,240,493	1,092,993
PASSIVA				
2.1 Eigen Vermogen (Algemene Reserve)	534,264	569,264	546,764	479,264
2.2 Langlopende schulden	-	-	-	-
2.3 Kortlopende schulden	688,353	673,728	693,728	613,728
TOTAAL PASSIVA	1,222,617	1,242,993	1,240,493	1,092,993

5.3 Indicators

Liquidity position and financial indicators

Liquidity position and financial indicators

KEY DATA	Definitie	Grenzen OCW	gerealiseerd 2022	verwacht 2023	verwacht 2024	verwacht 2025
Solvabiliteit	Eigen Vermogen Totaal Vermogen	>30%	44%	46%	44%	44%
Liquiditeit	Vlottende Activa Kortlopende schulden	$0.5 < x < 1.5$	1.6	1.5	1.4	1.3
Weerstand- vermogen	Eigen Vermogen Totale Baten	$10% < x < 40%$	23%	23%	22%	20%
Kapitalisatie factor	Balance total Totale Baten	$x < 36%$	52%	51%	51%	45%
Rentabiliteit	Resultaat Totale baten	>0%	-9%	1%	-1%	-3%

5.4 Investment

In 2022 no major investments were made. The main investments were in ICT Devices and air conditioners.

In 2023 we expect an investment in furniture (indoor), exterior playsets and ICT for around \$ 100,000.00. This money has been reserved in our 2023 budget. In 2024 we also foresee an investment of around \$ 100,000.00 for new furniture.

Technology (ICT)

- 30 Samsung Tab As
- 7 Laptops
- 3 Color Copy Machines

6. Housing

The SHS is housed at two locations in 2022, being:



Location St. John's



Location The Rectory – The Bottom

Due to the construction of the new wing of the Sacred Heart School, K1 and K2 were relocated to The Bottom and will move back to St. John's when the new building has been completed (June 2023).

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

Despite the progress in renovation, the current housing of the Sacred Heart Primary School does not fit current developments and the ambitions.

The new building will also mean a large investment in classroom material which we have budgeted for in 2023 (reservation of \$ 100,000.00). Additionally, within the next 12 months we aim to renew all student desks and chairs since they are old and deteriorated and need to be replaced.

7. Main Risks and uncertainties

History has proven that there is a high turnover rate among teachers at the Sacred Heart Primary School. The last couple of years the turnover of staff has decreased slightly. This ensured that the school could continue to work on the improvement of the school with the staff.

At the end of the Academic Year (July 2022) 4 staff members left the SHS. One contract was not renewed, 2 employees submitted their resignation due to personal reasons.

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.

For the upcoming Academic Year 2023-2024 we will recruit several new teachers and assign specific responsibilities to staff employed at the school as we continue to strengthen our quality of education.

C Additional information



1 Side Activities board members SKOSaba/SEF

SKOSaba/SEF

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

SKOSaba Supervisory

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

Saba Educational Foundation Supervisory

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

2. Supervisory board

Article 23 WPO-BES indicates that there should be a separation within the school board between management and supervision tasks. The separation of tasks was already in effect yet adjusted effective August 1, 2022.

The supervisory board members receive a stipend of \$ 400/month.

The supervisory board has appointed BDO as the External Auditor for 2022.

2.1 Governance

School board governance is seen as a unique system or form of ownership rather than a way of management.

The school board provides limits or margins of acceptability, within which the Executive Director, Principal and staff are permitted autonomy. This provides the opportunity for imagination and innovation.

SKOSaba adheres to the good code of conduct for primary schools. An accountability matrix as well as Management Statute form the basis of our governance.

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 (Wet Primair Onderwijs BES) the powers of management have been laid down in a management statute.

4. Report Supervisory Board

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

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.

The Supervisory Board meets monthly with the Executive Director to provide support and guidance. As the public function of education requires the Supervisory Board pays explicit attention to the social interest, which sometimes transcends the interest of the institution. This does not mean that the Board overrules the school board or whistle back every decision. The task of the Supervisory Board remains supervision and provides an open forum for discussion and financial control.

5. Activity Report

In January 2021, a new Principal was appointed of the Sacred Heart Primary School due to the resignation of the previous principal.

The interim Principal was tasked with the running the school, and was also responsible for taking the lead with finding a new Principal and Vice Principal for the SHS. As a lot of concerns were raised in the community about the school, the SHS management in collaboration with the board were faced with restoring faith in the primary school.

We continued to be affected by the spin-offs from the global Covid pandemic which led to restructuring the Care structure at SHS to facilitate a more intensive remedial program. Instead of a long-term continuous remedial approach, an intensive gradual release program was implemented with the aim at scaffolding students by identifying and addressing specific educational gaps.

As the new principal started her office in October 2021, the main focus was on the pedagogical-didactical approach and classroom management. Coaching to staff was provided by an external coach as well as IPA, who assisted the SHS with building inclusive classrooms. The staff members who are participating are enrolled in a two-year support program by IPA from Aruba.

In August 2022 the schoolboards of the Sacred Heart Primary School as well as the Saba Comprehensive School signed a collaboration agreement and appointed an executive director, who is responsible for both the schools and is accountable to the combined Supervisory School Board.

Several documents were put in place to ensure the clear division of roles and responsibilities between School Management, the Executive Director and the Supervisory Board.

6. Accountability Funding National Programma Onderwijs

The 2022 year report also provides accountability in regards to the NPO funding received from the Ministry of Education

This section provides the accountability as legally required,

- The SHS executed a School Scan and with the assistance of Pesant, OCW CN, EC2 and the PES we have drafted our intervention plan;
- We have used a cross-selection of the available interventions as stated in the *Menukaart*;
- Both the parents/guardians as well as the MR are involved/informed;
- 12% of external support.

The SHS administered a schoolscan to determine the effective use of the funds in close collaboration with OCW CN, Pesant, MR, Expertise center Education and Care, and Board.

From the menu the SHS has chosen the following items,:

A.

1. Additional After school Support and additional support during school hours

2. Summer School for all students who need additional support

B.

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

C.

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

D.

1. Additional career and guidance and support, eg. Via ESL Teacher

E.

1. reducing class sizes (the current Grade 2 and Grade 3 and the previous grade 6)
2. additional support in the various classes by teacher aides/assistants

F.

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