

SCHOOL (DEVELOPMENT) PLAN SABA COMPREHENSIVE SCHOOL



2017 – 2021

'Alone we can do little, together we can do so much.'

Hellen Keller (1880-1968)



By 2021

Students leaving the SCS are aware of their full potential, their role in society, and the world around them.

Students will return to the school to share their experiences after their school time at SCS, and are able to indicate to SCS students, in what way the teaching and guidance in the school have helped them to achieve what they have achieved thus far.

In order for the students to achieve this, the School Board of the SCS, the Participation Council, and the SCS Staff, will commit to the goals pointed out in this School Plan.

By 2020/21 the wider community is involved in the education of Saba's future leaders, to reach their and our goals, as alone we can do little, together we can do so much.

Saba Comprehensive School
Brinnummer 30GU00

Thais Hill Road
St. John's, Saba
Caribbean Netherlands
administration@learningsaba.com
board@learningsaba.com

Contents

Abbreviations	4
Introduction.....	5
Process	6
School History	7
Chapter 1 Educational Process	10
Education in general	10
Care and Guidance	11
Didactical Approach (OP3/ EA1)	13
Extra Support (OP4)	13
Collaboration.....	15
Job shadowing / Internships.....	15
Examinations and Assessments (OP8).....	15
Chapter 2 School Climate (SK)	16
Chapter 3 (Educational) Results (OR).....	17
Chapter 4 Quality assurance, Mission and Vision, and Personnel	18
Personnel.....	19
Chapter 5 Financial Management (FB)	20
Sponsor Policy	20
Supervisory body	20
ACTIVITY PLAN ACADEMIC YEAR 2017-2018.....	21
Annex 1 Training Calendar 2017-2018.....	24

Abbreviations

BBL	Beroepsbegeleidende leerweg (work and learn)
BOL	Beroepsopleidende leerweg
CAPE	Caribbean Advanced Proficiency Exam
CC	Care Coordinator
CCSLC	Caribbean Certificate of Secondary Level Competence
CR	Children's Rights
CSEC	Caribbean Secondary Education Certificate
CVET	Caribbean Vocational & Trade Schools
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examinations Council
EA	Educational Agenda
FB	Financial Management
GVP	Gwendoline van Putten School
IB	International Baccalaureate
KA	Quality Assurance
MBO	Vocational Education
NIPA	National Institute for Professional Advancement
PC	Participation Council / Medezeggenschapsraad (MR)
MT	Management of the Saba Comprehensive School
MV	Mission and Vision
OCW	Ministry of Education, Culture and Science
OP	Educational Process
OR	Educational Results
ROA	Raad Onderwijs Arbeidsmarkt Caribisch
CN	Nederland
SGB	Scholengemeenschap Bonaire
SCS	Saba Comprehensive School
SEF	Saba Educational Foundation
SK	School Climate
SN	Special Needs Education
SRF	Saba Reach Foundation
VMBO	Pre-Vocational Education
VO	Secondary Education
VO Raad	Council for Secondary Schools

Introduction

In November 2016, during the Conference on Education on St. Eustatius, the *Second Educational Agenda for the Caribbean Netherlands* was signed by the Minister of OCW and the SEF, the School Board of the SCS. The objective of this Education Agenda is to take *Education to the next level*.

Six priorities were named in the Education Agenda, which were subsequently further elaborated on. The priorities are:

- *Promoting governance capacity, professionalism and continuity (EA1)*
- *Implementing sound financial management, a balanced administration and a multi-year policy (EA2)*
- *Making language education more effective (EA3)*
- *Further organizing the special needs care structure (EA4)*
- *Supplying education that is properly geared to continued education and/or entering the labour market (EA5)*
- *Improving conditions in (EA6)*
 - *Accommodations*
 - *Compulsory attendance*
 - *Legislation*
 - *Employment terms*
 - *Integrated cooperation*

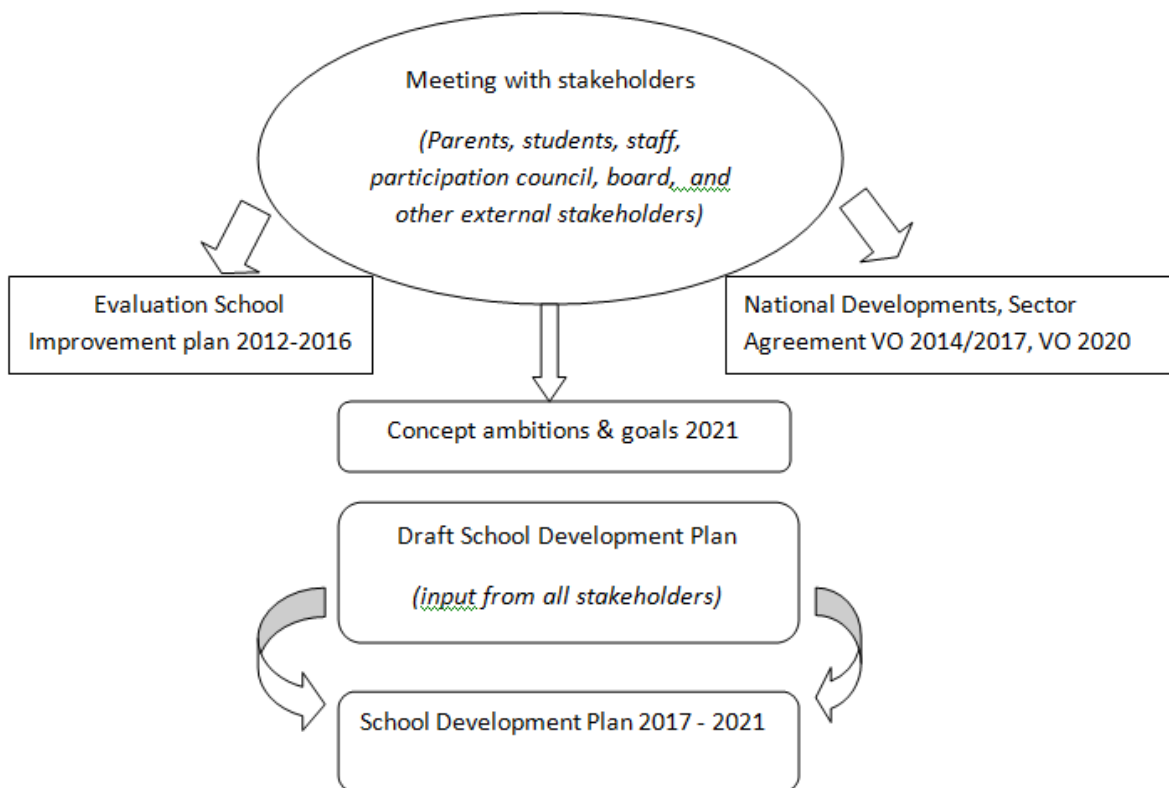
The SCS indicated that it will prepare its own plan for improvement, based upon our mission and vision and ensure that the goals in the Second Educational Agenda will be met, though the focus will be on working towards our mission and vision.

This School Development Plan describes items on which we will continue to work based on our priorities.

The rationale of this School Development plan is to :

- formulate our goals and activities for the upcoming years;
- explain to our stakeholders what we do and how we do it (accountability);
- comply with legal requirement pertaining the school plan.

Process



School History

On November 22, 1976 the school was founded by Mrs. Beatrice Smith, Mrs. Edwina Linzey, Mr. Thomas Frank Hassell, Mr. Walter Johnson, Mr. Thomas Rupert Hassell, Mr. Thomas Eric Johnson and Mrs. Aldegonda Lichtveld.

They deposited from their own resources fls.100,-- (Antillian Guilders) to establish the "Foundation for the Promotion of Education on Saba", aiming at educating young laborers by means of lower technical education. The school itself was named "Technical Center".

Parents on Saba wanted to keep their children on the island for a longer period before sending them off for further studies abroad. This was the beginning of the Saba Technical Center.

Amongst the first teachers were Saba born Mr. Carol Sorton and Roland Holms. The coordinator and volunteer teacher in those years was Miss Ann Lichtveld, who taught Spanish, and Rev. Sister Agatha.

Later Mr. Godfred Hassell joined the ranks of the school and followed courses in Aruba in Carpentry. Afterwards the school was expanded with teachers such as Mr. Overkamp, Gied and Els Mommers, who managed the school for years, and the MAVO 3+4 started.

Previously students at the MAVO department had to continue their studies (MAVO 3 and 4) on St. Maarten. In 1988 a MAVO 3 class was added and in 1990 a MAVO 4 class.

After 1986 the number of students leaving school without a diploma quickly decreased. In 1988 is the first time that all students leaving the primary school are going into secondary education on Saba.

In the beginning, the number of students in the MAVO-department that were not promoted to the next form, was high. The division into MAVO and vocational students wasn't effective; too often parents tried to get their child into the 'higher' MAVO stream. This was one of the reasons for starting a 'bridge-year' in 1988. In 1991 the Saba Comprehensive School took part in the national MAVO -examinations. All seven (7) candidates of this first exam passed after the first sitting.

After the introduction of English as language of instruction at the primary school, it was automatically the turn for secondary education to switch to instruction in the English language.

Mr. Franklin Wilson was appointed as supervisor of the introduction of English as language of instruction. In the beginning of the school year 1990-1991, the Saba Comprehensive School started with Form 1, in which English became the language of instruction.

At the time a different form of (English – speaking) vocational education was prepared.

School building.

Before moving to St. John's, all teaching took place in the building currently occupied by Public Works in the Bottom.

The school in St. John's was established in the former hospital annex doctor's office. The doctor's house was turned into the metal work department, the delivery room into the carpentry department and the kitchen into the cooking class room. A second floor was added to house the theory-rooms and the art-room. A great number of students were actually born 'in school'.

In September 1989 the school building was hit by hurricane Hugo. The damage to the building and inventory was enormous. With the help of development money the building was repaired and the inventory renewed. A blessing in disguise! The printer (transferred to the school in 1989) could be equipped with a modern apparatus.

General Secondary Education

By means of an Eilandsbesluit and sanctioned by the Ministry of Education later on (March 1993) it was established that the Saba Comprehensive School was given permission to start its own – general secondary education – Form 4, so that students from Form 3 did not have to go to St. Maarten to finish their studies.

In Form 4 and 5 the CXC syllabus was followed with a final CXC exam at the end of Form 5.

Mr. Franklin Wilson was appointed The Local Registrar at that time.

Development

1977 / 1978 Some young workers at the Public Works get some education in the building which is now the workshop of Public Works in The Bottom. Mr. Carl Sorton teaches the practical subjects (woodwork) and some other teachers take care of the theoretical subjects (part-time)

1978 /1979 In January 1979 the school moves to the late hospital in St. John's. During this year too, there are only "elderly-young students" for the Lto. Mr. Godfred Hassell is teaching in that year for the first time and is appointed acting director.

1979 / 1980 The top floor (now two theory rooms) is built. The first exams for the Lto take place.

1980 / 1981 The school is extended with a department Lho.

1981 / 1982 The sixth graders from the Primary School can all continue their education at the S.C.S. which also has a Mavo-department.

1982 / 1983 For the first time there are Lho exams.

1987 / 1988 For the first time students can attend Mavo 3 on Saba.

1990 / 1991 Mavo 4 is started. The first students do their Mavo-exam on Saba. English is going to be the language of instruction, starting in Form 1.

1992 / 1993 The new forms of education Ladvo (replacing Lho) and Jts (replacing Lto) are started as Form 3, together with Form 3 Avo.

1993 / 1994 The first exams for the four- year course of the Ladvo and the Jts take place.

Form 4 Avo (with CXC curriculum) is started.

1994 / 1995 The first exams of CXC 5 take place.

10-10-2010 Saba becomes a special entity.

2011 / 2012 Vocational Education is re-introduced.

2013 / 2014 The School Yard is renovated.

November
2014 The first graduates receive their MBO Diploma.

October
2015 The Secondary Education meets the standards as set by the Dutch Ministry of Education.

August 2016 Introduction of the CCSLC for the Lower Forms.

October 2016 The Vocational Department (MBO) meets the standards as set by the Dutch Ministry of Education.

November
2016 The SCS Celebrated its 40th Anniversary.

Chapter 1 Educational Process

Saba Comprehensive School

The SCS is the only school for secondary and vocational education on Saba. Somewhat dependent on the birth and immigration rate, the school has approximately 100 students. The SCS is funded by the ministry of OCW. Even though the SCS is part of the Kingdom of The Netherlands, the language of instruction has been English since 1989.

Education in general

The SCS offers SN, Academic Education and Vocational Education. Streaming takes place at the end of form 3. Students can opt for the Academic Department or the Vocational Department.

The educational system used in the SCS for Lower Forms and Academic is based upon the examinations as provided by CXC, meaning the use of CCSLC in the Lower Forms and CSEC in the Academic Department at the end of form 3.

Students can choose 1 out of 3 different profiles from form 3 onwards:

- Business
- Science
- Social Economics

Currently, the Vocational Department is using the Dutch MBO Qualification files¹ and offers the following streams:

- Technical Maintenance Assistant CREBO 92180
- Service CREBO 94140
- Back of the House CREBO 97760

The Lower Forms' CCSLC curriculum prepares a student for either the CSEC or CVQ programme. In addition to the mandatory subjects for the CCSLC, the SCS is offering a number of other subjects in the Lower Forms to ensure that the students reach their full potential.

The core of our activities is geared towards tertiary education and/or entrance to the labor market (OP1-OP8 EA5/ MV). This means offering a curriculum that includes creative arts, vocational subjects (lower forms) and mandatory afterschool activities in close collaboration with our educational stakeholders². In order for the students to reach their full potential, a large part of their time in the school is geared towards Career and Guidance, supported by the Homeroom time to define the future career goal of each individual student (OP7/ EA5/ MV/ CR). During these classes social skills can be reinforced. If additional care or support is needed, this will be done in collaboration with the Counselor, by organising an employee remedial teacher and/or using (external) providers.

¹ Cohort Vocational 2017-2018 and onwards will be entering the CVQ per Academic Year 2018-2019

² Collaboration with CF, encourage students to join clubs and societies

Of course, we must make sure that we educate our students holistically, so they will make a meaningful contribution to (global) society, which includes teaching them about different cultures, rules and regulations (OP1/ OR2/ MV/ CR). Students should be the role model at home too, e.g. in recycling or healthy eating. We will also follow our students once they leave SCS (OR3).

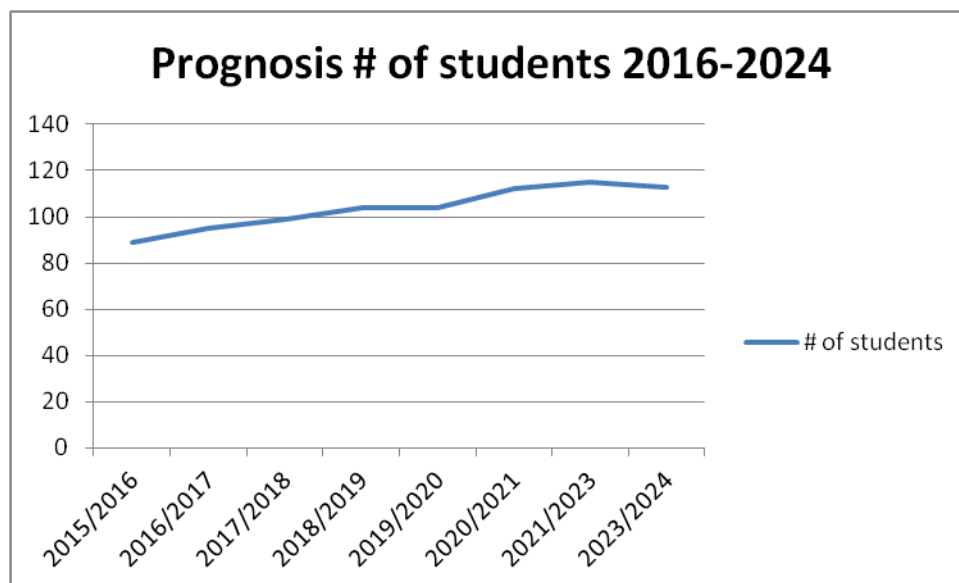
The SCS promotes 21st Century Skills. Classrooms should be equipped with the necessary tools/equipment for teachers to be able to teach these skills. Teachers will be trained in 21st century skills.

The content of the subjects and how the students are working towards their goals, are registered in the SCS School Curriculum.

Care and Guidance

The school has an international population (students + staff) stemming 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, Curaçao, Aruba, Bonaire, Canada, Sweden and France.

The number of students attending the SCS is around 100, with the majority of students in the Academic Department (74%-80%), while some students choose the Vocational Department (15%-25%), and a stable number of persons for the SN (6).



The SCS implemented a new student tracking system several years ago called Presentis. This system facilitates the monitoring of students and assists in recommending the best guidance pathways for all students. The current system is not user friendly and this prevents teachers, as well as parents/guardians and students from using it extensively. The

SN-Department is using Presentis for the personal development plans. In the Academic School Year 2017-2018, Presentis will be web based, allowing easier access and being more user friendly.

The SCS will continue to have bi-weekly sessions with the care coordinator, homeroom teacher and department leader to analyse the individual students per form, to indicate where learning stagnates and where support is needed or can be given (OP4).

The results of standardized tests (TerraNova) and the outcome of the CCSLC assessment will be used to provide tailor made assistance (OP4/ EA4/ MV). The intake and placement will be improved in such a way that new students can receive care and/or support if needed from the day they start at the SCS (OP3/ OR1/ EA4/ MV). Additionally, a foreign students support program will be drafted and implemented. In general, students will be coached to deal with the changes/transitions in their school life and have the necessary tools to deal with these changes in the future.

Transitional programmes needs to be provided for all students and parents at key points of educational transition and receive the necessary care and guidance (OP2/ EA4/ MV). These key transitional points will be

- from Primary to Secondary education
- from Form 3 to Form 4 (subject choices)
- from Secondary to Post secondary options

By addressing these main points of transition as a school, we can identify unique strategies and offer support to ensure each student achieves their full potential. The SCS also addresses students leaving the SCS without a diploma/start qualification by collaborating with SRF and ROA CN.

To help students to understand their interests, abilities and challenges, a personal learning plan needs to be developed for each student, based upon the potential of the student. The School Guidance curriculum will be tailored with greater emphasis on the Academic and Career Development areas of the curriculum.

To provide appropriate educational programmes and related services for each child with special needs SCS will organise specialized training for all teachers to be able to teach in an all inclusive classroom as well as clear protocols and policies to guide special education needs.

Yearly needs assessments for teachers, students and parents of all students receiving care will also be implemented.

SCS will have a full- time Care Coordinator whose sole responsibility will be to coordinate Care. A Guidance Counselor will focus on classroom guidance and group and individual intervention.

Special attention will be given to the Rights of the Children, in collaboration with Unicef in the Care/Career & Guidance Curriculum, the general SCS curriculum, the We Can Young Campaign, as well as the extra curricular school activities.

Didactical Approach (OP3/ EA1)

Teachers plan and execute their lessons according to the information they have about their students to ensure the right approach, based upon the possibilities of the students. Students are actively involved in their learning (ownership) and teachers have an individualistic approach. The student tracking system is supportive to the students' needs. The SCS teachers have to teach in an all-inclusive environment, ranging from students indicated as SN to students who are indicated as CAPE. All lessons are planned and evaluated as indicated in the Performance Review Policy.

Teachers are able to reflect, use questionnaires, test and exam results to improve their teaching. Students are able to reflect on their own learning.

Also, a language police needs to be developed in collaboration with all stakeholders. This policy will also indicate what the requirements are for teachers if English is not their native language as well change the curriculum of the school. For students, whose native language is not English and/or Dutch and/or Spanish, a mentor system will be drafted.

To have a joint approach, the SCS will establish a language department meeting consisting of all language teachers, who meet formally once a month on the first Monday of every month, to share strategies, knowledge and feedback in order to make language education more effective.

Special attention will be given to the Rights of the Children, in collaboration with Unicef, to ensure that every student and member of staff at the SCS knows their rights and has knowledge of the UN's Children's Rights. Children's Rights are integrated into the curriculum and extra-curricular activities, ensuring that all students and members of staff have the opportunity to learn about children's rights and become actively involved.

The 21st Century calls for 21st Century skills, also from the staff. Staff should be upgraded and encouraged to use technological tools in the delivery of subject content³.

Extra Support (OP4)

The school ensures quality education for all, for all levels, depending on the full potential of the student. Collaboration with EC2, SRF and other external stakeholders must ensure that students are able to be successful in whatever career they choose. What kind of support⁴ is needed and can be given is discussed in the SCT meetings.

Students that need extra care in order to complete secondary school, the vocational stream or SN will be given support.

1.1 Effective Teaching Time (OP5)

Teaching time is important, it makes a difference if it is used wisely.

³ <https://www.edutopia.org/blog/digital-citizenship-need-to-know-vicki-davis>

⁴ Support can be, but is not limited to: financial, academic, behavioral, emotional, physical.

The school offers a program in which the students are able to follow the program in such a way that it prepares them for the final assessments (CCSLC/ CSEC/ CVQ/ SN). Every period is 45 minutes and there are 35 teaching periods in a week. A school year has 40 teaching weeks. This results in the following breakdown (table 1.1)

Clockhours/form	Vocational	Academic	Pro
Form 1	1050	1050	1050
Form 2	1050	1050	1050
Form 3	1050	1050	1050
Form 4	1050	1050	1050
Form 5	750	750	1050
Total	4950	4950	5250
Legal Minimum	4700	4700	5000
Reserve	250	250	250

Table 1.1. *Planned teaching time*

Teaching time includes the following activities:

- Regular teaching time as indicated on the schedule
- Sports days
- Activities/ Field trips as indicated in the year plan
- Tests/ exam weeks
- After school support
- Community Service (OR1)

The attendance of the students is monitored and irregularities are discussed with the students, the parent(s) and/ or caretaker(s), the counselor, the homeroom teacher/ department leader and if necessary, the Truancy Officer.

Because the students are brought to school and taken home again in the afternoon by school bus, the starting and ending times are set. It is customary not to schedule free periods. This means that all students have a schedule of 35 teaching periods of 45 minutes for the whole school year. This yields (on average 40 school weeks) a total scheduled classroom time of 1050 clock hours. The number of scheduled cancelled class days is limited; over a school year between 5 and 10 days, 30 to 50 clock hours. The scheduled classroom time is therefore sufficient.

Unscheduled cancellation of classes may occur. For example, due to weather conditions. When there is a hurricane threat the school must be closed. In exceptional circumstances teachers may be absent. Because the SCS is a small school, this can hardly be handled through substitution by subject teachers. If a teacher is scheduled to be absent, he/she prepares assignments. Cancelled classes from the first three grades are always substituted, in the higher grades this depends on the available substitutes.

Over the years, the SCS has been able to create a pool of possible substitutes. They can be called in in long-term absence of a teacher.

The exact number of teaching days, holidays and days for schooling of the SCS Staff, can be found in the School Guide. The SCS collaborates with SHS, EC2 and SRF to ensure that all educational stakeholders are in agreement with the Vacation schedule.

Collaboration

The SCS offers secondary and vocational education as well as special needs education. The SCS collaborates with the SRF pertaining to the BBL programme, to ensure that students are also able to obtain the MBO Diploma through learning and working. The SCS monitors and checks the progress with the SRF to ensure the quality of the BBL Programme. Further collaboration will be sought with the NIPA, Samuel Jackson Polytechnic School as well as other partners to contribute to the development of Trade Schools in the region (with Sint-Maarten and Sint-Eustatius) (OP6/ EA4/ MV) and the opportunities for IB/ CAPE students.

As part of the school's "Youth on the Move" campaign, further collaboration with the ROA on the improvement and professionalization of vocational education internship placements and maintaining those networks, ROA's analysis of market trends and employment opportunities will be used for appropriate continued education.

The SCS also collaborates with EC2 and other external care givers to ensure that students receive the appropriate care. This may result in a tailor-made programme for some students, to ensure that they too can reach their full potential.

The school will collaborate with all its stakeholders to increase parental involvement.

Job shadowing / Internships

As part of the school's "Youth on the Move" campaign, further collaboration with the ROA on the improvement and professionalization of vocational education internship placements and maintaining those networks, ROA's analysis of market trends and employment opportunities will be used for appropriate continued education.

Examinations and Assessments (OP8)

The Examination Committee of the SCS plays a vital role within the process of assessment; their role is explained in the Examination Handbook, which describes the assessment processes in the school, including the external assessments for CCSLC, CSEC and in the near future, CVQ. The Examination handbook will be further implemented in 2017-2018.

In the coming years the SCS will transition to online testing (CCSLC/ CSEC).

The final assessments and SBAs of the SCS are external for CCSLC and CSEC. The marking is done externally. For all in-school assessments the teachers should adhere to the Examination Handbook. The Vocational Assessments are the responsibility of the SCS. The Examination Committee plays the most important role in ensuring quality (KA1).

Chapter 2 School Climate (SK)

The SCS would like to make the student responsible for his/her learning to ensure that he/she reaches his/her full potential.

The SCS is responsible for a clean, safe and healthy learning environment (SK1/ EA6/ MV/ CR). The school will collaborate with its stakeholders to ensure that preventative actions can be taken and all stakeholders have the similar approach. This will be monitored by satisfaction surveys every other year. This also calls for a code of conduct for students. Staff members have to give a good example (CR/ MV) in school, as well as out of school, as stated in the contracts. Additionally, the student body, parent body and PC play an important role by signalling and discussing developments in our school climate and to contribute to the further development of the school. The aim is to ensure that the students have the necessary skills, knowledge, moral values to be proud SCS Students (MV).

The students' wellbeing is monitored through yearly needs assessments and via bi-annual questionnaires. To understand what is and what is not allowed, rules for students have been developed by the SCS and have been adjusted by Unicef (MV/ CR). In August/ September 2017 these will be presented to the students.

Chapter 3 (Educational) Results (OR)

The SCS has high expectations of every student (MV). In that way, we can develop the students to their full potential. Given the small number of exam candidates, we must not look at the percentages, but rather at trends.

Teachers have to be able to reflect on their teaching and be able to review the lessons with the students (OP3/ OR1/ EA4/ MV). Training needs to be given and templates need to be drafted in order for teachers to reflect (uniformity).

The Examination Committee will continue to issue a year report and present it to the School Board and the PC (OR1/ KA1). This report will be used to improve the quality of education.

The board will strive for continuous development of a quantity of quality data to enhance tailor-made education at the SCS and use these data to set new (yearly) targets for the SCS.

Chapter 4 Quality assurance, Mission and Vision, and Personnel

Many policy documents have been drafted to monitor the quality of education and its progress in the school. To prevent these documents from being outdated, they are reviewed regularly (PDCA).

The intention is that, with the continued support from the board coach, policy documents are developed and established (EA1) as well as a framework⁵ for all secondary schools within the BES, including the Human Resource Policy.

The board will strive for the continuous development of a quantity of quality data to enhance tailor-made education at the SCS. Satisfaction surveys have already provided insight into those aspects of the school organization perceived as strong or weak. The results of these surveys (which are also used to draft this new School Plan) can subsequently form the basis for further improvement.

The SCS values and stresses the importance of participation from the student body, parent body and PC. Due to the absence of a union, certain matters such as salary structure need to be agreed upon with the staff by the School Board and Island Government through an OOGO (Op Overeenstemming Gericht Overleg or Consensus Oriented Consultation) with a representative delegation of the staff.

The board adheres to the Code of Good Governance (KA2/ EA1) from the VO-Raad. All board members commit themselves to the further development of the SCS. The board ensures that staff is qualified and that staff is able to continue to improve themselves, but also a correct allocation of tasks and ensuring all staff adheres to school policies and regulations. The PC will be actively involved (KA3) and will report yearly via the Year Report, which will be published on the SCS Website. As such, the board will implement a professionalization agenda leading to organizing workshops on finance, educational knowledge, and leadership.

As the SCS provides all-inclusive education and care, and given the fact that the SCS is the only school for secondary education, we must ensure that we are able to provide the best education possible in order for each student to reach their full potential. Continued education in IB/ CAPE/ Level 2/ 3/ 4 Education must therefore be looked into (OP1/ MV).

The SCS promotes 21st Century Skills. Classrooms should be equipped with the necessary tools/ equipment for teachers to be able to teach these skills. (OP1/ MV)

The board will also work closely together with other school boards to learn from each other and to conduct self evaluations as well as a system to monitor goals and evaluate school performance.

When changes in the law are suggested, the boards and directors as well as other stakeholders receive an invitation to do so. As BES we will communicate with OCW a collective response via OCW CN.

⁵ Functiebouwwerk

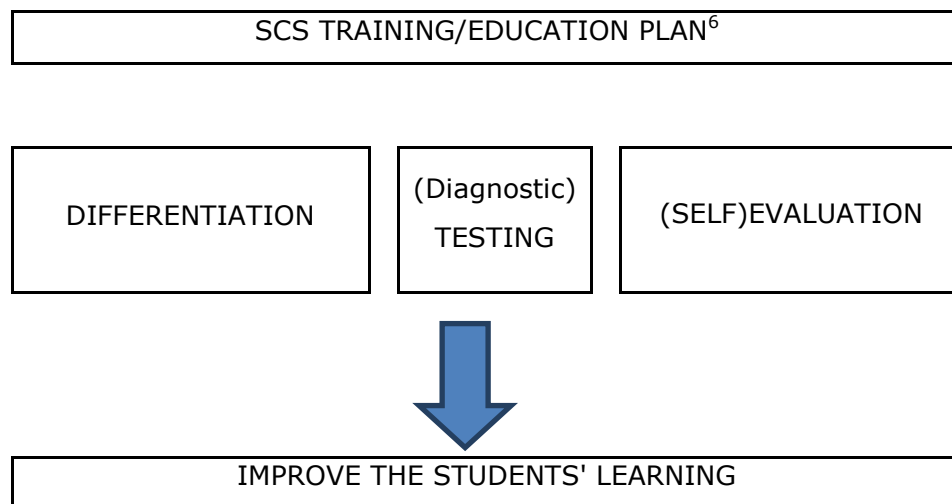
Apart from programs for foreign students, a program will be implemented to support new (foreign) teachers to ensure a healthy and stable working environment. This will be a part of the HRM policy.

Personnel

Not all staff policies are described in this School Development Plan, only that part that directly influences and contributes to education, meaning study days and (individual) staff training.

Criteria for the selection and allocation of training are described in the HRM Policy. All staff training must be linked to this School Development Plan. Training based upon the personal interest of the individual staff member can only be financed via the Teacher's Grant.

The SEF will develop the HR-manual, including the description of all functions/positions in the school (KA/FB).



⁶ See annex 2 – Training Agenda 2017/2018

Chapter 5 Financial Management (FB)

SCS has recorded negative equity since financial year 2014 and has never met the financial indicators set by the Ministry of Education, Culture and Science. In addition SCS has recorded negative net results since financial year 2013. This auditor expects that the results will worsen the coming three years. Regardless of the negative financial outlook, management and board of SCS are confident in the future of its school. The non-renewal of several contracts, sound financial management, cutting down on expenses are the main reasons for our positivity. The management and Board are confident that a solution will be found together with the Ministry of Education, Culture and Science for their financial position, including the research about the funding of the SCS.

The school will be financially healthy and the Lumpsum received from the Dutch government is spent effectively (FB1/ FB2/ FB3/ EA1/ EA6). The annual budget is presented to the board and PC in a timely manner. The various departments will also be allocated a yearly budget to ensure the efficient and effective use of resources, make sound (business) decisions, and to demonstrate accountability.

In order to do so, the board will get familiarized with the European Netherlands funding scheme for schools, which will be eventually applied to the SCS.

Further collaboration will be sought with other (educational) stakeholders in hiring of teachers, coaching etc. as well as the Public Entity to attract educated Sabans to the island.

Sponsor Policy

The SEF is of the opinion that sponsoring⁷ is acceptable as part to fund the school in providing additional resources.

Educational content and choices of lesson materials are never covered or influenced via sponsorship.

Supervisory body

The Saba Educational Foundation currently is determining the separation of board and supervision and on the introduction of an internal supervisor. To comply with the law, a supervisory body will be effective per August 1, 2018.

⁷ The SEF adheres to the covenant “scholen voor primair en voortgezet onderwijs en sponsoring” 2015-2018

ACTIVITY PLAN ACADEMIC YEAR 2017-2018

What	How	Result	By	Ready	Finances
Improve participation	Giving account for our actions via PC, SB, PB and regular information sessions	Parents are actively involved in their child's education	Board, Director, and MT	Start August 2017, Continuously	\$ 5,000 yearly
		The PC is re-instated and is functioning	Director	August 2017	\$ 5,000 yearly
		Student Body and Parent Body have regular meetings ⁸ and are an added value to the development of the SCS	Director, SB, PB, PC	Continuously	--
		IC/EC is informed and involved in the development of the SCS ⁹		Continuously	--
	Improve Communication, send out newsletters regularly	At the SCS staff is informed in a timely manner (open communication)	All	Continuously	
	By drafting HRM manual, training, staff socials	All functions/positions in the school are described, including HR Policy	Boards GVP, SCS and SGB, VO Coach, OCW	August 2021	\$ 10,000
Establish school Language Policy	By establishing language department	Department will meet once a month The language policy is effective	Language teachers	Start august 2017, ready July 2020	\$ 2,500 + training (\$ 5,000)

⁸ To be determined at the first meeting. Meetings will be put in the SCS School Calendar.

⁹ To be determined with the Commissioner of Education, IC to be informed by the Commissioner of Education and/or the SEF

What	How	Result	By	Ready	Finances
Improve student monitoring and guidance	By evaluating the current student tracking system	The school has a user friendly student tracking system, all stakeholders are able to use it. ¹⁰	MT, IT Coordinator, CC, internship coordinator	August 2017	\$ 2,000 (yearly)
Implement CCSLC CVQ	Determine CVQ programs offered at SCS in collaboration with ROA CN and C-VET Formalize steering committee	The CVQ programs offered at SCS are meeting the needs of Saba, the Caribbean Region and ensure that students are able to enroll in tertiary education The committee guides the process and monitors the implementation	MT, Voc.Dep.Leader, ROA CN, C-VET, OCW MT, CXC Expert, OCW CN, Implementation Coordinator	July 2020 August 2016	\$ 300,000 C-VET \$ 25,000 t..b.d.
Develop transition program	By developing transitional programs for students and parents	Students are prepared for their next step in life and are successful, no drop outs	CC + MT + Staff, OCW	July 2018	--
Improve Care, Career & Guidance to all students	Homeroom hour will be used more effectively, training of staff. CC will provide HRTs with material for use during HR sessions. Organizing parent teacher meetings (1 on 1)	Every student has an individual development, career and guidance plan to ensure the full potential of the student Parents/guardians are informed and support is meaningful	UNICEF, CC, EC2 CC + HRT	August 2017 Start August 2017	\$ 2,000 \$ 2,500

¹⁰ Teachers put in their grades at least one a month.

What	How	Result	By	Ready	Finances
The SCS will have Financial reserves	By ensuring a feasible budget and monthly reporting to the board	The SCS will be no longer under financial supervision of the Dutch Inspectorate	Board, director	November 2018	
Supervisory body	By separating board and supervision	The SEF has an internal supervisor	Board + VO Coach	August 2018	--

Annex 1 Training Calendar 2017-2018

Training	Date	Who
CVQ Assessor Training	August 14-18, 2017	Vocational Teachers ¹¹ , Examination Committee
Leermeester Training	t.b.d.	Administration (Sharon + Charlena)
Language Policy	August 31, 2017	Language Teachers
We Can Young Training	September 21, 2017	Teaching Staff
IDP / IEP ¹²	October 26, 2017	Teaching Staff
Int/Ext Verifier Training	November, 2017	Assessors
Constructing Tests	March 22, 2018	Teaching Staff
IDP / IEP / Reflection	May 24, 2018	Teaching Staff

Individual training / workshops will be scheduled for

3D-Printer	August 16, 2017	Marlon+Frederick+Twan+Delroy
C-TEC 2017 Conference	Sint Maarten	max 2 persons
Business subjects Primary → Secondary	Aruba	max 1 person
CSEC (SBA) Math, Science, VA	t.b.d.	
CCSLC	t.b.d.	
CSEC Geo/History	t.b.d.	

¹¹ Not applicable for teachers who already attended the training in March 2017 and are deemed competent

¹² Training will continue during department meetings (CCSLC/CSEC/CVQ)