



Agenda for the European School Copenhagen School Board Meeting

Date:	Thursday 7 April 2022
Time:	16:30 – 18:30
Meeting room:	Staff lounge, 2 nd floor
Members:	Jonas Christoffersen (Chair), Søren Nielsen (EEA), Christen Bagger (Parent Rep), Rikke Karlsson (Parent Rep), Caroline Warner (Parent Rep), Eskil Berg Kappel (Parent Rep), Rasmus Hornecker (Staff Rep), Johan Lindell (Staff Rep), Stine Hvitved Leather (Staff Rep), Muskan Asim (Student Rep), Sebastian Leiholt (Student Rep), Anette Holst (Director), Julie Rørdam Thom (Deputy Director)
Guests:	Helle Bjerre Degn (Head of Primary), Hella Helvig Jensen (Head of Administration), Octave Marozeau (Student Rep - Deputy), Susanne Thielscher (L2 German teacher)
Excuses:	Hans Bruyninckx (Deputy Chair)
Minutes:	Stine Hvitved Leather

1. Approval of the agenda (decision) – 1 min.

1.1. Annex – Agenda European School Board meeting 07042022

2. Approval of the minutes from the last meeting (decision) – 1 min.

2.1. Annex - Minutes European School Board meeting 24022022

3. German language as a focus in the European School Copenhagen (information) – 15 mins.

Comment: L2 German teacher Susanne Thielscher will brief the Board on the school's initiatives to promote German in the school.

4. Strategic focus points 2021/22 – Administration (information and discussion) – 20 mins.

4.1. Annex – Strategic Focus Points 2021-22 Approved 09062021

Comment: An update on the latest initiatives in the Administration.

5. New overall objectives/strategy document 2022-2025 (decision) – 5 mins.

5.1. Annex – Strategy and Overall Objectives 2022-2025

Comment: The strategy document and new overall objectives have been revised slightly following the last meeting and are now presented to the Board for final approval.

6. Election of parent representatives to the Board (decision) – 15 mins.

6.1. Annex - Timeline action plan board election March 2022

Annex 1.1. Agenda European School Board meeting 07042022 final



Comment: The parents in the school must elect four members to the Board before the summer holidays. Proposed election plan is presented to the Board for approval.

7. 2021 accounts for Upper Secondary (decision) – 10 mins.

7.1. Annex - Årsrapport 2021_ESCPH Upper Secondary

Comment: The 2021 accounts for upper secondary are ready for approval by the Campus and European School Boards.

8. Conversion of the EB marking scale (information) – 20 mins.

Comment: Follow-up on the information meeting with the Ministry of Higher Education and Science (UFM).

9. Various updates and information – 20 mins.

Comment: Brief information points from the school's management, staff and student representatives

- Information from management
 - Admissions update
 - Visit from Lille
 - Study trips
 - Surveillance cameras in the school
 - Fastelavn costumes
 - Bac preparations
 - New staff/recruitment
- Information from the staff
- Information from the students

10. AOB – 3 mins.



Minutes from the European School Copenhagen School Board Meeting

Date:	Thursday 24 February 2022
Time:	16:30 - 18:00
Meeting room:	Staff lounge, 2 nd floor
Members:	Andreas Manville (EEA), Christen Bagger (Parent Rep), Caroline Warner (Parent Rep), Eskil Berg Kappel (Parent Rep), Johan Lindell (Staff Rep), Stine Hvitved Leather (Staff Rep), Muskan Asim (Student Rep - Lower Secondary), Sebastian Leiholt (Student Rep - Upper Secondary), Anette Holst (Director), Julie Rørdam Thom (Deputy Director)
Guests:	Helle Bjerre Degn (Head of Primary), Hella Helvig Jensen (Head of Administration), Octave Marozeau (Student Rep - Lower Secondary), Des Hughes (Teacher in Upper Secondary), Chloé Robertson (Teacher in Primary)
Excuses:	Rasmus Hornecker (Staff Rep), Jonas Christoffersen (Chair), Rikke Karlsson (Parent Rep), Hans Bruyninckx (Deputy Chair),
Minutes:	Stine Hvitved Leather

1. Approval of the agenda (decision) - 1 min.

- 1.1 Annex - Agenda European School Board meeting 24102022

The meeting was chaired by director Anette Holst as Jonas Christoffersen was unable to attend.

New deputy head of secondary Madelaine Kirk came to the meeting to introduce herself to the board.

Caroline Warner requested an update on the possibilities for student exchange with the European Schools under agenda item 7.

Decision:

- *The agenda was approved by the Board.*

2. Approval of the minutes from the last meeting (decision) - 1 min.

- 2.1. Annex - Minutes European School Board meeting 09122021

Decision:

- *The Board approved the minutes from the meeting on 9th December 2021.*



3. Strategic focus points 2021/22 – Harmonised didactic approach (information and discussion) – 20 mins.

3.1. Annex – Strategic Focus Point 3 - Harmonised Didactic Approach

Chloé Robertson (harmonisation coordinator, primary) and Des Hughes (teacher in upper secondary) briefed the Board on efforts to promote a harmonised didactic approach to B-tests, syllabus and assessment.

Chloé has developed an integration framework for the primary teachers, including ways to harmonise year and semester plans, work with wellbeing and the 8 key competences in the European Schools, transition between the cycles, etc.

Des Hughes explained that the teachers in upper secondary have held several workshops to harmonise assessment, looking at the EB marking scale and comparing grading. Des, Daniela and the subject coordinators will ensure that new teachers are introduced to harmonised assessment as part of their induction.

Decision:

- *The Board took note of the update and was pleased with the progress.*

4. Developing new overall objectives for the school (discussion) – 30 mins.

4.1. Annex – Proposed ESCPH Overall Objectives 2022-2025

4.2. Annex - ESCPH Overall Objectives 2017-2021 (for information)

Julie Thom has developed a strategy document in collaboration with Helle Degn for input and approval by the Board. The strategy incorporates the vision, mission, and narrative of the school and new overall objectives. The strategic focus points sit below the overall objectives. Over the coming months, the staff and board will be working on the new focus points for 2022/23.

The board members had the following feedback:

- All stakeholders including the parents should be mentioned in line with our whole school approach.
- It would be good to include some of the school's own history in the narrative and not just the history of the European Schools.
- The overall objectives could be elaborated on/clarified.
- If the schools are separated, there may be a need to revisit the vision and mission statements.

Decision:

- *The Board members can send comments and suggestions to management before the final document is presented for approval by the Board in April.*



5. HCL/Danish as L2 (decision) – 10 mins.

5.1. Annex - HCL L2 Danish Parents Council and BoardFinal220121

The Board of Governors has decided to allow the introduction of the host country language (HCL) in the group of L2 languages offered by the European Schools. The initiative to include HCL as L2 must come from the board of each individual school.

Helle Degn explained that it makes sense to offer Danish as L2 at ESCPH, because it has long been a wish of many parents in the school. There was also broad support for this proposal when it was presented to the Parents Councils in January and February. Offering Danish as L2 is important for those who wish to stay in Denmark and will increase their possibilities for further study in Denmark. However, the profile of the school is expected to become more Danish as a result.

The school projects that the introduction of L2 Danish will require one additional L2 Danish class. The remaining L2 classes are expected to continue although there is a risk that fewer will choose German.

Christen Bagger expressed concern that German might not be offered one year. To ensure a diversity of languages offered in the school, the school should therefore have a particular focus on German as a language in the school. The school is currently investigating the possibility of offering the "Deutsches Sprachdiplom" (DSD), which is a certificate for German as a second language. This can help attract more students to the school and get more students at the school to choose German as L2.

Decision:

- *The Board approved the proposal to introduce Danish as L2 in Primary 1 from 2023 (first cohort eligible to choose L2 Danish will be students entering nursery class in August 2022).*
- *The school will instigate measures to promote German as a language in the school.*

6. Approval of the 2021 Accounts and preliminary 2022 budget for Primary, Lower Secondary and the After School Care (decision) – 10 mins.

6.1. Annex - 4072_R-opfølg 2021_Inkl. resultat

6.2. Annex - 4072 Budget 2022

Hella Helvig Jensen presented the 2021 accounts and 2022 budgets for the Primary, Lower Secondary and After School Care as well as the Culinary School.

The 2021 accounts:

- The school posted a profit of DKK 738,696. While there were costs associated with extra teachers and improving the common areas in lower secondary, the school also received additional Corona funds.



- The Culinary School took a substantial hit (- 582,727) due to Corona closures etc. and the school must cover the loss.
- The After School Care posted a small loss of DKK -51.480, which is carried over into next year's budget.

The 2022 budgets:

- The school is expected to post a small profit in 2022.
- A loss is also expected in the culinary school next year.
- The After School Care has a very tight budget next year.

Decision:

- *The accounts and budgets were approved by the European School Board and have already been approved by the Campus Board.*

7. Various updates and information - 15 mins.

Information from management

- COVID-19:
 - Rapid tests in the school end this week.
- New hires:
 - Madeline Kirk will start as deputy head of secondary on 1st April.
 - Kristine Gross has started in the administration and has responsibility for accounts and payroll.
- Recruitment/current vacancies:
 - Head of After School Care
 - New school secretary
 - Several teachers for secondary
- SAG/ESCPH separation
 - No news.
- Bac preparations
 - A meeting has been held with the Bac Unit to get clarification on various parts of the Bac planning.
 - The exchange programme in the European Schools is starting up again and Julie Thom said that ESCPH would participate and that she would investigate deadlines.
- Admissions status
 - The deadline for applications for S5 is Tuesday 1st March and there are applications coming in every day.
 - In Lower secondary, we are looking at the possibility of creating a French class.



- Screening invitations have been sent out to 200 nursery class applicants. The format of the screening has changed so it now includes both an academic assessment and a social evaluation by pedagogues.

Information from the staff

- Upper secondary teachers are busy organising the study trip in S6.
- With Covid restrictions lifted it is now possible to organise student activities again including assemblies, cafés, etc.
- Maria Østergaard left the school at the end of January and candidates are therefore being interviewed for the role of school secretary tomorrow.

Information from the students

- Muskan Asim and Octave Marozeau, lower secondary:
 - Currently working with task forces on mental health, library and debate clubs and planning a student party in May.
 - Concerns have been expressed about bullying and how to address this and the school is dealing with it. An assembly was held about the importance of respecting everyone including LGBTQ+ community. The students suggested that we work more on the school values.
 - A few students have been concerned about teacher changes.
 - The students are keen to organise after school activities with help from the parents.
- Sebastian, upper secondary:
 - The upper secondary student council has decided on a set of bylaws for the student council.
 - The students have had some concerns about assessment and the EB conversion and are in dialogue with Des Hughes and Daniela Thiel about this. Julie Thom mentioned that the school has met with UFM (Ministry for Higher Education and Science) regarding the conversion scale and their view is that the new conversion is positive for the EB students, and they have promised to come and explain the conversion.
 - Next Wednesday there is a student democracy day workshop.
 - The students are also organising an upper secondary prom.

8. AOB - 3 mins.

- The agenda for the next Board meeting will include:
 - A plan for the election of parent representatives to the Board.
 - Information about initiatives to promote German as a language in the school.

Strategic Focus Points for European School Copenhagen 2021/2022

Dept.	Focus point	Background - why?	Objective(s) – what?	Lead/stakeholders – who?	Actions – how?	Key dates – when?	Successes / evaluation*
All	1. One Whole School (Continued from 2020/21)	Following the lockdown and while the school continues to grow, there is a need to focus on cohesiveness and creating a common identity.	All stakeholders perceive the school as one and there is a strong common European school identity	Uri Harlam	<ol style="list-style-type: none"> 1. Management to assume different interdepartmental areas of responsibility (e.g. Charlotte - Resource Centre) 2. Organise staff activities involving all staff groups 3. Organise activities involving all departments sharing knowledge from each other's departments 4. Organise all-school event/party involving the PC and the PA 5. Organise transition events and establish new traditions 6. Collaborate across departments to address problem areas identified in the employee satisfaction survey 7. See also activities relating to 2. PLRC and 3. Harmonisation 		<p>Staff experience that there is a greater sense of community at the school e.g. at relevant all-school meetings.</p> <p>Students in P1, S1, S4 and S6 express being supported in their transition, both socially and academically e.g. in relation to new subjects and working methods.</p> <ul style="list-style-type: none"> - Primary 5 teachers could visit S1 students within a week in Secondary - Secondary 5 class teachers and students could evaluate the introduction week <p>Well-being surveys among staff</p> <p>APV (workplace survey) made in the Autumn</p> <p>Unicef Rights Survey among students</p> <p>MUS (include questions regarding Whole School)</p>
All	2. PLC and RC (Pedagogical Learning Center and Resource Center)	As Secondary doesn't have a PLC, we want to create a common PLC for Primary and Secondary to further develop our inclusive learning environment . We would also like to increase collaboration between Primary and Secondary resource persons in both PLC and RC to ensure we utilise the resources in the best possible way.	As a result of a better physical environment and organisation of the PLC, and increased collaboration between resource persons in Primary and Secondary including RC, the students have an inspiring, supportive, and inclusive study / learning environment where they can achieve their potential. It should also lead to fewer cases ending in the RC from Lower Secondary.	Charlotte Høirup	<ol style="list-style-type: none"> 1. Plan process for expansion and organisation of the PLC/RC 2. Integrate resources like ICT, reading support counsellor, educational support in the PLC 3. PLC to support teachers and offer a variety of learning activities 4. Inspire and disseminate experience and knowledge to pedagogical staff 5. Establish a Secondary Library/Study Centre 6. Purchase and register books for the School Library 7. Establishment and operation of book storage room/basement 8. Lower Secondary team structure is supported by meeting structure and co-work with Pedagogical Development Consultant Stine Lykke Nielsen 9. More teachers from Lower Secondary are allocated into educational support and study café 		<p><u>Questionnaire to be developed for pedagogical staff and students - objectives/success criteria achieved:</u></p> <p>Teachers' teamwork and collaboration around classes, with PLC and RC is experienced by teachers and students as supporting the students' learning progression and well-being in the school.</p> <p>Students are engaged and motivated to learn, and the school meets the different needs by offering a variety of learning activities and specific support. Fewer cases require RC support.</p> <p>Teachers express loan and return of books is working smoothly and the School Library and PLC support the teaching they do in class.</p> <p>Lower Secondary teachers and students express satisfaction with educational support.</p>

Dept.	Focus point	Background - why?	Objective(s) – what?	Lead/stakeholders – who?	Actions – how?	Key dates – when?	Successes / evaluation*
All	3. Harmonised didactic approach / learning progression	We wish to support best practice sharing and staff development to ensure high academic progression among students and close any potential learning gaps post-lockdown. Among other things by introducing ES 8 key competencies, action-oriented learning and co-teaching.	To underpin our values and mission to foster high academic standards, curious and independent thinking students, lifelong learners and responsible global citizens.	Helle Degn / Pedagogical Development Group	<ol style="list-style-type: none"> 1. Common focus and discussion of ES learning objectives / 8 key competences 2. B-tests are identical across language sections 3. Follow up on learning and well-being post-lockdown 4. Organise co-teaching/"balkort" 5. Feedback and data 6. Assessment and grading are the same from teacher to teacher 7. Action-oriented learning 8. Portfolios 9. Transition 10. Deliver the professional development plan 		<p>In Primary, teachers express that the possibility to collaborate about academic progression outside and in the classrooms have increased.</p> <p>Primary teachers express having common tools and language by using the different elements from the action plan.</p> <p>In the S6 Audit, ESCPH scores high on the 'European Dimension' and the implementation on the 8 key competences</p> <p>In the Lower and Upper Secondary departments, teachers and students express satisfaction with identical tests on S4-S6 across language sections.</p> <p>Lower and Upper Secondary students feel that their teachers grade and assess identically.</p> <p>Teachers have identified and closed any gaps in the learning in general.</p> <p>Upper Secondary teachers express that they have a wider variety of feedback and assessment methods to use with students</p> <p>Upper Secondary students express that they understand feedback given by teachers – and their learning progression</p>
Upper Secondary	4. BAC implementation (Continued from 2020/21)	In August 2021, our students enter the European Baccalaureate cycle and it's important that we comply with all the EB regulations and achieve initial accreditation of S6 and S7.	A successful audit. The creation of a growing and beneficial social and study environment.	Julie Thom / Hans Bolvinkel	<ol style="list-style-type: none"> 1. Plan for successful audit process 2. Implement SMS MySchool 3. Recruit new students for S5 and S6 / retain and ensure good transition of existing S4 students 4. Highlighting the benefits of the EB with regards to choice of subjects and exams 5. Create a good social and study environment, traditions and student exchange/ international travel 6. Develop ES support and study counselling programme 		<p>Teachers express satisfaction with SMS Myschool with regards to school reports.</p> <p>25-50% more students choose to continue from S4 to S5 compared to 2021.</p> <p>25-50% more external students choose the S5 at ESCPH.</p> <p>Students express satisfaction with study guidance and career planning.</p> <p>S5 and S6 students express satisfaction with new learning- and social areas.</p>

Dept.	Focus point	Background - why?	Objective(s) – what?	Lead/stakeholders – who?	Actions – how?	Key dates – when?	Successes / evaluation*
Administration (Group Administration = SAG & ESCPH administration)	5. SAG og ESCPH – Coherence and quality assurance in the Group Administration	The objective of the group administration is to support the schools' core function (kerneopgave) in the best possible way and the focus is therefore on quality assurance and coherence.	Knowledge sharing and involvement across the departments, working in close collaboration with the professional management groups. Quality output and high professionalism, while maintaining a good working environment. Continuity between the different subject areas.	Hella Helvig Jensen/ Technical & Administrative Staff, Management at ESCPH & SAG	<ol style="list-style-type: none"> 1. Update job descriptions and annual task plans (årshjul) 2. Prepare procedures to support performance of the tasks and create transparency. 3. Hold meetings with management regarding the tasks, output and quality. 		TRIO evaluates that the working environment/well-being of the group administration is good. At a joint meeting, the administrative staff assess that collaboration with the professional/dept. managers has improved, and there is greater clarity about the tasks. Management at SAG and ESCPH find that there has been good administrative support for the core function and a focus on quality assurance.

* staff, student council and PC will be invited to evaluate briefly against each focus point (improved/better, no change, less/worse)

Strategy for the European School Copenhagen 2022-2025

This paper holds a vision, a narrative for ESCPH and a specific strategy including goals and strategic focus points for 2022-2025.

Vision for ESCPH

We educate to instil insight and a global mindset. We create the future voices of the world.

Mission for ESCPH

The European School Copenhagen is a multicultural and multilingual learning environment of high academic standard, committed to developing lifelong learners and responsible global citizens.

ESCPH narrative

The European Schools were founded in the aftermath of WW2. The schools were created as a barrier against ever repeating ignorance and hate developing to this extent again. The European Schools were established in 1953 by countries that were formerly against each other in war. Children, whose parents had fought on opposite sides of the conflict, would not only be taught together, but, as per the curriculum of the school, learn history and geography in a foreign language and from a foreign point of view.

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

(Marcel Decombis, Head of European School, Luxembourg between 1953 and 1960). When you enter ESCPH these words hang on the school walls when entered from Ny Carlsberg Vej.

The story of European School Copenhagen is really a story of entrepreneurship and pioneer spirit. Originally a prestigious project of being able to offer schooling for international work force moving to Cph.

It belongs to the story of ESCPH that it started out in barracks in the industrial parts of Southern Copenhagen. Almost all teachers who start at ESCPH has stories of how they were just thrown in the deep end and how they have been a driving force in creating the school we have now. “You need to be ready to just give everything you have.” as a more experienced teacher said when I asked her how it was when she first started. And that is what motivates all staff, students and parents.

The purpose of the European Schools is to create teaching of the highest quality so that students could get the best education – with a very ambitious curriculum. Students thus learn Geography and History of the European countries in their second language, their L2, which is always another European language. This is challenging but is a key learning objective in the ES schools.

The European General Education is found in the ESCPH values of Responsibility, Curiosity, Empathy, Respect, Commitment and Collaboration. These values are the foundation of the way teachers teach and students grow both personally and academically.

The European school system originates from Type 1 schools as they can be seen in Brussels and Luxembourg where the majority of EU employees is still to be found. As more and more EU agencies were located in other EU countries the need for education of the staff of the agencies grew and Type II schools were founded so that there would be one of these schools in each of the EU countries hosting an EU agency. These schools are called accredited European Schools.

Being a type II European School, European School Copenhagen is in Denmark because of the European Environmental Agency, which is situated in Copenhagen. The accredited schools are recognised by following ES-curriculum and frames for the educational structure and pedagogically following the national pedagogical standards of the host country, which for ESCPH is Denmark. European School Copenhagen is thus part of the European School system and at the same time it is also a Danish public school with both primary school, lower secondary school and upper secondary school. ESCPH seeks to incorporate Danish educational principles and pedagogical values such as problem-based learning, visible learning and supporting students' sense of responsibility. At the same time the pedagogical traditions of the language sections English, French and Danish are also incorporated into the everyday school life at ESCPH.

European School Copenhagen is situated in the centre of Copenhagen in Carlsberg Byen, a modern part of the city and at the same time a part of the city that carries many traditions. European School Copenhagen has been situated in the Carlsberg City since 2018 and is marked by the innovative thinking that comes with creating a new school in combination with a respect and an understanding of the history that lies before the founding of the school – in both terms of the above values and pedagogics. Carlsberg city is the place where the famous Carlsberg brewery was situated when it was founded by the brewer J.C Jacobsen in 1847. Today the brewing of the beer itself is moved to other countries but the Carlsberg administrative headquarters are still situated in the Carlsberg City. You may say that there is a link between the European School Values of being engaged, curious and then not least – of putting in hard work in order to achieve your goals. This approach to learning is seen in the efforts of students, parents, teachers, administration and management every day at ESCPH.

The narrative leads to our overall objectives.

The overall objectives 2022-2025

1. ESCPH aims for high professional and academic standards in a sustainable organisation

All staff must aim for the highest professional standards with regards to task solving and collaboration with other staff members, parents and students with a focus on creating the best learning environment for all students at ESCPH.

2. ESCPH focuses on strengthening its European specificity, local anchoring and global responsibility

ESCPH is first and foremost a European School. ESCPH fosters young people who are European Educated and who take global responsibility. This can be strengthened further by building and working with European and local partners in Denmark, the Carlsberg City and by involving parents at ESCPH in this work.

3. ESCPH focuses on developing a strong well-being environment

ESCPH is a school under development. This provides a possibility for students and staff to participate in this development and in making a difference in the development of the school. It also means many tasks that haven't been done before where staff and students face new areas that also ESCPH face for the first time. Student and staff well-being will be a focus in the continuous development of ESCPH.



Timeline/action plan for the election of parent representatives to the board

The election of parent representatives to the board shall be conducted in accordance with the following timetable:

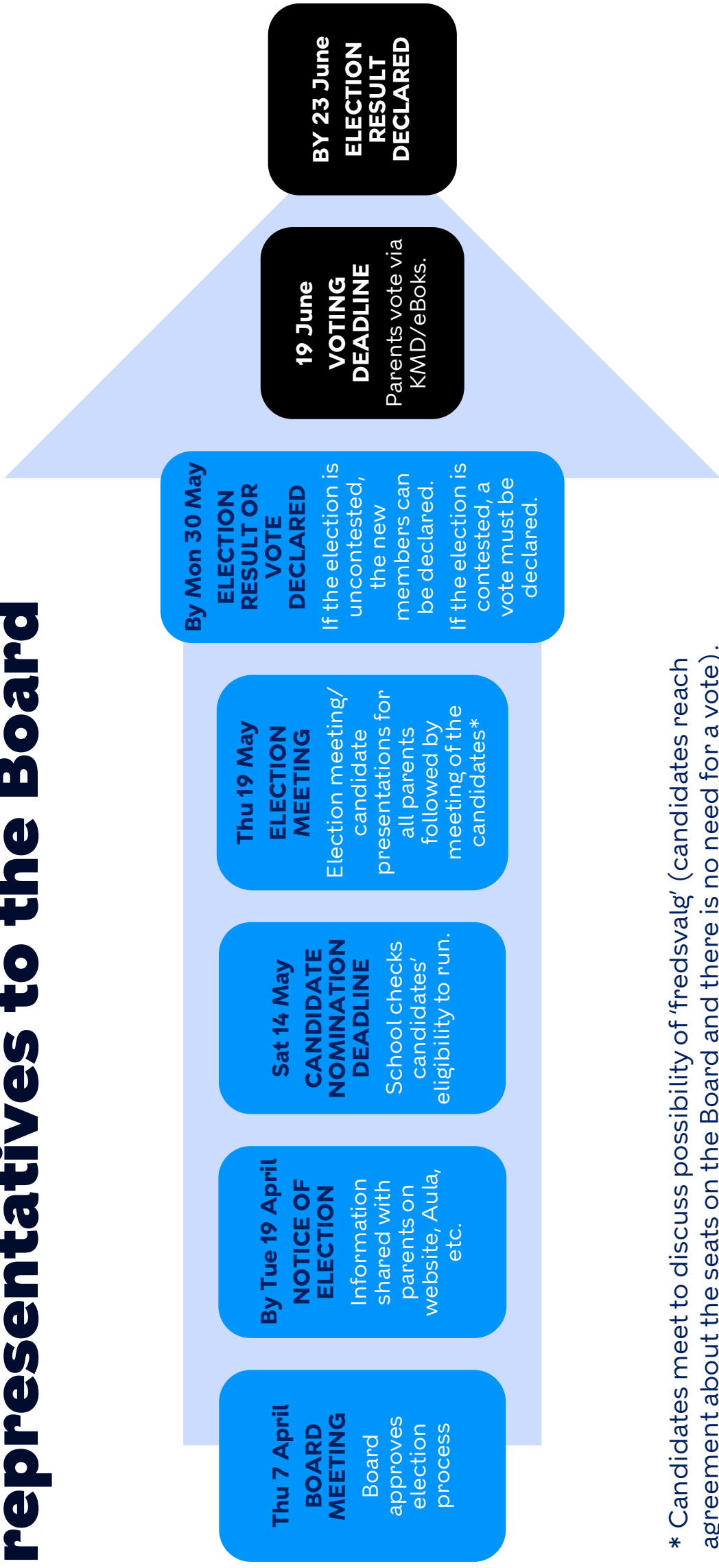
Date	Action	Owner
By 15 March	Draft timetable <ul style="list-style-type: none"> Draft timetable and action plan sent to the Board for comment. 	SHL/School Management
7 April	Approval of timetable and plan for the election <ul style="list-style-type: none"> Board to decide on the school's proposed election plan at the Board meeting on 7 April. 	Board
By 19 April	Notice of election <ul style="list-style-type: none"> Notice of election on website, Aula and Lectio Share timeline for election on website and other channels 	SHL/School Management
April/May	Election information <ul style="list-style-type: none"> Information on website, Aula, Lectio, etc. Call for nomination of candidates to the Board 	SHL/School Management
By 14 May	Deadline for nomination of candidates <ul style="list-style-type: none"> Deadline for parents to nominate themselves Candidate eligibility checks 	Parents SHL/School Management
Thu 19 May	Presentation and meeting of the candidates <ul style="list-style-type: none"> Meeting for all parents where the candidates present themselves Followed by meeting of the candidates to try and reach agreement about the seats on the Board (if more candidates than seats). 	SHL/School management Candidates
By 30 May	Notice of contested or uncontested election <ul style="list-style-type: none"> If the candidates can reach agreement about the seats: New members of the Board are declared on website, Aula and Lectio. 	SHL/School management



Timeline/action plan for the election of parent representatives to the board

	<ul style="list-style-type: none"> If the candidates can't reach agreement: Announce vote (electronic via KMD) 	
6 June	<p>Candidates set up in the electronic voting system</p> <ul style="list-style-type: none"> Codes and links shared with the candidates so they can register and provide a presentation of themselves. 	SHL/School management
9 June	<p>Parents receive information regarding the vote</p> <ul style="list-style-type: none"> Parents notified via eBoks. Parents exempt from electronic mail receive a letter in the mail. 	SHL/School management
19 June	<p>Voting deadline</p>	Parents
By 23 June	<p>Declare result of the vote</p> <ul style="list-style-type: none"> The result of the vote is announced on the school's website, Aula and Lectio. 	SHL/School management
1 August	<p>Four-year tenure of new Board members officially starts</p>	Board
TBD (June)	<p>Election of student representatives to the Board</p>	School management
By end of Sep 2022	<p>Constitution meeting of the Board in accordance with bylaws.</p>	Chairman of the Board and Director of the School
By mid-October	<p>Notice of constitution of the Board on website, Aula and Lectio</p>	SHL/School management
By mid-October	<p>List of names of Board members, including the chair, sent to Områdechef VVK/BUF.</p>	SHL/School management

High level timeline for election of parent representatives to the Board



* Candidates meet to discuss possibility of 'fredsvalg' (candidates reach agreement about the seats on the Board and there is no need for a vote).



Årsrapport

1. januar – 31. december 2021

European School Copenhagen Upper Secondary

Ny Carlsberg vej 99

1799 København V

281021

Generelle oplysninger om institutionen

Institutionen	European School Copenhagen Upper Secondary Ny Carlsberg vej 99 1799 København V Hjemstedskommune: Københavns Kommune Telefonnummer: 3614 0190 E-mail: admin.escph@kk.dk Hjemmeside: www.europaskolen.sag.dk CVR-nr.: 64942212
Afdelingsbestyrelsen	Jonas Christoffersen – Formand – Udpeget medlem Hans Bruyninckx – Næstformand – Udpeget medlem Christian Bagger – Forældrerepræsentant Rikke Karlsson – Forældrerepræsentant Caroline Warner – Forældrerepræsentant Eskil Berg Kappel – Forældrerepræsentant Rasmus Hornecker – Medarbejderrepræsentant Johan Lindell – Medarbejderrepræsentant Stine Hvitved Leather – Medarbejderrepræsentant Muskan Asim – Elevrepræsentant for lower secondary Sebastian Leiholt – Elevrepræsentant for upper secondary Anette Holst, Rektor – Uden stemmeret Julie Rørdam Thom, Deputy Director – Uden stemmeret
Campusbestyrelsen	Jens Kramer Mikkelsen – Formand – Udpeget medlem Jonas Christoffersen – Næstformand – Udpeget medlem Marianne Zibrandtsen – Udpeget medlem Emil Moselund – Udpeget af Borgerrepræsentationen Karsten Vestergaard – Forældrerepræsentant for folkeskolen SAG Nynne Sole Dalå – Forældrerepræsentant for gymnasiet SAG Christen Bagger – Forældrerepræsentant for Europaskolen Rikke Karlsson – Forældrerepræsentant for Europaskolen Sebastian Leiholt – Elevrepræsentant for Europaskolen Alma Linnea Del Campo - Elevrepræsentant for gymnasiet SAG Edward Pagh Pedersen – Medarbejderrepræsentant for gymnasiet SAG Allan Severin – Medarbejderrepræsentant for folkeskolen SAG Rasmus Hornecker - Medarbejderrepræsentant Europaskolen Anette Holst, Rektor – Uden stemmeret Julie Rørdam Thom, Deputy Director ESCPH – Uden stemmeret

Daglig ledelse	Anette Holst – Rektor Julie Rørdam Thom – Deputy director Hella Helvig Jensen – Administrativ leder
Institutionens formål	<p>European School Copenhagen er en offentlig, akkrediteret Europaskole med elever i indskoling til og med gymnasiet. Uddannelsesforløbet afsluttes med den europæiske studentereksamen, European Baccalaureate, der anerkendes i alle EU-lande på linje med en national studentereksamen.</p> <p>I henhold til:</p> <ul style="list-style-type: none">• § 16 og § 58 i lov om institutioner for almengymnasiale uddannelser og almen voksenuddannelse m.v., jf. lovbek.nr. 1752 af 30. august 2021• § 42 lov om folkeskolen, jf. lovbekendtgørelse nr. 1510 af 14. december 2017,• den særlige bemyndigelse til Københavns Kommune til at drive Sankt Annæ Gymnasium, herunder Europaskolen, i henhold til § 1 nr. 1, i lov nr. 590 af 24. juni 2005
Revisor	Deloitte Statsautoriseret Revisionspartnerselskab Weidekampsgade 6 2300 København S Tlf. 36 10 20 30

Påtegning og underskrift af Københavns Kommune

Vi har dags dato aflagt årsrapport for regnskabsåret 1. januar – 31. december 2021 for European School Copenhagen Upper Secondary.

Årsrapporten er efter aftale med Ministeriet for Børn og Undervisning, aflagt efter retningslinjer jf. brev af 5. februar 2021 Bilag 1 – Regnskabsregler for Sankt Annæ Gymnasium.

Det er vores opfattelse, at årsrapporten er rigtig, det vil sige at årsrapporten ikke indeholder væsentlige fejlinformationer eller udeladelser,

at de dispositioner, som er omfattet af regnskabsaflæggelsen, er i overensstemmelse med meddelte bevillinger, love og andre forskrifter samt med indgåede aftaler og sædvanlig praksis,

samt at der er etableret forretningsgange, der sikrer en økonomisk hensigtsmæssig forvaltning af de midler, der er omfattet af årsrapporten.

København, den 5. april 2022

Rektor

København, den 5. april 2022
Bestyrelse

Formand

Næstformand

Den uafhængige revisors revisionspåtegning

Til bestyrelsen for European School Copenhagen Upper Secondary, ved Sankt Annæ Gymnasium

Revisionspåtegning på årsregnskabet

Konklusion

Vi har revideret årsregnskabet for gymnasiet for regnskabsåret 1. januar - 31. december 2021, der omfatter anvendt regnskabspraksis, resultatopgørelse, noter og særlige specifikationer. Årsregnskabet er aflagt efter bestemmelserne fra Børne og Undervisningsministeriet, jf. brev af 5. februar 2021 Bilag 1 – Regnskabsregler for Sankt Annæ Gymnasiums ledelse.

Det er vores opfattelse, at årsregnskabet i alle væsentlige henseender er rigtigt, dvs. udarbejdet i overensstemmelse med ovennævnte bestemmelser.

Grundlag for konklusion

Vi har udført vores revision i overensstemmelse med internationale standarder om revision og de yderligere krav, der er gældende i Danmark, samt standarderne for offentlig revision, idet revisionen udføres på grundlag af bestemmelserne i revisionsvedtægten for Københavns Kommune og Børne- og Undervisningsministeriets bekendtgørelse nr. 2110 af 24. november 2021 om revision og tilskudskontrol m.m. ved institutioner for erhvervsrettet uddannelse, almengymnasiale uddannelser og almen voksenuddannelse m.v. Vores ansvar ifølge disse standarder og krav er nærmere beskrevet i revisionspåtegningens afsnit ”Revisors ansvar for revisionen af årsregnskabet”. Vi er uafhængige af skolen i overensstemmelse med International Ethics Standards Board for Accountants’ internationale retningslinjer for revisorers etiske adfærd (IESBA Code) og de yderligere etiske krav, der er gældende i Danmark, ligesom vi har opfyldt vores øvrige etiske forpligtelser i henhold til disse krav og IESBA Code. Det er vores opfattelse, at det opnåede revisionsbevis er tilstrækkeligt og egnet som grundlag for vores konklusion.

Ledelsens ansvar for årsregnskabet

Ledelsen har ansvaret for udarbejdelsen af et årsregnskab, der i alle væsentlige henseender er rigtigt, dvs. udarbejdet i overensstemmelse med bestemmelserne fra Børne og Undervisningsministeriet, jf. brev af 5. februar 2021 Bilag 1 – Regnskabsregler for Sankt Annæ Gymnasiums ledelse. Ledelsen har endvidere ansvaret for den interne kontrol, som ledelsen anser for nødvendig for at udarbejde et årsregnskab uden væsentlig fejlinformation, uanset om denne skyldes besvigelser eller fejl.

Ved udarbejdelsen af årsregnskabet er ledelsen ansvarlig for at vurdere gymnasiets evne til at fortsætte driften, at oplyse om forhold vedrørende fortsat drift, hvor dette er relevant, samt at udarbejde årsregnskabet

på grundlag af regnskabsprincippet om fortsat drift, medmindre ledelsen enten har til hensigt at likvidere gymnasiet, indstille driften eller ikke har andet realistisk alternativ end at gøre dette.

Revisors ansvar for revisionen af årsregnskabet

Vores mål er at opnå høj grad af sikkerhed for, om årsregnskabet som helhed er uden væsentlig fejlinformation, uanset om denne skyldes besvigelser eller fejl, og at afgive en revisionspåtegning med en konklusion. Høj grad af sikkerhed er et højt niveau af sikkerhed, men er ikke en garanti for, at en revision, der udføres i overensstemmelse med internationale standarder om revision og de yderligere krav, der er gældende i Danmark, samt standarderne for offentlig revision, jf. revisionsvedtægten for Københavns Kommune og Børne- og Undervisningsministeriets bekendtgørelse nr. 2110 af 24. november 2021 om revision og tilskudskontrol m.m. ved institutioner for erhvervsrettet uddannelse, almengymnasiale uddannelser og almen voksenuddannelse m.v., altid vil afdække væsentlig fejlinformation, når sådan findes. Fejlinformationer kan opstå som følge af besvigelser eller fejl og kan betragtes som væsentlige, hvis det med rimelighed kan forventes, at de enkeltvis eller samlet har indflydelse på de økonomiske beslutninger, som regnskabsbrugerne træffer på grundlag af årsregnskabet.

Som led i en revision, der udføres i overensstemmelse med internationale standarder om revision og de yderligere krav, der er gældende i Danmark, samt standarderne for offentlig revision, jf. revisionsvedtægten for Københavns Kommune og Børne- og Undervisningsministeriets bekendtgørelse nr. 2110 af 24. november 2021 om revision og tilskudskontrol m.m. ved institutioner for erhvervsrettet uddannelse, almengymnasiale uddannelser og almen voksenuddannelse m.v., foretager vi faglige vurderinger og opretholder professionel skepsis under revisionen.

Herudover:

- Identificerer og vurderer vi risikoen for væsentlig fejlinformation i årsregnskabet, uanset om denne skyldes besvigelser eller fejl, udformer og udfører revisionshandlinger som reaktion på disse risici samt opnår revisionsbevis, der er tilstrækkeligt og egnet til at danne grundlag for vores konklusion. Risikoen for ikke at opdage væsentlig fejlinformation forårsaget af besvigelser er højere end ved væsentlig fejlinformation forårsaget af fejl, idet besvigelser kan omfatte sammensværgelser, dokumentfalsk, bevidste udeladelser, vildledning eller tilsidesættelse af intern kontrol.
- Opnår vi forståelse af den interne kontrol med relevans for revisionen for at kunne udforme revisionshandlinger, der er passende efter omstændighederne, men ikke for at kunne udtrykke en konklusion om effektiviteten af gymnasiets interne kontrol.
- Tager vi stilling til, om den regnskabspraksis, som er anvendt af ledelsen, er passende, samt om de regnskabsmæssige skøn og tilknyttede oplysninger, som ledelsen har udarbejdet, er rimelige.
- Konkluderer vi, om ledelsens udarbejdelse af årsregnskabet på grundlag af regnskabsprincippet om fortsat drift er passende, samt om der på grundlag af det opnåede revisionsbevis er væsentlig

usikkerhed forbundet med begivenheder eller forhold, der kan skabe betydelig tvivl om gymnasiets evne til at fortsætte driften. Hvis vi konkluderer, at der er en væsentlig usikkerhed, skal vi i vores revisionspåtegning gøre opmærksom på oplysninger herom i årsregnskabet eller, hvis sådanne oplysninger ikke er tilstrækkelige, modificere vores konklusion. Vores konklusioner er baseret på det revisionsbevis, der er opnået frem til datoen for vores revisionspåtegning. Fremtidige begivenheder eller forhold kan dog medføre, at gymnasiet ikke længere kan fortsætte driften.

Vi kommunikerer med den øverste ledelse om blandt andet det planlagte omfang og den tidsmæssige placering af revisionen samt betydelige revisionsmæssige observationer, herunder eventuelle betydelige mangler i intern kontrol, som vi identificerer under revisionen.

Udtalelse om ledelsesberetningen

Ledelsen er ansvarlig for ledelsesberetningen.

Vores konklusion om årsregnskabet omfatter ikke ledelsesberetningen, og vi udtrykker ingen form for konklusion med sikkerhed om ledelsesberetningen.

I tilknytning til vores revision af årsregnskabet er det vores ansvar at læse ledelsesberetningen og i den forbindelse overveje, om ledelsesberetningen er væsentligt inkonsistent med årsregnskabet eller vores viden opnået ved revisionen eller på anden måde synes at indeholde væsentlig fejlinformation.

Vores ansvar er derudover at overveje, om ledelsesberetningen indeholder krævede oplysninger i henhold til statens regnskabsregler.

Baseret på det udførte arbejde er det vores opfattelse, at ledelsesberetningen er i overensstemmelse med årsregnskabet og er udarbejdet i overensstemmelse med kravene i statens regnskabsregler. Vi har ikke fundet væsentlig fejlinformation i ledelsesberetningen.

Erklæring i henhold til anden lovgivning og øvrig regulering

Udtalelse om juridisk-kritisk revision og forvaltningsrevision

Ledelsen er ansvarlig for, at de dispositioner, der er omfattet af regnskabsaflæggelsen, er i overensstemmelse med meddelte bevillinger, love og andre forskrifter samt med indgåede aftaler og

sædvanlig praksis. Ledelsen er også ansvarlig for, at der er taget skyldige økonomiske hensyn ved forvaltningen af de midler og driften af de aktiviteter, der er omfattet af årsregnskabet. Ledelsen har i den forbindelse ansvar for at etablere systemer og processer, der understøtter sparsommelighed, produktivitet og effektivitet.

I tilknytning til vores revision af årsregnskabet er det vores ansvar at gennemføre juridisk-kritisk revision og forvaltningsrevision af udvalgte emner i overensstemmelse med standarderne for offentlig revision. I vores juridisk-kritiske revision efterprøver vi med høj grad af sikkerhed for de udvalgte emner, om de undersøgte dispositioner, der er omfattet af regnskabsaflæggelsen, er i overensstemmelse med de relevante bestemmelser i bevillinger, love og andre forskrifter samt indgåede aftaler og sædvanlig praksis. I vores forvaltningsrevision vurderer vi med høj grad af sikkerhed, om de undersøgte systemer, processer eller dispositioner understøtter skyldige økonomiske hensyn ved forvaltningen af de midler og driften af de aktiviteter, der er omfattet af årsregnskabet.

Hvis vi på grundlag af det udførte arbejde konkluderer, at der er anledning til væsentlige kritiske bemærkninger, skal vi rapportere herom i denne udtalelse.

Vi har ingen væsentlige kritiske bemærkninger at rapportere i den forbindelse.

København, den 5. april 2022

Deloitte

Statsautoriseret Revisionspartnerselskab
CVR-nr. 33 96 35 56

Bryndís Símonardóttir
statsautoriseret revisor
MNE NR. 40064

Ledelsesberetning

Det samlede økonomiske resultat

Resultatet for 2021 viser et overskud på 874.259 kr. I 2021 har det været vanskeligt at styre økonomien både på udgifts- og indtægtssiden.

Det skyldes først og fremmest at ESCPH er en nyopstartet organisation og dertil at vi har haft Covid-19. Der har på grund af Covid-19 været aktiviteter og dermed udgifter, der ikke har kunnet afholdes og vi har samtidig modtaget ekstra tilskud til fagligt løft, trivselsfremmende aktiviteter og rengøring med kort varsel. Vi har afholdt færre projekter pga. Covid-19 men samtidig har vi brugt mere på understøttende undervisning, fx tolærerordning for at understøtte konsekvenserne af hjemmeundervisning under Covid-19 lockdown.

Dertil har vi fået tilskud på 243.702 kr. til pædagogikumkandidater, som der i første omgang ikke var budgetteret med, da vi først sent fik rammesat muligheden for at afholde pædagogikum. Vi har dog også fået 8,4 årselever færre end oprindeligt påregnet, hvilket har påvirket indtægtssiden.

Europaskolen København har med udgangen af 2021 en egenkapital på 1,97 mio. kr.

Opbygning af Upper Secondary – elevtrivsel, høj læring og involvering af lærerne

Upper Secondary er, på trods af endnu en Covid-19 lockdown i december 2021-januar 2022 og begrænsninger på fester og andre elevaktiviteter som følge af Covid-19 lockdown, i fuld udvikling.

Eleverne tager mere og mere ejerskab i forhold til at få elevdrevne aktiviteter op at stå selv, som fx planlægning af fester, bæredygtighedstiltag og afholdning af elevsamlinger (assemblies).

Eleverne er meget interesserede i at igangsætte forskellige tiltag fx omkring bæredygtighed, debatkulturer og det at have en demokratisk organisation og lærere og ledelse fokuserer på at understøtte og udvikle disse tiltag.

Deputy Director og Bac Coordinator har en kontinuerlig dialog med både repræsentanten for de akkrediterede skoler og med Bac kontoret, hvilket understøtter udviklingen og retningen mod de første studenter i 2023.

Upper Secondary lærerne arbejder hårdt for at udvikle gymnasiet både ift. den direkte undervisningsopgave og ift. at understøtte elevtiltag. Deputy Director fokuserer på at inddrage lærerne og elever videst muligt i at skabe et godt gymnasium med fokus på både elevtrivsel og samtidig understøttelse af at få skabt rammer og traditioner for udviklingen, så den er bæredygtig.

Elevoptag 2021

I skoleåret 2021 fortsatte ca. 1/3 af S4 eleverne fra den eneste S4 klasse, der var, S4DK. De resterende elever er rekrutteret udefra – både lokalt og internationalt. Der har været en intensiv kampagneproces for at hverve elever og det har set ud til at bære frugt. Få elever er gået ud i løbet af S5, mens et par elever er blevet optaget løbende. Det er svært præcis at sige endnu hvilke elever der søger ESCPH, men et forsigtigt gæt er at der er en stigning i elever, både internt og eksternt, der søger skolen som et bevidst tilvalg i forhold til fx den stærke science- og sprogprofil.

Pædagogiske og organisatoriske fokusområder

Et helt centralt fokusområde i 2021 har været opbygningen af The European Baccalaureate så alle elever i nuværende S6 kommer godt igennem og bliver stærke studenter i trivsel i 2023. Derudover har et helt naturligt pædagogisk udviklingsområde i 2021 været "Feedback and assessment", altså det at være bevidst om, at lærerne som samlet lærerkollegium giver ensartet feedback samt, at de er fortrolige med de karakterer de giver. Det lyder måske som en selvfølge, men de tre karaktertyper der er i EB A, B and C mark, findes ikke i andre uddannelseslæreplaner, så selvom der er mange erfarne lærere i lærerkollegiet i Upper Secondary på ESCPH, har denne indsats været vigtig.

Hoved- og nøgletal

	2021	2020
		01.08-31.12
	DKK mio.	DKK mio.
Resultatopgørelse		
Statstilskud	7,0	1,7
Øvrige indtægter	2,6	2,5
Indtægter i alt	9,5	4,2
Årselever		
Årselever i alt	74,6	25,3
Aktivitetsudvikling i procent	66,1	-
Årsværk		
Antal årsværk inkl. ansatte på sociale vilkår	13,4	4,5
Andel i procent ansat på sociale vilkår	-	-
Ledelse og administration pr. 100 årselever	2,2	4,2
Øvrige årsværk pr. 100 årselever	2,2	2,5
Lønomkostninger		
Lønomkostninger vedr. undervisningens gennemførelse pr. 100 årselever	7,2	5,9
Lønomkostninger øvrige pr. 100 årselever	2,1	3,2
Lønomkostninger i alt pr. 100 årselever	9,3	9,1
Nøgletal til understøttelse af god økonomistyring		
Aktivitetsstyring		
Årsværk pr. 100 årselever	17,9	17,8
Undervisningsårsværk pr. 100 årselever	13,6	11,1

Management Report

Financial result

In 2021 the school made a profit of DKK 874.259.

It was difficult to manage the school's finances in 2021, both from an expenditure and revenue point of view. This was primarily due to Covid-19 and the fact that ESCPH is a relatively new organisation. There were many unforeseen activities and expenses related to Covid, but also additional grants for educational support, well-being measures and cleaning. Due to Covid, we undertook fewer projects yet at the same time spent more on supporting teaching, e.g. two-teacher classes to support distance learning during the lockdown.

We also received a grant of DKK 243,702 for pedagogy (pædagogikum) candidates. This opportunity came late in the process and therefore was not initially in the budget. However, we also had 8.4 full-time students fewer than expected, which affected our income.

At the end of 2021, our equity was DKK 1.97 million.

Developing the Upper Secondary School - student well-being, high quality learning and teacher involvement

The Upper Secondary is, despite another Covid lockdown from December 2021 to January 2022 and restrictions on social and other student activities, in full swing developing.

The students take increasing ownership of student-led activities and are planning parties, sustainability initiatives, assemblies, and other student gatherings. The students are very keen to introduce various initiatives around sustainability, debate culture, democratic organisation and so on, and teachers and management focus on supporting and developing these initiatives.

The Deputy Director and Bac Coordinator are in ongoing dialogue with representatives from the accredited schools and the Bac Office, which supports the development and direction for the Bac and our first Bac graduates in 2023.

The Upper Secondary teachers are working hard to develop the upper secondary school both in terms of the teaching and academics and in terms of supporting student initiatives.

The deputy director seeks to involve teachers and students as much as possible in the effort to create a good upper secondary school with a focus on student well-being and the necessary framework and traditions for sustainable development of the school.

Student admission 2021

In the school year 2021, about 1/3 of the students in our only S4 class, S4DK, continued in S5. The remaining students were recruited from outside - both locally and internationally. There has been an intensive campaign to recruit students and it seems to have worked. Only few students have left S5 and a few new students have been admitted on an ongoing basis. It is difficult to say with any certainty yet exactly which students are applying for ESCPH. A cautious guess is that there is an increase in students, both internally and externally, who apply to the school specifically i.e. because of the strong science and language profile.

Pedagogical and organisational focus areas

A key focus area in 2021 has been the development and planning of the European Baccalaureate to ensure all students in the current S6 classes can thrive and complete the Bac in 2023. A natural pedagogical development area in 2021 was therefore to look at our feedback and assessment to ensure that our teachers give uniform and consistent feedback and are completely familiar with the grades they give. This may sound obvious, but the EB marking system with A, B and C marks is different from other education curricula, so although there are many experienced teachers in the Upper Secondary faculty at ESCPH, this effort has been important.

Anvendt regnskabspraksis

Årsrapporten er aflagt efter retningslinjer fra Ministeriet for Børn og Undervisning, jf. brev af 5. februar 2021 Bilag 1 – Regnskabsregler for Sankt Annæ Gymnasium, herefter kaldet regnskabsreglerne. I overensstemmelse med regnskabsreglerne indeholder årsregnskabet gymnasiets resultatopgørelse og noter til resultatopgørelsen. ESCPH tilhører den juridiske enhed Sankt Annæ Gymnasium.

Der er i årsrapporten ikke indregnet feriepengeforpligtelse, idet Københavns Kommune har meddelt, at de ikke indregner feriepengeforpligtelse.

Generelt om indregning og måling

Gymnasiet er en integreret del af Københavns Kommune. Der er derfor ikke medtaget en særskilt balance for gymnasiet, idet denne indgår som en del af Københavns Kommunes balance.

Ved indregning og måling tages hensyn til forudsigelige risici og tab, der fremkommer inden årsrapporten aflægges, og som be- eller afkræfter forhold, der eksisterede på balancedagen.

I resultatopgørelsen indregnes statstilskud vedrørende regnskabsåret. Øvrige indtægter og omkostninger indregnes i overensstemmelse med kommunens indregningspraksis i resultatopgørelsen, når de registreres.

Resultatopgørelsen

Statstilskud, deltagerbetaling og andre indtægter

Statstilskud, deltagerbetaling og andre indtægter indregnes i resultatopgørelsen, i den periode indtægten vedrører.

Omkostninger

Omkostninger omfatter de omkostninger, der er medgået til at opnå regnskabsårets indtægter. Omkostningerne er i henhold til regnskabsbekendtgørelsen opdelt på undervisningens gennemførelse, markedsføring, ledelse og administration, bygningsdrift samt aktiviteter med særlige tilskud.

Balancen

Som anført indledningsvis og i overensstemmelse med regnskabsreglerne, er der ikke medtaget en egentlig balance, idet gymnasiet er en del af Københavns Kommune og indgår som en integreret del af Københavns Kommunes balance.

Der er dog medtaget en opgørelse af egenkapital. Egenkapitalen er opgjort som egenkapitalen primo året reguleret for årets resultat.

Hoved- og nøgletal

Hoved- og nøgletal er defineret og beregnet i overensstemmelse med regnskabsbekendtgørelsen.

Resultatopgørelse 1. januar - 31. december

	Note	<u>2021</u>	<u>2020</u> 01.08-31.12
Statstilskud	1	6.951.617	1.701.020
Deltagerbetaling og andre indtægter	2	<u>2.570.924</u>	<u>2.500.000</u>
Indtægter i alt		<u>9.522.541</u>	<u>4.201.020</u>
Undervisningens gennemførelse	3	6.551.109	1.868.499
Markedsføring	4	115.108	94.482
Ledelse og administration	5	1.216.775	812.635
Bygningsdrift	6	<u>764.366</u>	<u>331.014</u>
Omkostninger i alt		<u>8.647.358</u>	<u>3.106.631</u>
Resultat		<u>875.183</u>	<u>1.094.389</u>
Egenkapital	7		

Noter

	<u>2021</u>	<u>2020</u> 01.08-31.12
1 Statstilskud		
Undervisningstaxameter	4.068.552	1.332.075
Fællesudgiftstaxameter	2.400.919	368.945
Bygningstaxameter	192.647	0
Særlige tilskud	0	0
Særtilskud iforb. Med Covid-19	45.796	0
Andet	243.702	0
Statstilskud i alt	<u>6.951.617</u>	<u>1.701.020</u>
Antal årselever	74,6	25,3
2 Deltagerbetaling og andre indtægter		
Tilskud fra Københavns Kommune	2.570.924	2.500.000
I alt	<u>2.570.924</u>	<u>2.500.000</u>
3 Undervisningens gennemførelse		
Løn og lønafhængige omkostninger	5.348.428	1.494.446
Øvrige omkostninger	1.202.682	374.053
I alt	<u>6.551.109</u>	<u>1.868.499</u>
4 Markedsføring		
Løn og lønafhængige omkostninger	0	0
Øvrige omkostninger	115.108	94.482
I alt	<u>115.108</u>	<u>94.482</u>
5 Ledelse og administration		
Løn og lønafhængige omkostninger	1.119.463	741.133
Øvrige omkostninger	97.312	71.502
I alt	<u>1.216.775</u>	<u>812.635</u>
6 Bygningsdrift		
Løn og lønafhængige omkostninger	462.344	59.110
Øvrige omkostninger	302.022	271.904
I alt	<u>764.366</u>	<u>331.014</u>

	<u>2021</u>	<u>2020</u>
		01.08-31.12
7 Egenkapital		
Egenkapital 01.01	1.094.389	0
Årets resultat ifl. resultatopgørelse	<u>875.183</u>	<u>1.094.389</u>
Egenkapital 31.12	<u>1.969.572</u>	<u>1.094.389</u>