



## Agenda for the European School Copenhagen School Board Meeting

Date: 7 November 2019  
Time: 17:00 – 18:30  
Venue: Meeting room 5 (214), European School Copenhagen  
Members: Jonas Christoffersen, Christen Bagger, Rikke Karlsson, Eskil Berg Kappel, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Tim Ford, Anette Holst, Dwaj Prakash Jethani, Shireen Noor Rasool Elahi Panah, Neeni Lomborg Rasool  
Guests: Mette Sophie Skærlund, Uri Harlam, Søren Nielsen (EEA), Charlotte Høirup  
Excuses: Poul Toftdahl, Hans Bruyninckx, Eskil Berg Kappel  
Minutes: Stine Hvitved Leather

### Agenda:

#### 0. Welcome new staff representative on the Board, Tim Ford – 2 mins.

#### 1. Approval of the agenda (decision) – 2 mins.

1.1 Annex – Agenda European School Board meeting 07.11.2019

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

2.1 Annex – Minutes from the European School Board meeting 24.09.2019

#### 3. Revision of Parents Council Rules of Procedure (decision) – 5 mins.

3.1 Annex – Parents Council Rules of Procedure\_Draft 29.10.2019

Comment: The Rules of Procedure for the Parents Council have been revised to reflect that there are now two Parents Councils, one for Primary and one for Secondary, but have not changed otherwise and should therefore be adopted.

#### 4. Focus point: Team collaboration, sparring and knowledge sharing (discussion and decision) – 45 mins.

4.1 Annex – Strategic Focus Points 2019-20\_Aproved 24.09.2019

Comment: As agreed in the meeting on 24.09.2019, we will discuss a strategic focus point at each Board meeting. Charlotte Høirup (Deputy Head of Primary) and MSS (Deputy Head of Secondary) will each provide an update on the initiatives that are planned to further collaboration, sparring and knowledge sharing in the teams. The Board members are invited to comment and make suggestions.

- agenda continued p2. -

Annex 1.1. Agenda European School Board meeting 07.11.2019

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- agenda continued -

**5. Quality report 2019 (decision) - 10 mins.**

5.1 ESCPH Quality Report 2019\_DRAFT 05.11.2019

Comment: Every two years, the Municipality drafts a quality report for each of the schools in Copenhagen, assessing the school against key metrics such as absence, test scores, etc. As an Accredited European School, many of the metrics and data are not relevant or available for ESCPH. However, the school must still provide comments/information where possible.

**6. Various information from the school - 20 mins.**

- Update from staff
- Update from students
- Start of Upper Secondary (S5/1g)
- Admission 2020/21 and information evenings
- Recruitment of new Head of Primary
- Feedback from the annual school meeting
- Aula roll-out

Comment: Brief information points from the school, staff and student representatives.

**7. AOB - 5 mins.**



## Minutes from the European School Copenhagen School Board Meeting

Date: Tuesday 24 September 2019  
Time: 16:30 – 19:00  
Venue: Meeting room 5 (214), European School Copenhagen  
Members: Jonas Christoffersen, Hans Bruyninckx, Christen Bagger, Rikke Karlsson, Eskil Berg Kappel, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Anette Holst, Dwaj Prakash Jethani, Shireen Noor Rasool Elahi Panah  
Guests: Mette Sophie Skærlund, Uri Harlam  
Excuses: Poul Toftdahl  
Minutes: Stine Hvitved Leather

### Minutes:

#### **0. Welcome and presentation of the new student representatives – 3 mins.**

The Board welcomed the new student members of the Board and there was a quick round of introductions.

#### **1. Approval of the agenda (decision) – 2 mins.**

1.1 Annex – Agenda European School Board meeting 24.09.2019

At the request of EKB, it was agreed to include the following under 10. AOB:

- CAPEEA
- Mobile phone policy in Secondary
- L3 choices in Secondary

#### **Decision:**

- The agenda was approved by the Board.
- It was agreed that the parent representatives on the Board would be invited to a separate meeting to discuss a document listing issues raised by parents.

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

2.1 Annex – Minutes from the European School Board meeting 12.06.2019

#### **Decision:**

The Board approved the minutes from the European School Board meeting on 12<sup>th</sup> June 2019.



### **3. School holiday plan 2020-21 (decision) - 1 min.**

#### 3.1 Annex - School Holiday Plan 2020-21\_Draft\_May 2019

JC explained that the holiday plan has been drafted based on previously agreed principles. The school has been granted dispensation to have a shorter school year, allowing the school's international students and staff to have two additional weeks of holiday placed at the end of the summer holiday and around Easter. The school will therefore be strict regarding the recording of absence outside the official holidays.

#### **Decision:**

The holiday plan was approved by the Board and will be submitted to the Campus Board for final approval.

### **4. Annual school meeting for all parents in September (decision) - 10 mins.**

#### 4.1 Annex - Invitation to the Annual School Meeting 10.10.2019\_Draft\_Sep 2019

The Board discussed the draft invitation and programme for the upcoming annual school meeting.

#### **Decision:**

The Board decided to adopt the proposed programme excluding the update on the development and organisation of the school. It was also decided that the student representatives on the Board would present the work of the Student Council. SHL will update and share the programme with the parents.

### **5. The future development of the school (information) - 10 mins.**

#### 5.1 Annex - ESCPH Development\_2019.09.20

Parents have asked about the future organisation and development of ESCPH vis-à-vis Sankt Annæ Gymnasium (SAG) and AH has therefore written a document to inform all the parents.

The school is currently waiting for the Ministry of Education to decide on two important issues that affect the development and organisation of the school:

1. funding of the Upper Secondary department and
2. separation of SAG and ESCPH

1. The Municipality and the Ministry of Education have been in negotiations about the funding of the upper secondary since autumn 2018 and are reportedly making progress. The school hopes to be able to open S5 in August 2020.
2. Originally the plan was for ESCPH and SAG to be co-located in Carlsberg Byen, but since the Municipality has decided not to build a school for SAG in Carlsberg Byen, it no longer makes sense to have a joint campus Board. A separation of the two schools requires a change of law and must be decided by the Minister of Education.



RK asked if a 'meet and greet' meeting had been set up with the Ministry of Education. JC explained that the issue would be decided by the Municipality rather than the school so a meeting would not change that.

### **Decision:**

The Board decided that

- the document should be shared with all the parents and it would therefore not be necessary to give an update about the future organisation and development of the school at the annual school meeting.
- the document should be amended slightly before being shared with the parents, taking out the reference to the appendices and clarifying who makes the decisions regarding the funding of the upper secondary department and the separation of the two schools.
- AH will follow up with the Municipality for a status on the negotiations with the Ministry of Education and will contact HB if it looks likely that an agreement can't be reached.
- the Board will discuss different organisational models when relevant.

### **6. Strategic Focus Points 2019-20 (decision) - 10 mins.**

- 6.1 Annex - Strategic Focus Points 2019-20\_Draft\_May 2019
- 6.2 Annex - Strategic Focus Points 2018-19\_Status\_Sep 2019

MSS presented the four strategic focus points proposed for the 2019/20 school year:

1. Team collaboration, sparring and knowledge sharing:
  - The Secondary and Primary departments are at different stages of development, but both need to focus on team collaboration, planning and sharing of knowledge regarding didactics and pedagogy.
2. Evaluation and assessment to ensure academic progression of all students:
  - Learning "targets" are set in the curriculum/syllabuses but there are currently no standardised tests in the European Schools system.
  - It is important that ESCPH can test that these "targets" have been reached.
  - It was suggested that the issue be raised in CAPEEA.
3. Funding and organisation of Lower and Upper Secondary
  - This was also a focus in 2018/19 school year but is still relevant as the opening of the upper secondary was postponed and negotiations regarding funding of the upper secondary is ongoing.
  - RK suggested changing the wording to "suitable applicants" rather than "not enough applicants", page 3.
4. Communications:
  - There is general agreement that school/home communications need to improve, and this was further discussed under item 8.



### **Decision:**

The Board decided to

- adopt the Strategic Focus Points for 2019-20.
- discuss a strategic focus point at each of the Board meetings in 2019/20.
- update and share the phasing plan with the parents when the funding negotiations for upper secondary are finalised.

### **7. Follow up on the discussion about the Board's working methods/tasks and parents' list of issues (discussion and decision) - 45 mins.**

7.1 Annex - Annual Plan ESCPH Board 2019-20\_Draft Sep 2019

JC summed up the previous discussions about the Board's working methods and tasks and presented the annual plan for the Board 2019-20. There is agreement to limit information points in the future and allow more time for discussions and decisions.

The Board members discussed the proposed annual plan for the 2018/19 Board meetings. It was suggested that the item 'New staff/recruitment' be changed to 'Staff/recruitment' and that the 'Staff update' be moved up on the agenda to be the first information point and add 'Student update' to the agenda.

### **Decision:**

The Board decided

- to adopt the annual plan for the Board 2019/20 with the proposed changes.
- that JC will redraft the Board's rules of procedure, presenting a first draft at the February 2020 meeting with a view to finalise and agree them at the June 2020 meeting.
- to arrange a separate meeting with the parent representatives to address the list of issues from parents.
- to have two Board meetings in the spring (February and April) instead of the one meeting already scheduled in March. SHL will organise.
- to write to the Board members 3-4 weeks prior to the Board meetings to ask them for suggestions to the agenda.

### **8. School/home communications (discussion and decision) - 45 mins.**

8.1 Annex - Communications Policy Draft\_Sep 2019

A list of all the different communications from the school was distributed to the Board members along with examples of written material (brochures). AH encouraged the Board members to share their feedback with MSS and SHL, e.g. if there is anything further the school should be doing. The following feedback was given at the meeting:

- The list could also include all the verbal communications provided by the school at Parents Council meetings, etc.
- EKB suggested that it should also be considered what type of information is distributed, e.g. there is information that hasn't been shared in the past that perhaps should have been.



- Parent request for more consistent way of communicating homework.

It was debated whether there should be more information from the school, e.g. repeated messages across multiple channels to ensure parents receive the information, but it was also argued that people have a responsibility to stay informed themselves.

The Board then discussed the draft communications policy, which has been discussed by staff. HB thought it was a good and short policy and had just a few comments. Concern was expressed that the policy would not be enough to change things, but the document was also considered an important fallback document to be able to reference when issues arise.

### **Decision:**

The Board decided

- to adopt the communications policy with the few minor changes suggested.
- that one of the parent representatives would present the communications policy at the annual school meeting.
- that the communications policy should be discussed in the Parents Councils and the Parents Council representatives asked to help roll out the policy by presenting it to their respective classes.
- that 'communications issues' should be a regular item on the agenda at the coming Board meetings to address any issues if necessary.

### **9. Various information - 15 mins.**

- Results of the Employee Satisfaction Survey 2019  
9.1. Annex - Employee Satisfaction Survey Summary Results 2019

MSS explained that the Municipality conducted an Employee Satisfaction Survey in the spring. Overall, the school's results are good and outscore the other schools. However, there are always areas which can be improved. The weaker points include collaboration on shared tasks and a lack of learning and development opportunities. The issues have been discussed with the staff.

- Admission status  
9.2. Annex 9.2. Admission New Classes 2019-20\_Status 22.09.2019

AH gave an update on the number of students admitted in the new classes that opened in August. A few students dropped out in the nursery classes over the summer resulting in a lower than expected number of students in the nursery classes. Some of the older classes have more students. It was a bit harder to get qualified French applicants so here the numbers are a little lower.

There have been some discussions about the age of some of the students, particularly in the French language section. Some students come from different



school systems, where they start school earlier, but the school must stick to the age criteria set by the Municipality, and this age criteria also applies to the older students.

- Recruitment of new Head of Primary

The school has had 12 applicants for the Head of Primary position and four strong candidates have been selected for interview. The school hopes to be able to have a new Head of Primary starting 1 December 2019.

- Accounts update  
9.3. Annex - 4072\_R-opfølg\_2019.07\_EN

AH gave a status on the school's accounts, which are looking good. Eight months into the year, we have spent 67% of the budget. There is still money in the school's establishment account for buying equipment and materials.

- Aula roll-out

URH gave an update on Aula, the new school/home communications platform that will replace Intra on 14<sup>th</sup> October. The school has organised an information meeting for the class contact parents on Thursday (26/9) and all parents will receive a letter about the change. Unfortunately, there are problems with access for people, who don't have a CPR number, and Aula is only in Danish. Aula is being introduced at schools across the country and will continue to be developed.

- Staff update

RH gave an update from staff. School start in August was a lot less stressful than previous years as the school didn't have to move, but some of the new teachers experienced a lot of difficulties associated with moving to Denmark - issues with CPR numbers, salary, etc. There is also a concern among staff about the lack of classrooms for L2 English, which negatively impacts the teacher and students. This will also affect French L2 next school year. It was suggested that the school seek to optimise use of the facilities and try to find space.

## **10. AOB - 5 mins.**

- Mobile phone policy:

MSS explained that the Student Council is currently working on a draft policy for Secondary. The student representatives explained that they had sent out questionnaires to the students and would also be asking the teachers for their views.

- L3:

The parents would like to know what L3 choices are available in Secondary. MSS explained that it takes minimum seven students to form a language class. There are currently no students in P5 with another L2 than English and this impacts the





choices. The Board decided to add this item to the agenda for the next Board meeting.

- CAPEEA:

EBK asked if the parents had been invited to the European Schools conference at the end of September (Associated European Schools Network Conference) and CAPEEA. AH explained that CAPEEA is an association of Parents Associations at the European Schools and the PA is always invited and have attended in the past.



## DRAFT

# Rules of Procedure for the Parents Councils at the European School Copenhagen (~~Nursery and Primary~~) (Primary and Secondary)

### *Purpose of the Parents Councils*

The purpose of the Parents Councils, at the European School Copenhagen, is to support a mutual and broad sharing of information and open dialogue between the parents and the school. There are two Parents Councils at the school - one for the Primary department (incl. the nursery classes) and one for the Secondary department - as their focus areas and topics for discussion are often different.

### *Parents Council members*

Each Parents Council consists of a contact parent from each class in ~~Nursery and Primary~~ (hereafter referred to as 'council parents'), elected parents of the school Board, the school's management and two staff representatives. In the Primary Parents Council there is also a staff representative from the After School Care and the Head of the After School Care.

### *Parents Council meetings*

The Parents Councils each meets 3-4 times annually. The dates are pre-determined by the school management and appear on the school calendar at the beginning of each school year, so the dates are known well in advance.

The school's administration should send a reminder to the Parents Council members at least two weeks in advance of a meeting asking for suggestions to the agenda. The final meeting agenda should then be sent to Parents Council members at least one week prior to the meeting.

The meetings take place at the school, in the afternoons and generally last for 1½- 2 hours.



A meeting agenda may include the following:

- exchange of information regarding central issues pertaining to the school
- debate of current issues
- discussion of principles, policies, and other important issues for decision by the Board
- evaluation of the school's current focus points as well as suggestions and input to future areas of focus.

The Parents Council, however, is not a forum for complaints against teachers, students or parents. These issues should be dealt with through private discussion between the related parties.

~~The school administration~~ One of the council parents will record the meeting minutes and share them with the school's management, who will endeavour to issue the meeting minutes to all the participants within a week of the meeting. Participants then have one week to comment on the minutes, before they are accepted. No response from a council member will be interpreted as 'acceptance' of the minutes. The accepted minutes will be made available by the administration to the wider primary and secondary school community via ~~Intranet~~ **Aula**.

### *Council parent selection*

The election of council parents is held annually at the class level, at the beginning of each school year. It is the parents of each respective class who elect their council representative. A second contact parent from each class should also be selected as a back-up, should the primary council parent be unable to attend a meeting.

### *Council parents' roles and responsibilities*

The role of the council parents is to communicate with, and be a liaison between, the class, school and Board. **They should share the meeting agenda with the parents in the class, in advance of the meeting, and report back to the parents in the class after the meeting.**

**Draft to be approved by the Board of the European School Copenhagen on ~~30 March 2017~~ 7 November 2019**

# Strategic Focus Points 2019/20 – ESCPH



Focus Point 1: Team collaboration, sparring and knowledge sharing			
<p><b>Description:</b></p> <p>We need to continue to support collaboration in and across teams to enhance pedagogical and didactic reflections and discussions as well as planning and harmonisation.</p>	<p><b>Objective:</b></p> <p>To enhance the quality of teaching and ensure the students experience a holistic academic approach.</p> <p>To harmonise the education and jointly plan for the exams.</p> <p>To boost sharing of best practice and knowledge.</p> <p>To enhance pedagogical and didactic discussions and sparring through structured team meetings.</p> <p>To ensure close cooperation between management and teams to spar and discuss practices.</p> <p>To improve employee satisfaction through a focus on didactic development of and greater collaboration in the teams.</p>	<p><b>Action plan:</b></p> <p>The school management will facilitate cooperation and sharing of best practice through structured meetings and other initiatives:</p> <ul style="list-style-type: none"> <li>• Implement structured team meetings in Primary with a focus on mutual sparring and development in relation to learning goals, feedback and progression (LDS). The team meetings should be across language sections and include both teachers and pedagogues to ensure a holistic approach and continuous day.</li> <li>• Implement structured team meetings in Secondary with a focus on harmonisation and planning, including harmonisation of exams in Secondary 4.</li> <li>• Teachers and pedagogues participate in the development of plans and initiatives to promote the students' learning.</li> </ul> <p>The draft policies for transition from Nursery to Primary and from Primary to Secondary should be further developed and implemented.</p> <p>Management to visit in the classes on a regular basis to spar with teachers, observe practices and class dynamics, and get to know all the students.</p>	<p><b>Evaluation</b></p> <p>Many joint initiatives and greater coordination of teaching in the different subjects across the sections.</p> <p>The teachers and pedagogues experience a better understanding of each other's skills, professionalism and contribution.</p> <p>The students experience a more holistic and coherent academic approach across the sections and departments, e.g. in the se use of subject concepts, themes and learning goals. (based on interview with students in the Student Council).</p>

# Strategic Focus Points 2019/20 – ESCPH



Focus Point 2: Evaluation and assessment to ensure academic progression of all students			
<p><b>Description:</b></p> <p>We need to evaluate and assess student performance to ensure the academic progression of all students.</p> <p>The school needs to develop tools and techniques to assess teaching methods and monitor the students' performance in order to address potential areas of concern.</p>	<p><b>Objective:</b></p> <p>To develop evaluation strategies for assessing the students' learning, performance and progression.</p> <p>To attain and use data to identify potential areas for development and implement the right educational/pedagogical initiatives.</p> <p>To equip teachers and pedagogues with guidelines and tools for giving feedback to the individual students and help them progress.</p>	<p><b>Action plan:</b></p> <p>The school's management will be attending a two-year management course (Oslo-skolen) for school managers in the Municipality of Copenhagen with a focus on "ledelse for øget læring" (leadership for increased learning), including among other things the use of data, to improve the students' learning.</p> <p>The school will develop and pilot harmonised/standardised assessments across the language sections, especially in L1 and Maths (in Secondary, also in Science).</p> <p>Implement "Læring der ses" project from the Municipality of Copenhagen ("visible learning" initiative), where a coordinator (didaktisk vejviser) facilitates discussions in the teams regarding learning goals, progression and feedback to students.</p>	<p><b>Evaluation:</b></p> <p>Harmonised/standardised assessments developed and piloted.</p> <p>Closer collaboration between management and class teams to assess student performance through data.</p> <p>Coordinator (didaktisk vejviser) facilitates "læring der ses" discussions in the section team meetings with a view to develop guidelines.</p> <p>Should the school assess wellbeing among the students and organise a survey?</p>

# Strategic Focus Points 2019/20 – ESCPH



Focus Point 3: Funding and organisation of Lower and Upper Secondary			
<p><b>Description:</b></p> <p>The school is planning to open the Upper Secondary department in August 2020 pending funding from the Municipality and Ministry for Education. The school will need to provide input to the budget discussions and clarify the budget requirements for establishing a quality education in Secondary to the Municipality and Ministry for Education.</p> <p>The school must also prepare for the opening of the Upper Secondary by developing new admissions and other procedures, recruiting teachers and students, etc.</p>	<p><b>Objective:</b></p> <p>To develop a financial overview of the budget requirements for establishing a quality education in Secondary, in accordance with the European Schools' curriculum and standards.</p> <p>To be prepared for the opening of the Upper Secondary department in August 2020, pending agreement on the funding.</p> <p>To recruit qualified applicants for the Upper Secondary (three classes: 1 English S5, 2 Danish S5).</p>	<p><b>Action plan:</b></p> <p>Provide input to a) a budget model for Secondary in cooperation with the Municipality and b) a budget model for Upper Secondary in cooperation with Ministry for Education and the Municipality.</p> <p>Develop and implement a strategy for recruitment and admission of students in Upper Secondary (using optagelse.dk) and integration of the new students.</p> <p>Implement the ES rules for special needs support for the BAC exams in collaboration with the Municipality.</p> <p>Organise the languages and subjects in cooperation with the EURSC.</p> <p>Select a communications platform that meets the needs of the Upper Secondary students and staff (can't use Aula; Lectio only in Danish) and develop an implementation plan.</p> <p>Plan and implement recruitment of new teachers and staff as we expand Lower Secondary and open Upper Secondary.</p> <p>Evaluate the start of the Secondary French language section.</p>	<p><b>Evaluation:</b></p> <p>Most important policies and procedures specific to Upper Secondary developed.</p> <p>Communications platform for Upper Secondary has been selected and an implementation plan developed for school start.</p> <p>Admissions process and system (optagelse.dk) in place for opening of Upper Secondary.</p> <p>Procedure in place for students' applications for special needs support for exams.</p>

# Strategic Focus Points 2019/20 – ESCPH



Focus Point 4: Communications			
<p><b>Description:</b></p> <p>To ensure close cooperation between all members of the school community and a thriving school, we must communicate effectively with each other and in accordance with the school's values.</p>	<p><b>Objective:</b></p> <p>To improve school/home communications and provide clarity regarding expectations.</p> <p>To roll out the new communications platform, Aula, which replaces Intra.</p> <p>To raise awareness regarding digital communication and online safety.</p>	<p><b>Action plan:</b></p> <p>Finalise communications policy and code of conduct and implement it together with staff, students and parents.</p> <p>Work with parents to develop an A-Z guide covering practical information, expectations and policies at the school, and update the website.</p> <p>Develop a welcome pack for new parents/students containing the most important practical information and expectations before school start.</p> <p>Work with the student councils to develop and implement initiatives to ensure everyday-communication is in accordance with the values.</p> <p>Develop a plan to introduce Aula, the new communications platform, to staff and (contact) parents and ensure they know how to use it.</p>	<p><b>Evaluation:</b></p> <p>A-Z guide created and communicated to all stakeholders and website updated.</p> <p>Communications policy and code of conduct approved and shared with all stakeholders.</p> <p>Parents and staff have clarity regarding expectations for school/home collaboration. It is easier for everyone to find the information they need.</p>





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# Introduction

This is the 2019 Quality Report on the European School Copenhagen (ESCPH). The report provides a joint overview of a number of areas, all of which are relevant for the evaluation of the quality of the school.

The report commences with a general description of the school after which the quality of the school is elaborated in the light of the quality indicators that have been decided upon for all schools within Copenhagen and the national objectives for the Folkeskole.

## The quality indicators that the City of Copenhagen has adopted for its schools

In connection with the implementation of the primary education reform in Denmark, a broad political agreement has led to the adoption of three national objectives for the Folkeskole:

1. The Folkeskole must challenge all pupils to reach their fullest potential
2. The Folkeskole must reduce the significance of pupils' social background for academic results
3. The trust in the Folkeskole and pupil well-being must be enhanced by showing respect for professional knowledge and practice

These objectives are to a high degree aligned with the quality indicators for education adopted by the Child and Youth Committee in 2013 on behalf of the Folkeskole in Copenhagen. The quality indicators underpin a clear, politically defined, direction in Copenhagen and ensure that all involved parties work towards a set of common objectives.

## The quality indicators for schools

The quality indicators that the City of Copenhagen employs for its schools are:

**Academic standards** – "All pupils are to reach their academic potential"  
**Equal opportunities** – "The impact of social and ethnic background on academic results must be reduced. Additionally, pupils with educational needs must be included in schools and not separated out for segregated education"  
**Youth education** – "All pupils are to complete a youth education"  
**Well-being** – "All pupils are to experience a good school life and thrive in it"  
**Trust and attractiveness** – "The trust in schools and the respect for professional knowledge and practice are to increase, so parents in Copenhagen will make the Folkeskole their first choice"

## The Children and Youth Committee's strategy for the children and young people in Copenhagen: Our children – shared responsibility

The Child and Youth Committee decided in January 2019 a new strategy for children and young people in Copenhagen. The strategy runs from 2019-2021 and contains following changes:

1. **The First 1,000 Days:** A better start for vulnerable children
2. **Improve High Quality Day Care:** Every child has the right to good day care

- 3. Improved Skills and Well-being in the Schools:** A higher standard among the pupils
- 4. Well-being among Youngsters:** More and better youth communities
- 5. Including Communities:** A better connection between common and special schools

The Quality Report for the municipality of Copenhagen summarizes how the five changes are progressing. You can find the strategy here: [Børne- og Ungdomsudvalgets strategi 2019-2021: Vores børn - fælles ansvar](#)

## **The Children and Youth Committee's well-being effort for the pupils in Copenhagen**

The well-being effort are about making the pupils happy so that they can learn better. The goal of the effort is to create a better framework for the pupil's well-being and to give them a greater desire to attend school.

The effort to strengthen well-being contain several suggestions and recommendations for the schools in Copenhagen. The proposals are drawn from inspiration from several of the schools in Copenhagen own experiences in strengthening the well-being of the pupils. Children who thrive with their peers learn better – well-being goes hand in hand with good academic results.

In the school's Quality Report, you can read how the school has taken up the invitation and recommendations. You will find a summary of the Children and Youth Committee's management of the well-being efforts here: [Børne- og Ungdomsudvalgets trivselsindsats for de københavnske skoleelever](#)

## **The adjustment of the Danish School Reform**

On May 2nd, 2019, the Danish Schools Reform adjustment act was adopted. The Ministry of Education states that the agreement contains 13 initiatives focusing on, among other things / focusing on subjects like, increased freedom in the organization of the school day, downgrading of the total teaching time in the schooling and 90 extra teaching hours in the subjects to prioritize visual arts, history and a second foreign language.

In relation to the quality report, the adjustment of the primary school reform means that the quality report in the future will pick up on the extent and for what purpose the school uses the opportunity to convert supportive teaching.

## Scope of the School Quality Report

The school's quality report provides a picture of the school's results at a particular point in time. It also depicts the development that the school has undergone. Hence, it serves two key objectives:

1. The school's stakeholders – parents, school board, etc. – get a joint overview of the quality of the school, as reflected in quantitative data, analyses, and evaluations thereof.
2. The quality report represents a key management tool within the Child and Youth Administration, in that it provides a basis for professional dialogue within management that takes place at all levels throughout the organization.

The dialogue that takes place between the management of the Folkeskole in Copenhagen and the individual school's management team, i.e. regarding the school's results, constitutes the basis for decisions regarding new initiatives and/or special support. For schools, which are particularly challenged and need support of a larger scope, the Folkeskole Act (§40a, 2) states, that these schools may be in need of a plan of action. The school's results are reviewed at the quality and support conversations. The decision of whether the school is in need of a plan of action is made following the conversations.

# Key Figures

Table x: Key Figures

Selected Key Figures per 5. September 2019	
Total number of pupils attending the school	559
- Percentage of special class pupils	0
- Percentage of completion pupils	0
Bilingual pupils	
Socioeconomic background for school pupils	
Number of form levels at the school	8
- Number of general classes	21
- Number of special classes	0
Average number of pupils per general classes	26.6
Budget compliance (for the 2018 calendar year)	

# School Presentation

*Here the school have the opportunity to write a short text describing characteristics of the school as well as the school's work and special focus areas. In the description, the school must relate to the following headings*

## **About the school - facts and profile**

*Here the school must describe relevant circumstances regarding the school. The school can among other things describe the school's overall organization, the size of the school and student basis and the profile of the school.*

The City of Copenhagen established the European School Copenhagen (ESCPH) in 2014 to provide school places for children of EU personnel and international parents. The school is an Accredited European School in the internationally recognised system of European Schools, known for their high academic standards and mission to build bridges between cultures. ESCPH follows the curriculum of the European Schools system combined with a Danish pedagogical approach. European Schools have a strong focus on learning languages and are characterised by their multilingual and multicultural pupil populations. There are more than 35 nationalities at ESCPH and nearly x % of the pupils are bilingual.

## **Organisation and development**

The European School Copenhagen (ESCPH) is organised together with Sankt Annæ Gymnasium. ESCPH has an independent school board that is represented in an overall campus board for both Sankt Annæ Gymnasium and ESCPH.

Since its establishment in 2014, ESCPH has been growing every year. The school started with just two nursery classes and two Primary 1 classes in an English and Danish language section and now has 21 classes and a total of 559 pupils from Nursery class up to Secondary 3.

In August 2020, the school opened four classes in a new French language section and in August 2021, the school will open its first Upper Secondary classes (high school).

When the European School Copenhagen is fully phased in, it will comprise of three cycles: Nursery (grade 0), Primary (P1-5) and Secondary (S1-7).

## **Location**

In its relatively short life, the school has moved four times and has stayed in less than optimal temporary facilities, which has been extremely challenging for everyone. The whole school was therefore delighted to finally be able to move into its own school building in the Carlsberg City District in October 2018. As ESCPH is not yet using all the classrooms, the school is currently hosting some of the students and staff from Sankt Annæ Gymnasium, whose buildings are undergoing renovations.

## **The school's special focus areas**

*Here the school must describe what they are particularly concerned with in regard to the development of the educational practices. Here the school can among other things describe their specific areas of focus and action.*

*[The school writes its text here]*

The ESCPH School Board has adopted the following overall objectives for the school in 2017-20:

- The school challenges all pupils to the best of their ability.
- The school fosters cultural understanding and confidence in the pupil's own cultural identity to ensure the pupils' well-being and a fruitful learning environment.
- Teaching is based on a high level of professional knowledge put into practice.
- Development of the physical environment and organisation of the school.

In support of these overall objectives, the ESCPH School Board recently adopted the following strategic focus areas in 2019/20:

1. Team collaboration, sparring and knowledge sharing:

Staff have expressed a need for further collaboration and knowledge sharing in the teams and more guidance and sparring with their immediate manager. It is important that there is time for pedagogical and didactic discussions and for the teachers to be able to coordinate subjects and joint initiatives. Management has therefore organised structured team meetings at the class, language section and year levels and will visit in the classes on a regular basis to spar with teachers and observe practices and class dynamics. The aim is for the staff to get a better understanding of each other's skills and contribution, and for the pupils to experience a more holistic and coherent academic approach.

2. Evaluation and assessment to ensure the academic progression of all students:

European schools do not have standardised tests like the national tests in Denmark. The teachers currently use different tools for assessing teaching methods and monitor the pupil's academic progression. The school would like to go one step further and develop and pilot harmonised assessments in core subjects to be able to assess the progression of all the students across the language sections. The school would also like to continue to implement "Læring der ses" (Visible Learning) as a tool to involve the students in the assessment of their own development.

3. Funding and organisation of Lower and Upper Secondary

The school has been providing input to the budget negotiations between the Municipality of Copenhagen and the Ministry of Education with regard to funding of the school's Upper Secondary department (high school) and funding of the language classes in Lower Secondary. The school will be opening the Upper Secondary department in August 2020 and a lot of preparation will be required, including the development of new procedures, and recruitment of teachers and students.

4. Communications:

To ensure close cooperation between all members of the school community, it is important that we communicate effectively with each other and in accordance with the school's values. Both parents and staff have expressed concerns about communications, and the school has therefore developed a policy that sets out some basic principles for communication. The school is also working on an A-Z guide to help parents find the information they need and clarify expectations. The school will also be transitioning to the new communications platform Aula, which aims to simplify communications for parents.

### **Reflections on the results of the report**

*Here the school may describe what they are particularly committed to in relation to their performance and development. And the school can describe which results they will be particularly keen on focusing on in the future.*

*[The school writes its text here]*

As the European School Copenhagen is an international school, and still a relatively young school, there is not much data available to compare it with the other schools in Copenhagen.

This report is therefore primarily based on the school's own observations, reflections and initiatives.

Overall, the school is making good progress in the areas assessed in the report.

The school continues to perform better than the average for Copenhagen in the Municipality's Employee Satisfaction Survey, and the figures for staff absenteeism are also lower at ESCPH. However, the school recognises that there is still room for improvement, especially with regard to collaboration on shared tasks and support from management as well as staff learning and development. Most of these are therefore being addressed in the school's strategic focus points 2019/20.

Student absenteeism at ESCPH is also lower than average, which is a sign of well-being, and the school is this year implementing further well-being initiatives through the work of the new inclusion pedagogue and by working towards becoming a UNICEF Rettighedsskole (Rights School).

It is important that the teaching is at a high academic level. The school therefore puts a lot of effort into recruiting the best possible staff and allocating time and resources to relevant learning and development opportunities for the school's staff.

The school is committed to ensure that all students progress academically and receive the support they need. In support of this, the teachers use a variety of tools and techniques to assess the student's progress and differentiate in their subjects. Work will continue this year to create harmonised assessment tools that can be used across the language sections as well as guidelines for 'visible learning' as a method to involve the students in their own learning and evaluation.

As a new and continually growing school, the school is still spending a lot of time adjusting and developing policies, recruiting and inducting new staff, enrolling new students and working to implement the school's values and create a sense of identity and community at the school.



# Academic Standards

This section focuses on the pupils' academic abilities. In connection to the reform of the Folkeskole, the following objective has been set at national level: The Folkeskole is to challenge all pupils so that they can reach their full academic potential.

This objective is in particular linked to the first of the five indicators that have been adopted for the Folkeskole in Copenhagen i.e. that:

## ***All pupils are to improve academically***

*All children are to reach their potential, academically, personally and socially. Life skills, democratic outlook and community spirit are key concepts in this context.*

As ESCPH only has Nursery class to Secondary 3 (8<sup>th</sup> grade), there is no data on academic results.

Therefore, the account below describes how the school works and evaluates its efforts to ensure that all its pupils reach their academic potential.

## **The school's evaluation and initiatives**

Here you will write a short text in which the school relies on the overall results and trends that are reflected in the chapter. We imagine that the school text will fill 10-20 lines.

- What are the results of the school especially in the chapter?

*[The school writes its text here]*

The first of the school's overall objectives is to: 'challenge all pupils to the best of their ability' and central to achieving this is the individual development of the pupils and ongoing development of the teachers' competences.

## **Assessments**

The European Schools system does not currently have standardised tests, but the teachers at ESCPH regularly carry out assessments and complete school reports (læringsplaner) for each of the students. The school reports include a description of the students as learners and persons as well as the students' academic standards and progress in all subjects. One of the school's strategic focus points in 2019/20 is to develop and pilot harmonised assessment tools in core subjects across the language sections to be able to track and compare progress and identify pupils who need educational support. Assessments are also used for handover and transition between year levels.

## Individual development

All teachers differentiate in their subjects to ensure that all the students improve academically. To evaluate the needs of the children, teachers assess formatively through observations of the children and one-on-one conversations. There are parent-teacher conferences twice a year and extra parent-teacher conferences (behovssamtaler) where needed to communicate progress and attainment. 'Visible learning' methods are used to involve each child in their own learning process and help them assess their own learning through discussion and peer review.

## Teachers' academic competences

All the teachers at the European School have a teaching qualification and specific academic competences in the subjects they teach. The school is very much focused on ensuring that teaching is based on a high level of professional knowledge and that staff continue to learn and develop. This is a particular challenge at the school, where many of the staff members require training in English.

At the beginning of each school year, we provide an intensive introduction programme for new staff, and every year we have an All Staff Pedagogical Day and various in-service training days. Some of the teachers participate in training programs and conferences organised by the European School system; others in training programs through the Municipality and UCC. See more information under the section on Trust and Attractiveness.

- How will the school accommodate any need for special efforts?

*[The school writes its text here]*

- As something new the schools must describe to what extent and for what purpose the school uses the opportunity to convert supportive teaching. In this reports appendix there is a table where the school must state specifically how and to what extent the school makes use of the possibility of converting the supporting teaching. In addition, the school is here encouraged to address the school's academic approach to supportive teaching.

*[The school writes its text here]*

To support our pupils' development and learning, we have been using the 'supportive teaching' lessons (Understøttende Undervisning) to offer Danish as a second language in the English and French P1-P5 classes and smaller L2 language groups. In addition to this, the school and After School Care have a close collaboration in nursery class through Primary 3 and the pedagogues also support some of the in Primary 4 and 5.

# Equal Opportunities

This section looks at the efforts of ESCPH in terms of ensuring that all pupils have equal opportunities – regardless of their own background and resources and those of their parents. The schools must initiate special efforts to minimize the influence of the children’s backgrounds. Hence, one of the five overall indicators for the Folkeskole is that:

***The impact of social and ethnic background on academic results must be reduced. Additionally, pupils with educational needs must be included in schools and not separated out for segregated education***

*In Copenhagen, there is an extra challenge in minimizing the influence of social and ethnic background in relation to academic achievement, educational readiness, and life skills in general. At the same time, it is important that as many as possible are retained within the Folkeskole’s wide-reaching community.*

This is in line with one of the three national objectives for the Folkeskole according to which:

***The Folkeskole must reduce the significance of pupils’ social background for academic results***

The following description and evaluation of the efforts being made within the area of equal opportunities focus on what is meaningful for the ESCPH within the context at hand.

## The school’s presentation and evaluation

Here you will write a short text in which the school relies on the overall results and trends that are reflected in the chapter. We imagine that the school text will fill 10-20 lines.

- What are the results of the school especially in the chapter?

*[The school writes its text here]*

- How will the school accommodate any need for special efforts?

*[The school writes its text here]*

At ESCPH, the students and parents come from all over the world and therefore have many different cultural and social backgrounds. This makes it difficult to ensure that all the students have the same opportunities for academic achievement and development of good life skills.

The language of instruction in the class is not always the student’s mother tongue and the teachers must therefore pay special attention to the students’ linguistic understanding, as this is fundamental for their learning in all the subjects, and for their long-term academic results. The teachers assess the students regularly, differentiate in their teaching and offer educational support if required (see the section on Academic Standards).

In addition, the school has been offering Danish as a foreign language to the students in the English and French language sections to help them integrate in Danish society and communicate with the other children at the school. However, this is not a part of the European School curriculum and therefore not guaranteed.

The school is also focused on ensuring that the students get the right support at home. The school is collaborating with the City of Copenhagen’s Resource Centre, including the school nurse, who

comes in at the beginning of the school year to talk to our new international families about nutrition, suitable clothing, local customs and laws, and other important factors, to help them adjust to life in Denmark. Every six weeks, the school meets with the Resource Centre staff to discuss any individual or class issues and special needs.

Finally, we have a strong focus on the children's general well-being and the learning environment at school (see the section on Well-being), which are important for the students' motivation and learning receptivity.

# Transition to Youth Education

This section focuses on what happens to the pupils when they leave school after 9th grade. In Copenhagen, the goal is that:

## **All pupils are to complete a youth education**

*It is a national target that 95 % of a final year cohort completes a youth education. Following on from this, it is the Folkeskole's job to provide the pupils with useful skills and knowledge, while developing and maintaining their desire to learn and helping them to make the right choices so that they are able to commence and complete a youth education.*

Most of the schools have results on how their pupils have done upon completing school. Naturally, this is not the case for ESCPH as the school only has pupils up to 4th grade at present. However, it is also important for the ESCPH that it take a position on what it is its pupils are to be prepared for, and what constitutes the best way that the school can work towards achieving this. The following account addresses the way in which the school works with aspects of school life that entail more than just the academic side of things, i.e. aspects that are also about maintaining and developing the pupils' desire to learn and preparing them so that they can make their own choices.

## **The school's presentation and evaluation**

Here you will write a short text in which the school relies on the overall results and trends that are reflected in the chapter. We imagine that the school text will fill 10-20 lines.

- What are the results of the school especially in the chapter?

*[The school writes its text here]*

- How will the school accommodate any need for special efforts?

*[The school writes its text here]*

In the European School system, students are educated from nursery class through to secondary 7. Secondary 7 corresponds to the third and final year in a Danish high school, and youth education is therefore an integrated part of the education offered at the European School Copenhagen. Students, who successfully complete the exams in secondary 7, are awarded the European Baccalaureate diploma, which is an officially recognised entry qualification for higher education in all EU countries as well as many others.

The school aims to create an exciting and fruitful learning environment that maintains the students' desire to learn and further their education.

The school offers a great new physical framework for learning at the school at Carlsberg, and a lot of work has gone into developing traditions and a strong sense of community at the school through a variety of events and activities, including assemblies, theme weeks, cultural days and family events. These are important in ensuring that the children and parents at ESCPH feel connected to the school and the students enjoy going to school.

Curiosity is one of the school's core values and it is our mission to create 'life-long learners' with an open and inquisitive mind. In order to instil this positive attitude to learning, our teachers use a

variety of teaching methods, including 'visible learning', differentiation, educational field trips and the use of technology.

It is also the school's mission to create global citizens, who show responsibility and empathy, and believe that they can make a difference. To support this, the school organises events and projects that are focused on the environment, children's rights and wellbeing. The pupils are also represented in the Student Council and the recently established Rights Council, where they learn principles of democracy and the value of responsibility.

Finally, the school has put in place various initiatives to support the students when they transition from one educational cycle to the next, e.g. 'student helpers' to welcome new students in Secondary 1, and an "End of Year" prom and "leaving certificates" to celebrate the end of Primary 5.

# Well-being

This section sheds light on the pupils' sense of well-being and how they feel about going to school. A sense of well-being is both important in its own right and an important factor in relation to the pupils' motivation and general participation in school. This is why the following is one of the five indicators that Copenhagen City has defined for its schools, i.e. that:

## All pupils are to have a good school life and thrive in it

*The pupils spend ten meaningful years of their lives at school, where they must thrive and develop their potential. They are to enjoy going to school, which in turn will motivate and support their learning process.*

This section focuses on the school's reporting of pupil non-attendance. Similar to employee absence, the absence of pupils can be used as an indicator of well-being. In addition, it is a well-known fact that absenteeism in itself can lead to drop in well-being. This is both true in the case of the individual, who can become increasingly marginalized the longer he/she is absent, and for the group, which can be affected by any systematic absence of particular individuals.

## Pupil Absenteeism

This section describes the development in pupil absenteeism. This section shows that the pupil's average absence is

**Table 15: The pupils' absenteeism in days across categories and in total**

Pupil's absenteeism (General students)	2016/17	2017/18	2018/19
European School Copenhagen	5,7 %	5,8 %	4,9 %
Copenhagen	7,0 %	6,9 %	6,7 %

## The school's evaluation and initiatives

Here you will write a short text in which the school relies on the overall results and trends that are reflected in the chapter. We imagine that the school text will fill 10-20 lines.

- What are the results of the school especially in the chapter?

*[The school writes its text here]*

- How will the school accommodate any need for special efforts?

*[The school writes its text here]*

## Pupil absenteeism

As an indicator of well-being, we are pleased that pupil absenteeism at the European School Copenhagen is lower than the school average in Copenhagen. It is important that the students enjoy going to school and that parents and students consider school to be important.

In November 2017, the Copenhagen City Council granted the European School Copenhagen dispensation to shorten the school year to 190 days (instead of 200), to bring it more in line with the other European Schools, who have 180 school days per year. As the only public international school in Copenhagen, this has given the school's international staff and families a better opportunity to visit family abroad during the school holidays.

The school records holidays outside the school holidays as "unlawful absence" and only grants leave outside the holidays under very special circumstances.

## **The Wellbeing effort**

- How has the school followed the recommendations in the well-being effort on more feedback and fewer ongoing grades, anti-bullying, student engagement and student council work, conversations with students about their well-being and development, as well as digital aids and students' digital education?

*[The school writes its text here]*

The school is doing a lot of work to create an environment in which the students can develop, thrive, form friendships and feel safe. The school has a well-being policy as well as teacher well-being coordinators, and each year organises a well-being day and a children's rights day.

## **Anti-bullying**

The school also has an anti-bullying policy and plan and collaborates with Save the Children and Børns Vilkår to prevent and address any occurrences of bullying. Programmes with Børns Vilkår have been organised in the classes to bring attention to the issue of bullying.

## **UNICEF Rights School**

In October, the school started the journey to becoming a UNICEF Rettighedsskole (Rights School), which involves teaching students and staff about the UN Convention on the Rights of the Child and putting them into practice. As a first step, the school has elected a Student Rights Council and the classes have developed Class Charters. As part of being a Rettighedsskole, the school must conduct a survey each year about the students' sense of safety and security at school. The school is looking forward to having some concrete data on the well-being of the students. The school has been excluded from taking the Ministry of Education's Trivselsundersøgelse (Well-being Survey), because it is only available in Danish, and is therefore planning to organise its own well-being survey across the language sections and year levels.

## **Inclusion and Support**

The school works closely with the Municipality's Resource Centre (school nurse, psychologist, etc.) to help students, who need special support, and recently employed an inclusion pedagogue to strengthen inclusion in the school and observe and talk to individual students and classes about their well-being and development. The school has established various initiatives to support a good learning environment, including 'playground buddies' to support the students during recess, 'student monitors' to help the younger children find their way to/from lunch in the canteen, and 'quiet zones' for the children who need peace and quiet.



### **Parent Involvement**

The school has organised various talks for parents on issues related to well-being, including "Children and Social Media" and "Living with a teenager", and recently invited parents along to hear about some of the methods used by the teachers to ensure that all the children develop and progress academically, including "Differentiation in language teaching" and "Visible Learning". The talks have been well received and help the parents get a better understanding of their children's school day.

### **Digital Media and Education**

The advent of digital media present new challenges to well-being and the school has therefore developed a Digital Education Plan to help the teachers incorporate technology and the topic of digital media in their teaching. The school has a 'no phones' policy in Primary and the students and staff in Secondary are currently working on a mobile phone policy for the Secondary students.

### **Student Engagement and Influence**

Being able to influence the decisions that affect them is also important for the student's well-being. There are two student representatives on the Board and each class is represented in the Students Councils. The students discuss and implement ideas on many different topics that are important to their well-being, including toilet cleanliness, mobile phone policies, quiet zones, canteen food, social events, etc.

# Trust and Attractiveness

This section discusses several dimensions of the question about trust within the schools and the school's attractiveness based upon the teachers' experience of the school as an attractive place to work.

One of the three national objectives for the Folkeskole is that:

*The trust in the Folkeskole and pupil well-being must be enhanced by showing respect for professional knowledge and practice.*

This is largely consistent with the last of the five quality indicators for the schools of Copenhagen City, where:

***The trust in schools and respect for professional knowledge and practice are to increase, so parents in Copenhagen will make the Folkeskole their first choice.***

Since ESCPH is not a district school, data about whether the pupils live in the district of the ESCPH is not relevant to the school. This section looks at trust and attractiveness through the issue of teachers' absence due to illness and the teachers' experience of the school as a workplace, which shows something about the school's attractiveness from the perspective of the teachers. However, the teachers' satisfaction and illness can also affect the parents' and children's experience and trust, and thus the attractiveness of the school in general.

## Employee well-being and absenteeism

This section focuses on the employees of the school and shows the development of employee absenteeism and well-being. The section shows that the employee absenteeism ....

**Table 18: Employee absenteeism**

<b>Employee absenteeism</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>European School Copenhagen</b>			
Short-term absenteeism	3,5	3,4	
Long-term absenteeism		0,7	
Absenteeism in total	<b>3,5</b>	<b>4,1</b>	

The average absenteeism in the Child and Youth Administration in 2016 among all schools was xx days in total.

Table 19 and Table 20 shows, how the school employees have answered selected questions in the survey concerning employee well-being, in which all employee in the Child and Youth Administration participate every other year. The survey concerning employee well-being was completed in xx, and the questions answered on a scale of 1-7, where 7 are most positive and 1 are most negative.

**Table 19: Employee well-being – Overall well-being and motivation**

<b>Satisfaction, motivation and quality</b> (Average in Copenhagen for 2019 in brackets) <sup>1</sup>	<b>2015</b>	<b>2017</b>	<b>2019</b>
Are you satisfied with your job in total, all things considered? (5,5)	5,6	5,7	5,7
Do you feel motivated and engaged in your work? (5,7)	6,7	5,7	5,9
Are you satisfied with the quality of the work you do? (5,5)	5,8	5,8	5,8

**Table 20: Employee well-being – Cooperation and guidance**

<b>Cooperation and guidance</b> (Average for Copenhagen in 2019 in brackets)	<b>2015</b>	<b>2017</b>	<b>2019</b>
Is there a good cooperation between you and your colleagues? (5,9)	6,6	6,0	6,1
Do you have good cooperation with your immediate leader? (5,7)	5,8	5,8	5,8
Do you get professional guidance and support from your immediate leader? (5,2)	0,0	5,6	5,1

## The school's evaluation and initiatives

Here you will write a short text in which the school relies on the overall results and trends that are reflected in the chapter. We imagine that the school text will fill 10-20 lines.

- What are the results of the school especially in the chapter?

*[The school writes its text here]*

- How will the school accommodate any need for special efforts?

*[The school writes its text here]*

The school is committed to developing a good working environment and is very focused on staff well-being and being able to attract and retain good staff. Management works closely with the work environment (AMR) and union representatives (TR) to ensure that any staff grievances and issues are dealt with, and generally seeks to involve staff in the development of the school. There are also many social events throughout the year to bring the employees together.

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<sup>1</sup> All employees at school

The school is pleased to see that employee absenteeism at the school is significantly below the average for the Child and Youth Administration in Copenhagen, xx versus xx days in total, and that the school has continued to report a decline in employee absenteeism year on year.

The school's results in the Municipality's Employee Satisfaction Survey from spring 2019 were also largely positive, albeit in a few areas not as positive as in 2017. Staff generally reported high levels of job satisfaction, and in most areas the school outperformed the other schools in Copenhagen.

The survey showed a marked, positive change in the physical environment, suggesting - as one might expect - that the school's new facilities at Carlsberg have been a big improvement on the school's previous temporary facilities.

The weakest areas in the survey were: collaboration on shared tasks, collaboration with other teams, guidance and support from the manager, and staff development opportunities. This may in part be explained by the fast development and growth of the school. A lot of new employees have come onboard, new teams have been formed, and as a bigger school there is therefore a lot less contact with the manager.

Team collaboration, particularly in relation to shared tasks, and guidance and support from the manager will be enhanced through various initiatives, including structured team meetings, more joint projects and coordination on subjects, and management visits in the class rooms to observe practices and spar with the teachers. In Secondary, there is also special focus on planning and harmonisation of the teaching and exams.

This year, the school is offering an online course for the English language section and will give different teachers the opportunity to participate in a reading counselling program, various knowledge sharing networks, dyslexia training, and LDS education, among other initiatives. The school also recently organised a pedagogical day on the theme "European School Copenhagen as a Professional Working Community" and held a team building workshop with the teachers and pedagogues.

The school is also attentive to the staff's psychological work environment. The School Board has been discussing how to ensure good school/home collaboration and has adopted a new communications policy that promotes good dialogue and cooperation between parents and staff.

# The School Boards assessment

*[The School Board text is inserted here. For more information, see the accompanying description]*

# The Student Council's assessment

*[The Student Council text is inserted here. For more information, see the accompanying description]*

The Student Councils at ESCPH (both Primary and Secondary) have been given a questionnaire to evaluate the school. Results to come.

# Appendix

## Shortening the school day during the 2019/2020 school year

This section describes how the school utilizes their opportunity to convert supportive teaching, including to what extent and for what purpose.

**Table x: Summary of the shortening of the school's day for the 2019/2020 school year**

Upon agreement with the Copenhagen Child and Youth Administration, the school uses the UU lessons for language for small language group lessons (primarily L2). The table below is therefore not relevant.

Grade	Extent and purpose of shortening the school day
0 grade	
1st grade	<i>Example: The school day is shortened for 1.B by 1 weekly lesson (30 clock hours per year), where the released resource is used for team formation in Danish in order to support the class's professional development according to § 16b.</i>
2nd grade	
3rd grade	
4th grade	
5th grade	<i>Example: The school day is shortened for all classes at the year group by 1 lesson (30 clock hours per year), where the released resource is used to strengthen exercise and movement in order to strengthen the students' social skills according to § 16d.</i>
6th grade	
7th grade	
8th grade	<i>Example: The school day is shortened for 8.A and 8.C by 1 lesson (30 clock hours per year), where the released resource is used for increased open school activity in the natural science subjects according to § 16d</i>
9th grade	