



Agenda for the ESCPH Board Meeting

Date: Monday 24 April 2023
Time: 16:30-18:30
Venue: Staff Lounge, 2nd Floor, European School Copenhagen
Members: Andreas Manville (EEA), Kira Peter-Hansen (MEP and External Member), Tinne Hoff Kjeldsen (External Member), Margo Rachat Nielsen (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Laure Conte (ESCPH Parent), Yana Lausten (ESCPH Parent), Maya Chang Hansen (ESCPH Student), Sebastian Leiholt (ESCPH Student), Johan Lindell (ESCPH Staff), Rasmus Hornecker (ESCPH Staff), Anette Holst (Principal ESCPH & SAG), Julie Rørdam Thom (Deputy Principal ESCPH)
Guests: Hella Helvig Jensen (Head of Administration ESCPH), Madelaine Kirk (Head of Lower Secondary ESCPH), Hans Bolvinkel (Deputy Head of Upper Secondary and Bac Coordinator), Rikke Groth Nielsen (Deputy Head of Primary)
Apologies: Hans Bruyninckx (Executive Director EEA & Deputy Chair ESCPH Board), Christen Bagger (ESCPH Parent)
Minutes: Helene Kristensen

ESCPH Board Meeting

Agenda:

- 1. Approval of the agenda (decision) - 1 min.**
Annex 1.1 - Agenda ESCPH Board Meeting 20230424
- 2. Approval of the minutes of the ESCPH board meeting 27 February 2023 (decision) - 1 min.**
Annex 2.1 - ESCPH DRAFT Board Meeting Minutes 20230227
- 3. Constitution of the board (decision) - 10 mins.**
Annex 3.1 - Vedtægt SAG og ESCPH
Annex 3.2 - Rules_of_procedure_edited_V1
- 4. Accounts for Primary, Lower Secondary and KKFO 2022 (decision) - 15 mins.**
Annex 4.1 - 4072 Regnskabsoversigt 2022 - Primary and Lower Secondary
Purpose: Approval of the 2022 accounts for Primary, Lower Secondary and the KKFO following approval by the Campus Board.
- 5. Accounts for Upper Secondary 2022 (decision) - 15 mins.**
Annex 5.1 - Årsrapport 2022_ESCPH Upper Secondary_ikke underskrevet

Annex 1.1. Agenda ESCPH Board meeting 20230424

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Purpose: Approval of the 2022 accounts for Upper Secondary following approval by the Campus Board.

6. Approval of addition to Attendance and Absence Policy (decision) - 5 min.

Annex 6.1 Attendance and Absence Policy Primary and Lower Secondary

Purpose: Review addition to the section on work-related leave. The sentence up for approval is highlighted with yellow in the annex.

7. Food price increase for Culinary School (decision) - 5 min.

Purpose: Decision on the increase of food prices for Culinary School.

8. Strategic focus point (discussion) - 30 mins.

Annex 8.1 - Strategic Focus Points ESCPH 2022_2023

Purpose: To discuss the strategic focus point on continuous development of the Upper Secondary.

- The European Bacculaureate
- First students graduating summer 2023

9. Various updates and information - 10 mins.

- Information from the students
- Information from the staff
- Parents Association

10. Information from management - 20 mins.

- ESCPH Communication Policy
- Admission status
- Emergency management (PLOV)
- Bac preparations – exams and proclamation
- New staff/recruitment
- SAG/ESCPH separation

11. AOB - 5 mins.



DRAFT Minutes **ESCPH Board Meeting**

Date: Monday 27 February 2023
Time: 16:30-18:00
Venue: Staff Lounge, 2nd Floor, European School Copenhagen
Members: Andreas Manville (EEA), Kira Peter-Hansen (MEP and External Member), Christen Bagger (ESCPH Parent), Margo Rachat Nielsen (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Laure Conte (ESCPH Parent), Maya Chang Hansen (ESCPH Student), Harry Møller Hansen (ESCPH Student alternate), Sebastian Leiholt (ESCPH Student), Johan Lindell (ESCPH Staff), Rasmus Hornecker (ESCPH Staff), Anette Holst (Principal ESCPH & SAG), Julie Rørdam Thom (Deputy Principal ESCPH)
Guests: Hella Helvig Jensen (Head of Administration ESCPH), Helle Bjerre Degn (Head of Primary ESCPH)
Apologies: Hans Bruyninckx (Executive Director EEA & Deputy Chair ESCPH Board)
Minutes: Helene Kristensen

ESCPH Board Meeting

Agenda:

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

Annex 1.1 - Agenda ESCPH Board Meeting 20230227

Julie Thom invited all members of the board to introduce themselves and welcomed Kira Peter-Hansen as new member of the board.

The board needs to elect a new chairperson. The election is expected at the next board meeting in April.

Decision:

- The agenda was approved by the board.

2. Approval of the minutes of the ESCPH board meeting 13 December 2022 (decision) - 1 min.

Annex 2.1 - ESCPH DRAFT Board Meeting Minutes 20221213

Decision:

- The board approved the minutes from the ESCPH board meeting on 13 December 2023.



3. **Strategic focus points 2022/23 – Develop network with external collaborative partners (discussion) – 30 mins.**

Annex 3.1 – Strategic Focus Points ESCPH 2022_2023

Purpose: To discuss the strategic focus point on developing network with external collaborative partners

Julie Thom presented the 2022-2023 strategic focus point on developing network with external collaborative partners and explained how ESCPH continuously works with this focus point.

- Mobility Programme

Julie Lesbre, teacher in the Upper Secondary, presented the Mobility Programme. The Mobility Programme is an exchange programme for S4 and S5 students between all the European Schools. Julie Lesbre explained that she is the Mobility coordinator at ESCPH, and she organises the application process and collaborates with the other European Schools.

The Mobility Programme exists to give the students an opportunity to experience different cultural and educational environments, as well as to improve their academic skills and their language skills. They are, e.g., placed with a host family that speak their L2.

- Staff trip to Brussels

Julie Thom presented the ESCPH staff trip to Brussels as important in developing the school's network. To organise this trip, the school collaborated with staff at the European School in Uccle.

Julie Thom explained that this was rewarding for the teachers, who gained valuable contacts to reach out to and collaborate with. Furthermore, the trip contributed to a great connection between staff.

- Lower Secondary work experience

Harry Møller Hansen talked about the S3 and S4 students' recent work experience weeks. Harry Møller Hansen presented his own trip to Brussels and experience at an IT company for a week. Maya Chang Hansen also presented her work experience week at a veterinary clinic that included observing and assisting surgeries.

- Carlsberg

Helle Degn explained the school's connection to Carlsberg given the school's location in Carlsberg Byen. It has been discussed how the school can collaborate with them. For example, Carlsberg's horse wagon will be part of the school's Halloween parade, and during the Lucia parade, the school's students usually go to Hotel Ottilia as well.

- Teachers University



Helle Degn presented the school's participation in Teachers University, which is a teacher-student exchange. Currently, there are two students from teaching schools in France at the school.

- Deutsche Sprachdiplom

Helle Degn explained that ESCPH now offers Deutsche Sprachdiplom. This means that the students can take tests during Primary and Secondary, and graduate with a diploma which corresponds to the German version of Cambridge English. This effort is supporting the German part of the school seeing as it does not have its own language section.

4. 2023 budget for Primary, Lower Secondary and After School Care (decision) - 15 mins.

Annex 4.1 – 2023 Budget for Primary, Lower Secondary and ASC DA

Annex 4.2 – 2023 Budget for Primary, Lower Secondary and ASC EN

Purpose: Hella Helvig Jensen will present the 2023 budget for Primary, Lower Secondary and After School Care for endorsement by the Board before it is submitted to the Campus Board for final approval.

Hella Helvig Jensen presented the 2023 budget for Primary, Lower Secondary and the KKFO. It was explained that the budget follows the City of Copenhagen's budget model like other schools within the municipality. However, we receive a special grant because we are a European School.

Key points:

- Regarding salary, we have budgeted for a new deputy head in management, extra resources for parental leave as well as a larger French section.
- Skoleflex and BUFFlex are grants the municipality cover 1:1 throughout the year, so this is not taken into account in the budget.
- The particular costs, e.g., rent, are also covered 1:1 by the municipality.
- Teaching related expenses decrease because the Brussels trip was taken into account in 2022.
- The municipality have created new accounts for more nuanced budget control. We now have accounts for IT, Copydan, inventory, and cleaning.
- Expenses related to Ukrainian children are also covered 1:1 by the municipality.
- We had a surplus in 2022 that we are bringing into the budget in 2023.
- The Culinary School has a large deficit, and we are also budgeting for a deficit in the Culinary School in 2023.
- All in all, we are budgeting with a surplus of DKK 614,000.



Margo Rachat Nielsen asked if inflation had been considered for the budget of the Culinary School seeing as food prices have gone up and this might have a large impact. Julie Thom responded that the economic situation of the Culinary School is not satisfactory, but the 2022 budget was set up more than a year ago.

Andreas Manville asked about the price of the food at the school and how much is sold. Hella Helvig Jensen responded that we have many children buying food – around 60-70% - which are some of the highest numbers within the municipality.

Stéphanie Horion asked about the budget for SWALS students. Hella Helvig Jensen responded that it is expensive to have SWALS students and we cannot foresee how many we will have.

Hella Helvig Jensen presented the budget overview for the After School Care. It was explained that they have their own budget frame. The budget for 2023 shows a surplus of DKK 319,000. Staff expenses is increased to DKK 200,000 as there is a wish for a pedagogical day for the pedagogues.

5. Admission

• Primary

Helle Degn explained that the school has received close to 300 applications for the new nursery classes. Around 150 of those children have been invited for screenings beginning 28th of February 2023. The children invited for screenings have been chosen based on category, age as well as their kindergarten reports.

Helle Degn explained that we have received the most applications for the English section, whereas we have received the least for the French section – around 25-30.

Laure Conte added to this that it can be difficult for some French parents that the Danish school system starts at a later age compared to France. This might lead to stress among French parents regarding school readiness.

• Lower Secondary

Julie Thom explained that the deadline for applications to the new S1FR has been extended. It is currently the plan to create an entirely French class. If this is not possible, it will become a Danish/French combination class. Rolling admission for Lower Secondary will also be assessed soon.

• Upper Secondary

Julie Thom explained that students can apply for the new S5 classes until 13th of March this year, as the process is different. After this deadline, the Ministry of Children and Education will send us the applicants we have from Optagelse.dk.



6. Various updates and information - 10 mins.

- Information from the students

Upper Secondary students have recently received school reports and preliminary grades and are currently preparing for the bac exams. The students have recently had two very successful parties with Vibenshus Gymnasium. The Upper Secondary Student council have recently passed their bylaws, and have also recently sent two representatives to a European School union meeting in Brussels, for which they received a partial grant from the PA.

In Lower Secondary, they have had success with securing plastic containers with pads in the bathrooms for students. The student council are currently preparing a video for a Danske Skoleelever-competition to win money for some of their projects.

- Information from the staff

In Primary and Lower Secondary, it has been a relatively quiet school year post-Corona and time to focus on getting back to normal.

In Upper Secondary, the teachers have been working hard on the pre-bacs and giving grades.

7. Information from management - 15 mins.

- Bac preparations - exams and proclamation

Julie Thom informed the board that the proclamation date is officially on 1st of July, 2023. This is a week alter than the rest of the schools in Denmark. The students' last exams will be on the Thursday, they will receive their results on Friday, and then the proclamation on Saturday. The school is still communicating with universities about what the European Bacculaureate is.

- New staff/recruitment

Helle Degn informed the board that we have been missing a Deputy Head of Primary since August, but that Rikke Groth Nielsen has now been hired. Management is looking forward to being at full capacity again.

Helle Degn also informed that Robert van Leeuwen will be taking on the position as Head of Lower Secondary, filling in for Madelaine Kirk who will go on maternity leave in May. Some tasks will also be covered by other teachers, who will be given the time to fulfil these tasks.

- SAG/ESCPH separation

Anette Holst informed the board that the separation of SAG and ESCPH was given its first reading in parliament last week, and that if all goes well, it will be approved in April. The next step is that it needs to pass in Borgerrepræsentationen, which we also expect that it does. Separation is expected to take effect from August 1st, 2023.

- Parents Association

Stéphanie Horion informed the board that Greta Lempel has stepped down as chair of the Parents Association but is still active as a member. Aarushi Singh is the new chair of



the Parents Association, Margo Rachat Nielsen is the treasurer, while a new deputy chair is still needed.

8. AOB - 5 mins.

Margo Rachat Nielsen asked about a spam email from a former employee. Anette Holst explained that it came from a former temporary employee at Sankt Annæ, whose contract was not prolonged.

Margo Rachat Nielsen asked about the use of elevators at the school when children have injuries and use crutches etc. Julie Thom explained that students are given keys for the elevators by the administration when needed.

Margo Rachat Nielsen asked about safety and emergency management at the school. Julie Thom responded that the school is updating and working on emergency management guidelines, and that people from Beredsskabsstyrelsen have visited the school in this regard.

Julie Thom informed the board that the school has a new website. Laure Conte commented that it is nice to see that the school is active online and on social media.

Vedtægt for:

Sankt Annæ Gymnasium (SAG)
med European School Copenhagen (ESCPH)

§ 1. Sankt Annæ Gymnasium er Københavns Kommunes Sangskole med European School Copenhagen. Sankt Annæ Gymnasium med Europaskole varetager sine opgaver i henhold til folkeskoleloven, gymnasieloven og lov om institutioner for almengymnasiale uddannelser og almen voksenuddannelse m.v. samt inden for rammer fastsat af Europaskolernes Øverste Råd, Accredited European Schools (AES), Undervisningsministeriet og Borgerrepræsentationen.

Kapitel 1

Campusbestyrelse og fælles rammer for bestyrelserne

§ 2. Der nedsættes tre bestyrelser, jf. stk. 2-4.

Stk. 2. En overordnet campusbestyrelse for hele Sankt Annæ Gymnasium med European School Copenhagen, jf. § 3-5.

Stk. 3. En afdelingsbestyrelse for Sankt Annæ Gymnasium med reference til Campusbestyrelsen, jf. § 6-8.

Stk. 4. En afdelingsbestyrelse for Europaskolen med reference til Campusbestyrelsen, jf. § 9-10.

Stk. 5. Campusbestyrelsens og afdelingsbestyrelsernes funktionsperiode er på 4 år og følger valgperioden for kommuner.

Stk. 6. Campusbestyrelsen delegerer mest mulig kompetence til afdelingsbestyrelserne i spørgsmål, som særligt vedrører dem.

§ 3. Campusbestyrelsen består af 14 medlemmer med stemmeret. Flertallet af medlemmer med stemmeret skal være forældre og andre eksterne medlemmer med de kompetencer, der fremgår af stk. 2. Campusbestyrelsen består af:

- 1 medlem udpeget af og blandt medlemmerne af Borgerrepræsentationen
- 3 eksterne medlemmer udpeget af den administrerende direktør for Børne- og Ungdomsforvaltningen. Rektor har mulighed for at indstille.
- 4 medlemmer valgt af forældre i folkeskolen, gymnasiet og hhv. Primary og Secondary (fra 2017) på europaskolen

- 4 medlemmer valgt af og blandt Sankt Annæ Gymnasiums medarbejdere med repræsentation fra folkeskolen inkl. Sangskolen, gymnasiet, European School Copenhagen og det teknisk-administrative personale
- 2 medlemmer valgt af henholdsvis de store elevråd i folkeskolen/gymnasiet og på European School Copenhagen.

Stk. 2. Campusbestyrelsens medlemmer skal tilsammen have kompetencer, der bidrager til at fremme SAG og ESCPHs aktuelle og fremadrettede virke med en dynamisk udadvendt profil. Det er samtidig en vigtig opgave for campusbestyrelsen at udvikle skolen med sin unikke musikalske, internationale og naturvidenskabelige profil som en samlet enhed, der forener folkeskole, sangskole, gymnasium og europaskole. Det er desuden vigtigt for bestyrelsen at medvirke til udviklingen af en samarbejdskultur og struktur mellem skolens forskellige institutioner. De 3 eksterne medlemmer af campusbestyrelsen udpeges på dette grundlag i kraft af deres personlige egenskab og skal tilsammen have erfaring med ledelse, organisation og økonomi. De forudsættes desuden tilsammen at have professionserfaring fra den videregående uddannelsessektor, erhvervslivet, det professionelle sang- og musikmiljø og et internationalt skolemiljø. De samme principper gælder for afdelingsbestyrelserne.

Stk. 3. Campusbestyrelsen og afdelingsbestyrelserne vælger en formand blandt de eksterne, ikke forældrevalgte medlemmer.

Stk. 4. Der kan ydes vederlag til medlemmerne af campusbestyrelsen og afdelingsbestyrelserne, herunder til medlemmer uden stemmeret efter regler, der fastsættes af Københavns Kommune.

Stk. 5. Rektor er campusbestyrelsens sekretær og deltager i bestyrelsens møder uden stemmeret. Endvidere kan øvrige ledere på SAG/ESCHP deltage efter behov i campusbestyrelsens møder uden stemmeret. Campusbestyrelsen kan tillade, at andre relevante personer deltager i møderne. Det samme gælder for afdelingsbestyrelserne.

§ 4. Rektor fastsætter retningslinjer for valg af forældrerepræsentanter til campusbestyrelsen og afdelingsbestyrelserne. Disse skal følge retningslinjerne for valg af forældre i folkeskolernes bestyrelser og tilpasses skolens særlige karakter.

Stk. 2. Rektor fastsætter retningslinjer for valg af elevrepræsentanter i campusbestyrelsen og afdelingsbestyrelserne efter dialog med eleverne.

Stk. 3. Rektor fastsætter retningslinjer for valg af medarbejderrepræsentanter i campusbestyrelsen og afdelingsbestyrelserne efter dialog med medarbejderne.

§ 5. Bestyrelsernes medlemmer har stemmeret. Repræsentanterne for eleverne må dog ikke overvære behandling af sager vedrørende enkeltpersoner og har ikke stemmeret i disse sager.

Stk. 2. Der holdes møde så ofte, som formanden for de enkelte bestyrelser eller 1/3 af medlemmerne finder det fornødent, almindeligvis 6-8 møder årligt. Campusbestyrelsen forventes dog kun at holde minimum 4 møder årligt.

Stk. 3. De enkelte formænd leder møderne og drager omsorg for, at beslutningerne indføres i en beslutningsprotokol. Et mindretal kan forlange af få sin afvigende mening indført i beslutningsprotokollen og medsendt bestyrelsens udtalelser.

Stk. 4. Bestyrelserne er beslutningsdygtige, når mindst halvdelen af de stemmeberettigede medlemmer er til stede.

Stk. 5. Beslutningerne træffes ved almindeligt stemmeflertal. Ved stemmelighed er formandens stemme udslagsgivende.

Stk. 6. Bestyrelserne nedsætter hver deres forretningsudvalg.

Stk. 7. Bestyrelserne fastsætter i øvrigt selv deres forretningsorden.

Kapitel 2

Campusbestyrelsens kompetence

§ 6. Campusbestyrelsen udøver sin virksomhed inden for de mål og rammer, som fremgår i medfør af § 1.

Stk. 2. Campusbestyrelsen har det overordnede ansvar for, at skolen fungerer i henhold til det lovmæssige grundlag mv.

Stk. 3. Campusbestyrelsen fastlægger SAG/ESCHPs målsætning og strategi for uddannelserne på skolen og kan fastsætte overordnede principper for skolens faglige, administrative og pædagogiske virksomhed, herunder rektors virksomhed.

Stk. 4. Campusbestyrelsen godkender SAG/ESCHPs samlede budget efter indstilling fra rektor, blandt andet på baggrund af afdelingsbestyrelsernes forslag.

Stk. 5. Campusbestyrelsen fastlægger skolens ferieplan på baggrund af afdelingsbestyrelsernes forslag.

Stk. 6. Campusbestyrelsen indstiller til den ansættende myndighed om ansættelse og afskedigelse af skolens rektor. Campusbestyrelsen afgiver efter forslag fra rektor indstilling til den ansættende myndighed vedrørende ansættelse af vicerektor, sanginspektør, leder af folkeskolen, leder af Europaskolen og administrativ leder. Indstillingen forudsættes at omfatte mindst to personer til hver ledig stilling. Indstillingen kan prioriteres mellem de indstillede.

Stk. 7. Campusbestyrelsen kan afgive udtalelse og stille forslag til Børne- og Ungdomsudvalget om alle spørgsmål, der vedrører SAG/ESCHP. Campusbestyrelsen skal afgive udtalelse om alle spørgsmål, som Borgerrepræsentationen og Børne- og Ungdomsudvalget eller borgmesteren forelægger den. Afdelingsbestyrelserne kan afgive udtalelse og stille forslag til campusbestyrelsen om alle spørgsmål, der vedrører afdelingen.

Kapitel 3

Sammensætning og kompetence for afdelingsbestyrelsen for Sankt Annæ Gymnasium

§ 7. Afdelingsbestyrelsen for Sankt Annæ Gymnasium består af 12 medlemmer med stemmeret. Flertallet af medlemmer med stemmeret skal være forældre og andre eksterne medlemmer med de kompetencer, jf. § 3. Den består af:

- 3 eksterne medlemmer udpeget efter principperne i § 3, stk. 2. En eller flere af disse kan samtidig være medlemmer af campusbestyrelsen
- 4 forældrevalgte medlemmer, hvoraf to medlemmer samtidig er valgt til campusbestyrelsen
- 3 medarbejdervalgte medlemmer, hvoraf mindst 1 medlem samtidig er valgt til campusbestyrelsen
- 2 elevvalgte medlemmer, hvoraf mindst 1 medlem samtidig er valgt til campusbestyrelsen.

§ 8. Afdelingsbestyrelsen for Sankt Annæ Gymnasium fastsætter for så vidt angår folkeskolen, og under hensynstagen til skolens egenart, principper for skolens virksomhed, jf. § 1.

Stk. 2. Afdelingsbestyrelsen for Sankt Annæ Gymnasium indstiller folkeskolens og sangafdelingens forslag til budget til godkendelse i Campusbestyrelsen.

Stk. 3. Afdelingsbestyrelsen for Sankt Annæ Gymnasium afgiver efter forslag fra rektor via Campusbestyrelsen indstilling til den ansættende myndighed vedrørende ansættelse af folkeskolens ledelse. Indstillingen forudsættes at omfatte mindst to personer til hver ledig stilling. Indstillingen kan prioriteres mellem de indstillede.

§ 9. Afdelingsbestyrelsen for Sankt Annæ Gymnasium fastsætter for så vidt angår gymnasiet og i overensstemmelse med § 1 efter indstilling fra rektor, principper for gymnasiets virksomhed

Stk. 2. Afdelingsbestyrelsen for Sankt Annæ Gymnasium indstiller gymnasiets forslag til budget til godkendelse i Campusbestyrelsen.

Stk. 3. Afdelingsbestyrelsen for Sankt Annæ Gymnasium afgiver efter forslag fra rektor indstilling til campusbestyrelsen vedrørende ansættelse af vicerektor. Indstillingen forudsættes at omfatte mindst to personer til hver ledig stilling. Indstillingen kan prioriteres mellem de indstillede.

Kapitel 4

Sammensætning og kompetence for afdelingsbestyrelsen for European School Copenhagen, ESCPH

§ 10. Afdelingsbestyrelsen for ESCPH består af 12 medlemmer med stemmeret. Flertallet af medlemmer med stemmeret skal være forældre og andre eksterne med de kompetencer, der fremgår af stk. 2. Den består af:

- 3 eksterne medlemmer udpeget efter principperne i § 3, stk. 2. En eller flere af disse kan samtidig være medlemmer af campusbestyrelsen
- 4 forældrevalgte medlemmer, hvoraf de to (en fra hver afdeling) samtidig er valgt til campusbestyrelsen
- 3 medarbejdervalgte medlemmer, hvoraf mindst 1 medlem samtidig er valgt til campusbestyrelsen
- 2 medlemmer valgt af elever, hvoraf mindst 1 medlem samtidig er valgt til campusbestyrelsen

§ 11. Afdelingsbestyrelsen for ESCPH fastsætter i overensstemmelse med § 1 principper for skolens virksomhed.

Stk. 2. Afdelingsbestyrelsen for Europaskolen indstiller forslag til budget til godkendelse i campusbestyrelsen.

Stk. 3. Afdelingsbestyrelsen for Europaskolen afgiver efter forslag fra rektor via campusbestyrelsen indstilling til den ansættende myndighed vedrørende ansættelse af europaskolens ledelse. Indstillingen forudsættes at omfatte mindst to personer til hver ledig stilling. Indstillingen kan prioriteres mellem de indstillede.

Stk. 4. Rektor nedsætter ansættelsesudvalg til besættelse af alle øvrige stillinger vedr. europaskolen.

Kapitel 5

Administrativ og pædagogisk ledelse

§ 12. Rektor er overordnet ansvarlig for ledelsen af SAG/ESCHP og varetager den administrative og pædagogiske ledelse af SAG/ESCHP-campus med ansvar over for skolens bestyrelser og Borgerrepræsentationen.

Stk. 2. På det ledelsesmæssige plan fastlægger rektor den interne kompetencefordeling på skolen.

Kapitel 6

Ikrafttræden

§ 13. Vedtægten træder i kraft den 1.8.2014. Vedtægten revideres senest med udgangen af 2017.

Stk. 2. Denne vedtægt ophæver tidligere vedtægter for bestyrelsen ved Sankt Annæ Gymnasium, Københavns Kommunes Sangskole.

Godkendt af Borgerrepræsentationen den 18. juni 2014.

Rules of Procedure for School Board at the European School Copenhagen and Sankt Annæ Gymnasium (SAG)

According to the bylaws of Sankt Annæ Gymnasium with the inclusion of European School Copenhagen in § 5, the following rules of procedure for the European School at Sankt Annæ Gymnasium are stipulated.

§ 1

The first meeting of the School Board

Subsection 1. As soon as possible after the new committee is elected the school principal convenes a first meeting of the school board for the European School Copenhagen.

Subsection 2. The school board elects a chairman and deputy chairman.

Subsection 3. If a member cannot come to the first meeting, the members elected on a list of candidates can demand that the deputy is summoned to the meeting.

Subsection 4. The school principal chairs the meeting until the chairman of the school board has been elected.

Subsection 5. The chairman and deputy chairman are elected at a so-called binding voting among the external members, excluding members elected by parents. All members of the school board have the right to vote for the chairman.

At a binding voting, the candidate who receives a clear majority of the votes given is elected. If such a majority is not reached at the first voting, a new one is carried through. If a candidate receives a clear majority or if only this candidate receives any votes, this person is elected. If the second voting does not settle the matter either, a binding voting between the two candidates with the most votes at the second voting is made. If these two receive the same amount of votes, it is decided by drawing lots for which two candidates should be voted at the binding election. If votes for the candidates are again equal at the third election, a decision is made by drawing lots.

Section 6. The chairman and deputy chairman are elected for a four year term.

Section 7. If the chairman is elected according to the above procedure, the deputy chairman can be elected using this same procedure. If the chairman is not elected until the third voting, the second in line becomes deputy chairman.

Section 8. The school principal provides the secretariat at the Municipality of Copenhagen for the Administration of Children and Youth (BUF) with the names of the chairman and deputy chairman elected.

Section 9. If the chairman or the deputy chairman steps down from their posts before the end of the term, the school principal convenes a new meeting as soon as possible.

§ 2

Meetings of the School Board

Section. 1. The School Board of the European School (hereafter School Board) schedule regular meetings for the coming school term.

Section 2. The School Board has about six meetings a year.

Section 3. The meetings are held behind closed doors. The school principal takes minutes at the meetings. The board can invite others to participate in the meetings when questions of particular interest to them are discussed.

Section 4. Additional meetings can be held by the School Board when the chairman or three members so request and hand in items for the agenda no later than a fortnight prior to the meeting

Section 5. The chairman sees to it that the meeting is summoned to the School Board a fortnight in advance of the meetings, which are held at the school premises.

Section 6. The agenda for regular meetings of the School Board with enclosures are sent out no later than 1 week prior to the meeting. If a member requests an item for the agenda, information about the item should be given no later than 10 days prior to the meetings.

Section 7. In special cases the chairman can summon a meeting with shorter notice. When the meeting is summoned, the chairman should – in so far it is possible – inform the members about the issues to be discussed at the meetings.

Section 8. The School Board appoints an Executive Committee consisting of the chairman, the deputy chairman, a member elected by the parents, and the school principal acting as secretary. In special cases, the executive committee can make decisions and make statements on behalf of the School Board. The decisions and statements of the executive committee are always presented to the entire School Board at the subsequent meeting.

Section 9. The School Board can appoint sub-committees with separate members and staff at the school. A sub-committee should work out terms of reference where the tasks and timeframe are outlined.

Section 10: The board is permitted to make decisions on a written basis, including e-mails if necessary, between meetings

§ 3 The School Board sphere of competence

Issues of the School Board:

For approval by the School Board:

1. The setting of principles, values and a mission statement for the school with due regard to the European profile of the school.
2. Approve the strategic focus points for the school
3. Advise the director on the budget. The director is accountable to Københavns Kommune.
4. Submit candidates for management positions at the European School to the City of Copenhagen (BUF) on recommendation by the school principal
5. The Executive Committee of the European School can take decisions on issues, which cannot be postponed till the coming meeting of the Board. The School Board is obliged to put issues from the Campus Board on the agenda if so requested.
6. School rules.
7. School holiday plan.
8. Assessment of the teaching environment every 3rd year. With information to the Campus Board.
9. Advise on assessment of well-being at the school.
10. Issues dealing with school buildings and construction. To be submitted to the Campus Board for approval.

The School Board will be informed about:

- New appointments
- Dismissals/Personnel
- Recruitment and admission of pupils
- Scheduling meetings with parents
- School-home relations

All final decisions and relevant information will be forwarded to the Campus Board.

ⁱ By principle is meant a line of thought that gives a sense of direction for the school The principle should be expressed as clearly as possible so there can be no doubt of the intension. A good principle is short and to the point. A principle should not be written as an

Order Too many vague expressions make it difficult to work out plans of action. The school principal should have the choice of several actual options when the principle is to be put into practice.

Source: School and Parents (Skole- og Forældre).

§ 4

Taking decisions and voting

Section 1. The School Board forms a quorum when at least half of the voting members are present. In case a member cannot attend, the chairman should call in a substitute upon request from the member in question. However, this should take place no later than three days prior to the meeting.

Section 2. The members can only take part in the voting procedures of the School Board when they are present in person.

Section 3. Where no other procedure has been set, decisions are made using simple majority vote. In case of parity of votes, the vote of the chairman is decisive.

§ 5

Minutes from the meetings

Section 1. The meetings are chaired by the chairman who also sees to it that the decisions taken are recorded in the minutes.

Section 2. The minutes should include names of the persons attending. Minority opinions should be added to the minutes taken, if so requested by the minority, and attached to the statements of the school committee.

Section 3. The school principal sees to it that the decisions taken are implemented.

§ 6

Stepping down from the School Board

Section 1. If a member steps down from the school board, the member is replaced by the elected substitute. The Municipality of Copenhagen Administration for Children and Youth receives an update.

Section 2. If at the time a member steps down no substitute representing the list in question is available, the mandate is transferred to the list of candidates or the like which at the time of the election was closest to getting an extra seat.

Section 3. If no substitutes are available at all, the executive committee shall see to it that a by-election is held as soon as possible.

§9
Coming into force of the rules of procedure

The rules of procedure were decided at the meeting of the school board on _____,
and will come force as of this date.

The rules of procedure can be amended by simple majority

ESCPH		Regnskab	Godkendt budget	Totalt tilskud	Forventede
		2021	2022	pr. 31.12.2022	udmeldinger
Indtægter	Tilskud	37.696.151	40.704.018	40.876.368	
	Resultat 2021		738.696	738.696	
	Særbevilling Europaskole	5.200.000	5.302.960	5.302.960	
	Skoleflex	141.666	141.667	263.382	
	BUfflex	173.205		250.310	
	Frikøb af ressourcer på skolen til co-teaching forløb			300.000	
	Nedjustering af Covid-19 rengøring			-366.628	
	Udskoling - Feed back samtaler			105.000	
	Besparelse på specialområdet			-353.675	
	Screening af elever for dysleksi			19.069	
	Støttetimer	172.116			
	Kommunal trivselspakke	170.732			
	Statslig trivselspakke	193.572			
	Statslig trivselspakke - Elevråd	8.447			
	Ekstra midler til trivsel og faglighed	184.124			
	Regulering af "Styrket udskolingsindsats"	-103.338			
	For meget udmeldt til rengøring (Reg. I 2022)	-479.675			
		43.357.000	46.887.341	47.135.482	
		Ejendom - Fast (Kejd)	27.169.156		28.183.770
Ejendom - El og varme		1.123.739		1.656.599	
Elevkørsel		85.432		95.910	
Tolkebistand				3.690	
Ukraine relateret udgifter				49.670	
Madskole tilskud		611.564	622.439	622.439	
	28.989.891	622.439	30.612.078		
Indtægter i alt	72.346.891	47.509.780	77.747.560		
Omkostninger		Regnskab	Godkendt budget	Total expenses	Expenses to date v. anticipated total expenses
		2021	2022	pr. 31.12.2022	in %
Undervisningens gennemførelse	Løn undervisning (Inkl. reng., teknik)	33.513.229	37.879.607	36.677.769	97%
	Personaleomkostninger undervisning	450.011	500.000	700.397	140%
	Fælles undervisningsmidler	1.585.708	1.500.000	1.345.219	90%
	Undervisningsmidler Primary	229.334	450.000	548.580	122%
	Undervisningsmidler secondary	451.597	460.000	164.919	36%
	Lejrskoler / Studieture	297.317	300.000	120.000	40%
	Puñje til holddelinger/SWAL		1.200.000	0	0%
	BUF- og Skoleflex			513.692	
	Madskole inddækning af over/underskud	582.727	455.435	751.897	165%
Undervisningens gennemførelse total	Undervisningens gennemførelse total	37.109.923	42.745.042	40.822.473	96%
Bygningsdrift	Vedligehold (inkl. Rengøring)	2.600.608	1.000.000	1.421.520	142%
Bygningsdrift total	Bygningsdrift total	2.600.608	1.000.000	1.421.520	142%
Ledelse og administration	Løn ledelse og administration	2.434.612	2.611.904	2.662.328	102%
	Ledelse og administration (4xxx)	473.161	490.000	493.674	101%
Ledelse- og administration total	Ledelse og administration total	2.907.773	3.101.904	3.156.002	102%
Hovedtotal	Hovedtotal ex. Særlige omkostninger	42.618.303	46.846.946	45.399.994	97%
Særlige omkostninger					
Bygningsdrift	Ejendom - Husleje (KEjd)	27.169.156		28.183.770	
	Ejendom - El og varme	1.123.739		1.656.599	
Befordring	Elevkørsel	85.432		95.910	
	Tolkebistand			3.690	
Grundtilskud madskolen	Ukraine relateret udgifter			49.670	
	Madskole	611.564	622.439	622.439	
Hovedtotal	Hovedtotal	28.989.891	622.439	30.612.078	
Total		71.608.195	47.469.385	76.012.072	
		738.697	40.395	1.735.488	

ESCPH Culinary School		Regnskab	Godkendt budget	Total expenses	Expenses to date v. anticipated total expenses
		2021	2022	pr. 31.12.2022	in %
Madskole	Madskole - Løn	1.881.098	1.977.874	1.724.185	87%
	Madskole - Fødevarer			1.814.167	
	Madskole - Øvrige udgifter	1.298.201	1.500.000	545.629	157%
	Madskole udgifter total	3.179.300	3.477.874	4.083.981	117%
	Madskole - Grundtilskud	611.564	622.439	622.439	100%
	Madskole - Øvrige indtægter	1.985.009	2.400.000	2.709.645	113%
	Madskole indtægter total	2.596.573	3.022.439	3.332.084	110%
	Madskole total	-582.727	-455.435	-751.897	165%

European School Copenhagen - After School Care accounts overview

KKFO		Regnskab	Godkendt budget	Totalt tilskud	Forventede
		2021	2022	pr. 31.12.2022	udmeldinger
Indtægter	Tilskud	8.044.040	8.340.052	8.614.362	
	Resultat 2021		-51.479	-51.479	
	Ejendoms omkostninger (nedjusteret Covid-19 reng.)	386.615	448.679	213.786	
	Forventet refusion for stud pæd	77.613		74.786	
	Klippekort for pædagoger			3.600	
	Lokal bufferpulje			250.000	
	Nye elever aug. 2021	293.938			
Kommunal trivselspakke	13.276				
Indtægter i alt		8.815.481	8.737.252	9.105.055	0
		Regnskab	Godkendt budget	Total expenses	Expenses to date v. anticipated total expenses
Omkostninger		2021	2022	pr. 31.12.2022	in %
Beskæftigelse	Løn	7.811.392	7.632.147	7.550.827	99%
	Beskæftigelse	318.422	300.000	160.974	54%
	Mad	215.262	216.000	215.470	100%
	Personaleomkostninger	109.296	80.000	93.335	117%
	Vedligehold	386.615	448.679	628.456	140%
	Administration	25.975	56.000	30.763	55%
Hovedtotal		8.866.961	8.732.826	8.679.825	99%
Total		-51.479	4.426	425.230	5%

Max overførsel på 4%

364.202



Årsrapport

1. januar – 31. december 2022

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 – Fratrådt 2023 Hans Bruyninckx – Næstformand – Udpeget medlem Margo Rachat Nielsen – Forældrerepræsentant Primary Stéphanie Horion – Forældrerepræsentant Primary Laura Conte – Forældrerepræsentant Primary Christian Bagger – Forældrerepræsentant Secondary Rasmus Hornecker – Medarbejderrepræsentant Johan Lindell – Medarbejderrepræsentant Maya Chang Hansen – 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 – Fratrådt 2023 Marianne Zibrandtsen – Udpeget medlem Emil Moselund – Udpeget af Borgerrepræsentationen Karsten Vestergaard – Forældrerepræsentant for folkeskolen SAG Karl Roos – Forældrerepræsentant for gymnasiet SAG Christen Bagger – Forældrerepræsentant for Europaskolen Margot Rachat-Nielsen – Forældrerepræsentant for Europaskolen Maya Chang Hansen – Elevrepræsentant for Europaskolen Sebastian Leiholt – Elevrepræsentant for Europaskolen Nor Schmidt-Kessy – Elevrepræsentant for folkeskolen SAG Thune Schmidt-Kessy – Elevrepræsentant for gymnasiet SAG Edward Pagh Pedersen – Medarbejderrepræsentant for gymnasiet SAG Allan Severin – Medarbejderrepræsentant for folkeskolen SAG Heidi Villadsen – Medarbejderrepræsentant for TAP-gruppen Johan Lindell - Medarbejderrepræsentant Europaskolen Anette Holst, Rektor – Uden stemmeret Julie Rørdam Thom, Deputy Director Europaskolen – Uden stemmeret

Daglig ledelse	Anette Holst – Rektor Julie Rørdam Thom – Deputy director Hans Skårup Bolvinkel – Deputy head of Upper Secondary Hella Helvig Jensen – Administrativ leder
Institutionens formål	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. I henhold til: <ul style="list-style-type: none">• § 16 og § 58 i lov om institutioner for almen- og gymnasiale 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 2022 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 13. april 2023

Rektor

København, den 13. april 2023
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 2022, 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 revisoreres 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 inkonsistente 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 13. april 2023

Deloitte

Statsautoriseret Revisionspartnerselskab
CVR-nr. 33 96 35 56

Jakob Boutrup Ditlevsen
statsautoriseret revisor
MNE NR. mne27725

Ledelsesberetning

Det samlede økonomiske resultat

Resultatet for 2022 viser et underskud på 142.065 kr. Europaskolen København er fortsat i opstartsperiode, og derfor har små årgange, hvilket har en indvirkning på økonomien. Vi er dertil udfordrede på at vide, hvilke valghold vores elever søger samt på, hvordan vores elever fordeler sig på de fag der undervises på tysk og fransk. Yderligere kan vi ikke forudse, hvordan eleverne fordeler sig på de fag der skal deles i standard og højt niveau fx Geografi, Historie og Filosofi. Alle disse faktorer gør det svært at planlægge langt ud i fremtiden.

Vi har fået tilskud på 552.379 kr. til pædagogikumkandidater.

Vi har fået 5,7 årselever flere end oprindeligt påregnet, hvilket har påvirket indtægtssiden.

Europaskolen København har med udgangen af 2022 en egenkapital på 1.82 mio. kr.

Opbygning af Upper Secondary – elevtrivsel, høj læring og involvering af elever og lærere

Upper Secondary er 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 afholdelse 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. Nye tiltag dette skoleår har været en International Evening i november 2022 hvor tre elever arrangerede en aften, hvor gæster af huset, familie og venner, kom og købte mad, som eleverne havde lavet. Eleverne repræsenterede deres nationale tilhørsforhold iført lokale dragter. Det var en stor succes.

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. Planlægningen af elevernes Proclamation og forløbet op til for at markere at S7 er ved at nå slutningen af deres ungdomsuddannelse er i fuld gang – vi ser særligt frem til gallafest 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 lærere og elever videst muligt i at skabe en god Europaskole med 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 2022

I skoleåret 2022 fortsatte ca. 1/3 af S4 eleverne fra de eksisterende tre S4 klasser. 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 præcist 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. I nuværende S5 årgang er der 79 elever mod 50 elever i S6 og 42 elever i S7, så elevtallet er stødt stigende.

Pædagogiske og organisatoriske fokusområder

Et helt centralt fokusområde i 2022 har været karaktergivning og feedback, så alle elever og lærere føler sig fortrolige med de karakterer der gives. Der er stor opmærksomhed på, at feedback skal føre til øget læring for eleverne. 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, er denne indsats vigtig.

Personalestudietur til Bruxelles

Alle Europaskolens undervisere og noget administrativt personale og pædagoger var i november 2022 på besøg på Europaskolen i UCCLÉ. Formålet var at blive klogere på ES systemet. Besøget var en succes, hvor alle lærere fik netværk inden for systemet og alle fik observeret undervisning og blev gennem dette klogere på, hvordan vi på Europaskolen København kan gøre det endnu bedre.

Hoved- og nøgletal

	<u>2022</u>	<u>2021</u>	<u>2020</u>
	DKK mio.	DKK mio.	01.08-31.12 DKK mio.
Resultatopgørelse			
Statstilskud	12,0	7,0	1,7
Øvrige indtægter	3,6	2,6	2,5
Indtægter i alt	15,6	9,5	4,2
Årselever			
Årselever i alt	131,6	74,6	25,3
Aktivitetsudvikling i procent	43,3	66,1	-
Årsværk			
Antal årsværk inkl. ansatte på sociale vilkår	22,2	13,4	4,5
Andel i procent ansat på sociale vilkår	-	-	-
Ledelse og administration pr. 100 årselever	1,9	2,2	4,2
Øvrige årsværk pr. 100 årselever	1,3	2,2	2,5
Lønomkostninger			
Lønomkostninger vedr. undervisningens gennemførelse pr. 100 årselever	8,7	7,2	5,9
Lønomkostninger øvrige pr. 100 årselever	1,6	2,1	3,2
Lønomkostninger i alt pr. 100 årselever	10,2	9,3	9,1
Nøgletal til understøttelse af god økonomistyring			
Aktivitetsstyring			
Årsværk pr. 100 årselever	16,9	17,9	17,8
Undervisningsårsværk pr. 100 årselever	13,7	13,6	11,1

Management Report

The overall financial result

The result for 2022 shows a deficit of DKK 142,065. European School Copenhagen is still in the start-up phase with the different year levels not at full capacity; this impacts the financial situation. We are also challenged by not knowing which electives our students sign up for, as well as how our students will be distributed across the subjects taught in German and French. Furthermore, we cannot predict how the students will be distributed across the subjects that are divided in standard and advanced level, such as Geography, History, and Philosophy. All these factors contribute to making it difficult to plan for the future.

We have received a grant of DKK 552.379 for candidates doing their postgraduate teacher training.

We have had 5,7 students more than originally expected, which has affected our revenue.

European School Copenhagen has an equity of DKK 1,82 million towards the end of 2022.

The construction of Upper Secondary – student well-being, learning, and involvement of students and teachers

The Upper Secondary is constantly developing. The students are taking it upon themselves to arrange activities, e.g., planning parties, sustainability initiatives, and arranging assemblies. The students are very interested in initiating different events centered around e.g., sustainability, debate cultures, and having democratic organizations; and teachers and management are focused on supporting and developing these initiatives. A new event this school year was the International Evening in November 2022 where three students planned an evening where guests of the school, family, and friends, could buy food that the students had cooked. The students also represented their cultures by wearing national costumes. It was a huge success.

The Deputy Director and the Bac Coordinator are in continuous dialogue with both the representative from the accredited schools as well as with the Bac office, which supports the development and course of the first students graduating in 2023. The planning of the students' Proclamation and the time leading up to the S7 finishing their secondary education is in the works – we are especially looking forward to the gala in 2023.

The upper secondary teachers work hard to develop the upper secondary, both when it comes to the direct education task and to the students' initiatives. The Deputy Director focuses on involving the teachers and students as much as possible in order to create a good European School with a good upper secondary department that focuses on student well-being and at the same time supports the creation of creating structure and traditions during the development, while making sure it is sustainable.

Admission 2022

In the school year 2022, about 1/3 of the S4 students from our three existing S4 classes continued to the upper secondary. The rest of the students are recruited from the outside – both locally and internationally. There has been an intense campaigning process in order to attract students, and this seems to have the intended effect. A few students have left during the S5 year, while a few new students have also been admitted during the year. As of yet, it is hard to tell exactly which students apply to ESCPH. A reasonable guess is that we are seeing an increase in students applying to the school, both internally and externally, who actively choose us because of the strong science and language profile. In the current S5, we have 79 students in comparison to 50 students in S6 and 42 students in S7, so the number of students is steadily increasing.

Pedagogical and organizational areas of focus

A central area of focus in 2022 has been marking and feedback, so that all students and teachers are familiarized with the marks that are given. We are very mindful that feedback should add to the students' learning. This might sound like a matter of course, but the three marks in the EB – the A, B, and C mark – do not exist in other curricula, so despite the many experienced teachers among our teaching staff in the Upper Secondary at ESCPH, this effort is important.

Staff study trip to Brussels

All ESCPH teaching staff and some administrative staff and pedagogues went to Brussels in November 2022 to visit the European School in Uccle. The purpose was to learn a lot more about the European School system. The visit was a success, and all the teachers now have a network within the ES system. Furthermore, everyone observed classes at ES Uccle, which provided them with plenty of ideas as to how we can make European School Copenhagen even better.

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>2022</u>	<u>2021</u>
Statstilskud	1	12.022.874	6.951.617
Deltagerbetaling og andre indtægter	2	3.600.000	2.570.924
Indtægter i alt		<u>15.622.874</u>	<u>9.522.541</u>
Undervisningens gennemførelse	3	12.851.692	6.551.109
Markedsføring	4	96.806	115.108
Ledelse og administration	5	1.642.149	1.216.775
Bygningsdrift	6	1.174.291	764.366
Omkostninger i alt		<u>15.764.939</u>	<u>8.647.358</u>
Resultat		<u>-142.065</u>	<u>875.183</u>
Egenkapital	7		

Noter

	<u>2022</u>	<u>2021</u>
1 Statstilskud		
Undervisningstaxameter	7.253.303	4.068.552
Fællesudgiftstaxameter	3.622.044	2.400.919
Bygningstaxameter	571.436	192.647
Særlige tilskud	16.734	0
Særtilskud iforb. Med Covid-19	6.978	45.796
Andet	552.379	243.702
Statstilskud i alt	<u>12.022.874</u>	<u>6.951.617</u>
 Antal årselever	 131,6	 74,6
2 Deltagerbetaling og andre indtægter		
Tilskud fra Københavns Kommune	3.600.000	2.570.924
I alt	<u>3.600.000</u>	<u>2.570.924</u>
3 Undervisningens gennemførelse		
Løn og lønafhængige omkostninger	11.400.471	5.348.428
Øvrige omkostninger	1.451.221	1.202.682
I alt	<u>12.851.692</u>	<u>6.551.109</u>
4 Markedsføring		
Løn og lønafhængige omkostninger	8.624	0
Øvrige omkostninger	88.182	115.108
I alt	<u>96.806</u>	<u>115.108</u>
5 Ledelse og administration		
Løn og lønafhængige omkostninger	1.412.260	1.119.463
Øvrige omkostninger	229.889	97.312
I alt	<u>1.642.149</u>	<u>1.216.775</u>
6 Bygningsdrift		
Løn og lønafhængige omkostninger	643.104	462.344
Øvrige omkostninger	531.187	302.022
I alt	<u>1.174.291</u>	<u>764.366</u>

	<u>2022</u>	<u>2021</u>
7 Egenkapital		
Egenkapital 01.01	1.969.572	1.094.389
Årets resultat ifl. resultatopgørelse	-142.065	875.183
Egenkapital 31.12	<u>1.827.507</u>	<u>1.969.572</u>

022a. Student Attendance and Absence – Primary and Lower Secondary

In Denmark, parents have a legal duty to provide education for their children.

Research shows that poor attendance affects students learning, social development, well-being and chances to fulfil their potential. High student absenteeism is not just a problem for the individual student, however. It also affects the teachers' planning of the day, class cohesion and therefore the school as a whole.

Being a student at the European School Copenhagen is a privilege, and we therefore expect both students and parents to respect the level of attendance required for the school to maintain its high standard.

Attendance registration

The school is responsible for monitoring and maintaining records of the attendance of students. In Primary, attendance/lateness is registered every morning in the first lesson. In Secondary, attendance/lateness is registered at the beginning of every lesson.

Late attendance

Students are not only expected to attend school but also to arrive punctually and be ready to start class on time. Late attendance is recorded by the teacher and parents will be contacted in the event of persistent lateness.

School holidays

Students are expected to take their holidays during the official school holidays.

Any additional leave requests must be directed to the school's management.

If special leave is granted, it is always the responsibility of the parents to ensure that their children keep up with schoolwork. There can be no expectation upon the teachers to provide special homework for students who are absent.

Absence that has not been authorised by the school and is not due to illness, is recorded as "unlawful/illegal absence" (ulovligt fravær).

Illness

In case of illness, the relevant teachers must be notified via message in Aula. The school may request a doctor's note if students are absent due to illness for an extended period.

Appointments during school hours

Parents/carers should try to organise dental and other appointments outside school hours. If this is not possible, appointments should be arranged so that they create the least possible disruption to the school day for the student and the rest of the class (e.g. morning or afternoon). The student is expected to attend class for the rest of the day.

In advance of the appointment, parents/carers must notify the teacher, whose lessons are affected.

Work-related leave

In special cases, the school may grant up to three months leave to students whose parents are on a work assignment abroad. The leave must be documented and approved by the Municipality of Copenhagen and the student must attend school in the host country. Applications may be denied if granting the leave raises concerns for the child's welfare and/or learning.

Concerns about attendance

The school is focused on reducing absence and ensuring that all students progress and develop. If there is cause for concerns about a student's absence, therefore, the relevant teachers or management will contact the parents/carers to address the patterns of absence.



The overall objectives 2022-2025

1. ESCPH is committed to high academic standards for all students

ESCPH cultivates students' personal, social and academic development and prepares them for their next stage of education. All students can develop to the best of their abilities and excel academically and socially as a member of a global community. Student wellbeing is prioritised as the foundation of academic progression ensuring students are 'ready to learn'. Staff collaborate with management across departments of the school to develop an engaging learning community for all students at ESCPH.

2. ESCPH aims for sustainable growth in an organisation with high professional standards

A sustainable organisation is the foundation for optimal learning conditions for all students. This includes both economical, environmental and well-being sustainability for all members of the organisation. The continuous development and growth of the school requires our pioneering spirit, ingenuity and energy but also structures and processes to ensure the growth is sustainable and that high professional standards are maintained. Staff involvement when making sustainable solutions is key in this process.

3. ESCPH is focused on strengthening its European specificity, local anchoring and global responsibility

ESCPH is first and foremost a European School with a strong focus on learning European languages, history, and culture. The European specificity is therefore an ongoing focus of the school. However, our students are not just citizens in Europe, they are also citizens of the world living in Denmark. All these aspects are important in our thinking and identity as a school and are strengthened by building relationships with other European and international schools, ESCPH parents and local partners.



Department	Focus point	Purpose of focus point	Actions	Aim and evaluation * staff and students will be invited to evaluate briefly against each focus point (improved/better, no change, less/worse)
Whole School	Sustainable learning progression for all students	<i>To ensure that all students experience continuous learning and well-being progression.</i>	<ul style="list-style-type: none"> • PLC develops into a well-structured and well-known learning support central for both teachers and students. • Feedback on learning progression and harmonised didactic approach to be discussed and developed on professional development meetings in the Upper Secondary • Common focus and discussion of ES learning objectives / 8 key competences in both Primary and Lower • Pair teachers for balkort visits to support “Open door to your classroom” policy • Co-teaching “pilotprojekt” starts up in Primary and Lower with teams • Teachers develop and maintain knowledge sharing and common practice • Creating and strengthening common learning areas for lower and upper secondary students • Upper Secondary class teachers follow a class teacher programme • Lower Secondary team structure is supported by meeting structure and co-work • B-tests are identical across language sections • S5+S6 class teachers follow developed programme with regards to develop and maintain class community and student well-being • Development programme for teachers and class teachers in the lower secondary with regards to consistency in communication with parents and teacher-parent conversations • ES-learning and 8 key competences are approached in the same way in Primary and Secondary 	<ul style="list-style-type: none"> • Students and teachers express that students’ learning outcomes have grown via use of PLC • Students express knowledge of the 8 key competences • Teachers express that working together by Open door, balkort and co-teaching support the common language and harmonisation. • Teachers express co-teaching makes their planning and teaching more effective. • Teachers express that co-teaching support inclusion and differentiation. • Students express that co-teaching support inclusion and learning. • All students must feel that they have a place at the school and that they belong at ESCPH • • Upper Secondary teachers express that team structure support the common didactic approach and subject group work on questions for pre-bac and oral exam is in place. • Upper Secondary Teachers develop a common approach and language on assessment, grading, and feedback to students on their learning and Upper Secondary Students express that the feedback given from teachers is harmonised. • S5, S6 and S7 students express that they experience a higher sense of class community and wellbeing due to the class teacher program. • Lower and Upper Secondary students and teachers express that the students’ learning outcomes have grown via use of the common learning areas • Lower Secondary teachers express that they experience a more structured meeting and co-work culture • Lower Secondary Students and teachers express that assessment and grading is transparent and consistent. • Lower Secondary Teachers express that they experience exact guidelines for parents’ communication.

Department	Focus point	Purpose of focus point	Actions	Aim and evaluation * staff and students will be invited to evaluate briefly against each focus point (improved/better, no change, less/worse)
Whole School	Whole School	<p>To ensure that ESCPH staff and students know each other across departments and feel that they are important in the continuous development of the school as a global community</p>	<ul style="list-style-type: none"> • Plan the year so that European Special days are for all sections • Whole school Sustainable Day in December as a recurring event • Student physical areas and focus on well-being is strengthened in all sections • Staff well-being (onboarding for new staff, support, and open-door policy for existing staff) • Use parents as resources • Management continues managing different cross school areas • Organise activities involving all departments sharing knowledge from each other's departments • Continue developing ESCPH SoMe profile with responsible teachers, students and administration • Organise all-school event/party involving the PC and the PA • Organise transition events and establish new traditions • Involvement of administration staff in more whole school projects with students. Fx assemblies. • Introductory days in S% and information evening about the Upper Secondary for S4 classes in the Upper Secondary is provided • To mix students across the language sections • Develop ES introductory programme and handbook for all teachers 	<ul style="list-style-type: none"> • Students in all departments can mention central traditions at ESCPH • Teachers experience a greater sense of European school community for the whole school • Sustainability Day in December is being evaluated by staff and students as a whole school success – students from all departments working together – and as a day that creates awareness of sustainability (each student should be able to name at least one sustainable initiative from this day. • At least one concrete sustainability project per section at ESCPH continues after the sustainability day • All managers are managing at least two cross school areas. • Staff express that onboarding handbook is a help when starting at ESCPH • All new teachers express feeling welcomed and that they understand the ES system when asked September 1st • Staff express that they feel supported by management. • Staff expresses that management is visible and accessible • Both staff and parents express that they have knowledge about the function of the board, the parents council and PA. • Staff express that there is more collaboration and knowledge sharing across the departments. • Staff express that they are part of an attractive working place and 50% of staff will recommend ESCPH as a workplace • Staff experience knowledge of each other's departments when asked to name one new activity in another department of the school • Staff express that they feel coherence in tasks across sections (e.g. purchase, registering and borrowing of PLC materials) • An increase in the number of stories shared on SoMe platforms • An increase in engagement on SoMe channels – clicks and likes for example • PC and PA express that they are more involved in the development of the school than in previous years • Parents are involved as a resource in at least one activity per department per year. • Students in both Primary and Secondary express that they have knowledge of transition traditions because they are visible for the whole school. • Students in both Primary and Secondary express that they have knowledge of at least 3 common traditions/events across departments. • Students from all departments can name at least one activity where they collaborated with a student from another language section • S4 students express satisfaction with knowledge of the Upper Secondary

Department	Focus point	Purpose of focus point	Actions	Aim and evaluation * staff and students will be invited to evaluate briefly against each focus point (improved/better, no change, less/worse)
Whole school	Develop network with external collaborative partners	<i>To strengthen the European dimension and the local anchoring of ESCPH</i>	<ul style="list-style-type: none"> Develop network with other European Schools for students, teachers and management Develop collaboration with Bruxelles 1 with regards to exchange programme and study trip in S4 – programme should start in S2 and continue over S3 Develop Praktikforløb with KP Develop collaborations with Carlsberg city which could strengthen local identity and relationship To further involve the EEA in our school events, such as holding an EEA focused careers day Formal celebrations of Europadagen / Schuman Day, including parents and EEA 	<ul style="list-style-type: none"> Staff are all on a professional development trip to a Type I European School in Bruxelles in the Autumn of 2022 Management has established contact for both management and teachers with a European School in Bruxelles by the end of the school year ESCPH S4 students have been at a successful exchange trip to EEB1 and ESCPH has hosted EEB1 students in the spring of 2023. We aim to welcome more national and international external visitors from educational institutions Interns at ESCPH is experienced by staff as a fruitful part of the school community EEA has been involved in at least one whole school project by the end of the school year
Upper Secondary	Continuous development of the Upper Secondary	<i>To ensure quality education for the first graduate students of ESCPH in 2023</i>	<ul style="list-style-type: none"> Focus on the intake of students in S5, S6 and S7 Develop ES introductory programme and handbook for all new upper secondary students Strengthening the physical learning environment in the Upper Secondary Implement the Baccalaureate programme Develop traditions with staff, students and parents such as Proclamation with keynote speaker, prom with Les Lanciers etc) Information including relevant data on the conversion from EB grades into Danish grading system for EB students going to Danish Universities is described by ESCPH management All students participate in S6 study trip and feel informed about how they can apply for financial help if needed Develop an inclusive social and study environment for the upper secondary students Develop a programme for student exchange/ international travel – including looking into the option of smaller scale exchange – singular or two weeks at a time – could also involve virtual collaboration with another ES class (at another ES school) and then students go visit Thursday-Friday – best in the spring S5. Develop ES support and study counselling programme Continue alcohol free initiatives also at parties and cafes, 	<ul style="list-style-type: none"> Upper Secondary management count a total number of more students by the beginning of 2022 than in 2021 New Upper Secondary students express satisfaction with their welcome and students express that the student handbook is a help for their understanding of the EB system when asked on September 1st ESCPH students and teachers express that the physical environments now support more focused and varied learning and that there are more areas that can be used for breaks Students express that they are informed of where to seek for financial help for study trips if needed Students express satisfaction with exchanges at other ES schools (both ESCPH students visiting and ES students visiting ESCPH) Students in need of SEN express satisfactory help and support Upper Secondary students express satisfaction with the involvement in planning of ESCPH Bac traditions Establishing procedures for the oral examinations, the Proclamation of results and the graduation ceremony including a keynote speaker Establishing procedures (management and teachers) for the pre-bac and baccalaureate exams Establishing a number of info sessions on important deadlines/events for teachers, students and parents, such as 1) structure of S7 including calculation of GPA, proclamation, 2) registration and choice of exams, 3) pre-bac, 4) oral and written exams. All S7 students express overall satisfaction with the Bac programme at ESCPH and with the support given to applications to international universities Establishing a procedure for giving students predicted grades and assisting them with applications for tertiary educations. ESCPH students express that they understand the EB grades and the conversion into Danish grading system An explanatory folder of the EB conversion and management visiting classes to explain the conversion is carried out in the autumn of 2022.
Administration	SAG and ESCPH – Coherence and quality assurance in the Group Administration	<i>To ensure that the core tasks of the two schools are supported by the administration.</i>	<ul style="list-style-type: none"> Update job descriptions and annual task plans (årshjul) Prepare procedures to support performance of the tasks and create transparency. Hold meetings with management regarding the tasks, output and quality. 	<ul style="list-style-type: none"> 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.



Department	Focus point	Purpose of focus point	Actions	Aim and evaluation * staff and students will be invited to evaluate briefly against each focus point (improved/better, no change, less/worse)
				<ul style="list-style-type: none"> Management at SAG and ESCPH find that there has been good administrative support for the core function and a focus on quality assurance.