



## Agenda for 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

### Agenda:

- 0. Welcome and presentation of the new student representatives – 3 mins.**
- 1. Approval of the agenda (decision) – 2 mins.**
  - 1.1 Annex – Agenda European School Board meeting 24.09.2019
- 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
- 3. School holiday plan 2020-21 (decision) – 1 min.**
  - 3.1 Annex - School Holiday Plan 2020-21\_Draft\_May 2019  
Comment: The holiday plan has been through the usual process and should be adopted as it is based on the earlier established principles.
- 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  
Comment: The agenda in the invitation should be adopted by the board.
- 5. The future development of the school (information) – 10 mins.**
  - 5.1 Annex - ESCPH Development\_2019.09.20  
Comment: Parents have asked about the future of the school vis-à-vis SAG. Anette Holst will explain the situation and present a text that can inform all parents of the situation.
- 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  
Comment: The focus points were discussed in June and should now be adopted and thus provide the framework of the board's work in 2019-2020.



## **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

Comment: One of the main conclusions at the board meeting in June is that we need to change the work of the board and focus on issues of strategy etc. and not on everyday issues that are dealt with elsewhere. On this basis, an annual plan has been developed (see annex) and should be adopted at the meeting. We should also agree new dates for board meetings in the spring.

The chairman will present further thoughts to the board for discussion.

The parent members of the board have for some time worked on a list of issues that – if produced in due time before the meeting – can be discussed. The most important issues, according to oral feedback from parents and teachers is communication (see agenda item 5)

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

8.1 Annex - Communications Policy Draft\_Sep 2019

Comment: The draft is intended to provide a general framework of how we – as a school – would like to communicate. It will not solve all questions, but hopefully it can clarify some basic elements of the dialogue between school and parents. The policy should be adopted at the meeting, even if imperfect, as it can be improved along the way.

Anette Holst will present to the board her initial thoughts on how information from the school to parents can be improved.

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

- Results of the Employee Satisfaction Survey 2019
  - 9.1. Annex - Employee Satisfaction Survey Summary Results 2019
- Admission status
  - 9.2. Annex 9.2. Admission New Classes 2019-20\_Status 22.09.2019
- Recruitment of new Head of Primary
- Accounts update
  - 9.3. Annex - 4072\_R-opfølg\_2019.07\_EN
- Aula roll-out
- Staff update

Comment: The discussion in June showed that the board would like to spend less time on matters of information that (i) can be provided in writing or (ii) relates to matters processed elsewhere. This agenda item has been structured accordingly.

## **10. AOB – 5 mins.**



## Minutes from the European School Copenhagen School Board Meeting

Date: Wednesday 12 June 2019  
Time: 17:15 - 19:30  
Venue: Retrorummet, Sankt Annæ Gymnasium  
Members: Jonas Christoffersen, Christen Bagger, Rikke Karlsson, Henriette Vollmers-Hansen, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Anette Holst, Hanne Schmidt  
Guests: Mette Sophie Skærlund, Uri Harlam, Lene Pedersen (EEA)  
Excuses: Hans Bruyninckx, Poul Toftdahl, Eskil Berg Kappel  
Minutes: Stine Hvitved Leather

### Minutes

#### 1. Approval of the agenda (decision)

- 1.1. Annex - Agenda for the European School Board meeting on 12.06.2019

Jonas (chairman) opened the meeting and welcomed Lene Pedersen from EEA, who attended as a substitute for Hans Bruyninckx.

Rikke asked if there had been any developments regarding the Board's concerns regarding the budget discussed at the last meeting. Anette explained that a letter had been sent to the Municipality and a preliminary answer had been received. It was agreed to discuss the budget under item 7. AOB along with the traffic situation around the school.

- **Decision:** The agenda was approved.

#### 2. Approval of the minutes from the last Board meeting (decision)

- 2.1. Annex - Minutes from the European School Board meeting 24.04.2019

- **Decision:** The Board approved the minutes from the meeting on 24.04.2019.

#### 3. The Board's working methods and tasks in relation to the school's values and competences on the Board (discussion) - 45 mins.

- 3.1. Annex - The values and the Board's working methods and tasks  
3.2. Annex - Board task diagram February 2019  
3.3. Annex - Competences on the Board

### Values:

Jonas explained that the Board should discuss the tasks and working methods of the Board (see Annex 3.2.) in relation to the school's values.

Each of the Board members wrote down three things that they thought were important for the Board in relation to the school's values. See table below:

<b>Collaboration</b>	<b>Curiosity</b>	<b>Respect</b>	<b>Commitment</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>We are a team who all want to support the school to be the best it can be</li> <li>More focus on the positive story</li> <li>Working groups to progress ideas</li> <li>Improve the cooperation between management and parents. Be conscious of what they want and how they can contribute, e.g. parents could create fundraising groups to support some of the goals of the school, field trips, etc.</li> <li>Help communicate across interest groups</li> <li>Give and discuss feedback that wouldn't surface otherwise</li> <li>Support each other's different tasks and understand viewpoints</li> <li>Collaborate about telling the good story of our school</li> <li>We collaborate to ensure we make use of all the diverse competencies among us</li> <li>To respect different points of view, work together, compromise and reach new opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Allowing curiosity from all parties and giving place to questions and time to reflect, discuss and respond</li> <li>Be open to new ideas and keeping an open mind</li> <li>We are open to the wide variety of people within the school community - staff and families - and listen to voices within the boundaries available</li> <li>Be curious of others' opinions and priorities by having a Board who is diverse. It's annoying with many different opinions, but the result will be much better. This could be assured e.g. by also allowing guests from the Parents Council and substitutes to attend the Board so more international perspectives are heard</li> </ul>	<ul style="list-style-type: none"> <li>We respect each other's differences as well as similarities</li> <li>To have confidence in and show respect for our different roles and functions. Good communication and respect for our tasks.</li> <li>We work towards a respectful environment and lead by example</li> <li>We keep a good tone and listen to each other's perspectives</li> <li>How do we as a Board ensure that the few parents live up to the values</li> <li>Trust each other's decisions and remember we are a team</li> <li>Role clarity and division of tasks between Board (rep) and other management.</li> <li>Keeping an open communication, also whilst issues are being negotiated</li> <li>The Board must help heal the fractured relationship between a small number of our parent body and staff.</li> <li>As a Board we should be the role models/front runners in how we want the parents/staff to communicate with each other with respect</li> </ul>	<ul style="list-style-type: none"> <li>Commitment to achieve our goals but do we have the same goals? What are management evaluated on? What are their goals in their contracts?</li> <li>Working towards new ideas</li> <li>Result orientation (not process/details)</li> <li>Hold the bar high. Help push management to reach for the starts/targets.</li> <li>Commitment to our school values from every angle. Loyalty - are we on the same page?</li> <li>To have strategic discussions and work together according to them.</li> <li>Commitment to live up to our values.</li> <li>Keeping a high standard under difficult circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Do we as a Board have a vision of where we want our school to be? Is it similar?</li> <li>We have the responsibility to help define and empower the overall strategies</li> <li>Look at the school as a learning institute through the whole day - learning and wellbeing go hand in hand</li> </ul>

The Board members were then asked to write down what the Board should do more of and less of. See table below:

More of / Do	Less of / Don't
<ul style="list-style-type: none"> <li>• Looking ahead and setting common future goals</li> <li>• Positive tone and the good story</li> <li>• Strategy and focus on vision/task</li> <li>• Work with vision</li> <li>• More time to discuss or more meetings</li> <li>• Voice of all Board members - we all bring something different</li> <li>• Respect the professional experience and qualifications of the school staff</li> <li>• Stick to agenda</li> <li>• Involvement in setting the agenda</li> <li>• Working groups with different stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Specific cases</li> <li>• Interruption</li> <li>• Deviation from the agenda</li> <li>• Time on "Admin" info and things we can't change</li> <li>• Rushing through the agenda</li> <li>• Distrust</li> <li>• Questions that are not within the tasks of the Board</li> <li>• Covering old ground/already covered topics</li> </ul>

The discussions showed that there are many things the Board members can agree on but also challenges. Jonas asked the Board members to reflect on this for the next meeting.

- **Decision:** The Board decided that the discussion should be continued at the next meeting. It was also decided that Jonas would talk to some of the Board members individually to prepare the next meeting. Finally, it was decided to follow up with Eskil about the list of issues from the parents, so they can be addressed.

### Competences

The Board discussed which competences/experience they would like to see in a new external Board member. The Municipality will need to appoint a new external Board member instead of Poul Toftdahl, who has decided to step down from the Board. The Board can make suggestions to the Municipality.

Jonas and the school's management would like a candidate with experience from the professional sector, e.g. a professionshøjskole (vocational college) or DPU. There was a discussion about the benefits of having a member with links to the City Council or the Ministry for Education. Rikke suggested someone from the business community, e.g. an architectural firm with international employees or one of the businesses that helped fund the school. Henriette suggested a candidate with international experience e.g. at DTU, which would also provide the science perspective.

- **Decision:** The Board decided that they would suggest that the Municipality appoint someone with either professional sector experience or someone with private sector and international experience.



#### **4. Strategic Focus Points 2019-20 (decision) - 45 mins.**

- 4.1. Annex – Strategic focus points 2019-20\_Draft May 2019
- 4.2. Annex – Strategic focus points 2018-19\_Status May 2019

Mette Sophie presented the preliminary strategic focus points for the school year 2019-20. The focus points will be decided at the next Board meeting.

##### 1) Team collaboration, sparring & knowledge sharing

Our recent staff satisfaction/wellbeing survey shows there is need to continue focusing on team work, didactics and planning. In Primary, the focus will be more on progression and feedback, and in Secondary more on harmonisation and planning as the department is still relatively new. Both will have more structured team meetings in smaller groups. We will also continue the work on transition from nursery to primary and primary to secondary, etc.

##### 2) Evaluation and assessment to ensure academic progress

Danish schools have the national tests, but we will need to develop our own standardised assessments. A lot of the groundwork has already been done by the teachers, but we need a framework. There was general agreement on the Board that the school should also develop a common survey on student wellbeing.

Mette Sophie explained that the Bac exams are the only harmonised tests in the European School system, but ESCPH would like test questions translated across the sections as early as possible.

Caroline asked if the school had plans for leaving certificates for students, who leave before they complete the baccalaureate. The school is aware of the issue and in the Danish section the school can just provide a statement, whereas it's more complicated in the other language sections.

##### 3) Upper Secondary funding and organisation

This focus point from 2018-19 is still relevant as the opening of the Upper Secondary department was postponed. The school is in talks with the Ministry of Education and the Municipality regarding funding for the Upper Secondary but also with the Municipality about extra funding for the small language groups in Lower Secondary. There has been a lot of progress in the talks.

##### 4) Communications

This focus point is predominantly about improving school/home communications. We plan to finalise the communications policy and present it to the Board. The school has also started work on an A-Z guide for parents to help clarify expectations and explain what we can and can't do as a school. We are also in the process of finalising welcome packs for students in nursery class, primary and secondary.



Christen suggested that the evaluation of the focus point could be a little more ambitious and Jonas suggested that perhaps we should measure how the relationship between parents/staff has improved.

It was also raised that the website could do with an update and more information.

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

### **5.1. Annex – Draft agenda for the annual school meeting 2019/20**

The Board discussed topics for the annual school meeting on 10<sup>th</sup> October. Suggestions included an update on the traffic situation, parents being able to ask questions in advance of the meeting, and more information about projects and topics at the school.

Jonas suggested that the school's focus points and core issues be the focal point. It was discussed how the meeting could be an opportunity to demonstrate how the school intends to work with the focus points and what a great school it is.

- **Decision:** The Board decided to finalise the agenda for the annual school meeting at the Board meeting in September.

## **6. School Year 2018/19 (information) – 15 mins.**

- Admission update, including admission in the French language section
  - Recruitment status
  - Aula - new platform for school/home communications / school/home relations.
- Admission update

Hanne Schmidt updated the Board on admissions. The English and Danish nursery classes have been filled and the new French Nursery and Primary 1 classes currently each have 20 students and it is still possible to apply for a space.

Mette Sophie said the two new combination French/Danish classes in Secondary (S1 and S2) currently have 22 students in each class and the school is still screening students for admission.

- Recruitment status

The Primary department has recruited four new teachers on a full-time basis. This includes an L2 English teacher replacing Vanessa and three new French teachers. The Secondary department has hired a Danish and English science teacher, a Danish L1 and English L1 teacher as well as teachers for music and math.

- Aula

Hanne explained that all the schools (folkeskoler in Denmark) will replace Intra with a new school/home communications platform called Aula. Our staff have received their



first training and we have heard good feedback from the pilot schools we know. The class contact parents have been invited to an information meeting and will be “trained” as “super users” of the new system so they can help the other parents in their class if needed. Intra will close on 31<sup>st</sup> July and Aula will start on 1<sup>st</sup> August (*the Association of Municipalities (KL) has subsequently decided to postpone the roll-out of Aula to after the autumn break in October 201. The school will continue using Intra until then*).

#### Hanne Schmidt:

Hanne announced that she is leaving her position as Head of Primary after five years at the school but will stay until the end of the school year.

Anette said there would be a recruitment process to fill the position in August. Parent representatives will be part of the recruitment process and Anette will try to set some dates before the summer holiday. There will be a reception for Hanne on Monday 24<sup>th</sup> June. The Board members thanked Hanne for her dedication and hard work during her time at the school.

#### **7. AOB - 5 mins.**

#### Traffic situation:

Henriette updated the Board on the discussions with Carlsberg and the Municipality regarding the parents’ traffic concerns. She has written a paper with a list of things that can be done, e.g. someone from the school can attend the Carlsberg meetings, the school can set up a school patrol at Ny Carlsberg Vej, etc. She also informed the Board that Frederiksberg Kommune is planning to put up signs where the students cross Pile Allé. Rikke suggested that the school ask the police to come and make traffic checks in the morning every so often.

- **Decision:** It was decided that Henriette would send her traffic paper to the school, who will share it with the parents.

#### Actions and time for discussion at the Board meetings:

Christen suggested that the Board meetings should include time for going through any follow-up actions and Rikke suggested that the Board discuss the need for more meetings at the September meeting.

#### Budget:

Henriette suggested that the parents (e.g. the Parents Association) help fundraise for projects, school trips, etc.





## SCHOOL HOLIDAY PLAN 2020-21

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### EUROPEAN SCHOOL COPENHAGEN

Summer holiday	Saturday 27 June 2020 – Sunday 16 August 2020
Autumn holiday	Saturday 10 October 2020 – Sunday 18 October 2020
Christmas holiday	Saturday 19 December 2020 – Sunday 3 January 2021
Winter holiday	Saturday 13 February 2021 – Sunday 21 February 2021
Easter holiday	Saturday 27 March 2021 – Sunday 11 April 2021
Great Prayer Day	Friday 30 April 2021
Ascension Day	Thursday 13 May 2021
Free day	Friday 14 May 2021
Pentecost	Saturday 22 May 2021 – Monday 24 May 2021
Summer holiday	Saturday 26 June 2021

*All days included.*

# European School Copenhagen

# Holiday Plan 20/21

Jul	Aug	Sep	Okt	Nov	Dec	Jan	Feb	Mar	Apr	Maj	Jun
O 1	L 1	T 1	T 1 ○	S 1	T 1	F 1 Nyårsd	M 1	M 1	T 1 Skærtor	L 1	T 1
T 2	S 2	O 2 ○	F 2	M 2	O 2	L 2	T 2	T 2	F 2 Langfre	S 2	O 2 ●
F 3	M 3 ○	T 3	L 3	T 3	T 3	S 3	O 3	O 3	L 3	M 3 ●	T 3
L 4	T 4	F 4	S 4	O 4	F 4	M 4	T 4	T 4	S 4 ○ Påske	T 4	F 4
S 5 ○	O 5	L 5	M 5	T 5	L 5	T 5	F 5	F 5	M 5 2. ○	O 5	L 5 Grundlovsd
M 6	T 6	S 6	T 6	F 6	S 6	O 6 ●	L 6	L 6 ●	T 6	T 6	S 6
T 7	F 7	M 7	O 7	L 7	M 7	T 7	S 7	S 7	O 7	F 7	M 7
O 8	L 8	T 8	T 8	S 8 ●	T 8 ●	F 8	M 8	M 8	T 8	L 8	T 8
T 9	S 9	O 9	F 9	M 9	O 9	L 9	T 9	T 9	F 9	S 9	O 9
F 10	M 10	T 10 ●	L 10 ●	T 10	T 10	S 10	O 10	O 10	L 10	M 10	T 10 ●
L 11	T 11 ●	F 11	S 11	O 11	F 11	M 11	T 11 ●	T 11	S 11	T 11 ●	F 11
S 12	O 12	L 12	M 12	T 12	L 12	T 12	F 12	F 12	M 12 ●	O 12	L 12
M 13 ●	T 13	S 13	T 13	F 13	S 13	O 13 ●	L 13	L 13 ●	T 13	T 13 Kr.	S 13
T 14	F 14	M 14	O 14	L 14	M 14 ●	T 14	S 14	S 14	O 14	F 14	M 14
O 15	L 15	T 15	T 15	S 15 ●	T 15	F 15	M 15	M 15	T 15	L 15	T 15
T 16	S 16	O 16	F 16 ●	M 16	O 16	L 16	T 16	T 16	F 16	S 16	O 16
F 17	M 17	T 17 ●	L 17	T 17	T 17	S 17	O 17	O 17	L 17	M 17	T 17
L 18	T 18	F 18	S 18	O 18	F 18	M 18	T 18	T 18	S 18	T 18	F 18 ●
S 19	O 19 ●	L 19	M 19	T 19	L 19	T 19	F 19 ●	F 19	M 19	O 19 ●	L 19
M 20 ●	T 20	S 20	T 20	F 20	S 20	O 20 ●	L 20	L 20	T 20 ●	T 20	S 20
T 21	F 21	M 21	O 21	L 21	M 21	T 21	S 21	S 21 ●	O 21	F 21	M 21
O 22	L 22	T 22	T 22	S 22 ●	T 22 ●	F 22	M 22	M 22	T 22	L 22	T 22
T 23	S 23	O 23	F 23 ●	M 23	O 23	L 23	T 23	T 23	F 23	S 23 Pinsedag	O 23
F 24	M 24	T 24 ●	L 24	T 24	T 24	S 24	O 24	O 24	L 24	M 24 2.	T 24 ○
L 25	T 25 ●	F 25	S 25	O 25	F 25 Juleda	M 25	T 25	T 25	S 25	T 25	F 25
S 26	O 26	L 26	M 26	T 26	L 26 2. ○	T 26	F 26	F 26	M 26	O 26 ○	L 26
M 27 ●	T 27	S 27	T 27	F 27	S 27	O 27	L 27 ○	L 27	T 27 ○	T 27	S 27
T 28	F 28	M 28	O 28	L 28	M 28	T 28 ○	S 28	S 28 ○ Palmesø	O 28	F 28	M 28
O 29	L 29	T 29	T 29	S 29	T 29	F 29	M 29	M 29	T 29	L 29	T 29
T 30	S 30	O 30	F 30	M 30 ○	O 30 ○	L 30	T 30	T 30	F 30 Bededa	S 30	O 30
F 31	M 31	L 31 ○	L 31 ○	T 31	T 31	S 31	O 31	O 31		M 31	

Green = holidays

Yellow = school days

School days:	11	22	17	21	14	20	15	20	14	17	19	School days total
0	11	22	17	21	14	20	15	20	14	17	19	190

# You are invited to the **Annual School Meeting** 10th Oct 2019, 5-7 pm



## Programme

- Welcome
- Introducing the Board and the work of the Board
- The work of the Parents Council & Parents Association
- The future development of the school
- School/home communications and collaboration
- How we work at the school - presentations by the teachers on
  - Visible learning
  - Well-being / rights-respecting schools
  - Differentiation in language teaching

## RSVP

to your Parents Council representative by 7<sup>th</sup> October.

Please note that the event is for parents only.

Photo: Adam Mørk & Hampus Berndtson



## The development of the European School Copenhagen

### Organisation of the school

The authorisation to open an accredited European School in Copenhagen was granted by the Ministry of Education with the condition that the school was established and organised under Sankt Annæ Gymnasium (SAG). Like SAG, ESCPH would be subject to special legislation allowing the high school to be run by the Municipality of Copenhagen rather than the state, which runs all other high schools in Denmark.

The Municipality of Copenhagen intended to build a campus to co-locate ESCPH and SAG in Carlsberg Byen and create synergies in the form of teacher collaboration, joint school projects and activities to benefit the students at both schools. In addition, the plan was to establish a shared administration to handle pay roll, finances, admission etc. for both schools.

In 2017, however, the Municipality decided not to build a new school building for SAG in Carlsberg Byen, and the Campus Board therefore decided to ask the Municipality to change the organisation and separate the two schools. Two different organisational models were proposed by the Municipality (see *Model 1 Forslag til ny organisering* and *Model 2 Forslag til ny organisering*), of which the Campus Board recommended model 1. Borgerrepræsentationen (Copenhagen City Council) approved the request from the Campus Board and subsequently asked the minister of education for permission to separate the two schools. A decision is still forthcoming as the minister's approval requires a change of law. The Copenhagen City Council has decided to extend the Board's bylaws until a decision has been taken.

The two schools will continue to have a shared administration and a common administrative head.

ESCPH will not have a budget to employ its own director before the upper secondary classes (gymnasium) open. There have been negotiations about the funding of the upper secondary classes between the Municipality of Copenhagen and the Ministry of Education since autumn 2018 and an agreement has not yet been reached. However, progress is being made and the school is hopeful that an agreement is reached this autumn and the gymnasium can open in August 2020.





## **Growing the school**

The European School will gradually open new classes and year levels until the school is fully established with three classes in each year level from nursery class to S7. See the phasing plan from Børne- og Ungeudvalget (Indfasningsplan). In the coming years, the school will continue to grow the French language section and hopefully will be able to open the gymnasium in August 2020.

## **Audits and accreditation**

As an accredited European School (AES, Type 2), ESCPH follows the curriculum of the European Schools (Schola Europaea) and is subject to audits by European School inspectors every three years.

The school opened in August 2014 and was accredited on 10 September 2015 after successful completion of the first audit in March 2015. The accreditation and cooperation agreement was renewed for another three years on 10 September 2018 following the second audit in December 2017.

The next audit of the school will be in the autumn 2020 and again when the school opens S6 (the Bacculaureate years).



22. maj 2018

Sagsnr.  
2017-0379345

Dokumentnr.  
2017-0379345-2

Sagsbehandler  
Ellen Marie Vestager Riis

### **Forslag til ny organisering for Sankt Annæ Gymnasium og Europaskolen København (Model 1)**

Formanden for Campusbestyrelsen for Sankt Annæ Gymnasium (SAG) og Europaskolen København (ESCPH) og skolernes rektor har henvendt sig til forvaltningen for en drøftelse af mulighederne for en løsere kobling mellem de to skoler. Erfaringen med den nuværende model, hvor en Campusbestyrelse træffer beslutninger for de to skoler efter indstilling fra den enkelte skoles bestyrelse fungerer ikke optimalt, da Campusbestyrelsen ikke har selvstændige beslutningsområder, og dermed kun bekræfter indstillinger fra de to afdelingsbestyrelser. De to skoler kommer ikke til at bo på samme matrikel, og der er derfor ikke mange problemstillinger, der går på tværs. Der er desuden vandtætte skotter mellem budgetter til folkeskole, gymnasium og europaskole.

Der er derfor et ønske om at nedlægge Campusbestyrelsen og flytte beslutningskompetencen til de selvstændige bestyrelser samt få en (ligestillet) øverste leder for hver skole. Forvaltningen har ud fra skolernes ønsker fundet frem til en mulig model for en adskillelse men alligevel fortsat tilknytning mellem skolerne. Det skal dog afklares med Undervisningsministeriet om den beskrevne model kan godkendes indenfor den nuværende lovgivning. Af loven om institutioner for almengymnasiale uddannelser og almen voksenuddannelse m.v. fremgår den i § 58: *"Børne- og undervisningsministeren kan tillade, at Københavns Kommune driver gymnasieafdelingen på Sankt Annæ Gymnasium, og at Københavns Kommune i tilknytning til Sankt Annæ Gymnasium opretter og driver en Europaskole."*

Det fremgår af bemærkningerne til loven, at *"... etablering af Europaskolen, der organisatorisk vil blive tilknyttet Sankt Annæ Gymnasium med en fælles bestyrelse og rektor. Sankt Annæ Gymnasium og Europaskolen struktureres under en ny organisation koblet på den eksisterende organisering som findes på Sankt Annæ Gymnasium. Europaskolen bliver således ikke en fritstående institution."*

### **Baggrund**

Som det fremgår af lovgivningen er ESCPH oprettet i tilknytning til SAG. Det skyldes især, at ESCPH ligesom SAG driver gymnasium og derfor er underlagt en særlovgivning. Der blev fra begyndelsen arbejdet for, at de to skoler skulle samlokaliseres i Carlsberg Byen, da det ville give en række synergieffekter i form af lærersamarbejde,

### **Fagligt Indhold og Kvalitet**

Gyldenløvesgade 15  
1600 København V

EAN nummer  
5798009371201

ekstracurriculære aktiviteter inden for f.eks. idræt og musik for begge skolers elever, fælles skoleprojekter for årgangene på tværs af begge skoler, så både det internationale og sangen kom begge elevgrupper til gode. Derudover skulle der etableres et administrativt fællesskab, der kan håndtere løn, økonomi, optagelsesprocedurer etc. for begge skoler.

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Det var en forudsætning for oprettelsen af ESCPH, at den er en del af SAG, og muligheden for en løsere kobling mellem de to skoler skal derfor godkendes politisk både i Københavns Kommune, Undervisningsministeriet og Europaskolernes Øverste Råd, skal orienteres.

### **Forslag til ny organisering mellem SAG og ESCPH**

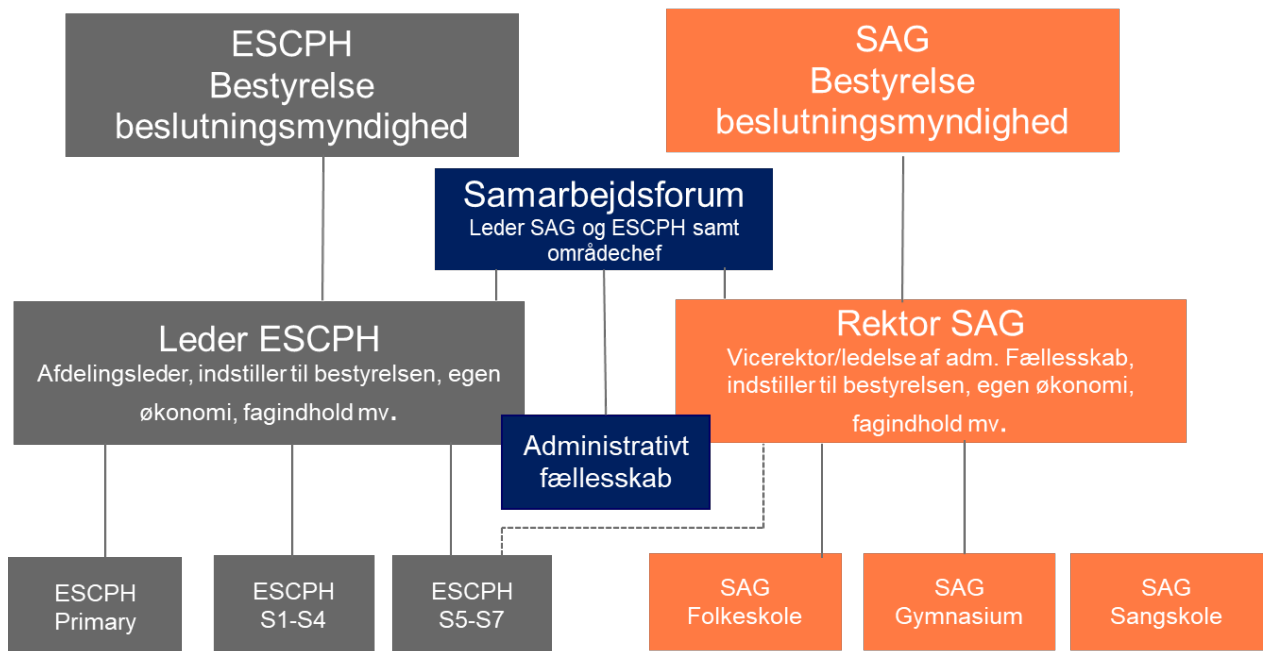
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Skolerne vil således fremover have to samarbejdsflader, hvor der gælder særlige forhold:

1. Et administrativt fællesskab
2. Gymnasieafdelingen på ESCPH, der fortsat skal drives under SAG's tilladelse jf. lovgivningen.

Det foreslås, at den nuværende Campusbestyrelse for de to skoler ophæves. Skolerne får i den ny model hver sin bestyrelse samt et samarbejdsforum for den fælles administration og SAG's tilsyn med gymnasieafdelingen på ESCPH. Samarbejdsforummet skal sikre en tilknytning mellem de to skoler og får ansvar for de fælles opgaver omkring det administrative fællesskab samt tilsyn med gymnasiedelen.

## Forslag til ny organisationsmodel:



Der oprettes jf. figuren et samarbejdsforum, en bestyrelse for hhv. SAG og ESCPH og en øverste leder for hver skole. I det følgende beskrives kompetence og ansvar.

### Kompetencer i samarbejdsforum

Samarbejdsforum består af områdelederen i VVK (formand), lederen af ESCPH og rektor for SAG. Samarbejdsforum fastlægger principperne for samarbejdet i det administrative fællesskab efter inddragelse af de to skolars bestyrelser og afgør evt. uoverensstemmelser. Samarbejdsforum tager tillige stilling til overordnede forhold vedrørende tilsyn i forhold til gymnasiedelen på ESCPH.

### Bestyrelsens kompetence SAG

Bestyrelsen skal sikre, at SAG varetager sine opgaver i henhold til folkeskoleloven, gymnasieloven og lov om institutioner for almen gymnasiale uddannelser og almen voksenuddannelse m.v. og indenfor de rammer, der er fastsat af Undervisningsministeriet og Københavns Borgerrepræsentation.

Bestyrelsen har ansvar for at fastlægge strategi og målsætninger for skolen samt formulering af de overordnede principper for skolens faglige, administrative og pædagogiske virksomhed. Herunder årsplaner og skolens ferieplan.



Bestyrelsen har ligeledes det økonomiske ansvar for skolens drift og godkender budget for folkeskolen og gymnasieafdelingen efter rektors indstilling.

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Bestyrelsen har ligeledes det økonomiske ansvar for skolens drift og godkender budget for Primary og Secondary efter lederens indstilling.

### **Lederen af SAG (rektor)**

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*Særlige forhold vedr. gymnasieafdelingen på ESCPH.*

Den daglige drift af gymnasieafdelingen på ESCPH varetages af skolens leder, herunder personaleledelse, ansættelser og afskedigelser, økonomistyring, pædagogisk og faglig tilrettelæggelse, årsplanlægning, elevadministration, forældrehenvendelser etc.

Det administrative fællesskab forestår alle indberetninger til ministeriet vedrørende aktivitet, økonomi og eksaminer, og SAG fører tilsyn med gymnasieafdelingen på Europaskolen, og rektor for SAG har det øverste ansvar for gymnasieafdelingen på Europaskolen

Lederen af ESCPH refererer til områdechefen i område VVK i Børne- og Ungdomsforvaltningen.

**Det administrative fællesskab – én administrativ leder.**

Det administrative fællesskab dækker alle afdelinger på begge skoler og har én administrativ leder. Administrationen varetager opgaver i forhold til løn- og personale, sekretariatsbetjening af samarbejdsforum, bogføring, regnskab, budget samt overordnet økonomistyring. Herudover vil ansvaret for it, rengøring og bygningsdrift også forankres i det administrative fællesskab. Der udarbejdes hvert år en fordelingsnøgle på grundlag af elevtallet, der danner udgangspunkt for fordeling af udgifterne til drift og løn i det administrative fællesskab. Lederen af det administrative fællesskab referer til rektor for SAG.



28. maj 2018

Sagsnr.  
2017-0379345

Dokumentnr.  
2017-0379345-2

Sagsbehandler  
Ellen Marie Vestager Riis

## **Forslag til ny organisering for Sankt Annæ Gymnasium og Europaskolen København (model 2)**

Formanden for Campusbestyrelsen for Sankt Annæ Gymnasium (SAG) og Europaskolen København (ESCPH) og skolernes rektor har henvendt sig til forvaltningen for en drøftelse af mulighederne for en løsere kobling mellem de to skoler. Erfaringen med den nuværende model, hvor en Campusbestyrelse træffer beslutninger for de to skoler efter indstilling fra den enkelte skoles bestyrelse fungerer ikke optimalt, da Campusbestyrelsen ikke har selvstændige beslutningsområder, og dermed kun bekræfter indstillinger fra de to afdelingsbestyrelser. De to skoler kommer ikke til at bo på samme matrikel, og der er derfor ikke mange problemstillinger, der går på tværs. Der er desuden vandtætte skotter mellem budgetter til folkeskole, gymnasium og europaskole.

Der er derfor et ønske om at nedlægge Campusbestyrelsen og flytte beslutningskompetencen til de selvstændige bestyrelser samt få en (ligestillet) øverste leder for hver skole. Forvaltningen har ud fra skolernes ønsker fundet frem til en mulig model for en adskillelse men alligevel fortsat tilknytning mellem skolerne. Det skal dog afklares med Undervisningsministeriet om den beskrevne model kan godkendes indenfor den nuværende lovgivning. Af loven om institutioner for almengymnasiale uddannelser og almen voksenuddannelse m.v. fremgår den i § 58: *"Børne- og undervisningsministeren kan tillade, at Københavns Kommune driver gymnasieafdelingen på Sankt Annæ Gymnasium, og at Københavns Kommune i tilknytning til Sankt Annæ Gymnasium opretter og driver en Europaskole."*

Det fremgår af bemærkningerne til loven, at *"... etablering af Europaskolen, der organisatorisk vil blive tilknyttet Sankt Annæ Gymnasium med en fælles bestyrelse og rektor. Sankt Annæ Gymnasium og Europaskolen struktureres under en ny organisation koblet på den eksisterende organisering som findes på Sankt Annæ Gymnasium. Europaskolen bliver således ikke en fritstående institution."*

### **Baggrund**

Som det fremgår af lovgivningen er ESCPH oprettet i tilknytning til SAG. Det skyldes især, at ESCPH ligesom SAG driver gymnasium og derfor er underlagt en særlovgivning. Der blev fra begyndelsen arbejdet for, at de to skoler skulle samlokaliseres i Carlsberg Byen, da det ville give en række synergieffekter i form af lærersamarbejde,

### **Fagligt Indhold og Kvalitet**

Gyldenløvesgade 15  
1600 København V

EAN nummer  
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ekstracurriculære aktiviteter inden for f.eks. idræt og musik for begge skolers elever, fælles skoleprojekter for årgangene på tværs af begge skoler, så både det internationale og sangen kom begge elevgrupper til gode. Derudover skulle der etableres et administrativt fællesskab, der kan håndtere løn, økonomi, optagelsesprocedurer etc. for begge skoler.

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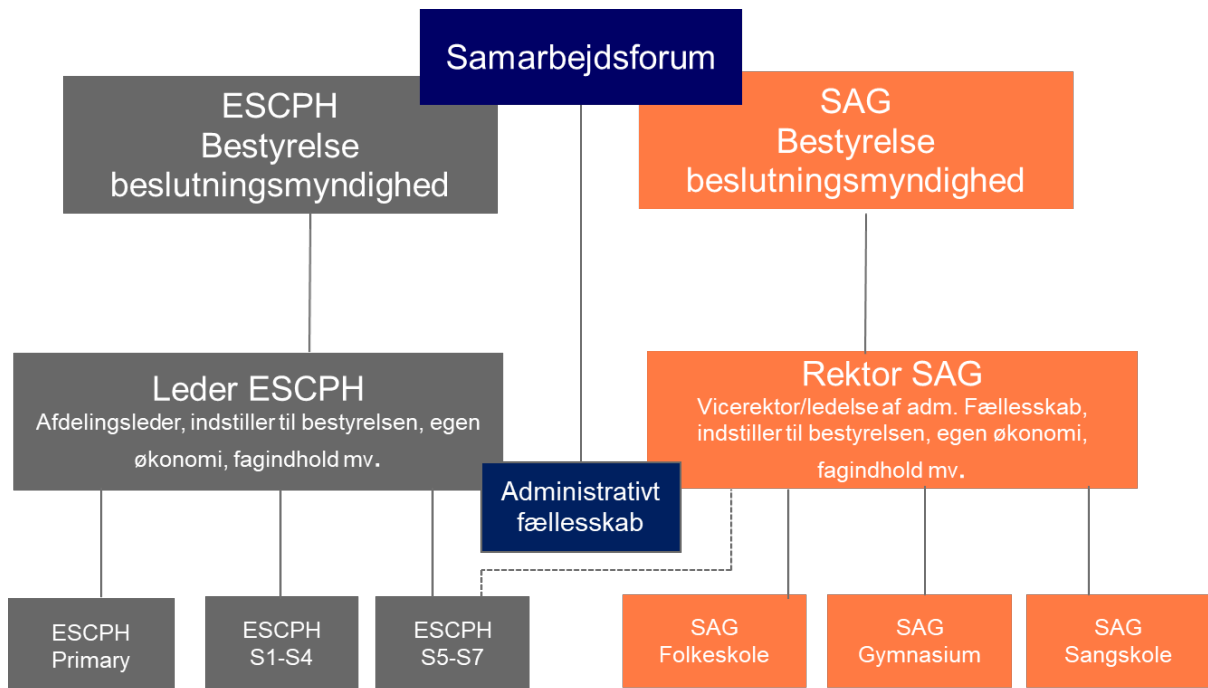
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Samarbejdsforum består formændene for de to bestyrelser samt lederen af ESCPH og rektor for SAG. Bestyrelsesformanden for SAG er formand. Samarbejdsforum fastlægger principperne for samarbejdet i det administrative fællesskab efter inddragelse af de to skolars bestyrelser og afgør evt. uoverensstemmelser. Samarbejdsforum tager tillige stilling til overordnede forhold vedrørende tilsyn i forhold til gymnasiedelen på ESCPH.

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# Indfasningsplan

Indfasningsplan	Dansk	Engelsk	3. spor	Klasser på skolen
<b>Forslaget til nyt udkast til indfasningsplan - der igangsætter allerede pr. 1. aug. 2018 inden Carlsberg Skolen er afleveret. Første student 2022.</b>				
1.8.2018	N1, P1, P2, P3, P4, P5 S1, S2	N1, P1, P2, P3, P4, P5 S1, S2		16
1.8.2019	N1, P1, P2, P3, P4, P5 S1, S2, S3, S5	N1, P1, P2, P3, P4, P5 S1, S2, S3, S5	N1, P1 S1, S2,	24
1.8. 2020	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6	N1, P1, P2 S1, S2, S3	30
1.8. 2021	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, S7	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, S7	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4,	36
1.8.2022	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, S7	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, S7	N1, P1, P2, P3, P4, P5 S1,S2,S3,S4,S5	



# Indfasningsplan

## Status 19.09.2019

Date	Danish	English section *	French	No. Of Classes
1.8.2018	N1, P1, P2, P3, P4, P5 S1, S2	N1, P1, P2, P3, P4, P5 S1, <del>S2</del>		<del>16</del> 15
1.8.2019	N1, P1, P2, P3, P4, P5 S1, S2, S3, <del>S5</del>	N1, P1, P2, P3, P4, P5 S1, S2, <del>S3</del> , <del>S5</del>	N1, P1 S1, S2	<del>24</del> 21
1.8. 2020	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, <del>S5, S6</del>	N1, P1, P2, P3, P4, P5 S1, S2, S3, <del>S4, S5, S6</del>	N1, P1, P2 S1, S2, S3	<del>30</del> 27
1.8. 2021	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, <del>S7</del>	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, <del>S7</del>	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4	<del>36</del> 34
1.8.2022	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, S7	N1, P1, P2, P3, P4, P5 S1, S2, S3, S4, S5, S6, S7	N1, P1, P2, P3, P4, P5 S1,S2,S3,S4,S5	37

### Notes

- There were not enough qualified applicants to start S2 in the English language section in August 2018
- Start of Upper Secondary (gymnasium) postponed and now expected to open August 2020

# 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 for 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 enough 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>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 1: Values and European School Identity			
<p><b>Description:</b></p> <p>As the expansion of the school gathers pace and the school moves into its own building, it is important that we continue the work to implement the school's values and develop a cohesive European School identity.</p>	<p><b>Objective:</b></p> <p>Visibility of the values: All staff, pupils and parents understand and 'live' the values by using them as guiding principles.</p> <p>A common identity and sense of community including all staff groups, students and parents.</p>	<p><b>Action plan:</b></p> <p>Values and European/International nature of the school is visible throughout the new school at Carlsberg as we make the school 'our own'. Common brand identity of school and After School Care, internally and externally (see evaluation column).</p> <p>A variety of social events to bring people together, including a celebration of the new school for staff, students and parents, projects/events for students across year levels and sections. Some of the events must celebrate the school's diversity, multilingual and multicultural aspects.</p> <p>Introduction to the European School for teachers, students and new parents so they are well prepared for life at the school and understand the values/identity. <b>New pedagogues and teachers in both Primary and Secondary attended an introduction in August 2018 before school start (and again August 2019).</b></p> <p>Values are a focus in the learning throughout the year, e.g. theme weeks, assemblies, well-being days, etc.</p> <p>Online safety/digital awareness in collaboration with SAG (covering our values in a broad sense and very</p>	<p><b>Evaluation:</b></p> <p>Displays, decorations throughout the school clearly show the school identity and values. <b>Secondary focused on the values during intro-week through team building activities and an art project. Primary 5EN have developed values posters. We will continue to work on this in the years to come, including in the common areas. The values are written on the stairs, notice boards etc. in the ASC.</b></p> <p>Organisation of theme weeks, introduction courses for teachers, including the new secondary teachers and students. <b>Get-togethers organized with teachers and students from Sankt Annæ to strengthen the</b></p>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 1: Values and European School Identity			
		<p>important that it is a focus of all subjects, at all levels in the organisation). A parent event was held in April with the theme “Children and Digital Media”. New joint focus points agreed with SAG.</p> <p>After School Care will continue to work on the benchmarks (pejlemærker) set by the Municipality in relation to the values.</p>	<p>relationship between the two schools. Secondary and SAG arranged speed dating and a PE-tournament.</p> <p>Children’s evaluation of theme weeks. Will ask the students in the student council to evaluate.</p> <p>Various school opening events held. Official opening ceremony held in November 2018 with participation of parents, staff and students. A tour of the school was organised for interested parents.</p> <p>End-of-year party held. A party was held at the end of the year for all the parents and children.</p> <p>‘After work events’ for parents regarding well-being/anti-bullying, online safety/digital awareness,</p>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 1: Values and European School Identity			
			<p>etc. An afternoon event was held for parents on 25<sup>th</sup> April 2019. The theme was children and digital media.</p> <p>In Secondary, a consultant from the Municipality gave a talk about “teenagers in the home”, covering issues such as alcohol, drugs, the teenage brain, etc.</p>

STATUS



# Strategic Focus Points 2018/19 – ESCPH



Focus Point 2: Establishment of New School at Carlsberg			
<p><b>Description:</b></p> <p>It is important that we have a plan for the establishment of our school at Carlsberg, especially as we expand with Secondary and a French language section and must share our premises with SAG.</p>	<p><b>Objective:</b></p> <p>To devise and implement a plan for the establishment of the school, in support of the school's values and pedagogical and didactic approach. This includes the organisational, physical and daily practical framework for the school.</p>	<p><b>Action plan:</b></p> <p>Prepare for the practical moving process and involve all relevant stakeholders. <b>Move completed.</b></p> <p>Plan and allocate time for interior decorating and layout of new learning rooms (class rooms and labs, music and art) in accordance with the school's didactic focus and coordinate with SAG.</p> <p>Commence preparations for establishing the school canteen (madskole) and the PLC, including purchase of equipment and materials. <b>The culinary school opened in December 2018 and processes have been developed for registration, payments etc.</b></p> <p>Recruit new staff: technical staff, cook, cleaners, etc. <b>(see evaluation column)</b></p> <p>Develop and review policies and procedures for the new school (recess duty, canteen, fire procedures, emergency preparedness, etc.). <b>Recess duty, canteen procedures, etc. have been developed and a fire drill undertaken.</b></p>	<p><b>Evaluation:</b></p> <p>Students and teachers evaluate whether learning rooms meet didactic and functional requirements. <b>General impression is that teachers and students are very happy with the class rooms and learning spaces around the school.</b></p> <p>Status evaluation of PLC set-up. <b>Secondary is in the early stages of developing the PLC (library). Primary with help from parent volunteers have started cataloguing books.</b></p> <p>Recruitment needs have been established and the relevant staff hired. <b>Cleaning staff, kitchen staff and maintenance staff have been hired and the culinary school</b></p>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 2: Establishment of New School at Carlsberg			
			<p>opened in December. We have also started job training in collaboration with the Municipality.</p> <p>Relevant policies and procedures have been reviewed and updated as necessary. Teachers and staff have discussed use of the building and adjusted processes as necessary. The school is in the process of writing an A-Z guide for the school with input from parents.</p> <p>New students in Secondary have received a welcome pack and introduction videos from the Student Council. Welcome packs have also been updated for Primary and ASC.</p>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 3: School Development, Harmonisation and Financial Sustainability			
<p><b>Description:</b></p> <p>With a growing and diverse body of students and staff, there is a need to focus on the development and harmonisation of the different departments, language sections and year levels through greater collaboration and teamwork.</p> <p>There is also a need to organise the admissions, recruitment and financial set-up of the school.</p>	<p><b>Objective:</b></p> <p>After School Care, Primary and Secondary continue to develop their sections.</p> <p>Successful transition of students from Nursery to Primary and Primary to Secondary.</p> <p>Continued development of team work and collaboration across year levels and language sections to ensure harmonisation and alignment.</p> <p>Continuity between school and after school care through the integration of learning and play.</p>	<p><b>Action plan:</b></p> <p>Harmonisation of subject/year plans and collaboration of staff across year levels, language sections and departments.</p> <p>Continue introduction programme for new and existing staff – covering curriculum, European School system, school reports/marking system, resource centre, pedagogical and didactic approach, policies and procedures. <b>New pedagogues and teachers in both Primary and Secondary attended an introduction programme in August 2018 before school start.</b></p> <p>The school management will facilitate cooperation and sharing of best practice between staff through regular meetings, working weekends and other initiatives, e.g. joint in-service training.</p> <p>Teachers and pedagogues work together to develop activities linked to the school day, e.g. continue themes from theme weeks and ICT and language in the after school care. <b>(see evaluation column)</b></p> <p>Develop and implement a recruitment plan for Secondary, Primary and Nursery, including new French language section and Upper Secondary. <b>New teachers and inclusion pedagogue hired.</b></p>	<p><b>Evaluation:</b></p> <p>Policy for transition from nursery to primary and primary to secondary developed and approved. <b>A draft transition policy has been developed for Primary but requires further development. All Primary 5 students received an end of Primary certificate and a prom was organised. All students from Primary 5 visited Secondary classes in pairs for a day and followed the lessons on equal terms with the Secondary students. Secondary teachers appointed student helpers to ease the transition from Primary and they followed the new students for the first day in Secondary.</b></p>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 3: School Development, Harmonisation and Financial Sustainability			
	<p>Development of Secondary and Upper Secondary regarding budget, finance and subjects.</p>	<p>Develop and implement a strategy for admission and integration of new students in all the language sections and departments.  <b>Admission in new English and Danish nursery classes has been completed. Admission to new French classes is still open due to a lack of qualified applicants. We have screened applicants for our existing classes (rolling admission) and have admitted students where there were available spaces.</b></p> <p>Implement the rules for special arrangements for the BAC exams in collaboration with the Municipality/resource centre.  <b>Postponed because the opening of the Upper Secondary department was postponed.</b></p> <p>Develop a new budget model for Secondary in cooperation with the Municipality and a financial model for Upper Secondary in cooperation with UVM.  <b>Unfortunately, UVM and the Municipality could not reach agreement regarding funding of the Upper Secondary and the planned opening in August 2019 has therefore been postponed. Discussions have taken place and continue with the Municipality and UVM with a view to secure adequate funding for the Secondary department and opening of Upper Secondary.</b></p> <p>Organise languages and subjects in cooperation with the EURSC.</p>	<p>Introduction week held for new staff and pedagogical weekend for all staff. <b>All staff attended a “pedagogical weekend” in Korsør with a focus on team building, digital awareness and values.</b></p> <p>Homework cafe arranged to support the children in their school work. <b>A quiet reading area/study café has been organised in the library by ASC. An adult is always present to help students with homework.</b></p> <p>Admissions process, including use of new admissions system for Gymnasium (optagelse.dk) in place. <b>Preparations started but have been put on hold due to postponement of Upper Secondary.</b></p>

# Strategic Focus Points 2018/19 – ESCPH



Focus Point 3: School Development, Harmonisation and Financial Sustainability			
			<p>Procedure in place for students' applications for special needs support for exams.</p> <p>Postponed because the opening of the Upper Secondary department was postponed.</p>

STATUS



## Annual Plan for the European School Board 2019-20

Meeting date	Planned agenda items
24 September 2019	<p>Decision/discussion points:</p> <ul style="list-style-type: none"> <li>• Evaluation of the strategic focus points of the previous school year</li> <li>• Holiday plan for next school year (submission to Campus Board)</li> <li>• Invitation and programme for the annual school meeting</li> <li>• Annual plan for the ESCPH Board</li> <li>• Strategic focus point 4: Communications including school/home communications policy</li> </ul> <p>Information points:</p> <ul style="list-style-type: none"> <li>• Employee Satisfaction Survey (Municipality of Copenhagen)</li> <li>• Update from the school and after school care, e.g.:               <ul style="list-style-type: none"> <li>○ School start 2019/20</li> <li>○ Admission status</li> <li>○ New staff/recruitment</li> <li>○ Accounts status</li> </ul> </li> </ul>
7 November 2019	<p>Decision/discussion points:</p> <ul style="list-style-type: none"> <li>• Strategic focus point 1: Team collaboration, sparring and knowledge sharing</li> </ul> <p>Information points:</p> <ul style="list-style-type: none"> <li>• Quality report 2019</li> <li>• Feedback from annual school meeting</li> <li>• Start of Upper Secondary S5 / 1g</li> <li>• Update from the school and after school care, e.g.:               <ul style="list-style-type: none"> <li>○ New staff/recruitment</li> <li>○ Admission/orientation evening</li> </ul> </li> </ul>
<del>19 March 2019</del> Suggest new date in February	<p>Decision/discussion points:</p> <ul style="list-style-type: none"> <li>• Strategic focus point 3: Funding and organization of Lower and Upper Secondary</li> </ul> <p>Information points:</p> <ul style="list-style-type: none"> <li>• Quality report 2019</li> <li>• Start of Upper Secondary / 1g</li> <li>• Update from the school and after school care, e.g.:               <ul style="list-style-type: none"> <li>○ New staff/recruitment</li> <li>○ Admission status</li> <li>○ Accounts status</li> </ul> </li> </ul>

Meeting date	Planned agenda items
<p>Suggest a date in April</p>	<p>Decision/discussion points:</p> <ul style="list-style-type: none"> <li>• Strategic focus point 2: Evaluation and assessment to ensure academic progression of all students</li> <li>• Previous year's accounts and next year's budget (ESCPH Board approval and submission to Campus Board)</li> </ul> <p>Information points:</p> <ul style="list-style-type: none"> <li>• Start of Upper Secondary / 1g</li> <li>• Update from the school and after school care, e.g.:               <ul style="list-style-type: none"> <li>○ Admission status</li> <li>○ New staff/recruitment</li> </ul> </li> </ul>
<p>9 June 2020  (Strategy seminar with Campus and SAG Boards followed by ESCPH Board meeting)</p>	<p>Decision/discussion points:</p> <ul style="list-style-type: none"> <li>• Strategic focus points for the next school year (for approval by ESPCH)</li> <li>• Meeting dates for the three Boards next school year (Campus, SAG, ESCPH Board approval)</li> <li>• Date and preparation for annual school meeting in September/October</li> </ul> <p>Information points:</p> <ul style="list-style-type: none"> <li>• Status update on the strategic focus points of the previous school year</li> <li>• Update from the school and after school care, e.g.:               <ul style="list-style-type: none"> <li>○ Admission status</li> <li>○ New staff/recruitment</li> <li>○ Accounts status</li> </ul> </li> </ul>

**Additional ad hoc items for decision/approval include:**

- Policies & procedures
- Vision/mission/values/objectives
- Admission criteria
- Recruitment of senior management

**Items for information, which do not occur every year:**

- National student well-being survey (Ministry of Education) - ESCPH is currently excluded from this survey
- Employee Satisfaction Survey (Municipality of Copenhagen) - every 2 years (expected spring 2021)
- Audit/Accreditation (European Schools Inspection) - every 3 years (expected 2020/21 school year)
- Quality Report (Municipality of Copenhagen) - every 2 years (expected 2019/20 school year)
- Election of members to the Board - every four years



## School/home communications policy at the European School Copenhagen

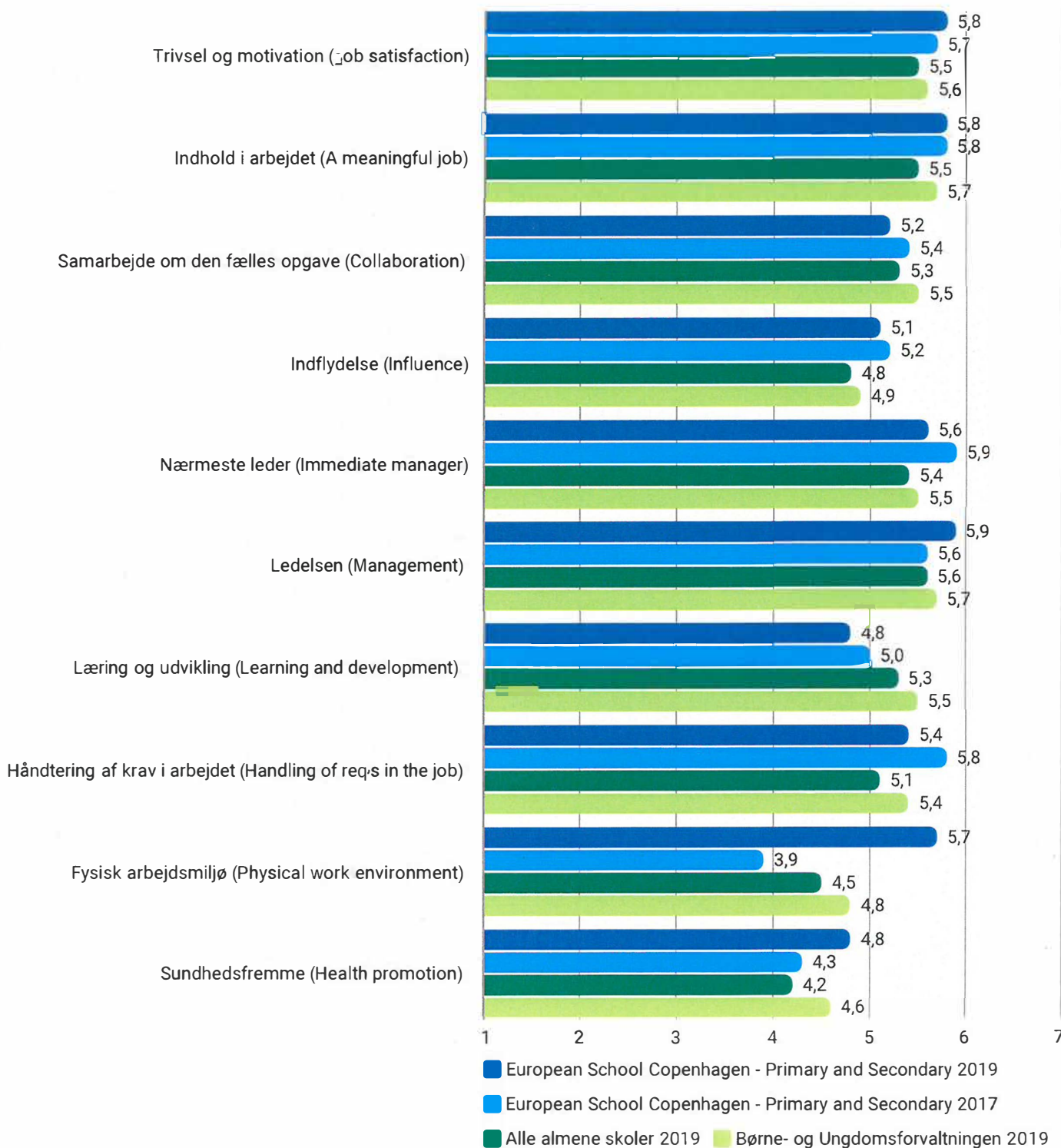
Key words	Detail
BE RESPECTFUL	<ul style="list-style-type: none"> <li>• Always be respectful in your communication: Think of the language and the tone you use.</li> <li>• Speak positively of staff, students and parents.</li> <li>• Be role models to our students.</li> </ul>
COLLABORATE	<ul style="list-style-type: none"> <li>• Collaboration is key if we are to build a strong school community. We all want the best possible school – let's work together to achieve it!</li> <li>• Support the school's work by sharing the positive stories.</li> </ul>
SHOW EMPATHY	<ul style="list-style-type: none"> <li>• Try looking at the situation from the other person's view/situation.</li> <li>• Consider the needs and views of others in the class/school.</li> </ul>
SHOW TRUST	<ul style="list-style-type: none"> <li>• Show trust in the other person's skills, knowledge and intentions.</li> </ul>
BE CLEAR AND CONCISE	<ul style="list-style-type: none"> <li>• Be considerate of the time and effort involved in responding to emails and the quantity of mail received.</li> <li>• Important information should be clear, concise and timely.</li> <li>• Keep email communication short.</li> </ul>
USE THE RIGHT CHANNELS	<ul style="list-style-type: none"> <li>• Consider the means/channel of communication for example a meeting vs an email.</li> <li>• Social media can be great for sharing good stories about school life, but not for sharing concerns or resolving conflicts.</li> <li>• In the event of questions or disagreements with staff, always raise them directly with the staff member(s) concerned.</li> <li>• Parents are encouraged to contact each other to resolve minor issues and misunderstandings that arise between pupils. <ul style="list-style-type: none"> <li>○ If the issue persists after this initial dialogue, contact the relevant teacher first, then management, etc.</li> </ul> </li> </ul>

### Annex 8.1. Communications Policy\_Draft\_Sep 2019



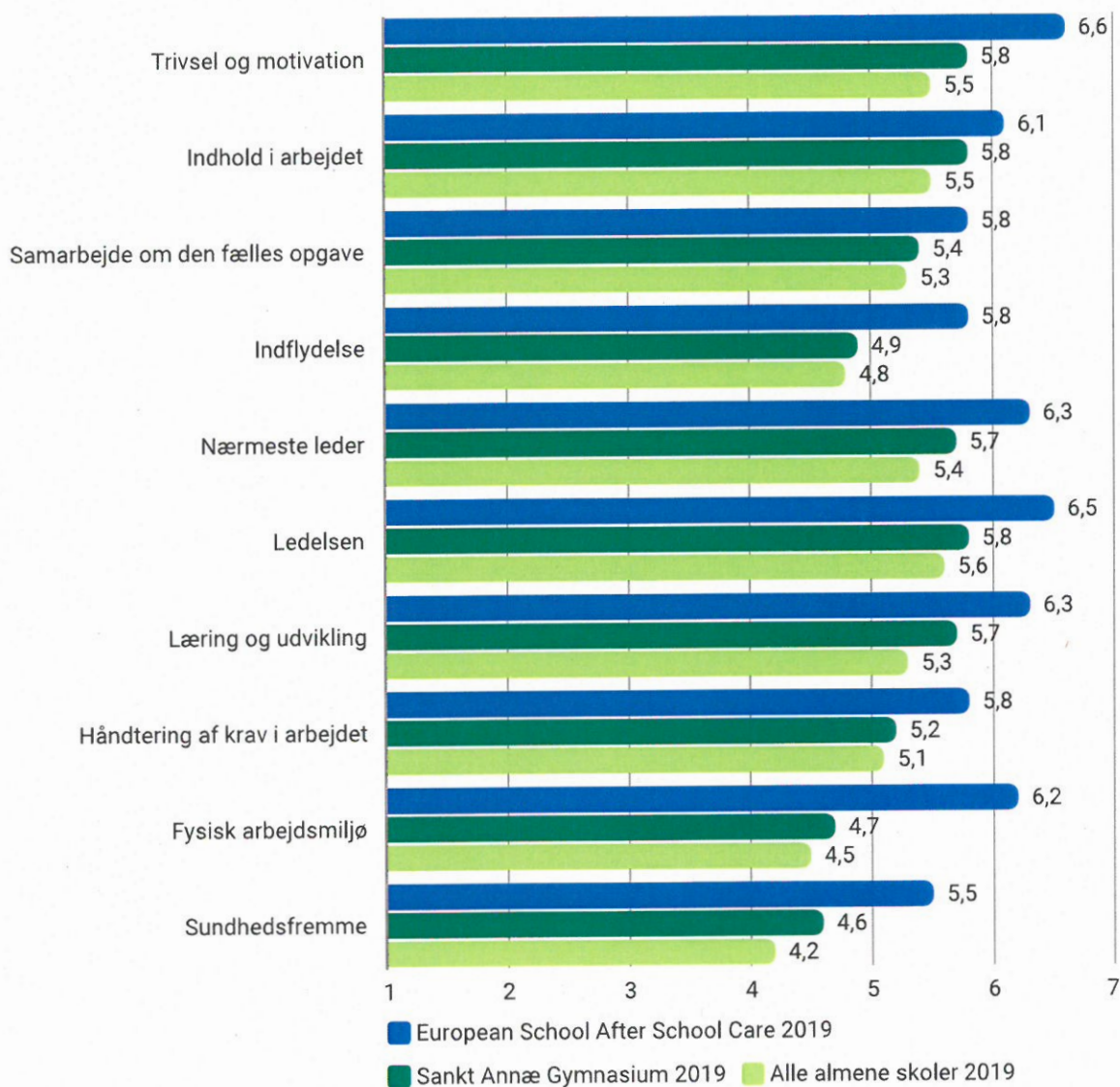
## Temaoversigt

Oversigten viser de gennemsnitlige scorer for temaerne i trivselsundersøgelsen, der kan beregnes gennemsnit for. Resultatet for European School Copenhagen - Primary and Secondary er om muligt sammenlignet med enhedens resultat i 2017 samt organisatoriske benchmarks. Evt. forvaltningsspecifikke spørgsmål indgår ikke i temagennemsnit.



## Temaoversigt

Oversigten viser de gennemsnitlige scorere for temaerne i trivselsundersøgelsen, der kan beregnes gennemsnit for. Resultatet for European School After School Care er om muligt sammenlignet med enhedens resultat i 2017 samt organisatoriske benchmarks. Evt. forvaltningsspecifikke spørgsmål indgår ikke i temagennemsnit.



# EMPLOYEE SATISFACTION SURVEY 2019

## KØBENHAVNS KOMMUNE

### BØRNE- OG UNDOMSFORVALTNINGEN

### JOB SATISFACTION

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
When everything is taken into account, are you satisfied with your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you motivated and committed to your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel secure about your work-related future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### A MEANINGFUL JOB

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Are your job assignments meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you happy with the quality of the work you are doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you satisfied with the way your abilities are put to use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### COOPERATION

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Is there a good cooperation between you and your colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a good cooperation between your own group/department and the other groups/departments at the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the work assignments divided between the employees in a fair way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### INFLUENCE

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Do you have influence on decisions concerning your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have influence on changes at your workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## IMMEDIATE MANAGE

The following statements are related to your immediate manager, [manager].

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Does your immediate manager have job satisfaction as a priority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your work acknowledged and appreciated by your immediate manager?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you cooperate well with your immediate manager?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you receive professional guidance and support from your immediate manager?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your immediate manager set a clear direction for the professional quality of the work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MANAGEMENT

The following statements are related to the overall management at your workplace.

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Do you trust the statements made by the management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know what is expected of you in your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In your experience, does the management trust their employees' ability to do a good job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LEARNING AND DEVELOPMENT

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Do you have the opportunity of acquiring new knowledge through your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## HANDLING REQUIREMENTS IN THE JOB

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Are you able to keep the overview in your everyday work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you well equipped to cope with potential emotional strains in your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I get emotionally overloaded due to work it is possible for me to get help and support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## A WORK COMMUNITY

*A work community is a group of committed individuals, who share a common core task and depend on each other to succeed in their work.*

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Do you feel that in your workplace you all take joint responsibility for solving your tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PHYSICAL ENVIRONMENT

*The survey is anonymous and can not be handled individually on the basis of the answers. Therefore, it is important that you contact your immediate manager or another relevant person if you want help to address any challenges.*

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Are you satisfied with the physical conditions and arrangements at your workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you able to do your job without being interrupted by noise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## HEALTH PROMOTION

	7 To a very high degree	6	5	4	3	2	1 Not at all	Don't know
Are you satisfied with the efforts made by your workplace in order to promote your health at your workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## OFFENSIVE BEHAVIOR – VIOLENCE

The following questions are about work-related physical violence both inside and outside your working hours.

Physical violence/externalizing behaviors are actions that cause an employee physical injury - regardless the act is committed intentionally or unintentionally.

Physical violence can be strokes, kicks, bites, pitching, spitting, pushes, throwing with objects, assault, fixation, choking attempts, knife stab etc.

**Have you within the past 12 months been subjected to physical violence in connection with your work?**

- Yes, daily
- Yes, weekly
- Yes, monthly
- Yes, less than monthly
- Yes, once
- No

**If no, go to next section (Threats of violence)**

**Has the physical violence occurred at your current job?**

- Yes
- No

**When has the physical violence occurred?**

- During working hours
- Outside of working hours

**From whom?**

*If necessary, place several crosses*

- Colleagues
- A manager
- Subordinates
- Citizens / Users / Caregivers
- Extern collaboration partners
- Do not want to elaborate

**Have you told a manager or a safety representative about the problem?**

- Yes
- No

**Has an effort been made to take care of it at work?**

- Yes
- No

**Is the physical violence still taking place?**

- Yes
- No

## OFFENSIVE BEHAVIOR - THREATS OF VIOLENCE

The following questions are about work related threats both inside and outside your working hours.

Mental violence and threats of violence are actions that cause an employee mental injury - regardless the act is committed intentionally or unintentionally. Mental violence and threats of violence are, for example, episodes in which an employee is exposed to verbal threats, violations, threatening behavior, systematic degradation or humiliation towards the employee or his family, e.g. "I know where you live". The threats can also be expressed without words e.g. with a fist or a finger over the throat.

Mental violence and threats of violence can both take place in the personal contact and via digital media such as mails, SMS and social media

### Have you been subject to threats of violence in connection with your work within the past 12 months?

- Yes, daily
- Yes, weekly
- Yes, monthly
- Yes, less than monthly
- Yes, once
- No

### If no, go to next section (Bullying)

### Have the threats of violence occurred at your current job?

- Yes
- No

### When has the threats of violence occurred?

- During working hours
- Outside of working hours

### From whom?

If necessary, place several crosses

- Colleagues
- A manager
- Subordinates
- Citizens / Users / Caregivers
- Extern collaboration partners
- Do not want to elaborate

### Have you told a manager or a safety representative about the problem?

- Yes
- No

### Has an effort been made to take care of it at work?

- Yes
- No

### Are the threats of violence still taking place?

- Yes
- No



## OFFENSIVE BEHAVIOR – BULLYING, HARASSMENT OR DISCRIMINATION

*In the municipality of Copenhagen bullying means situations where one or more employees expose another employee for actions that are perceived as offensive, even though the employees should know or have been informed about the fact that the actions can be considered as offensive. In this survey bullying may be situations, where citizens, users or caregivers expose employees for actions that can be considered as offensive.*

*Discriminating actions are described as situations where one or more persons in one or several occasions, in a rough way or on a regular basis, expose one or more persons to unwanted actions e.g. regarding the persons sex, age, sexual orientation, ethnicity or religious believes.*

*Bullying, harassment and discriminatory acts can happen directly between two or more persons and by digital media e.g. email, SMS and social media.*

### **Have you been the subject of bullying, harassment or discrimination at your workplace within the past 12 months?**

- Yes, daily
- Yes, weekly
- Yes, monthly
- Yes, less than monthly
- Yes, once
- No

**If no, go to next section (Unwanted sexual attention)**

### **Has the bullying, harassment or discrimination occurred at your current job?**

- Yes
- No

### **From whom?**

*If necessary, place several crosses*

- Colleagues
- A manager
- Subordinates
- Citizens / Users / Caregivers
- Extern collaboration partners
- Do not want to elaborate

### **Have you told a manager or a safety representative about the problem?**

- Yes
- No

### **Has an effort been made to take care of it at work?**

- Yes
- No

### **Is the bullying, harassment or discrimination still taking place?**

- Yes
- No



## OFFENSIVE BEHAVIOR - UNWANTED SEXUAL ATTENTION

*Unwanted sexual attention is when one or more persons, either in a single case, roughly or regularly and over a long period of time, expose one or several persons to unwanted acts of a sexual nature that are understood as offensive.*

*Unwanted sexual attention can take place both in the personal contact and via digital media such as mails, SMS and social media.*

### **Have you been subject to unwanted sexual attention at your workplace within the past 12 months?**

- Yes, daily
- Yes, weekly
- Yes, monthly
- Yes, less than monthly
- Yes, once
- No

### **If no, go to The end**

### **Has the unwanted sexual attention occurred at your current job?**

- Yes
- No

### **From whom?**

*If necessary, place several crosses*

- Colleagues
- A manager
- Subordinates
- Citizens / Users / Caregivers
- Extern collaboration partners
- Do not want to elaborate

### **Have you told a manager or a safety representative about the problem?**

- Yes
- No

### **Has an effort been made to take care of it at work?**

- Yes
- No

### **Is the unwanted sexual attention still taking place?**

- Yes
- No

## THE END

Thank you!



## Admission status new classes 2019/2020 (22.09.2019)

Students admitted by category	ODK	OEN	OFR	P1FR	S1FR	S2FR
a.		2		1	2	1
b.1.	24 (8)	24 (4)	13	17 (1)	12 (4)	9
b.2.	1 (1)			3	3	3
b.3.						
b.4.	1 (1) <sup>1</sup>		5	4	9	11
<b>Total students admitted</b>	<b>26 (10)</b>	<b>26 (4)</b>	<b>18</b>	<b>25 (1)</b>	<b>26 (4)</b>	<b>24</b>
Total applicants	88	176	31	37	45	33

( x ) number of applicants who had siblings at ESCPH.

### New French language section

<sup>1</sup> One category b.4. applicant was admitted in ODK after school start as a b.1. applicant decided to decline admission over the summer. There were two applicants for rolling admission in the new ODK class, one in category b.1., who was screened but not ready to start school, and one in cat. b.4., who was admitted.

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

