



Agenda ESCPH Board Meeting

Date: Thursday 3 October 2024
Time: 16:30-18:00
Venue: 214, 2nd Floor, European School Copenhagen
Members: Kira Peter-Hansen (MEP and External Member), Tinne Hoff Kjeldsen (External Member), Laura Rosenvinge (Copenhagen City Council and External Member), Andreas Manville (EEA and External Member), Margo Rachat (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Laure Conte (ESCPH Parent), Christen Bagger (ESCPH Parent), Signe Severinsen (ESCPH Staff), Rasmus Hornecker (ESCPH Staff), Muskan Asim (ESCPH Student), Saanvi Parija (ESCPH Student), Øzkan Güteryüz (Director ESCPH)
Guests: Helle Bjerre Degn (Deputy Director), Rikke Groth Nielsen (Head of Primary)
Apologies:
Minutes: Helene Kristensen

ESCPH Board Meeting

Agenda:

- 1. Approval of the agenda (decision) - 1 min.**
Annex 1.1 - Agenda ESCPH Board Meeting 20241003
- 2. Approval of the minutes of the ESCPH board meeting 20 June 2024 (decision) - 1 min.**
Annex 2.1 - Draft ESCPH Board Meeting Minutes 20240620
- 3. Anti-Bullying, Discrimination, and Harassment Policy for Primary and Lower Secondary (decision) - 20 min.**
Annex 3.1 - Anti-Bullying, Discrimination, and Harassment Policy for Primary and Lower Secondary
Purpose: The revised Anti-Bullying, Discrimination, and Harassment Policy for Primary and Lower Secondary needs to be approved by the board.
- 4. Strategic focus points 2024/2025 (presentation) - 20 min.**
Annex 4.1 - Strategic focus points 2024-2025
Purpose: Management will present the final strategic focus points for 2024/2025 following the board's discussion and input from the meeting on 20 June 2024.





5. Programme for Annual School Meeting 2024 (discussion) – 20 min.

Annex 5.1 – Annual School Meeting programme draft 2024

Purpose: To give board members an opportunity to discuss the programme for the Annual School Meeting on Tuesday 12 November 2024.

6. Various updates and information – 10 mins.

- Information from students
- Information from staff
- Information from management

7. AOB – 5 mins.





Agenda ESCPH Board Meeting

Date: Thursday 20 June 2024
Time: 16:30-18:30
Venue: 214, 2nd Floor, European School Copenhagen
Members: Kira Peter-Hansen (MEP and External Member), Andreas Manville (EEA and External Member), Margo Rachat (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Laure Conte (ESCPH Parent), Johan Lindell (ESCPH Staff), Blanka Erös (ESCPH Student), Dakshayini Manoghna Potluri (ESCPH Student), Julie Rørdam Thom (Director ESCPH)
Guests: Helle Bjerre Degn (Head of Primary)
Apologies: Laura Rosenvinge (Copenhagen City Council), Tinne Hoff Kjeldsen (External Member), Rasmus Hornecker (ESCPH Staff), 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 20240620

Kira Peter-Hansen opened the board meeting, and thanked Julie Rørdam Thom for her hard work and dedication to the school on behalf of the board, as this will be her last meeting as Director of ESCPH.

Decision:

- The agenda was approved by the board.

2. Approval of the minutes of the ESCPH board meeting 18 April 2024 (decision) - 1 min.

Annex 2.1 - Draft ESCPH Board Meeting Minutes 20240418

Decision:

- The minutes were approved by the board.

3. School holiday plan 2025/2026 (decision) - 5 mins.

Annex 3.1 - ESCPH holiday plan 2025-2026

Annex 3.2 - ESCPH holiday plan 2025-2026 calendar

Purpose: The proposed holiday plan for the school year 2025/2026 must be approved by the board.



Julie Rørdam Thom presented the holiday plan for 2025/2026. This year, the pedagogical day in November has been set aside in order to make a full Christmas holiday.

Decision:

- The school holiday plan for 2025/2026 was approved by the board.

4. Board meeting dates in 2024/2025 (decision) – 5 mins.

Annex 4.1 – ESCPH meeting plan 2024-2025

Purpose: The proposed meeting dates for 2024/2025 must be approved by the board.

Julie Rørdam Thom presented the board meeting dates for 2024/2025.

Decision:

- The board meeting dates for 2024/2025 were approved by the board.

5. Evaluation of strategic focus points 2023/2024 (presentation) – 20 mins.

Annex 5.1 – Strategic focus points 2023-2024

Annex 5.2 – Strategic focus points 2023-2024 evaluation

Purpose: Management will present the evaluation of the strategic focus points 2023/2024.

Julie Rørdam Thom presented the evaluation of the strategic focus points for 2023/2024.

ESCPH aims for continuous progression in all students' learning:

- Professional development awareness among staff has been an aim in across departments and the policy has been presented at several staff meetings and in MUS.
- There is a continuous focus on students' absence in all departments.
- There is a great collaboration between pedagogues and teachers and 84% of respondents recognize that this has been focused on.
- In Lower Secondary, there is still a wish to focus on teachers to make frames and expectations for B-tests clearer.

ESCPH whole school environment is a continuous focus point:

- Only 13 respondents feel like they have done collaboration across departments regularly.
- Colleague teaching observations in same or similar subject to one's own receive good feedback.
- Teachers and pedagogues appreciate activities across departments such as Christmas Craft Day and Sustainability Day.
- Knowledge of other departments could be higher.
- The transition between P5 and S1 works well.
- 96% of staff rate Primary and Lower Secondary work afternoon beneficial (either very or little), which is positive.



ESCPH should be an environmentally sustainable school with green initiatives:

- 74% of the respondents feel strongly or somewhat that ESCPH is a sustainable school, compared to only 37% of the respondents in March 2023. This is positive, but there is still room for improvement.
- 26% do not agree, and mention paper and food waste as problematic.
- S5 students participated in Climate Action Day which is a recurring annual event.
- The EEA collaboration has been strengthened.

European School Copenhagen is a European School in its own right:

- The whole school has celebrated Europe Day and European Day of Languages in Primary and Lower Secondary.
- Audit in the autumn of 2023 underlined that ESCPH has a strong European profile, which is positive as the recurring feedback for the past ten years has been that we were not European enough.
- MUN in Upper Secondary. We will work on doing Model European Parliament.

Continuous development of the Upper Secondary:

- We have been working on recruitment of our own S4 students with Upper Secondary students visiting S3 and S4 classes, parent's meeting with S3 and S4 parents, and by inviting S4 students to Taster Days and Orientation Evening.
- It is a continuous focus points to improve the physical environment.
- Teachers have worked on motivational teaching and 17 out of 23 have been on excursions or invited external speakers to their classes.
- We have attracted more external applicants this year for the new S5, and it is improving every year.

6. Strategic focus points 2024/2025 (discussion) - 40 mins.

Annex 6.1 - Strategic focus points 2024-2025

Purpose: Management will present the new strategic focus points for 2024-2025. This will be followed by a discussion of the new strategic focus points.

Julie Rørdam Thom presented the first draft of the strategic focus points for 2024/2025. The strategic focus points have been shortened even more this year to make the points as well as the aims and actions clearer. After a brief introduction, the board worked on feedback in groups.

The notes from the groups have been shared with management and will be implemented in the formulation of the new strategic focus points.

7. Bac report 2023 (orientation) - 15 mins.

Annex 7.1 - European Baccalaureate session 2023

Julie Rørdam Thom presented the report on the European Baccalaureate 2023. The report shows the average for all European Schools. The results of the oral exams are not part of the report. In 2023, ESCPH only had 42 EB candidates which means that each student's performance had a large impact on the overall average.



The marks in art at ESCPH were well above average, while Physics, Biology and Chemistry were around the average of other European Schools. The average mark in Mathematics at ESCPH was a bit lower compared to other European Schools. The school is supporting Mathematics with homework cafés and other initiatives.

It is difficult to obtain higher marks in Mathematics, Chemistry and Physics in the ES system compared to other subjects, as the exam needs to be perfect to obtain a 10. This has, of course, been pointed out to the European Schools.

The average for students with special educational needs is well above the average of other European Schools. This means that students with special arrangements achieved the same average mark as students with no special arrangements, and this is something we can be proud of.

8. Approved Audit report 2023 (orientation) – 5 mins.

Annex 8.1 - 2023-11-D-18-en-3 Audit Report European School of Copenhagen (DK) Accreditation Renewal N S7

Julie Rørdam Thom presented the Audit report for 2023 that has now been approved by the Board of Governors.

9. Updated Dossier of Conformity (orientation) – 10 mins.

Annex 9.1 - 2023-09-D-38-en-3 Dossier of Conformity N-S5 European School Copenhagen (ESCPH)

Julie Rørdam Thom presented ESCPH's updated Dossier of Conformity for N to S5 that has now been approved by the Board of Governors. The Dossier of Conformity has an updated format, and we were therefore asked to update our Dossier for N-S5.

The Dossier has been edited and the language has been lightened and made clearer, as it was very heavy before. We have received good feedback from the European Schools.

10. Various updates and information – 10 mins.

• Information from students

Lower Secondary

- The Lower Secondary student council have been focused on developing a space for Lower Secondary students to relax and study, and more specifically in the library area. The student council have also spoken to teachers about what can be done, and, in the process, the administration has now contacted an architect that can help.

Upper Secondary

- The S7's have had their last day of school and are busy doing their Bac exams. Only the oral exams are left, and they begin tomorrow.
- Some students received the wrong B-tests which had to be re-done.
- The S5's have now done their second round of B-tests, and there has been good feedback on this.
- The S5's have also done their work experience which has been successful.



- Upper Secondary have had their last party. It was a reminder that it should be planned more in advance for next year.

- **Information from staff**

Upper Secondary

- It has been an intense exam period for the teachers with plenty of preparations to see to.
- The teachers have focused on doing projects and excursions in different subjects, e.g. mathematics and architecture in the city, and this has been a huge success with the students.
- The S5's have been on a biology camp in Kongelunds Fortet.

- **Information from management**

Primary and Lower Secondary

- We are close to the end of the school year which means a lot of planning for next school year.
- From next school year, Primary and Lower Secondary will be combined to create a stronger structure and a much better coherence between the departments.
- We are also currently spending time on hiring a new Director.

Upper Secondary

- We have, again, experienced extremely late changes on how to mark students in their subjects. The changes are for the benefit of the students, but it is a concern that changes come in so late. The school has directed concern to the European Schools regarding this.

Julie Rørdam Thom thanked the board for their work and support during her last meeting as Director, and pointed out that ESCPH is in a very good place. She also thanked the dedicated staff and the dedicated and inclusive student body here.

11. AOB - 5 mins.

Nothing for AOB.



Anti-Bullying, Discrimination, and Harassment Policy - Primary and Lower Secondary

We wish to create an environment in the Primary and Lower Secondary department of the European School Copenhagen, where community and our values of respect, collaboration, and empathy guide our actions.

We want to maintain a fruitful learning environment where we can fulfil our mission to create educated, lifelong learners, and responsible global citizens.

We want a school where everyone thrives and belongs, and no one feels lonely or excluded from the community.

We take bullying, discrimination and harassment very seriously. Bullying can cause serious and long-lasting damage to the students' health, wellbeing and learning. It can, for example, lead to a higher risk of stress, anxiety, depression, and prolonged absences from school.

We work actively to create safe school communities and prevent bullying. If the school, the child, or the parents suspect bullying in school, the school is obligated to investigate and take the necessary actions.

This policy sets the school's position on bullying, discrimination and harassment and is informed by the relevant legislation and research.

This policy addresses the following questions:

1. What is bullying?
2. What is harassment?
3. What is discrimination?
4. How do we work with inclusive and safe school communities?
5. What do we do if bullying, discrimination or harassment occurs?

1. What is bullying?

Bullying consists of repetitive acts of exclusion that typically occur in communities lacking unity or with low tolerance. The consequence is that a child (or adult) is ostracised from the community. Bullying is the result of dysfunctional group dynamics. It is not the case that one child is responsible for the problem, but rather that a problem exists within the child's community.

The reasons for bullying can be varied, and it is not always a deliberate act. To avoid bullying, safe and tolerant communities must be built.

Bullying can be direct (e.g. physical contact, facial expressions or verbal degradation) or indirect (e.g. gossip, slander, or isolation). Bullying can occur face to face, or it can take the form of digital or cyber bullying.



Digital bullying

The term digital bullying covers abusive, degrading, or exclusionary acts that children and young people are exposed to through social media. Digital bullying differs from traditional bullying in the following ways:

- There is a certain anonymity in social media, which creates a lot of uncertainty among students, as the sender can be anonymous or unknown.
- Digital bullying can occur 24 hours a day and is not limited to the schoolyard during school hours.
- The exposure to digital bullying is particularly problematic because you do not know how many people have seen the offensive comments or pictures, and because you can't always delete them.

To avoid digital bullying, safe and tolerant communities must be built outside of social media. Additionally, it is crucial to strengthen students' digital education, especially regarding the ethical dilemmas they may encounter and promoting sensible behaviour in the digital world. It is the shared responsibility of the school and of the parents to educate their child on digital etiquette and use of social media.

Conflicts or bullying

It is important to distinguish between conflicts and bullying. Conflicts are a normal part of life, and we should aim to give the children tools for handling conflicts in an appropriate way. Bullying is, as stated above, when there are repetitive acts of exclusion.

DCUM (*Dansk Center for Undervisningsmiljø*) describes 8 signs of bullying:

- 1) Teasing is no longer fun for all parties
 - a. It no longer arises in isolated and spontaneous situations, but instead, it excludes one or more individuals from the community.
 - b. Beware of repetitive teasing justified by "it's just for fun," as it may overlook existing or emerging bullying.
- 2) Conflicts can no longer be resolved
 - a. Conflicts which exclude one or more persons from the community
- 3) Acts of expulsion become systematic
 - a. Ostracism ceases to be isolated, and the fear of being ostracized leads students to ostracize others themselves.
- 4) Insecurity pervades the community
 - a. There's a pervasive tension among students, with each keeping a wary eye on the others.
- 5) The community exhibits a low tolerance towards each other
 - a. There's little room for diversity within the group.
 - b. The community lacks a unifying positive force, resulting in a harsh tone among students.
- 6) Empathy is lacking
 - a. Degrading actions are tolerated within the student group, with indifference towards those excluded.

- 7) Power imbalance exists
 - a. Some students are deemed more valuable than others, and this is accepted.
- 8) Loneliness among students persists
 - a. Pupils withdraw socially and academically, often wandering alone and not engaging in digital communities.

2. What is harassment?

Harassment is when the bullying is so severe, persistent or targeted at a person/people that it hinders their ability to get an education, significantly harms their well-being, or substantially interferes with their rights.

Sexual harassment is a particular form of harassment, where behaviours are committed because of a person's gender or sex. Some examples of sexual harassment include:

- Sharing sexualized photographs or making comments of a sexual nature about a student to other classmates, including on social media (e.g. spreading sexual rumours or comments about a student's body)
- Making sexual jokes, comments, or questions
- Invading someone's personal space in a sexual manner
- Inappropriate sexual touching or gestures
- Physical abuse
- Pressure to perform sexual acts or have sex
- Verbal abuse using anti-gay or sex-based insults
- Stalking or repeated unwanted messages

3. What is discrimination?

Discrimination is when someone is treated differently because they belong to a particular group of people or have a particular characteristic. Bullying or harassment can be especially harmful when it is linked to discrimination.

It is the school's policy that no student or staff shall be treated less favourably on the basis of race, religion, national origin, sex, sexual orientation, gender identity or disability.

4. How do we work with inclusive and safe school communities?

In school and after school care we work on creating inclusive and safe communities as well as having a focus on the wellbeing of individual children. Among different initiatives we work with:

- Collecting data on wellbeing; individual conversations using different tools and using [klassetrivsel.dk](https://www.klassetrivsel.dk)
- Consultation and actions through our Resource Center
- Teaching methods of conflict resolution
- Teaching appropriate language
- Teaching digital awareness
- Playgroups in and after school

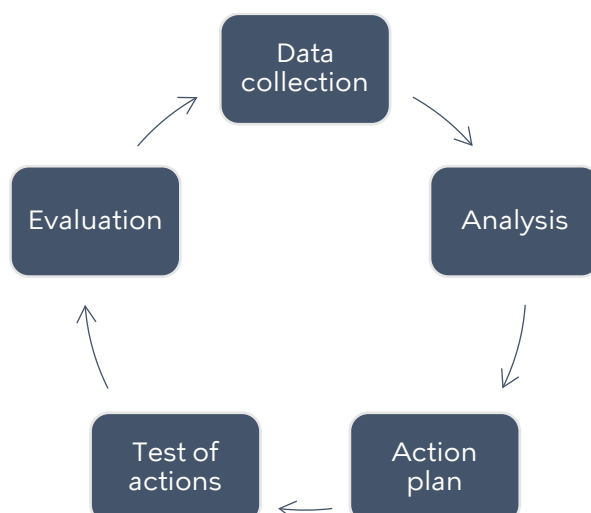
- Class charters
- Communication between home and school/ASC
- Setting expectations of ways to ensure safe school communities:
 - We distinguish between “teasing for fun” and “teasing for real”
 - We need to be able to express ourselves when we feel that people have overstepped our boundaries
 - We reject bullying and involve a contact person (see below) if we suspect bullying
 - We do not ignore or exclude a person e.g. by not talking to him/her
 - We speak properly to each other and do not use offensive or hurtful language, including condescending nicknames
 - We demonstrate good online behaviour by avoiding using offensive or hurtful language on social media; by not accessing other people’s online profiles; and by not sharing pictures of others without their permission

All classes have a “class team” consisting of the class teacher and a pedagogue (N-P3) or other teachers in the class/year level. The team around a class is responsible for working on a safe and inclusive learning environment as well as raising and addressing concerns regarding wellbeing in the class.

5. What do we do if bullying, discrimination or harassment occurs?

Earlier, bullying was understood as a phenomenon that occurs due to individuals and their personalities. Today, all research shows that bullying should be understood as a phenomenon that occurs in groups that due to insecurity and fear of social exclusion ostracises certain others to establish security and order. When bullying occurs, it is a part of a dysfunctional social dynamic, and the process of changing this social dynamic is complex and takes time.

If we experience or observe acts of bullying, discrimination or harassment, we act promptly. We work with Stine Kaplan Jørgensen’s model for handling cases of bullying:





By law, the school is obliged to act within 10 working days. If bullying is suspected, the first action taken by the school is an investigation of the situation, gathering data, and analysing these. After this, the team agrees on appropriate actions to take. These are implemented in the relevant class/group of students and evaluated at an agreed time. New data is collected and analysed to see if further action is needed.

Both school staff, students, and parents should be attentive of the social environment and call attention to suspicions of bullying. Reports of bullying, discrimination, or harassment can be made to several people, including:

- Students in the Right Respecting Council
- The class teacher or pedagogue
- One of the teachers in the class
- The study counsellor
- Inclusion pedagogue
- School management

Management and inclusion pedagogue must be informed and involved as soon as the bullying, discrimination, or harassment is detected and reported.

It is the responsibility of the adults at school and at home to help the children act with competence and kindness in our school community. We aim to take pedagogical measures to aid the children in their development and wellbeing. If deemed appropriate, sanctions can be made after an individual assessment as stated in the law *Bekendtgørelse om fremme af god orden i folkeskolen* ([Retsinformation](#)).

Communication

As a school, we will communicate relevant information on finds and actions taken to individual parents and groups of parents. We are obligated to respect the confidentiality of sensitive information regarding a child, unless consent has been given by their parents. We request that parents speak respectfully and maintain good tone about the other children and their families when speaking to your own children. Assigning a negative character to a child or a family negatively impacts the class wellbeing and the dynamic amongst the children.

August 2024

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.

WORKING DOCUMENT 2024/2025

Focus Point 1: All students should develop to reach their potential	
Purpose: All students (P0-S7) should experience academic and social well-being while learning	
Aims	Actions
Primary & KKFO	
<i>Lowering students' absence and lateness</i>	Guideline for systematic follow-up and action plans
<i>Common pedagogical approach</i>	Special needs Inclusive learning environment Breaks Parent-school collaboration
Lower Secondary	
<i>PLC as a learning area</i>	Development areas for the year to be described
<i>Lowering students' absence and lateness</i>	Guideline for systematic follow-up and action plans
<i>Learning quality</i>	Co-teaching Classroom learning strategies Sharing inspiration Balkort
<i>Students' culture</i>	Canteen and breaks

	<p>Common behavior expectations</p> <p>Physical environment</p>
<i>Feedback</i>	<p>Learning conversations</p> <p>Grading</p> <p>B-tests</p>
Upper Secondary	
<i>Feedback on students' work and students' learning process</i>	<ul style="list-style-type: none"> • Feedback should be varied, and students must be active in working with feedback and their own learning process • Give students time to prepare and no new information or hand-ins two weeks before B-test/exams
<i>Lowering students' absence and lateness</i>	<ul style="list-style-type: none"> • Guideline for systematic follow-up and action plans
<i>Students not knowing/not following Upper Secondary Code of Conduct</i>	<ul style="list-style-type: none"> • Clear communication with students about consequences of the use of ChatGPT or other means of plagiarism • Values • Policy developed including guidelines for ChatGPT/AI
<i>Supporting class environment in the Upper Secondary</i>	<ul style="list-style-type: none"> • Following class teacher program incl. Well-being activities and study skill guidance • Class teacher time in S6, S6, and S7. Weekly in S5, monthly in S6, and quarterly in S7.

Focus Point 2: Development of European school as a whole school community	
Purpose: Strengthening of a sense of belonging for all students, staff members and parents.	
Aims	Actions
All departments	
<i>Collaboration Lower and Primary</i>	<ul style="list-style-type: none"> • Common Professional development • Collaboration afternoons • Balkort • Students collaboration and common activities • Cross language section collaboration
<i>Collaborations across departments</i>	<ul style="list-style-type: none"> • Transition from SS3 to S4 and 4 to S5 should be given continuous focus throughout the year with visits and social events between the students and through teachers' collaboration around subjects (talent program for talented S3+S4 students in different subejcts)
<i>Communication and sharing space</i>	<ul style="list-style-type: none"> • Shared space e.g., the canteen • Clearer expectations and follow up for students and staff in common areas
<i>School website</i>	<ul style="list-style-type: none"> • Teachers and pedagogues are described by picture, name, initials and function on the website

Focus Point 3: ESCPH strives to be a sustainable school	
Purpose: Students at ESCPH experience that sustainability is part of their education as life-long learners	
Aims	Actions
All departments	
<i>Students and staff identify themselves as part of a green school</i>	<ul style="list-style-type: none"> • Management and pedagogical development group describe what ESCPH already does • Lower and Upper student councils write a Green School Policy • A green activity plan will be presented beginning of the school year and followed throughout the year
<i>ESCPH as a green school</i>	<ul style="list-style-type: none"> • An increased focus on and use of green areas in the neighbourhood and on the school premises • Focus on consumption on ESCPH: food waste, electricity, water and heating.

Focus Point 4: ESCPH has an established identity as a European School	
Purpose: All staff members, students, and parents feel that ESCPH is <i>their</i> European School with a European Identity	
Aims	Actions
All departments	
<i>Collaboration with the community</i>	<ul style="list-style-type: none"> • Explore more options for collaborations with the wider community
<i>European Dimension</i>	<ul style="list-style-type: none"> • Participate in EU competitions on learning-corner.learning.europa.eu • Erasmus godkendelse • Internships in all language sections • French community – knowledge • Teachers and students participating in ES events and dev.

Annual wheel for evaluation of current strategic focus points and decision of strategic focus points for the following year

December: head of department chooses which actions to evaluate + talk to relevant members of staff.

January: meeting with all relevant staff members on deadlines for evaluation

Tuesday in week 4: staff members phrase questions and send them to the head of department

Weeks 5-6: Discussion of questions with head of department.

Weeks 8-9: finishing forms for students and teachers.

Weeks 10-11: staff and students answer form on staff meeting and during class teacher time

Week 11: Data sent to the relevant staff members with format for evaluation.

Friday in week 15: Deadline for finishing analyses of answers and sending them to the relevant head of department.

Week 16: Discussion of analyses between head of department and staff members who made the analyses

Week 17: management reads and discusses results of analyses and – based on this - prepares an overall presentation of the results and makes a frame for the new strategic focus points.

Week 17-18: staff meetings in all departments, where members of staff can offer input

Before June Board meeting: two ped dev meeting (before and after mngt meeting) + mngt meeting on iust SFP

June Board meeting: evaluation and presentation of the old and new strategic focus points to the board. Board gives input

August: mngt meeting – all managers present the SFP for the department. + Ped dev meeting to approve SFP

September: approval of strategic focus points at a board meeting.



Annual School Meeting 12 November 2024

Programme (**DRAFT**)

Location: Canteen at ESCPH

16:30 – 17:00 - Parents Association set up with coffee, tea, cake, and t-shirts in the canteen

17:00 - Welcome by Director, Øzkan Gülerüz

17:05 – 17:15 - Primary choir and Upper Secondary school band

17:15 – 18:15 - Presentations/speakers

18:15 – 18:30 - Break, mingling, and coffee by Parents Association

18.30 - Thank you for coming

Presentations/workshops held in 2023 for inspiration:

Auditorium

Management

ESCPH as a whole, Strategic Focus Points for 2023-2024, the European Baccalaureate, and admissions to universities

L2-1

Primary teachers, Louise and Suzanne

Co-teaching, stations in the classroom

Science hub (4th floor of Secondary building)

Secondary teachers, Mikkel, Sebastian and Johan

Science in Secondary S1-S7