

The 2017 Quality Report

On the European School Copenhagen



City of Copenhagen
The Child and Youth Administration

2017

Content

Introduction.....	2
Key Figures.....	4
School Presentation.....	5
Academic Standards	9
The school’s evaluation and initiatives	9
Equal Opportunities.....	12
The school’s presentation and evaluation.....	12
Transition to Youth Education	14
The school’s presentation and evaluation.....	14
Well-being.....	16
Pupil Absenteeism	16
The school’s evaluation and initiatives	16
Trust and Attractiveness.....	18
Employee well-being and absenteeism.....	18
The school’s evaluation and initiatives	20

Introduction

This is the 2017 Quality Report on the European School Copenhagen (ESCPH). The report provides a joint overview of a number of areas, all of which are relevant for the evaluation of the quality of the school.

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

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

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

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

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

The quality indicators for schools

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

Academic standards – "All pupils are to reach their academic potential"

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

Youth education – "All pupils are to complete a youth education"

Well-being – "All pupils are to experience a good school life and thrive in it"

Trust and attractiveness – "The trust in schools and the respect for professional knowledge and practice are to increase, so parents in Copenhagen will make the Folkeskole their first choice" (not relevant to ESCPH)

Scope of the School Quality Report

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

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

The dialogue that takes place between the management of the Folkeskole in Copenhagen and the individual school's management team, i.e. regarding the school's results, constitutes the basis for decisions regarding new initiatives and/or special support. Furthermore, it leads to the school principal's performance contract. The performance contract is used to set objectives for the school's progression over the coming year in terms of reaching the politically determined indicators. Prior to the completion of the performance contract, the school board can provide the school principal with input regarding the school's short-term level of ambition regarding its performance. For schools, which are particularly challenged and need support of a larger scope, the Folkeskole Act (§40a, 2) states, that these schools may be in need of a plan of action. The school's results are reviewed at the quality and support conversations. The decision of whether the school is in need of a plan of action is made following the conversations.

Key Figures

Table 1: Key Figures

Pupil and class figures	
Total number of pupils attending the school (5 September 2017)	262
- Percentage of special class pupils (5 September 2017)	0
- Percentage of bilingual pupils (5 September 2017)	87.8%
- Percentage of completion pupils (5 September 2017)	-
Socioeconomic background for school pupils (June 2017)	0.45
Number of form levels at the school (5 September 2017)	5
Number of general classes (5 September 2017)	10
Number of special classes (5 September 2017)	0
Average number of pupils per general class (5 September 2016)	26.2
Budget compliance (for the 2016 calendar year)	8.7 %

School Presentation

About the school – facts and profile

The school's profile

The City of Copenhagen established the European School Copenhagen in 2014 to provide school places for children of EU personnel and international parents. The school is an accredited European School in the internationally recognised system of European Schools, which are known for their high professional standards and for their declared mission to build bridges between cultures. The European Schools and the European School Copenhagen (ESCPH) have a strong focus on knowledge of languages and this is central to the identity of ESCPH - that it is a multilingual and multicultural school. Currently, nearly 88 % of the pupils are bilingual. The school follows the high standards and curriculum of the European Schools system combined with a Danish pedagogical approach.

Organisation

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

ESCPH currently has two language sections, a Danish and an English section, and offers Nursery class through Primary 4th grade. The plan is to open the Secondary department, starting with S1 and S2 (corresponding to 6th and 7th grade in the Danish educational system) in 2018/19, the same year that the school will be able to move into its new school building in the Carlsberg City District. The following year, the school will expand with a French section.

When the school is fully developed, it will consist of three education cycles: Nursery (grade 0), Primary (P1-P5) and Secondary (S1-S7, including three years of high school completed with the European Baccalaureate).

The school's special focus areas

The ESCPH School Board has adopted four overall objectives for the development of the school from 2017-20:

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

Under these overall objectives, the school works with the following strategic focus points for the school year 2017/18.

a) School values and identity

During the school year 2016/17, the Board approved a vision, mission and values for the school. The vision was developed in cooperation with Sankt Annæ Gymnasium and is a joint vision for Sankt Annæ Gymnasium and the European School Copenhagen. The mission statement and values are specific to the European School Copenhagen and were developed with input from staff, children and members of the Parents Council and European School Board using a questionnaire, workshops and facilitated discussions.

Sankt Annæ Gymnasium and ESCPH joint vision:

We educate to instil insight and a global mindset.

We create the future voices of the world.

ESCPH mission statement:

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

Values:

Respect - Commitment - Collaboration - Responsibility – Curiosity – Empathy

During the next two school years, the school is focused on implementation of the values to ensure they become entrenched in daily life. The values will be a focus during the school's theme week in the autumn of 2017 and are incorporated in class room teaching and the school's After School Care. The pupils will also have an opportunity to influence how the values are shared and communicated through the student council.

b) New school at Carlsberg

ESCPH recently moved to Kirsebærhavens Skole in Valby, where the school will be located until the school's new building has been completed in the autumn of 2018. In the short life of the school, the school has moved three times and the school is now in its fourth location. Especially the last move has been a challenge, but a tremendous effort has been put in by the staff to minimise the impact on the pupils. At Kirsebærhavens Skole, the school's class rooms are located in three different areas and the administration and After School Care are situated in a temporary pavilion. The disconnection associated with the dispersion of class rooms and a general lack of space are major issues. However, the relationship with Kirsebærhavens Skole is excellent and pupils and staff are excited that they will soon be able to move into their own school in the Carlsberg City District. The school is working closely with the Municipality and architects to ensure we create the best possible learning environment and facilities at Carlsberg.

c) European School After School Care

In May 2017, the school established its own KKFO/After School Care and engaged its own Head of After School Care. The pedagogues at the school were previously employed by KKFO Teglnholmen but in collaboration with ESCPH, which means it was clear that they would move with ESCPH and would have international experience and knowledge of languages. Many of the pedagogues have received a thorough introduction to the European School system during a study trip to the European School IV in Bruxelles in December 2015. The more recent additions to the team have received an introduction to working at the European School upon joining.

As a European School, ESCPH follows the curriculum of the European Schools, but this is combined with a Danish pedagogical approach. The intentions and objectives of the Danish School Reform are also followed where possible. As an example, the school organises UU lessons (supportive teaching) with pedagogues from the KKFO supporting the teachers and children's learning. Nine of the pedagogues are school pedagogues, who spend 12 hours on average per week working in the class room with the pupils as a team with the teacher.

With the relatively recent establishment of the KKFO/After School Care and temporary move to Kirsebærhavens Skole, the focus has been on optimising use of the limited space available, inducting new staff and ensuring there is integration and alignment between the school and the KKFO. In the next year, the KKFO will also focus on implementing the values so that they become part of daily life.

d) Teamwork and visible learning

As the school is continuously growing and a lot of new staff is recruited each year, it is important that we focus on our ability for team work— at the class, section and year level – and enhance collaboration, harmonization, sharing of ideas and build a cohesive identity. To this end, we will continue to work with the Municipality to develop our team work structure, communications and feedback culture and will utilise visible learning to put the access on differentiation and learning strategies, and particularly the pupils' language and literacy.

Reflections on the results of the report

Due to the international profile and relatively short life of the school, most of the data that is available for other schools in Denmark is not available for the European School Copenhagen. The report is therefore primarily based on the school's own evaluations, reflections and description of initiatives and focus areas.

Overall, the school is making good progress against all the indicators used to evaluate the quality of the school. This is particularly impressive in light of the challenges associated with the school's many moves and locations in temporary facilities, lacking in space and satisfactory staff facilities. We are pleased that the school performed well in the Municipality's Employee Wellbeing Survey for example and better than the average for Copenhagen in almost all areas. The absence figures for pupils and employees – an indicator of wellbeing – are also significantly lower than the average for Copenhagen, even though we would like to see them improved even further.

The school is focused on ensuring that teaching is based on a high level of professional knowledge and that staff continue to learn and develop. However, finding and organising quality training in English for our diverse and highly skilled staff is sometimes a challenge.

The school is working hard to ensure all pupils progress academically and receive the support they need. The school is undertaking pupil assessments, national tests and other evaluations of the children and all teachers differentiate in their subjects to ensure that the pupil's reach their potential.

As a new school, there is a lot of effort going into building up the school - developing policies, plans and guidelines, recruiting and inducting new staff, creating new traditions, common values and a sense of identity and unity. This work is advancing to plan but is very time consuming and at times puts pressure on staff.

Academic Standards

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

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

All pupils are to improve academically

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

As ESCPH only has Nursery to 4th grade, there is no data on academic results.

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

The school's evaluation and initiatives

To challenge all pupils to the best of their ability is a central objective for the European School Copenhagen. This is the first of four overall objectives, adopted by the school board, guiding the development of the school from 2017-2020. The school works on this objective in a number of ways, but central are the individual development of the pupils and the continuing development of the teachers' competences.

Student assessments

As a part of the European School system, ESCPH carries out assessments of the students twice a year (winter and summer semester). The assessment, which is standard in the European School system, is divided into two parts and completed by the teachers. The first part describes the pupil as a learner, as a person, and in relation to others. The other part of the assessment focuses on the academic standards and progress of the child and includes all subjects.

In addition to these assessments, our year 2 and year 4 classes in the Danish section will take part in the National Tests for Danish and Year 3 in the National Tests for maths. The Danish section also took the voluntary and mandatory National Tests in 2016/17, even though the school follows a different curriculum. The school performed well in the tests in 2016/17 and had above average scores overall. Most of all, however, the tests are useful in helping to identify any pupils, who may be in need of educational support. The English section is not able to take part in the National Tests as these are in Danish, but the teachers in the English section are working on establishing their own assessment system for the English section in substitution of the National Tests. This year, the English section is trialling two different assessment options for reading and one for maths. Results will be recorded for pupils and class and progress tracked for both.

Individual development

All teachers differentiate in their subjects, by outcome, process, level of support and activity so that all pupils are challenged and improve academically. To evaluate the needs of the children, teachers assess formatively through observations of the children and one-on-one conversations. Differentiation is stipulated in the year and semester plans and there are supportive materials provided for children who need it.

There are parent-teacher conferences twice a year and extra parent-teacher conferences where needed to communicate progress and attainment.

Visible learning methods are used to involve each child in their own learning process and help them assess their own learning through discussion and peer review.

Teachers' academic competences and continuing learning and development

All teachers at the European School have a teaching qualification and specific academic competences in the subjects they teach. As required by the European School system, all teachers at ESCPH are native speakers in their language of tuition.

The school is very much focused on ensuring that teaching is based on a high level of professional knowledge and that staff continue to learn and develop. This is a particular challenge at the school, where the staff is highly skilled but come from different countries and therefore need quality training in English and often has different individual needs for personal development and training.

First off, it is essential that all the teachers get a good understanding of the European School system. At the beginning of each school year, we provide an intensive introduction programme for new staff to give them a solid foundation. We also arrange study trips to other European schools to further develop the teachers' knowledge of the European School's values, methods and curriculum (we visited the European School in Helsinki in December 2015 and Luxembourg II in May 2017).

Through the year, the teachers also take part in in-service training programs and conferences organised by the European School system on educational support, Intermath, Discovery of the World and other subjects. Some of the teachers also engage in individual sparring sessions with other teachers in the European School system. Two of our teachers are involved in reading recovery and reading network programmes and all the teachers recently took part in INSET Day, a training day for all the international schools in the Copenhagen area with a focus on leadership in regard to teaching.

In order to support team work and harmonisation across our language sections, the teachers have also taken part in a series of pedagogical discussions facilitated by the Municipality on visible learning, feedback culture and language.

Finally, one of our wellbeing coordinators has received introductory training in the KiVA wellbeing and anti-bullying programme and our pedagogues have attended a workshop with a focus on language acquisition.

A number of the pupils in both the English and the Danish section do not have English or Danish as their mother tongue. In the 2016/17 school year, therefore, the school had a special focus on developing the children's language and literacy in all subjects. The school introduced morning reading time with the children and many other initiatives in class to improve the children's language acquisition, including reading support, visual support, emphasis on vocabulary and language attention in all subjects, home reading, home work, etc. The teachers developed a reading policy for staff and shared reading guidelines with the parents.

Equal Opportunities

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

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

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

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

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

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

The school’s presentation and evaluation

The European School Copenhagen differs from other public schools in the City of Copenhagen by being an international school and having an admission system that amongst other criteria focuses on the pupils and parents’ national background and the parents’ employment. The children and their parents come from all over the world and from many different cultural and social backgrounds. It is therefore particularly challenging to ensure that all the children have equal opportunities in terms of academic achievement, educational readiness and life skills in general.

In terms of equal opportunities, the school has a special focus on linguistic background and knowledge. Since the school only has two language sections so far, the language of the section is not necessarily the mother tongue of the pupil, and in the English section the language of the section differs from that of the surrounding society. This requires a strong focus by the school and the teachers on the pupils’ linguistic understanding as this is fundamental for the pupils’ learning in all other subjects and in their long-term academic results. Because of the teachers’ different educational and cultural backgrounds, it is also central for the school to support harmonisation between the two language sections. To harmonise the educational and yearly plans, the teachers have developed common templates for their yearly and semester plan.

To support the teachers’ work with the pupils’ linguistic understanding, the school organised an in-service training on language and bilingualism in 2015/16 and this focus continues through our team work training and pedagogical discussions on visible learning this year. The school also offers educational support in English for pupils in the English section who have special needs. Additionally, the school offers classes in Danish as a foreign language for pupils in the English section 1 ½ hours per week as part of UU lessons to help them to better integrate in Danish society.

Due to the very diverse group of pupils, the school pays great attention to differentiation. Even though the school has English as a working language, the school has developed a good cooperation with the City of Copenhagen's Resource Center, including the school nurse and wellbeing coordinator. They play a very important role – along with the school – to help ensure that the children and families receive information about nutrition, suitable clothing, local customs and laws, and other important factors for thriving in a new culture and environment.

Finally, we have a strong focus on the children's general wellbeing, which is important in its own right but also a factor for motivation and the ability of the children to learn. The school has adopted Save the Children's Free of Bullying programme and has organised a number of wellbeing days and anti-bullying workshops to try to prevent bullying and create a positive school environment. We have wellbeing coordinators, an anti-bullying policy and are currently setting up a buddy system for the pupils.

Transition to Youth Education

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

All pupils are to complete a youth education

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

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

The school's presentation and evaluation

In the European School system, pupils can continue their education all the way through to the equivalent of grade 12, and upon passing the final year exam are awarded the European Baccalaureate educational diploma. When the European School Copenhagen is fully phased in, it will be organised in three cycles: Nursery (grade 0), Primary (P1-5) and Secondary (S1-7, including three years of high school completed with the European Baccalaureate). The European Baccalaureate is part of the Secondary Cycle and youth education is therefore an integrated part of the European School Copenhagen. The European Baccalaureate is an internationally acknowledged educational diploma that is recognised by most universities in Europe. It is, of course, of great concern to the school that a fruitful learning environment is developed and supported, thereby maintaining and developing the pupils' desire to learn. Besides the academics, the school is also engaged in creating the best possible physical framework for learning in our new school in the Carlsberg City district, working closely with the architects and the Municipality to achieve this.

For the past few years, the school has put a lot of work into developing traditions and a strong sense of identity and unity at the school, among staff, pupils and parents. The school celebrates its multiculturalism and multilingualism through many common school activities such as: assemblies, theme weeks, celebrations, and family events. These are important in ensuring that the children and families at ESCPH feel connected to the school and that the children enjoy going to school.

Curiosity is one of our core values and it is our mission to create 'life long learners' with an open and inquisitive mind. In order to instil this positive attitude to learning, our teachers use many different teaching methods, including the use of technology.

It is also the school's mission to create global citizens, who take responsibility and show empathy towards others and know that they can make a difference. In order to support this, the school organises charity events and projects focused on the environment, children's rights and wellbeing, etc. The pupils are also represented in the pupil council, where they learn principles of democracy and the value of responsibility.

Well-being

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

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

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

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

Pupil Absenteeism

This section describes the development in pupil absenteeism. This section shows that the pupils' average absence is relatively stable.

Table 15 shows the pupils' average absence in percent of the individual school year (total of about 200 days). The total average of absenteeism amongst pupils attending schools in Copenhagen in the 2016-17 school year was 7.1 %. However, the Copenhagen average is higher than both the national average and compared to that of comparable towns (i.e. the 6 largest towns in Denmark). This is important information when one is evaluating whether or not total absenteeism at a given school is reasonable and to be expected, or whether it warrants the implementation of special initiatives.

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

School average	2014/15	2015/16	2016/17
Pupil absenteeism in total percent	6.6 %	5.6 %	5.8 %
Copenhagen – Pupil absenteeism in total in percent	6.8 %	7.0 %	7.1 %

The school's evaluation and initiatives

The pupils' absence

ESCPH is positive about the fact that the pupils' absence is lower than the Copenhagen average. The school recognises that the Copenhagen average is high and that the number therefore cannot be considered low. However, the school has a special group of pupils and parents compared to schools in the City of Copenhagen in general. Many parents and children are of different nationalities and therefore

the school often experiences that parents take their children on longer holidays to their home countries for family visits. The school is very attentive to this challenge and has a continuing dialogue with the Parents Council about how to minimize the absences.

The school has applied for a shorter school year – 190 days rather than 200 school days - which would be more in line with other European Schools, who have 180 school days per year. If approved, the pupils will have two extra weeks of holiday, which would benefit the international families at the school, who would be able to take longer breaks to visit family during the official school holidays. The school is also in the process of introducing new special leave guidelines to try and reduce the problem of parents taking their children out of school during the semester.

Absence resulting from children arriving late to school, which is very disruptive for the child, teacher and class as a whole, has been given a lot of attention too. In the school year 2016/17, the school was able to bring attention to lateness and improve and reduce late arrival by using a 'pink slip' system and calling parents in for a meeting when children were repeatedly late.

Pupil absence is of course far from the only indicator of pupil wellbeing and the school is doing a lot of other work in this area to ensure the children develop, thrive and form friendships.

The school is committed to creating and maintaining a safe and secure environment for all pupils and staff and seeks to prevent occurrences of bullying.

The school has two teacher wellbeing coordinators and organises an annual wellbeing day and a children's rights day to bring attention to the issue of wellbeing. The school also has an anti-bullying policy and is currently in the process of finalising its wellbeing policy and e-bullying policy.

The school is a Save the Children ambassador school and the teachers and pedagogues use the Free of Bullying programme with its different materials and resources to work within class to encourage a culture of mutual respect and tolerance.

The school also works closely with the Resource Center to ensure there is focus on and help for the children, who are clearly not thriving. During the year, the school has also brought in a wellbeing consultant from Save the Children to give a presentation to the Parents Council regarding the Free of Bullying initiative, including practical tips and tools for contact parents. This talk was very well received and the consultant was subsequently invited back to present in one of the classes where there was a need for some tips and tools to improve the dynamics in the classroom. This was arranged in cooperation with the Resource Center.

Trust and Attractiveness

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

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

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

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

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

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

Employee well-being and absenteeism

This section focuses on the employees of the school and shows the development of employee absenteeism and well-being. The section shows that the employee absenteeism has been reduced since last year.

In addition, the section shows that the school performs very well when it comes to overall well-being and when it comes to cooperation and guidance compared to the average for Copenhagen.

Unfortunately it is not possible to see if the level of employee satisfaction has changed over time since no data is available from 2015.

Table 18 shows employee absenteeism over the last years. The absence is divided into short-term and long-term absenteeism. This is because individual employee long-term absenteeism may compromise the overall picture. Also, short and long-term absenteeism represents two different challenges and thus different initiatives as possible solutions.

Table 18: Employee absenteeism

The schools average absenteeism	2014	2015	2016
The absenteeism is measured in days			
Short-term absenteeism	6.7	3.8	4.7
Long-term absenteeism	-	6.4	-
Absenteeism in total	6.7	10.2	4.7

The average absenteeism in the Child and Youth Administration in 2016 among all schools was **11.8** days in total.

Table 19 and Table 20 show how the school’s employees have answered selected questions in the survey concerning employee well-being, in which all employees in the Child and Youth Administration participate every other year. The survey concerning employee well-being was completed in 2017, and the questions answered on a scale of 1-7, where 7 is most positive and 1 is most negative.

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

Satisfaction, motivation and quality (Average in Copenhagen for 2017 in brackets) ¹	2015	2017
Are you satisfied with your job in total, all things considered? (5.4)	-	5.9
Do you feel motivated and engaged in your work? (5.6)	-	5.6
Are you satisfied with the quality of the work you do?(5.2)	-	5.9

Table 20: Employee well-being – Cooperation and guidance

Cooperation and guidance (Averaged for Copenhagen in 2017)	2015	2017
Is there a good cooperation between you and your colleagues? (5.8)	-	6.3
Do you have good cooperation with your immediate leader? (5.5)	-	6.1
Do you get professional guidance and support from your immediate leader? (4.8)	-	5.7

¹ All employees at school

The school's evaluation and initiatives

The school is committed to developing a good working environment and is very focused on staff well-being. Management works closely with the work environment and union representatives to ensure that staff grievances and issues are dealt with, and generally seeks to involve staff in the development of the school through a variety of projects, working groups, surveys and staff meetings. There are also many social events organised through the year for ESCPH as well as with Sankt Annæ Gymnasium.

The school is pleased to see that employee absenteeism at the school is significantly below the average for the Child and Youth Administration in Copenhagen, 4.7 versus 11.8 days in total, and that the school has seen a reduction in employee absenteeism from the last few years.

The school also showed very positive results in the Municipality of Copenhagen's Employee Satisfaction Survey 2017. The staff generally reported high levels of job satisfaction and wellbeing, and the results were higher than the average for all schools in Copenhagen in almost all areas. The survey results showed that the school needs to improve in regard to the: physical environment, learning and development opportunities and health promotion. These results were very much in line with the results in the school's own internal survey conducted in November 2016.

The concern about the physical environment is hardly surprising given that the school has had to move many times and has been housed in temporary facilities. Noise and a lack of space – particularly a lack of preparation and meeting spaces – have been a big concern.

Staff have also expressed that they would like better training and development opportunities. With staff of many different backgrounds and with very high qualifications, it has been a challenge to find relevant and suitable training for particularly the school's international teachers.

The school's new temporary facilities at Kirsebærhavens Skole are an improvement on the school's previous space in terms of meeting and preparation spaces for teachers, but the KKFO has less space than previously. The KKFO has therefore invested in smart solutions such as dividers to maximise usage and reduce noise in the limited space available.

While the school can make various smaller improvements to the school's temporary space at Kirsebærhavens Skole, the school's effort are now primarily going into ensuring that we create the best possible working environment for staff and learning environment for pupils in the new school building in the Carlsberg City District. The school has created working groups to work with the architects and Municipality on the interior spaces, furniture and other requirements and specifications for the school's different areas, including Primary, Secondary, Learning Center, KKFO, Music, Science, Art, etc.

In regard to training and development opportunities, it is a high priority that staff develop their competences and feel challenged and satisfied in their careers. The school is therefore working with the Municipality and the European Schools system to identify and organise more relevant and valuable training for the teachers. We have also started working with the other major international schools in Copenha-

gen to meet our teachers' training needs together. INSET day in October is an example of this collaboration and was well received by the teachers.