



## Agenda for the European School Copenhagen School Board Meeting

Date: Wednesday 9<sup>th</sup> June 2021  
Time: 17:00 – 19:30  
Venue: Staff lounge, 2nd floor, European School Copenhagen  
Members: Jonas Christoffersen (Chair), Hans Bruyninckx (Deputy Chair), Christen Bagger (Parent Rep), Rikke Karlsson (Parent Rep), Caroline Warner (Parent Rep), Eskil Berg Kappel (Parent Rep), Rasmus Hornecker (Staff Rep), Tim Ford (Staff Rep), Stine Hvitved Leather (Staff Rep), Dwaj Jethani (Student Rep), Anette Holst (Principal), Julie Rørdam Thom (Deputy Principal)  
Guests: Helle Bjerre Degn (Head of Primary), Hella Helvig Jensen (Head of Administration), Uri Harlam (Head of After School Care), Charlotte Høirup (Deputy Head of Primary)  
Excuses: Alice Malmberg (Student Rep)  
Minutes: Stine Hvitved Leather

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

1.1 Annex – Agenda European School Board meeting 09062021

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

2.1 Annex - Minutes ESCPH Board meeting 22042021

### 3. Election of staff representatives to the Board (information) – 3 mins.

### 4. Strategic Focus Points 2021-22 (decision) – 60 mins.

4.1 Annex – Draft Strategic Focus Points 2021-22

*Comment: The draft strategic focus points for 2021-22 will be presented for discussion and approval by the Board.*

### 5. Proposed meeting dates in 2021-22 (decision) – 5 mins.

5.1 Annex – Draft meeting plan 2021-22

*Comment: Proposed meeting plan for 2021/22 for decision by the Board.*

### 6. Plans for the annual school meeting (decision) – 10 mins.

*Comment: The Board must decide on a date and discuss ideas for the 2020 annual school meeting.*

### 7. Consideration of the new proposed bylaws for the Board of the European School Copenhagen (discussion) - 30 mins. – **POSTPONED UNTIL SEPTEMBER**

Annex 1.1. Agenda European School Board meeting 09062021



**8. Status on learning and well-being post-lockdown (information) – 10 mins.**

*Comment: The school's management will give an update on the impact of Covid on the education and well-being of the students, including the allocation of extra resources to specific subject- and wellbeing initiatives.*

**9. Update on the staff satisfaction survey (information) – 10 mins.**

9.1. Annex - TU21 Summary Results

*Comment: Julie Thom will present the key findings and plans for follow-up.*

**10. Various updates and information – 15 mins.**

- Various information from management
  - Planning for next school year
  - New staff/recruitment
  - Admissions status
- Information from the staff
- Information from the students

*Comment: Brief information points from the school's management, staff and student representatives.*

**11. AOB – 5 mins.**



## Minutes from the Meeting of the Board of the European School Copenhagen

Date: Thursday 22 April 2021  
Time: 16:30 - 18:00  
Venue: The meeting was conducted via Teams  
Members: Jonas Christoffersen (Chair), Hans Bruyninckx (Deputy Chair), Christen Bagger (Parent Rep), Rikke Karlsson (Parent Rep), Caroline Warner (Parent Rep), Eskil Berg Kappel (Parent Rep), Rasmus Hornecker (Staff Rep), Tim Ford (Staff Rep), Stine Hvitved Leather (Staff Rep), Anette Holst (Principal), Julie Rørdam Thom (Deputy Principal)  
Guests: Helle Bjerre Degn (Head of Primary), Hella Helvig Jensen (Head of Administration), Hans Bolvinkel (Teacher in Upper Secondary)  
Excuses: Dwaj Jethani (Student Rep), Alice Malmberg (Student Rep)  
Minutes: Stine Hvitved Leather

### Minutes:

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

1.1 Annex - Agenda European School Board meeting 22042021

The Board was introduced to Hans Bolvinkel, teacher in the upper secondary school, who was invited as a guest.

#### Decision:

- *The Board approved the agenda.*

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

2.1 Annex - Minutes ESCPH Board meeting 25022021

Comment: *The minutes from the last Board meeting were approved via email on 18<sup>th</sup> March 2021.*

#### Decision:

- *The Board approved the minutes.*

#### 3. Covid-19 update including the gradual reopening of the school (information) - 10 mins.

On Monday April 12<sup>th</sup>, the students in P5 to S4 returned to in-person learning at the school 50% of the time, the other 50% still being taught online at home. The authorities have since announced that the 50% online teaching can be replaced by outdoor teaching but ESCPH is challenged by a lack of outside space so the school

Annex 2.1. Minutes European School Board meeting 22042021



has decided only to do this when it makes sense and it can be coordinated with the other online classes. The primary focus is learning.

Rikke Karlsson enquired about the possibility of more online lessons during the weeks when the students are home. Helle Degn said that the online teaching had been continually evaluated and adjusted and the teachers had landed on the number of online lessons that best suited the students so there would be no additional online lessons.

Voluntary COVID tests are now offered at the school for students aged 12 and up. Tests in the upper secondary school are mandatory.

#### **4. Strategic Focus Point 1: Upper Secondary implementation (information) – 30 mins.**

##### 4.1. Annex – Focus Point 1 Upper Secondary implementation

Hans Bolvinkel (teacher in Upper Secondary) will coordinate the BAC preparations and he gave a status on the development of the upper secondary school thus far:

- Staff well-being is good, the staff are positive and have a pioneering spirit. There are plans to improve the staff prep room and create a library, etc.
- The first B tests went well and there is focus on how to conduct future tests.
- Transition from S3 to S4 and from S4 to S5 has been discussed and is a future focus
- Plans have been made for the final three weeks of school, including alternative tests to practice other competences, a trip to Kongelundsfortet and a 'Climate day' with an external speaker
- It has been difficult to develop a youth culture this year due to Corona but ideas are being discussed with the students for parties, talent development and competitions, music, sports, knitting, communications, parties, etc.
- The teachers feel that they have been able to deliver the content despite the lockdown but can ask for extra resources if they identify any gaps.

Julie said she was happy with the progress being made and that the development of the upper secondary department will continue to be a big focus next year. Inspectors from the European Schools will perform the initial accreditation audit of S6 and S7 in the autumn with a particular focus on the school's planning and preparations for the BAC.

#### Decisions:

- *The Board was pleased with the progress in the upper secondary and noted the importance of keeping an eye on any potential gaps in academic attainment that may have resulted from the lockdown.*

#### **5. Annual Report 2020 Upper Secondary (information) – 5 mins.**

##### 5.1. Annex – Revisionsprotokollat 2020\_Upper Secondary



## 5.2. Annex – Årsrapport 2020\_Upper Secondary

Jonas explained that the 2020 accounts and annual report for Upper Secondary were approved by the Campus Board on 24th March 2021.

Hella gave a summary to the Board:

- This is ESCPH's first annual report for the upper secondary school.
- The auditors did not have any remarks to the accounts.
- Key indicators are difficult to compare with other upper secondary schools as the 2020 report only covers five months and 25 FTE students. The accounting principles also vary slightly.
- In 2020, the school made a profit of approx. 1 million kroner.
- This profit was the result of lower costs associated with salaries, student activities and learning materials due to Corona.
- The profits are transferred to the school's equity/cash reserves and is not part of the operating budget.

### Decision:

- *The Board took note of the update on the annual report.*

## **6. Proposal from the parent representatives regarding the admission criteria (decision) – 15 mins.**

### 6.1. Annex - Admission\_ESCPH\_2021

Christen Bagger presented a paper for consideration by the Board containing different suggestions from parents on how to change the admission criteria.

One of the was to change the sibling criteria so that applicants who have siblings at the school are considered based on their siblings' original admission category. The other suggestions are bigger changes aimed at making it easier for returning Danes to get admitted, which would change the international nature of the school.

It was discussed that the politicians and the foundations, who funded the school, would be unlikely to support these changes as the school was established to attract international families to Copenhagen and they have already dismissed a sibling guarantee.

It was also emphasised that admission is not just based on the parents' admissions category but also the child's language skills, academic level and maturity/school readiness.

### Decisions:



- *The Board will look further into the sibling proposal but does not support the other proposed changes to the admission categories.*

## **7. Various updates and information - 20 mins.**

- Employee satisfaction survey

Every year the Municipality of Copenhagen carries out an employee satisfaction survey. The key results will be shared at the next Board meeting but overall the results show that ESCPH lies slightly above the average for schools in Copenhagen. The results for upper secondary and primary are particularly good, and this is very positive given the challenges this year due to Corona.

- New staff/recruitment

A new French teacher has been hired for Primary 3 FR and the school is currently seeking a new class pedagogue as well. Various teaching positions are also being filled in lower and upper secondary.

Unfortunately, Vibber has resigned as Deputy head of Secondary due to personal reasons. The job will be readvertised, and two parent reps are needed for the recruitment committee. Christen suggested using an external agency to find a new candidate.

### Decision:

- *The parent representatives will agree two names for the recruitment of a new Deputy Head of Secondary.*
- *Hella will email the recruitment plan to the parent representatives.*

- Admissions update

The admissions process for the three new nursery classes has been completed and the parents will now be notified of the outcome of their applications. A screening is planned on Tuesday for S1FR and the applicants will receive their admission letters by Mid-May.

Rikke Karlsson raised concerns from parents, who have waited a long time to hear from the school. Helle Degn explained that the process had been delayed this year due to Corona.

### Decision:

- *It was agreed to put a message on the website to inform applicants when they can expect a reply.*
- Information from the staff



The teachers do not have any major concerns about learning gaps due to Corona but a lot of time is being spent getting up to speed with all the changing regulations.

The administrative staff is back at the school after the lockdown. The administrations at SAG and ESCPH have conducted a small survey on working from home during the lockdown and there were a lot of good lessons and some less good too. There are plans to make some improvements to the physical working environment in the reception area.

#### **8. AOB - 3 mins.**

It was mentioned that there have been no further developments on the plans to separate SAG and ESCPH.

# DRAFT Strategic Focus Points for European School Copenhagen 2021/2022

Dept.	Focus point	Background - why?	Objective(s) – what?	Lead/stakeholders – who?	Actions – how?	Key dates – when?	Successes / evaluation*
All	1. <b>One Whole School (Continued from 2020/21)</b>	Following the lockdown and while the school continues to grow, there is a need to focus on cohesiveness and creating a common identity.	All stakeholders perceive the school as one and there is a strong common European school identity	Uri Harlam	<ol style="list-style-type: none"> <li>1. Management to assume different interdepartmental areas of responsibility (e.g. Charlotte - Resource Centre)</li> <li>2. Organise staff activities involving all staff groups</li> <li>3. Organise all-school event/party involving the PC and the PA</li> <li>4. Organise transition events and establish new traditions</li> <li>5. Collaborate across departments to address problem areas identified in the employee satisfaction survey</li> <li>6. See also activities relating to 2. PLRC and 3. Harmonisation</li> </ol>		<p>Staff experience that there is a greater sense of community at the school e.g. at relevant all school meetings.</p> <p>Students in S1, S4 and S6 express being supported in their transition, both socially and academically e.g. new subjects and working methods.</p>
All	1. <b>PLC and RC (Pedagogical Learning Center and Resource Center)</b>	As Secondary doesn't have a PLC, we want to <b>create a common PLC for Primary and Secondary</b> to further <b>develop our inclusive learning environment.</b>  We would also like to <b>increase collaboration</b> between Primary and Secondary resource persons in both <b>PLC and RC</b> to ensure we utilise the resources in the best possible way.	As a result of a better physical environment and organisation of the PLC, and increased collaboration between resource persons in Primary and Secondary including RC, the students have an inspiring, supportive, and inclusive study / learning environment where they can achieve their potential.  It should also lead to fewer cases ending in the RC from Lower Secondary.	Charlotte Høirup	<ol style="list-style-type: none"> <li>1. Plan process for expansion and organisation of the PLC/RC</li> <li>2. Integrate resources like ICT, reading support counsellor, educational support in the PLC</li> <li>3. PLC to support teachers and offer a variety of learning activities</li> <li>4. Inspire and disseminate experience and knowledge to pedagogical staff</li> <li>5. Establish a Secondary Library/Study Centre</li> <li>6. Purchase and register books for the School Library</li> <li>7. Establishment and operation of book storage room/basement</li> <li>8. Lower Secondary team structure is supported by meeting structure and co-work with Pedagogical</li> </ol>		<p>Questionnaire to be developed for pedagogical staff and students - objectives/success criteria achieved:</p> <p>Teachers' teamwork and collaboration around classes, with PLC and RC is experienced by teachers and students as supporting the students' learning progression and well-being in the school.</p> <p>Students are engaged and motivated to learn, and the school meets the different needs by offering a variety of learning activities and specific support. Fewer cases require RC support.</p> <p>Teachers express loan and return of books is working smoothly and the School</p>



Dept.	Focus point	Background - why?	Objective(s) – what?	Lead/stakeholders – who?	Actions – how?	Key dates – when?	Successes / evaluation*
					<ul style="list-style-type: none"> <li>Development Consultant Stine Lykke Nielsen</li> <li>9. More teachers from Lower Secondary are allocated into educational support and study café</li> </ul>		<p>Library and PLC support the teaching they do in class.</p> <p>Lower Secondary teachers and students express satisfaction with educational support.</p> <p>In Primary, teachers express that the possibility to collaborate about academic progression outside and in the classrooms have increased.</p> <p>Primary teachers express having common tools and language by using the different elements from the action plan.</p> <p>In the S6 Audit, ESCPH scores high on the 'European Dimension'.</p> <p>In the Lower and Upper Secondary departments, teachers and students express satisfaction with identical tests.</p> <p>Lower and Upper Secondary students feel that their teachers grade and assess identically.</p> <p>Teachers have identified and closed any gaps in the learning in general.</p>
All	<b>2. Harmonised didactic approach / learning progression</b>	We wish to support best practice sharing and staff development to ensure high academic progression among students and close any potential learning gaps post-lockdown. Among other things by introducing ES 8 key competencies, action-oriented learning and co-teaching.	To underpin our values and mission to foster high academic standards, curious and independent thinking students, lifelong learners and responsible global citizens.	Helle Degrn / Pedagogical Development Group	<ul style="list-style-type: none"> <li>1. Common focus and discussion of ES learning objectives / 8 key competences</li> <li>2. B-tests are identical across language sections</li> <li>3. Follow up on learning and well-being post-lockdown</li> <li>4. Organise co-teaching/'balkort'</li> <li>5. Feedback and data</li> <li>6. Assessment and grading are the same from teacher to teacher</li> <li>7. Action-oriented learning</li> <li>8. Portfolios</li> <li>9. Transition</li> <li>10. Deliver the professional development plan</li> </ul>		
Upper Secondary	<b>3. BAC implementation (Continued from 2020/21)</b>	In August 2021, our students enter the European Baccalaureate cycle and it's important that we comply with all the EB regulations and achieve initial accreditation of S6 and S7.	A successful audit. The creation of a good social and study environment.	Julie Thom / Hans Bolvinkel	<ul style="list-style-type: none"> <li>1. Plan for successful audit process</li> <li>2. Implement SMS MySchool</li> <li>3. Recruit new students for S5 and S6 / retain and ensure good transition of existing S4 students</li> <li>4. Create a good social and study environment, traditions and student exchange/ international travel</li> </ul>		<p>Teachers express satisfaction with SMS MySchool with regards to school reports.</p> <p>25-50% more students choose to continue from S4 to S5 compared to 2021.</p> <p>25-50% more external students choose the S5 at ESCPH.</p>

Dept.	Focus point	Background - why?	Objective(s) – what?	Lead/stakeholders – who?	Actions – how?	Key dates – when?	Successes / evaluation*
					5. Develop ES support and study counselling programme		Students express satisfaction with study guidance and career planning.  S5 and S6 students express satisfaction with new learning- and social areas.
Administration (Group Administrations = SAG & ESCPH)		The objective of the group administration is to support the schools' core function (kerneoppgave) in the best possible way and the focus is therefore on quality assurance and coherence.	Knowledge sharing and involvement across the departments, working in close collaboration with the professional management groups.  Quality output and high professionalism, while maintaining a good working environment.  Continuity between the different subject areas.	Hella Helvig Jensen/ Technical & Administrative Staff, Management at ESCPH & SAG	<ol style="list-style-type: none"> <li>1. Update job descriptions and annual task plans (årshjul)</li> <li>2. Prepare procedures to support performance of the tasks and create transparency.</li> <li>3. Hold meetings with management regarding the tasks, output and quality.</li> </ol>		TRIO evaluates that the working environment/ well-being of the group administration is good.  At a joint meeting, the administrative staff assess that collaboration with the professional/dept. managers has improved, and there is greater clarity about the tasks.  Management at SAG and ESCPH find that there has been good administrative support for the core function and a focus on quality assurance.

\* staff, student council and PC will be invited to evaluate briefly against each focus point (improved/better, no change, less/worse)

# DRAFT ESCPH Meeting Plan 2021-2022

Meetings	SEP/OCT	NOV/DEC	JAN/FEB	MAR/APR	MAY/JUN
<b>Campus Board</b>	23/9-21	7/12-21		6/4-22	9/6-22
<b>SAG Board</b>	16/9-21	7/12-21	23/2-22	6/4-22	9/6-22
<b>ESCPH Board</b> (Thursdays 16:30-18:30)	23/9-21 <sup>1</sup>	9/12-21	24/2-22	7/4-22	9/6-22 <sup>2</sup>
<b>Annual School Meeting<sup>3</sup></b> (Wednesday 17:00-18:30)	27/10-21	3/11-21 10/11-21			
<b>Primary PC</b> (Tuesdays 15:30-17:00)	14/9-21		25/1-22		3/5-22
<b>Secondary PC</b> (Wednesdays 16:00-18:00)	15/9-21		26/1-22		4/5-22
<b>ESCPH MED</b> (Thursdays 14:30-16:00)	16/9-21	2/12-21	10/2-22	7/4-22	2/6-22

<sup>1</sup> ESCPH & Campus Mtg, 16:30-18:30

<sup>2</sup> Joint Strategy Seminar, 16:30-20:00

<sup>3</sup> Need to decide on one date for the annual school meeting

KØBENHAVNS KOMMUNE

# Trivsels- undersøgelse 2021



**SANKT ANNÆ GYMNASIUM**  
**EUROPEAN SCHOOL COPENHAGEN**

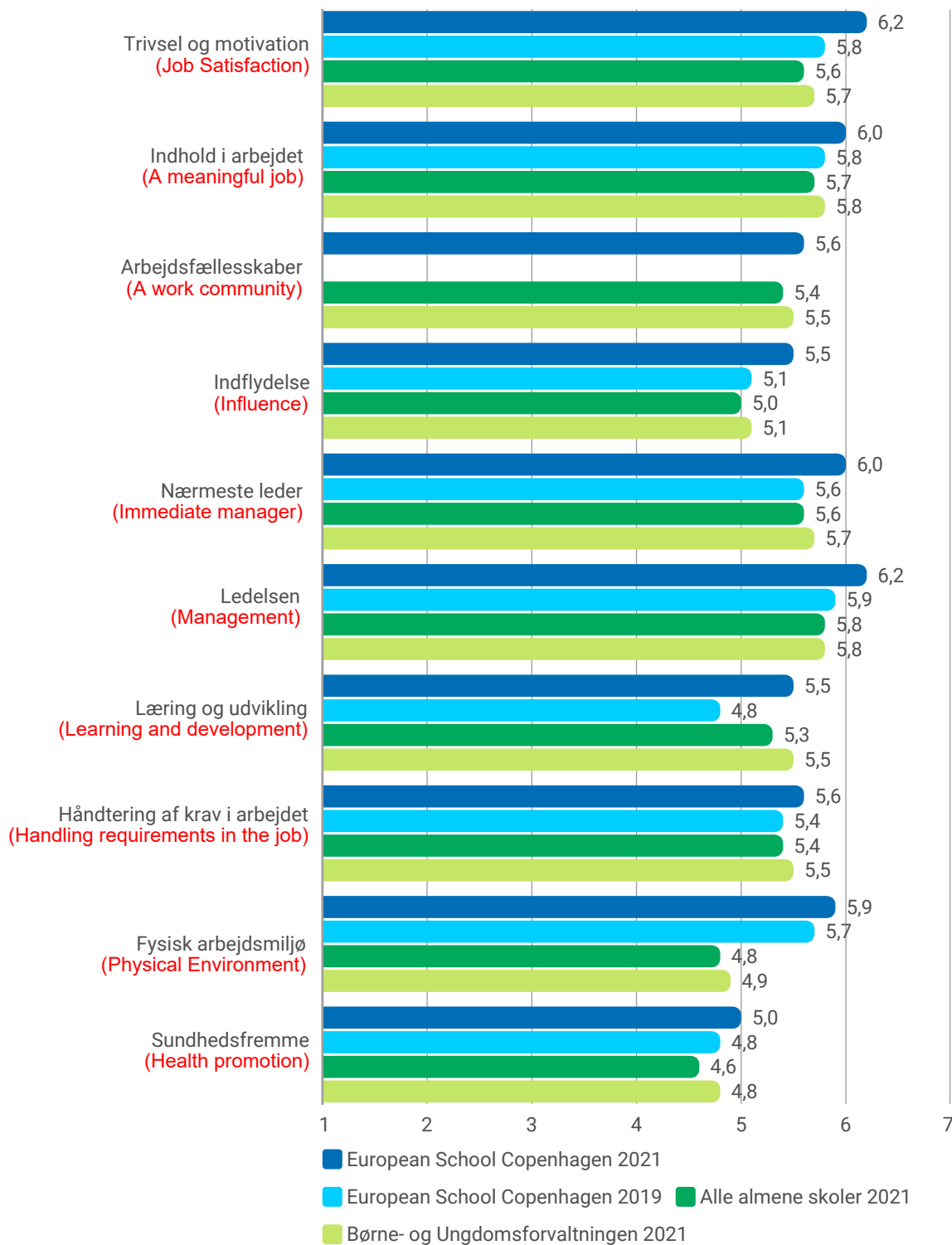
Strategisk rapport  
Svarprocent: 78% (58/74)



Annex 9.1. TU21 Summary Results

## Temaoversigt (Average Score by Topic)

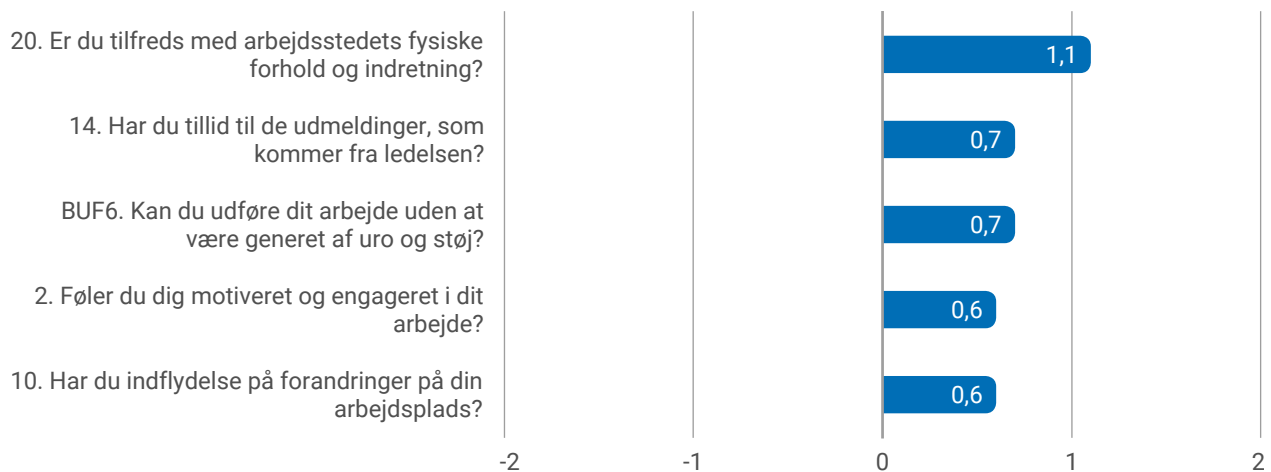
Oversigten viser de gennemsnitlige scorer for temaerne i trivselsundersøgelsen, der kan beregnes gennemsnit for. Resultatet for European School Copenhagen er om muligt sammenlignet med enhedens resultat i 2019 samt organisatoriske benchmarks. Evt. forvaltningsspecifikke spørgsmål indgår ikke i temagennemsnit.



## Største positive og negative forskelle i forhold til Alle almene skoler

I figuren vises de op til 5 spørgsmål, som afviger mest positivt i forhold til det samlede resultat for Alle almene skoler (mørkeblå søjle), og de op til 5 spørgsmål, som afviger mest negativt i forhold til det samlede resultat for Alle almene skoler (lyseblå søjle). Figuren viser differencen i score mellem enheden og Alle almene skoler.

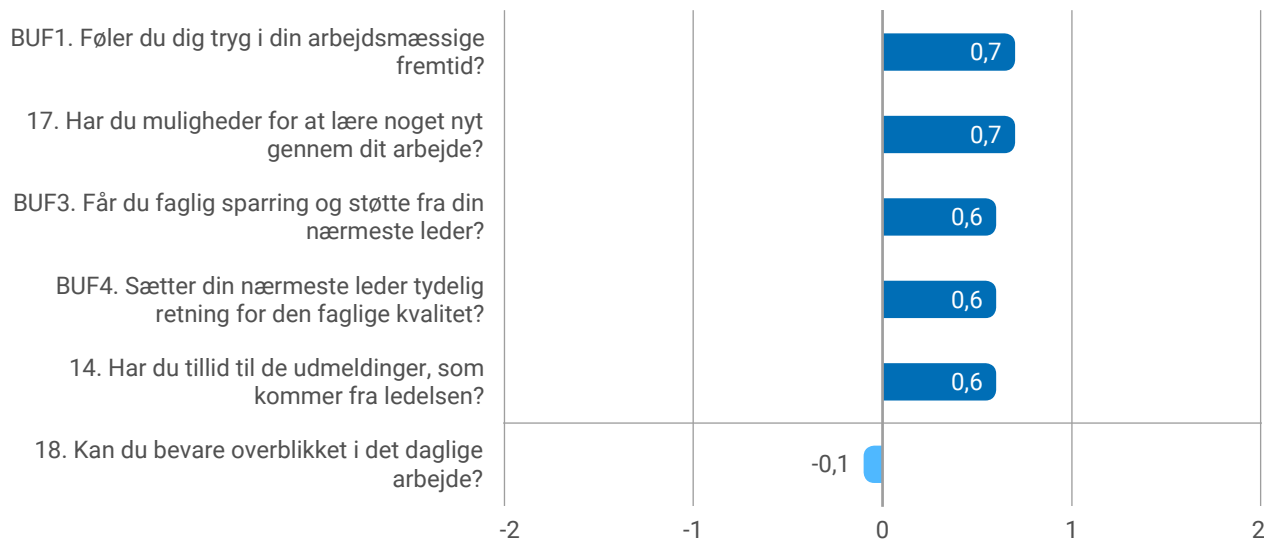
Hvis der ikke er fem spørgsmål, der afviger positivt ift. Alle almene skoler, vises færre end fem søjler. Tilsvarende med de negative afvigelser.



## Største positive og negative forskelle i forhold til historik

I figuren vises de op til 5 spørgsmål, som afviger mest positivt i forhold til enhedens resultat for 2019 (mørkeblå søjle), og de op til 5 spørgsmål, som afviger mest negativt i forhold til enhedens resultat for 2019 (lyseblå søjle). Figuren viser differencen i score mellem 2021 og 2019.

Hvis der ikke er fem spørgsmål, der afviger positivt ift. 2019, vises færre end fem søjler. Tilsvarende med de negative afvigelser.



## Resultattabeller - enheders resultater på temaer

Tabellen herunder viser enhederne med mere end 5 besvarelser i rapportens område med tilhørende temascorer. Cellen med temascoren er farvet for at markere forskellen i score mellem enheden og Børne- og Ungdomsforvaltningen. Formålet er at vise forskelle, som kan siges at have betydning.

En positiv forskel på 0,35 eller derover er markeret med GRØN

En forskel mellem -0,35 og +0,35 er markeret med GUL

En negativ forskel på -0,35 eller mere er markeret med RØD

Værdien 0,35 anvendes af Det Nationale Forskningscenter for Arbejdsmiljø (NFA) i vurderingen af det psykiske arbejdsmiljø.

Opdeling et niveau under	Antal svar	Trivsel og motivation	Indhold i arbejdet	Arbejdsfællesskaber	Indflydelse	Nærmeste leder	Ledelsen	Læring og udvikling	Håndtering af krav i arbejdet	Fysisk arbejdsmiljø	Sundhedsfremme
<b>Børne- og Ungdomsforvaltningen</b>	14.079	5,7	5,8	5,5	5,1	5,7	5,8	5,5	5,5	4,9	4,8
<b>Alle almene skoler</b>	4.247	5,6	5,7	5,4	5,0	5,6	5,8	5,3	5,4	4,8	4,6
<b>European School Copenhagen</b>	58	6,2	6,0	5,6	5,5	6,0	6,2	5,5	5,6	5,9	5,0
European School After School Care	18	6,3	6,0	5,9	5,3	5,9	6,2	5,9	5,9	5,4	4,8
European School Copenhagen - LOWER SECONDARY	8	5,4	5,5	5,1	5,4	5,7	5,8	5,4	4,9	6,0	5,6
European School Copenhagen - Primary	21	6,4	6,3	5,5	5,5	6,3	6,3	5,1	5,4	6,2	4,9
European School Copenhagen - Upper Secondary	6	6,4	6,2	6,1	5,8	6,3	6,6	5,3	6,3	6,3	5,8
European School Copenhagen - Ledergruppe	5	5,4	5,3	5,7	6,0	5,9	6,1	6,0	5,2	5,2	4,3