

Europaskolen København European School Copenhagen



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), Christen Bagger (ESCPH Parent), Johan Lindell (ESCPH Staff), Rasmus Hornecker (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)
Minutes: Helene Kristensen

ESCPH Board Meeting

Agenda:

- 1. Approval of the agenda (decision) – 1 min.**
Annex 1.1 - Agenda ESCPH Board Meeting 20240620
- 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
- 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.
- 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.
- 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.



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.

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

Annex 7.1 – European Baccalaureate session 2023

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

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)

10. Various updates and information – 10 mins.

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

11. AOB – 5 mins.

Europaskolen København European School Copenhagen



DRAFT Minutes **ESCPH Board Meeting**

Date: Thursday 18 April 2024
Time: 16:30-18:30
Venue: 214, 2nd Floor, European School Copenhagen
Members: Tinne Hoff Kjeldsen (External Member), Margo Rachat (ESCPH Parent), Stéphanie Horion (ESCPH Parent), Laure Conte (ESCPH Parent), Johan Lindell (ESCPH Staff), Rasmus Hornecker (ESCPH Staff), Blanka Erös (ESCPH Student), Dakshayini Manoghna Potluri (ESCPH Student), Julie Rørdam Thom (Director ESCPH)
Guests: Hella Helvig Jensen (Head of Administration), Helle Bjerre Degn (Head of Primary), Hans Bolvinkel (Deputy Head of Upper Secondary)
Apologies: Kira Peter-Hansen (MEP and External Member), Christen Bagger (ESCPH Parent), Laura Rosenvinge (Copenhagen City Council), Andreas Manville (EEA and External Member)
Minutes: Helene Kristensen

ESCPH Board Meeting

Agenda:

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

Annex 1.1 - Agenda ESCPH Board Meeting 20240418

Tinne Hoff Kjeldsen bid the board welcome and chaired the meeting in Kira Peter-Hansen's absence.

Julie Rørdam Thom suggested to switch items 6 and 7 on the agenda.

Decision:

The agenda was approved by the board with the suggestion of switching items 6 and 7.

2. Approval of the minutes of the ESCPH board meeting 22 February 2024 (decision) – 1 min.

Annex 2.1 - Draft ESCPH Board Meeting Minutes 20240222

Decision:

The minutes were approved by the board.

3. 2023 accounts for Upper Secondary (decision) – 15 mins.

Annex 3.1 – Årsrapport 2023_ESCPH Upper Secondary_Til underskrift



Annex 3.2 - ESC - Statusprotokol 2023 (Final)_Til underskrift

Purpose: Hella Helvig Jensen will present the 2023 accounts for the Upper Secondary for approval by the board.

Hella Helvig Jensen presented the annual report and the 2023 accounts for the Upper Secondary. There are two annexes, the annual report that we compose, and the audit report.

The annual report

- The ESCPH Board and the Campus Board that was dissolved on 31st of July 2023 are both listed in the report as it has been a transitional period after the separation from SAG.
- The auditors deemed the report true and fair and they did not have any remarks to the accounts.
- We budgeted for 182 annual students while we only had 178.
- Despite budgeting for more students, Upper Secondary comes out with a surplus of DKK 90,689.
- The key numbers show the gradual increase in students along with the full-year equivalent jobs. The school uses its resources well.

The audit report

- The audit report confirms that the auditors have provided the annual report with an unmodified audit opinion and have issued a statement on the management review without comments.
- The audit report confirms that they follow the legal standards for auditor independence, they have received all information requested, the government grants are spent according to the terms given, and that reimbursements and basis for the grants have been assessed according to applicable rules.
- It is emphasized that we are under the Municipality of Copenhagen's accounting and financial policies.
- Their audit did not give rise to any remarks.

4. Staff relocation (orientation) - 10 mins.

Julie Rørdam Thom informed the board that management have worked on allocation of hours following the budget for Primary and Lower Secondary, which is significantly tighter compared to previous years. During this process, it became clear that 2.3 teachers must be relocated.

This has been done in a way that ensures the same workload and quality of teaching, and MED and TR's have been involved in the process. The municipality are assisting with the relocation process for the affected teachers.

Staff have been informed at meetings with management and allocation of hours is an on-going process. Management and TR's are supporting the affected teachers.

5. The board's rules of procedure (decision) – 10 mins.

Annex 5.1 – Rules of procedure_2024

Annex 5.2 – Rules of procedure_2024 adjustments

Purpose: To adjust the board's rules of procedure following the separation of SAG and ESCPH.

Julie Rørdam Thom presented the adjustments that have been made to the board's rules of procedure. The rules of procedure have been corrected as to align with the structure of the board following the separation from Sankt Annæ Gymnasium and subsequent closure of the Campus Board, as these were still mentioned in the document.

Annex 5.2 provides an overview of the adjustments that have been made.

Julie Rørdam Thom presented §3 on the board's sphere of competence, where the majority of the changes have been made. The section has been split into items for approval and information, and further into whole school and departments.

Decision:

The board approved the rules of procedure that will take effect from today's date.

6. Strategic Focus Point 4 and 5 (discussion) – 30 mins.

Annex 7.1 – Strategic Focus Points 2023-2024

Purpose: Discuss updates and inputs for strategic focus point 4, European School Copenhagen is a European School in its own right, and for strategic focus point 5, continuous development of the Upper Secondary.

Hans Bolvinkel presented the process for the continuous evaluation of the strategic focus points.

Certain members of staff are responsible for certain focus points. In December, management decide who will evaluate. For example, a teacher in Lower Secondary is responsible for the aim on B-tests and is therefore also responsible for the evaluation. The evaluation is a discussion with both students, teachers, and head of departments. Hans Bolvinkel collects everything in a form to send out to staff members to answer. The teachers who are in charge receives the feedback. The strategic focus points are also discussed at managements meetings and in the pedagogical development group.

Hans Bolvinkel presented strategic focus point 5, continuous development of the Upper Secondary. We want to make sure the department grows and becomes better and better.

Key points:

- We are working on developing the Upper Secondary part of the website with information for both current and future students.
- We have worked on recruitment of S3 and S4 students, and we have been present at parent meetings and S6's have visited their classes.
- We are working on making the physical space in Upper Secondary better, and especially on having a clean area. There is a lack of space during breaks.

- We have focused on motivational teaching with guest speakers, field trips, and students experiencing learning in other environments.
- We are working on the AI policy for the Code of Conduct.
- A class teacher programme has been worked on. In S5, they have a 45-minute period each week with their class teachers. Working on expanding to S6 and S7 with fewer periods.

Julie Rørdam Thom presented strategic focus point 4, European School Copenhagen is a European School in its own right.

Key points:

- We received very good feedback during our Audit in October 2023 on the European dimension.
- Primary has European Week where art was the common theme. The children worked across language sections.
- We are working on our links in the European school system by joining networks and events. Management have been in Alicante at a meeting for all European schools.
- Students in the Upper Secondary student council are taking part in the student council for all European Schools and AES.
- We are working on attending more European Schools initiatives such as writing fest – where students write in their L2s – and EuroSports, which is a huge event.
- We celebrate Europe Day.
- We are working on being part of Erasmus+ and we will apply again next year after receiving feedback on our latest application.
- Primary teachers have attended professional development in Alicante about a Primary assessment toolkit.
- Upper Secondary teachers have attended a Bac correction workshop, where they learn more about the EB, curriculum changes etc.
- We have held great student-driven International Evening/International Morning in Lower Secondary and Upper Secondary.
- We are successfully part of the mobility programme with other European Schools.
- We are part of MUN and would like to do it on a larger scale.

7. Code of Conduct (Upper Secondary) with AI policy (decision) – 10 mins.

Annex 6.1 – Code of Conduct March 2024

Purpose: To approve the Code of Conduct for the Upper Secondary with the addition of the AI policy.

Julie Rørdam Thom made clear to the board that this item takes the form of a discussion rather than a decision.

Julie Rørdam Thom presented the additions that have been made to the Upper Secondary Code of Conduct regarding AI as of now. She made it clear that more discussion with teachers, students, and other professionals is needed in order to shape the AI policy.

Margo Rachat asked about the reasoning behind including the passage that states that it is not permitted to influence or encourage others to adopt extreme or fundamentalist views and/or behaviors. Julie Rørdam Thom explained that we need to include this passage although it is not an issue we have experienced.

8. Admission (orientation) – 15 mins.

Helle Bjerre Degn presented the new Nursery admissions process to the board. The process began medio-November with the information evening and goes on until medio-April. The new classes are now finalized.

It has been clear that the process and challenges keep changing year by year. This year, we worked on attracting applicants for the French section with a French open house, targeted online marketing, and physical flyers. This paid off for the French class. However, there was a challenge in the Danish section. Many of the students that were screened did not meet the language criteria even though we screened all category B1 students. The case has been the opposite in the English section, where many applicants were successful after the screening.

It was suggested that the school, going forward, communicates clearly that there is a chance of admission in all categories.

The Municipality of Copenhagen have decided that there will only be 26 and not 28 students in P0 – P2 going forward. This means that we will fill up the classes with up to 24 students to save space for category A students.

In Lower Secondary, we have worked on aligning the tests for all the language sections. Rolling admissions will be an ongoing process until summer. This is the first year where we have a full French class moving up from Primary, so we have not had to make a new Danish/French S1 class for the first time.

Julie Rørdam Thom presented the admissions process in Upper Secondary to the board. Upper Secondary has seen around the same number of applicants as last year. However, we have had more external but less internal applicants. So far, there will be around 20 students in each class with some L1 French students. We will continue filling up the classes until the summer holiday. We will receive our 2nd priorities soon.

It was discussed why we have less internal applicants, as Lower Secondary students are ensured a space. It was suggested that students in this age groups often realise they can make their own decisions, and that they follow trends set by their classmates. A lot of students also go to efterskole.

When it comes to external applicants, we compete with the IB gymnasiums where the students do not need their L2 to get accepted.

9. Various updates and information – 10 mins.

Information from students

Lower Secondary

- The students feel that the end of the school year is getting closer, especially for the S4s who are graduating.
- The Student Council is organising Lower Secondary gala on 30th of April.

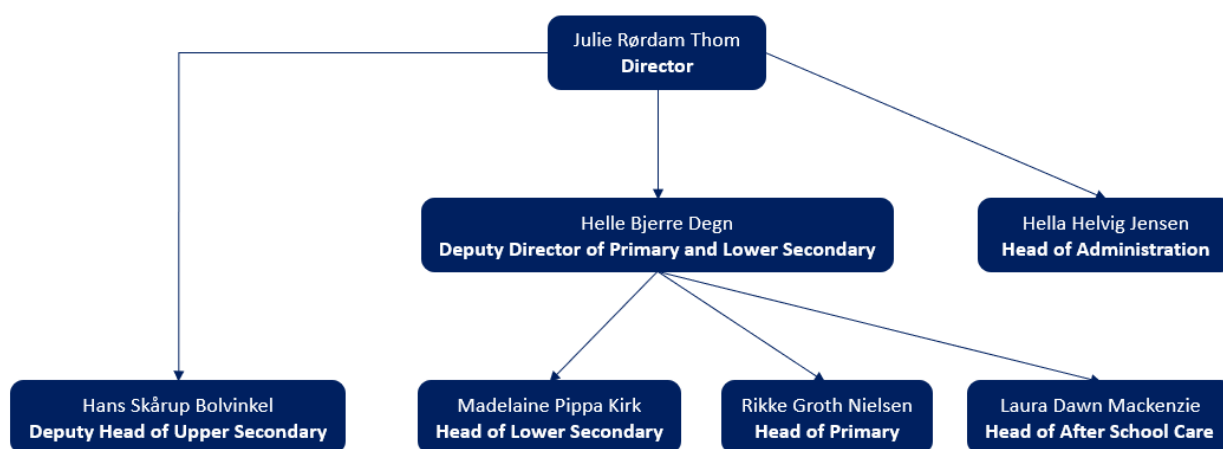
Upper Secondary

- The Upper Secondary have their prom next week, where the students will be dancing lanciers and wearing formal attire. Teachers are invited.
- The S7s are very focused on the Bac already, and the last day of school is getting closer.

Information from management

Julie Rørdam Thom informed the board that management structure will change from next school year. Helle Bjerre Degn will become Deputy Director of Primary and Lower Secondary, Madelaine Kirk will be Head of Lower Secondary and Rikke Groth Nielsen will be Head of Primary. See new organizational chart below.

This change will support Primary and Lower Secondary and ensure even more coherency and collaboration between the departments. It is expected that it will ease many processes, and management have already received positive feedback from the departments.



There is a conference for Accredited European Schools in Tyrol in September with representatives from management, students, staff, and parents.

Proclamation is on June 28th, and invitations are sent out soon.

Management have finished the informational pamphlet for the EEA with information for parents about what the school can and cannot offer in order to ensure clear communication.

Information from staff



Primary and Lower Secondary:

Rasmus Hornecker informed the board that it has been a few intense months in Primary and Lower Secondary following the recent budget announcement. He emphasised that the staff group is now on the other side of this period, and that it has been dealt with in the best way it could be.

Upper Secondary:

Johan Lindell informed the board that the relocation of staff has also affected the Upper Secondary, and that they are now settling again. Allocation of hours and Bac preparations take up a lot of time. It is the 2nd year of the Bac, which means that we have some experience – but there is still plenty left to learn. S6 have just been on their study trip to Athens. All teachers are looking forward to prom.

10. AOB – 5 mins.

Laure Conte inquired about the possibility of study trips for the students in Primary. Julie Rørdam Thom responded that it is not the right financial time to look further into study trips for Primary at the moment. We encourage parents to arrange something outside of the school.



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ESCPH HOLIDAY PLAN 2025-2026

Holidays	School closed		After School Care opening hours
	From	To	
Summer holiday 2025	Saturday 28th June	Sunday 17th August	Open
Autumn	Saturday 11th October	Sunday 19th October	Open
Christmas	Saturday 20th December	Sunday 4th January	Closed from 23rd December until 2nd January (both days included)
Winter	Saturday 7th February	Sunday 15th February	Open
Easter	Saturday 28th March	Sunday 12th April	Closed on the public holidays
1 May	Friday 1st May		Closed
Ascension Day/Kristi Himmelfart	Thursday 14th May	Friday 15th May	Closed
Pentecost/Whitsunday	Saturday 23rd May	Monday 25th May	Closed
Grundlovsdag/Constitution Day	Friday 5th June		Closed
Summer holiday 2026	Saturday 27th June	Sunday 16th August	Open

Mentioned days included

Kalendersiden.dk

2025/26

Jul	Aug	Sep	Okt	Nov	Dec	Jan	Feb	Mar	Apr	Maj	Jun
T 1	F 1	M 1 11 ³⁶	O 1 33	L 1	M 1 71 ⁴⁹	T 1 Nytårsdag	S 1	S 1	O 1	F 1	M 1 172 ²³
O 2	L 2	T 2 12	T 2 34	S 2	T 2 72	F 2	M 2 106 ⁶	M 2 121 ¹⁰	T 2 Skærtorsdag	L 2	T 2 173
T 3	S 3	O 3 13	F 3 35	M 3 51 ⁴⁵	O 3 73	L 3	T 3 107	T 3 122	F 3 Langfredag	S 3	O 3 174
F 4	M 4 ³²	T 4 14	L 4	T 4 52	T 4 74	Annex 1.1	O 4 108	O 4 123	L 4	M 4 155 ¹⁹	T 4 175
L 5	T 5	F 5 15	S 5	O 5 53	F 5 75	M 5 86 ²	T 5 109	T 5 124	S 5 Påskedag	T 5 156	F 5 Grundlovsdag
S 6	O 6	L 6	M 6 36 ⁴¹	T 6 54	L 6	T 6 87	F 6 110	F 6 125	M 6 2. påskedag ¹⁵	O 6 157	L 6
M 7	T 7	S 7	T 7 37	F 7 55	S 7	O 7 88	L 7	L 7	T 7	T 7 158	S 7
T 8	F 8	M 8 16 ³⁷	O 8 38	L 8	M 8 76 ⁵⁰	T 8 89	S 8	S 8	O 8	F 8 159	M 8 176 ²⁴
O 9	L 9	T 9 17	T 9 39	S 9	T 9 77	F 9 90	M 9	M 9 126 ¹¹	T 9	L 9	T 9 177
T 10	S 10	O 10 18	F 10 40	M 10 56 ⁴⁶	O 10 78	L 10	T 10	T 10 127	F 10	S 10	O 10 178
F 11	M 11 ²²	T 11 19	L 11	T 11 57	T 11 79	S 11	O 11	O 11 128	L 11	M 11 160 ²⁰	T 11 179
L 12	T 12	F 12 20	S 12	O 12 58	F 12 80	M 12 91 ³	T 12	T 12 129	S 12	T 12 161	F 12 180
S 13	O 13	L 13	M 13	T 13 59	L 13	T 13 92	F 13	F 13 130	M 13 141 ¹⁶	O 13 162	L 13
M 14 ²⁹	T 14	S 14	T 14	F 14 60	S 14	O 14 93	L 14	L 14	T 14 142	T 14 Kr. himmelfartsdag	S 14
T 15	F 15	M 15 21 ³⁸	O 15	L 15	M 15 81 ⁵¹	T 15 94	S 15	S 15	O 15 143	F 15	M 15 181 ²⁵
O 16	L 16	T 16 22	T 16	S 16	T 16 82	F 16 95	M 16 111 ⁸	M 16 131 ¹²	T 16 144	L 16	T 16 182
T 17	S 17	O 17 23	F 17	M 17 61 ⁴⁷	O 17 83	L 17	T 17 112	T 17 132	F 17 145	S 17	O 17 183
F 18	M 18 1 ³⁴	T 18 24	L 18	T 18 62	T 18 84	S 18	O 18 113	O 18 133	L 18	M 18 163 ²¹	T 18 184
L 19	T 19 2	F 19 25	S 19	O 19 63	F 19 85	M 19 96 ⁴	T 19 114	T 19 134	S 19	T 19 164	F 19 185
S 20	O 20 3	L 20	M 20 41 ⁴³	T 20 64	L 20	T 20 97	F 20 115	F 20 135	M 20 146 ¹⁷	O 20 165	L 20
M 21 ³⁰	T 21 4	S 21	T 21 42	F 21 65	S 21	O 21 98	L 21	L 21	T 21 147	T 21 166	S 21
T 22	F 22 5	M 22 26 ³⁹	O 22 43	L 22	M 22 ⁵²	T 22 99	S 22	S 22	O 22 148	F 22 167	M 22 186 ²⁶
O 23	L 23	T 23 27	T 23 44	S 23	T 23	F 23 100	M 23 116 ⁹	M 23 136 ¹³	T 23 149	L 23	T 23 187
T 24	S 24	O 24 28	F 24 45	M 24 66 ⁴⁸	O 24	L 24	T 24 117	T 24 137	F 24 150	S 24 Pinsedag	O 24 188
F 25	M 25 6 ³⁵	T 25 29	L 25	T 25 67	T 25 Juledag	S 25	O 25 118	O 25 138	L 25	M 25 2. pinsedag ²²	T 25 189
L 26	T 26 7	F 26 30	S 26	O 26 68	F 26 2. juledag	M 26 101 ⁵	T 26 119	T 26 139	S 26	T 26 168	F 26 190
S 27	O 27 8	L 27	M 27 46 ⁴⁴	T 27 69	L 27	T 27 102	F 27 120	F 27 140	M 27 151 ¹⁸	O 27 169	L 27
M 28 ³¹	T 28 9	S 28	T 28 47	F 28 70	S 28	O 28 103	L 28	L 28	T 28 152	T 28 170	S 28
T 29	F 29 10	M 29 31 ⁴⁰	O 29 48	L 29	M 29 ¹	T 29 104		S 29 Palmesøndag	O 29 153	F 29 171	M 29 ⁷
O 30	L 30	T 30 32	T 30 49	S 30	T 30	F 30 105		M 30 ¹⁴	T 30 154	L 30	T 30
T 31	S 31		F 31 50		O 31	L 31		T 31		S 31	

ESCPH Meeting Plan 2024/2025

Meeting	Room	2024		2025		
ESCPH Board 16.30 – 18.30	214	Thursday 3 rd of October	Thursday 12 th of December <i>(meeting starts at 17:00)</i>	Thursday 20 th of February	Thursday 10 th of April	Thursday 12 th of June
ESCPH MED 14.30 – 16.00	209	Thursday 26 th of September	Thursday 5 th of December	Thursday 6 th of February	Thursday 3 rd of April	Thursday 12 th of June
Primary PC 15.30 – 17.00	310 <i>(Art)</i>	Tuesday 1 st of October		Tuesday 28 th of January		Tuesday 13 th of May
Secondary PC 16.00 – 18.00	121	Wednesday 2 nd of October		Wednesday 29 th of January		Wednesday 14 th of May
Annual School Meeting 17.00 – 18.30	PE Hall		Tuesday 12 th of November			

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 2023/2024

Focus Point 1: ESCPH aims for continuous progression in all students' learning	
Purpose: All students (P0-S7) should experience academic and social well-being while learning	
Aims	Actions
Primary & KKFO	
<i>Strong collaboration between teachers and pedagogues</i>	• Continuous focus on collaboration and knowledge sharing/TUS between teachers and pedagogues • Teachers' collaboration in year level teams • Co-teaching for teachers and pedagogues
<i>More transparency for professional development</i>	• Ensure that the professional development policy is activated and known by everyone
<i>Lowering students' absence and lateness</i>	• Guideline for systematic follow-up and action plans
Lower Secondary	
<i>PLC as a learning area</i>	• Development areas for the year to be described
<i>Strong collaboration between teachers</i>	• Continuous focus on collaboration and knowledge sharing among teachers • Staff meetings to be used for collaboration and working • Implementation of year level coordinators
<i>UU</i>	• Development of UU network for students who do not speak Danish

<i>B-tests</i>	Implement new S4 B-test frames with B-tests twice a year in teachers' own teaching
<i>Learning Conversations</i>	Exploring frames for students to work with the goals they set in Learning Conversations
<i>More transparency for professional development</i>	Ensure that the professional development policy is activated and known by everyone
<i>Lowering students' absence and lateness</i>	Guideline for systematic follow-up and action plans
Upper Secondary	
<i>Teachers' collaboration</i>	- Continuous focus on collaboration and knowledge sharing among teachers - Send out materials and surveys, and ask questions in advance of meetings so meetings can be used for collaboration and working
<i>Feedback on students' work and students' learning process</i>	- 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>Teaching evaluation</i>	Teachers evaluate teaching once orally and once written per year
<i>More transparency for professional development</i>	Ensure that the professional development policy is activated and known by everyone
<i>Lowering students' absence and lateness</i>	Guideline for systematic follow-up and action plans

Focus Point 2: ESCPH whole school environment is a continuous focus point	
Purpose: All students and staff feel as an important part of the whole school environment	
Aims	Actions
All departments	
<i>Collaborations across departments</i>	• Teacher to teacher lesson observation across departments and/or teachers try to teach in another department • Cross-departmental activities such as Christmas Craft Day • Common social events for staff • Upper students teaching Lower/Primary students or Lower/Primary students visiting Upper teaching • Transition from P5 to S1 should be given continuous focus and activities should continue such as buddies from S3 for S1 students and visits from P5 class teachers in S1 • Transition from S4 to S5 should be given continuous focus throughout the year with visits and social events between the students and through teachers' collaboration around subjects
<i>Definition of whole school</i>	• New definition of whole school is decided by all staff (or representatives) in order to align expectations across departments

<i>Social arrangements for the whole school</i>	Assemblies for whole school with songs in English, Danish, and French
<i>European School Copenhagen song</i>	Collaboration across the school as to write a verse for an ESCPH song in one of the section languages and with at least one verse representing one department (Primary, Lower, Upper)
<i>Communication and sharing space</i>	- Shared space e.g., the canteen - Tidying up after oneself in common areas - Work on common rules in shared spaces - Respect for students and staff from all departments
<i>School website</i>	- Updated with information and calendars - Teachers describe themselves as profiles for the website
<i>Write / visualize school history</i>	Student councils (Primary, Lower and Upper) write school history
<i>Academic Honesty</i>	Policy developed including guidelines for ChatGPT/AI
<i>SoMe</i>	One coordinator from each department to continue the good work from 2022/2023
<i>Welcome new staff</i>	- Onboarding handbook - Management visit teaching within the first month
<i>School policies</i>	Revisit school policies
<i>Common pedagogical and academic approach amongst teachers and pedagogues</i>	Lower/Primary afternoon meetings

Focus Point 3: ESCPH should be an environmentally sustainable school with green initiatives	
Purpose: Students at ESCPH experience that environmental 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>	• 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 • S5 students participate in the Climate Action Day in September (Klimahandledag) organised by Danske Gymnasier
<i>ESCPH as a green school</i>	• An increased focus on and use of green areas in the neighbourhood and on the school premises • Consultants from the Municipality will contribute to the activity plan and inspire staff throughout the year • Focus on consumption on ESCPH: food waste, electricity, water and heating.
<i>Collaboration with EEA</i>	• Sustainability Day: EEA presents cases to be solved by students
<i>Use real data pedagogically for students to work with</i>	• In theme weeks and on Sustainability Day use CPH Municipality for data on energy use at ESCPH etc.

Focus Point 4: European School Copenhagen is a European School in its own right	
Purpose: All staff members, students, and parents feel that ESCPH is <i>their</i> European School with their European Dimension	
Aims	Actions
All departments	
<i>Collaboration with the community</i>	• Halloween parade in collaboration with Carlsberg
<i>European Dimension</i>	• Europe Day on May 9th followed by MUN in the Upper Secondary • MUN in Malmö for Upper Secondary students • Involve EEA staff in different school activities over the year • Show your country/colours day as part of language week in Lower and Upper Secondary • Theme speakers invited • Participate in EU competitions on learning-corner.learning.europa.eu • Visit European institutions in CPH • Have lots of ESCPH European visual communication to show the inspectors at the Audit in October 2023

Focus Point 5: Continuous development of the Upper Secondary	
Purpose: To ensure a quality ES baccalaureate exam for all students	
Aims	Actions
Primary & KKFO	
<i>Knowledge of Upper Secondary</i>	- Primary students invited into Upper Secondary teaching activities - Upper Secondary students teach Primary and Lower Secondary students
Lower Secondary	
<i>Recruitment of students for S5</i>	- Upper Secondary students visits classes in S2+S3+S4 and tell about student and academic life in the Upper Secondary - S4 joins café with Upper Secondary in the spring of 2024
<i>Knowledge of Upper Secondary</i>	- S5 and S6 students visit S3 and S4 classes to explain what it is like to be a student in the Upper Secondary - Gather statistics about which Universities Upper Secondary students choose nationally/internationally
Upper Secondary	
<i>Website</i>	Bac sub site on the website with all relevant information on the Bac and the grading conversion from EB GPA to STX

<i>Physical environment</i>	• Use values to make physical environment more accessible. Make it clearer where and when students can work • All teachers support that students tidy up after themselves • Decorations of the halls on the 3rd and 4th floor in the Secondary building
<i>Motivational teaching</i>	• Excursions • Involve students in wishes for different ways of teaching • Being part of CPH:DOX and other initiatives for gymnasiums in Copenhagen
<i>Students' participation in competitions</i>	• All subject groups try to engage in at least one competition and one excursion/guest speaker per half year
<i>Students not knowing/not following Upper Secondary Code of Conduct</i>	• Clear communication with students about consequences of physical and written absence • Clear communication with students about consequences of the use of ChatGPT or other means of plagiarism
<i>Supporting class environment in the Upper Secondary</i>	• Following class teacher programme • Class teacher time in S6, S6, and S7. Weekly in S5, monthly in S6, and quarterly in S7.
<i>Staff workload</i>	• Besides the three to four individual MUS, have two short (10-15 minutes) meetings with focus on staff knowledge sharing on ideas to save time

Strategic Focus Points 2023/2024

<i>Values</i>	• Value work from Upper Secondary assembly and SC seminar need to be implemented
<i>Students joining ESCPH later in S5 and S6</i>	• Set up students with a buddy from the same class from the beginning • Check-in talk with teacher the first week and after a week

Introduction

At ESCPH, we are working with three overall objectives from 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 economic, 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.

Five focus points were chosen for the school year 2023 – 24 and from these a number of aims with associated actions were set down as strategic focus points. Part of the quality assurance at ESCPH is the annual evaluation of these strategic focus points. This is done in March every year using an anonymous survey for all staff members and all secondary students as well as students in P5.

Different members of staff were responsible for the implementation of the focus points, and they also made the questions in the survey pertaining to these focus points and analysed the answers. This was to ensure that the people with the most hands-on knowledge would also be evaluating them.

All analyses of answers are collected in this document.

Focus point 1 – ESCPH aims for continuous progression in all students' learning

The purpose of this focus points is that all students (P0 – S7) should experience academic and social well-being while learning. Questions for this focus point is divided into some section-specific actions and aims and some actions and aims directed at all sections.

All departments

Aim(s)	Action(s)	Evaluation
More transparency for professional development	Ensure that the professional development policy is activated and known by everyone.	41 out of 70 are aware that there is a policy, however only 29 of 70 are aware how they can apply via an application form. 26 indicate that they consider applying. Going forward: it is important to be aware that presenting a policy at a staff meeting and in the weekly newsletter are not necessarily sufficient to make it live. Suggestion: Focus on the form to MUS and briefing meetings twice a year before deadlines for applying.
Lowering students' absence and lateness	Guideline for systematic follow-up and action plans	Half of the teachers follow up daily, the other half monthly, only 2 teachers follow up weekly. To be considered what is more efficient. The majority of teachers follow up via Aula, only 2 teachers are calling parents. Class pedagogue, inklusion pedagogue and management are the most used collaboration partners. Resource center and School social worker are involved less. Going forward: It is important to decide what works better in regard to frequency and method. Suggestion: Aligning frequency and methods and involve school social worker in

		the process. Should be a Strategic Focus point next year.
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Primary and KKFO

Aim(s)	Action(s)	Evaluation
Strong collaboration between teachers and pedagogues	- Continuous focus on collaboration and knowledge sharing/TUS between teachers and pedagogues - Teachers' collaboration in year level teams - Co-teaching for teachers and pedagogues	84% of staff feel that there has been a continuous focus on collaboration between Primary and KKFO throughout the year. For the most part people felt that the continuous focus on collaboration had had a positive impact. Fewer people felt that it had had a positive effect than those who noticed the continuous focus on collaboration. For next year, we should ask for a comment on this as to why. Over half the staff are collaborating in year level teams somewhat regularly on academics. Some are never doing it but this could be specialist teachers who don't have the opportunity to. Is this something that we want to improve or is this something that is because teaching is happening in different languages and curriculums vary?

		More year level teams collaborate on wellbeing than academics, which could suggest that it's down to language specific curriculum. Going forward We have started a series of Cross Section meetings on Wellbeing and how we approach it – this will continue throughout the summer term.
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Lower Secondary

Aim(s)	Action(s)	Evaluation
PLC as a learning area	- Development of the PLC	

Aim(s)	Action(s)	Evaluation
Strong collaboration between teachers	- Continuous focus on collaboration and knowledge sharing among teachers - Staff meetings to be used for collaboration and working - Implementation of year level coordinators	

Aim(s)	Action(s)	Evaluation
UU	- Development of UU network for students who do not speak Danish - Closer collaboration with the Søren Stange, business playmaker in UU.	Unfortunately, only 30 students of out 75 possible have answered.

	- Maintain high awareness towards preparation and options for English/French speaking students - Follow up with class teachers 10 weeks before the work placement. - Follow up with class teachers 2 weeks after work placement	Of these students, only 50% thought it was clear that they were preparing and evaluating their work placement. 76% of the students found a work placement through their network. 17% did not find a work placement. Aim is to improve the percentage of students who participate in work and to involve the PA in this work.
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Aim(s)	Action(s)	Evaluation
B-tests	- Implement new S4 B-test frames with B-tests twice a year in teachers' own teaching	Unfortunately, only 10 teachers from Lower Secondary answered the survey. Of these 10 teachers, 9 thought that the guidelines for the new style of B tests were helpful to prepare for the tests Only two B-tests per year in S4 have had a very positive impact on both teachers and students. It gives more teaching time and more flexibility to teachers, and it is less stressful for students.

Aim(s)	Action(s)	Evaluation
Learning Conversations (LC) - Reason, frame and preparation - Using goals between LCs	- A year plan for the class time, where it becomes clear why we do LCs as we do + time for preparation.	61 % of our students know why we're having learning conversations, but 23% find it hard to explain.

	- Class Teachers in year levels look into adjustments of the material behind the LC. - Exploring frames for students to work with the goals they set in their Learning conversations	75 % of the students find it very helpful to be guided by the teacher in preparing. 76% of the students use their goals frequently between learning conversations. Going forward, these percentages should be sought improved by e.g. using the goals more actively in teaching.
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Upper Secondary

Aim(s)	Action(s)	Evaluation
Teachers' collaboration	- Continuous focus on collaboration and knowledge sharing among teachers - Send out materials and surveys and ask questions in advance of meeting so meetings can be used for collaboration and working	Staff rates the collaboration in subject groups very highly (4.3/5). Staff do not rate the effectiveness of staff meetings very highly (3/5). General comments include that too much time is spent on one-way information and that agendas are shared too late. Staff would prefer to use the time on sharing knowledge, discussing student well-being, and developing ideas. Going forward staff briefings are held every Thursday 12.50 - 13.10 and are used for giving short pieces of information and to discuss student issues. Instead of 8 staff meetings of 90 minutes, we will try implementing 4 of 180 minutes. This will

		give more time to use on pedagogical content, especially since info is primarily done at briefings.
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Aim(s)	Action(s)	Evaluation
Feedback on students' work and students' learning process	- 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 and hand-ins two weeks before B-test/exams	Students rated the time frame from upload of assignment to hand-in 3.5/5 and the quality of the feedback 3.7/5. For the former we have been working on putting in on all assignments without description at the beginning of each semester, but we need to work on putting up assignments two weeks in advance, so the students have a chance to plan their time. This is something students struggle with, and they need support. While most students rate the feedback either 4 or 5, about 58 students rate it at 3 or below. An exemplary comment is that the feedback can be too vague and not directly applicable. This illustrates the problem of feedback being very time-consuming when done thoroughly and that this is not possible for every single hand-in. This is also why we have – from this school year on – introduced mandatory subject teacher –

		student talks as part of the quality systems. This will allow the students to get more detailed feedback.
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Aim(s)	Action(s)	Evaluation
Teaching evaluation	Teachers evaluate teaching once orally and once written per year	21 out of 23 teachers had already carried out one evaluation at the time of the survey and 21 out of 23 teachers were planning another one in the Spring semester.

Focus point 2 – ESCPH whole school environment is a continuous focus point

The purpose of this focus point is that all students and staff feel as an important part of the whole school environment.

Aim(s)	Action(s)	Evaluation
Collaboration across departments	- Teacher to teacher lesson observation across departments and/or teachers try to teach in another department. - Upper students teaching Lower/Primary students or Lower/Primary students visiting Upper teaching	While not many staff members have engaged in peer-to-peer observation (13 either regularly or occasionally out of 51), most of these found the experience to be rewarding and felt that it contributed to their professional development. Many comments mentioned that it was good to see things done in different ways, as it highlighted how different the three sections are and where the main focuses are throughout the teaching and learning. For example: 'great to see how the same objectives are taught differently and in ways which you may not have considered. Some reflected that it could be challenging for parents to navigate, if they have children across the different language sections. This could show more discussion on what level of harmonisation can be reasonably expected across sections. The experience of Co-teaching is positive aspect as it allows for observations over a longer time as well as more in depth, dynamic reflection. An overriding theme for the future is to carve out more time for this

		to happen regularly. Many of the respondents commented that time was a big factor and/or more sessions in the same class would be more beneficial. One comment was <i>'that the lesson observed was not a subject they taught and even though it was inspiring, they would prefer to observe in the subjects they teach.'</i>
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Aim(s)	Action(s)	Evaluation
Collaboration across departments	- Cross-departmental activities such as Christmas Craft Day - Common social events for staff	43 out of 55 staff members take part in cross-departmental activities either once a semester or a couple of times a year. While this may seem high, the results also show that 8 never take part despite the frames and expectations already in place. The respondents' comments on cross-departmental activities highlight a desire for more opportunities to collaborate and socialize across departments. Many employees feel there is limited time allocated for such activities. Suggestions include regular subject meetings, more social gatherings, and better coordination between lower and upper sections. Overall, there's a consensus on the importance of fostering cross-departmental connections for sharing knowledge and best practices. When it comes to knowledge of other departments, the overall score (2.5/5) was low, so there is room for improvement, and maybe especially when it comes to collaboration between Primary and Upper.

		Sustainability Day was mentioned as a good way to gain knowledge of other departments. Suggestions include cross-departmental balkorts.
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Aim(s)	Action(s)	Evaluation
Collaboration across departments	- Teacher to teacher lesson observation across departments and/or teachers try to teach in another department. - Cross-departmental activities such as Christmas Craft Day - Common social events for staff - Upper students teaching Lower/Primary students or Lower/Primary students visiting Upper teaching - Transition from P5 to S1 should be given continuous focus and activities should continue such as buddies from S3 for S1 students and visits from P5 class teachers in S1 - Transition from S4 to S5 should be given continuous focus throughout the year with visits and social events between the students and through teachers' collaboration around subjects	Also, we should make frames to keep this as a focus, so that the observations are relevant to teachers on-going professional development. These frames must take into consideration relevance to the teacher observing and how these can be achieved within the constraints of our timetables. Only a small number of teachers have been able to teach across departments (in this survey 35%) which is a low number across all departments. It would be interesting to know which departments people are from as to where this is happening the most successfully. Most teachers find the idea of shared experiences with colleagues both in and outside of class to be valuable but mention lack of time as the main problem. E.g. <i>'I imagine I might be able to learn something from someone in LS or Upper but I would need guidance and support to bring it all the way down to the youngest years in Primary. I think the sciences would be a very interesting way to go about this. Fx: what things would we dare to do, with the support from LS or Upper, that would wow students in Primary? That would be very exciting!'</i>

		Suggestions could be scheduling the observations in advance or to incorporate as an expectations year level teachers should teach a certain number of lessons a year in the other class (for example, 2FR teacher teaches discovery in 2EN once a year). Having one official event per year to work within the language section would also be ideal.
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Aim(s)	Action(s)	Evaluation
Collaboration across departments	- Transition from P5 to S1 should be given continuous focus and activities should continue such as buddies from S3 for S1 students and visits from P5 class teachers in S1 - Transition from S4 to S5 should be given continuous focus throughout the year with visits and social events between the students and through teachers' collaboration around subjects	Teachers in S1 and P5 (10 respondents) knew many of the transition events involved, such as • 'Inclusion Pedagogue sessions in P5 • Buddy letter • Games day in the park/ tour of Secondary/ morning with P5 and S3, • S1 teachers coming in for informal chats, • Parents information meeting about the process with managements as well as transition talks with P5 parents and teachers • Students getting lockers • P5 visiting Lower secondary and from Secondary e.g. 'I've also arranged my own with students from old classes coming to talk to my class.' Almost all teachers felt that the students were adequately prepared to enter S1. Comments included: It should be aligned across core subjects and all contributing P5/ S1 teachers, music, art etc. should all have the opportunity to discuss transitions with their primary/ lower counterparts to get a feeling of where the class is, their strengths and where they need support.

		We should have a common framework among S1 teachers (how to give homework, how to prepare the bag for the class, how to behave in class, ...) It would be nice if P5 could experience a lesson in Secondary before they go up - something practical, maybe science.
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Aim(s)	Action(s)	Evaluation
Definition of whole school	- New definition of whole school is decided by all staff (or representatives) in order to align expectations across departments	This has not been done this school year.

Aim(s)	Action(s)	Evaluation
Social arrangements for the whole school	- Assemblies for whole school with songs in English, Danish and French	

Aim(s)	Action(s)	Evaluation
European School Copenhagen song	- Collaboration across the school to write a verse for an ESCPH song in one of the section languages and with at least one	This has not been done this school year.

	verse representing one department (Primary, Lower, Upper)	
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Aim(s)	Action(s)	Evaluation
Communication and shared space	- Taking care of shared spaces, e.g. canteen - Tidying up after oneself in common areas - Work on common rules in shared spaces - Respect for students and staff from all departments	Staff members generally felt that they as individuals take care of the shared spaces (4.28/5) but felt that other staff members did not to such a high degree (3.5/5) and students not at all (2.7). The rules regarding what is expected and how were somewhat unclear (3.4/5) Ideas include - Teachers/students as hall monitors - More teacher/management presence - Defining what the role of each common area is. - Agreement on the expected behaviour, e.g. no eating in the library area and clear consequences for misuse. - Spring cleaning day – for students. - Charts with rules Students generally feel the same as teachers, although the rate the teachers lower than the teachers themselves. Students comments generally revolved around people needing to clean up after themselves and take responsibility.

		In summary, students need to be involved in taking care, e.g. by involving the student council and agreeing school-wide on expectations and directions on how to treat the shared spaces.
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Aim(s)	Action(s)	Evaluation
School website	- Updated with information and calendars	The Upper Secondary part of the website has been updated with information for parents and students including calendar.

Aim(s)	Action(s)	Evaluation
Write / visualise school history	- Student councils (Primary, Lower, Upper) write school history	This has not been done this school year.

Aim(s)	Action(s)	Evaluation
Academic Honesty	- Policy developed including guidelines for ChatGPT / AI	A policy has been made (and can be found on the homepage), and an expert has visited the school on use and misuse of AI in the classroom. Work will continue on this in the next school year.

Aim(s)	Action(s)	Evaluation
SoMe	- One coordinator from each department to continue the good work from 2022/2023	Staff rarely contribute to the SoMe platforms. In this regard, things to consider include: do we expect teachers to contribute more content to our platforms or is the current contribution satisfactory, and is it easy enough to send out contributions? It is useful to note that in the Primary department, teachers already send weekly information to parents. This also means that only a few teachers can see an impact of the use of SoMe on the communication between teachers and parents. The majority of respondents have not seen a noticeable change in parents' engagement with school life or participation in school events. The results for this question could be due to the fact that staff are not yet aware that, for some of our parents (particularly at Secondary level), social media is a valuable tool for them to keep abreast with the various school events and celebrations.

Aim(s)	Action(s)	Evaluation
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Welcome new staff	- Onboarding handbook - Management visit teaching within the first month	Work on the onboarding handbook has continued. Management has visited all new teaching staff in their classrooms within the first month.
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Aim(s)	Action(s)	Evaluation
School policies	- Revisit school policies	67% of the respondents felt that they had a voice when it comes to changing the school policies. While this is a fine result, it would be helpful to understand how the percentage can be increased so staff can be engaged even more in school policy review and writing. It is especially interesting to note that 70-80% of the Primary teachers have a knowledge of the policies and where to find them, since they have just been presented at a staff meeting. This means that 20-30% does not know, even though it had just been the topic of a meeting. It is apparently important to focus on different policies once a year to keep them alive and updated

Aim(s)	Action(s)	Evaluation
School policies	- Revisit school policies	There were many strong opinions on what policies to revisit:

		- Behavioural consequences including a blanket agreement of behaviour that is not tolerated, such as violence. Also, theft and how it is approached. - Well-being: forbid energy drinks, harder on students with absence to ensure academic quality. - Technology had many opinions regarding especially academic honesty & AI and the use of screens/phones during the school day (in Lower). - More help to staff members moving to Denmark from abroad.
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Aim(s)	Action(s)	Evaluation
Common pedagogical and academic approach amongst teachers and pedagogues	- Lower / Primary afternoon meetings	96% of the respondents found the meetings either very or a little beneficial, while 90% responded that they have gained either a lot or a little knowledge that they can use in their lessons. Respondents' comments with suggestions/initiatives for further meetings: • Tighten and specify agendas, incorporating examples and case

		studies. Implement interventions across departments and provide feedback. • Review the format to accommodate long teaching days, possibly exploring alternative meeting times. • Dedicate specific meetings to focus on literacy, math, or other subjects. • Address gaps in knowledge or areas for further development through targeted surveys. • Offer training on cooperation and handling difficult situations collaboratively. • Provide time for teachers to build projects together. • Share resources like pictograms for classroom use. • Increase teacher involvement in conducting the meetings to facilitate sharing of best practices.
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Focus point 3 – ESCPH should be an environmentally sustainable school with green initiatives

The purpose of this focus point is that students at ESCPH should experience that environmental sustainability is part of their education as life-long learners

Aim(s)	Action(s)	Evaluation
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Students and staff identify themselves as part of a green school	- 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 - S5 students participate in Climate Action Day in September (klimahandledag) organised by Danske Gymnasier	74% of the respondents indicate that they feel strongly or somewhat that ESCPH is a sustainable school, however only 14% feel strongly or very strongly that the school is sustainable. 26% do not agree and mention things like paper and food waste. While there is certainly room for improvement, this is a major step forward compared to the evaluation from March 2023, where only 37% felt strongly or somewhat that ESCPH is a sustainable school (4% very strongly), while 63% did not. Going forward it will be important to focus more on consumption at ESCPH. This can e.g. be included in the Sustainability Day or be attached to other projects, such as the canteen or the Student Council. S5 students participated in the Climate Action Day in September 2023 and the coming S5 classes will participate in the 2024 edition. The other actions have not been carried out this school year.
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Aim(s)	Action(s)	Evaluation
ESCPH as a green school	- An increased focus on and use of green areas in the neighbourhood and on the school premises - Consultants from the municipality will contribute to the activity plan and inspire staff throughout the year	This has not been done this year. As mentioned above it is important to focus on consumption at ESCPH going forward.

	- Focus on consumption on ESCPH: food waste, electricity, water, and heating	
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Aim(s)	Action(s)	Evaluation
Collaboration with EEA	- Sustainability Day: EEA presents cases to be solved by students	

Aim(s)	Action(s)	Evaluation
Use real data pedagogically for students to work with	- In theme weeks and on sustainability day use CPH municipality for data on energy use at ESCPH etc.	

Focus point 4 – European School Copenhagen is a European School in its own right

The purpose of this focus point is that all staff members, students, and parents feel that ESCPH is *their* European School with their European Dimension.

Aim(s)	Action(s)	Evaluation
Collaboration with the community	- Halloween parade in collaboration with Carlsberg	

Aim(s)	Action(s)	Evaluation
European Dimension	- Europe Day on May 9th followed by MUN in Upper Secondary - MUN in Malmö for Upper Secondary students - Involve EEA staff in different school activities over the year - Show your country/colours day as part of language week in Lower and Upper Secondary - Theme speakers invited - Participate in EU competitions on learning-corner.learning.europa.eu - Visit European institutions in CPH - Have lots of ESCPH European visual communication to show the inspectors at the audit in October 2023	Europe Day was celebrated in Upper Secondary but due to the upcoming elections for EP, the focus was on this instead. Upper students have also been to MUN in Malmö.

Focus point 5 – Continuous development of the Upper Secondary

The purpose of this focus point is to ensure a quality ES baccalaureate exam for all students.

Aim(s)	Action(s)	Evaluation
Knowledge of Upper Secondary	- Primary students invited into Upper Secondary teaching activities - Upper Secondary students teach Primary and Lower Secondary students	This has not been done.

Aim(s)	Action(s)	Evaluation
Recruitment of students for S5 in Lower Secondary	Upper Secondary students visit classes in S3 and S4 and tell them about student and academic life in the Upper Secondary	Upper Secondary students visited the S3 and S4 classes during class time in November 2023 to talk about student life in Upper Secondary. Also, online parent's meetings in December with S3- and S4 parents were arranged to inform them about the baccalaureate program. Finally, all S4-students were invited to a taster day and to the orientation evening. Lower Secondary students asked whether the visit from students was useful with regards to finding schools to apply for and only 3 students answered "no" to that question. 14 of the 30 students from S4 who answered the survey considered applying for Upper Secondary as the first priority at optagelse.dk. Of the remaining 16 students, 15 considered applying for Upper Secondary as any other priority. 26 out of 30 S4 students know students in S5. If you know people in the school, you apply for it is easier for you to get answers to your questions about "how it is" to go there. You can also use the people you know as a mirror, meaning that in both a good and a bad way you can mirror how the people you know behave as scholars and as friends. If you see people who you know as hardworking students, and you see yourself as a hardworking student, it can be more likely that you choose the same path because you can identify with these kinds of students. And the same in a more negative way: if you see people, you know as lazy students go to the school, it is more likely that you will not choose that school if you see yourself as a hardworking student Only 12/30 students attended the Orientation Evening and only 12/30 students attended a Taster Day. This is a low number, and it must be considered how the number can be increased, e.g. by letting the S4's visit S6. 11 out of the S4 students would be interested in following a talent program in Upper. This could be a suggestion for how to target the academically minded students.

Aim(s)	Action(s)	Evaluation
Knowledge of Upper Secondary	- Gather statistics about which Universities Upper Secondary students choose nationally and internationally	As only one group of students are finished so far, and many of these chose to take a gap year not much information is known. We do know that some students study in Denmark, while others study abroad in places such as the UK, Ireland and The Netherlands.

Aim(s)	Action(s)	Evaluation
Website	- Bac subsite on the website with all relevant information on the bac and the grading conversion from EB GPA to STX	Much effort has been put into making the Upper Secondary part of the website of the school more accessible for students and parents both with regards to student life, information about important dates and content of subjects. The work is almost done, and we hope to expand the website next school year with more pictures, student quotes etc. to make the webpage even more interesting for potential applicants.

Aim(s)	Action(s)	Evaluation
Physical environment	- Use values to make physical environment more accessible. Make it	The physical environment inside the classrooms and in the common areas on the 3 rd and 4 th floor were the topic of a number of questions.

	clearer where and when students can work - All teachers support that students tidy up after themselves - Decorations of the halls on the 3rd and 4th floor in the Secondary building	Teachers were asked whether they supported the students in cleaning up after themselves and helped them remember to take down the trash according to the plan in each classroom. 19/23 teachers support the students in cleaning up, while 4 apparently do not. Out of the 23 teachers, only 13 remind the students to take down the trash. This is something that should be improved next school year. Teachers rate the physical environment in the classrooms (3.2/5) and in the common areas (2.5/5) very low. The many comments were all about the same two things, 1) that it is always food and waste on the tables and the floors in the common area, and that 2) there is simply not enough room for all the students. The students agree on this in their survey, and so it calls for a concerted action on keeping the common areas on the 3rd and 4th floor clean. Going forward we will try with a duty schedule, where each class is responsible for the common areas on the 3rd and 4th floor once a week.
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Aim(s)	Action(s)	Evaluation
Motivational teaching	- Field trips - Involve students in wishes for different ways of teaching - Being part of CPH:DOX and other initiatives for gymnasiums in Copenhagen	17 of 23 Upper teachers have – so far – either gone on a field trip, had a guest speaker or been part of another kind of initiative. Teachers who have not done it cite time constraints both as a teacher and with regards to the content of the syllabus.

Students' participation in competition	- All subject groups try to engage in at least one competition and one excursion/guest speaker per half year	

Aim(s)	Action(s)	Evaluation
Students not knowing / not following Upper Secondary Code of Conduct	- Clear communication with students about consequence of physical and written absence - Clear communication with students about consequence of the use of ChatGPT or other means of plagiarism	

Aim(s)	Action(s)	Evaluation
Supporting class environment in Upper Secondary	- Following class teacher programme - Class teacher time in S5, S6 and S7. Weekly in S5, monthly in S6 and quarterly in S7	S5 class teachers follow the class teacher program and are overall happy with the program. Places for improvement include a clear procedure for onboarding new students and a class teacher program in S6 and S7.

Aim(s)	Action(s)	Evaluation
Students joining ESCPH later in S5 and S6	- Set-up students with a buddy from the same class from the beginning - Check-in talk with teacher the first week and after a week	The procedure for onboarding new students is unclear for class teachers and so should be revisited.

Aim(s)	Action(s)	Evaluation
Staff workload	Besides the three to four individual talks, have two short (10-15 minutes) meetings with focus on staff knowledge sharing on ideas to save time	This has not been done individually but it has been part of the agendas at staff meetings and will continue to be so going forward.

Aim(s)	Action(s)	Evaluation
Values	Value work from Upper Secondary assembly and SC seminar needs to be implemented	

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:	
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 fortsætter fra 2023/24</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>Teaching and learning (working title)</i>	Co-teaching Common classroom strategies Sharing inspiration Balkort Canteen and breaks
<i>Nyt samlende punkt: Feedback</i>	Learning conversations Grading B-tests
Upper Secondary	
<i>Feedback on students' work and students' learning process</i>	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>	• Guideline for systematic follow-up and action plans
<i>Students not knowing/not following Upper Secondary Code of Conduct</i>	• 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>	• Following class teacher programme • 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>	• Common Professional development • Collaboration afternoons • Balkort • Students collaboration and common activities • Cross language section collaboration
<i>Collaborations across departments</i>	• 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 subjects)
<i>Communication and sharing space</i>	• Shared space e.g., the canteen • Clearer expectations and follow up for students and staff in common areas
<i>School website</i>	• Teachers and pedagogues describe themselves as profiles for the website (to be reconsidered)

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>	• 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>	• 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>	• Explore more options for collaborations with the wider community
<i>European Dimension</i>	• 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 points and discusses results of analyses and – based on this - prepares an overall presentation of the results and makes a frame for 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 just 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.

/JRT, June 2024

Report on the baccalaureate session 2023

The report on the European Baccalaureate session 2023 was approved in December and released in January on the website of the European Schools [here](#).

42 candidates sat the examinations at ESCPH, and all 42 candidates were awarded the EB diploma. With such a low number of candidates, the number of students at many exams was quite low, and this means that the performance of each individual student has a large impact on the overall average.

The average preliminary mark, exam mark and overall mark can be found in the table below.

	Average final mark	Average preliminary mark	Average written mark
Average for all ES schools	77.02	79.45	71.65
ESCPH	75.39	78.12	69.81

The results of the oral exams are not part of the report, so it is not possible to compare ESCPH with the other European Schools.

As is apparent from the table, the average from ESCPH was generally lower than the average from all European Schools. Due to the low number of candidates at our school, it is interesting to consider the distribution of final marks at ESCPH.

Grade boundary	Number of students at ESCPH	Percentage of students at ESCPH
50 – 59.9	4	9.5%
60 – 69.9	7	16.7%
70 – 79.9	17	40.5%
80 – 89.9	10	23.8%
90 – 99.9	4	9.5%

Thus, 9.5% of our students obtained a final mark of at least 90 points. As 90 points is converted into 10.6 on the Danish marking scale, 9.5% of the graduates obtained a mark in the Danish system of at least 10.6.

Specific exams

Not all subjects are treated in the report, but for those that are the average final mark of the subject across Europe as well as the average final mark at ESCPH can be found in the table below

	Average mark at all ES	ESCPH
Art	8.14	8.65
Biology 4p	7.65	7.73
Chemistry 4p	7.10	7.08
Physics 4p	7.10	7.22
Mathematics 3p	6.18	5.95
Mathematics 5p	7.05	6.64

Art at ESCPH had an average well above the average at other European Schools, while Physics, Biology and Chemistry all had around the average of the other European Schools.

The average mark in Math at ESPH is lower than the mark at all ES at especially 5p. To support our students in math even more, we have started a homework cafe that runs for two hours every Wednesday. We have also expanded the special “math and pizza” cafe leading up to the pre-bacs, so that there are two of them instead of one. Finally, teachers on math 3p (and math 4p in S5) have used the concept of “omlagt elevtid”, so that students do hand-ins while the teacher is present to assist them.

Students with special arrangements

Students with special educational needs can request special arrangements such as extra time, use of computer, reading software etc.

The average for these students across all European schools was 70.25, while it was 76.55 at ESCPH. This is a huge difference. The important thing for us as a school, though, is that students at ESCPH with special arrangements achieved the same average mark as students with no special arrangements. As the point of the special arrangements is to provide students with special educational needs the same opportunities for performing at exams, the implementation of the special arrangements at ESCPH has had the desired effect.



Schola Europaea / Office of the Secretary-General

Ref.: 2023-11-D-18-en-3

Orig.: EN



Audit Report: European School of Copenhagen (DK) – Accreditation Renewal N-S7

Approved by the Board of Governors at its meeting of 10, 11 and 12 April 2024 in Parma (Italy) - Hybrid

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1. Overall conclusions

Short summary of the school

Insert here a short description of the school:

The European School Copenhagen has 904 pupils from P0 (N2) to S7, of whom the Danish section has 476 pupils, the English section 298 pupils and the French section 130 pupils.

The Danish and the English language sections in the school are from P0 to S7 and the French section is from P0 to P5, which will be expanded annually by one grade in secondary, the first S1 class starting in 2024.

However, at this moment, in Secondary there are two Danish classes per year, one of which has all French L1 SWALS. The reason for this is that, due to the insufficient number of French pupils, in 2019 it was decided by the Municipality to open a Danish/French section in Secondary to accommodate the French speaking applicants, who also speak Danish.

The first European Baccalaureate at the European School Copenhagen took place in 2023: all 42 candidates passed their exams successfully.

In the school year 2023-2024 for the first time the school offers Danish as L2 in primary. This option appears to be very popular, with the consequence that the number of pupils choosing FR and DE as L2 has decreased significantly.

As L3 the school offers EN, DK, DE, FR and as L4 DE, ES, FR, from which Spanish is the most popular choice; the number of students for DE and FR were too small this year to organise a course.

The information from the self-evaluation and from the pre-audit made already clear that the school is organised very well and that the school is following the framework for Accredited European Schools.

The audit team also comes to a positive conclusion: the European School Copenhagen is a real European School, with a very professional and engaged management team, dedicated and European minded teachers, a committed non-teaching staff, and pupils who show in their attitude that they truly benefit from being educated in a motivating, tolerant, multi-cultural and multi-lingual European atmosphere.

Section summary

Choose one option for each section:

1. Pedagogical Content and Equivalence: Above expectations
2. Language Conditions: At expectations

3. Quality Assurance: Above expectations

4. Conditions in Art. 7: Above expectations

Strengths

Focusing on the areas of inspection covered in Annex 3 and the section summary above, outline a maximum of 2 strengths from each topic (up to a maximum of 4 strengths).

Section	Strengths (please state sub-section)	Additional Comments
1. Pedagogical Content and Equivalence	1.2	The school has successfully organised the first BAC exams in 2023 and all 42 students passed their exams.
2. Language Conditions	2.1	Danish as HCL is successfully implemented as L2 in Primary and the school examines the consequences for the whole school organisation carefully.
3-Quality Assurance	3.3	The school has a strong focus on the European dimension, which means that the recommendation from the 2020 Audit Report has been adequately followed up.
4. Conditions in Art. 7	4.1	There is a strong focus on pupils' and students' well-being and also in the academic area the school has a very well functioning support system, with explicit attention for differentiation. Much attention is also paid to the transition between the different years and cycles, especially between Primary and Secondary. All this contributes significantly to the quality of the teaching and learning process.

Recommendations

Focusing on the areas of inspection outlined in Annex 3, and the section summary above, outline a maximum of two recommendations for each section (up to a maximum of four recommendations) for future work by the school over the coming years.

Section	Recommendation (please state sub-section)	Additional Comments
1. Pedagogical	1.2	More information at an early stage is needed for students in Secondary about the consequences of their subject choices,

Content and Equivalence		especially with the view on the expectations from Danish universities. Students sometimes feel insecure here.
2. Language Conditions	2.2	It would be advisable for all pupils in the Danish section at secondary level to be taught DK as L1. Currently, French students in the Danish section, from S1 to S5, study FR as L1 and DK as L3. This recommendation was included in the previous Audit Report (2021). It would also be advisable that the school continues to inform the students and their families that not only ES can be chosen as L4, but also DE and FR.
3. Quality Assurance	3.1.8	In the area of professional development, the process of harmonising teachers' forward planning deserves extra attention, especially with the view on harmonised tests and exams. More harmonisation would lead to greater continuity in teaching for learning scenarios, both within and across sections and subject areas.

2. Final recommendation

☐ Type A:

☐ Type B:

☐ Type C and Type D (without Baccalaureate cycle):

☒ Type C and Type D (with Baccalaureate cycle): Recommend renewal of Accreditation N-S7 cycles

Insert here any further comments or remarks concerning your recommendation:

Annex 1: General information

A. Current audit

Aim of the current audit: Type D (standard, with Bacc): Renewal of Accreditation Agreements for N-S7

Composition of the audit team¹: ♦ Experts: Richard Galvin, **Rudolph Ensing**
♦ Inspectors: **Mercedes Garzón López**

Date of audit: From 03/10/2023 until 05/10/2023

B. General information about the audited school

Management team:

Role	Name
Director	Julie Rørdam Thom
Bac Coordinator and Deputy Head of Upper Secondary	Hans Bolvinkel
Head of Lower Secondary	Madelaine Kirk (Maternity leave) – Robert van Leeuwen
Head of Primary	Helle Bjerre Degn
Deputy Head of Primary	Rikke Groth Nielsen
Head of After School Care	Vacant
Head of Administration	Hella Helvig Jensen

Legal status of the school: Public (funding received exclusively from the state)

School Provider: Copenhagen Municipality for N-S4 and the Ministry of Education for S5-S7

Existing language sections:

Sections' language	Cycles	Year group(s)	Number of pupils
Danish	Primary Observation Pre-Orientation Orientation	5-20 pupils	476
English	Primary Observation Pre-orientation Orientation	5-20 pupils	298
French	Primary	5-11 pupils	130

¹ The names in bold indicate the audit team members who conducted the audit visit in the school.

L1 taught in the school (state the L1s taught in each section of the school)

Use standard [EU 2-letter language abbreviations](#) (EN, FR, etc...)

Nursery	Primary	S1-S5	S6-S7
DK	DK	DK	DK
EN	EN	EN	EN
FR	FR	HU	PT
	NL	DE	IT
	LV	IT	ES
	PL	FR(*)	(FR)*

Total number of different L1 taught in school: 11

(*) French students in the Danish section learn French as L1

Number of SWALS² per Language:

Language	Number of pupils
French	49
Hungarian	2
Portuguese	1
Italian	4
Spanish	1
German	1
Dutch	3
Polish	2
Latvian	1

Subjects taught in L2 in S3-S5 (if year groups present at the school): Same as European Schools

Tuition in the language of the school's host country: Yes, optional

L2 taught:

Primary: ☒ English ☒ French ☒ German ☒ Host country Language (HCL)

Secondary: ☒ English ☒ French ☒ German ☐ Host country Language (HCL)

L3 taught:

Danish
English
French
German

² SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.)

Annex 2: Methodology of the audit

Prior to the audit a school self-evaluation form, following the structure of the criteria and indicators for audits, was sent to the school. The self-evaluation form is attached as Annex 4 to this report.

Prior to the audit, the experts analysed the documents provided by the school and wrote the pre-audit report, shared with the audit team as part of the preparation for the audit visit.

The audit activities included:

a. Meetings with the Management team

Meeting 1 ☒ Date of meeting: 03/10/2023

Meeting 2 ☒ Date of meeting: 05/10/2023

Other meetings:

Date	With whom?	Aim of the meeting
04/10/23	Educational Support Coordinators	To receive information about the organisation of the support in Primary and Secondary, both in the areas of wellbeing and education.
04/10/23	Central Coordinators	To gather information about the organisation of the Baccalaureate, work experience and transition from Lower Secondary to Upper Secondary, the class teacher programme in Upper Secondary, mobility.
04/10/2023	Coordinators for L2, primary, lower secondary, upper secondary	To get information about how the coordination in the different areas is organised in practice.
04/10/2023	Pupils from primary, students from secondary	To get information about how pupils and students perceive their school, the teaching, the support.

- b. Lesson observations in all the language sections and across different subject areas. Provide details below and more rows if necessary:

Cycle	Year group	Subject	Language of instruction	Language sections of the students present in the lesson
Primary	P1-P5	(*)	DK-EN-FR-DE	DK-EN-FR
Secondary	S6	History	FR	DK-EN
Secondary	S7	L2	DE	DK-EN
Secondary	S5	L2	EN	DK
Secondary	S1	L1	FR	DK (**)
Secondary	S5	Chemistry	EN	DK
Secondary	S6	L2	DE	DK-EN
Secondary	S2	Art	EN	DK-DE
Secondary	S1	L1	EN	EN
Secondary	S1	HSC	EN	DK/FR
Secondary	S3	Mathematics	EN	EN
Secondary	S4	Geography	DE	EN
Secondary	S5	Geography	DE	DK-EN
Secondary	S7	Biology	EN	DK
Secondary	S7	Biology	DK	EN
Secondary	S6	Mathematics	DK	DK
Secondary	S1-S7	Sustainability Week projects (*)	DK-EN-DE-FR	DK-EN

(*) During the visit, the school was celebrating sustainability week and, for this reason, there were no classes in Primary. The Audit Team visited all the projects that were being carried out from Nursery to P5, where pupils from different sections were mixed. It was observed as examples of effective coordination and collaboration across sections. In Secondary a sustainability project was organised on the last day of the audit; students of all year groups and sections were mixed; the Audit Team visited several projects and also witnessed parts of the final presentation by the students. The members of the Audit Team observed lessons and projects separately, but also combined.

(**) French students in the Danish section learn French as L1

- c. Analysis of relevant documents:

- ☒ pre-audit report
- ☒ teaching and language qualifications
- ☒ other documents as outlined in the pre-audit report

If you did not tick one or more of the options above, please insert here the reason why you did not analyse the document(s):

- d. During the feedback meeting with the management, the visiting audit team:

- ☒ discussed the initial findings

- ☒ double-checked that the findings are accurate
- ☒ stated any concerns, if necessary

Notes on the feedback meeting, if necessary:

Annex 3: Specific findings

Note: The following tags indicate to **which type of audit** the question is **applicable**

A	B	C+D bac	C+D no bac
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1. Pedagogical Content & Equivalence

1.1 Is the curriculum in compliance with the European Schools?

A	C+D no bac	C+D bac
---	------------	---------

Nursery ☒Yes ☐No ☐N.A | Comments:

Primary ☒Yes ☐No ☐N.A | Comments:

Secondary ☒Yes ☐No ☐N.A | Comments: Tarac is taught class-wise and according to the Danish curriculum, which is compulsory in Denmark; this is the only exception.

1.2 Is the Baccalaureate offered in accordance with the regulations?

B	C+D bac
---	---------

☒Yes ☐No ☐N.A | Comments: As mentioned, all candidates for the first BAC in 2023 passed their exams successfully. The students who are in Upper Secondary now would welcome more information about the consequences of their subject choices, especially with the view on the expectations from Danish universities. At the system's level the school would welcome more clarity about the relation between the curricula and the marking criteria.

2. Language Conditions

2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language?

A	C+D no bac	C+D bac
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☒Yes ☐No | Comments:

2.1 Are the language sections in compliance with the Regulations on Accredited European Schools?

A	B	C+D bac	C+D no bac
---	---	---------	------------

 (applies to all sections below until otherwise indicated)

☒Yes ☐No | Comments: The school has DK, EN and FR language sections in Nursery/Primary and DK and EN sections in Secondary. A French section in Secondary will start in 2024.

Specify exemptions, if any:

2.2 Is the Language Policy in compliance with the European Schools?

☒ Yes ☐ No | Comments: Physics in S7 is only taught in EN, because the number of students for physics in another language was not sufficient. This is according to the DoC for S6 and S7.

2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?

☒ Yes ☐ No | Comments: SWALS are in the DK, EN and FR section. In secondary there are bilingual FR/DK pupils, coming from the French school, as SWALS: they have FR as L1, but are placed upon request from their parents in the DK section, with mostly EN as L2. Consequently, they have DK as L3, which necessarily is offered at two different levels: standard and advanced. The school plans to create a French section also in secondary, starting with the first S1 in 2024.

The teaching of PT as L1 is partly online.

Specify exemptions, if any:

3. Quality Assurance

3.1.1 Are teachers qualified for the subject and level that they teach?

☒ Yes ☐ No | 19% of qualifications checked

Comments: In Denmark a teacher is allowed to teach in Upper Secondary with an academic degree only, but the school's policy is to appoint teachers with a pedagogical qualification too, which currently is the case with all teachers.

3.1.2 Are teachers qualified to teach in the language in which they give their lessons?

☒ Yes ☐ No | 19% of qualifications checked

Comments: In case a teacher wouldn't have the right qualification for teaching in a second language, the school requires that this qualification will be obtained on the shortest notice possible.

3.1.3 Is teacher training provided regularly?

☒ Yes ☐ No | Comments: The school considers professional development of major importance and values participation in courses organised within the system of the European Schools. The local authorities also organise teacher training on a regular basis, in which all teachers who master the Danish language can participate, as they do. Finding training offered in other languages is not always easy, but the school is in the process of further developing the internal training possibilities, e.g. via cross section activities and co-teaching. The school has coordinators in various areas, including the so-called educational ambassadors, which is a function as in other schools in Denmark. Teachers also participate in courses offered by the Danish Ministry of Education and professional exchange with another European School is also stimulated by the management.

3.1.4 Is teacher training provided by appropriate groups/authorities?

☒ Yes ☐ No | Comments:

3.1.5 Are teachers regularly appraised?

☒ Yes ☐ No | Comments:

3.1.6 Are teacher appraisals carried out by appropriate groups/authorities?

☒ Yes ☐ No | Comments:

3.1.7 Do teachers follow European Schools marking system?

☒ Yes ☐ No | Comments:

3.1.8 Do teachers plan appropriately over an annual period?

☒ Yes ☐ No | Comments: Teachers use the same format for the annual planning, which includes the 8 key competences. To what extent this global planning is elaborated in a more detailed forward planning, is left to the teachers' autonomy. There are very good examples of such planning documents, both in Primary and in Secondary, e.g. a curriculum planner for L2, with the aim to foster 'love in learning' and with clear attainment descriptors. In Lower Secondary the focus this year is on making more structured lesson plans, which are also visible for the students. In Upper Secondary teachers use the tool Lectio, which is used in all Upper Secondary schools in Denmark.

3.2.1 Do parents/pupils receive regular reports on pupil progress?

☒ Yes ☐ No | Comments:

3.2.2 Is pupil attendance reliably monitored?

☒ Yes ☐ No | Comments:

3.3 Is the European Specificity present throughout the school?

☒ Yes ☐ No | Comments: In the audit week, both in Nursery/Primary and in Secondary projects took place with a European dimension, and also during lesson observations it was clear that the school gave a positive follow-up to the recommendation in the 2020 Audit Report to focus more on developing the European specificity throughout the school. Many activities have a cross section approach, with more focus on similarities than on differences between the European countries and cultures.

4. Conditions in Article 7

4.1 Is there a support system in place?

☒ Yes ☐ No | Comments: The school pays extra attention to formative assessment, in order to organise the support as efficient as possible. Most of the support is provided inside the classroom, in Primary up to 90%. To facilitate the transition between Primary and Secondary,

teachers of both grades harmonise the support provided, also via co-teaching. The after-school programme and the cooperation with part time pedagogues contributes to the wellbeing of the pupils and strengthens the support they need. Some students receive special support from an external pedagogue, financed by the Municipality. The Municipality supports the school in the area of the pupils' and students' wellbeing, on which the school has a special focus. Dyslectic pupils have access to an online library. Given the fact that in the Danish Secondary school system there is a split between S4 and S5, many pupils in S5 are new in the European school. These students are closely observed and supported, if necessary. In general, special attention is given to students with ADHC and Asperger. The school wants to develop the provision of inclusive support, also for the academically more gifted pupils, further. Both in the teaching and in the area of support the eight key competences for lifelong learning are taken into account. The students of Secondary underline that their well-being is in the focus of the school and that the atmosphere is open and tolerant, without discrimination. At the same time they ask for continuous attention for the six school values and in some cases for more support at the individual level.

4.2 Is TARAC provided at every level and in keeping with the Dossier of Conformity?

☐ Yes ☒ No | Comments: Following the practice in Denmark, Tarac is not provided in S5, but this is compensated in S6 and S7 with extra hours Tarac, in Danish and English, which is in line with the DoC.

4.3 Does the timetabling allow for the general and specific rules regarding teaching time to be met?

☒ Yes ☐ No | Comments: The School offers 40 weeks of education instead of 38, which is agreed as a compromise to align with the Danish system which has 40 teaching weeks and 200 days of teaching.

Annex 4: The school self-evaluation report



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Self-evaluation form

(to be filled by the school)

School: European School of Copenhagen

Date of audit: 03/10/2023 until 05/10/2023

Type of audit: Type D with BAC (Renewal N-S7)

A. Current audit

The information previously indicated in this section (type and date of the Audit, Experts and Inspectors involved in the Audit) is now indicated on the final Audit Report.

B. General information about the school

Management team:

Role	Name
Director	Julie Rørdam Thom
Bac Coordinator and Deputy Head of Upper Secondary	Hans Bolvinkel
Head of Lower Secondary	Madelaine Kirk (Maternity leave) – Robert van Leeuwen
Head of Primary	Helle Bjerre Degn
Deputy Head of Primary	Rikke Groth Nielsen
Head of After School Care	Vacant
Head of Administration	Hella Helvig Jensen

Legal status of the school: Public (funding received exclusively from the state)

School provider (E.g government department, school foundation, etc.): Copenhagen Municipality for N-S4 and the Ministry of Education (state funding) for S5-S7.

Existing language sections

Sections' language	Cycles	Year group(s)	Number of pupils
Danish	Primary Observation Pre-Orientation Orientation	5-20	476
English	Primary Observation Pre-Orientation Orientation	5-20	298
French	Primary	5-11	130

L1 taught in the school: state the L1s taught in each section of the school

Please use standard [EU 2-letter language abbreviations](#) (EN, FR, etc...)

Nursery	Primary	S1-S5	S6-S7
DK	DK	DK	DK
EN	EN	EN	EN
FR	FR	FR	PT
	NL	HU	IT
	LV	DE	ES

	PL	IT	
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Total number of different L1 taught in school: 11

Number of SWALS³ per language:

Language	Number of pupils
French	49
Hungarian	2
Portuguese	1
Italian	4
Spanish	1
German	1
Dutch	3
Polish	2
Latvian	1

Subjects taught in L2 in S3-S5 (if year groups present at the school):

☒ Same as European Schools

☐ Other (explain) :

Tuition in the language of the country: ☐ Yes, compulsory ☒ Yes, optional ☐ No

L2 taught:

Primary: ☒ English ☒ French ☒ German ☒ Host Country Language (HCL)

Secondary: ☒ English ☒ French ☒ German ☐ Host Country Language (HCL)

L3 taught:

Danish
English
French
German

³ SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

C. Self-evaluation⁴

Please note:

- The following tags indicate to **which type of audit** the question is **applicable**:

A	B	C+D bac	C+D no bac
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- Comments are **not** compulsory

1. Pedagogical content and equivalence

A	C+D no bac	C+D bac	(applies to all sections below until otherwise indicated)
---	------------	---------	---

1.1 Is the curriculum in compliance with the European Schools?

1.1.1 Is the curriculum organised according to the organisation of studies in the European Schools?⁵ **Partly**

Comment: Please note the exception of Religion in accordance with the Dossier of Conformity N-S5. This is also referred to in Dossier of Conformity S6-S7

Evidence: Please see document 000a DoC N-S5 EN and document 000b DoC S6-S7 EN

1.1.2 ES Curriculum in Nursery

1.1.2.1: Are language awareness activities organised? **Yes**

Comment: All three Nursery classes in the English, Danish, and French language section organise language awareness activities according to the results of the language assessments carried out in the autumn/winter.

Evidence: Danish language assessments at www.uvm.dk/folkeskolen/fag-timetal-og-overgange/skolestart-og-boernehaveklasse. French language assessment in documents 000n and 000p. English language assessments in documents 000p and 000q.

1.1.3 ES Curriculum in the Primary school

1.1.3.1: Does the school provide L2 courses from Primary 1 onwards? **Yes**

Comment:

Evidence: See documents 012a - 2023 L2 Information Evening and 012b - L2 Choice for future P1 students. See students' timetables 024b - P1EN, 024c - P2FR, 024d - P3DA, 024e - P4EN, 024f - P5FR and teacher timetable 014r - Primary L2EN

1.1.4 ES Curriculum in the Secondary school

1.1.4.1: Does the school provide L3 courses from Secondary 1 onwards? **Yes**

Comment: Danish, English, French, and German

Evidence: See teacher timetables 014g - Lower Secondary L3D, 014h - Lower Secondary L3E, 014i - Lower Secondary L3F, 014j - Lower Secondary L3G, 014l - S5-S7 L3DA, 014m - S5-S7 L3DE, 014n - S5-S7 L3FR

1.1.4.2: Does the school provide L4 courses from Secondary 4 onwards? **Yes**

Comment: French, German and Spanish are offered. Based on students' subject choices, only Spanish classes were established from S4 onwards.

Evidence: See 012d - Elective Subjects S4, 014k - Lower Secondary L4S, 014q - S6-S7 L4ES

⁴ Refer to documents uploaded on to Teams in the 'evidence' section

⁵ See, inter alia, document 2011-01-D-33

A **B** **C+D no bac** **C+D bac** (applies to section 1.1.4.3)

1.1.4.3: Is teaching about religion and civics (TARAC) taught in mixed groups? **No**

Comment: Religion is taught class-wise.

Evidence: See student timetables from 024a to 024j and documents 010a, 010c, 010d, 010e, 010f.

B **C+D bac** (applies to all sections below until otherwise indicated)

1.2. Is the Baccalaureate offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccalaureate? (2015-05-D-12)

1.2.1: Is the curriculum offered in S6 and S7 as stated in the Regulations pertaining to the European Baccalaureate? **Yes**

Comment: Please note the exception of Religion where the Danish curriculum is taught. See exception in the Dossier of Conformity for S6 and S7.

Evidence: See document 000b DoC S6-S7 EN

1.2.2: Are students offered a range of options for their subject choices? **Yes**

Comment: It is the intention that all students can combine their individual interests with high level education. This, we intend to meet through the subjects we offer.

Evidence: See 012g – Subject choices S6 and S7 - 2023

1.2.3: Does the school organise the Baccalaureate (marks, exams, orals) in strict adherence to the rules laid down in the Regulations pertaining to the European Baccalaureate? **Yes**

Comment: We are in close collaboration with the Baccalaureate office and we follow the document “Arrangements for Implementing the Regulations for the European Baccalaureate (2024)”

Evidence: See 025a – Bac Planning 2023-24

2. Language conditions

A **B** **C+D bac** **C+D no bac** (applies to all sections below until otherwise indicated)

2.1 Are the language sections in compliance with the Rules on Accredited European Schools?

2.1.1: Does the school offer a minimum of two language sections? **Yes**

Comment: EN, DK, FR. The French language section is currently up to P5.

Evidence: See 017a – Data Provision Sheet (Pupil Population Data)

2.1.2: Is at least one of the language sections in one of the L2 (DE, EN, FR) languages? **Yes**

Comment: EN and FR

Evidence: See 017a – Data Provision Sheet (Pupil Population Data)

2.1.3: Are all the language sections official EU languages? **Yes**

Comment: Two are official EU languages, one is HCL.

Evidence: See 017a – Data Provision Sheet (Pupil Population Data)

A **C+D no bac** **C+D bac** (applies to all sections below until otherwise indicated)

2.2 Is the language policy in compliance with the European Schools?

2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language? **Yes**

Comment: All students who enrol are screened.

Evidence: See admissions process in 002a – Admissions Criteria and Process

2.2.1: Is there a free choice of L3, from amongst the official ES languages list? **Yes**

Comment: The students can choose Danish, French, German, and English.

Evidence: See 012c – L2 Parents Guide Primary

2.2.2: Is there a free choice of L4, from amongst the official ES languages list? **Yes**

Comment: The students can choose German, French, and Spanish.

Evidence: See 012c – L2 Parents Guide Primary and 012d – Elective Subjects S4

A **B** **C+D no bac** **C+D bac** (applies to section 2.2.3)

2.2.3: Are groups mixed across language sections for subjects that are not taught in L1? **Yes**

Comment: Groups are mixed across language sections in PE, Swimming, European Hours, L2, L3, L4, Human Science, History, ICT, Music, Art, Geography, and Economics.

Evidence: See student timetables in 024. 024o – Examples of mixed classes S6 – S7 and 024p – Examples of mixed classes S1 – S4, and 024q – Examples of mixed classes S1 – S4 – HS-H-G.

A **(B)** **C+D no bac** **C+D bac** (applies to section 2.2.4 and 2.2.5)

2.2.4: Are students taught music in a language that they already study? **Yes**

Comment:

Evidence: See student timetables in 024

2.2.5: Are students taught art in a language that they already study? **Yes**

Comment:

Evidence: See student timetables in 024

A **B** **C+D no bac** **C+D bac** (applies to section 2.2.6 and 2.2.7)

2.2.6: Are students taught sport in a language that they already study? **Yes**

Comment: With the exception of one S7 student with L1 DK and L2 FR, who has sports and political science in EN. The student had L3 EN up until S5.

Evidence: See student timetables in 024 and specifically for the exception: 024v – S7 student with L1 DA, L2 FR, EN sports.

2.2.7: Are maths and science taught in the language of the section? **Yes**

Comment: In S7, Physics is taught in English, see exemption in the Dossier of Conformity for S6 and S7.

Evidence: See Doc 000b DoC S6-S7 and student timetables in 024.

A **C+D no bac** **C+D bac** (applies to section 2.2.8)

2.2.8: Are humanities taught in L2 from S3 upwards? **Yes**

Comment:

Evidence: See 024i – S3EN and 024j – S4DA

A **B** **C+D bac** **C+D no bac** (applies to all sections below until otherwise indicated)

2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?

2.3.1: Are L1 courses offered to SWALS, in compliance with the DoC? **Yes**

Comment:

Evidence: See 023 documents

2.3.2: Are SWALS in one of the following language sections: DE, EN, FR, HCL as their main section? **Yes**

Comment: Danish language section (French SWALS) and English language section (Hungarian, Portuguese, Spanish, Dutch, German, Polish, Latvian and Italian SWALS)

Evidence: See 023 documents

2.3.3: Do pupils without their own language section receive support to learn the language of the section that they join? **Yes**

Comment: Offered on an individual basis as needed.

Evidence: See 023 documents

3. Quality assurance

3.1 Teacher qualifications and training

3.1.1: Are teachers qualified for the subject and level they teach? **Yes**

Comment:

Evidence: See Doc 017a Data Provision Sheet

3.1.2: Are teachers qualified to teach in the language in which they give their lessons? **Yes**

Comment:

Evidence: See Doc 017a Data Provision Sheet

3.1.3: Is teaching training provided regularly? **Yes**

Comment: Management and teachers are doing their best to find suitable professional development in all languages.

Evidence: See documents in 015

3.1.4: Is teacher training provided by appropriate groups/authorities? **Yes**

Comment: In Primary and Secondary, we use the relevant training courses offered by the Municipality of Copenhagen and arrange courses with external parties. In Upper Secondary, we send teachers to professional development meetings at other European School regularly and we use courses offered by the Danish Ministry of Education.

Evidence: See documents in 015

3.1.5: Are teachers regularly appraised (evaluated)? **Yes**

Comment: Classroom observations with chosen focus points made by management and colleagues, followed by feedback meetings with the teacher. Class/teacher conferences. Annual employee conversations (MUS) are carried out by management with all teachers.

Evidence: See documents in 019

3.1.6: Are teacher appraisals (evaluations) carried out by appropriate groups/authorities? **Yes**

Comment: Annual employee conversations (MUS) are carried out by management with all teachers.

Evidence: See documents in 019

3.1.7: Do teachers follow the European Schools marking system? **Yes**

Comment:

Evidence: See documents in 021

3.1.8: Do teachers plan appropriately over an annual period? **Yes**

Comment:

Evidence: See documents in 007

3.2 Pupil progress and attendance

3.2.1: Do parents/pupils receive regular reports on pupil progress? **Yes**

Comment: P1-P5: School reports twice a year.

S1-S3: School reports three times a year.

S4-S7: School reports four times a year.

Evidence: See documents in 021

3.2.2: Is pupil attendance reliably monitored? **Yes**

Comment: In Primary, attendance is registered at the beginning of the school day, and in Secondary, attendance is registered at the beginning of every lesson. Follow-up twice a month by class teachers and management.

Evidence: See documents in 022.

3.3 The European specificity

A **C+D no bac** **C+D bac** (applies to section 3.3.1)

3.3.1: Are pupils taught in mixed groups for European Hours? **Yes**

Comment:

Evidence: See 024l.

A **B** **C+D bac** **C+D no bac** (applies to sections below)

3.3.2: Are pupils taught in mixed groups for Human Sciences, History & Geography? **Yes**

Comment:

Evidence: See 024q

3.3.3: Are pupils taught in mixed groups in L2? **Yes**

Comment:

Evidence: See documents 024o and 024p.

3.3.4: Does the school promote their European specificity? **Yes**

Comment:

Evidence: See documents in 008.

3.3.5: Does the European specificity appear in teachers' forward planning? **Yes**

Comment:

Evidence: See documents in 007.

4. Conditions in Art. 7

4.1 The support system

4.1.1: Is there a support system in place? **Yes**

Comment: The school supports students both academically and with regards to their well-being. For P0 – S4, we have coordinators for educational support, inclusion of students and well-being, and collaborate with the Resource Centre in the Municipality of Copenhagen. The school has two teachers who have undergone training to support students with reading/writing difficulties and dyslexia, and we collaborate with the Competence Centres in the Municipality. For S5 – S7, we have study counsellors,

Evidence: See documents in 004, 005 and 030

4.2 TARAC (Teaching about Religion and Civics)

4.2.1 Is TARAC provided at every level of the school? **Yes**

Comment: See Doc 000a DoC N-S5 EN, page 15: "Religion will follow the Danish curriculum which is non-confessional and the Danish amount of hours".

Evidence: Doc 000a DoC N-S5 EN and documents in 010.

4.2.2 Is TARAC provision in keeping with the DoC? **Yes**

Comment:

Evidence: Doc 000a DoC N-S5 EN and documents in 010.

4.3 Teaching time

4.3.1: Does the timetabling allow for the correct number of hours to be spent on each subject? **Yes**

Comment: The number of lessons are adapted to 38 school weeks.

Evidence: See 000a DoC N-S5 EN

4.3.2: Does the timetabling allow for the rules regarding general teaching time to be met? **Yes**

Comment: In Primary, all classes are 30 minutes and in Secondary, all classes are 45 minutes.

Evidence: See structure in document 000m – Bell times

Annex 5: the audit report feedback form

Comments on the draft report (to be completed by the school)	To be completed by the audit team
Section: ☐ Part 1 ☐ Part 2 ☐ Annex 1 ☐ Annex 2 ☐ Annex 3	☒ Reflected in the final report ☐ Not reflected in the final report Comments?
Specific section: Short summary of the school	The sentence is deleted from the report. In fact, from the next school year on, the school will be considering all aspects of the implementation of DK as L2 in secondary, which, according to the Conformity File, will start in S1 in September 2028.
School comment: “In the next school year, the school will teach DK as L2 in secondary as well, starting in S1.” This should be changed to: “In the next school year, the school is considering teaching DK as L2 in secondary as well, starting in S1.”	
Supporting evidence submitted? ☐ Yes ☒ No If yes, details:	
Section: ☐ Part 1 ☐ Part 2 ☐ Annex 1 ☐ Annex 2 ☐ Annex 3	☒ Reflected in the final report ☐ Not reflected in the final report Comments?
Specific section: 4. Conditions in Article 7	The audit team agrees with the change the school proposes
“The School offers 40 weeks of education instead of 38, which is in line with the Danish system.” This should be changes to “The School offers 40 weeks of education instead of 38, which is agreed as a compromise to align with the Danish system which has 40 teaching weeks and 200 days of teaching.”	
School comment:	
Supporting evidence submitted? ☐ Yes ☐ No If yes, details:	



Schola Europaea / Office of the Secretary-General

Ref.: 2023-09-D-38-en-3

Orig.: EN



Dossier of Conformity, N-S5: European School Copenhagen (ESCPH) (DK)

Approved by the Board of Governors at its meeting of 10, 11 and 12 April
2024 in Parma (Italy) - Hybrid

This updated Dossier of Conformity cancels and replaces document 2012-09-D-25-en-5.

Section 1: General information

a. Contact information

School name	European School Copenhagen (ESCPH)
Address	Ny Carlsberg Vej 99, 1799 København, Denmark
Phone	+45 36 14 01 90
Email	admin.escph@kk.dk
Website	https://escph.dk/

b. School status

State	Yes
Private (please provide details)	No
Mixed (please provide details)	No

Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:

The European School Copenhagen is a public school, funded by the Municipality of Copenhagen for the operational costs for primary and lower secondary education (N-S4) and by the Danish state for the upper secondary education (S5-S7).

ESCPH is both networking with other state and international upper secondary schools in Denmark and is a part of the Accredited European Schools network.

International schools in Denmark are mostly private and charge tuition fees, while some of the schools that offer the International Baccalaureate Diploma Programme are run by the state and are free of charge like ESCPH. International schools in Copenhagen such as the French and German school offer their own national programmes. In addition, there are several international schools, which offer an English curriculum equivalent to the ones in the US and the UK. Eleven of the international schools are located in and around the larger metropolitan area of Copenhagen.

c. Reason for the introduction of European Schooling

European Institution or Agency	☒	European Environment Agency (EEA), The European Parliament Information Office (EPIO) and The European Representation Office in Denmark (ERO).
International Institution	☐	
Other	☒	The regulation establishing the European Environment Agency (EEA), the European Environment Information and Observation Network (Eionet) was adopted by the European Union in 1990 (Council Regulation, ECC, no. 1210/90 of 7 May 1990) and came into force in late 1993 immediately after the decision was taken to locate the EEA in Copenhagen. The

	agency commenced its official operation in 1994 and now has 38 member countries. Furthermore, there are two European institutions in Copenhagen: The European Parliament Information Office (EPIO) and the European Representation Office in Denmark (ERO). The EEA's location in Copenhagen has elicited a need for a European School in Copenhagen, as the children of EEA employees are of European backgrounds. Additionally, the rising influx of expatriates to Denmark adds to the increasing need for international school places. Thus, the need for greater capacity in international schools is considered a serious problem in relation to attracting and retaining highly skilled labour. In order to prevent exacerbation of Denmark's competitiveness, close attention is being paid to meet the needs and demands of the growing international community in Copenhagen.
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d. Students

Number of pupils over the previous 5 years:

	Sept 2023	Sept 2022	Sept 2021	Sept 2020	Sept 2019
Nursery	67	72	71	74	77
Primary	377	346	343	320	294
Secondary	460	484	408	224	102
TOTAL	904	902	822	704	547

e. Management

<u>Role</u>	<u>Name</u>	<u>Qualifications</u>
Director	Julie Rørdam Thom	MPG (Master of Public Governance, MA), Cand.mag (MA), Teaching Qualification (both Primary, Secondary & Upper Secondary), Teacher Training Certificate (Pædagogikum), Teaching experience from DK, 5 years management experience, Appointment as Subject Specialist for the Ministry of Education
Deputy Head – Upper Secondary and Bac Coordinator (S5 - S7)	Hans Bolvinkel	Cand.scient. (MSc) Maths and Chemistry, Teacher Training Certificate (Pædagogikum)

Deputy Head – Lower Secondary (S1 - S4)	Madelaine Pippa Kirk	BA of Arts in English and Creative Writing, Certificate of Education in English. 1 year of management experience
Head of Primary	Helle Bjerre Degn	Qualified manager in management and psychology, 20 years of management experience, Danish Teacher qualification for Primary and Lower in German and French, Diploma in teaching foreign languages
Deputy Head of Primary	Rikke Groth Nielsen	Cand.mag (MA), Teacher Training, 8 years of teaching experience, 1 year of management experience
Head of Administration	Hella Helvig Jensen	Cand.jur (Masters of law), 17 years of management experience

f. Connected authorities¹

<u>Name of authority and its connection to the school</u>	<u>Members (names and functions)</u>
Children and Youth Administration of the City of Copenhagen	Tobias Stax, Director of Children and Youth, Cph Municipality
	Kate Obeid, Head of BUF VVK (Geographical area of ESCPH location)
The Ministry of Children and Education	Lars Damkjær (Head of the Danish Delegation)
	Liz Nymann Lausten (Head of Office - Upper Secondary Education)
	Mette Rousøe (Team Manager – Upper Secondary Education)
	Bettina Brandt (Representative for the Danish delegation - Primary)

¹ For example, regional/city educational authorities or private educational organisations

g. Monitoring

Will the school be inspected or monitored by national inspectors or other authorities?

☐ Yes

☒ No

If yes, please describe the main principles of this inspection/monitoring.

Section 2: Pedagogical Equivalence

a. Summary

What part of the school is devoted to European Schooling?

☒ Whole part

☐ Section / part of school

If 'section/part of school', please explain.

b. Organisation of European Schooling

i. Complete the table below to show which teaching levels have been opened and when

<u>Year group</u>	<u>Year first opened</u>	<u>In which sections?</u>		
		<u>How many students in Sept 2023?</u>		
Nursery - Only N2 (in keeping with Danish education policy)	2014	DK	EN	FR (opened 2018)
		26	26	15
Primary 1	2014	DK	EN	FR (opened 2019)
		26	26	21
Primary 2	2015	DK	EN	FR (opened 2020)
		26	26	22
Primary 3	2016	DK	EN	FR (opened 2021)
		30	26	22
Primary 4	2017	DK	EN	FR (opened 2022)
		26	25	24
Primary 5	2018	DK	EN	FR (opened 2023)
		26	25	26

Secondary 1	2018	DK	EN	FR
		40	26	0
Secondary 2	2018	DK	EN	FR
		53	25	0
Secondary 3	2019	DK	EN	FR
		54	24	0
Secondary 4	2020	DK	EN	FR
		51	25	0
Secondary 5	2020	DK	EN	FR
		51	23	0

N.B. The FR section will grow, year by year, in the secondary school with S1 opening in September 2024.

ii. If some teaching levels are not provided by the school, please explain links to other schools which do provide this missing provision:

- iii. Will you offer the European baccalaureate²? ☒ Yes
☐ No

Planned date of first Baccalaureate exam session: Summer 2023

Dossier of Conformity (2020-09-D-31-en-4) approved December 2020. S6 opened in September 2021.

c. Languages

i. Language sections

Article 4.1: It offers a minimum of two language sections, including at least one in either English, French or German and one in any other L1 accepted in the European Schools system, ordinarily that of the host country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.

Section in vehicular language:	☐ DE ☒ EN ☒ FR
Section in host county language, if different from vehicular language (please specify)	Danish
Section in other language (please specify)	

N.B. FR section is still opening up (see section 2bi)

If deviating from article 4.1, please state how and why.

ii. Provision of a first foreign language (L2)

Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.

Will the school offer English, French and German as L2?

- ☒ Yes
☐ No

² Please note, a separate Dossier of Conformity must be presented for the Additional Accreditation Agreement for the Baccalaureate Cycle.

If no, please provide a justification here.

iii. Language of the country (Non-binding objective)

Do pupils learn the language of the country in which the school is based?

- ☐ Yes, compulsory
☒ Yes, optional
☐ No

Will the school offer the Host Country Language as L2? (when different from EN, FR, DE)

- ☐ No
☒ Yes, introducing it as follows:

<u>Year group</u>	<u>Year in which HCL as L2 will start being offered</u>
Primary 1	2023 ³
Primary 2	2024
Primary 3	2025
Primary 4	2026
Primary 5	2027
Secondary 1	2028
Secondary 2	2029
Secondary 3	2030
Secondary 4	2031
Secondary 5	2032

³ Document 2020-01-D-25-en-4, 'Including the Host Country Language in the group of Languages 2' underlines the importance of a gradual introduction of the HCL as L2, starting with P1. Starting with P2 at the same time is also possible.

- iv. Which L1s, not covered by the language sections offered, do you anticipate having in your student population?

German, Spanish, Italian, Hungarian, Portuguese, Latvian, Polish

- v. L1 and language support

Article 4.2: It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.

Will L1 provision be made for students who do not have their own language section?

☒ Yes

☐ No

If yes, under what conditions? E.g. number of students per group

As described in the "General Interest file", February 8th, 2012 (Ref: 2012-01-D-18-en-1):
"The European School in Copenhagen guarantees that all category 1 students will receive mother tongue instruction. For category 1 children without a language section (SWALS – Students Without a Language Section), lessons in their mother tongue are guaranteed." (P.10) Classes will be created with only one student. It may be combined classes by year group.

And: "Students who do not fall under category 1 will receive mother-tongue teaching offered by the Municipality of Copenhagen, as the city already has an established system of mother tongue teaching" (p.10). This programme is not a part of the curriculum for the European Schools.

The European School Copenhagen offers lessons in mother tongue for non-category 1 P0-S4 students if there are a minimum of 7 students.

The European School Copenhagen offers lessons in mother tongue for non-category 1 S5 students if there are a minimum of 5 students.

If yes, how do you plan to provide this tuition?

<u>Provider</u>		<u>Frequency</u>
Teacher at the school	☒	Weekly
Distance learning techniques	☒	Weekly
In cooperation with the European Schools	☐	
In cooperation with other school or embassies	☐	
Other (please specify)	☐	

Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.

Will the school organise language support for the pupils without their own language section to learn the language of the section which they join?

☒ Yes

☐ No

If yes, under what conditions?

When new students are admitted, they are offered support in the language of the section which they join instead of in their mother tongue/dominant language, if they wish.

If yes, how do you plan to provide this tuition?

<u>Provider</u>	<u>Frequency</u>
Teacher at the school ☒	Weekly
Distance learning techniques ☐	
In cooperation with the European Schools ☐	
In cooperation with other school or embassies ☐	
Other (please specify) ☐	

vi. Subjects taught through the L2 up to S5

As European Schools ☒

Other (please explain) ☐

vii. Subject taught through the host country language (HCL) up to S5

According to the 'Organisation of Studies' of the European Schools (2011-01-D-33-en-9) Article 2.5 b, Art, Music and PE can be taught in EITHER the L2 or the host country language (HCL). However, in compliance with 2019-01-D-19, students must be taught Art, Music and PE in a language that they already study.

As European Schools ☒

Other (please explain) ☐

viii. L3 (second foreign language) and L4 (third foreign language)

Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.

Will the school make any exception to the regulations in place in the European Schools for L3 and L4 language learning provision?

☐ Yes

☒ No

If yes, please state what exceptions are planned:

d. Pedagogical content

- ii. If the school will vary from the European School curriculum in the years N-S5, please state what variations will occur and why.

Religion will follow the Danish curriculum which is non-confessional, as well as the Danish amount of hours, and the Danish yearly number of lessons.

- ii. If the school will deviate from the European School syllabi in any subject in the years N-s5, please fill in the table below (which may be enlarged if necessary.)

Subject involved	Year group(s) involved	Description of deviation	Reasons for deviation
Religion	N – S5	Religion will follow the Danish curriculum which is non-confessional, as well as the Danish amount of hours and the Danish yearly number of lessons.	Schooling in Denmark must not have tuition in confessional religion.

- iii. What is the school's policy for class creation in relation to number of students? E.g. will classes be created with 1 student? Will there be combined teaching with consecutive year levels?

As per agreement with the Municipality of Copenhagen, there are 26 students per class in P0 – S4. In S5, there are 28 students.

For all subjects in P0-S4 a number of minimum 7 students is required to create a class. For all subjects in S5 a number of minimum 5 students is required to create a class. Management has the right to create classes for less than 7 students in P0-S4 if needed with regards to meeting the European Schools' syllabus.

Management has the right to create classes for less than 5 students in S5 if needed with regards to meeting the European Schools' syllabus.

The European School Copenhagen offers lessons in mother tongue tuition for non-category I S5 students if there is a minimum of 5 students.

The European School Copenhagen offers lessons in mother tongue for non-category I P0-S4 students if there is a minimum of 7 students.

iv. Schedules

How long are lessons in the secondary school? 45 minutes
 How long are lessons in the primary school? 30 minutes
 How many teaching days per year? 190 days

Please include, as an annex, a generic schedule i.e. subjects and numbers of hours only, for:

Nursery

Primary 1

Primary 3

Secondary 3

Secondary 5

ii. Communication with parents

Type of communication			How frequently?
School reports	Yes	☒	School reports are sent to parents until S4. From P1 to P5, school reports are sent 2 times a year. From S1 to S3, school reports are sent 3 times a year. In S4 and S5, school reports are sent 4 times a year. Starting from S5, students have their own access to SMSMyschool to see their school reports.
	No	☐	
Meetings	Yes	☒	We have parent/teacher conferences 2 times a year from N to S4 and 1 time a year in S5. We have Primary and Secondary Parents Council meetings 3 times a year. We have parent meetings at each year level in August or September. We have transition parent meetings (P5 to S1) every year in June. We have a parent orientation meeting on the European Baccalaureate every year in S5. As we are an accredited school, we have additional meetings for parents in S4 about applying for the upper secondary on a national level.
	No	☐	
Email	Yes	☒	When needed.
	No	☐	
Post	Yes	☐	We do not use physical paper mail for communication with parents.
	No	☒	
Newsletter	Yes	☒	A newsletter is sent out to parents in N to S4 5 times a year via the e-platform Aula. Newsletters in S5 are sent out when needed.
	No	☐	

Website	Yes	☒	Parents can always access our website for news, calendar, board meeting minutes, and other relevant information.
	No	☐	
E-platform	Yes	☒	From N to S4, we use the e-platform Aula. In S5, we use the e-platform e-boks which is a national platform for confidential information.
	No	☐	
Other	Yes	☒	When needed, we communicate with parents over the telephone.
	No	☐	

ii. **Links with the European Schools system**

Tallinn (AES)

Communication with teachers who wished to knowledge-share.

Helsinki (AES)

Knowledge-sharing regarding the European Baccalaureate and structures to support student well-being.

Bruxelles EEB1

All staff visited the school to gain knowledge and inspiration, both in regards to teaching, administration, and management.

Tyrol (AES)

We have supported the new AES in the early days of the school.

Section 3: resources

a. Teaching staff

- ii. In accordance with the planned number of students stated in section 2, outline below how many teaching staff you have employed over the past 5 years.

Year	FTE⁴
Sept 2023	81
Sept 2022	75
Sept 2021	66
Sept 2020	49
Sept 2019	34

- ii. Who will cover the cost of the staff?

☒ National Authority

☐ School

☐ Combination (please explain)

The Municipality of Copenhagen covers the cost of staff from N to S4. The Danish Ministry of Children and Education covers the cost of staff in S5.

- iii. Who recruits the teaching staff?

☐ National Authority

☒ School

☐ Other (please name) _____

☐ Combination of groups (please explain)

b. Evaluation, recruitment and in-service training

- ii. Complete the table to describe how the teaching staff will be evaluated.

<u>Evaluation by</u>	<u>Frequency</u>
Director ☒	The Director evaluates the teaching staff annually.
National body for quality assurance ☐	
Other (specify and <i>add lines as necessary.</i>) ☐	

⁴ FTE – Full Time Equivalent

- ii. Does the school have a Professional Development Policy? ☒ Yes
☐ No

It is the aim of the school that all teachers are continuously developed professionally. It is furthermore encouraged that all teachers attend ES subject group meetings and professional development courses offered by the European School system.

With regards to other professional development, the following frames are given:

- If a teacher or a subject group, section, team want to attend a course or want to apply for other development areas, they must send relevant information to their manager and explain why this is relevant for themselves and the school.
- Courses that are offered to groups of teachers instead of individual teachers will be prioritised.
- Knowledge acquired on professional development courses should be knowledge shared with colleges on staff meetings or professional development afternoons.
- Deadline is primo March and Primo September for staff. Pedagogues apply in January and August. Pedagogical staff apply to nearest manager. Courses that come up during the year can also be taken into consideration.

c. Buildings and facilities

<u>Room type</u>	<u>Number of rooms</u>
Nursery classrooms	3
Primary classrooms	19
Secondary classrooms	26
Library	1
Gym	1
ICT room	0 (students bring their own laptops in Secondary and borrow from the school in Primary)
Art room	2
Music room	2
Equipped science labs	5

d. Assessment

What assessment guidelines will be used at the school?

	National	European Schools	Other (please specify)
Nursery		x	
Primary		x	
Secondary 1-5		x	

Section 4: Educational support system

Article 7.1: Accreditation shall also be conditional upon the existence of an educational support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.

i. Is there an educational support system in place?

- ☒ Yes
☐ No

ii. What is the policy in place to support children with special educational needs?

- ☒ National
☒ European Schools
☐ Tailor-made

iii. Outline the main principles of the educational support policy in the box below.

The main principles of the educational support policy is to ensure equal terms for students with and without learning disabilities and other diagnosis.

For P0 to S4, the school follow the Municipality of Copenhagen's support system.

For S5, the school follows the Danish Ministry of Children and Education's support system for upper secondary schools.

ii. Who is in charge, in the school, of the implementation of the educational support policy?

Management, educational support coordinators, and study counsellors.

ii. Who is in charge of preparing the requests for special arrangements for the Baccalaureate cycle? (See document 2015-05-D-12, Annex VII. This needs to be carried out during the students' s5 year.)

Study counsellor with SEN responsibility and bac coordinator.

Section 5: TARAC (Teaching about Religion and Civics)

Article 7.2: Accreditation shall also be conditional upon the existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.

i. Will religion/ethics be taught?

☒ Yes*

☐ No

* Religion will follow the Danish curriculum which is non-confessional, as well as the Danish amount of hours, and the Danish yearly number of lessons.

ii. If not, please outline what will be taught in its place.

Section 6: The European Specificity

How will the school ensure that the European specificity is fulfilled:	
in the nursery?	Nursery follows the annual European Week and Europe Day, and teachers underline the European dimension in their teaching.
In the primary?	Primary follows the annual European Week and Europe Day, and teachers underline the European dimension in their teaching. From P3, the students have European Hours (by following the European School curriculum and stating to the students when specific parts of the curriculum underline the European specificity).
In the secondary?	Human Science, Geography and History (by following the European School curriculum and stating to the students when specific parts of the curriculum underline the European specificity)
in extra-curricular activities?	- Student mobility programme for S5 students - European Day of Languages (whole school) - Europe Day (whole school) - Model United Nations (S5 and up) - European Parliament simulation (S5 and up) - Sustainability Week (whole school) – UN sustainability goals - COSEA participation (Upper Secondary student council)

Annexes (as requested)

Annex 1: ESCPH Schedule Nursery

P0DA	Mandag	Tirsdag	Onsdag	Torsdag	Fredag
08:10-08:40	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
08:40-09:10	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103
09:10-09:40	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103	ZDM PE S16 PIRI PE S16	PIRI BHK 103	PIRI BHK 103
09:40-10:10	PIRI BHK 103	PIRI BHK 103	ZDM PE S16 PIRI PE S16	PIRI BHK 103	PIRI BHK 103
10:10-10:30					
10:30-11:00	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
11:00-11:30					
11:30-12:00					
12:00-12:25	PIRI BHK 103	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
12:25-12:55	PIRI BHK 103	ZDM PE S16 RAHOPE S16	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
12:55-13:25	PIRI BHK 103	ZDM PE S16 RAHOPE S16	PIRI BHK 103	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103

BHK = Nursery class

Annex 2: ESCPH Schedule Primary 1

P1EN	Mandag	Tirsdag	Onsdag	Torsdag	Fredag
08:10-08:40	SUPOL1E 106	SUPOL1E 106	SUPOREL 106	SUPOMAT 106	SUPOL1E 106
08:40-09:10	SUPOL1E 106	SUPOL1E 106	SUPOREL 106	SUPOMAT 106	SUPOL1E 106
09:10-09:40	SUPOMAT 106	NACHMUS 308	SUPOL1E 106	SUPOL1E 106	SUPOMAT 106
09:40-10:10	SUPOMAT 106	NACHMUS 308	SUPOL1E 106	SUPOL1E 106	SUPOMAT 106
10:10-10:30					
10:30-11:00	ZAB PE S16 ZHI PE S16	SUPOMAT 106	SUPOL1E 106	SUPOL1E 106	SUPOL1E 106
11:00-11:30	ZAB PE S16 ZHI PE S16	SUPOMAT 106	MESOL2D L2DA PIRI L2D 103	MESOL2D L2DA PIRI L2D 103	MESOL2D L2DA PIRI L2D 103
11:30-12:00					
12:00-12:25					
12:25-12:55	SUPODIS 106	PIRI L2D 103 MESOL2D L2DA	SUPOL1E 106	MESOART 310	SUPOL1E 106
12:55-13:25	SUPODIS 106	PIRI L2D 103 MESOL2D L2DA	ZAB PE S16 ZHI PE S16	MESOART 310	MESOART 310
13:25-13:55	SUPODIS 106	SUPOL1E 106	ZAB PE S16 ZHI PE S16		MESOART 310

Annex 3: ESCPH Schedule Primary 3

P3FR	Mandag	Tirsdag	Onsdag	Torsdag	Fredag
08:10-08:40	CLEMMAT 207	CLEML1F 207	CLEMMAT 207	CLEML1F 207	CLEMMAT 207
08:40-09:10	CLEMMAT 207	CLEML1F 207	CLEMMAT 207	CLEMDIS 207	CLEMMAT 207
09:10-09:40	CLEML1F 207	CLEMMAT 207	CHROL2E LIPE L2E L2EN' L2EN;	CLEMDIS 207	CLEML1F 207
09:40-10:10	CLEML1F 207	CLEMMAT 207	CHROL2E LIPE L2E L2EN' L2EN;	CLEMDIS 207	CLEML1F 207
10:10-10:30					
10:30-11:00	CHROL2E LIPE L2E L2EN' L2EN;	CHROL2E LIPE L2E L2EN' L2EN;	CLEMART 310	ZHU PE S17	CLEML1F 207
11:00-11:30	CHROL2E LIPE L2E L2EN' L2EN;	CHROL2E LIPE L2E L2EN' L2EN;	CLEMART 310	ZHU PE S17	CLEML1F 207
11:30-12:00					
12:00-12:25					
12:25-12:55	CLEMREL 207	CLEMDIS 207	CLEML1F 207	CHROL2E LIPE L2E L2EN' L2EN;	CLEMEUH 207
12:55-13:25	CLEMREL 207	CLEMDIS 207	CLEML1F 207	CHROL2E LIPE L2E L2EN' L2EN;	CLEMEUH 207
13:25-13:55	ELFL MUS 308	CLEMDIS 207	CLEML1F 207	CLEMMAT 207	CLEMEUH 207
13:55-14:25	ELFL MUS 308		CLEML1F 207	CLEMMAT 207	

Annex 4: ESCPH Schedule Secondary 3

S3DA	M	T	W	Th	F
08:25 - 09:10				BEBASCHG116 JECH SCHF 121	PECHPE S17
09:10 - 09:55	CHSAL1D 221	VAR MAT 217		CHNYL3D 122 ELDE L3F 120	PECHPE S17
10:10 - 10:55	CHNYL3D 122 ELDE L3F 120	VAR MAT 217	CHSAL1D 221	CHSAREL 220	PECHPE S17
10:55 - 11:40	BEBASCHG220 JECH SCHF 219	CLGOL2F 123 ELDE L2E 120	VAR MAT 217	CLGOL2F 123 ELDE L2E 120	CHNYL3D 122 ELDE L3F 120
11:40 - 12:25	BEBASCHG220 JECH SCHF 219	CLGOL2F 123 ELDE L2E 120	VAR MAT 217	NICH LAT 120 VAR ICT 217	VAR CLA 217
13:10 - 13:55	SEJE SCI 401	JEBA MUS 410	CLGOL2F 123 ELDE L2E 120	NICH LAT 120 VAR ICT 217	CHSAL1D 221
13:55 - 14:40	SEJE SCI 401	JEBA MUS 410	SEJE SCI 403		CHSAL1D 221
14:50 - 15:35			SEJE SCI 403		RAGEART 309
15:35 - 16:20					RAGEART 309

Annex 5: ESCPH Schedule Secondary 5

	Mandag (15/4)	Tirsdag (16/4)	Onsdag (17/4)	Torsdag (18/4)	Fredag (19/4)
	• S5 & S6 report deadline		• S5 & S6 class teacher deadline		• S5 and S6 school reports published
1. modul 8:25 - 9:10	S5HISENA • sost • 317	S5ECOENA • onru roli • 415	S5L2-ENA • dehu • 315	Music Alle elever • dako • 411	
2. modul 9:10 - 9:55	S5HISENA • sost • 317	S5ECOENA • onru roli • 415	S5L2-ENA • dehu • 315		
3. modul 10:10 - 10:55	S5L3-DEA • vinc • 313	S5DAA KL • rage sost • 316		S5L2-ENA • dehu • 315	
4. modul 10:55 - 11:40	S5L1-DAA • MSS • 316	S5CHIDAA • misc sibr • 405	S5GEOENA • hesp • 317	S5PHYDAA • jemu • 406	S5L3-DEA • vinc • 313
5. modul 11:40 - 12:25	S5L1-DAA • MSS • 316	S5CHIDAA • misc sibr • 405	S5GEOENA • hesp • 317	S5PHYDAA • jemu • 406	S5L3-DEA • vinc • 313
6. modul 13:10 - 13:55	S5MA6DAA • kade • 414	S5MA6DAA • kade • 414	S5BIODAA • sibr sise • 406	S5L1-DAA • MSS • 414	S5MA6DAA • kade • 414
7. modul 13:55 - 14:40	S5MA6DAA • kade • 414	S5MA6DAA • kade • 414	S5BIODAA • sibr sise • 406	S5L1-DAA • MSS • 414	S5MA6DAA • kade • 414
8. modul 14:50 - 15:35	S5ICTENA • thni • 315		S5ECOEN A • onru ...	S5EP-ENB • karo pech • S17	S5ICTENA • thni • 315
9. modul 15:35 - 16:20	S5ICTENA • thni • 315		S5ECOEN A • onru ...	S5EP-ENB • karo pech • S17	S5ICTENA • thni • 315
10. modul 16:20 - 17:05			15:00-18:00 Homework cafe Alle elever • ... • 312 313		