

Strategic focus points

2024/2026

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

	Sharing inspiration Balkort
<i>Students' culture</i>	Canteen and breaks Common behavior expectations Physical environment
<i>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 program incl. Well-being activities and study skill guidance

	• Class teacher time in S6, S6, and S7. Weekly in S5, monthly in S6, and quarterly in S7.
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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 S3 to S4 and 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 (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 are described by picture, name, initials and function on the website
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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.