

Quality Report 2019



European School Copenhagen



City of Copenhagen

The Child- and Youth Administration

2019



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Introduction

This is the 2019 Quality Report on the European School Copenhagen (ESCPH). The report provides a joint overview of a number of areas, all of which are relevant for the evaluation of the quality of the school.

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

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

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

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

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

The quality indicators for schools

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

Academic standards – "All pupils are to reach their academic potential"
Equal opportunities – "The impact of social and ethnic background on academic results must be reduced. Additionally, pupils with educational needs must be included in schools and not separated out for segregated education"
Youth education – "All pupils are to complete a youth education"
Well-being – "All pupils are to experience a good school life and thrive in it"
Trust and attractiveness – "The trust in schools and the respect for professional knowledge and practice are to increase, so parents in Copenhagen will make the Folkeskole their first choice"

The Children and Youth Committee's strategy for the children and young people in Copenhagen: Our children – shared responsibility

The Child and Youth Committee decided in January 2019 a new strategy for children and young people in Copenhagen. The strategy runs from 2019-2021 and contains following changes:

1. **The First 1,000 Days:** A better start for vulnerable children
2. **Improve High Quality Day Care:** Every child has the right to good day care

- 3. Improved Skills and Well-being in the Schools:** A higher standard among the pupils
- 4. Well-being among Youngsters:** More and better youth communities
- 5. Including Communities:** A better connection between common and special schools

The Quality Report for the municipality of Copenhagen summarizes how the five changes are progressing. You can find the strategy here: [Børne- og Ungdomsudvalgets strategi 2019-2021: Vores børn - fælles ansvar](#)

The Children and Youth Committee's well-being effort for the pupils in Copenhagen

The well-being effort are about making the pupils happy so that they can learn better. The goal of the effort is to create a better framework for the pupil's well-being and to give them a greater desire to attend school.

The effort to strengthen well-being contain several suggestions and recommendations for the schools in Copenhagen. The proposals are drawn from inspiration from several of the schools in Copenhagen own experiences in strengthening the well-being of the pupils. Children who thrive with their peers learn better – well-being goes hand in hand with good academic results.

In the school's Quality Report, you can read how the school has taken up the invitation and recommendations. You will find a summary of the Children and Youth Committee's management of the well-being efforts here: [Børne- og Ungdomsudvalgets trivselsindsats for de københavnske skoleelever](#)

The adjustment of the Danish School Reform

On May 2nd, 2019, the Danish Schools Reform adjustment act was adopted. The Ministry of Education states that the agreement contains 13 initiatives focusing on, among other things / focusing on subjects like, increased freedom in the organization of the school day, downgrading of the total teaching time in the schooling and 90 extra teaching hours in the subjects to prioritize visual arts, history and a second foreign language.

In relation to the quality report, the adjustment of the primary school reform means that the quality report in the future will pick up on the extent and for what purpose the school uses the opportunity to convert supportive teaching.

Scope of the School Quality Report

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

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

The dialogue that takes place between the management of the Folkeskole in Copenhagen and the individual school's management team, i.e. regarding the school's results, constitutes the basis for decisions regarding new initiatives and/or special support. For schools, which are particularly challenged and need support of a larger scope, the Folkeskole Act (§40a, 2) states, that these schools may be in need of a plan of action. The school's results are reviewed at the quality and support conversations. The decision of whether the school is in need of a plan of action is made following the conversations.

Key Figures

Table 1: Key Figures

Selected Key Figures per 5. September 2019	
Total number of pupils attending the school	553
- Percentage of completion pupils	-
Bilingual pupils	65,8 %
Socioeconomic background for school pupils	0,45
Number of form levels at the school	9
- Number of general classes	21
- Number of special classes	0
Average number of pupils per general classes	26,3
Budget compliance (for the 2018 calendar year)	1,3 %

School Presentation

Here the school have the opportunity to write a short text describing characteristics of the school as well as the school's work and special focus areas. In the description, the school must relate to the following headings

About the school - facts and profile

Here the school must describe relevant circumstances regarding the school. The school can among other things describe the school's overall organization, the size of the school and student basis and the profile of the school.

The City of Copenhagen established the European School Copenhagen (ESCPH) in 2014 to provide school places for the children of employees of European Union institutions as well as international employees.

The school is an Accredited European School in the internationally recognised system of European Schools, known for their high academic standards and mission to build bridges between cultures. The school follows the curriculum of the European Schools system combined with a Danish pedagogical approach and the education leads to the European Baccalaureate Upper Secondary leaving qualification.

European Schools have a strong focus on learning languages and are characterised by their multilingual and multicultural pupil populations. There are more than 35 nationalities at ESCPH, and nearly 66 % of the pupils are bilingual and many are also multilingual.

Organisation and development

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

Since its establishment in 2014, ESCPH has been growing every year. The school started with just two Nursery classes and two Primary 1 classes in an English and Danish language section and now has 21 classes and a total of 553 pupils from Nursery class up to Secondary 3 (September 2019 data).

In August 2020, the school opened four classes in a new French language section and in August 2021, the school will open its first Upper Secondary classes (high school).

When the European School Copenhagen is fully phased in, it will comprise of three education cycles: Nursery (grade 0), Primary (P1-5) and Secondary (S1-7).

Location

In its relatively short life, the school has moved four times and has stayed in less than optimal temporary facilities, which has been extremely challenging for everyone. The whole school was therefore delighted to finally be able to move into its own school building in the Carlsberg City District in October 2018. As ESCPH is not yet using all the classrooms, the school is currently hosting some of the students and staff from Sankt Annæ Gymnasium, whose buildings are undergoing renovations.

The school's special focus areas

Here the school must describe what they are particularly concerned with in regard to the development of the educational practices. Here the school can among other things describe their specific areas of focus and action.

The ESCPH School Board has adopted the following overall objectives for the school in 2017-20:

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

In support of these overall objectives, the ESCPH School Board recently adopted the following strategic focus areas in 2019/20:

1. Team collaboration, sparring and knowledge sharing:

Staff have expressed a need for further collaboration and knowledge sharing in the teams and more guidance and sparring with their immediate manager. It is important that there is time for pedagogical and didactic discussions and for the teachers to be able to coordinate subjects and joint initiatives. Management has therefore organised structured team meetings at the class, language section and year levels and will visit in the classes on a regular basis to spar with teachers and observe practices and class dynamics. The aim is for the staff to get a better understanding of each other's skills and contribution, and for the pupils to experience a more holistic and coherent academic approach.

2. Evaluation and assessment to ensure the academic progression of all students:

European schools do not have standardised tests like the national tests in Denmark. The teachers currently use different tools for assessing teaching methods and monitoring the pupil's academic progression. The school would like to go one step further and develop and pilot harmonised assessments in core subjects to be able to assess the progression of all the students, across the language sections. The school would also like to continue to implement "Læring der ses" (Visible Learning) as a tool to involve the students in the assessment of their own development.

3. Funding and organisation of Lower and Upper Secondary

The school has been providing input to the budget negotiations between the Municipality of Copenhagen and the Ministry of Education with regard to funding of the school's Upper Secondary department (high school) and funding of the language classes in Lower Secondary. The school will be opening the Upper Secondary department in August 2020 and a lot of preparation will be required, including the development of new procedures and recruitment of teachers and students.

4. Communications:

To ensure close cooperation between all members of the school community, it is important that we communicate effectively with each other and in accordance with the school's values. Both parents and staff have expressed concerns about communications, and the school has therefore developed a policy that sets out some basic principles for communication. The school is also working on an A-Z guide to help parents find the information they need and clarify expectations. The school will also be transitioning to the new communications platform Aula, which aims to simplify communications for parents.

Reflections on the results of the report

Here the school may describe what they are particularly committed to in relation to their performance and development. And the school can describe which results they will be particularly keen on focusing on in the future.

As the only Accredited European School in Denmark, it is difficult to make a like-for-like comparison of ESCPH with other schools in Copenhagen but there are still many commonalities. ESCPH follows the European School curriculum rather than the curriculum for 'Folkeskolen' and is a 'selective' school rather than a 'district school'. Students at ESCPH do not sit the national tests and do not participate in the national student well-being survey, but they are also assessed regularly, and are involved in a lot of well-being initiatives. This report is therefore based on both the metrics from the Municipality and the school's own evaluation, reflections and initiatives.

Overall, the school is performing well, and considerably above average, in the areas assessed in the report.

The school continues to perform better than the average for Copenhagen in the Municipality's Employee Satisfaction Survey, and the figures for staff absenteeism are also lower at ESCPH. However, the school recognises that there is still room for improvement, especially with regard to collaboration on shared tasks and support from management as well as staff learning and development. Most of these are therefore being addressed in the school's strategic focus points 2019/20.

Student absenteeism at ESCPH is also lower than the school average in Copenhagen, which is a sign of well-being, and the school is this year implementing further well-being initiatives through the work of the school's new inclusion pedagogue and efforts to become a UNICEF Rettighedsskole (Rights School).

It is important that the teaching is at a high academic level. The school therefore puts a lot of effort into recruiting the best possible staff and allocating time and resources to relevant learning and development opportunities for the school's staff.

The school is committed to ensuring that all students progress academically and receive the support they need. In support of this, the teachers use a variety of tools and techniques to assess the student's progress and differentiate in their subjects. Work will continue this year to create harmonised assessment tools that can be used across the language sections as well as guidelines for 'visible learning' as a method to involve the students in their own learning and evaluation.

As a new and continually growing school, the school is still spending a lot of time adjusting and developing policies, recruiting and inducting new staff, enrolling new students and working to implement the school's values and create a sense of identity and community at the school.

Academic Standards

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

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

All pupils are to improve academically

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

As ESCPH only has classes from Nursery (grade 0) to Secondary 3 (grade 8), there is no data on academic results.

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

The school's evaluation and initiatives

Here you will write a short text in which the school relies on the overall results and trends that are reflected in the chapter. We imagine that the school text will fill 10-20 lines.

- What are the results of the school especially in the chapter?

The first of the school's overall objectives is to: 'challenge all pupils to the best of their ability' and central to achieving this is the individual development of the pupils and ongoing development of the teachers' competences.

Assessments

The European Schools system does not currently have standardised tests, but the teachers at ESCPH regularly carry out assessments and complete school reports (læringsplaner) for each of the students. The school reports include a description of the students as learners and persons as well as the students' academic standards and progress in all subjects. One of the school's strategic focus points in 2019/20 is to develop and pilot harmonised assessment tools in core subjects across the language sections to be able to track and compare progress and identify pupils who need educational support. Assessments are also used for handover and transition between year levels.

Individual development

All teachers differentiate in their subjects to ensure that all the students improve academically. To evaluate the needs of the children, teachers assess formatively through observations of the children and one-on-one conversations. There are parent-teacher conferences twice a year and extra parent-teacher conferences (behovssamtaler) where needed to communicate progress and attainment. 'Visible learning' methods are used to involve each child in their own learning process and help them assess their own learning through discussion and peer review.

Teachers' academic competences

All the teachers at the European School have a teaching qualification and specific academic competences in the subjects they teach. The school is very much focused on ensuring that teaching is based on a high level of professional knowledge and that staff continue to learn and develop. This is a particular challenge at the school, where many of the staff members require training in English.

At the beginning of each school year, we provide an intensive introduction programme for new staff, and every year we have an All Staff Pedagogical Day and various in-service training days. Some of the teachers participate in training programs and conferences organised by the European School system; others in training programs through the Municipality and UCC. See more information under the section on Trust and Attractiveness.

- How will the school accommodate any need for special efforts?
- As something new the schools must describe to what extent and for what purpose the school uses the opportunity to convert supportive teaching. In this reports appendix there is a table where the school must state specifically how and to what extent the school makes use of the possibility of converting the supporting teaching. In addition, the school is here encouraged to address the school's academic approach to supportive teaching.

To support our pupils' development and learning, we have been using the 'supportive teaching' lessons (Understøttende Undervisning) to offer Danish as a second language in the English and French P1-P5 classes and smaller L2 language groups. In addition to this, there is close collaboration between the school and After School Care (ASC) regarding the development of the pupils in nursery class through Primary 3. The ASC pedagogues also support some of the students in Primary 4 and 5.

Equal Opportunities

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

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

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

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

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

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

The school’s presentation and evaluation

What are the results of the school especially in the chapter and how will the school accommodate any need for special efforts?

At ESCPH, the students and parents come from all over the world and have many different cultural and social backgrounds, and we consider this diversity a strength and an opportunity, rather than an obstacle.

Nearly 66 % of the students at ESCPH are bilingual and many of the students speak three and even four languages. Research suggests that students who know two (or more) languages generally find it easier to learn a third language than students who are fluent in only one language. This aptitude for languages is particularly useful and important at ESCPH, where we place a strong emphasis on the learning of languages.

Having a diverse group of students creates an interesting and dynamic learning environment where the students bring many different perspectives and ideas to the classroom discussions. Cross-fertilisation of ideas is also a benefit of our diverse group of teachers, who use many different methods and tools in their teaching.

At ESCPH, we also have many parents, who are in a position to be able to offer their time in support of the school. They organise events and activities such as bake and book sales, welcome events for new families, extra-curricular activities, etc.

As part of the school’s admissions process, we perform a screening to ensure that the pupils have a strong command of the language of the section they are admitted to, and this means the level in the classes is generally very high. However, as the language of instruction in the class is not always the student’s mother tongue, the teachers pay special attention to the students’ linguistic understanding, as this is fundamental for their learning in all the subjects, and for their long-term academic

results. The teachers assess the students regularly, differentiate in their teaching and offer educational support if required (see the section on Academic Standards).

In addition, the school has been offering Danish as a foreign language to the students in the English and French language sections, so they are able to communicate with the other children at the school and to help them integrate in Danish society in general. However, this is not a part of the European School curriculum and therefore not guaranteed.

The school also works to ensure that the students get the right support at home. The school is collaborating with the City of Copenhagen's Resource Centre, including the school nurse, who comes in at the beginning of the school year to talk to our new international families about local customs and laws and other important factors to help them adjust to life in Denmark and support their children. Every six weeks, the school meets with the Resource Centre staff to discuss any individual or class issues and special needs.

Finally, we have a strong focus on the children's general well-being and the learning environment at school, which are important for the students' motivation and learning receptiveness (see the section on Well-being).

Transition to Youth Education

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

All pupils are to complete a youth education

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

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

The school's presentation and evaluation

What are the results of the school especially in the chapter and how will the school accommodate any need for special efforts?

In the European School system, students are educated from nursery class through to secondary 7. Secondary 7 corresponds to the third and final year in a Danish high school, and youth education is therefore an integrated part of the education offered at the European School Copenhagen. Students, who successfully complete the exams in secondary 7, are awarded the European Baccalaureate diploma, which is an officially recognised entry qualification for higher education in all EU member states as well as many other countries.

The school aims to create an exciting and fruitful learning environment that maintains the students' desire to learn and further their education.

The school offers a great new physical framework for learning in Carlsberg, and a lot of work has gone into developing traditions and a strong sense of community at the school through a variety of events and activities, including assemblies, theme weeks, cultural days and family events. These are important in ensuring that the children and parents at ESCPH feel connected to the school and the students enjoy going to school.

Curiosity is one of the school's core values and it is our mission to create 'life-long learners' with an open and inquisitive mind. In order to instil this positive attitude to learning, our teachers use a variety of teaching methods, including 'visible learning', differentiation, educational field trips and the use of technology.

It is also the school's mission to create global citizens, who show responsibility and empathy, and believe that they can make a difference. To support this, the school organises events and projects that are focused on the environment, children's rights and well-being. The pupils are also represented in

the Student Council and the recently established Rights Council, where they learn principles of democracy and the value of responsibility.

Finally, the school has put in place various initiatives to support the students when they transition from one educational cycle to the next, e.g. 'student helpers' to welcome new students in Secondary 1, and an "End of Year" prom and "leaving certificates" to celebrate the end of Primary 5.

Well-being

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

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

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

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

Pupil Absenteeism

This section describes the development in pupil absenteeism. This section shows that the pupil's average absence is

Table 2: The pupils' absenteeism in days

Pupil's absenteeism (General students)	2016/17	2017/18	2018/19
European School Copenhagen	5,7 %	5,8 %	4,9 %
Copenhagen	7,0 %	6,9 %	6,7 %

The school's evaluation and initiatives

What are the results of the school especially in the chapter and how will the school accommodate any need for special efforts?

Pupil absenteeism

As an indicator of well-being, we are pleased that pupil absenteeism at the European School Copenhagen is lower than the school average in Copenhagen. It is important that the students enjoy going to school and that parents and students consider school to be important.

In November 2017, the Copenhagen City Council granted the European School Copenhagen dispensation to shorten the school year to 190 days (instead of 200), to bring it more in line with the other European Schools, who have 180 school days per year. This means that the school days are a little longer than previously, but it also means that the school's international staff and families have a better opportunity to visit family abroad during the school holidays.

The school records holidays outside the school holidays as "unlawful absence" and only grants leave outside the holidays under very special circumstances.

The Wellbeing effort

How has the school followed the recommendations in the well-being effort on more feedback and fewer ongoing grades, anti-bullying, student engagement and student council work, conversations with students about their well-being and development, as well as digital aids and students' digital education?

The school is doing a lot of work to create an environment in which the students can develop, thrive, form friendships and feel safe. The school has a well-being policy as well as teacher well-being coordinators, and each year organises a well-being day and a children's rights day.

Anti-bullying

The school also has an anti-bullying policy and collaborates with Save the Children and Børns Vilkår to prevent and address any occurrences of bullying. Programmes with Børns Vilkår have been organised in the classes to bring attention to the issue of bullying.

UNICEF Rights School

In October, the school started the journey to becoming a UNICEF Rettighedsskole (Rights School), which involves teaching students and staff about the UN Convention on the Rights of the Child and putting it into practice. As a first step, the school has elected a Student Rights Council and the classes have developed Class Charters. As part of being a Rettighedsskole, the school must conduct a survey each year about the students' sense of safety and security at school. The school is looking forward to having some concrete data on the well-being of the students. The school has been excluded from taking the Ministry of Education's Trivselsundersøgelse (Well-being Survey), because it is only available in Danish, and is therefore planning to develop its own well-being survey across the language sections and year levels.

Inclusion and Support

The school works closely with the Municipality's Resource Centre (school nurse, psychologist, etc.) to help students, who need special support, and recently employed an inclusion pedagogue to strengthen inclusion in the school and observe and talk to individual students and classes about their well-being and development. The school has established various initiatives to support a good learning environment, including 'playground buddies' to support the students during recess, 'student monitors' to help the younger children find their way to/from lunch in the canteen, and 'quiet zones' for the children who need peace and quiet.

Parent Involvement

The school has organised various talks for parents on issues related to well-being, including "Children and Social Media" and "Living with a teenager", and recently invited parents along to hear about some of the methods used by the teachers to ensure that all the children develop and progress academically, including "Differentiation in language teaching" and "Visible Learning". The talks have been well received and help the parents get a better understanding of their children's school day.

Digital Media and Education

The advent of digital media present new challenges to well-being and the school has therefore developed a Digital Education Plan to help the teachers incorporate technology and the topic of digital media in their teaching. The school has a 'no phones' policy in Primary and the students and staff in Secondary are currently working on a mobile phone policy for the Secondary students.

Student Engagement and Influence

Being able to influence the decisions that affect them is also important for the student's well-being. There are two student representatives on the Board and each class is represented in the Students Councils. The students discuss and implement ideas on many different topics that are important to their well-being, including toilet cleanliness, mobile phone policies, quiet zones, canteen food, social events, etc.

Trust and Attractiveness

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

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

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

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

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

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

Employee well-being and absenteeism

This section focuses on the employees of the school and shows the development of employee absenteeism and well-being. The section shows that the employee absenteeism ...

Table 3: Employee absenteeism

Employee absenteeism	2017	2018	2019
European School Copenhagen			
Short-term absenteeism	2,6	3,1	4,9
Long-term absenteeism	0,0	0,7	0,7
Absenteeism in total	2,6	3,8	5,6

The average absenteeism in the Child and Youth Administration in 2019 among all schools was 11.8 days in total.

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

Table 4: Employee well-being – Overall well-being and motivation

Satisfaction, motivation and quality (Average in Copenhagen for 2019 in brackets) ¹	2015	2017	2019
Are you satisfied with your job in total, all things considered? (5,4)	5,6	5,7	5,7
Do you feel motivated and engaged in your work? (5,6)	6,7	5,7	5,9
Are you satisfied with the quality of the work you do? (5,3)	5,8	5,8	5,8

Table 5: Employee well-being – Cooperation and guidance

Cooperation and guidance (Average for Copenhagen in 2019 in brackets)	2015	2017	2019
Is there a good cooperation between you and your colleagues? (5,9)	6,6	6,0	6,1
Do you have good cooperation with your immediate leader? (5,6)	5,8	5,8	5,8
Do you get professional guidance and support from your immediate leader? (4,9)	0,0	5,6	5,1

The school's evaluation and initiatives

What are the results of the school especially in the chapter and how will the school accommodate any need for special efforts?

The school is committed to developing a good working environment and is very focused on staff well-being and being able to attract and retain good staff. Management works closely with the work environment (AMR) and union representatives (TR) to ensure that any staff grievances and issues are dealt with, and generally seeks to involve staff in the development of the school. There are also many social events throughout the year to bring the employees together.

The school is pleased that employee absenteeism at the school is well below the average for the Child and Youth Administration in Copenhagen, at 5.6 days compared to 11.8 days, but also notes that there has been a rise in employee absenteeism at ESCPH compared to the previous years.

The school's results in the Municipality's Employee Satisfaction Survey from spring 2019 were also largely positive, albeit in a few areas not as positive as in 2017. Staff generally reported high

¹ All employees at school

levels of job satisfaction, and in most areas the school outperformed the other schools in Copenhagen.

The survey showed a marked, positive change in the physical environment, suggesting - as one might expect - that the school's new facilities at Carlsberg have been a big improvement on the school's previous temporary facilities.

The weakest areas in the survey were: collaboration on shared tasks, collaboration with other teams, guidance and support from the manager, and staff development opportunities. This may in part be explained by the fast development and growth of the school. A lot of new employees have come onboard, new teams have been formed, and as a bigger school there is therefore a lot less contact with the manager.

Team collaboration, particularly in relation to shared tasks and guidance and support from the manager will be enhanced through various initiatives, including structured team meetings, joint projects, subject coordination and management visits in the class rooms to observe practices and spar with the teachers. In Secondary, there is also a special focus on planning and harmonisation of the teaching and exams.

This year, the school is offering an online course for the English language section and will give different teachers the opportunity to participate in a reading counselling program, various knowledge sharing networks, dyslexia training, and LDS (visible learning) education, among other initiatives. The school also recently organised a pedagogical day on the theme "European School Copenhagen as a Professional Working Community" and held a team building workshop with the teachers and pedagogues.

The school is also attentive to the staff's psychological work environment. The School Board has been discussing how to ensure good school/home collaboration and has adopted a new communications policy that promotes good dialogue and cooperation between parents and staff.

The School Boards assessment

A draft of the quality report was shared with the Board in advance of the Board meeting on 7th November 2019.

The Board took note of the fact that many of the metrics used for assessing the other schools (Folkeskoler) in Copenhagen are not available at ESCPH due to its special status as an Accredited European School.

However, the Board believes the school is performing well and that the strategic focus points adopted by the Board for 2019/20 will support the ongoing development of the school.

The Student Council's assessment

The Student Councils at ESCPH were given a questionnaire to evaluate the school in three areas - physical environment, well-being and education. Students from both the Primary and the Secondary Student Councils participated, but most responses were received from students in Secondary.

Overall, the students in Primary were more positive than the students in Secondary. The answers of the students in Primary centred more around recess and in Secondary more around planning (structure) of the teaching in class.

The overall evaluation of the school:

Physical environment:

- Nice building and in general good facilities
- Happy learning in an international atmosphere with people from around the world

Education:

- Academic level is challenging, but the students are achieving a lot of new skills
- Good and supportive teachers
- Wish for more "one on one" student time with the teachers

Well-being

- The students describe a friendly and pleasant interaction among students and teachers
- The students are good at taking care of each other
- The students do not feel stressed

Specific for Primary:

- Request for more space to move in the playgrounds/outdoor
- Request for more respect for fellow students (and the facilities in the school)

Specific for Secondary:

- Request for more breaks/recess
- Request for more homework and feedback

Appendix

Shortening the school day during the 2019/2020 school year

This section describes how the school utilizes their opportunity to convert supportive teaching, including to what extent and for what purpose.

Table 6: Summary of the shortening of the school's day for the 2019/2020 school year

Upon agreement with the Copenhagen Child and Youth Administration, the school uses the UU lessons for small language group lessons (primarily L2). The table below is therefore not relevant.

Grade	Extent and purpose of shortening the school day
0 grade	
1st grade	
2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	