

## Minutes from the parent representative meeting on Saturday, April 21, 2018

12:00 pm- 2:00 pm Orientation

### 1. **Orientation from the school, by management**

Headmaster:

The headmaster reported on the number of applicants, grade point average, and operational as well as pedagogical initiatives.

#### *Grade point average*

IB: 41 was the highest score in IB

The school had 635 students as of September 17.

Based on the current number of applicants, it is predicted that the school will have 630 students in the upcoming school year 18/19.

#### *Number of applicants - Middle School*

6th grade: 20 students per class

7th grade: lower number of applicants. 17/18 students per class, 3 classes.

8th grade: the lower number of applicants to 7th grade is offset by more applicants than expected to 8th grade. The school has therefore decided to create a fourth 8th grade. This means that there will be 4 tracks with 18-20 students per class.

9th grade: 4 classes with 20 students per class.

The school makes room for the extra class by moving the 10th grade to the high school wing.

#### *Number of applicants - High School*

86 students have applied for admission to the high school instead of the expected 105 students. The new 1.g (18/19) will therefore only consist of 4 classes. There is only one science class track which means that there will be one high school class less. Two high school teachers will therefore be let go.

#### *Number of applicants - IB*

16 applicants to preIB.

27 students in 2.IB, including rising students and enrollment of new applicants.

19 students in 3.I

400 day students

235 boarding students

#### *Construction work*

The high school wing will undergo a 6-month renovation.

The renovation of the church means that it cannot be used for a year. The graduation ceremony will therefore take place in Agora and Trollehallen. The church is expected to be ready for Trolle Morning 2019.



### *Strategies, goals, events and initiatives*

Strategy process. A strategy process is currently being carried out where coworkers are included in the work of defining objectives and initiatives that can help reach them.

The Board has asked the school primarily to focus on 6 objectives:

- \* School size/day student-boarding student ratio. It is the goal to get more boarding students (288 boarding students vs the current 235)
- \* Well-being and integration of students
- \* Herlufsholm is and must continue to be a desirable place to work
- \* Grow IB. An increased number of IB students is desired. Primarily in consideration of the learning environment
- \* A sustainable budget
- \* Global Education - creation of an international 10th grade (summer '19)

### *Parent Representatives:*

*Has the school done anything to gain more students, and has it researched the reasons for the lower number of applicants to the high school?*

Headmaster: A 5% reduction in number of applicants nationally. But our hypothesis has been that we are not average, and we therefore need to look for other explanations. Part of the lack of applicants is caused by students from our Middle School who have chosen to go on to 'eft-erskoler' (one year boarding schools for young people) or other kinds of schools. We will continue to research the causes for this, but we are talking about very small numbers that are difficult to process statistically.

MKE: A different organization of open house events may be a contributing factor. We have had 3 open house events, but no event directly aimed at day students from the local area which also means that we have not had the same kind of ads in local media that we used to have. In addition, we have not benefited from positive attention from Herluf Trolle's 500 year anniversary, the school's anniversary or TV-shows.

The management will begin initiatives with respect to gaining more day students.

### *Parent Representatives*

*Will the school have a boarding-student-only 9th grade class next school year?*

ALB: There will be no boarding-student-only class. The students let the school know when the new class is formed, and a decision regarding the constellation of the classes will then be made.

Middle School, ALB:

The report from the Middle School addresses past and future perspectives

Looking back:

We have previously discussed smoking with grades 7,8 and 9.

In grade 7 X-IT class certain initiatives have been carried out and continue to be implemented.

Initiative courtesy of 'Kræftens Bekæmpelse' (Danish Cancer Society) with each student signing a contract that they will not begin to smoke.

We are working towards No-smoking school hours/no-smoking school.

The focus is on being Cool when you do not smoke.

8.-9. grade:

We have smokers and students using snuff/chewing tobacco.

We have established a collaboration with two smoking consultants in Slagelse.

We talk about the hazardous effects of smoking, for instance by focusing on KOL and reduced lung capacity.

Smoking is referred to as an asocial behavior.

The above has received a positive evaluation.

Looking forward:

We are working on establishing an international 10th grade. According to the law, there are only three mandatory subjects in 10th grade. This creates an opportunity for a higher degree of interdisciplinarity. It is, for example, possible to establish Combined Sciences with inspiration from preIB. It is important to look at it in connection with the international segment of the school, IB and Round Square, in order to create cohesion. This initiative is therefore a very important investment.

Goals:

To establish an international class with focus on Danish culture, general education and language.

Target group:

International students who want to experience Danish culture.

Danish students who are interested in international culture.

Mandatory subjects: English, Danish and Mathematics

Other possible subjects: Combined Science (biology, chemistry, physics), Citizenship (social science, history, philosophy), Culture and Adventure, physical education.

Process:

A preliminary work group has been established to prepare a presentation to the Board aiming to start in 2019.

Parent representative:

What is the connection: Are they Danish or international students?

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*Parent representative:*

*What is the connection: Are they Danish or international students?*

ALB:

The education is primarily directed at Danish students or international students with a Danish background.

## **The High School, MKE:**

MKE primarily focused on two development projects in the high school:

### *New Life-Science track*

The school is planning to start a new Science track with focus on biotec/life science. This takes place in collaboration with the pharmaceutical company Bristol Meyers, the Agency for Competency Development in the State Sector, and Copenhagen University. The collaboration takes place on the initiative of one of the company's employees, Jonathan Spirtz, class of '98, Herlufsholm.

The focus is on Herlufsholm, but will be broadened to other high schools. The school will use the experience with interdisciplinarity gained from the Social Science and Business track.

### *Study trips*

Study trips in the high school no longer need to be grounded in the syllabus of individual subjects. The hours for the study trip now come from a certain number of hours set aside to support the students' general and personal study competencies, including written skills. Parts of the curriculum from the subjects in question may still be included, but the school will concentrate on utilizing the experience gained through Round Square and the Extracurricular Activities Programme in the future. These fora have excellent experience with personal development through participation in exchange, The Award and various social service initiatives.

## **IB, NAP:**

### *New PreIB structure:*

PreIB functions to a certain extent as a preparatory year before the two-year IB program. It is useful to have a year for acculturation purposes. The students come with very different backgrounds from different school systems, cultures, etc.

The students in preIB are prepared for IB and are taught specific IB terminology, such as the IB grade scale. As in IB, the students work interdisciplinarily with CAS and TOK. The groundwork for the students' study trip/service trip in 2.i is also established in preIB.

NAP quoted a current preIB student who felt that the current school year had helped him develop academically and personally, because he felt that the education "makes him think critically and analytically."

### *New IB structure:*

The IB diploma: New subjects will be introduced in the coming school year (18/19) based on the students' wishes expressed during the admission interview. The school will also work to reduce the number of free periods during the school day. Upgrading teacher qualifications is carried out on a continuous basis.

### *5-year evaluation*

Every 5 years, individual schools are evaluated and the quality assessed. This is a requirement from the IB in order for the school to take part in the IB collaboration and offer the IB program. This evaluation is currently under way.

## Round Square

Ann Hansen was absent. Simon Grøndahl Hansen (1x) told about Round Square in her place.

Round Square consists of 150 schools. Herlufsholm works closely with 20 schools, e.g. with exchange.

Simon gave an enthusiastic report of the Round Square conference with focus on Fake News, "Where do we Go?" which was hosted by Herlufsholm during week 11. In addition to presentations, the conference offered a series of student-led activities, among them excursions to Møns Klint and Go Fly Gavnø.

For additional information on the website, go to Dokumentation. Close to 50 students are expected to participate next year.

## The Boarding school, NCK:

### *Flex students:*

The school launches a pilot scheme with part time boarders (flex students) for a test period. 3 students: Two in grade 8 and one in grade 9. The hope is that the flex student program can help strengthen the boarding school environment for boarders in Middle School where the number of boarding school girls in grades 7 and 8 is low. Just one girl in grade 7 and one in grade 8.

### *Selection of prefects*

A relatively high number of girls have applied to become prefects but the applications from boys have matched the actual need better.

23 boys have applied/school needs 17-18

35 girls have applied/school needs 16-19

The school strives to choose the students as fairly as at all possible.

### *Parent representative:*

*Some students take it very personally when they don't become prefects. Can anything be done to communicate the message? The process is as emotional as a job application process.*

### *Parent representative:*

*Can anything be done to sort in advance so only the suitable ones and the number needed apply and are recommended for the post.*

### *Parent representative:*

*Can anything be done to make clear what qualifications are needed?*

## NCK:

It is correct that it is a selection process, but we actually work very hard to prevent a feeling of failure.

We very carefully describe the qualifications needed and the application process, and we make it very clear to the students in 2.g that we usually have more applicants than we need. Therefore they have to expect that some students will be rejected.

All students who are thinking of applying to become prefects are asked to have a conversation with their dorm teacher who will guide them. The dorm teacher may tell them that they need to spend more time on their school work or express other reservations. After the interview it is the student's decision if he or she wants to hand in an application.

The dorm teachers have personal conversations with the students who do not become prefects, but we cannot avoid that some students will be disappointed.

### **Extracurricular activities JNO:**

JNO reported on the work doing done with the extracurricular activities program.

They are constantly working on developing the program and adapting it to the students' needs and wishes.

An example of new activities on offer:

Bridge playing day: 1 student signed up. Not offered

E-sport: a total of 16 students signed up.

Gymnastics

Gymnastics originated as a student initiative and must be considered a success. A member of the kitchen staff is in charge of the training. This is a good example of how we attempt to use our staff's competencies across departments whenever possible.

The challenge with respect to E-sport has been that the school's computers are not suited for the activity.

#### *Attendance:*

We attempt to make the students attend the activities. Attendance is high and absences are registered each time. In addition, a mail is sent to absent students and/or the dorm teacher regarding absences. It has a good effect but it is an area we still need to work with.

#### *Outdoor activities:*

Everything has gone satisfactorily, and the annual program has now ended.

#### *Next school year:*

Various new initiatives are under development. We are working to expand E-sport and offer coding. The emphasis is still on a wide range of activities that can appeal to different interests and develop the students' personal characteristics.

A range of activities can be defined as life skills: drivers license, financial understanding, first aid, etc.

#### *Weekend activities:*

We have many activities during the year, and the students like that. But it is a fine balance. There are no planned activities next Sunday, and it seems that the students need the peace and quiet that follow from that.

*The parent representative expressed satisfaction with the program and the school's willingness to listen to the students' wishes, one example being gymnastics. The question was asked if grade 8 could play tennis.*

JNO thanked for the support and said that grade 8 can play tennis in the extracurricular activities program.

### 3. Parent feedback. Planning of next year's work

Brief feedback with suggestions for future organization from the established work groups:

#### *Group 1:*

##### *Term, election and organization:*

The parent representatives should be elected for a two-year term; the same should apply to alternates in order to ensure continuity in the work.

IB is not sufficiently represented and the IB group easily becomes a slightly closed and isolated group. It is necessary to achieve a selection procedure that has an IB representative and a structure that ensures that we collect input from the IB. Not least to structure the work on the problems that the IB students have.

##### *Parent representative meeting - structure and information:*

*Easy access to minutes from meetings dating 2-3 years back should be made available in order to make it easy for the parent representatives to orient themselves. That will ensure the quality of the work and make follow up easier. This may take place through a link on the website. In addition, it will make the work easier if the minutes are published sooner.*

*Someone expressed the wish that the formation of the tables be returned to a u-shape.*

*An annual planning cycle would be advantageous.*

*The committee work would gain from more structure and organized feedback. The committee meetings could be adapted to the annual planning cycle.*

*The committee work could be a part of the annual cycle so that school clothing is discussed at the end of the year with input of experience from the preceding year. The dormitory committee - after the fall vacation when new students have become comfortable but still remember what they experienced as new students.*

*With respect to committees, I suggest that we get a prefect committee that discusses whether the*

*prefects are able to use the prefect training that they receive at the school and if they feel that they are of use to the school.*

*One could also imagine situations where the pre-meetings have a theme that is shared by all the committees.*

NAP: Noted that there is an IB committee and three parent representatives from IB. One from each class.

Group 2:

### **Election procedure:**

*It would benefit new parents to participate in a prior briefing about the task's content, possibilities and extent. It would be an advantage if this took place at a meeting on the day when the boarding students arrive at the school. Such a meeting could also prepare the parents for what it means to be a parent at the school. But this ought to take place before admission as well.*

*One might possibly introduce a procedure that ensures an even distribution of boarders and day students.*

### **Term/function**

*During one's term it can be difficult to obtain feedback from support group/other parents. We should think about how we can work on getting feedback from the parent group.*

*It is also important to look at the red thread. How do we ensure continuity so we don't start from scratch every single time!*

*Bart: How do we handle conflicts and personal incidents without whipping up a frenzy in a closed circle or even in a larger group.*

### **Committee work:**

*The committee work has not worked efficiently. Maybe because there is no need of the committees or perhaps because the themes and the committees should have been different.*

*One parent representative emphasized that bullying should be isolated as a separate theme and not appear as a conflict between day students and boarders. One could organize PRs in groups, for instance according to the children the PR has at the school (year or day students/boarders, etc.) and let these groups discuss the topics the school brings up (annual cycle). Then one could write a top three list where only three items are presented by each group and discussed at the PR meetings. This would mean that the items are discussed by like-minded participants in the groups and later in the general assembly.*

Group 3

### **Term, election and function:**

The group expressed their satisfaction with the election process and the term period.

However, one might consider a distribution key to ensure representation, day students/boarders, IB/STX - possibly also an even gender distribution.

### **Meeting content and committee work:**

The group questioned the result of the parent representative meetings and asked for a guarantee of the continuity. This could happen by having management giving a report at the beginning of each parent representative meeting.

The committee work could work to create relevance and follow-up between the meetings.

### **4. OK 18, status and questions:**

The headmaster referred to the information published by the school about the collective bargaining process. The information is available on parent intra. The headmaster and MHA made themselves available for questions after the meeting.

### **5. Well-being survey:**

Niels Kofoed reported on the well-being survey among the boarding students.

### **Objective and key figures:**

The objective of the survey was to see if there is anything we as a school can do to promote the students' well-being.

The survey was also a tool to examine opinions and make the students more aware.

207 out of 235 students have answered the survey.

The special challenge for the boarding students is the fact that they are together 24 hours a day. It can be difficult to protect oneself while also considering others' well-being.

In general, around 80% of the students declare that they are satisfied, but there are variations from survey to survey.

*Parent representative:*

*Have the surveys been cross-tabulated so it is possible to see, for instance, the connection between satisfaction in different areas for the individual students?*

That is not the case. It is not possible to cross-tabulate, but it may be a possibility in future surveys.

*Parent representative:*

*However, the great degree of satisfaction seems to indicate an overlap.*

NCK: The most important focus this school year has been on bullying and the relationship between boarders and day students. This has to be seen as a part of the work with the school's anti-bullying strategy.

### ***Interaction between boarders and day students***

A small group of boarders does not want the interaction/does not participate in the process in a constructive manner. They prefer the boarder community. But we will continue to work on contributing to making sure that everybody has a good every day life at the school and that the boarding student group accepts their shared responsibility for this.

### ***Contact and communication***

In general a higher score this year than last year with respect to visibility and good contact to the dorm teacher.

The numbers for "help and support from the prefects" (question 32) are somewhat lower than the ones above. This can partially be explained by the fact that the older students do not feel in need of "help and support".

### ***Social life and community in the dorm***

Very good percentage points - only slight variations from last year, but all in a positive direction. It is encouraging that so many students experience a feeling of community and that there is room to be oneself in the middle of the communal everyday life.

### **Sleep:**

Some students apparently get too little sleep. This has to be addressed. But there are different considerations with respect to the various dorms and the different age groups. Part of this may be explained by the fact that 3.g does not have to go to bed until 11.30 pm.

*Parent representative:*

*Do you examine why students stop at the school?*

Headmaster: Yes, we always inquire about the reason - for boarders as well as day students.

*Parent representative:*

*Would it be possible to ask the ones who answer 'to a limited extent'/notes their dissatisfaction why, and combine this with cross-tabulation of the individual surveys?*

NCK:

We can check that out, but there might be problems with preserving anonymity. Worth considering.

Headmaster:

There is no doubt that we have well-being on the agenda.

## Security and trust

A newly added question is therefore "Do you feel you have been bullied?"

To put this into perspective we need to mention that some students apparently understand the term (bullying) very broadly. As an example of the reason for answering yes to the question, one student indicated that he/she only has friends in dorms other than his/her own. This seems to indicate that factors other than bullying play a part. Based on the fact that we are dealing with very small numbers, it may therefore be difficult to take action based on these numbers.

We have therefore started a series of initiatives.

We attempt to speak more openly about well-being and have held dialogue meeting with 3.g.

Student counselor FLW is resigning but a new student counselor specializing in young adult education and students in the age group will be hired.

In collaboration with SUS we have re-structured our psychologist support in order to provide fast and specific help.

We are working towards being a bi-lingual school so we can build a bridge between STX and IB.

*Parent representative:*

*Is it possible to conduct an exit survey?*

Headmaster: we do that for students who leave in the middle of the school year.

*Parent representative:*

*In connection with bridge building between day students and boarders and the work on well-being, it is important that the dorm teacher accepts that other people are present in the dorm.*

Headmaster: Our idea is precisely that the student counselor is present in the dorms. The job is - to a great extent - carried out after classes. It has to be a job with multiple functions which includes the uncle/aunt functions we know from other schools, but also the possibility of acting as a substitute in the dorms. In addition, the school has two academic/pedagogical school counselors in the high school: IOJ and SGE. Both of them work with well-being.

## 6. Supervision in the Middle School (ALB)

No time left to deal with the item. ALB will inform in writing of status and options.

## 7. Other business