

Educational Environment Assessment (Undervisningsmiljøvurdering) of Copenhagen International School 2025-2028

November 2025

1. Mapping the Educational Environment

The 2025 data reports were received by the school in April 2025. The data reports are divided into 3 groups: Grades 4-5, 6-8 and 9-12. The questionnaires are translated from the National Wellbeing Survey (from the Ministry of Education), and adapted to the 3 grade groups. The questions cover the psychological as well as the physical learning environment of the school and are used in this assessment to create an overview of the wellbeing of the students across grades.

The response rates per grade are:

	Answers	Out of	%
Grade 4	54	65	83,1
Grade 5	65	69	94,2
Grade 6	58	63	92,1
Grade 7	63	78	80,8
Grade 8	86	99	86,9
Grade 9	75	81	92,6
Grade 10	69	81	85,2
Grade 11	84	90	93,3
Grade 12	74	92	80,4

Focus Areas of the assessment:

- **Psychological Environment:** Well-being, bullying, social environment, academic well-being, student-teacher relationships, peace and order in teaching.
- **Physical Environment:** Indoor climate (temperature, air quality), acoustics, lighting, cleaning, toilet facilities, safety.
- **Aesthetic Environment:** Interior design, decoration, colours, furniture, the school's general appearance, which supports learning and well-being.

The data reports have been analyzed and the main findings have been summed up in individual reports. Each report presents the primary concerns of each grade group for the

leadership to evaluate. This assessment concludes on the identification of the primary problems and challenges across all grades, which most likely influences the overall sentiment. It should be emphasised that there is an overwhelmingly positive attitude towards the school. Here are some examples:

73.4% of students in Grades 6-8 and 63.8% of students in Grades 4-5 feel they are learning new things in school "Almost always" or "Often".

A majority of students are happy with their school overall: Among grades 4-5, 89.7% reported being happy with their school ("Almost always" or "Often"). In grades 6-8, 63.8% were happy with their school ("Almost always" or "Often". Grades 9-12 were asked to rate CIS overall (1 to 10), 77.3% gave a rating of 7 or higher.

A significant portion of Grades 9-12 students reported that the educational programme lives up to their expectations, with 82.9% rating it 7 or higher (on a scale of 1 to 10).

Across Grades 4-5, 74.8% of students feel safe at school ("Always" or "Most of the time"). For Grades 6-8, this number is 81.5%. In Grades 9-12, 90.9% feel safe ("Always" or "Most of the time").

83.1% of Grades 9-12 students agree partly or completely that the atmosphere in their classes is characterized by mutual understanding and respect.

In Grades 4-5, a total of 94.9% reply that they try to understand their friends when they are sad or upset ("Almost always" or "Often").

2. Description and Assessment of Results

The collected data has been analysed to identify any problems or challenges to address.

Area	Conclusion/Assessment
Psychological Environment	1. There is a lack of awareness about the school's anti-bullying guidelines among the students. Awareness of the guidelines should be raised across all grades by introducing preventive measures, making all students and staff aware of how to respond when they encounter bullying behaviour, and making sure that students can trust that teachers treat students fairly and with confidentiality (this is a particular concern in grades 4-5). 2. Student agency and teacher relations. Some students are reporting that they do not experience having a say in class and that their input is not utilized. Leading to a lack of engagement and motivation. 3. Especially the older grades report high levels of stress, and are furthermore concerned with the level of noise in the Library, and the lack of study areas.

Physical Environment	4. Cleanliness of toilets: Cleanliness of toilets has generated a lot of comments by the respondents in the comments section. It is therefore a topic that is analyzed further to see whether the quantitative responses also reflect a concern about toilet cleanliness. The numbers show mixed results, particularly in secondary grades. a. In Grades 4-5, 51.7% "Strongly agree" or "Agree" that the toilets are nice and clean. b. In Grades 6-8, 38.2% "Strongly agree" or "Agree" that the toilets are nice and clean. c. In Grades 9-12, cleaning overall is very highly rated, with 51.8% rating it 9/10 or 10/10. Regarding cleaning in general (classrooms, corridors, toilets), 65.1% say it is "All right". 5. There are local reports on lighting and climate of the class rooms, which should be dealt with locally.
Aesthetic Environment	6. Almost half of the grades 9-12 students report concerns with lockers. 7. Younger grades are concerned with the outdoor facilities. Requesting better equipment and improved playgrounds.

3. Action Plan

Based on the assessment, a concrete action plan is drawn up with solutions, deadlines, and responsible parties for the identified problems.

Conclusion	Action/Initiative that will be developed over the school year
1	1. Implement and create awareness of the anti-bullying guidelines and procedures amongst all students, staff and parents. 2. Support students to understand levels of confidentiality and disclosure requirements. 3. Review Social Emotional Learning (SEL) programme as per curriculum review cycle. 4. Mental Health Awareness Training for Faculty.
2	1. Whole school focus on Universal Design for Learning to improve levels of engagement, representation, agency and expression. 2. Increasing student agency and voice through increased opportunities for leadership and engagement in student initiated activities. 3. Introduction of Extension and Enrichment programme

3	1. Student involvement in the considerations related to ensuring designated areas for study in order to create a more quiet and possibly stress-reducing study environment.
4	1. Involve maintenance in the development of a plan on how to ensure toilets are usable all day.
5	1. Certain aspects of the students' reporting on issues with lighting and climate are also covered by the work environment assessment of the staff, and should be analyzed with input from staff and students alike to see whether there is a need for improvement of the facilities.
6	1. Lockers are reported to not fulfill their purpose as they are too small for backpacks, outerwear, sport bags etc. An assessment will be made whether there is a quick fix to the issue, or the need for a more long term plan for replacement.
7	1. Review physical limitations in order to consider what the school can do with the outdoor facilities, involve students in re-thinking the way that breaks are organised and facilities used.

4. Guidelines for Follow-up

This phase describes how the school will follow up on the action plan and ensure that the initiatives are working as intended.

- **Ongoing Evaluation:** The Senior Leadership Team will follow the progress to make sure that there is sufficient organizational support to review and implement solutions or initiatives.
- **Responsibility:** The overall responsibility lies with the Senior Leadership Team.
- **Revision:** The educational environment assessment (UMV) will be revised at least in three years, unless significant changes in the educational environment necessitate an earlier revision.