



Aarhus International School Student Survey (Undervisningsmiljøvurdering) Summary, Methodology, Evaluation & Action Plan

Summary of Key Findings: Student Survey January 2024

The school climate student survey, or teaching environmental assessment (undervisningsmiljøvurdering) of January 2024 indicated that Aarhus International School (AIS) is viewed mostly positively by its students in the PYP4-8 and MYP programmes (0.klasse til 9.klasse).

When considering the components of the survey that addressed the psychological aspects of the school environment, a strong majority of students surveyed felt that their teachers at AIS are kind, and that they feel that they have friends and connections within the AIS school community. Students feel especially connected at playtimes, though the results of the slightly more skill-based question about being able to make friends easily, was lower. One noticeable change from the previous survey was the response to the questions about feeling safe at school. This result was lower than the previous survey, in both the PYP4-PYP6 survey set and the PYP7-MYP5 survey set; this requires investigation and follow-up. Students indicated that they like coming to school, and that they feel like they are learning at school. In the PYP7-MYP5 version of the survey, only around half of students indicated that they have the materials they need for their learning readily available.

The school's physical environment was once again viewed with mixed results, which is consistent with the reality that the main building is aging, and the school is in the middle of a comprehensive building project aimed at providing modern school facilities and learning spaces for students. Areas which stood out with respect to the physical environment were the lack of activities and playground spaces for the older students, the amount of noise in the school buildings, and cleanliness of the hallways and most notably, the toilets. Things like fresh air, temperature and lighting were met with more satisfaction amongst students. A positive change from the previous survey conducted was that the PYP4-PYP6 students noted a marked improvement in playtime facilities, thanks to the addition of the new PYP playground which opened in August 2023.

The open-ended responses of the PYP4-PYP7 survey set indicate a student body who is engaged and actively participating in making the school a better place. One PYP student shared that the best way to improve the school is by getting "more help for the students." Many of the PYP comments focused on the following themes: having more free time, more choice within the school day and lessons, better play spaces, more commitment to following school rules, and more PYP specific facilities within the school.

A variety of the PYP7-MYP5 open-ended responses discussed how kind and caring teachers and other students at the school are. One student shared, "I like the teachers and the fact that they often do listen to what we need and want. Plus they try to make the lessons engaging." In the

opened-ended responses, common areas of suggested improvement identified by students include: the playground/outdoor facilities, uniforms, the amount of homework (particularly in MYP), and the physical conditions of the school buildings and physical environment. As in the younger version of the survey, toilets came up as a major point of concern in the PYP7-MYP5 comments. The state of the current changing rooms and the need for improved changing room and shower facilities were also highlighted amongst students.

As PYP7-MYP5 students suggested changes for the school, common themes included things such as: bigger classrooms, longer breaks, more activities to do at breaks, less homework, improved cleanliness in the school and especially the bathrooms/toilets, an option for lunch on-site or a cafeteria, and changes to the school uniform.

A few additional points of note are that there was mention of “bullies” or “bullying” a few times in the open-ended comments in the PYP7-MYP5 version of the survey. There was also specific mention in both open-ended response sets about the PYP and MYP students’ interactions – it seems many students are feeling and reacting to the increased traffic, noise and stress of so many students crossing paths so regularly, which has been occurring during the building and construction phase.

A final question about the impact of the One Campus Project was included and the feedback here was surprisingly positive, with the strong majority of students across the school feeling that the One Campus Project has only rarely or sometimes impacted their learning. A very small percentage were more negative and felt that the disruption from the building project has been extremely disruptive to their learning.

Methodology

The questions for the survey were developed in 2017 at AIS, with input from Student Council members, alongside members of the school’s Pedagogical Leadership Team and the school’s Work Environment Representative (AMR) at the time. The questions are focused on measuring aspects of school climate which covers both safety and health conditions, along with the psychological and aesthetic environment of the school, in accordance with the Danish Educational Environment Law of 2001 (Undervisningsmiljøloven).

The survey was carried out during the school day, with each class completing the survey with their homeroom teacher; the survey was open for responses over the course of a two-week period in January. The surveys were aimed at the school population, students from PYP4 (0. Klasse) to MYP 5 (9. Klasse). Three versions of the survey were created to meet the needs of our unique student body:

- The PYP4 & PYP5 survey was paper-based and teacher-led. Students were asked to respond to 18 questions using three choices on a Likert scale (Never, Sometimes, Always). There was one question asking about the children’s perception of the impact of the school’s current building project. The PYP4 and PYP5 survey also included a teacher-led open-ended question for class discussion, “How can we make our school a better place?”
- The PYP6 survey was paper-based and teacher-led. Students were asked to respond to 18 questions using five choices on a Likert scale (Never, Rarely, Sometimes, Often, Always). There was one question asking about the children’s perception of the impact of

the school's current building project. The PYP6 survey also included an independent open-ended response to the question, "How can we make our school a better place?"

- The PYP7-MYP5 survey was conducted digitally via Microsoft Forms. Students were led by their homeroom teacher to complete the survey independently, via their own personal device. Students were asked to respond to 25 questions using a variety of relevant response methods, although primarily "Yes, No, and Don't Know." There was one question asking about the students' perception of the impact of the school's current building project. The PYP7-MYP5 survey also included the following open-ended responses: "Make two suggestions as to what could be done to improve your school the most," "What do you like best about your school?" and "What do you like least about your school?"

In total, 261 AIS students completed the survey, from PYP4 to MYP5, in January 2024. Total student enrollment at this time was 314, making for a response rate of 83.12%.

Following the survey, feedback was gathered regarding the questionnaire content and the survey process. From this, a few suggestions were shared, including: the possibility of conducting the survey on the same day across the whole school to strengthen response rate, and the possibility that future surveys could be expanded to include a digital version for younger students. It was also suggested that the content/questions themselves be reviewed.

It is intended to continue to carry out this formal survey every third year, ideally during the autumn term, to gauge any trends in psychological and changes to the learning environment. The opening of the new school buildings on the AIS campus in August of 2024 will provide cause, however, to reconduct the surveys earlier than fall 2026, to see if any significant improvements can be noticed by students once the new facilities and learning spaces are fully established.

Evaluation / Action Plan

The results of the student survey have been collated and presented to the AIS Work Environment Committee and Pedagogical Leadership Team in February 2024. As a result of those reviews, and in collaboration with those two teams, the following Action Plan has been created. This was shared with the AIS Teaching Staff and AIS School Board during the spring 2024 term.

The following actions are planned in response to the findings in this survey:

1. The Cleaning & Service Team will be informed about the student responses with respect to the school's physical environment, especially the student impression of the cleanliness of the bathrooms and toilets. The Cleaning and Service team will be asked, alongside the Business Manager and Head of School, to draft a medium-term plan for the improvement and renovation of the toilet facilities in the main Dalgas building. Cleanliness as a whole will continue to be an area of focus as the Cleaning & Service Team expands.

**We expect that some of the student feedback in this area will be mitigated by the opening of the new buildings in August 2024, when many students across the school will have access to new and modern bathrooms throughout the course of the school day.*

2. The school's physical learning environment, especially in the older Dalgas building, will be reviewed and reflected upon – specifically furniture (chairs and desks) and learning spaces in the primary classrooms.
3. The workload for students will be evaluated across both the PYP & MYP Teams, with a specific focus on reviewing the impact and amount of homework in place and how this affects both learning outcomes and student wellbeing. The MYP Team specifically will be asked to re-consider the MYP homework expectations and homework load. The PYP4-8 Team specifically will be asked to review homework agreements and expectations across the programme.
4. The Anti-Bullying Strategy (antimobbestrategi) will be reviewed and updated during the 2024-2025 school year. The school will explore opportunities for systemic and developmentally appropriate social/emotional and preventative programming around bullying and cyber-bullying. Staff will be provided with resources and inspiration related to developing positive and healthy class communities and learning environments, as well as guidance around bullying and cyber-bullying situations.
5. The AIS Behaviour Policy will be reviewed, reflected upon and updated during the 2024-2025 school year, with specific focus on ensuring that the practices and procedures in the policy are being followed with consistency. School-wide training opportunities and resources related to developing positive and healthy class communities and learning environments will be explored. Maintaining focus on the school's core values – Responsible, Caring, Respectful - as the school grows will be an area of ongoing focus.

Other Considerations

- The response rate in some classes was not sufficient, and in one class only 43% of students responded. Across the whole school, 83.12% of students did respond to the survey, although this number needs to be higher going forward. We will re-evaluate the timing of the survey – January was perhaps not the right moment, as well as the actual process of facilitation. Homeroom teachers were given agency to implement the survey, within a given timeframe, but we may want to consider having all students surveyed on the same day or during the same lesson.
- In alignment with the schools' continued growth, AIS will investigate whether the content of the survey questions is comprehensive enough in its scope, and meets all legal requirements of the (Undervisningsmiljøvurdering). The Work Environment Committee and Leadership Team will also investigate whether the school may benefit from working with an external company to help with implementation of the survey and to gather data and feedback.
- The transition into the new building, playgrounds, and learning spaces will be monitored closely to ensure a positive impact on the learning environment for the entire student body. The next planned survey will be in the 2025-2026 school year, ahead of the required 3 years, to help us look into the well-being of our students and due to the changes to the school's physical facilities with the completion of the One Campus project in the 2024-2025 school year.