



QUALITY SCHOOL  
Status Report of the Hans-Brüggemann School  
in Bordesholm, Germany  
(2008-2017)

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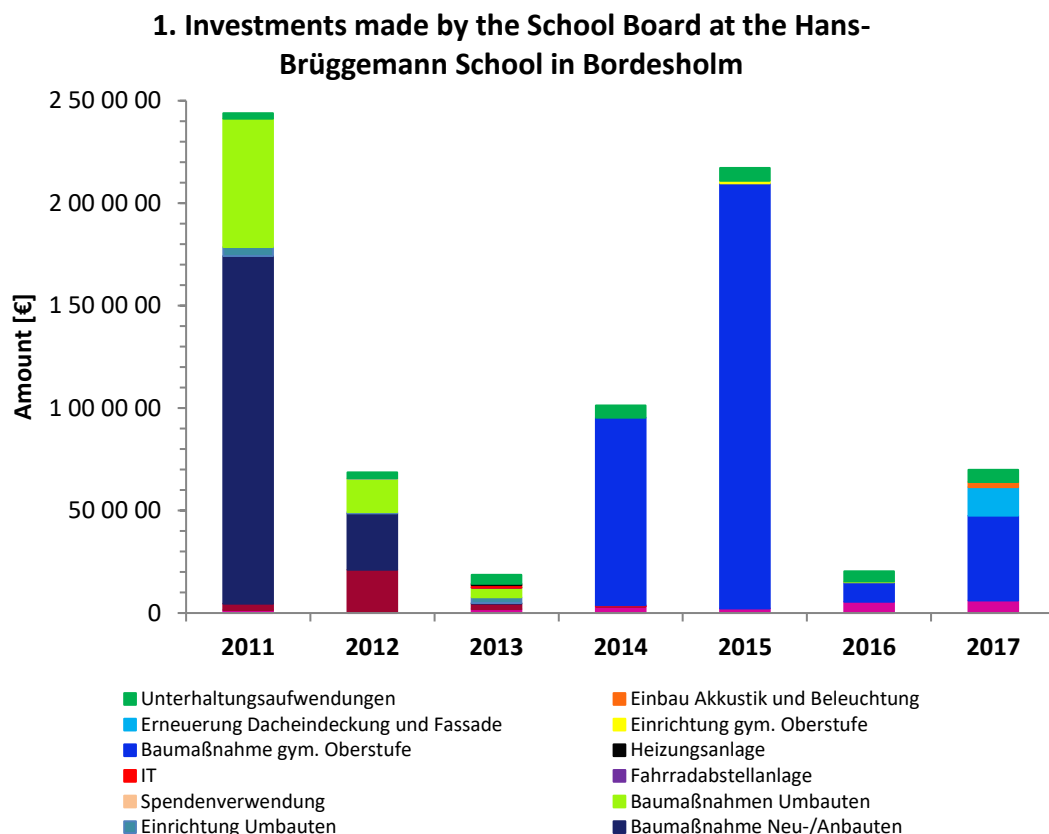
## 1. Initial Situation

Over the past ten years, the Hans-Brüggemann School in Bordesholm has experienced one change of location and three changes of school form. Until August 2008, the Hans-Brüggemann School was still a pure middle school located at Schulstrasse in Bordesholm. Since 1<sup>st</sup> August 2008, the school has been operated as a community school. This was followed by a relocation of the school to the present site in Langenheisch in 2010. After four years, the school was extended to a community school with an upper high school level. Extensive reconstruction and expansion measures as well as personnel adjustments were necessary as part of the change of location as well as expansion of school form. The number of enrolled students also increased.

The present status report looks at the construction investment since the relocation in 2010. In addition, the personnel development is broken down for the entire period (2008-2017). The same applies to the development of student numbers which not only addresses the admission numbers in the incoming classes but also the student departures with regard to the acquired degrees of graduation. The appendix also presents the results of the current SWOT analysis and correlates those with the data collected in this status report.

## 2. Investments

As shown in Figure 1, there were two major construction phases in 2011 and 2014/15, respectively. The first construction phase in 2011 took place after the conversion of the Hans-Brüggemann School to a community school which resulted in additional space requirements. The first new building comprised four additional classrooms, a computer room and a social room, as well as two chemistry and physics rooms. In addition to the subject-specific equipment, all rooms were equipped with interactive whiteboards.



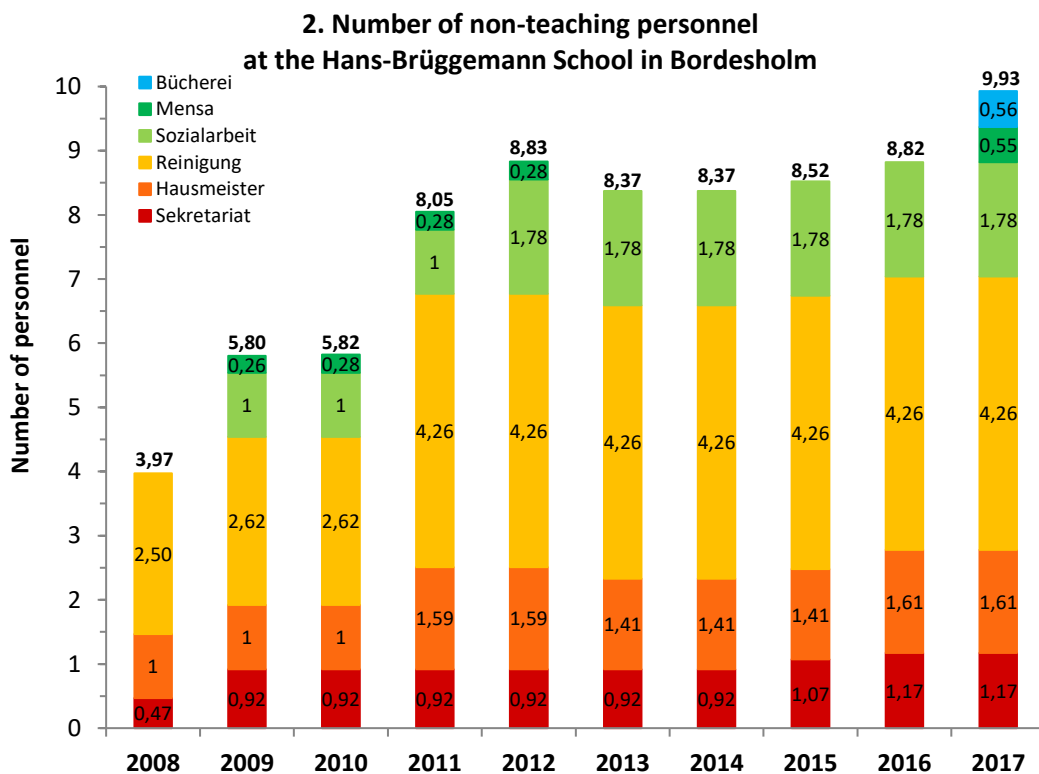
**Figure 1: Investments made by the School Board at the Hans-Brüggemann School in Bordesholm during the years 2011 through 2017.**

The second construction phase from 2014 to 2015 coincided with the introduction of the upper high school level. The first new building from 2011 was expanded with an extension building accordingly, and five classrooms, two social rooms, sanitary facilities, two biology rooms and three study rooms for technical subjects were added. Interactive whiteboards were also installed. During the second phase, the teachers' lounge was extended and technically updated. Furthermore, the classrooms of the old buildings were also equipped with interactive whiteboards. This retrofitting measure is still ongoing. In 2017, the parking areas for motor vehicles and bicycles were expanded. The extension of the school cafeteria is planned.

### 3. Personnel Development

#### 3.1 Staff positions (non-teaching)

The development of the staff at the Hans-Brüggemann School is shown in Figure 2. It is positively correlated with the change in school form as described in Section 1. With the establishment of the community school in the summer of 2008 and the move to Langenheisch in 2010, some staff positions were expanded and new staff positions were added.



**Figure 2: Number of non-teaching personnel at the Hans-Brüggemann School in Bordesholm during the school years 2008 through 2017.**

The school's secretarial office staff was expanded in 2009 to two persons. Despite the expansion in the following years, no additional jobs were created (see Figure 2). Since 2009, new staff positions have been created in social work and the cafeteria. Until 2011, the social work was handled by one person only. In 2012, this staffing of this department has been upgraded to a total of three positions. The cafeteria had been operated separately from 2013 to 2016. With the imminent expansion of the cafeteria in 2017, the staff position was re-integrated. Since the move in 2010, the number of cleaning staff and caretakers has doubled.

The Hans-Brüggemann School has its own school library where the operation of same has been provided by the volunteer work of the parents. Due to the increasing number of users and the planned expansion of the library for the upper level of students, one staff position became necessary in 2017 (Figure 2).

### 3.2 Number of teaching staff

After the change to the school form of a community school in 2009 and the move to the premises at Langenheisch in 2010, the number of teachers decreased initially (Figure 3). The number then remained relatively stable until 2013. With the decision to expand the community school into a school with an upper high school level, the expansion of the teaching staff became urgently necessary. In the following years (starting in 2014) teachers were mainly hired with a teaching certificate for upper secondary education.

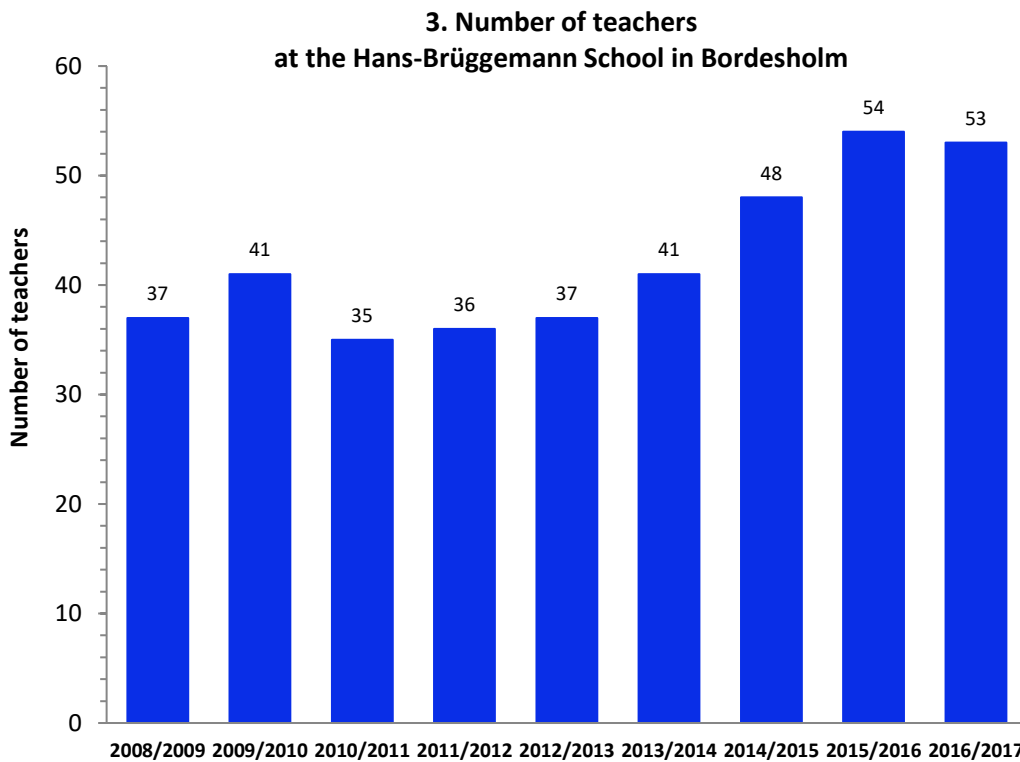


Figure 3: Number of teachers at the Hans-Brüggemann School in Bordesholm during the school years 2008/2009 through 2016/2017.

## 4. Development of Enrolled Students

### 4.1 Student enrollment at the incoming level

The number of enrolled students in Grade 5, as displayed in Figure 4, showed considerable fluctuations over the period shown. The number of enrollments rose markedly in 2011/2012, which was the first school year after the move to Langenheisch. The absolutely highest number of enrollments was recorded for the school year 2013/2014, just before the introduction of the upper high school level and at the beginning of the first expansion phase. Since then, the enrollment numbers have continually decreased from year to year, back to the level of 2010/2011 (Figure 4).

With regard to the gender distribution, the enrollment figures for boys were on average higher than for girls. Exceptions included the school years 2009/2010 and 2014/2015, respectively.

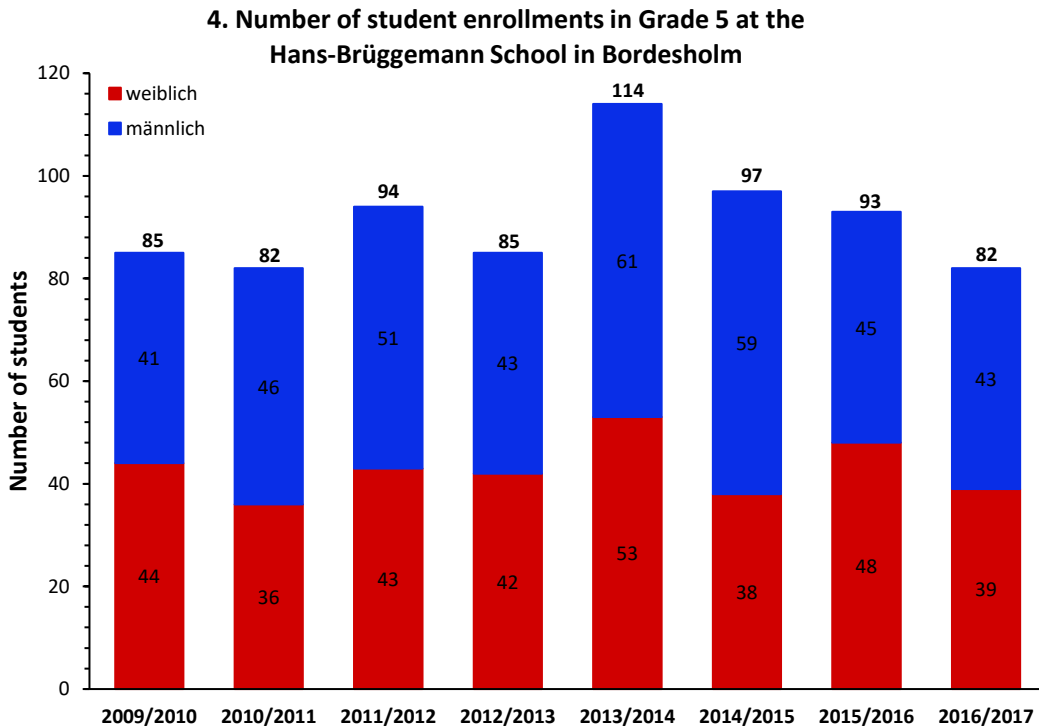


Figure 4: Number of student enrollments in Grade 5 at the Hans-Brüggemann School in Bordesholm during the school years 2009/2010 through 2016/2017.

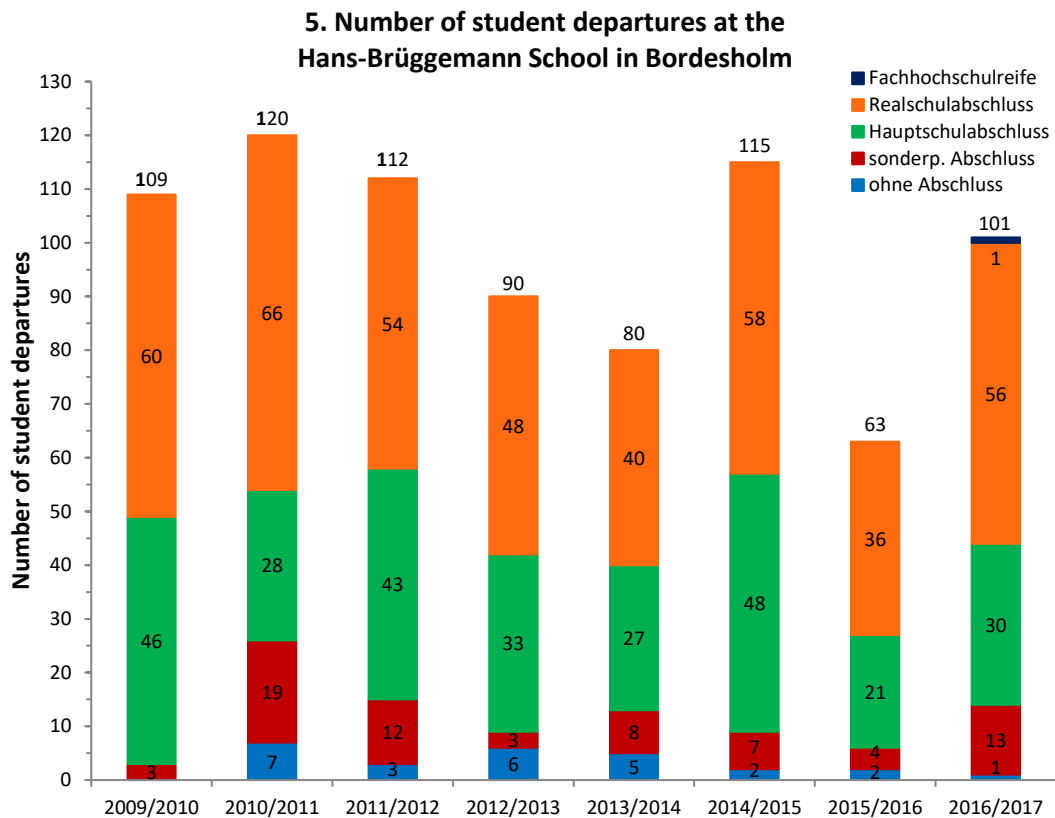
## 4.2 Number of student departures

Figure 5 shows the number of student departures for the school years 2009/2010 to 2016/2017. In addition, a subdivision has been made according to the achieved degree of graduation. Unfortunately, no figures are available in terms of graduation degrees for the upper high school level, since they are not known yet.

In 2015/2016, a drop in the number of student departures was noticeable which could be explained by the introduction of the upper high school level. The number of students who remain at the school after middle school is not included among the departures, which make these numbers seem unusually small in this particular year.

With regard to the types of graduation, it clearly shows that the community school is well established. The number of middle school graduates was clearly much higher than the number of main school finishers for all of the school years shown (Figure 5).

Furthermore, the Hans-Brüggemann School offers students with special educational needs a successful school graduation certificate. Thus, the number of students leaving school without graduation has been steadily declining since the end of 2012/2013 and has now almost been eliminated (Figure 5).



**Figure 5: Number of student departures at the Hans-Brüggemann School in Bordesholm during the school years 2009/2010 through 2016/2017.**

## 5. Annex: SWOT Analysis

The present SWOT analysis was carried out on 30<sup>th</sup> January 2017 as part of a School Development Day at the Hans-Brüggemann School. Teachers were asked to name the strengths, weaknesses, opportunities and threats of the school, guided by the school feedback scheme of the Institute for Quality Development at Schools in Schleswig-Holstein (IQSH). The school feedback is a voluntary offer for quality assessment in schools. The scheme used includes the following criteria:

1. Results and effects
2. Teaching and learning
3. Management and quality development
4. School culture and school community
5. Professionalism and cooperation



The results of the SWOT analysis are presented below for the individual criteria. In doing so, an attempt is made to link the information with the school data collected. This is followed by a summary of the analysis.

## **1 Results and effects**

One of the strengths emphasized was the range of possible degrees at the Hans-Brüggemann School. This was clearly demonstrated by the graduation numbers. Despite the good graduation rate, the image problem represents a weakness of the school. This assessment corresponds to decreasing enrollment numbers in the incoming classes and in the upper high school level. Opportunities are seen in the increasing cooperation with partners outside of the school, especially with regard to vocational preparation. Among the great threats for many are the already mentioned decreasing student numbers.

## **2 Teaching and learning**

The numerous remodeling and expansion measures are highlighted as a great strength. It is emphasized that especially the technical equipment of the classrooms offers a very good learning environment. In spite of this good initial situation, it is difficult to appropriately differentiate between instruction and results. This is considered a weakness. The teamwork and good communication within the faculty are seen as an opportunity to overcome this weakness. Many of the teachers view the high workload as a threat.

## **3 Management and quality development**

The school management team considers its good working atmosphere an item of strength. A weakness, on the other hand, is the enormous transfer of responsibility to the headmaster. The good exchange of the respective expert knowledge is regarded as an opportunity. Possible threats are not mentioned.

## **4 School culture and school community**

Participation in non-school events and competitions, good social work at school, and the establishment of a pedagogic contact office are consistently regarded as a great strength. The expansion of the school's social work coincided with the relocation of the school and the conversion to a community school. High demands are placed on these activities which can only be partly met due to the high volume of work. This is perceived as a weakness. Chances for retaining the school's community are seen by many of the faculty in maintaining the heterogeneous student body and in the development of the school toward an open all-day school. The expansion measures, such as those in the cafeteria, point in this direction. Here, the risk of a dwindling identification of the students with the school is pointed out.

## **5 Professionalism and cooperation**



Only strengths and weaknesses are given here. The good technical equipment and the exchange within the faculty are emphasized as an item of strength. The lack of compensation for the additional workload is stressed as a major weakness.

### **Summary**

Investments in the expansion of the school allow school work at a high technical standard. This is emphasized numerous times as a great strength. The image of the school is rather problematic. This is reflected not only in declining enrollment numbers, but also in the barely existing identification of the students with the school. This is viewed as a weakness. The heterogeneous character of the student body is seen as an opportunity for future development. The possibility of a number of graduation degrees supports this view. The most critical point is the high workload which is mentioned frequently. The school has undergone two changes in school form in a short time. Numerous building expansions were carried out and staff positions were increased as a whole. The process of school development has not yet been completed with regard to these major changes. Many of these "construction sites" inevitably present a greater burden. This poses a great threat for many of the parties that were interviewed.