



# Strategy for Løgstør Skole 2026-2030



## 1.0 Foreword

Løgstør School is a school with strong traditions, high ambitions, and a shared commitment to creating the best possible conditions for all our students – regardless of their starting point.

This strategy for 2026–2030 describes the direction we want to move in together as a school. It provides an overall picture of how we will ensure well-being, learning, development, and coherence for all children from preschool class (0th grade) to 9th grade.

The strategy builds on our previous strategy (2022–2025), which focused on three key areas: community, high academic standards, and collaboration. These areas remain important and will continue to support the strong initiatives already in place. In addition, we are now introducing a fourth area: communication, which is essential for success in all other areas.

This strategy not only describes what we want to achieve, but also why and how we will do it in practice. It is intended to be an active working tool in everyday school life and to support the many decisions—both big and small—that are made every day in teaching, community life, and collaboration at Løgstør School.



## 2.0 Background

Løgstør School is located in the northern part of Vesthimmerland, with a beautiful view of the Limfjord. The school moved to its current location at Bøgevej 10 in 1971. Between 2018 and 2020, the school underwent a major renovation costing 47.6 million DKK, significantly improving both indoor and outdoor facilities. In particular, the indoor climate

was greatly improved, and together with modern furniture, the school is now in excellent condition.

The school has approximately 370 students from 0th to 9th grade, as well as five special classes (AKT classes). Students from these classes gradually participate in mainstream education to the extent that they are able.

The school employs around 50 staff members.

The school's after-school program (SFO), called Bøgen, has around 100 children from the lower grades. The SFO's primary role is to complement the school day by providing a safe and relaxed environment where children can spend time with friends through activities we offer or choose themselves.

We aim for school and after-school care to function as a whole. Therefore, staff work closely together across roles to support children in the best possible way and create consistency in their daily lives. In everyday practice, we see the school and SFO as one unit working together for the benefit of students, parents, and staff.

This strategy applies to both the school and Bøgen, as we share the same vision.

Each class and year group has its own team of staff members who serve as close contact persons.

For many years, Løgstør School has been known for strong academic results, including good performance in final exams. At the same time, we place equal emphasis on students' well-being and personal development.

This strategy reflects how we will work every day to create the best possible school for all our students.



### **3.0 Vision**

All students at Løgstør School should thrive and achieve their full potential—academically, socially, and personally.

Well-being and academic learning go hand in hand. We aim to create a school where every student meets adults who believe in them, challenge them, and support their development. We meet students where they are and help them move forward.

We want to be a school that is strong locally and attractive to new families.

We also aim to be a school that the entire local community is proud of—and that students themselves are proud to attend. When we represent the school, we are all ambassadors.

Our vision is to be a modern school that combines tradition, community, and close relationships with ambition, innovation, and clear goals.

### **4.0 Values and Principles**

Our overall goal is simple: all students should thrive and become as capable as possible.

Students are at the center of everything we do. All decisions and activities are based on what is best for them. This is the core purpose of both leadership and staff.

We aim to remain among the top schools in terms of well-being, academic performance, and social development.

Students at Løgstør School should experience:

- Daily academic, social, and personal success
- Feeling happy and safe throughout the school day
- Development of life skills
- Influence on their own learning and personal growth
- The opportunity to perform well in exams

These goals require cooperation between students, parents, staff, leadership, and the school board.

It is important to understand that learning and development involve challenges and sometimes frustration. This is a natural part of growth and requires strong cooperation between school and home to support resilience.

The strategy also serves as an internal working tool for staff, leadership, and the school board.

We aim to be an attractive workplace with skilled and motivated employees.

Our core values:

- Clarity – everyone understands expectations and structure
- Relationships – strong relationships are the foundation for learning and well-being
- Shared responsibility – all adults take responsibility for the whole child
- High expectations – we believe all students can develop with the right support

We want to share the positive story of Løgstør School with the local community and new families. It should be a school we are all proud to be part of.

The strategy is built around the following four equally important areas.

#### **4.1 Community**

A strong sense of community is essential for students' well-being and development.

##### **Goals:**

- All students feel like an important part of the community
- Everyone is treated with respect and recognition
- As many children as possible attend Bøgen (SFO)
- The school remains a popular choice locally
- The school is visible and active in the community

##### **How we achieve this:**

We build community through traditions, safe environments, and shared activities such as:

- Buddy classes
- Well-being days
- Cross-subject activities



- Shared breaks
- Cooperation with the SFO
- Social events and community meals
- Participation in local events

**Evaluation:**

Through well-being surveys, student conversations, attendance data, and team discussions.

**4.2 High Academic Standards**

High academic standards mean that all students experience progress, meaning, and motivation in their learning.

**Goals:**

- All students experience academic and social success
- Students are actively involved in their learning
- Students develop life skills
- Teaching is varied and practical
- Clear understanding of learning goals
- Reading is prioritized at school and at home
- Parents understand expectations



**How we achieve this:**

- Clear learning goals and feedback
- Practical and engaging teaching
- Project-based and cross-subject learning
- Coordination of homework
- Library cooperation
- Involving students in planning lessons
- Continuous development of staff skills

**Evaluation:**

Through tests, conversations, reflections, and grades—with focus on development.

**4.3 Collaboration**

Collaboration is a cornerstone of our school.

**Goals:**

- Strong teamwork among staff
- Close cooperation with parents
- Smooth transitions between school stages
- Partnerships with the local community
- Student involvement

**How we achieve this:**

- Dedicated team time and professional dialogue
- Strong cooperation between school and SFO
- Clear structure for meetings and communication
- Year group well-being councils
- External partnerships
- Active student council

**Evaluation:**

Through dialogue, participation, and well-being.

**4.4 Communication**

Good communication is essential for strong relationships.

**Goals:**

- Open dialogue, including difficult conversations
- Clear and accessible communication
- Respectful and equal tone

- Shared responsibility for keeping each other informed

**How we achieve this:**

- Use of the AULA platform
- Weekly updates
- Clear internal structures
- Thoughtful use of social media
- Clear expectations for response times and availability
- Reducing unnecessary messages

**Evaluation:**

Through feedback from parents, councils, and staff.

