

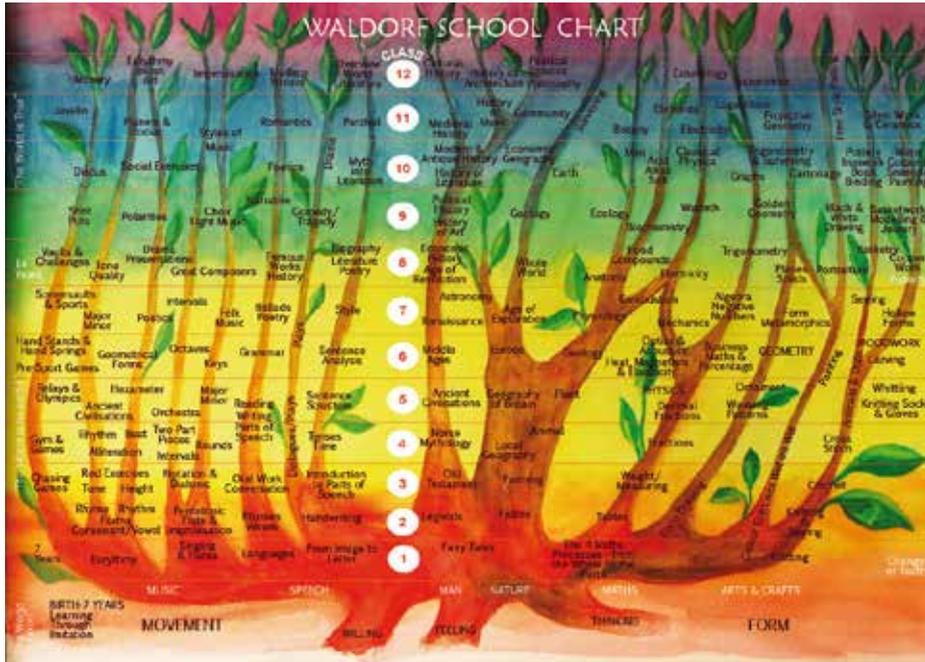


# Waldorf International School Copenhagen



**“Educating children  
is fostering the spirit  
in things and finding  
tomorrow in today”**

*Rudolf Steiner*



# Introduction to the Primary School

Whether you have a child attending primary school or are looking for an alternative schooling, this brochure aims to give you a picture of the primary school at Waldorf International School Copenhagen.

At a Waldorf school each child is daily challenged on an intellectual, creative, artistic and social level - head, heart and hands. We therefore offer a wide range of subjects, which each child can follow at their own individual level. This is a short introduction to the blossoming life in the primary school years from kindergarten class to class 5 (children from 6 to 12).

## Engaged

The International Waldorf School of Copenhagen is a non-profit in-

ternational school with a distinct educational vision. Our International Waldorf programme will be shaped by the following elements; free play, imagination, empathy, engagement, responsibility, sustainability and well-being in our current society. These are combined with the personal goals of enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

## Start small

In our first year we will accept children ages six through eight for two classes; kindergarten class and a combined first and second class. While we plan to grow steadily over the following years, we will always be a small-scale primary school where each individual class size will range from 15 to 20 children.

## A new beginning, A call for pioneers

As the second International Waldorf School in Europe, we are a new phenomenon. Being the second in a new territory requires

us to have a certain amount of pioneering spirit and a sense of adventure. The only way to build this new school is to do it as a community. Are you ready to join?

We are happy to answer any further questions you may have, and are looking forward to welcoming you at the Waldorf International School of Copenhagen.

The WISC Staff

Mrs. Frederikke Larsson  
*Head of International Department*

Mrs. Erika Harton  
*Teacher*

# Contents

<b>Introduction to the Primary School</b> .....	4
<b>Basic Principles of Waldorf Education.</b> .....	8
<b>A Pedagogic Overview of each Class</b> .....	10
Kindergarten Class .....	10
Class 1 .....	13
Class 3 .....	15
Class 4 .....	17
Class 5 .....	18
<b>Frequently asked questions in the primary school.</b> .....	20
<b>Learning Materials</b> .....	23
<b>Other useful information.</b> .....	25
<b>Fee policy</b> .....	26

# Basic Principles of Waldorf Education

Waldorf education offers a curriculum that follows a certain line that builds up over the years, from kindergarten, and afterwards from class one until class twelve. As a child goes through different developmental stages, each one of these stages brings special developmental possibilities. Despite how diverse children are, their emotional and physical growth follows more or less the same general line. The teachers determine the stage of development of each child through observation and use that information to determine the child's needs. Pedagogy is the art of recognition of a child's hidden intentions and it is used to create an environment in which the child can develop optimally.

## Developmental Phases

During the first seven years of the child's life, development is concentrated around the physical body. A child learns to walk,

speak, think, and control its body by refining the gross and fine motor skills. In the morning in a Waldorf kindergarten, the core element is free, unstructured imaginative play. The core element of the morning in a Waldorf kindergarten is free, unstructured imaginative play. By the time a child reaches the age of 6 or 7, the foundation of the physical development process has been laid. During the second seven-year period (the primary and middle school years), social and emotional skills are starting to emerge. Teachers try to translate subject matter into something the children can grasp with their senses. Something they can see, feel, or hear. After that, the student's basic cognitive skills automatically take over. This concerns reading, writing, arithmetic, language, geography and history. As the child changes in these years, he or she will be able to express his or her emotions more clearly but also develop thinking and show will-power. Almost every child has the ability to think creatively in order to solve problems. The teacher tries to protect and nurture that ability. In the final part of this phase, the child experiences the self and the

environment through emotions. Teachers attempt to connect through this channel. They recognize and encourage their student's interests and imagination and it is through that connection that creativity and discipline are cultivated.

In the third developmental phase (from the age of 14 until 21), analytical skills and abstract thinking are developed. Students learn to understand the world through thinking.

## The Complete Person

At a Waldorf school, each child is challenged on an intellectual, creative, artistic and social level at all stages of development. For this reason, we offer a wide range of subjects which every child can follow at their own individual level. When the teachers themselves develop lessons based on specific interests of their class, the children are more engaged and enthusiastic.

Processing of The Curriculum Being motivated is an important and stimulating factor in learning. The teacher promotes this by encouraging students to question learning material and express

their opinions. While processing what they have learned, the children connect with what they feel and how they want to put that into work. This requires concentration, dedication and the ability to empathise with others. Social Education In Waldorf Schools teachers teach the same class for several years. This is also our aim at the International School. With this approach, a strong teacher-student bond is created, along with a true sense of community and responsibility.

## Annual Celebrations

Throughout the year we celebrate several festivals. These celebrations help us to reconnect with several aspects of life. We also experience the passing of each season and this gives us a chance to show gratitude to what nature gives us. We celebrate these festivals together as a community and the children and parents all look forward to them like they are old friends that come by each year.

## In a nutshell: Head, Heart & Hands

We stimulate each child to develop their Head (cognition), Heart (social & emotional endowments) and Hands (physical skills and

perseverance) in a balanced and age-appropriate way. As a consequence, our primary school curriculum is less focused on cognitive development than many other schools. Even so, Waldorf schools meet Danish primary educational standards. They even try to set their own standards higher than is required by law, by wanting to offer an education that supports a healthy durable development in children that will last a lifetime.



# A Pedagogic Overview of each Class

## Kindergarten Class

Kindergarten is the child's first year at school. The child comes to school full of expectations and confidence, and it is the school's task to maintain this confidence and joy in learning.

The children meet their class teacher, whose task is to create a warm and secure learning environment for these tender young human beings.

Our goal for the first school year is to make the child feel comfortable in his/her new daily life. We create a space for the child to develop the courage to take small and big steps and nurture the desire to participate in all school activities. At the school, learning is organized according to the child's premises in order to create the best basis for development, growth and well-being. Happy children who thrive, learn best!

## **Well-being, practice and mastering**

The class teacher follows the class

all day. In this way, the children and the teacher create a good and close relationship. The children learn to listen to each other, wait for their turn and work quietly and concentrated. The children practice being brave by trying out new boundaries. They learn to be part of a group, while being seen as individuals who respect each other's differences.

The class teacher focuses on practicing different skills, where the results often first appear over time. The process is important for the child's learning. The experience of mastering something grows as the child makes an effort and tries again and again.

## **Continuous rhythms and frameworks for learning**

The school day is built up with a continuous rhythm, which is

repeated every day, while tasks and exercises progress as students develop new skills. The school day alternates between free play, concentrated work and joint activities, inside and out. Physical activity and development is important. Jumping, throwing, catching, sliding, pulling, balancing, lifting, running, carrying and spinning. When the child is physically active the body can relax when again gathered in the classroom. Hammering nails in, cutting, sewing, washing, baking, drawing, painting gives the student good bodily control and develops fine motor skills. Knowing their body and being able to use it for both small and large movements is important for all further learning. To be able to write by hand or on a keyboard, to be able to calculate and construct, create, develop and

K-CLASS	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-9.30	CIRCLE TIME / FAIRY TALE	OUTDOORS			
9.30-11.30	PRACTICE/ PLAY TIME	PAINTING/ PLAY TIME	BAKING/ PLAY TIME	STONE SUPPE/ PLAY TIME	OUTDOORS
11.30-12.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.00-13.00	MOVEMENT	HANDWORK / THE YEAR	HANDWORK / THE YEAR	HANDWORK / THE YEAR	OUTDOORS
13.00-16.00	PLAY TIME	PLAY TIME	PLAY TIME	PLAY TIME	PLAY TIME/ TIDY UP

master new skills. At Waldorf International School, the school day in the kindergarten class is not divided into different subjects. We try to create a holistic approach to the day and to the various topics that the day contains. Through play, exploration on their own and joint activities, the various subject areas are practiced. Students get a solid foundation for further learning and meet their subjects in a practical and sentient way.

### Language understanding

Words are related to action, emotions and objects. Songs, poems and verses in Danish and other languages develop language sensation and language skills. Daily storytelling, conversation and play strengthen vocabulary and language understanding.

### Mathematics is everywhere

The students use numbers in practical situations in work and play and become familiar with sizes and quantities. To count, subtract and add, divide and multiply.

### Science

Walks in the nearby area, climbing in trees, school gardening, earthworms in the raised planting beds, bee hives and insects, bird seeds

on feed boards, ‘compost-captains’ and life in the compost, flame and glow of the fire, fermentation processes in bread and baking.

### Technology through observation and exercise

Water running, wheels turning, construction projects in sand. Understanding technical tools is related to understanding body and function. Seeing and experiencing what you can do gives admiration and interest in what technology can do for us. This forms the basis for later use of technical tools in a reasonable manner. We do not have computers.

### Learning through play

To play freely is to practice life; interaction, social movement, dialogue and negotiation. Playing is creative, demanding and evolving. Through playing, the students examine new situations, digest things they have heard or experienced, and learn from each other. They examine, challenge, discuss and adapt. Play is the child’s own learning method, therefore play is important at Waldorf International School. By giving students a rich and lively first year of school, we lay the foundation for the development of lifelong learning.

We offer a unique kindergarten education. We emphasize the child’s experience of being capable, thereby ensuring a continuing desire to learn. We do not learn for school, but for life! Play is learning for life!

### Areas of Competence

In kindergarten class, the teaching revolves around seven areas of competence that are practised through play, interaction and educational activities during the school day:

- Language
- Body and movement
- Imagination and creativity
- Ethical values
- Social skills
- Sense and observation
- Motivation and concentration

The children are from the beginning introduced to music: flute

and string instruments. They have lessons in playing the string instruments and are also encouraged to do regular musical instrumental practice as homework. Parents are advised to check with their child’s teachers concerning expectations regarding homework, as requirements may vary.

### Class 1

The class teacher creates a warm and secure learning environment. A principle behind all teaching in the first school year is that the child is the centre of the world. The world is open to the child - a world which in the beginning is very concrete and then becomes more and more abstract. In class 1 we introduce the letters of the alphabet through pictures and stories as preparation for reading. They learn to write and

CLASS 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-10.30	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON
10.40-11.30	LANGUAGE MUSIC	LANGUAGE HANDWORK & CRAFTS	LANGUAGE MOVEMENT	LANGUAGE HANDWORK & CRAFTS	LANGUAGE OUTDOORS
11.30-12.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.00-13.00	PAINTING TIDY UP	FORM DRAWING TIDY UP	PLAY TIME TIDY UP	READING TIDY UP	OUTDOORS

begin early stages of reading. Some children can already read when they begin at school, but the students are taught how to connect letters and write words - they are led from pictures to letters. In working with numbers they discover the qualities of the numbers and are introduced to Roman and Arabic numerals. Through imaginative stories pupils are also introduced to the secrets of the four mathematical processes; addition, subtraction, multiplication and division. The narrative content meets this stage of development through the ancient wisdom of the fairy tale.

**Class 2**  
 Class 2 children are eager to learn, have more confidence and are more sociable. The class teacher continues to follow the class giving the children continuity as well as a warm and secure atmosphere. In classe 2 the students learn about animal fables and legends from different countries and cultures. The animal fables depict various soul qualities: some free of duties and coercion, animals living their instincts and do not care about others than themselves. They represent soul-sidedness and tendencies in a caricature and humorous way. Thus, animal fables are closer to our own everyday life, and the children understand that it is human qualities that are expressed through the different characteristics of the animals.

CLASS 2	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-10.30	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON
10.40-11.30	LANGUAGE HANDWORK & CRAFTS	LANGUAGE MUSIC	LANGUAGE HANDWORK & CRAFTS	LANGUAGE OUTDOORS	LANGUAGE MOVEMENT
11.30-12.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.00-13.00	FORM DRAWING TIDY UP	PAINTING TIDY UP	PLAY TIME TIDY UP	OUTDOORS	READING TIDY UP

Legends of the lives of saints provide inspiration for children and often the basis for a play. Reading and writing develops along with skill in times tables and mathematics. In this school year, the children work with the seasons, week-days, months and the time to make timeliness a practical tool for orientation in the world and building an understanding of today and tomorrow. The children are now able, in their own words, to describe the topics that they are working on, both orally and gradually also in writing.

**Class 3**  
 At some point around their ninth year the child goes through a period in their development when parents may see, for the first time, their child experiences a feeling

of separation from the rest of the world - the child becomes more grounded. The curriculum meets this stage of development by directing the child towards practical activities and by introducing farming and building (main lessons). This helps the children to reconnect with the world in a new way, and feel more secure by building a shelter, growing food and making clothes for themselves - they learn basic human needs. Gardening (outdoors), a lesson enjoyed every Tuesday connects the work of the main lesson to other areas of the curriculum and to all that our wonderful school grounds offer. The narrative content during this school year includes stories from the Old Testament and stories that describe life and work on the land. Literacy is developed through

CLASS 3	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-10.30	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON
10.40-11.30	LANGUAGE HANDWORK & CRAFTS	LANGUAGE OUTDOOR	LANGUAGE MOVEMENT	LANGUAGE MUSIC	LANGUAGE GAMES AND PLAY
11.30-12.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.00-13.00	FORM DRAWING TIDY UP	OUTDOORS	PAINTING TIDY UP	READING TIDY UP	HANDWORK & CRAFTS

*New: one more lesson in handwork, outdoor (gardening).*

the written content of the main lessons including the different qualities of verbs, adjectives and nouns.

Cursive writing is introduced and helps children to acquire fluency in handwriting and the children feel more confident as their skills develop.

In math, long multiplication and division are introduced, as are the concepts of measurements: volume, length, weight and time.

### Homework

Homework may be introduced in Class 3 with simple tasks related to the main lesson. The aim is to encourage the development of

good, independent working habits benefitting the child throughout their education and later in life.

The amount of homework is gradually increased to allow pupils to develop the necessary independent working skills needed and in time for the demands of the upper School (class 10 - 12).

Children are encouraged to manage their time well so that hobbies and interests can be pursued and regular musical instrumental practice undertaken and balanced with the demands of homework.

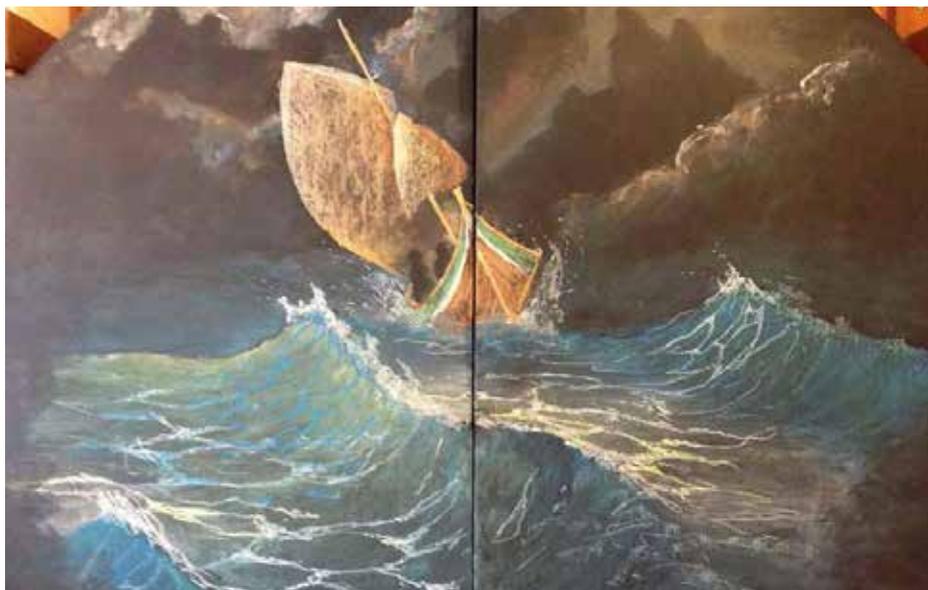
Parents are advised to check with their child's teachers as to expectations regarding homework, as requirements may vary.

### Class 4

Children now appear more grounded and robust. These young 'Vikings' meet their match in the characters and adventures of the Nordic Myths, which mainly provides the narrative content for this year.

In mathematics, the foundations for work with fractions are laid, alongside the revision and development of skills dealing with the four processes. Science finds a focus in the man and animal main lesson, where animals are studied

in relation to the human being. This provides the basis for the first independent written and illustrated project and gives children the opportunity to present to the class what they have learned about an animal of their choice. The focus in the main lesson geography is a local one teaching the children how to explore the landscape and history of the local surroundings. Walks, maps and sometimes an overnight camp are parts of this main lesson.



CLASS 4	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-10.30	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON
10.40-11.30	LANGUAGE HANDWORK & CRAFTS	LANGUAGE MUSIC	LANGUAGE HANDWORK	LANGUAGE OUTDOOR	LANGUAGE MOVEMENT
11.30-12.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.00-13.00	CHOIR FORM DRAWING	PAINTING TIDY UP	SWIMMING SWIMMING	OUTDOORS	READING TIDY UP

*New: swimming, choir and Viking games.*

### Class 5

This phase in childhood is sometimes referred to as ‘the heart of childhood’ - a time when parents and teachers glimpse at the grace and balance in the child’s movement and body. Children enjoy the main lessons riches of ancient cultures such as Ancient India, Egypt, Mesopotamia, Persia and Greece. In mathematics, work continues on fractions including the introduction of decimal fractions. Freehand geometry is developed out of previous work in form drawing lessons, and a study of plants provides the basis for the science main lessons. Geography

is expanded to include a study of Scandinavia and the Nordic countries and expands further into Europe and the rest of the world. A highlight of the year and of the study of Ancient Greece is the Olympic Camp, which takes place at the school during spring. We invite other Steiner Waldorf schools from this country and Europe to three days of training in Olympic sports — running (including the marathon), javelin, discus, wrestling, high jump, long jump - all culminating in a day-long event complete with Olympic flame and medal ceremony.

CLASS 5	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-10.30	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON	MAIN LESSON
10.40-11.30	LANGUAGE HANDWORK & CRAFTS	LANGUAGE MUSIC	LANGUAGE MOVEMENT	LANGUAGE HANDWORK	LANGUAGE OUTDOOR
11.30-12.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.00-13.00	CHOIR PRACTISE	GYM AT THE STADIUM	PAINTING TIDY UP	READING/ LIBRARY	OUTDOOR

*New: Olympic games and library.*



# Frequently asked questions in the primary school:

## What is a main lesson?

In the course of a school year there will be between 10 and 12 main lesson blocks, taught by the class teacher lasting from 3 to 4 weeks. Main lesson themes include subjects that meet the needs of the child based on an understanding of the child's development. The main lesson is made up of three parts: a rhythmic part where music, movement, recitation and games are taught; a second period of absorbing new content and re-elaborating what has already been learnt; and thirdly, a tasks including written bookwork, drawing and mathematical practice.

## What will be done to support my child in making the transition from Kindergarten to Kindergarten Class?

The class teachers will gently steer

a process whereby a warm and supportive environment for formal learning is created.

## Will my child find it easy to transition from mainstream to Steiner-Waldorf education?

Every effort is made to make this transition as easy as possible and generally speaking this is achieved within half a term or a full term.

## My child cannot play the required music instrument, how will they catch up?

Generally, extra catch-up lessons are given to children who join a class after Class 3.

## My child is already reading, will they be allowed to read in class?

Reading is taught after learning to write in Waldorf schools in Class 1, but there may be free periods when a child will be able to read the books provided - books that fit in with the curriculum for the year.

## My child is used to much longer school days, why are they so short?

The curriculum and timetable are very full at The International Waldorf School of Copenhagen, and our experience is that a grad-

ual approach to full days is most suitable for younger children. On short days there is afternoon provision, where the children have outside playtime and organised craft activities from Kindergarten up to class 3. From class 4 and upwards, we offer a Homework Club and Afternoon Club, please ask the teacher or the head of the international school.

## My child loves sporting activities, why do they only start formal sports lessons in class 3?

This curriculum choice is a question regarding what is appropriate for the age of a child; in our experience the consciousness required for formal sports emerges around the 9th year.

## Is there any suggested literature that I can read to learn more about the curriculum/education?

Yes!

*Waldorf Publications*: Waldorf Education: An Introduction for Parents: <https://www.waldorfpublishations.org/products/waldorf-education-an-introduction-for-parents>

*Michaelmas Press Waldorf Education*: A Family Guide: <https://www.waldorfpublishations.org/products/waldorf-education-a-family-guide>  
*Wiechert, Christof: The Waldorf School - An Introduction*: <https://www.waldorfpublishations.org/products/the-waldorf-school>  
<https://www.waldorflibrary.org/>

## How can I support my child's education at home?

Please ask your class teacher, but anything that fosters a healthy routine, including plenty of healthy food, breathing-out space, and good night's sleep will benefit the child in primary school.

## Who do I talk to if my child is having problems in class?

Your first port of call is your child's class teacher.

**Can my child visit the class for a few days following acceptance to the school?**

This is often arranged so that a child can experience the class and the teacher, prior to their start date.

**What if my child doesn't like the teacher?**

Strangely enough, this doesn't happen very often! There may be a teacher a child likes more than another, but all the teaching staff are trained to be inclusive and welcoming to all children.

**When do you start to teach science and maths?**

Science is central to our curriculum and, in a gentle way, starts as early as class 1. From class eight we use maths resources, which match

the content level of mainstream schooling and meet the diverse needs of all children.

**Why can't children use screens in school?**

In our experience modern children may often become alienated not only from nature, but from each other as they focus on their screens; Waldorf education aims to give the children the faculty to create inner pictures that have been stimulated by actively appealing to their imagination and creativity.

**Will my child catch up with ICT if they don't use computers before 13 years of age?**

By the time the pupils reach Class 8 the techniques they would have learnt much earlier will have

become obsolete; starting fresh in Class 8 has not as yet proved a difficulty for any of our pupils. Online safety must be taught from age 5. We have a curriculum for ICT from class 3 where we work with different themes as online safety etc. These lessons are without computers.

**What is the Steiner-Waldorf curriculum?**

The Steiner-Waldorf curriculum is based on the pedagogical suggestions made by the Austrian philosopher Rudolf Steiner. It aims to bring content and methods that meet age-appropriate needs. In the early years the main principle is to foster a sense of goodness through everything the children encounter. In primary school the principle transforms into an education of beauty, where content is presented by engaging the feeling of life of the child. This not only provides a rich inner experience, but also enables the children to recall what they have learnt with enthusiasm. Teaching methods also include learning by doing, and what the children learn experientially they can reflect on later.

# Learning Materials

**Kindergarten class**

In the kindergarten classroom, all toys and things to play with are made of natural materials. Wooden toys, as well as unformed natural materials such as sand, water, sticks, shells, acorns and stones can provide hours of pleasure in which the children build their fantasy world.

**Class One and Two**

The children use special books in which they write and draw the processed subject matter of the main lesson/unit. These books are made of natural unbleached paper and are often provided for in the most beautiful colours. To create the drawings in these main lesson books, the children will be using pencils and crayons, provided for by the family. During music lessons, the children will learn to play the lyre and recorder. Throughout the year, children will be given further opportunities to explore other instruments.



### For all classes

As children progress through the primary years, we will introduce more and more art materials and techniques.

### All art materials are provided for by the school:

For drawing, the children can use pencils and crayons. With a focus on colour, younger children first learn to use thick block crayons and soon graduate up to using thinner crayons and coloured pencils. The children use paints made from natural dyes.

Spun wool and cotton are used to create small weaving and needle-work projects. In class one and two the children will learn to knit.

Occasionally sculpting with bees-wax and clay modelling is done, as well as basket weaving, candle making and wood carving.

Gym slippers/ light slippers are provided for by the family.



## Other useful information

### Attendance

Attendance and punctuality at school is important for the balanced education and development of our children and we expect all children, who are fit and healthy, to attend school every day. We do our utmost to encourage all children to attend and be punctual. A key factor in promoting good attendance is the development of positive attitudes towards school and schooling both within school and the home. We strive to make our school a safe, happy and rewarding place of learning. Parents are asked to ensure that pupils do not take holidays during school time.

The doors open at 8:15am and pupils are expected to be in front of the classroom and ready to learn by 8:30am.

If your child is not attending school due to sickness or other reasons, please call the office in the morning between 8:00am and 8:30am.

### Afternoon Care & Afternoon Club

An afternoon care is for children in the Kindergarten class's until class 3. An afternoon club is offered to class 4 and 5. These are included in the school fees. The care and club run from 12:15pm to 16:30pm until summer break starts.

# Fee policy

## For the International Department in Academic Year 2019/20

### There are 2 payment options:

- Pay the full invoice for the school year at once
- Pay the invoice on a monthly base by paying a deposit of 3 months' school fee per pupil upfront and subsequently 11

equal payments (no payment in July) set up as automatic payments via PBS/betalings-service (direct debit payment service).

### School fee & School donation

The school fee includes school meals, Afternoon Care & Afternoon Club.

The total annual fee for the academic year 2019/2020<sup>1</sup> is:

School Fees	Per Annum	Per 11 monthly instalments (No payment due in July)	Per Annum (For CPR-less students at 5/9 2019)	Per 11 monthly instalments (For CPR-less students at 5/9 2019)
1st child	DKK 40.000	DKK 3.890	DKK 98.400	DKK 9.190
2nd child	DKK 35.000	DKK 3.500	DKK 93.400	DKK 8.800
3rd child	DKK 30.000	DKK 3.070	DKK 88.400	DKK 8.370

### Enrolment fee and deposit

- A once-only registration fee: DKK 500 (non-refundable).
- Annual administration fee for staying on the waiting list: DKK 250.
- Admission donation: DKK 5.000 no later than May 1st of the year the child starts school.
- If paying per month, a deposit of 3 months' school fee per pupil is to be paid before June 1st the year the child starts school. The deposit is deducted from the school fees during the last 3 months of payment when leaving the school.

Please include the following information as a reference: Child's first and last name, class and type of payment (deposit, school fee, donation etc).

### Other expenses

- Support Association (Parents Committee): DKK 250 p.a. per family to 8401 1051251
- Class Money: DKK 400 p.a. per child

In case a child starts or leaves during a running school year

Please notice: We do not distinguish between the beginning or the end of the month e.g. if a child starts on the 10th of April and the school year ends on the 21st of June, the tuition fee is three months.

### Withdrawal from the school

Subject to receipt of a completed Notice of Withdrawal, three full calendar months in advance (July is not included). All fees will be charged to the end of the three-month period regardless of the attendance of the child.

The deposit is deducted from the school fees during the last 3 months of payment when leaving the school.

### School fee adjustments

The right to increase prices is reserved. Adjustments to the above fees shall be notified with no less than three months' notice to the end of the month. Fees for the school year 2020/2021 will be determined no later than by the end of June 2020. The current school fees are always available at [www.byenssteinerskole.dk/en](http://www.byenssteinerskole.dk/en).

### Bank details

Name of Account: Byens Steinerskole  
 Bank: Merkur  
 Address of bank: Bispensgade 16, DK-9000 Aalborg  
 SWIFT/BIC: MEKUDK21  
 IBAN: DK1284010001073917

1) All prices are based on the fact, that the school can receive the same subsidies for the international students as for the danish students. Any changes to this will result in changes in the school fee.



International Waldorf  
School Copenhagen

*WISC is the international department of Byens Steinerskole.  
It is recognised by and subject to Danish law and receives a  
subsidy from the Danish state*

**Waldorf International School Copenhagen**

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[www.byenssteineskole.dk](http://www.byenssteineskole.dk)