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Till
Kungsholmens gy - engelska
sektionen

Verksamhetsberättelse VB 2015 för Kungsholmens gy - engelska sektionen

Förslag till beslut

**Kungsholmens gy - engelska
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Innehållsförteckning

Sammanfattande analys	3
Enhetens uppföljning av Kommunfullmäktiges inriktningsmål	4
1. Ett Stockholm som håller samman	4
1.2 Utbildningen har hög kvalitet och elever får tid för lärande	4
1.3 Alla barn har lika möjligheter i förskolan och skolan	9
2. Ett klimatsmart Stockholm	14
2.1 Stockholm är klimatneutralt	14
4. Ett demokratiskt hållbart Stockholm	15
4.2 Stockholms stad är en bra arbetsgivare med goda arbetsvillkor	15
4.3 Stockholm är en stad som respekterar och lever upp till mänskliga rättigheter och barnkonventionen	16
Uppföljning av ekonomi	17
Uppföljning av driftbudget	17
Investeringar	18
Medel för lokaländamål	18
Övrigt	18
Synpunkter och klagomål	18
Övrigt	18

Sammanfattande analys

The school's vision is "Education and Culture for an Active Influence in a Globalised World". Our students are influenced by their experiences here at Kungsholmen where they meet an intellectual level which stimulates and develops their awareness about their own learning and knowledge about the world around them. They learn to think independently, to be critical and to reflect. They learn to see things from a scientific perspective, a social science perspective and from a humanities perspective and they can see how the different perspectives enrich each other. They also understand that learning takes place throughout life and covers all areas of life.

Our prioritised areas for development remain:

1. We will continue to work with creating a more holistic view for the students around their whole programme of study so that they can gain an interdisciplinary approach to learning.
2. We want to be a learning organization, where the staff learn from each other and from their own experience, in order to develop teaching and other learning activities in a systematic way.

The students and teachers work hard to achieve good results in IB examinations and in the Swedish curriculum programmes and also to fulfil the wider aspects of the school's Vision regarding making an active influence in a globalised world. Many of our students travel with school and experience life in other parts of the world which also widens their perspective on their own lives.

Our students are also actively involved in making a difference where they can and an example of this is the Tent Challenge which was started by some students early in the spring term and raised 180 000 kr and has been activated again. The aim of the Tent Challenge is for each class to raise 3 000 kr to donate to UNHCR to deal with the refugee crisis in several countries. The sum raised in the autumn term was over 200 000 kr and our students continue to show commitment to trying to make a difference for others.

Our work teams are working on the prioritised areas in the work plan in a more systematic way and it is too early yet to see measurable results of this work which has, in the main, started in August 2015. However the results of this work should be visible in the results of next year's student survey.

Our work teams are working together with the Student Health team in a more systematic way and are concentrating more on working in a preventative way and being more aware of the students who could be at risk and providing support.

The first year of our Professional Development initiatives, regarding developing a more scientifically researched and proven experience insight into the work as a teacher, has been evaluated in a positive way by the teachers. This autumn teachers have chosen the area they will investigate and are working in groups of colleagues who are interested in similar areas. The main part of this work will be done in Spring 2016 and will result in an exchange of experiences in June 2016 as a way of spreading the various groups findings.

Enhetens uppföljning av Kommunfullmäktiges inriktningsmål

KF:s inriktningsmål:

1. Ett Stockholm som håller samman

KF:s mål för verksamhetsområdet:

1.2 Utbildningen har hög kvalitet och elever får tid för lärande

Indikator	Periodens utfall	Periodens utfall VB 2014	Årsmål	KF:s årsmål	Period
  Andel elever med gymnasieexamen	98 %		100 %	90 %	2015

Nämndmål:

Alla elever utvecklas och når målen för sin utbildning

Förväntat resultat

Grundskola

Lärare har höga förväntningar på eleverna, utgår alltid från läroplanens mål och kunskapskrav och arbetar utifrån beprövad erfarenhet eller vetenskaplig grund. Lärarna planerar gemensamt och eleverna får i förväg veta vilka mål de arbetar mot, hur undervisningen ska genomföras och vilka olika former för redovisning och bedömning som kommer att användas.

Återkopplingen till eleverna är en central del i undervisningen. Bedömning i formativt syfte, med avsikten att stärka elevens lärande, används både för att synliggöra och stödja elevernas kunskapsutveckling samt för att kontinuerligt bedöma, utveckla och förbättra undervisningen.

Kvalitativa analyser av resultat genomförs på alla nivåer för att utveckla verksamheten.

Gymnasieskola

Lärare har höga förväntningar på eleverna. Lärarnas undervisning utgår alltid från examensmålen, läroplanens kunskapskrav, beprövad erfarenhet och vetenskaplig grund. Alla lärare är engagerade och kompetenta, och planerar undervisningen gemensamt. Eleverna får i förväg veta vilka mål de arbetar mot, är delaktiga i planeringen av hur undervisningen ska genomföras och vilka olika former för redovisning och bedömning som kommer att användas. Formativ bedömning används för att varje elev ska kunna följa sin kunskapsutveckling och för att lärarna ska kunna bedöma och utveckla undervisningen.

Kvalitativa analyser av resultat genomförs på alla nivåer för att utveckla verksamheten.

Analys

We have worked to ensure that no students are left behind. In this we have succeeded as 98 % of our students graduated with a Diploma Certificate in June. Six students have had their

studies extended to a fourth year, due to health problems, in order to have the support required to achieve a Diploma Certificate.

Our results in the IB Diploma programme were exceptionally good with one student achieving the maximum of 45 points (only the third student ever to achieve this level at Kungsholmen) and 28 students being awarded an IB Diploma gaining an average of 35 points. Nine students were not awarded a Diploma and we are in touch with several of those students to ensure that they do resits in order to gain an IB Diploma.

This year 92 % of our students have no Fail grades in their Diploma Certificate, slightly lower than last year's 93 %. We continue to work to ensure that students and teachers strive to get students to achieve their full potential. However it is unfortunately not realistic as some students have problems with, for example, modern languages and if there is a specific learning difficulty such as dyslexia, then the best strategy can be for the student to accept that they will not gain a pass grade in languages. In that way they can concentrate their efforts in areas which will lead to them achieving a Diploma Certificate even if it does contain one or two Fail grades.

Many of the International Section teachers are native speaker of English and have a teaching qualification from their home country. Some of our teachers require to complement their qualifications in order to become certificated teachers by Skolverket. This explains why the rate of certified teachers is below the goal for the year. Over time this statistic will rise as we now have a plan for each individual teacher to attain certification.

Indikator	Periodens utfall	Periodens utfall VB 2014	Årsmål	KF:s årsmål	Period
 Andel gymnasieelever med godkänt i samtliga kurser i examensbevisen	72 %	93 %	100 %		2015
 Andel legitimerade lärare i gymnasieskolan	76 %		90 %		2015

Åtagande:

COMMITMENT: IT is used in the classroom to enhance the learning taking place.

— Ingen

Förväntat resultat

Expected Result

Teachers develop their use of IT so that more meaningful and relevant activities are used in the classroom on a daily basis.

Students learning becomes more efficient due to the use of IT as a natural tool in school work. Improved student awareness of netiquette and attainment of a deep understanding of internet based activities and other uses of the 1:1 computers.

Analys

We are working more systematically with the information flow between teachers and students regarding the planning of courses, feedback regarding learning and the use of IT in the classroom. Teachers' level of competence is rising and teachers are learning from each other with regard to the various uses of computers as a learning tool.

We look forward to having a more modern platform than Fronter as that will also make the interaction between teachers and students more effective and efficient. Some teachers are using their own methods of interaction such as Google docs and the lack of coherence can lead to confusion.

Within the IB programme we use Managebac, an efficient system which is developed specifically for IB, for interaction between teachers, students and parents. The level of satisfaction with this system is much greater than for the rest of the school with Fronter.

Digiexam is being used for National tests in Swedish and English and this has meant that all of the teachers in those subjects have become more proficient in the use of this programme. Many other teachers are also using Digiexam and some are interested in evaluating the use of this programme or the use of IT in general and its effect on student learning.

The results of our self assessment (självskattning) this year shows that the International Section teachers feel that the level of their own digital competence has improved. We no longer have any teachers who feel that they are at the elementary level or the starting level. Everyone is at least on the Basic level and several people feel that they drive the level in their group.

When it comes to Digital content again the level has moved so that very few teachers are at the starting level and most have moved to basic or driving level. This means that more teachers are using IT in the classroom in more varied ways.

In the next area measured, Cooperation and communication, everyone has moved to the driving level. This means a significant move has been made and that teachers are adopting the new ways of working together with colleagues and students which the availability of computers has made possible. Note taking and working on shared documents is one of the areas which can be seen being used on a daily basis in classrooms.

The results for IT infrastructure vary where the Availability is considered by all to be at the driving level which is the same level as last year. When we look at Flexibility the result has gone down from last year from driving to basic. The level for Support remains at the basic level. Both of these results indicate that our teachers regularly experience problems associated with the use of IT in the classroom when the hardware does not work in the way expected. We have installed projectors in every classroom with a simple system of connecting the computers but there are still problems for teachers using their computers in their office and then in the classroom. We are currently investigating the level of these problems and what type of problem is causing this - whether it is in the teachers' computers or elsewhere. It becomes very frustrating when teachers have prepared to have a lesson using IT and then the technology lets us down.

The last area in the self evaluation was Follow-up and here the result has moved from starting level to basic level which means that the teachers feel that we are working in a structured way with the development of IT with our students.

Åtagande:

COMMITMENT: Our Teachers develop their professionalism based on scientific evidence and proven experience. Teachers formulate their own educational ethos based on the students' needs.

— Ingen

Förväntat resultat

Expected Result

Each teacher will have written a text showing their own reflection around the students' learning in the courses they teach by the end of term in June 2015. Some teachers will participate in studies of their own practice together with colleagues during the autumn term 2015.

Analys

A paper where each teacher discussed and reflected around the Professional Development initiatives over the last academic year was produced by 80 % of the International Section teachers. Those papers were interesting and informative and were discussed with each teacher at the beginning of this term when we looked at the focus for this academic year's Professional Development. Teachers have chosen the area which they are interested in investigating together with colleagues and these range from preparing a research study application around how Swedish is affected for students who study in English to Understanding terminology or Formative ways of working. All of our teachers of Mathematics will be involved this year and next year with the Maths lift and they are being supervised by one of our First Teachers.

We will continue to have our First Teachers and Lecturers as group leaders for Professional Development being supported by Maria Andrée from Stockholm University.

It is not yet possible to measure the effects of the Professional Development which we have begun working with as we are still at the beginning of a long process. What we can see is that the majority of teachers who completed our evaluation were positive to the Professional Development and most felt that the aim was being fulfilled although working in both Swedish and English has been a challenge. Many people felt that the writing process also helped them to focus on what they wanted to become interested in for the continuation of their own Professional Development.

During the autumn term the teachers chose which area they wished to investigate further and in groups with related areas they have begun to work on this. This work will continue during the spring term and we plan to have a day for spreading the insights and findings of all the teachers in June 2016.

Åtagande:

COMMITMENT: Students at Kungsholmen's Gymnasium have an overview of large areas of knowledge and develop increasingly scientific ways of working and thinking.

— Ingen

Förväntat resultat

Expected Result:

Every student achieves a Final Diploma.

Teachers work together with progression towards Programme Goals from 1st year through to 3rd year.

Analys

The work teams have this Commitment as one of their prioritised areas and have planned for the E-block to be used over the year to fulfill some cross-curricular work. This is mostly within the areas of the school policies regarding equality and drugs, alcohol and tobacco.

This still needs to be developed so that we work in a more systematic way ensuring that we take advantage of opportunities for fruitful cross-curricular work.

Åtagande:

COMMITMENT: Students within the International Section have the opportunity to participate in an International project together with schools from other countries.

— Ingen

Förväntat resultat

Expected Result:

Students in the ENSA team will have the opportunity to participate in the Comenius project about World Heritage sites together with students from Belgium, England and France.

Students in the ENSB and IB teams will have the opportunity to participate in the Erasmus project about Innovation, Research and Science at school (IRAS) together with students from Spain, Italy, Germany and the Netherlands.

Students in IB2 will participate in an exchange visit to Poland.

Students of step 4 languages will have the opportunity to travel to Spain, France, Germany or Italy on an exchange visit.

Students in 3rd year specialisation courses have the opportunity to travel to Guatemala, Zambia or India to conduct investigations relevant to their chosen area of research in connection with their Gymnasium Thesis.

Students participating in any exchange gain cultural understanding and awareness of education in different countries.

Analys

The ENSA team is now coming to the end of their World Heritage project. Students and teachers participated in a final meeting in Le Havre in May and over the two years of the project many of our students have been involved in the various parts of the project which have included travel to Brussels, Brighton and Le Havre. One difficulty with this project has been that the students from Brighton were very much younger than our own students. However we have to accept that it is difficult to get perfect matches with other schools depending on when students do external examinations etc.

Our IB2 students participated in a visit to Krakow and Lublin in Poland and we had a return visit from the Polish students and teachers in September. Students stay in families and

therefore gain an insight into family life in another country. They also work on common projects in school and learn to work with young people from another cultural background. The exchange was very successful and appreciated both by the visiting students and our IB2 hosts. This cooperation will not continue as we will not have IB classes in the future.

Our ENSB and IB teachers and students have been involved in our ERASMUS project and have visited Genoa in March and further visits took place in the autumn term to Berlin and Arnheim in the Netherlands. Our students were involved in giving presentations about their work here in Kungsholmen when they participate in the projects and our teachers report that they did very well with this.

The step 4 language groups visited France, Spain, Germany and Italy and students have lived in families and been involved in study visits which have often been relevant for their studies at home too. The students who have travelled have also hosted visitors and this has helped develop their knowledge of language. We have tried to extend the scope of language trips so that students are encouraged to report on their experiences in other classes too - such as Social Science etc.

Some of the students in Specialisation courses in 3rd year have also travelled to Guatemala, Zambia or India to conduct studies in relation to their Gymnasium Thesis. These students have been very satisfied with their experiences on those trips, which are a realisation of the school's vision, and have thus been able to write more interesting reports.

Åtagande:

COMMITMENT: The International Section Teachers will focus on Course planning and Work Schedules for classes which give the students and Teachers a balanced workload.

— Ingen

Förväntat resultat

Expected Result:

That Course Plans and Work Schedules are available on Managebac/Fronter and have been discussed with colleagues so that the workload for Teachers and Students is evenly spread over the school year.

KF:s mål för verksamhetsområdet:

1.3 Alla barn har lika möjligheter i förskolan och skolan

Nämndmål:

Alla elever har en god lärmiljö

Förväntat resultat

Grundskola

Alla i skolan känner sig trygga och kan fokusera på sina arbetsuppgifter. Det finns tydliga och kända rutiner på skolan för hur man ska hantera olika situationer, exempelvis frånvaro och olika former av kränkningar. Medvetenheten om den fysiska miljös betydelse för en trygg

och kunskapsstödjande arbetsmiljö är hög. Skolan har god samverkan med socialtjänst och polis.

Gymnasieskola

Alla gymnasieelever känner sig trygga i skolan. Skolan erbjuder en god lärmiljö där bemötande och stöd ger eleverna förutsättningar att fokusera på utbildning och arbetsuppgifter. Det finns tydliga och kända rutiner på skolan för hur man ska hantera olika situationer exempelvis frånvaro och olika former av kränkningar. Medvetenheten om den fysiska miljöns betydelse för en trygg och kunskapsstödjande arbetsmiljö är hög. Skolan har god samverkan med socialtjänst och polis.

Analys

We have a high percentage of students who feel secure in the school, 96 %. The goal is of course 100 % and we continue to be observant in this area in the classrooms, in mentor's groups and generally around the school.

Our 1st year students and their mentors and some other teachers participated, for the first time, in a residential team-building camp at the beginning of the autumn term. The students have been very positive in their evaluation of this experience despite the fact that there was heavy rain when they were packing up camp - and the SL transport system didn't work as planned. One of the positive effects of this team-building is that we have had virtually no students leaving the classes so far.

When observing lessons it is very unusual that the atmosphere in the classroom does not lend itself to a good study environment. So we are surprised that our result in this area is not higher than 68 %. The question remains as to how the students interpret this question. We need to communicate more to students about our expectations and their expectations in this area.

The level of absence is much higher than reported in previous years. This is now the total absence level including sickness and absence with permission. Previously it was only the absence without permission which was used in these reports. It is therefore difficult to make any analysis of this figure, although 9 % absence is an unacceptably high level.

One of the aims for the Mentors and the Student Health team is to be more vigilant in following up absence so that we can detect students with problems at an early stage.

	Indikator	Periodens utfall	Periodens utfall VB 2014	Årsmål	KF:s årsmål	Period
◆	Andel gymnasieelever nöjda med - Det är arbetsro på mina lektioner	68 %	67 %	70 %		2015
◆	Andel gymnasieelever nöjda med - Möjlighet att känna sig trygg i skolan	96 %	98 %	100 %		2015
■	Total frånvaro i gymnasieskolan	9 %	2,7 %	4 %		2015

Åtagande:

COMMITMENT:The International Baccalaureate students at Kungsholmen will have a good quality of programme of studies despite the programme being moved to another school.

— Ingen

Förväntat resultat

Expected Results

Students will achieve the grades they can reasonably expect in the final Examinations. Staff will remain committed to the IB at Kungsholmen.

Analys

As mentioned above, the results for the IB Diploma students were higher this year than previously. We had a group of students who were academically strong and this showed in the results.

The planning for courses continues as previously and the teachers remain loyal to the IB programme. Any teachers who require to update their IB knowledge will continue to be sent on relevant In-service training. The IB students and teachers participated in a teambuilding camp with an overnight stay in Tyresö Youth Hostel at the start of the autumn term where the atmosphere was very positive.

The IB students also contributed in a very strong and positive way in the annual Carnival, organised by the Student Union, and many of the other groups participating referred to the positive contribution that IB makes to the school as a whole.

We have also had Parents' meetings to keep parents informed of the situation regarding IB and so that we can allay any worries they may have.

Åtagande:

COMMITMENT:The Student Health Team consisting of Student Counsellor, School Nurse, Study Counsellor and Special Needs Teacher, focuses on developing good practise to ensure that they work in a preventative manner, more systematically and together with the Teachers' teams.

— Ingen

Förväntat resultat

Expected Results

The Student Health Team will measure the work they do and the impact their work has. Each student in need of support from a member of the Student Health Team will receive appropriate support.

Teachers' teams will be informed of the needs of the individual students who receive support from the Student Health Team.

Analys

EHT har systematiskt förbättrat arbetet med elevärenden alltifrån tidig upptäckt till insatser och åtgärder. EHT har vässat sin uppmärksamhet för att konsekvent reagera på information som kan vara tecken på behov av insatser både avseende enskilda elever och klasser. I aktuella elevärenden tydliggörs vem som är ansvarig handläggare, arbetsfördelning när fler är inblandade samt en helhetssyn på ärendet. Mentorer involveras i så hög grad som möjligt i arbetet.

Efter att ha utvärderat sitt arbete både som grupp och i respektive profession kommer EHT under hösten analysera resultaten för att vidareutveckla sitt arbete utifrån de behov som finns och för ökad måluppfyllelse. Detta gäller både samarbetet kring elevärenden, insatser i klasser samt varje professions enskilda verksamhet.

Faktorer som har haft betydelse för det framgångsrika arbetet har varit att utvärderingarna som gjorts utgått från den egna professionens behov och att det finns ett konstruktivt och respektfullt samarbete i gruppen, med ett tydligt formellt ledarskap och tydliga mål.

Nämndmål:

Alla elever har inflytande över, förståelse för och tar ansvar för sitt eget lärande utifrån sina förutsättningar

Förväntat resultat

Grundskola

Med ökad ålder ökar elevers delaktighet i planering och uppföljning. Eleverna får genom detta en god kännedom om sin prestationsförmåga i förhållande till målen. Detta leder till att eleverna utvecklar en positiv attityd till lärande och ser sin egen ansträngning som betydelsefull.

Arbetet för att eleverna ska förstå progressionen i lärandet synliggörs i lärandemiljön genom exempelvis kontinuerlig feedback från lärarna och andra bedömningsunderlag.

Gymnasieskola

Alla elever i gymnasieskolan är delaktiga i planering och uppföljning av sin kunskapsutveckling och har genom detta en god kännedom om sin prestationsförmåga i förhållande till målen. Eleverna har utvecklat en positiv attityd till lärande och ser sin egen ansträngning som betydelsefull. Varje elev har en studieplan som regelbundet följs upp. För att eleverna ska kunna följa progressionen i lärandet används exempelvis kontinuerlig feedback från lärarna och andra bedömningsunderlag.

Analys

The results in this area continue to be lower than we would like. This is one of the reasons we have a specific Commitment around formative ways of working - see below.

Our results regarding student satisfaction with being able to influence the way of working in lessons remains lower than we aim for. Per class the results show a high of 69 % in one class (89 % last year) to a low of 38 % in another class (33 % last year). So the overall figure has dropped from 56 % to 51 %. This indicates that we are not working systematically enough in

this area and we still have a lot of work to do.

The work teams have been concentrating on sharing information about how they work formatively. We have also introduced mid-term evaluations and students will keep a record of the feedback they receive from teachers.

Many teachers are working with feedback through Digiexam or via Fronter and this information is also available to parents.

On the IB programme this information is available on Managebac.

When we use digital feedback it requires that the students and parents are active to access the information.

	Indikator	Periodens utfall	Periodens utfall VB 2014	Årsmål	KF:s årsmål	Period
◆	Andel gymnasieelever nöjda med - Hur deras lärare informerar om vad som krävs för att uppnå de olika betygen	67 %	66 %	70 %		2015
■	Andel gymnasieelever nöjda med - Hur deras lärare under kursens gång informerar om hur man ligger till	47 %	45 %	65 %		2015
◆	Andel gymnasieelever nöjda med - Jag får vara med och påverka hur vi arbetar under lektionerna	50,97 %	56 %	60 %		2015

Åtagande:

COMMITMENT: The Teachers' teams focus on developing formative ways of working which gives students more information about how they need to work to achieve their own goals with their studies.

— Ingen

Förväntat resultat

Expected Result

Students have a better understanding of how to develop their own learning.

Teachers have a better understanding of how they can influence the students' learning.

Analys

The results of the 2nd year student survey (see above) regarding that teachers have informed students about what is required to attain the different grades remains around the same level 67 % (66 % last year).

The other result in this area - My teachers inform me during the course of how I am managing in my studies - shows a much lower result at 47 % and this is interesting when working in a

formative way. Our expectation as teachers is that the students are actively aware of how they are managing with their studies based on the formative feedback (or feed forward) that they receive during the courses. Here again the results from the classes varies from between 23 % and 66 %. This is another area where we need to become more systematic in our way of working and ensure that all of our teachers are working in a way which the students recognise as giving them the information which they feel they need.

Apart from the work in teams and in subject groups, some of our Professional Development groups will be examining formative ways of working and this should give valuable insights which we can eventually use in the whole school.

KF:s inriktningsmål:

2. Ett klimatsmart Stockholm

KF:s mål för verksamhetsområdet:

2.1 Stockholm är klimatneutralt

Nämndmål:

Skolan bidrar till en hållbar livsmiljö

Förväntat resultat

Det finns strategier för energihushållning, kosthållning och hållbar utveckling. Detta vävs även in i undervisningen för att synliggöra betydelsen av det personliga ansvaret för vår gemensamma livsmiljö och hälsa.

Indikator	Periodens utfall	Periodens utfall VB 2014	Årsmål	KF:s årsmål	Period
 Andel ekologiska livsmedel	30 %		30 %		2015
 Enheter som sorterar ut matavfall för biologisk behandling					2015

Åtagande:

COMMITMENT: Environmental and sustainability perspectives will be in focus in school.

 Ingen

Förväntat resultat

Expected Result

Students eat the food they take for lunch in school.

The amount of food being discarded will reduce.

We will work digitally more often thus reducing the requirement to have papers printed or copied.

Analys

Several of our specialisation courses include sustainability issues in the curriculum and therefore our students' awareness of these areas is heightened.

The school food supplier, Sodexo, works actively with this question and discuss initiatives to reduce the levels of food being discarded together with student representatives in the Food Committee.

We will be able to measure the level of copying towards the end of this year and see if this has reduced in comparison with earlier years. Certainly more work is being handled digitally so our expectation is that less copying and printing is taking place.

KF:s inriktningsmål:

4. Ett demokratiskt hållbart Stockholm

KF:s mål för verksamhetsområdet:

4.2 Stockholms stad är en bra arbetsgivare med goda arbetsvillkor

Indikator	Periodens utfall	Periodens utfall VB 2014	Årsmål	KF:s årsmål	Period
  Aktivt Medskapandeindex	73		82	82	2015
  Andel medarbetare med ofrivillig deltid som erbjuds heltid			0 %	100 %	2015
  Sjukfrånvaro	3,8 %			4,4 %	VB 2015
  Sjukfrånvaro dag 1-14				tas fram av nämnden	VB 2015

The Active Employee index is significantly lower than in previous years and also lower than the average for the City. Unfortunately it was a relatively low number of employees who completed the survey - 15 of a total of 30 teachers.

When I have begun to investigate the reasons for this low result, one of the main reasons indicated is that the International Section teachers feel very disappointed that the IB programme is being removed from the school. Despite protests that the IB is significant for the school as a whole, the decision was made and the teachers therefore feel less satisfied with the City as an employer due to that. Undoubtedly some of the teachers even feel that I, as Head of the International Section, should have been able to change this decision.

Another factor, which should not be dismissed, is that the job stability of some of the teachers is threatened as a result of the removal of the IB.

Together with the Development Leaders, I have been working to address the specific areas where the International Section teachers feel less satisfied than other employees within the City. We consider that the International Section can continue to be strong.

KF:s mål för verksamhetsområdet:

4.3 Stockholm är en stad som respekterar och lever upp till mänskliga rättigheter och barnkonventionen

Nämndmål:

I samtliga verksamheter integreras jämställdhets-, mångfalds- och barnrättsperspektiv

Förväntat resultat

Utbildningsförvaltningen beaktar jämställdhets-, mångfalds- och barnrättsperspektiv i det ordinarie arbetet på central förvaltning och på skolenheter. Personal på utbildningsförvaltningen har kunskap om genus, antirasism och normkritisk pedagogik. Verksamheten motverkar ojämlika strukturer bland både elever och personal för att alla ska garanteras samma rättigheter och möjligheter. Skolan kartlägger verksamhetens form och innehåll tillsammans med elever och förebygger kränkningar, diskriminering och trakasserier. Skolan samverkar utifrån barnets bästa med socialtjänst och andra aktörer.

Aktivitet	Startdatum	Slutdatum	Avvikelse
 Upprätta plan mot diskriminering och kränkande behandling i enlighet med Skolverkets föreskrifter.	2015-01-01	2016-12-31	

Åtagande:

COMMITMENT: Every Student's and Teacher's awareness regarding Equality, Gender and Diversity will be developed.

— Ingen

Förväntat resultat

Expected Results

Each individual feels that they are respected as they are.

Analys

Some of our teachers are working on a Research project around Norms and Power and how they affect work in the classroom. The work around preparing this project has led to a spread of knowledge and awareness among the teachers in school.

Our Student Union is active in this area and some of the Student clubs and societies have equality, gender and diversity as the main focus of their work.

We have worked with the Equality Plan during the autumn term together with the students and the School Conference to produce an updated and relevant Equality Plan for the coming year. This work necessitates discussions regarding issues related to equal treatment regardless of gender, ethnic origin, religion etc.

The International Section mentors have also worked with the 1st year students on equality issues. This work was conducted in E-blocks and students worked in groups from across the International Section classes. This meant that the students got to know some students from

other classes.

Uppföljning av ekonomi

Uppföljning av driftbudget

Kungsholmens gymnasium had a positive result of 139 000 kronor. The school has a stable and high level of applications. The positive result will be used for additional projects next year. We can conclude that the school has been forced to use a higher percentage of their financial resources for IT than was budgeted.

Översikt

Stockholms stad **341** Resultatenhet
 Utbildningsförvaltningen
Kungsholmens gymnasium/Sthlms Mus

Alla belopp i tkr, utan decimaler 100,0% **2015**

Ekonomi totalt		Intermbudget	Procentuellt utfall	Bokslut	Avvikelse Intern budget	Kommentarer/Åtgärder
Externa intäkter						
Taxor och avgifter	300	0	0,0%	0	0	
Hyresintäkter	310	-163	98,2%	-160	-3	
Bilaga	320	-1 668	112,3%	-1 873	205	
Förskåning av verksamhet och tjänst	330	0	0,0%	-154	154	
Övriga intäkter	360	-1 200	147,9%	-1 775	575	
Summa		-3 631	130,7%	-3 962	931	
Interna intäkter						
Förvaltningsinterna intäkter peng		-72 572	98,8%	-71 728	-844	
Förvaltningsinterna intäkter anslag		-590	100,4%	-592	2	
Förvaltningsinterna intäkter övriga		0	0,0%	-259	259	
Summa		-73 162	99,2%	-72 579	-583	
Intäkter totalt		-76 793	100,0%	-76 540	347	
Externa kostnader						
Löner inkl. personalförskåning	500	52 344	100,1%	52 389	-45	
Övriga personalkostnader	505	1 421	71,0%	1 009	412	
Lokalutgifter	510	1 411	135,9%	1 918	-507	
Köp av verksamhet och konsulttjänster	520	495	77,7%	385	110	
Inventarier, leasing och underhåll	530	790	140,6%	1 067	-317	
Förbrukningsmaterial	535	2 071	86,3%	1 787	284	
Kosthåll	540	4 880	86,5%	4 221	659	
IT, tele och kommunikation	550	8 550	110,7%	9 469	-919	
Kostnader för transporter, frakt och reor	560	2 150	119,0%	2 578	-428	
Anskaffningar och intärränta	570	900	43,3%	390	510	
Övriga kostnader	580	796	85,3%	671	115	
Ankomstregistrerade fakturor	599	0	0,0%	0	0	
Summa		78 786	100,2%	78 912	-126	
Interna kostnader						
Förvaltningsinterna kostnader		405	120,6%	489	-84	
Summa		405	120,6%	489	-84	
Kostnader totalt		79 191	100,3%	79 401	-210	
Netto drift		0	0,0%	-139	139	
Resultatfond Östaf Örnvinda Isellan redan						
Regler för resultatenheter			139			
Årets resultat - max 5% av intäkterna			6 962			
Utgående fond - max 10%, min 5% av intäkterna			6 481			
			0			
Investeringar*						
Inköp av inventarier		629	99,9%	629	0	

*Konto 4003, projekt 9

Bokslut 2015.xls

Investeringar

Medel för lokaländamål

Övrigt

Synpunkter och klagomål

Övrigt