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sektionen

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## **Verksamhetsplan 2015 för Kungsholmens gy - engelska sektionen**

**Förslag till beslut**

**Kungsholmens gy - engelska  
sektionen**

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## Innehållsförteckning

<b>Inledning .....</b>	<b>3</b>
Prioriterade åtgärder för utveckling .....	5
1. Ett Stockholm som håller samman .....	5
1.2 Utbildningen har hög kvalitet och elever får tid för lärande .....	5
1.3 Alla barn har lika möjligheter i förskolan och skolan .....	10
2. Ett klimatsmart Stockholm .....	14
2.1 Stockholm är klimatneutralt .....	14
3. Ett ekonomiskt hållbart Stockholm .....	15
3.5 Stockholms stads ekonomi är långsiktigt hållbar .....	15
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
<b>Övriga frågor .....</b>	<b>17</b>

### Bilagor

*Bilaga 1: Equality Plan 2015 Kungsholmens Gymnasium International Section*

## Inledning

### Introduction

Kungsholmens gymnasium's International Section offers three programmes of study at present: the International Baccalaureate Diploma programme (IB), the Natural Science programme and the Social Science programme. The Natural Science and Social Science programmes are in accordance with the Swedish curriculum, but are offered with English as the language of instruction. The International Section is an important component of the school which, together with the other two sections - the Swedish Section and the Music Section with choir specialization, makes the whole school.

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 students go out into the world with the knowledge and tools to actively influence developments in society in a sustainable direction. They understand how their own and others' actions are important in a global context. We offer an environment with young people and staff from diverse backgrounds and work with an intercultural approach, which contributes to an understanding for the significance of diversity.

Many of our students choose to study abroad after upper secondary school and the school is actively involved in the application process to universities abroad by providing references and support around the writing of personal statements. Our students are so sought after that prominent British and American universities come to market their courses at Kungsholmen. The school's unique competence in the application process contributes to as many as a third of our International Section students being offered a place at a university abroad.

We have well-established partnerships with schools in France and Germany and students are encouraged to participate in study visits to help with the development of their language studies. We have links with Italy and Spain and will undertake exchanges with schools in these countries in the current academic year. We have Comenius and Erasmus projects (EU funded) together with partner schools in France, Belgium, Great Britain, Spain, Italy, The Netherlands and Germany. We also cooperate with schools in Zambia in the Global Health/Sustainable Development Course. We also have contact with a small school in Guatemala and some students initiated a project in Jaipur in India in the spring of 2014. They met the 2014 Nobel Peace prizewinner; Kailash Satyarthi, and the project is continuing this year too. IB (International Baccalaureate) students participate in an exchange with an IB school in Poland and will also be involved with the Erasmus project which will work with many subject areas. In other international contexts our students are also successful. An example of this is that our students are often chosen to represent Sweden in the European Youth Parliament and in World Debating.

Our staff regularly participate in international conferences and skills development organised

by IB and other organizations. We also host visitors from other countries. This gives us opportunities to make new contacts and learn more about educational developments in other countries.

Due to the fact that the language of instruction for almost half of the students in the school is English, students other than those in the International Section can also be offered some instruction in English.

We have active links with KTH, KI and Stockholm University where students are involved in activities or projects with these institutions.

Kungsholmen's gymnasium has over forty active student societies and associations such as Amnesty International, Henry's friends (The Red Cross), Zambia Group, Kungsholmen's Sports Club, Debating Society, Kzine (our digital student newspaper) and K.Y.S.S (Young Scientists). Many groups have teachers as mentors. These associations create added value both for the school and for the individual students involved. They learn a democratic approach and reinforce the possibility to influence development in different areas even outside of school.

Kungsholmen's Gymnasium has a unique mix of Sections and programmes of study which all contribute in different ways to our school spirit, which is one of our key success factors. We are committed to creating the best conditions for active learning. Our students influence their study situation in the various courses, through regular class meetings, course evaluations and the School Conference.

The Student Union has a strong position in the school and is actively involved in engaging students in extra-curricular activities. They have also shown an interest in being involved with the development work around students' studies and have organised a student mentor system where students can get learning support from older students who have already studied the courses in question.

The International Section consists of three teams. The Natural and Social Science Programmes have six classes and ten teachers in each of the teams and the IB team has three classes and nine teachers. The composition is interdisciplinary with both Natural Science and Social Science specialists being represented in all teams. The teachers are qualified in their subject areas. Most have teaching qualifications from Sweden or abroad and many have received Teacher certification from Skolverket.

The International Section faces a new challenge this year since the intake to IB has been transferred to ISSR and the effect this will have on the teaching staff is not yet obvious.

Our professional development this year is being focused on two areas - developing IT in the classroom and seminar groups working with the support of First Teachers and Lecturers together with a tutor from Stockholm University.

### **The Development of the Work Plan**

The Teachers' teams have worked with their prioritised areas for the year. The School Management team and the Development Leaders have worked with the school's organisation and the responsibilities of the various groups and positions in operation in the school. This has been discussed with the Unions in the regular SVG meetings.

## Prioriterade åtgärder för utveckling

### Prioritised Areas for Development


1. We will continue the 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.

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	Årsmål	KF:s årsmål	Periodicitet
 Andel elever med gymnasieexamen	100 %	74 %	År

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.

Indikator	Årsmål	KF:s årsmål	Periodicit et
Andel gymnasieelever med godkänt i samtliga kurser i examensbevisen	100 %		År
Andel legitimerade lärare i gymnasieskolan	90 %		År

**Åtagande:**

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

### **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.

### **Arbetsätt**

Activities

Teachers develop their skills within IT through learning from colleagues.

Attending SETT or other relevant courses or exhibitions.

Use Pedagog Stockholm.

Use IT in the classroom in an experimental way.

Teachers work with moral and ethical issues relating to internet based activities.

### **Resursanvändning**

Use of Resources

Time for learning from colleagues and becoming confident with the relevant activity.

SETT Fair or other activities - both time and costs involved.

### **Uppföljning**

Evaluation

The self-assessment tool provided by the City.

Course evaluations.

Lesson visits.

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.

### **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.

### **Arbetsätt**

Activities

We have five seminar groups composed of teachers from across the school. These seminar groups are led by two Lecturers or First Teachers. The seminar leaders are supported by a Lecturer from Stockholm University. The groups are reading research relating to Teachers examining their own practice around where student learning occurs. The discussions around these texts will lead to Teachers being able to discuss their work in a more professional way and, we hope, lead to them being interested in examining their own practice in future. Teachers of Mathematics will participate in Stockholmslyftet which is a process of examination of teaching methods which should lead to better results.

### **Resursanvändning**

Use of Resources

10 Lecturers and First Teachers and around 60 hours of Professional Development time per teacher during 2014/15.

Teachers of Mathematics will use 90 minutes per week of Professional Development time for joint planning and discussions around lessons which have taken place.

### **Uppföljning**

Evaluation

The texts produced by each Teacher will be discussed in the seminar groups and with the relevant Head Teacher.

Åtagande:

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

### **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.

## Arbetsätt

### Activities

- The teams of Teachers work from a holistic perspective of learning and collaborate across subject areas.
- Development of cross-curricular projects concentrating on the progression of skills required from 1st year to 3rd year so that students will be prepared to undertake the IB Extended Essay or the Gymnasium thesis by 3rd year.
- Mentors and EHT keeping a check on attendance and Students' results so that students falling behind can be identified and offered appropriate support.
- Class Conferences where information regarding student progress is shared.
- Collaborations with Stockholm University, KTH and Karolinska Institutet including study visits and other projects gives our students a better insight into more scientific ways of working.

## Resursanvändning

### Use of Resources

- Planning time in teams
- Planning time for teachers sharing courses
- Mentors time with the students
- EHT meetings

## Uppföljning

### Evaluation

The 2nd year survey and course evaluations.  
Results for students graduating.

### Åtagande:

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

## 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.



## **Arbetsätt**

### Activities

- Teachers and students work with the various projects in lessons as appropriate to each project and prepare for the travel and participation in seminars or presentations during the study visits.
- Students live in families during the visits and thus have an experience of family life in the other country.
- 3rd year students use the research done during their travel in their Specialisation course and in the Gymnasium Thesis.
- Teachers inform colleagues which students will be travelling so that the students can be given questions to work on during the travel which are relevant to other courses than the language courses. This is then followed up after the students return.

## **Resursanvändning**

### Use of Resources

EU funding has been granted to pay for the Teacher and student travel in the Comenius and Erasmus projects.

Time for the Teachers and students in planning and participating in the travel.

Funding has been granted from UHR to partially finance the travel to Zambia.

School funding of around 1200 kr/student is used to subsidise the cost of travel with language exchange trips and other travel which has not received financing from another source.

Students travelling to India have applied for funding from other sources.

## **Uppföljning**

### Evaluation

Comenius and Erasmus projects have meetings with participants at the end of the project to evaluate the project.

In language groups the exchanges are evaluated with regard to practicalities but need to be developed with regard to increases in student knowledge.

### 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.

## **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.

## **Arbetsätt**

### Activities

- The Teachers publish Course Plans on Managebac/Fronter for each class.
- The Teams discuss the Workload Schedule for each class and Mentors publish this on

Managebac/Fronter.

- All Teachers observe the Workload Schedule and do not make changes without consulting the class and colleagues.

- The IB Assessment Policy is observed by IB students and teachers.

## Resursanvändning

Use of Resources

Time for each Teacher in Course Planning. A normal part of the job.

Time to discuss with colleagues in Team meetings.

Time in lessons to discuss with students - again a normal part of the work with classes.

## Uppföljning

Evaluation

Teachers and Students workload is more evenly spread over the school year.

The stress related to too many tasks or marking should be reduced.

Discussions with Teachers after lesson visits, in Employee development reviews and in the Employee Survey questions relating to stress, work environment and lifestyle.

Student survey relating to work environment.

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 miljöns 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.

Indikator	Årsmål	KF:s årsmål	Periodicitet
Andel gymnasieelever nöjda med - Det är arbetsro på mina lektioner	70 %		År
Andel gymnasieelever nöjda med - Möjlighet att känna sig trygg i skolan	100 %		År

Indikator	Årsmål	KF:s årsmål	Periodicit et
Total frånvaro i gymnasieskolan	4 %		År

**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.

**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.

**Arbetsätt**

## Activities

The IB programme will continue to receive the resources and staffing required to make it a success.

Teachers will continue to do IB courses where required.

Staff and students will be kept informed of any changes in organisation and will be given the opportunity to influence where possible.

**Resursanvändning**

## Use of Resources

We will continue to purchase resources required for the programme.

The staffing levels will remain as at present.

**Uppföljning**

## Evaluation

The IB results in summer 2015.

The IB Students' results in the 2nd year Student survey and in the Student Work Environment Survey.

**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.

**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.

### **Arbetssätt**

#### Activities

- We look at absence for all students in the regular Student Health Team meetings and follow up on all types of absence with the help of the mentors.
- It will be clear which member of the Student Health Team is working with individual students and the aim of the contact.
- Work with the results of the Student Work Environment Survey in the Spring term and with the Student Satisfaction Survey in the Autumn term to ensure that any groups in need of specific support receive this.
- Develop the ways of working with student stress based on investigation of results achieved and studies of good practice.
- Develop ways of working based on good practice and sharing experience within the Student Health Team.
- Participate in the Teachers' Team meetings on a regular basis so that good practise is established.

### **Resursanvändning**

#### Use of Resources

Planning and evaluation days at the beginning and end of the school year, class conferences and Student Health Team meetings.

### **Uppföljning**

#### Evaluation

Results in Student Satisfaction Survey and Student Work environment Survey regarding stress.

Results in 2nd year survey.

The Student Health Teams' results of the studies of their own practice.

#### 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.

Indikator	Årsmål	KF:s årsmål	Periodicitet
Andel gymnasieelever nöjda med - Hur deras lärare informerar om vad som krävs för att uppnå de olika betygen	70 %		År
Andel gymnasieelever nöjda med - Hur deras lärare under kursens gång informerar om hur man ligger till	65 %		År
Andel gymnasieelever nöjda med - Jag får vara med och påverka hur vi arbetar under lektionerna	60 %		År

## 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.

## 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.

## Arbetsätt

### Activities

- Work on study skills in the introduction period for 1st year students and throughout the courses in different subject areas.
- Continuous work in teams and subject groups with formative ways of working where teachers discuss and develop successful strategies for working with students.

## Resursanvändning

### Use of Resources

Time for meetings in Teams and Subject groups.  
Time for talks with students.

## Uppföljning

### Evaluation

Results in the 2nd year student survey to the questions in this area.  
Results from the school's survey regarding psychosocial work environment.

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	Årsmål	KF:s årsmål	Periodicitet
Andel ekologiska livsmedel	30 %		År
Enheter som sorterar ut matavfall för biologisk behandling			År

Åtagande:

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

#### **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.

#### **Arbetsätt**

Activities

The school restaurant staff will implement initiatives to reduce the wastage levels.

Teachers will discuss environmental and sustainability issues in lessons.

#### **Resursanvändning**

Use of Resources

Course planning time for teachers, time in classrooms with students.

#### **Uppföljning**

Evaluation

Results shown in the Student Work Environment survey.



### 3. Ett ekonomiskt hållbart Stockholm

#### 3.5 Stockholms stads ekonomi är långsiktigt hållbar

#### Resursanvändning

#### Budget 2015

Utbildningsförvaltning		Ansvar 4		341		Kungsholmens gymnasium/Sthlns Musikgymnasium														
Alla belopp i tkr		Intensbudget totalt	Fritidshem	Grundskola	Grundskola & fritidshem	KTT grund	Grundskola	Grundskola	Gymnasieskola	Gy Sär	KTT	Gymnasieskola	Grundvux	Gyvox	Särvux	Sfi	Uppdrag	Vuxenutbildning	Förskola	Övrigt
<b>Externa intäkter</b>																				
Taxor och ar	300	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hysesintäkte	310	-163	0	0	0	0	0	0	-163	0	0	0	0	0	0	0	0	0	0	0
Bidrag	320	-1 668	0	0	0	0	0	0	-1 668	0	0	0	0	0	0	0	0	0	0	0
Försäljning	330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Övriga intäk	390	-1 200	0	0	0	0	0	0	-1 200	0	0	0	0	0	0	0	0	0	0	0
<b>Summa</b>		<b>-3 031</b>	0	0	0	0	0	0	<b>-3 031</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Interna intäkter</b>																				
Förvaltnings	933	-72 572	0	0	0	0	0	0	-72 572	0	0	0	0	0	0	0	0	0	0	0
Förvaltnings	934	-590	0	0	0	0	0	0	-590	0	0	0	0	0	0	0	0	0	0	0
Övriga förva	935	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Summa</b>		<b>-73 162</b>	0	0	0	0	0	0	<b>-73 162</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Intäkter totalt sum</b>		<b>-76 193</b>	0	0	0	0	0	0	<b>-76 193</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Externa kostnader</b>																				
Löner inkl. p	500	54 944	0	0	0	0	0	0	54 944	0	0	0	0	0	0	0	0	0	0	0
Övriga pers	505	1 421	0	0	0	0	0	0	1 421	0	0	0	0	0	0	0	0	0	0	0
Lokalkostna	510	1 411	0	0	0	0	0	0	1 411	0	0	0	0	0	0	0	0	0	0	0
Köp av verk	520	495	0	0	0	0	0	0	495	0	0	0	0	0	0	0	0	0	0	0
Inventarier	530	780	0	0	0	0	0	0	780	0	0	0	0	0	0	0	0	0	0	0
Förbrukning	535	2 071	0	0	0	0	0	0	2 071	0	0	0	0	0	0	0	0	0	0	0
Kosthäll	540	4 880	0	0	0	0	0	0	4 880	0	0	0	0	0	0	0	0	0	0	0
IT, tele och	550	6 355	0	0	0	0	0	0	6 355	0	0	0	0	0	0	0	0	0	0	0
Kostnader f	560	2 150	0	0	0	0	0	0	2 150	0	0	0	0	0	0	0	0	0	0	0
Avskrivnings	570	900	0	0	0	0	0	0	900	0	0	0	0	0	0	0	0	0	0	0
Övriga kost	590	786	0	0	0	0	0	0	786	0	0	0	0	0	0	0	0	0	0	0
<b>Summa</b>		<b>76 193</b>	0	0	0	0	0	0	<b>76 193</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Interna kostnader</b>																				
Förvaltnings	955	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Summa</b>		<b>0</b>	0	0	0	0	0	0	<b>0</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Kostnader totalt su</b>		<b>76 193</b>	0	0	0	0	0	0	<b>76 193</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Netto</b>		<b>0</b>	0	0	0	0	0	0	<b>0</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Resultatfond</b>		<b>5 352</b>	<b>Kommentarer:</b>																	
Overskott (+), underskott (-)																				
<b>Investeringsbudget</b>		<b>603</b>																		
(konto 4023 projekt 9)																				
<b>Nyckeltal</b>																				
verkstad (bas3 500) totala intäkter	72,1%																			
orsalkostn (bas3 500) totala intäkter	1,9%																			
enq och interna kostn totala intäkter	26,0%																			


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	Årsmål	KF:s årsmål	Periodicitet
Aktivt Medskapandeindex	82	82	År
Andel medarbetare med ofrivillig deltid som erbjuds heltid	0 %	100 %	År
Sjukfrånvaro		4,4 %	Tertial

Indikator	Årsmål	KF:s årsmål	Periodicitet
 Sjukfrånvaro dag 1-14		tas fram av nämnden	Tertial

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
Upprätta plan mot diskriminering och kränkande behandling i enlighet med Skolverkets föreskrifter.	2015-01-01	2015-12-31

Åtagande:

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

#### Förväntat resultat

Expected Results

Each individual feels that they are respected as they are.

#### Arbetsätt

Activities

The Equality Plan is used in Mentor's time to highlight the responsibilities of every person within the school to ensure that everyone is accepted as they are.

Group work for 1st year students in the E-block time (an afternoon each week for cross curricular activities) where students work across the International Section.

Team building at the beginning of term and throughout the term in Mentors' times.

Gender, equality and diversity issues are discussed in lessons on a regular basis.



**Resursanvändning**

Use of Resources

Mentor's time, lesson time, discussions, meetings and presentations during E-block involving several classes across the school.

**Uppföljning**

Evaluation

Results from Student Work Environment Survey

**Övriga frågor**