

Welcome to **Hedda Wisingskolan**

Parent Information – Autumn Term 2026



Communication Channels

- [Schoolity](#)
 - Messages, email, SMS (which is why it is very important that you update your mobile numbers and email addresses in Schoolity – email school administrator Hanna Wallin at hanna.wallin@harnosand.se if your details in Schoolity are incorrect)
 - Timetables, subject areas and planning
 - Assignments / examinations / quizzes
- [Heddawisingskolan.com](#)
- Digital learning materials – Gleerups, Binogi.se, Magma, etc.
- [Website](#)



Focus Area: School Attendance – Attendance / Absence / Leave

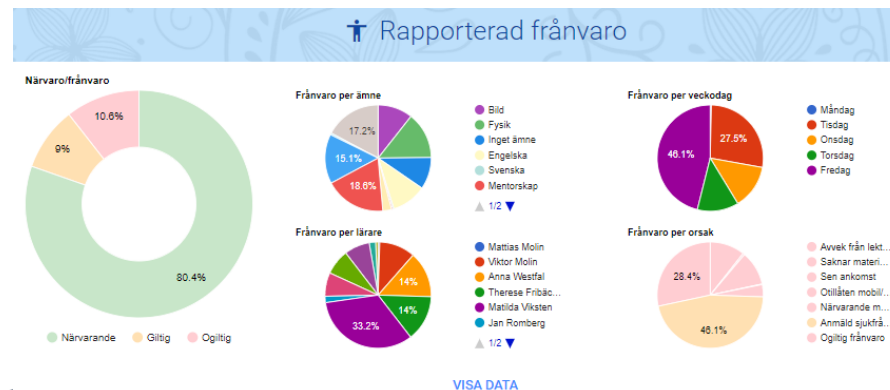
How we view absence and leave during the school year

Being present at school is clearly important both for academic results and for the social context. Despite this, we must continue working tirelessly on attendance in every possible way. This applies to truancy, recurring sick leave and longer periods of absence.

Our general position is that absence should be avoided whenever possible. This also applies to approved leave. There may be circumstances where leave is justified, but this is not something the school should or can take responsibility for. If a parent chooses to take their child on holiday because it is cheaper outside the school holidays, or because the parent could not get suitable holiday time, etc., this should be done at the parent's responsibility – not the school's. Therefore, leave of more than 5 days (10 days during the school year) is very rarely approved, and only for special reasons. If a parent nevertheless chooses to take their child out of school, and this is done in dialogue with the school, we have no problem with this as long as the student is able to keep up with their schooling and the parent and student understand that it is the family's responsibility to make up for what is missed. This means that the absence will be registered as unauthorized.

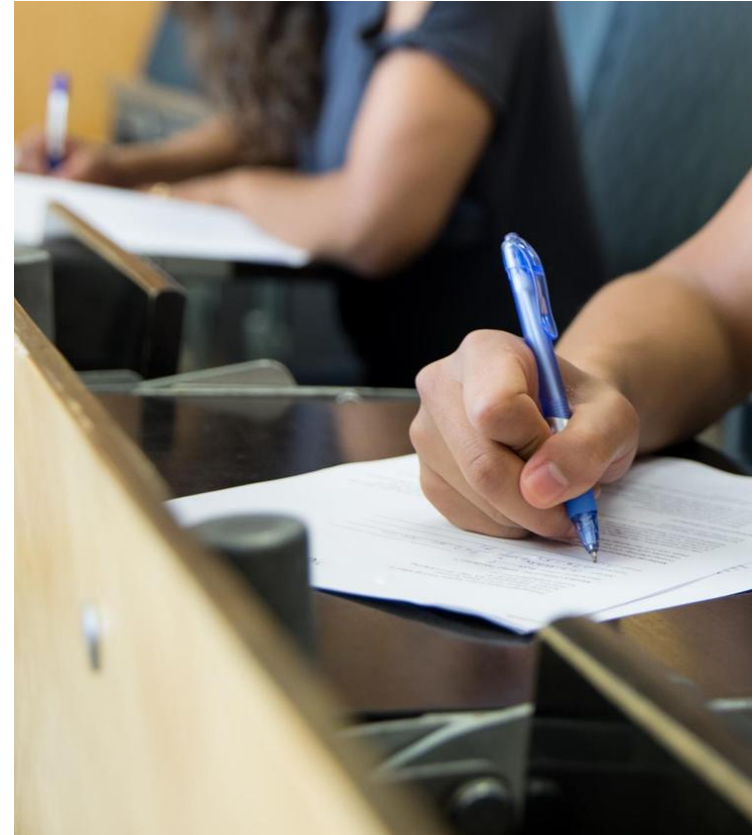
How we work with truancy, recurring sick leave and extensive attendance problems.

- We follow a routine in which teaching staff/assistants register student attendance and parents report sick leave day by day, or for the period they know the child will be ill – both are done in Schoolity.
- In cases of high levels of sick leave or truancy, we follow the municipality's common procedure.
- We also work actively on prevention through an action plan for safety, a calm learning environment and school attendance.



Why should your child be at school every day?

- The social context is important for well-being and development.
- Maintaining routines – isolated days of absence can quickly escalate into higher levels of absence.
- Research shows that passing grades from compulsory school increase the likelihood of better health later in life.
- School attendance is compulsory.



What support can I as a parent receive if things become difficult?

- Talk to your child's teacher.
- Talk to the student health team.
- Talk to the school principal.
- Additional adjustments and special support if needed.



Support Services

The School

Teachers
School counsellor
School nurse
Special educator
Principal

Children and Family Services

Family counsellor
Can provide support
with parenting.
Support conversations
or more extensive
support interventions
when needed.

Healthcare

Youth Clinic

Here you can meet a counsellor,
doctor and midwife.

**Child and Youth Gateway – a
counselling service for children and
young people aged 6–14 with mild to
moderate mental health difficulties.**

Health Centre

Here you can find, for example, a nurse,
doctor and occupational therapist.

**Child and Adolescent Psychiatry
(BUP) and Habilitation Services**
A referral is required.

Speech and Language Clinic
A referral is required.

Support Organisation, Student Health Team and Support Staff



Our support organisation consists of several different parts

- EHT – Student Health Team
 - School nurse
 - School counsellor
 - Special teacher / special educator
 - SYV – Study and Careers Guidance
 - Youth recreation leader
 - School leadership
- Mentors and support staff (teacher and student assistants)
 - Open art classroom on a trial basis until the autumn break.
- CEHT – Central Student Health Team
 - Special educators / special teachers
 - School doctor
 - School psychologists
 - IT educators
 - As well as all school nurses and counsellors in the municipality.
 - Field assistants / social services
- Every Wednesday morning – 08:00–08:50, students can receive support in Swedish, Mathematics and English – and, in some cases, Science and Social Studies. This is called “Targeted Support”. For some students, this time is compulsory on their timetable – but it is open to everyone. We also offer homework support every Thursday afternoon from 15:45–16:55.

Focus Area – Reading Initiative and Reading Comprehension

- Downward trends – reading speed and reading comprehension (national tests and screenings)
- 30% more Swedish – specifically dedicated to reading. (After one year of this, we are seeing a trend towards positive results.)
- Purpose and approach
 - The aim is to increase students' enjoyment of reading, improve reading speed and develop reading comprehension.
 - Important in all subjects
 - Preparing for upper secondary school
 - In Years 7 and 8, we work in parallel on fostering a love of reading and practising reading comprehension. In Year 9, the focus shifts towards developing reading strategies for more conscious and effective reading comprehension.



Focus Area – Improved Academic Results



- We are seeing a downward trend in students' academic development and school results. Based on our analysis, we believe this is due to the following:
 - Increased school absence among a large number of students
 - Systematic follow-up needs to be improved
 - More general and fewer individual adjustments
- What we are investing in
 - Attendance – an action plan to reduce absence and promote students' well-being and enjoyment of school.
 - Mathematics and Swedish initiatives
 - Calm learning environment and structure (common starts and endings, etc.)
 - Follow-up and evaluation
- What students work on and actually do during lessons is of crucial importance.

Support Needs and Support at School – this does not mean less work for the same result – but students need to believe in their own ability

All students are assessed against the same grading criteria and subject content. This means that a student who needs support may sometimes need to access the content or demonstrate their knowledge and skills in a different way from other students in the class. This does not mean that the path is easier – on the contrary, it may require the same, and often a greater, amount of effort to achieve the same result.

What we see, and what research indicates, is that students above all need to believe in their own ability. We do not help them by confirming that something is difficult – we help them by encouraging them to take on the challenge. Saying “Math is difficult, I think so too” risks reinforcing the feeling that they cannot do it. Instead, let us say: “Math can be a challenge – but you will be able to do this!” or “I understand that you find it difficult – but you get better at what you practise.”

THE POWER OF YET

I don't know ...YET

This doesn't work ...YET

I don't understand ...YET

I'm not good at this ...YET

I can't do this ...YET

International Projects

Erasmus+

- The school has had an Erasmus+ accreditation for just over 5 years. This means that we have been trusted to carry out activities / mobilities over a 7-year period without an extensive application process. We are now entering Year 6.
- We are working towards 7 different goals over 7 years:
 1. A higher degree of integration and inclusion to increase enjoyment and motivation among all students.
 2. Improve the quality of language teaching and students' language and knowledge development.
 3. Ensure that digital technology adds quality to learning and teaching.
 4. Fewer individual adjustments and instead developing methods that reach all students.
 5. Making the school a more socially sustainable organisation – by working preventively to reduce stress and unhealthy expectations among both students and staff, and by raising awareness of what everyone can contribute to a positive school climate.
 6. Developing work and teaching around environmental sustainability from theoretical knowledge towards more practical action.
 7. Increasing all students' awareness of what it means to be an EU citizen.



Mobile-Free Compulsory School

This is what it currently looks like:

- We collect all mobile phones when the school day begins.
- If we notice that only a few students in a class hand in their phones, we may check the lockers.
- Mobile phones discovered during the day (in lockers or with students) are confiscated and can be collected by a parent/guardian from the school office.
- If an adult other than a parent/guardian is to collect the phone, the school office or school leadership must be informed in advance who will collect it.
- In the event of repeated incidents, we may confiscate the phone for up to 4 days so that it remains at school.
- The mobile phones are locked in a designated cabinet during the school day. A tag and code are required to access it.



Information about Student Computers

Teaching at the school is based on students having access to a computer every day. This does not mean that it is used in every lesson all the time – but it is part of schoolwork and is expected to be. This means:

- Students follow what has been agreed in the student computer responsibility agreement.
- Students should expect all teachers to use the digital communication channels we use.
- Parents/guardians support students in following the rules that apply to the computer – above all, bringing the computer to school charged and using it for schoolwork at school.
- Students participate in and take part in the IT / computer-use sessions held at the start of each school year in Year 7, and they take note of information published through our digital channels – primarily Schoolity.
- Headphones are available to borrow throughout the entire lower secondary school period for students who need them.

What does the computer fleet look like for the 2026/27 school year?

- For several years, all students at Hedda have had Chromebooks (if you do not know what a Chromebook is, [click here](#)). We store files in Microsoft “OneDrive” in Office 365 (not in “Google Drive”).
- The difference from a PC is very small for students and the school because Schoolity, Glerups, Binogi.se, Office 365 (Word, Excel, PowerPoint, etc.) – everything runs in the cloud.



Information about Shoe and Student Lockers

and Indoor Shoe Rules

All students at the school are given a student locker and a shoe locker. The shoe lockers are distributed before the autumn break. The following applies:

- Students are responsible for their keys. If a key is lost, a replacement costs SEK 200 (at cost price). This is arranged through Anders Broman (Sara Norrgrann is the substitute during the autumn term) in the school café.
- The lockers should be locked – students are responsible for their belongings, and the school provides lockers so that they can be stored safely.
- From the start of school in August until the autumn break, outdoor shoes may be worn indoors. After that, indoor shoes are required throughout the school until the Easter break. After that, outdoor shoes may be worn indoors again.



Traffic Environment Around the School



If you are dropping off your children, please drive into the parking area along the machine hall, the parking area by the cemetery, or the parking area opposite the school. Dropping passengers off at the junction, on the pedestrian crossing or on the pavement is not OK or safe.

School Council

- During the year, class representatives will be invited to the School Council. We meet to discuss the school from a student–parent–school perspective. See information via Schoolity – the agenda will be sent out a few days in advance.
- Register your interest in becoming a class representative with your child's mentor – they will provide further information.



Values and Vision

Part of our ongoing development work

Vision: Hedda Wisingskolan is the beginning of something great – a place for challenges, curiosity and learning.

- *Our school is a safe and welcoming environment where creativity, joy in our work and a forward-looking spirit are a natural part of everyday life, and this is good for us.*
- *Our school is a learning environment where high and clear expectations go hand in hand with personal development and responsibility.*
- *At our school, learning takes place for everyone – regardless of their circumstances – through collaboration and a sense of community, we can achieve more.*

Our core values describe and align with the behaviours we consider important for achieving our vision, and they are aligned with the municipality's long-term goals for schools in Härnösand: A good environment for development and learning

Vår gemensamma värdegrund.

Dynamiskt engagemang	Bemötande	Personligt mod	Gemensamt arbete	Kunskapsförelst
På vår skola visar vi ett positivt och varmt engagemang i varandra i skolan. Vi visar vilja att hjälpa till och genom personliga insatser göra skillnad idag och för framtiden. Vi inkluderar alla till delaktighet för att göra skolarbetet inspirerande och meningsfullt. Vi för skolan ut i omvärlden och omvärlden in i skolan. Vi eftersträvar arbetsglädje och en kreativ miljö, där nyfikenhet och skapande lockar allas engagemang. I vår skola vill ungdomar och vuxna vara och verka.	Till vår skola är man varmt välkommen. Vi visar att vi ser och bekräftar varandra med en positiv förväntan. I vår skola ser vi varje individ och lyfter varandras styrkor. Vi respekterar olikheter och står upp för alla lika värde. I våra samtal visar vi ömsidig respekt och lyssnar på varandra.	På vår skola har vi mod att utmana och att anta utmaningar som leder till utveckling. Genom detta visar självkänslan och den inre tryggheten. Mod handlar även om att ha höga förväntningar på sig själv och andra. Vi har modet att vara oss själva och att vika som människor. Vi vågar visa vad vi står för och agera som tydliga förebilder.	Vi varierar arbetsformer så att alla kan delta aktivt genom att dela erfarenheter, bidra och stötta med idéer. Vi har en helhetssyn i alla beslut och diskussioner. Våra förslag är fördelaktiga för hela skolan. Vi fokuserar på gemensamma mål och följer fattade beslut. Ett bra samarbete bygger på att vi håller det vi lovar. Det skapar trygghet, tydlighet, stabilitet och delaktighet. Oss kan man lita på.	På vår skola visar vi nyfikenhet och lust att lära. Var och en tar personligt ansvar för att göra det bästa av sina egna förutsättningar. Vi jobbar med olika arbetsätt, tar tillvara varandras kunskap och ger varandra feedback som hjälper oss till fortsatt utveckling. Vi visar stilt till alla förväg att lära genom att möta andra där de är och intresserar oss för varandras lärande. Detta ger oss goda förutsättningar att inspirera och stötta. Vi är stolta över att lyckas.
Beteenden	Beteenden	Beteenden	Beteenden	Beteenden
• Visa engagemang • Hjälpa till • Bjuda in till delaktighet	• Respektera olikheter • Bekräfta • Ha positiv förväntan	• Låt dig utmana • Påtala • Agera förebild	• Bejaka idéer • Gör fördelaktiga val • Var lojal	• Gör ditt bästa • Efterfråga feedback • Ge feedback • Fira framgångar

Expectations Document

School Rules

To ensure that everyone at school knows what we can expect from one another, we have our core values – they form the basis for what we consider acceptable and unacceptable at school – and they make up our Expectations Document. It is divided into five parts:

- What is expected of everyone at school
- What is expected of you as a student
- What we expect from all adults at school
- What we at school expect from you as a parent/guardian
- Consequences ladder – what happens if I do not meet what is expected of me as a student

The Expectations Document is revised every autumn term after the Student Council and all classes have had the opportunity to give their views on its content and design.



School Rules

As of 1 July 2026, schools must have “School Rules” (Skolregler) – these cover everything from core values to detailed rules about how we treat one another at school and how we handle mobile phones. These are aligned with the school’s Expectations Document, which is updated after the School Rules have been reviewed with all students. The School Rules will be sent out after the parent meeting.



Information for Year 7

Most of this is new to you as parents/guardians (and to the students) in Year 7, although much of the information is general and applies to all students at the school. However, here are a few points that may be particularly useful for you:

- The first meeting between you as parents/guardians and the mentors will be a so-called “getting-to-know-you meeting” instead of a development meeting. These meetings will begin in a couple of weeks. You will be invited by your child’s mentor. During the spring term, you will be invited to the regular development meeting.
- Around the autumn break, you will be able to see a forecast of how your child is progressing in each subject via the subject areas in Schoolity (see right). There will be no grades, but an assessment in four different levels:
 - Does not yet meet the goals
 - Meets the goals with support
 - Just meets the goals
 - Meets the goals with a margin
- All Year 7 and Year 8 students spend a few days working in the school café. Anders Broman will inform mentors on an ongoing basis which students this applies to.

Samhällskunskans
kap
Olof Asplund
När målen med ...

Matematik
Dacian Dacin, Inga-Lil...
När inte målen

Hedda Wisingskolan

[illegible]

Information for Year 9

There is not much information that applies only to Year 9, but a couple of points are worth highlighting separately for you.

- Year 9 has work experience (PRAO) during the autumn term. We would like students to arrange a work-experience placement themselves in an area they are interested in. More information about PRAO will be provided via SYV – Malin Lindström.
- All information about upper secondary school choices will reach you as parents/guardians at the same time as the students via Schoolity. There will be some kind of upper secondary school fair to provide information about different programmes.
- After Christmas, planning for the Year 9 leaving celebration will begin. More information will follow.



We hope you find the information relevant

**We hope for a great 2026/27 school
year and that your children will enjoy
their time with us at Hedda
Wisingskolan!**