Assessment Rubric: Safer Schools

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| **Learning intention** | **Level 3: Developing** | **Level 3: Working at** | **Level 3: Competent**  | **Level 4: Developing** | **Level 4: Working at** | **Level 4: Competent** |
| **Brief development:**Able to identify examples of the Safer Schools principles at their school and explain how the principles work to improve safety at their school. | * Able to identify one or two 2 principles of safety in their school or community.
* Able to identify examples of these principles with teacher assistance.
 | * Able to share understandings of two to three principles with peer support.
 | * Able to identify examples of the four principles and explain how the principles work to improve safety in that situation.
 | * Able to competently identify examples of the four principles at their school and explain how principals can be applied to improve safety at the school/local environment.
 | * Able to explain why the principles can reduce the incidence of crime at their school/local environment.
* Able to transfer this learning to improve safety in their home/street.
 | * Able to transfer understandings about how Safer School’s principles can be used to improve other schools/towns/ cities.
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| **Technology planning for practice:**Able to conduct a safety audit and identify areas in their school that are safe, marginal and unsafe.Able to use this data to make recommendations for how safety at the school can be improved. | * Able to work within a group to conduct a safety audit of part of school. Worked within a group and with teacher support, to enlarge a digital map, and shade in areas that were red, orange and black.
 | * Able to enlarge a map from digital to hand drawn working with a group by walking around the school, making recommendations with peer and teacher support within a group.
 | * Able to apply the four principles of Safer Schools to a safety audit of their school.
 | * Able to apply the four principles of Safer Schools to a safety audit of their school.
* Able to explain how the principles improve safety of their school.
 | * Able to apply the four principles to make recommendations on how to improve the safety of their school.
* Able to create a timeframe for these recommendations, including people who will need to be involved in actioning these recommendations.
 | * Able to make recommendations and apply them to their school.
* Able to grade these recommendations from 1-3 to identify most urgent needs.
* Teach this system to another school.
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| **Outcome development and evaluation:**Evaluate final audit and action taken by the school management / BOT in response to the audit | * Developing skills in being able to explain how an audit can improve safety at the school and make suggestions for how improvements can be measured over time.
 | * Explain how changes made can be measured.
* What to expect and changes expect to see in way people think, feel and act in area that has been improved.
 | * Identify and explain how improvements can be measured by students over time.
 | * Identify and explain the impacts these improvements have on way students, staff, members of community use this space.
 | * Explain the impact of improvements in school by surveying stakeholders.
* Developing skill in being able to design a maintenance programme for the improvements in the school.
 | * Explain impact of improvements in the school using photographic evidence.
* Able to create a maintenance programme to support the improvement over an extended period of time.
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