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. |
| **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. |
| **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. |