



Stafford State School

Independent Public School

Student Learning Goals

Goal setting builds important skills which assist students in their learning and future lives. As students take responsibility for identifying and setting their own goals they develop confidence in their ability to learn. We set Reading, Numeracy and Social Development goals each term based on SMART Goals.

(Specific/Measureable/Attainable/Relevant/Timeframe)

Goal setting, creating a plan, tracking progress and reflecting on progress is an effective way of improving achievement at school and at Stafford State School our students have started to set and review individual goals. These goals are selected based on our school goals, classroom goals and the needs and interests of individual students.

Goal setting builds important skills which will assist students in their learning and future lives. As students take responsibility for identifying and setting their own goals they develop confidence in their ability to learn. They become self-aware learners who can identify their strengths and weaknesses and build their capacity to identify strategies to reach their goals. Academic tasks become more meaningful and relevant to them, when they have personal goals aligned with those tasks.

Students will each have three goals – these can be related to reading, numeracy or social development. Goal selection is collaborative, so some goals may be teacher directed and scaffolded, others will be selected by the students independently. Students will monitor their progress towards goals and reflect on their achievement at the end of each term, assisted by their classroom teacher.

We ask that parents review and discuss their children's goals with them and provide suggestions and feedback to their child relating to their goals.



Writing **S.M.A.R.T** Goals

What is S.M.A.R.T?

SMART is a useful acronym to evaluate setting performance goals. It clarifies performance expectations of the student, the standard expected and measures used to determine if the student has achieved that standard.

SPECIFIC	Defines what has to be achieved, by when and to what standard.
MEASUREABLE	Tells you how far you are away from your goal and when you achieve it.
ACHIEVABLE	Provides a realistic path to achievement.
RELEVANT	Relates the goal to your role within your learning needs.
TIME FRAMED	Allocate sufficient time to progress and achieve your goals.

Are your goals S.M.A.R.T ones? Ask yourself these questions?

SPECIFIC	What exactly do you want to accomplish or improve? To what standard?
MEASUREABLE	Can your goals be measured? How?
ACHIEVABLE	Are expected outcomes able to be completed: <ul style="list-style-type: none"> ▪ Within the given timeframe? ▪ With what resources? ▪ Who can help you?
RELEVANT	Are the goals related to your learning needs?
TIME FRAMED	When should your goals be completed? <ul style="list-style-type: none"> ▪ Deciding on a timeframe helps you and your teacher track the progress of achieving your goals.



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My **S.M.A.R.T** Goals

Name: _____ Class: _____ Term: 1 / 2 / 3 / 4 Year: _____

Reading Goal	Strategies to achieve my goal
Numeracy Goal	Strategies to achieve my goal
Social / Behavioural Goal	Strategies to achieve my goal

Student: _____

Parent: _____

Teacher: _____

Principal: _____

Date Set: _____

Date Achieved: _____



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Self Assessment & Reflection on Learning Goals

Name: _____ Class: _____ Term 1/2/3/4 Year: _____

My strengths, areas I am proud of, areas I have made my biggest improvements this term / last year.

Areas I still need to keep working towards.

How did I go with my learning goals this term / last year? Why / Why not? What needs to change to meet them?

Give a rating from 1 to 5 for the following areas.

	1 Struggling	2 Not Quite Yet	3 OK	4 Good	5 Excellent
Confidence					
Persistence					
Getting Along					
Organisation					
Effort					
Behaviour					
Writing					
Spelling					
Reading					
Maths					
Times Tables					
Science					