Setting SMART Goals
Why set goals?

Research strongly suggests that people who set goals (and use them effectively) not only perform better, but suffer from less stress and anxiety and are happier and more satisfied with life.

Writing down our goals helps to provide us with direction and motivates us to meet them.
Today you will be setting yourself 3 goals in each of the following areas (this will make 9 in total):

- Academic
- Pastoral
- Personal
Focusing on your performance in subjects so that you are achieving your personal best. Examples:

• I will improve my effort in Maths
• I will ask questions in class when I’m confused
• I will be organised and punctual to D&T
• I will start planning my assessments as soon as I receive the assessment notification
Focusing on each of the three College Values:

- Pax
- Hospitality
- Stewardship

Examples:

- I will ensure that my group picks up their rubbish after recess and lunch
- I will show hospitality at home by offering to do the washing up
- I will listen carefully to others and think before I speak
- I will move to the side in the corridors to allow others to pass
- I will learn a relaxation technique
- I will say something positive to a new person every day
Personal

Focusing on an aspect of your personal life:

• I will give myself one positive comment every day
• I will improve my basketball shooting skills
• I will try one new thing, like join the Debating team
• I will volunteer to help at the College Open Day
• I will forgive people when they make mistakes
SMART Goals

• S Specific
• M Measurable
• A Aspirational
• R Realistic
• T Time-constrained
Example of an Academic Goal:

• **Specific:** Increase my effort in Maths by working more effectively

• **Measurable:** I will keep a log of the time spent on Maths and ensure my strategies are implemented

• **Aspirational:** I am aiming to do better in Maths

• **Realistic:** In my last test, I didn’t study very hard and I know that I can do better

• **Time-constrained:** I will aim to work to improve my effort in the next six weeks
Example of a Pastoral Goal:

- **Specific:** To make a new student (who appears to be having trouble settling in) feel part of our homeroom over the next term.
- **Measurable:** Sit next to her 3 out 5 homerooms
- **Aspirational:** I am quite shy and find it challenging to approach new people.
- **Realistic:** There is no real seating plan in homeroom and the teacher doesn’t mind where I sit. She is in my year so we have something to talk about
- **Time-constrained:** End of term
Example of a Personal Goal:

• **Specific:** I will improve my basketball shooting skills by practising every afternoon
• **Measurable:** I will keep a record of successful goals on my bedroom wall
• **Aspirational:** I want to improve my shooting skills so that I can be more flexible about the positions that I play on the court.
• **Realistic:** I have an hour to spare every afternoon when I get home from school, so I have the time to practise.
• **Time-constrained:** 6 weeks
For each of your 9 goals, you will need to fill in a table like the one below:

**Goal: I will improve my effort in Maths and learn to work more effectively**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Target</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will go to Maths workshop after school</td>
<td>I will attend at least once a cycle</td>
<td>I will feel more prepared for class</td>
</tr>
<tr>
<td>I will memorise my formulas and testing my memory</td>
<td>I will get 9 / 10 correct on self testing and peer testing</td>
<td>I will remember the formulas and be able to write them down</td>
</tr>
<tr>
<td>I will do sample questions and ask questions</td>
<td>I will ask one question every lesson and do ten sample questions on top of classwork</td>
<td>I will get more questions correct in class</td>
</tr>
<tr>
<td>I will go through my last test and make sure that I understand the questions that I got wrong</td>
<td>I will be able to get those questions right when I attempt them again</td>
<td>I will know my strengths and weaknesses and be able to work on improving my misunderstanding</td>
</tr>
</tbody>
</table>


The Process:

• Today’s lesson: Draft challenging goals

• Evaluate your last report and set goals. Email your homeroom mentor a copy of your goals. Homeroom mentor to send a copy to your parent/s or guardian.

• Have regular conversations in homeroom about your progress

• review your goals with your homeroom mentor, looking at your Semester 1 report.