SETTING SPECIFIC

STUDENT LEARNING

GOALS

KEPPEL SANDS STATE SCHOOL
The purpose behind this document is to outline the goal setting process at Keppel Sands State School.

The reasons why we set learning goals, is to coincide with our schools approach to setting targets for student achievement:

- A **target** provides a specific level or score which we wish to see a student achieve eg, PM level 20.
- A **goal** is an easily identified action that a student is expected to demonstrate in terms of knowledge, skills, and attitudes and within a set timeframe. eg “By the end of week five, Jimmy will be able to directly identify who, what, when, where and why in a non-fictional text.”

Clear and explicit learning goals are developed at Keppel Sands to promote the explicit teaching of individual skills and knowledge within identified areas of improvement. As such, in 2013 and 2014 we have targeted reading within our Explicit Improvement Agenda. Each student is allocated a long and short term target and continually developing short term goals. These goals allow us to teach each individual student the skill they need to develop in order to progress/achieve their next target. Goals are tested with each cycle of data testing (weeks 5 & 10 of each term.) Evidence is collected of goal achievement as well as target achievement through a range of methods, primarily a worksheet focused on the students goal (Sheena Cameron’s reading strategies is our primary resource.)
HOW TO WRITE A LEARNING GOAL – SMART

SPECIFIC MEASURABLE ATTAINABLE REALISTIC & TIMELY

1. Through assessment (usually diagnostic/internal) identify the area in which the student is having difficulty/not as confident with using/struggling with. This will become their area of development in order to enhance their skills and abilities.

2. Once identified, begin writing the learning goal. Use concrete verbs, such as “define,” “apply,” or “analyse” etc as they are measurable. Do not use verbs such as “be exposed to,” “understand,” “know,” “be familiar with” as they cannot be measured and are ambiguous. When writing learning goals, focus on the end result of your teaching and provide a timeline for achievement of that goal.

3. The next step is to identify the strategies and methods (must be explicitly taught) that you will use to ensure your students achieve their learning goal. Continually monitor their progress and provide feedback and correction along the way.

4. Keep a copy of the students goals for your records and ensure the student can communicate and understand their goal.

5. Assess the student and have EVIDENCE OF THEIR SUCCESS. Repeat the cycle for a new goal.

EXAMPLES AND NON-EXAMPLES GOAL SETTING

Example – “Within the next 5 weekly testing cycle, Billy will be able to identify the main idea of an imaginative text.”

Example – “Within the next 5 weekly testing cycle, Sally will be able to infer the meaning of a fictional text.”

Non example – “Billy will be exposed to compound words”

Non example – “Sally will understand emotions in a text and read level 20”
WAYS OF DISPLAYING GOALS/TRACKING GOALS

GLOW AND GROW METHOD

Keppel Sands State School utilises the GROW AND GLOW method of goal setting.

Glow – Identifies what a student has done well in their latest round of testing

Grow – Identifies the students next steps in their learning. Grow is their learning goal. This is the key to their development and their next learning step.

Within each classroom, every student has a glow and grow resource affixed to their desk. Also each room has two charts – a GLOW and a GROW chart displaying each student’s respective focus areas. Every student is able to communicate their goal!