Examples of how some of these goals may be refined using the SMART acronym

Students will have the opportunity to develop an understanding of practical money skills.
- Is this specific enough? What is meant by practical money skills, opportunity?

Measurable
Can this goal be refined and made more measurable? For example:

- *Students will be able to recognise all of the coins and notes in the Australian currency.*
  - This can be measured/tested.
- *Students will be able to use money to purchase their lunch at the school canteen.*
  - Qualifiers assist to record and measure, e.g. *proffering money, checking change.*
  - The use of money can now be tested when the qualifiers are added.

Achievable
- Both should be achievable. They can be modified for individuals.
- Results are observable and can be assessed in a safe environment that encourages students to take risks in their learning.

Relevant
- These are relevant to the students as life skills, so they can understand the purpose.
- The skills are transferrable.

Timely
- A time frame can be developed. Steps can be built in. A final deadline is achievable.

Develop skills and confidence.
- Very non-specific. Skills need to be defined. How is confidence measured? A purpose?

Measurable
Can this goal be refined and made more measurable? For example:
- *Students will develop skills in ....for the workplace.*
  - Specific skills are identified. A purpose is defined.
  - Decisions to be made about testing and recording, competencies being assessed…
- *They will display confidence when greeting people.*
  - Again qualifiers could be added – *in the classroom, on parent evenings, open day*…
  - This can be observed and recorded. A cumulative recording method needs to be developed.

Achievable
- Should be achievable but requires planning. Can be modified for individuals.
- Can be resulted with a competency style of assessment.
- They are observable and can be tested in reasonably controlled and safe environments.

Relevant
- These are relevant to students as life skills, so they can understand the purpose.
- The skills are transferrable to different situations.

Timely
- A time frame with built in steps can be developed. A final deadline and resulting is achievable in accumulated steps, as development of personal skills and confidence take time

Respond appropriately to others within the community.
- Is this specific enough? Define 'appropriate' with student. Identify community.

<u>Measurable</u>
Can this goal be refined and made more measurable? For example:
- It may help to identify – *What is appropriate? How "appropriate" is observable? When, where and why it should happen, and with whom? What will success look like?*
- Method of recording, and, how these will be measured, needs to be considered.

<u>Achievable</u>
- Appropriate behaviour can be initially be practiced and measured in a safe environment.
- Change can be monitored and resulted over time and in different situations.

<u>Relevant</u>
- These are relevant to the students as life skills, so they can understand the purpose.
- The skills are transferrable – relationships with others in school, community, workplace…

<u>Timely</u>
- A time frame with built in steps can be developed. A final deadline and assessment is achievable in accumulated steps, as development of personal skills take time.

Participate in developing kitchen and cooking skills in a commercial context.
- Is this specific? What is being assessed – participation, skills, commercial context?

<u>Measurable</u>
Can this goal be refined and made more measurable? For example:
- For participation - *Students will take part in10 sessions in a commercial kitchen.*
  - Measurable. Defined number. Time period could be extended.
- For skills - *Students develop competencies related to hygiene in the kitchen… in sandwich making…*
  - For both consider using skills packages that have defined competencies.

<u>Achievable</u>
- The skills are defined and measurable. Can be resulted using pre-existing competencies.
- Flexibility and recognition of prior learning available in competency packages. Resulted as competent, no levels.
- Participation can be defined and checked off.

<u>Relevant</u>
- These are relevant to the students as life/work-skills, so they can understand the purpose. The skills are transferrable to a variety of situations.

<u>Timely</u>
- A time frame can be developed. Steps can be built in. A final deadline is achievable.