# SMART Goals overview and examples School Administrative Officer

**This document is designed to support you in developing your own SMART goals.**

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|  | Attribute | What to consider |
| S | **Specific** | Make it easy to understand, break it down and be specific. The more specific the goal, the easier it is to determine how much progress you’re making. Ask yourself:   * what exactly will be the result? * where, when and how will this happen? * what do I want to accomplish? |
| M | **Measurable** | Identify exactly what it is you will see, hear and feel when you reach your goal. Think about assessing your progress in trying to meet the goal. Ask yourself:   * what criteria will I use to know I have accomplished this goal? * how much, how many or what percentage of the goal have I achieved? * how will others know I have reached my goal? |
| A | **Attainable** | Be honest with yourself about what you can reasonably accomplish. You need to be able to act. Make it achievable. Ask yourself:   * is this realistic in my current (and known future) situation? * what resources/assistance might be needed? * do I need others to help me? |
| R | **Relevant** | Link to the agreed focus for the year – team and school priorities. A goal’s relevance affects how much effort will be dedicated toward ensuring the goal’s attainment. Ask yourself:   * how is this related to my workplace and the Strategic Improvement Plan? * how does this improve/change things for me and/or my workplace? * if there are others involved, are they able to contribute what I need? |
| T | **Timebound** | Associate a timeframe with each goal. Ask yourself:   * when will this be achieved by? * is that realistic? * are there factors that may impact this timeframe? |

## Examples of SMART goals for School Administrative Officers

Goals developed should align with your school’s Strategic Improvement Plan, the Department of Education’s Strategic Plan and the Premier’s Priorities.

The following SMART goal examples are a guide to help you develop your own work goals. They have been written to fit into the ‘Performance and Development Plan’ (PDP) template. It is recommended that you identify 3 to 5 goals as part of your PDP.

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| Work goals (What you need to do.) | Strategies to achieve goals (How will you achieve the goals?) | Learning and development (What do you need to learn?) |
| Customer Service Excellence  By the end of Term 4, 20XX improve customer service by reducing customer complaints by 20%. | * Support a culture of quality customer service within the department, school and office * Demonstrate a thorough knowledge of the services provided and share this with my customers * Identify and respond quickly to customer needs * Consider customer service requirements and develop solutions to meet needs * Cooperate across work areas to improve outcomes for customers. | * Complete training module on Commit to customer service * Understand the role of SAS staff in customer complaints * Develop a Customer Service Statement after completing the online training module |
| Diversity and Inclusion  By the end of Term 2, 20XX, increase knowledge of, and apply, appropriate communication styles when dealing with customers with disability. | * Adjust my communication styles when dealing with customers with a disability i.e.   + Be accessible, welcoming, accepting and open   + Don’t judge a person on what you think they can or cannot do   + Don’t shout, use big hand gestures or speak extra slowly to someone   + Put myself at eye level with customers where possible. | * Read and complete training modules listed below:   + Cultural Diversity   + PLNTS Disability Strategy   + Introduction to Multicultural Education |
| Diversity and Inclusion  By the end of Term 2, 20XX increase my knowledge and understanding of Aboriginal and Torres Strait Islander people’s culture by learning three cultural facts or words. | * Contact my local Aboriginal Liaison Officer to build on my Aboriginal English vocabulary which includes commonly used phrases and greetings * Develop knowledge of cultural sensitivity through understanding both present and past issues. | * Share this knowledge with my peers * Exchange information you have gained with my local networks etc. |
| Diversity and Inclusion  By the end of Term 2, 20XX review, understand and implement families’ translation or support needs for enrolment, reports, parent teacher interviews and HSC by DD/MM/YYYY. | * Conduct a review with families to understand if their needs are being met * Review the available support * Contact and engage available translators * Collaborate with community liaison officers. | * Research information on [Going to a public school –translated documents webpage](https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents). |
| Health and Safety  By the end of Term 2, 20XX assist with implementing or developing the risk management plan for working alone to assist executive staff. | * Engage with the Health and Safety committee or representative * Network with other employees to understand issues and trends at the school * Engage with the Health and Safety Officer * Network with other schools for ideas * List all the potential hazards associated with working alone and assess the severity and likelihood * Develop a plan, or assist with the development of a plan to work alone mitigating all identified hazards. | * Complete our mandatory Health and Safety training |
| Operational  Increase knowledge of the process to produce monthly Petty cash and expenses reports efficiently. | * Review training manuals and resources * Discuss issues, challenges, tips and experiences with peers and SAM * Actively seek feedback from SAM on progress * Create a process sheet and refer to QRG | * Attend all training/information sessions via EDConnect Training & Coaching * Refer to the petty cash rules in the Finance in Schools Handbook * Utilise my peers to share/exchange information. |
| Operational  Implement updated SALM/finance processes by the designated dates. | * Subscribe to the EDConnect/Finance newsletter * Contact EDConnect with any support requests * Consult with other employees about updates and how they can be best implemented. | * Review the Finance newsletter and implement activities in accordance with School Management Planner. |
| Performance and Development  Prepare my work goals, reflect on my work performance and engage in a meaningful discussion with my PDP supervisor by end of Term 1/2/3/4. | * Review the performance and development process, the department’s strategic priorities and the School Implementation Plan’s priorities * Review the PDP toolkits and resources * Network with other SAO’s re goals * Discuss the performance and development process, school/team priorities and outcomes required with my PDP supervisor. | * Complete eLearning * Utilise online information found on the department intranet * Add the Perf & Dev Non Teaching Staff tile on portal page. |
| Skills Development  By the end of Term 1, 20XX, improve the quality of written communications by using clear, concise and quality language which are in line with the DoE style guide. | * Review past communications including forms, general correspondence and emails, permission notes, newsletters, digital content and email * Network with other employees re best practice * Utilise DoE style guide when writing any correspondence * Increase my knowledge of accessibility guidelines. | * Research Communication & Engagement [Content Style Guide](https://education.nsw.gov.au/about-us/gel/content-guidelines/content-style-guide): * Attend workshop on [School website training – Adobe Experience Manager](https://education.nsw.gov.au/inside-the-department/communication-and-engagement/training/for-school-based-staff) |
| Technology  By the end of Term X, 20XX, increase knowledge of Windows based programs (Excel, Power Point) will automate at least one current manual administration processes. | * Identify opportunities to practice and obtain feedback and/or advice * Review and identify current manual office processes that can be improved by using technology * Use computer-based programs to design, format and print the school weekly newsletter * Use online skills assessment program to gain an understanding of current skill level. | * Discuss windows functionality with peers/team to improve understanding of the program * Practice and obtain feedback from peers/SAM on work output * Research online tips/training for Windows programs * Access training tutorials including LinkedIn Learning, Microsoft office and YouTube. |
| Technology  By DD/MM/YYYY increase knowledge of technology by learning a new skill within a software application. | * Use online skills assessment program to gain an understanding of current skill level * Practice and obtain feedback from peers/SAM on work output. | * Discuss Windows functionality with peers/team to improve understanding of the program * Research online tips/training for Windows programs * Learn to utilise programs including Brigit, Adobe Connect, and Video conferencing * Use technology to make tasks more user or time friendly, for example using two screens. |
| Library specific  By the end of Term 2, develop skills in Google Classroom from student perspective in order to assist them. | * Shadow teaching staff when utilising Google Classroom * Shadow students when utilising Google Classroom * Utilise Library networking group and Yammer posts for information | * Practice online tutorials in LinkedIn Learning |
| Library specific  By the end of Term 3, 20xx assist teacher with completion of the annual stocktake and ensure all weeding is up to date. | * Review current stocktake practices and processes required to complete * Allocate time to ensure stocktake and weeding is completed * Review current time management processes | * Utilise Oliver Support * Attend PLNTS Time Management live session |
| Science specific  By the end of Term 1, 20xx complete the Chemwatch training to maintain chemical storage. | * Create a manifest of chemicals onsite * Ensure all chemicals labelled and stored correctly * Ensure all risk assessments carried out * Ensure correct disposal of Chemicals and Sharps | * Attend SAO Science networking groups * Attend training via PLNTS website * Refer to the Heath & Safety website |
| TAS specific  By the end of Term x, 20xx create process for handling of food. | * Revise and/or create worksheets for handling, weighing and presentation of food * Ensure safe use of Microwave Ovens | * Liaise with TAS teaching staff for best practice * Network with local schools or attend networking sessions for SAO TAS specific * Refer to Health & Safety website re use of microwave ovens and radiation |
| Copy Room specific  By the end of Term x, 20xx create process for monitoring inventory. | * Revise and/or create a process to monitor inventory * Create a purchase order | * Training on creating a purchase order * Liaise with SAM re processes * Liaise with GA re storage of chemicals |
| Copy Room specific  By the end of Term x, 20xx understand STRETCH Manual Handling Program when lifting and/or moving heavy objects. | * Obtain guidance on manual handling * Ensure safe working procedures when changing toners | * Create a process for safe storage of paper, toners and/or other chemicals. |

## Contact us

You can contact the performance and development for non-teaching staff team via [PLNTS@det.nsw.edu.au](mailto:PLNTS@det.nsw.edu.au).

For further information visit the [Performance and development process webpage](https://education.nsw.gov.au/inside-the-department/human-resources/performance/non-teaching-staff-in-schools/performance-and-development-process).