



Government of South Australia

Department for Education and  
Child Development



# **Yunta Rural School**

## Site Improvement Plan 2012

## Focus: Spelling

Priority: Naplan tests showed that whilst all students achieved minimum standard in spelling, some of our students were below the national average. This result was reflected in their NAPLAN writing. This confirmed what we ourselves had previously diagnosed, leading to the design and implementation of a whole school spelling programme, with extensive record keeping of progress. Prior to this, students were markedly behind. Now two thirds of our students are performing at their correct year level on the whole school spelling programme.

Target: For all children to progress to their appropriate year level on the school spelling programme by the end of 2012.

Time	Action	Responsibility	Evaluation Measures
End of 2012	Increase time devoted to spelling to half an hour a day, with a variety of multi-sensory activities.	Classroom teacher	<ul style="list-style-type: none"> <li>Regular testing</li> <li>Work Samples</li> <li>Dictation</li> </ul>

## Focus: Writing

Priority: Although minimum standard was met across the school, a small percentage of our students were identified as scoring low in writing. Areas of particular concern were punctuation, paragraphing and persuasive devices.

Target: For this percentage of students to achieve scores that place them in with the majority of student's scores across the nation.

Time	Action	Responsibility	Evaluation Measures
Term 2, 2012	To focus on persuasive writing, in particular punctuation, paragraphing and persuasive devices.	Principal	2012 NAPLAN results.  Class writing samples.

## Focus: Reading

Priority: Whilst the majority of our students are ahead in their reading, there is a small cohort that due to other issues, are not progressing sufficiently. In order to address this issue, we are allocating an SSO to oversee an intensive reading programme using Reading Freedom. We are also implementing a school focus, targeting literacy, based on current research of best practice. We believe this will have a positive effect on all students.

Target: For this cohort of students to achieve scores that place them in with the majority of student's scores across the nation in the NAPLAN tests and to achieve a minimum of level 26 in Premier's Reading Benchmarks.

Time	Action	Responsibility	Evaluation Measures
End of 2012	Implement a school-wide literacy block focusing on reading, writing and word study with a strong phonics emphasis. (See appendix one).	Classroom teachers and SSOs	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Daily reading aloud</li> <li>• NAPLAN results</li> </ul>

## APPENDIX ONE

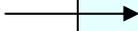
### JUNIOR PRIMARY

<b>Words Block</b> (half an hour per morning)		Vocabulary table
Chanting and writing words Phonics and spelling patterns Nifty-Thirty-Fifty Words		Subject word walls
<b>Writing Block:</b>		
Focused Writing	Writer's Workshop (15min)	Author's Chair (once a term)
	→	
<b>Guided Reading Block</b>	Vocabulary Focus (20 min/week)	Reading Conference/Reading Party (15minutes per week)
Choral Reading Fluency Development Lessons Word Wall – chanting and writing Using graphic organisers and literature response logs for 2 minutes at the end of guided reading. Teacher Read-a-loud	Keep vocabulary note-books	Comprehension lessons (half an hour per week)
<b>Self-selected Reading Block</b> (10 min)		
Incorporate literature into other subject areas		

Record keeping
Keep teacher record sheet for read aloud
Keep a record of literature used in other subject areas

Data Collection
Collect reading attitude data week one - term one, term three and week 5 – term 4 using "Reading and Me"
Running Records
NAPLAN
ICAS Testing

UPPER PRIMARY

<b>Words Block</b> (half an hour per morning)		Vocabulary table
Looking at prefixes, suffixes and word roots		Subject word walls
Phonics and spelling patterns		
Vocabulary building exercises		
Looking at idioms, proverbs		
Activity cards		
<b>Writing Block:</b>		
Focused Writing (40 minutes per day) with one writing techniques lesson per week.	Writer's Workshop (20min)	Author's Chair (once a term)
		
<b>Guided Reading Block</b>	Keep vocabulary note-books	Reading Conference/Reading Party (15minutes per week)
Comprehension		
Reading conference (half an hour per week)		Comprehension lessons (half an hour per week)
Comprehension cards (10 min per day)		
Reading for homework		
Using graphic organisers and literature response logs for 2 minutes at the end of guided reading.		
<b>Reading Block</b> (20 min)		
Incorporate literature into other subject areas		

Record keeping
Keep teacher record sheet for read aloud
Keep a record of literature used in other subject areas

Data Collection
Collect reading attitude data week one - term one, term three and week 5 – term 4 using "Reading and Me"
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