



Oral Language Intervention (OLI) program

End of Year Report 2023



External Report – February 2024

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Introduction

Established in 2019 with the aim of improving the early years oral language and literacy skills of Mooroopna students, the Oral Language Intervention (OLI) program¹ utilises a range of oral language and literacy evidence-based interventions to improve learning outcomes for children at risk of poor academic success and psychosocial challenges. The program is overseen by speech pathologists employed in participating early education centres and schools, who in addition to providing the interventions, support the upskilling of teachers and fourth-year university speech pathology students to deliver the OLI program interventions (Salter & Quilliam, 2021).

This report provides an update on the 2023 OLI program school student engagement and outcomes and university speech pathology students' service. The report forms part of a series of monitoring reports which commenced with the program's implementation evaluation in 2021.

Overview

The impact of oral language and literacy competence influencing children's developmental pathways and life success is well documented with research showing increases in children's cognitive, emotional and social development, along with long-term academic outcomes (Schoon et al., 2010, Phair, 2021). The Greater Shepparton region, and more specifically, Mooroopna, experiences high levels of disadvantage associated with delayed developmental outcomes and school readiness (Christensen et al., 2022). In the 2021 the Australian Early Development Census (AEDC) (a population measure of early childhood development completed in the foundation year of school) ranked Mooroopna lowest among the Greater Shepparton communities for children's vulnerability in one or more (47.5%) and two or more (24.8%) assessed domains including language and cognitive skills with just 64.4 % of children developmentally on track (AEDC, 2021).

In recognition of the importance of supporting vulnerable children to achieve educational outcomes, the Victorian Government Department of Education provides a range of Student Support Services (SSS) comprising of allied health professionals, including speech pathologists, to assist vulnerable children and young people achieve their education and developmental potential (State Government of Victoria, 2023). The professionals sit within regional multi-disciplinary teams and provide services on a visiting basis (State Government of Victoria, 2023). As the service is spread across multiple schools in Greater Shepparton visiting schedules in Mooroopna may not meet the needs of all students who would benefit from the service. High levels of need, including children with lower levels of oral language ability not qualifying for language specific speech pathology therapy, provided the impetus for introducing an integrated service model directly employing and embedding speech pathologists in Mooroopna early years education settings (Salter & Quilliam, 2021). Appendix 1 provides a summary of the differences in activities provided by the SSS and participating schools' integrated service model.

Oral Language Intervention program

The OLI program utilises a range of oral language evidence-based interventions to improve the oral language and literacy capability of vulnerable children attending early years education (pre-school - Grade 2) and for children from Grade 3-6 requiring additional support, at selected Mooroopna education centres and primary schools. Examples of interventions delivered in 2023 are shown in Table 1.

¹ The program is also referred to as the *Mooroopna Schools Speech Pathology Program* (MSSPP) and in 2019 (1st operational year) the *Embedded Speech Pathology Program* (The University of Melbourne, personal communication, 2022; Slater & Quilliman, 2020).

Table 1. The Oral Language Intervention program, 2023 key instructional practice/interventions

Intervention*	Examples of where the intervention has been applied**
Little Learners Love Literacy	Classroom and as a Tier 2 intervention
Heggerty Phonemic Awareness	F/Gr1 - in 5 min phonological session literacy blocks
Systematic synthetic phonics	Little Learners Love Literacy program; older students with reading difficulties
Writing Revolution	Junior classes to guide oral language and writing
Explicit Vocabulary Instruction	F/Gr 1 - throughout the week
Daily Reviews	F/Gr 1 - revision of previous learning throughout the week

*A descriptive account of each intervention is embedded the intervention's name. ** Delivery of interventions varied across participating schools.

The participating schools use a Response to Intervention (RTI) model, a multi-tiered, evidence-based approach to learning instruction, to guide the delivery of the OLI program. Multiple tiers of increasingly intensive interventions are matched to students' needs:

- Tier 1 - universal screening assessments and whole classroom instruction
- Tier 2 – 'catch up' targeted small group sessions for students who have not responded adequately to Tier 1
- Tier 3 - individual intensive 1:1 targeted support for students most in need and who have not responded sufficiently to Tier 2 interventions (Law et al., 2013; SPA, 2017, pg. 22).

The OLI program's Tiers 2 and 3 are strongly supported by students on clinical placements.

The first iteration of the OLI program (pilot, 2019) was inspired by significantly improved school student oral language and literacy outcomes following the introduction of speech pathology student placements at Mooroopna Park Primary School in 2018. In 2019 a full-time speech pathologist was employed to improve early years students' speech and language development and to increase the reach of the program at the schools through supervision of student placements and upskilling teachers in the delivery of the program's interventions.

In 2020 a partnership was developed with the University of Melbourne Department of Rural Health to assist with the coordination of the schools' speech pathology student placement program and to conduct an evaluation of the OLI pilot program. The evaluation found that the program provided significant benefits for school staff and students (e.g., a significant increase in the number of school students achieving scores within the average range on all screening measures and doubling scores for narrative skills). Additionally, in 2020 the Greater Shepparton Foundation began contributing funding to the program.

In 2021, the program was extended to include a part-time (0.6 FTE) speech pathologist position at the Mooroopna Primary School with Mooroopna North Primary also engaging the services of Mooroopna Park Primary School's speech pathologist. During this time the speech pathologist student placement program continued to expand to include the services of 18 students in 2023 across the three participating schools and two kindergartens.

Little Learners Love Literacy

The Little Learners Love Literacy (LLLL) program is the OLI program's keystone intensive intervention. Several Victorian primary school [case studies](#) in recent years have highlighted substantial improvements in Prep to Grade 2 students' literacy ability (reading, spelling, writing) following inclusion of the program in their early years' school curriculum. The structured sequential phonics program utilises a range of resources (e.g., decodable readers, games, sound swaps word chains, quizzes) to gradually build children's understanding of sound letters and words, greatly improving children's confidence in reading. Regular reading practice is required. Children from

disadvantaged backgrounds with limited support at home to practice reading or who have learning difficulties require additional support during school hours to become fluent readers.

In addition to LLLL the Haggerty Primary phonemic awareness curriculum program was extended in 2023 to include the Mooroopna Primary School. Other areas of oral language interventions in 2023 focused on articulation (i.e., addressing errors in speech), explicit teaching in areas of difficulty in vocabulary, phonological awareness, syntax and pragmatics and narrative writing skills.

Oral Language Intervention program objectives:

The OLI program's objectives include:

1. improving oral language and literacy outcomes of participating children
2. building the knowledge and skills of teachers and education support staff to support the speech, language and literacy development of their students
3. providing speech pathology services that meet the needs of staff and students
4. supporting the speech pathology team to work effectively in an education and classroom environment
5. promoting the concepts of speech pathology and the OLI program within the school
6. improving parent engagement in students' learning, and
7. providing an environment for student speech pathologists to experience regional Victoria

Purpose and Significance

This report summarises the findings from a review of the 2023 OLI program, specifically, school student outcomes. Few studies have explored an integrated service model where Victorian schools directly employ and embed speech pathologists within a school setting. The findings from the review provide insight into the program's potential, enabling schools with similar circumstances to consider the feasibility of adopting a comparable service model.

Table 2. Oral Language Intervention program partners and funders, 2023

	Partner	Funder
Mooroopna Primary School	✓	✓
Mooroopna Park Primary School	✓	✓
Mooroopna North Primary School	✓	✓
Going Rural Health, Department of Rural Health, University of Melbourne	✓	✓
Greater Shepparton Foundation	✓	✓
Margaret Attwood Trust	x	✓
Mazda Foundation	x	✓

Evaluation Framework

As a partnership-driven intervention, the OLI program did not have an agreed upon evaluation or governance framework. During 2021, the Greater Shepparton Foundation developed an evaluation framework with input from key partners including the University of Melbourne, principals from the three Mooroopna partner schools, and the speech therapists. Figure 1 outlines the program's logic model and Table 3 a summary of the evaluation framework.

Data Collection

The review of the 2023 OLI program comprised of three interlinked components:

1. Summary of university speech pathology student placements
2. Early years student assessment and participation
3. Case examples

Table 3. Oral Language Intervention program summary evaluation framework

Objective / Outcomes		Indicator	Definition	Data Source
Objective				
1	People in the Greater Shepparton region participate in learning, education and economy	% of children meeting school and State benchmarks throughout their school years	Change in % of school students meeting benchmarks	Victorian State data and Australian Early Development Census (AEDC) data
Outcomes				
1.1	Improved children's literacy and language skills enabling them to learn and engage more effectively	% of children meeting early literacy metrics by end of program	Total % of change in children's learning capabilities	Speech and language screens Teacher judgments
1.2	Increased parent engagement with children's learning	% of parents made aware of the intervention and methods used	Total % of parents informed and supportive of the intervention	Teacher and parent joint plans MSC stories
1.3	Increased teacher knowledge and confidence in embedding evidence-based oral language and literacy approaches	% increase of teachers developing and adopting methods to improve student oral language skills	Total % increase of teachers adopting and implementing oral language skills methods in teaching	Teaching plans MSC stories
1.4	Engaging student speech pathologists (SSP) in regional areas	# of SSPs; % of SSPs reporting a positive experience	# and % increase of SSPs reporting positive experiences during program period	Surveys and Debriefs

Findings

University Speech Pathology Student Placements - Summary

In 2023 university students continued to enhance speech and literacy in early education in Mooroopna. Across Terms 1 to 4, 18 near or at entry level (career) speech pathology students from various universities were allocated clinical placements in Mooroopna early education centres and primary schools (Table 4). The average length of each student's placement was 6.5 weeks.

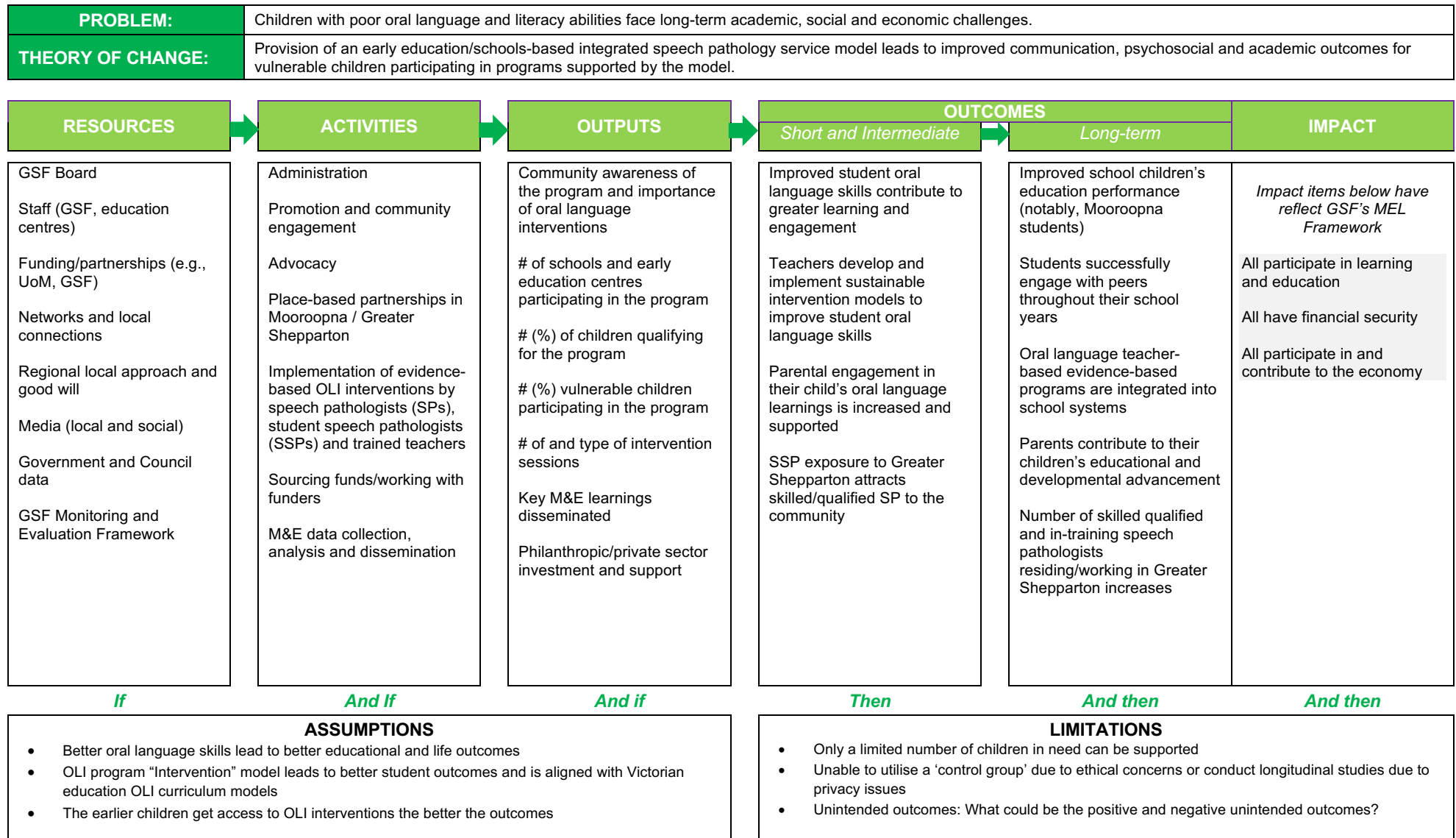
The speech pathology students were supervised by two speech pathologists employed by participating Mooroopna primary schools with additional support provided from Going Rural Health at University of Melbourne in the form of education, mentoring, financial assistance, and subsidised accommodation. Clinical placement students assisted school students with their literacy, speech, social and oral language skills across whole class, small group and individual intervention settings.

Table 4. Number of education centers hosting placement students by school term 2023*

Education Centre/Primary School	Term 1	Term 2	Term 3	Term 4
Mooroopna Primary School	2	2	2	2
Mooroopna Children and Families Centre	0	0	2	1
Mooroopna Park Primary School	4	2	2	2
Mooroopna North Primary School	2	1	0	1

*Some individual placements included placements across multiple education centers

Figure 1. Oral Language Intervention Program Logic Model



Students' feedback highlighted an appreciation for independence and confidence gained during placement and preparedness for work upon graduation. Many students also reported developing closer working relationships with students from other disciplines and that they gained valuable experience working as part of a multidisciplinary team. Building on from 2022, the need for speech pathology services for Kindergarten students was reiterated.

"The placement was incredible. It really increased my independence and helped me show all of the skills I have learnt during my studies." [2024, placement student]

A notable challenge in 2023 was the cancellation of several student placements with universities citing the cost of students attending placements as a key factor. In response, in 2024, the eligibility criteria for the Going Rural Health bursary will be expanded to include both local and non-local students, university partnerships reviewed, and information events held to encourage university placements.

Early Years Student Assessment and Participation

In 2023 669 assessments and 1,195 OLI sessions across three schools and one early learning centre were provided to children participating in the OLI program (Tables 5-7 and 9). No whole class interventions were provided by the speech pathologist at Mooroopna Park Primary School as related interventions have been successfully embedded into the school's teacher-lead literacy program.

Table 5. No. of individual and group session interventions for language, literacy, articulation across centres 2023

Category	MPS	MPPS	MNPS	Total
No. of individual and group sessions: Kindergarten – Year 2	410	232	110	752
No. of individual and group sessions: Years 3-6	115	310	18	443
TOTAL	525	542	128	1,195

Tables 6 and 7 provide examples of the number and types of Tier 1-3 assessments undertaken across participating schools/education centres.

Table 6. Tier 1 examples of assessment types and numbers across participating schools, 2023.

Assessment	MPS	MPPS	MNPS	Total
SOCS ¹ – Foundation students [T1]	33	22	5	60
LLARS ² – Foundation students to Year 2 (MMPS Yrs 2/3) [T1]	61	66	11	138
LLARS ² – Foundation students to Year 2 (MMPS Yrs 2/3) [T4]	61	66	11	138
DIBELS ³ – MPS (Year 2-5); MPPS (Foundation to Yr 5) [T3/4]	115	90	-	205
TOTAL	270	244	27	541

¹Screen of Communication Skills assessment; ²Little Learners Assessment of Reading Skills; ³Dynamic Indicators of Basic Early Literacy Skills assessment

Table 7. Tier 2 and 3 examples of assessment types and numbers across participating schools, 2023.

Assessment	MPS	MPPS	MNPS	Total
CELF-5 ³	21	9	3	33
Articulation Assessment	23	10	24	57
Pragmatic Language Assessments ⁵	2	3	-	5
TOTAL	46	21	27	95

⁴Clinical Evaluation of Language of Fundamentals 5 Ed; ⁵As requested by the paediatrician.

Table 8 highlights the types and extent of Tier 1-3 systematic synthetic phonics and phonological awareness interventions.

Table 8. Tiers 1-3, systematic synthetic phonics and phonological awareness interventions, 2023 by school

Tier 1	MPS	MPPS	MNPS
<i>Systematic Synthetic Phonics</i>			
Little Learners Love Literacy (Foundation to Year 2)	✓	✓	✓
Assists with facilitating classroom differentiated groups	✓		
Spelling Mastery Program (Years 4-6)	✓	✓	✓
Assists with running daily differentiated groups		✓	
<i>Phonological Awareness</i>			
Heggerty (Foundation to Year 2, daily)	✓		
Heggerty (Foundation to Year 1, daily)		✓	
1-minute phonological awareness activities (Years 3-6)		✓	
Other resources targeting phonological awareness			✓
Tiers 2 & 3	MPS	MPPS	MNPS
LLARS (students requiring literacy intervention in Years 3-6)	✓	✓	✓

The number of kindergarten children assessed in 2023 is highlighted in Table 9.

Table 9. Number of children assessed at Mooroopna Children and Families Centre, 2023

Assessment	Number
Speech and Language screening: 4-year-old kindergarten children (all) – T3	33

In addition to the completing assessments, running sessions and supervising students both speech pathologists inform school leadership and teaching staff on evidence-based instruction in the classroom to support the oral language and literacy of students (e.g., explicit teaching of vocabulary and grammar). Regular weekly collaborative planning meetings with teachers, informal discussions, and delivery of professional learning to staff also occur to assist professional learning.

Evidence of the positive impact of services, like the OLI program, have had in reducing Mooroopna children's levels of vulnerability is growing. The Australian Early Development Census (AEDC) tool designed to assess the development and well-being of children starting school has shown a marked improvement in a range of development indicators of 1st year school children in Mooroopna from 2018 to 2021 (Table 7, AEDC, 2021). Highlights include a reduction of 7% in children with vulnerabilities in two or more domains of the AEDC and improvements of 10 percent or more in children's Communication and General Knowledge, Social Competence and Emotional Maturity.

Table 10. Comparative percentages of children in Victoria, Shepparton and Mooroopna who are developmentally vulnerable across each of the five domains assessed in 2021.

	Physical Health and Well-being	Social Competence	Emotional Maturity	Language and Cognitive Skills	Communication and General Knowledge	Vuln 1*	Vuln 2*
2021							
Victoria	8.1%	9.0%	7.7%	7.2%	7.4%	19.9%	10.2%
Shepparton	11.9%	11.5%	11.1%	11.5%	9.5%	25.5%	14.3%
Mooroopna	26.7%	17.8%	18.8%	17.8%	11.9%	47.5%	24.8%
2018							
Mooroopna	29.5%	27.7%	31.3%	16.1%	22.3%	48.2%	32.1%

*Vulnerabilities on one/two or more domains of the AEDC

Case Examples

Due to the small number of children from the Mooroopna North Primary School and the early education centres who were assessed, participated in sessions, and who did not provide consent for their results to be shared, the 2023 OLI program outcomes will focus on the results from Mooroopna Park Primary School and Mooroopna Primary School.

Mooroopna Park Primary School

Established in 1980, Mooroopna Park Primary School (MPPS) has 130 students supported by approximately 20 staff from a range of disciplines (e.g., education, allied health, health and welfare, chef, chaplain). Forty percent of students are Koori and 15 percent are from CALD backgrounds. With a focus on maintaining small class sizes the school has two straight grade classes and four composite classes. In recent years the school has introduced a series of innovative student and family support services including a Community Hub program.



MPPS has been the recipient of several Victorian health and wellbeing awards for services to students and families, most recently, in 2023, as the winner of the Victorian Outstanding Education Excellence Support Team Award. The wellbeing team comprising of three staff, included the school-based speech pathologist Surabhi Budhiraja (pictured at the podium). The award included a grant towards further professional education. (Mooroopna Park Primary School, 2023).

In 2023, for the first time, every class at MPPS adopted a structured literacy approach providing explicit instruction on phonological awareness, phonics, vocabulary, grammar and building

background knowledge. Included in the changes was the introduction of Heggerty's phonological awareness skills training for students enrolled in Foundation and Grade 1 classes.

Significant improvement in students' phonological awareness (awareness of how spoken language consists of different smaller components which can be manipulated) across 2023 was recorded. Figure 1 shows a comparison of the Foundation students' phonological awareness skills for Term 1 and Term 4.

As in previous years, in 2023 students' phonics instruction (i.e., the mapping of speech sounds – phonemes – to letters or letter patterns) was supported through engagement in the Little Learners Love Literacy program. Significant improvements in students' phonic skills were reported in 2023 with 2023 marking the first year where all Foundation students reached or excelled expected curriculum levels for Letter-Sound knowledge (2021, 86%; 2022, 93%). Increase in Foundation students' excelling in their phonics knowledge and skills continues to grow with 58% of students excelling expected curriculum levels in 2023 (2022, 38%).

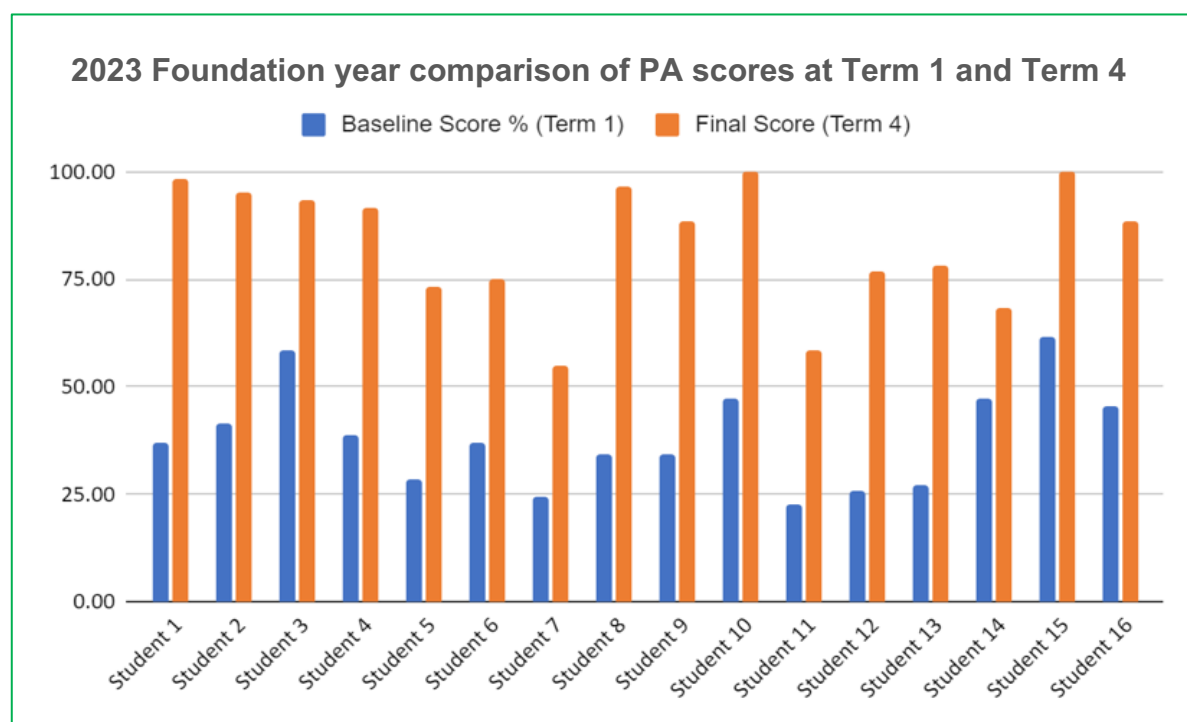


Figure 1. Comparison of start and end of year Foundation year students' phonological awareness skills scores, 2023, MPSS.

In 2023 classroom daily explicit phonics lessons were introduced into the Grade 2 curriculum. Outcomes showed a significant improvement in the number students reading books at the expected Victorian curriculum level of 7.5 (i.e., a fluent and confident reader) with eight out of 15 (53%) Grade 2 students reading books at 7.5 or higher at the end of 2023. At the end of 2022 it was 3 out of 14 students (21%).

Lastly, following on from the success of building background knowledge strategies to improve reading comprehension in 2022 Foundation students (e.g., introduction to text-specific vocabulary related to a topic, being read facts/stories by the teacher on the topic, robust classroom discussion) implementation of background knowledge as a comprehension strategy was expanded to all year levels at Mooroopna Park Primary School in 2023. Case point: Students from the composite 2023 2/3 and 3/4 classes explored the topic 'climate', including 'looking after the environment' and 'habitats'.

The process involved learning key vocabulary related to each topic and revising it regularly along with excursions to enhance and build upon what had already been learnt in class.

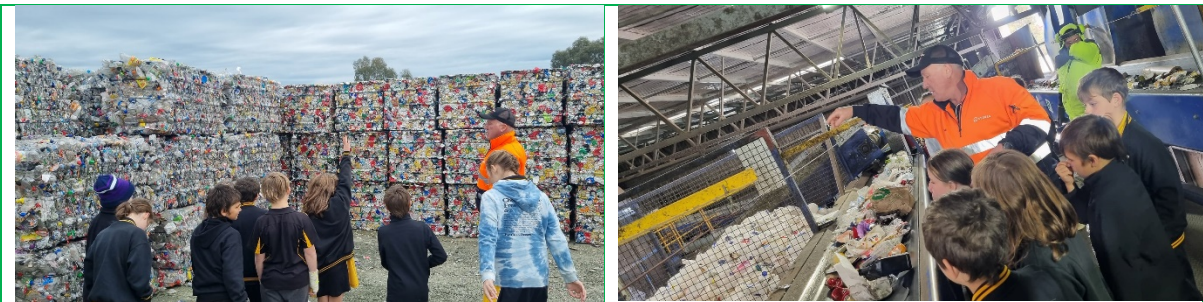


Image. MPPS students learning about recycling and where their rubbish goes to, Veolia, Echuca.

Mooroopna Primary School

Mooroopna Primary School has a long history dating back to 1874 when the school was first opened. The school has undergone several upgrades over the decades, the most recent in 2010 with the building of a new open learning area encompassing new classrooms, meeting rooms and a large central open learning space. Two hundred and fifty students are enrolled at the school and are supported by 35 staff. Twenty percent of students are Koori and five percent are from CALD backgrounds (Mooroopna Primary School, 2023).

In 2021 Mooroopna Primary School permanently employed the services of a 0.6 FTE speech pathologist. The 2021 - 2023 oral language and literacy assessments have highlighted the benefits of doing so. Foundation students, who received OLI support in 2021, were generally outscoring 2021 Grade 1 students, who had not received OLI support, with 63% of 2021 Prep students reading stage 4+ and above and 19% of Grade 1 students. The trend continued in 2022, with the 2021 Grade Prep students, then in Grade 1, continuing to score higher on reading assessments at level 4+ (81%) than students in the year above (66%). In 2023 Grade 2 students were the first cohort to complete the program from the Foundation year. The graph below shows the growth of Grade 2 students in 2023 with most students (85%) reading near or the expected Victorian curriculum level of 7.5.

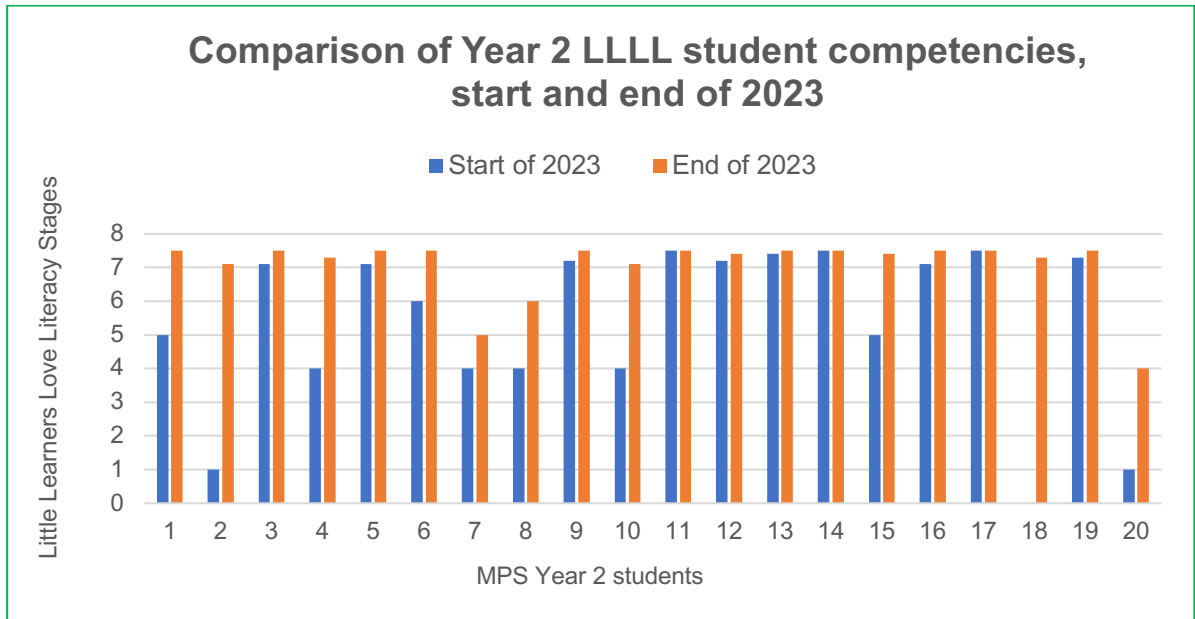


Figure 2. N.B. some of the students in the lower stages experience diagnosed difficulties including intellectual disability, language disorder, autism spectrum disorder, and ADHD.

Individual and Year Level Success Stories

Since 2021 individual accounts of student's success as relayed by the speech pathologists have been collected. The following examples highlight the impact of the OLI program on student and class outcomes from 2021-23.

Jack (Foundation Year)

Jack is one of the younger Foundation students, turning 5 in Term 1. He commenced school with limited interest in reading and writing. Jack is unable to practice his literacy skills regularly at home therefore he relies on teaching and intervention at school to improve his skills. With his knowledge of sounds through the Little Learners Love Literacy program his confidence has increased throughout the year, he is now willing to attempt writing tasks and his reading has progressed significantly in the second half of the year. To see Jack's confidence in his own abilities and pride in his written work, as well as his reading progress, has been an exciting aspect of my role (speech pathologist).

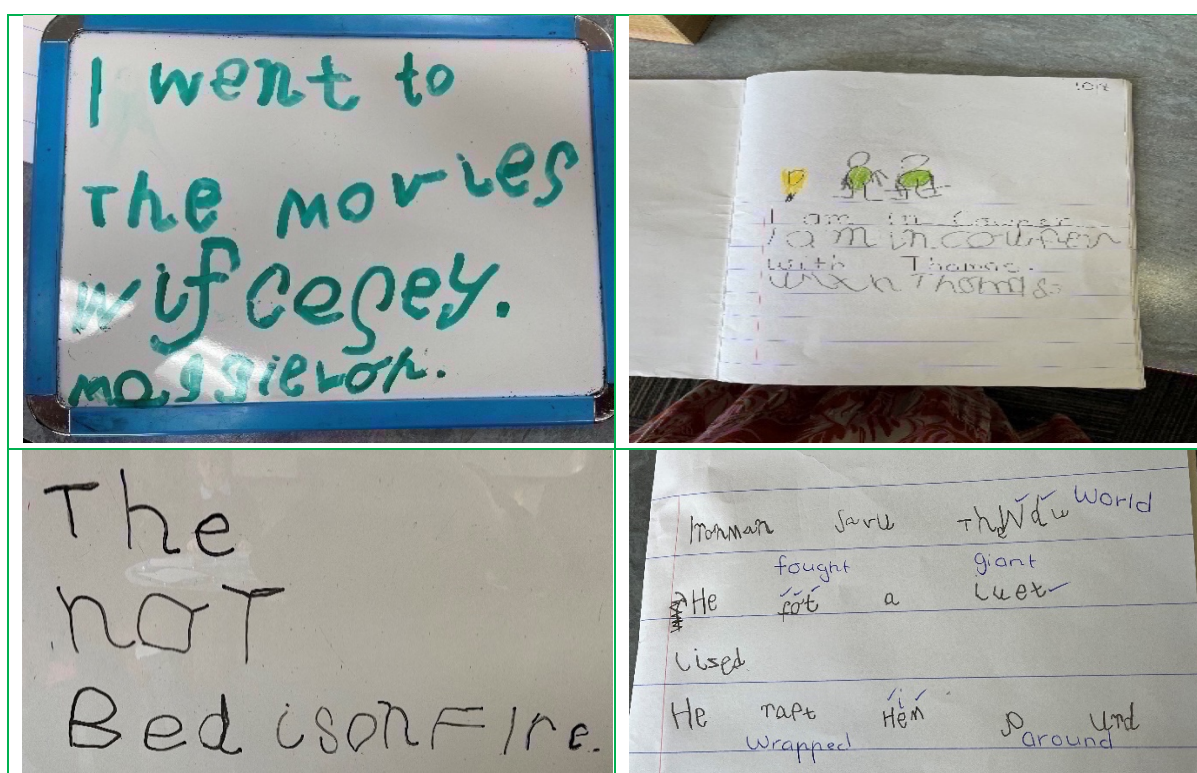


Image: Examples of Jack's work.

Mia (Grade 1)



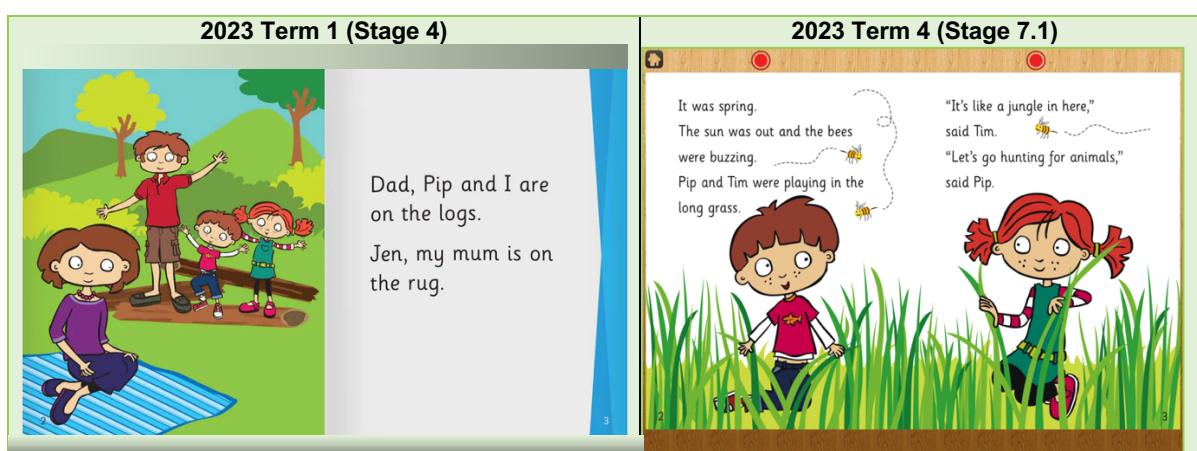
Mia had difficulty with her letters and sounds at the beginning of the year and did not feel confident with her reading. After lots of hard work and receiving targeted support with university placement students, she now knows all her letter and sounds and can independently read a stage 3 decodable reader

James (Grade 3)

James is a Grade 3 student. Testing at the end of 2021 indicated that James had little to no knowledge of the alphabet and was unable to read. This year's assessment indicated that James knows all his letter-sound correspondences from A-Z and knows common digraphs such as 'sh', 'ch', and 'th'. James is now able to sound out sounds to read words and can independently read a Stage 3 reader.

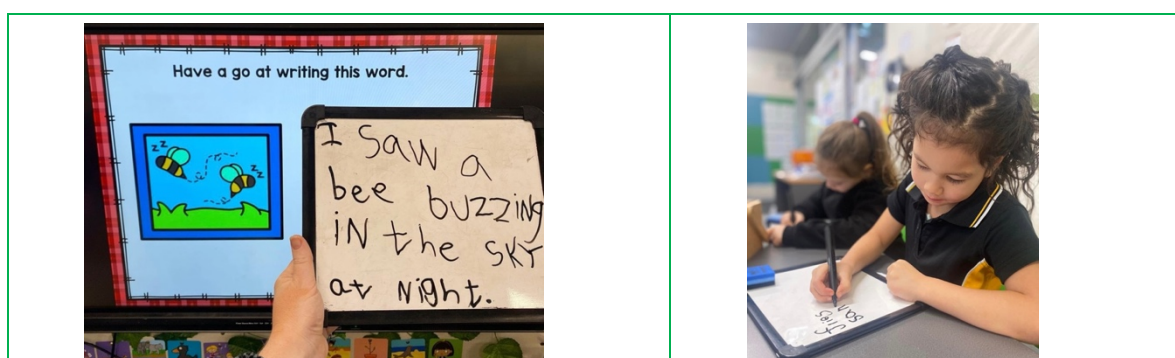
Lucas (Grade 4)

Lucas is a grade 4 student who started off the year reading stage 4 books. Lucas was supported with literacy intervention sessions throughout the year from the speech pathologist and university students, and phonics lessons in the classroom. Lucas is now reading at Stage 7.1. While he is still currently below where he needs to be for his age, Lucas has made excellent progress with his reading and confidence this year.



Writing samples from Foundation and Grade 1

Teachers and staff anecdotally reported that Foundation and Grade 1 writing samples (2022) are some of the best seen since working at Mooroopna Park Primary School. Students were seen incorporating what they had learned in their writing lessons to their free writing tasks.



N.B. pseudonyms have been used to protect the privacy of the children in this report.

Lessons Learned

The OLI program highlights that intensive early intervention can significantly improve student oral and literacy skills at an early age, enabling them to engage more effectively with their education, their teachers, and their peers. The program is optimal when it is tailored to the specific needs of students

as identified through screening processes. With the return to school classroom learning post COVID-19 lockdowns and the 2022 Greater Shepparton floods, program efficiency has improved, and the program expanded in size and oral language teaching modalities increasing the number of children progressing through and benefiting from the program. To optimise student literacy skills, parent/carer engagement with their children's learning, guided by joint educator and parent/carer plans, is required. A continued focus on educating parents on the benefits of and assisting parents to support their child's engagement in reading will be applied in 2024.

Changes to student placement recruitment strategies in 2024 is expected to increase the number of speech pathology students engaging with the OLI program along with support to Tier 2 and 3 students. 2024 will see the school year commence with a new speech pathologist for Mooroopna Park and Mooroopna North primary schools following the resignation of the program's original speech pathologist (relocated). As an additional testimony to the success of the OLI student placement program, the new speech pathologist had previously completed her final year placement at Mooroopna Park Primary School three years previously and had chosen to remain living locally. The appointment counters the trend of Greater Shepparton professional workforce shortage.

Focus for 2024

The OLI program's overarching focus for 2024 includes expanding the range and breadth of oral language interventions provided in participating early education centres and schools, the continuation and expansion of the university student placement program and increasing parents'/carers' role in supporting children's engagement in the program. Table 11 provides a more detailed account of some of the 2024 targeted activities.

Table 11. 2024 key activity areas of focus across participating primary schools

Focus Area	All	MPS	MPPS	MNPS
Increase advocacy with key organisations in Greater Shepparton for support and expansion of the OLI program	✓			
University students to continue supporting school students' oral language, articulation, and literacy skills	✓			
Continue to support staff in providing LLLL (Foundation to Grade 2)	✓			
Increase parent involvement and awareness of the program (to improve outcomes to children)	✓			
Increase parent engagement (e.g., invite parents to watch speech therapy sessions)	✓			
Whole class oral language sessions (Foundation)		✓		
Heggerty Phonological Awareness program (Grades Prep-6)		✓	✓	
Phonological awareness activities (Grades 2-6)			✓	
Daily phonics lessons (Grades 2-4)			✓	
Daily vocabulary instruction in all year levels			✓	
Implementing evidence-based reading instruction in all year levels			✓	✓
Increasing staff knowledge re. writing instruction				✓
Utilising DIBELS* to identify at risk students across all year levels				✓

* Dynamic Indicators of Basic Early Literacy Skills

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Appendix 1 - Differences between Student Support Services (SSS) provided by the Department of Education, Victoria, and OLI program services

Differences in SSS and OLI program services

	SSS	OLI
Funding assessments for students with disabilities	✓	✓
Individual speech therapy	✓ (limited)	✓
Teaching strategies	✓	✓
Targeted small group support	x	✓
Lesson planning with teachers	x	✓
Providing staff professional development	x	✓
Knowing staff and students	x	✓
Assisting with additional aspects of school day (e.g. lunch duty)	x	✓
Screening Foundation children	x	✓
Offering ad hoc support to teachers	x	✓
Team teaching	x	✓
Whole class intervention	x	✓
Influencing school and curriculum approaches	x	✓
Supervising students within the school	x	✓
Attending staff meetings	x	✓

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Availability of data and materials

In accordance with the Privacy Act 1988 the data sets generated and analysed for this evaluation will not be made publicly available.

Contributions

IB had oversight of the initial conception and design of the evaluation framework. SB, LH and RM provided content for the report. EKD collated and edited content provided. KA, RM, AM, and KS assisted with project coordination. AM and KS provided feedback on the report.

Consent

Informed consent for the use of secondary data was obtained from all participants. The consent process was managed by the participating schools and early education centres.

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