



**ORAL LANGUAGE SUPPORTING EARLY LITERACY RESEARCH PROJECT PROGRESS REPORT  
1 OCTOBER 2010**

**1. Final Assessment Phase Planning**

Contact has been made with staff at both the research schools and control schools to determine the number of student assessments that will be undertaken in the final phase of the project’s quantitative data collection. The figures being returned indicate there has been only a minimal reduction in the number of students from the main project sample who have left the schools and will not be re-assessed. Table 1 contains a comparison of the Pre-Assessment (2009) numbers and the indicated numbers for the upcoming Post-Assessment Phase (2010). As can be seen from these figures, 21 students have left the research schools while 27 have left the control schools. This reduction in sample size of 8% is well within the parameters planned when the project design was initially developed.

Table 1 Comparison of student sample numbers for the initial and final assessment phases of the OLSEL Project

	School	Location	Prep 2009	Year 1 2009	Year 1 2010	Year 2 2010
<b>RESEARCH SCHOOLS</b>	Christ the King PS	Braybrook	13	20	13	19
	Holy Family PS	Bell Park	18	16	17	16
	Our Lady Help Of Christian’s PS	Wendouree	16	9	16	7
	St Augustine’s PS	Maryborough	9	17	9	15
	St Monica’s PS	Kangaroo Flat	18	17	18	16
	St Mary’s PS	Mooroopna	22	20	21	19
	St Agatha’s PS	Cranbourne	30	35	26	35
	St Vincent de Paul’s PS	Morwell East	13	19	9	15
<b>TOTALS: RESEARCH SCHOOLS</b>			<b>139</b>	<b>153</b>	<b>129</b>	<b>142</b>
			<b>292</b>		<b>271</b>	
<b>CONTROL SCHOOLS</b>	St Joseph the Worker PS	Reservoir Nth	40	49	33	46
	St Leo the Great PS	Altona North	15	23	15	23
	St Alipius’ PS	Ballarat East	18	31	18	31
	St Augustine’s College	Kyabram	21	15	21	15
	St Peter’s PS	North Bendigo	14	15	13	13
	St Therese’s PS	Cranbourne Nth	31	37	23	31
	<b>TOTALS: CONTROL SCHOOLS</b>			<b>139</b>	<b>170</b>	<b>123</b>
			<b>309</b>		<b>282</b>	

Similarly, the sample of teachers who will be available for the final phase interviews will also be minimally changed with only two of the twenty two teachers unavailable as they have transferred to other schools.

## 2. OLSEL Website

The OLSEL Project Website is proving to be a popular site with increasing access being noted as evidenced by the data contained in Table 2. Feedback from teachers in the research schools, teachers from other schools within the sector and in the other education sectors has indicated that the website is increasingly being seen as a valuable resource to professionals who have an interest in enhancing early literacy achievement.

Some of the resources that have been added to the website have been developed, trialled and refined by teachers in the research schools and so have outstanding school applicability. In addition, reports on the progress of the OLSEL project are available along with other evidence-based research articles outlining the relative effects of teaching activities.

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Table 2 OLSEL Website Access Data

Date	Number of Hits
September 2009	16374
October 2009	13151
November 2009	9014
December 2009	9206
January 2010	3232
February 2010	8318
March 2010	23485
April 2010	24504
May 2010	16563
June 2010	23759

The website is managed by Ms Brenda Dalheim (School Adviser, Student Services-Catholic Education Office Melbourne & Placed Lecturer, Early Literacy Intervention – Melbourne Graduate School of Education, University of Melbourne). Ms Dalheim is also a member of the OLSEL Project Steering Committee. Website address: [www.olsel.catholic.edu.au](http://www.olsel.catholic.edu.au)

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