

# *Wonnarua Nation* & KipOnline™

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I respectfully acknowledge the past and present traditional land owners of this land. It is a privilege to be standing on their country. I also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live and share together - Australia.

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## *Kip McGrath*

### **Background**

1. Family owned company – Founded by Dug and Kip McGrath over 30 years ago. Their son Storm is now the CEO and is moving the business into the next generation of tutoring delivery.
2. Global company with over 600 franchisee learning centres around the world – tutoring over 60,000 students per week using over 4000 tutors.
3. Proven system of tutoring in English and Maths. In particular those that have fallen behind their fellow peers.
4. The system provides full accountability to parents and stakeholders i.e. we do a pre-assessment , we then set goals and deliverables, and then we do a post test to show progress.
5. Regular communication and a professional relationship with families is a key component of our business methodology and student success.
6. 4 years ago the CEO decided we needed to expand to an online delivery platform to meet the market needs. This has been developed and piloted and now is live with a recent full media release. The success of the pilot was very encouraging.
7. This enables us to now have conversations and to deliver to large organisations with potential participants anywhere who need some help with literacy and numeracy, i.e anywhere, anytime without being restricted to a centre.



# Wonnarua Nation & KipOnline™

How can the KipOnline™ tutoring programs help improve literacy and numeracy skills of school aged children in the Wonnarua Nation?

<i>INDIGENOUS STUDENTS WITH LOW LITERACY &amp; NUMERACY SKILLS DEMONSTRATE...</i>	<i>HOW DO THE KIPONLINE™ PROGRAMS HELP CLOSE THE GAP?</i>
<p>... an enormous fear of their skill level becoming known to others at school and in their community</p>	<p>KipOnline™ provides a face to face relationship from a distant location with an experienced and trustworthy teacher. Students can work in a supportive learning environment and addresses the diverse needs and abilities of students.</p> <p>KipOnline™ removes the need for students to participate in a group setting where they traditionally feel uncomfortable or embarrassed.</p>
<p>... well developed coping mechanisms to cover up their lack of skills</p>	<p>Every tutor with KipOnline™ is a fully qualified, experienced and caring teacher who is trained to identify these coping mechanisms and replace them with improved communication skills - encompassing verbal, written and numerical.</p>
<p>... a genuine desire to improve their skills in literacy and numeracy, but they believe they never will</p>	<p>KipOnline™ provides constant opportunities for the student to experience success which builds self belief.</p> <p>The KipOnline™ individualised programs increases the learner's bank of known words, improves their phonic, visual and auditory memory skills as well as number sense which result in improvement in their concentration levels.</p>
<p>... low level attendance at school</p>	<p>KipOnline™ helps students to re-engage with their learning. Students are given confidence and new skills to function and participate in the classroom. Students are more likely to be involved once they feel comfortable with a higher level of literacy and numeracy.</p>
<p>...have low levels of homework and assignment completion</p>	<p>KipOnline™ programs target key content areas for each year level. With the guidance and support of our tutors, students will be able to transfer their new skills immediately into the classroom environment and improve their ability to complete homework tasks.</p>
<p>...avoid mainstream classrooms and group based activities</p>	<p>KipOnline™ can help students transition to a higher rate of school attendance.</p> <p>From a recent case study in Karratha, Western Australia, we saw an increase in attendance once a high level of literacy and numeracy were obtained.</p>
<p>...a desire to attend a post-tertiary course, apprenticeship or work placement but unable to obtain the required levels of literacy and numeracy</p>	<p>The KipOnline™ programs develop skills and habits that improve the job seekers desire and likelihood to undertake further training in specific vocational pathways or apprenticeships within the local resource centre.</p>

*WE CAN HELP WONNARUA STUDENTS BY...*

**Giving all school aged children access to an educational assessment to determine their level of literacy and numeracy.**

KipOnline™ offers an assessment to all school aged children to determine whether they require tuition to help them improve their skills in literacy and numeracy.

The assessment will determine the students reading age, maths level, spelling grade and comprehension age.

**Help families set up regular, realistic and achievable tuition times.**

To maintain valuable relationships, students will be placed with the same tutor each week. The KipOnline™ case manager is in constant contact to develop a relationship built on respect and trust which increases accountability and reflects positively on attendance rates, attitudes and academic progress.

Detailed attendance records are kept and available.

**Being accountable for the sessions each student attends and providing high quality teaching.**

KipOnline™ has a unique reporting system. Parent reports can be emailed or sent directly to parents and the Corporation detailing the exact tasks students completed.

All teachers are fully qualified with Working with Children's Check and Police Clearance.

Detailed attendance records are kept and available.

**Providing an end of semester report for each student to help track progress in line with their personal goal.**

KipOnline™ records all tasks completed every session. A detailed report will be provided each semester to illustrate the progress of individual students. Reports can be provided to parents, carers, the committee and school.

**Help families organise and use their computers to access the program.**

KipOnline™ case manager and tech support can provide the support required to ensure all families can access KipOnline™ from their chosen premise.

## Case Study

# Indigenous Tuition: **Karratha Pilot**

### *Background*

Participants are two Karratha based Indigenous students and the teacher, Louise Lonergan who is based in Bathurst NSW.

Both students were assessed by KipOnline™ in October 2013 with literacy and numeracy levels well below our average testing levels. Student 1 and Student 2 come from a challenging family background which often interferes with their school attendance, availability to complete online sessions and set homework.

Student 1 had inconsistent exposure to education during the formative years leading to low attendance, low motivation and no interest in learning.

Student 2 (his brother) had a stronger attendance but was struggling to make adequate progress in the classroom, resulting in low self-esteem and a poor self-image.

The results and improvement have been remarkable for these students by using KipOnline™. Please read on.



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Case study conducted by Louise Lonergan  
(Karratha/Bathurst KipOnline™)

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## Initial Assessment

### Student 1



Had missed out some early years of his schooling and was struggling to keep up in class, was disconnected from his studies and was not enjoying school.



Very little confidence in his academic ability and was extremely self-conscious about his learning difficulties.



He struggled to concentrate for the period of the assessment and instructions were repeated a few times before he understood.



Struggled with the basic concepts of adding, subtracting, multiplication and division.

### Student 2



Was a confident child who displayed a strong interest in mathematics.



Reading and writing were well below average and admitted that he struggled at times to read information on the board in class and complete worksheets.

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Following assessment, tuition was recommended for each child. The family felt their results were so poor that two sessions a week would be necessary. One mathematics session and one English session weekly. They completed two hours a week in addition to 30 minutes homework twice a week.

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## *Progress & Development*

### **Student 1**

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- Immediate improvement and thrived with the face to face interaction of the tutor.
- He was able to concentrate for the full hour and often stayed online beyond his scheduled sessions.
- Commented that he is starting to feel the difference at school. He is able to understand what the teacher is doing and complete most of his homework independently.

### **Student 2**

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- Initially very enthusiastic and worked extremely well. His results plateaued for a period of time during Term 2.
- He experienced some frustration as he was not improving as fast as he wanted, then tuition content was modified.
- Intense focus on key areas for four weeks including reading, fractions and multiplication. His strategy enabled Student 2 to recognise his progress and accelerate within the classroom.

## *Observations*

### **Confidence**

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Beyond their learning achievements, both boys have become a lot more confident.

### **Independent Learning**

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Displayed a new sense of independence with their learning. They are able to start tasks without prompting, use problem solving techniques to work through difficult tasks and ask for help when needed.

### **Attendance**

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Were highly punctual students and often logged into the system before the scheduled session time. Both Student 1 and Student 2 have an attendance rate of about 90%. Missed sessions were also made up at an alternate time (translates to 100% attendance overall).

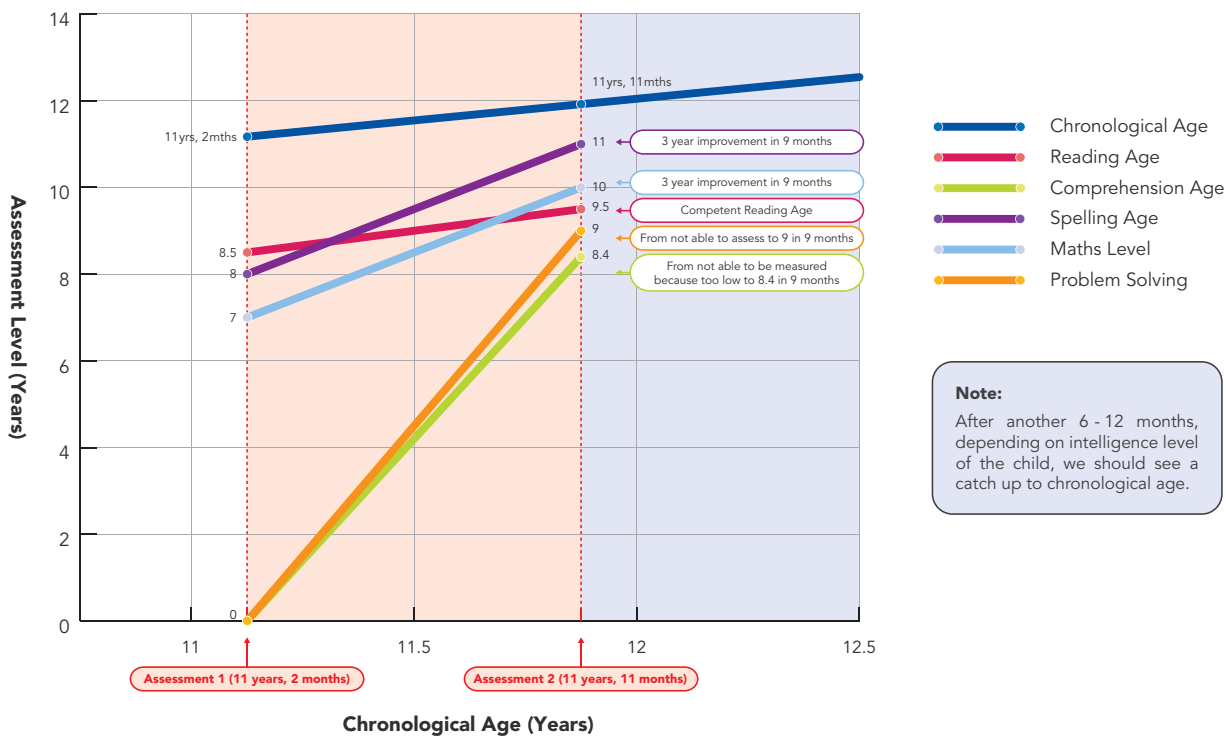
# Assessment Results

## Student 1

Subject	Initial Assessment (October 2013)	Reassessment (July 2014)
Chronological Age	11 years, 2 months	11 years, 11 months
Current Grade	Year 5	Year 6
Reading	8 years, 5 months	9 years, 5 months
Comprehension	Below testing	8 years, 4 months
Spelling	Beginning of Grade 3	Beginning of Grade 5
Maths Grade	3/10 on Year 3	5/10 on Year 4
Problem Solving	Below testing	Year 3

## Assessment Progress

### Student 1



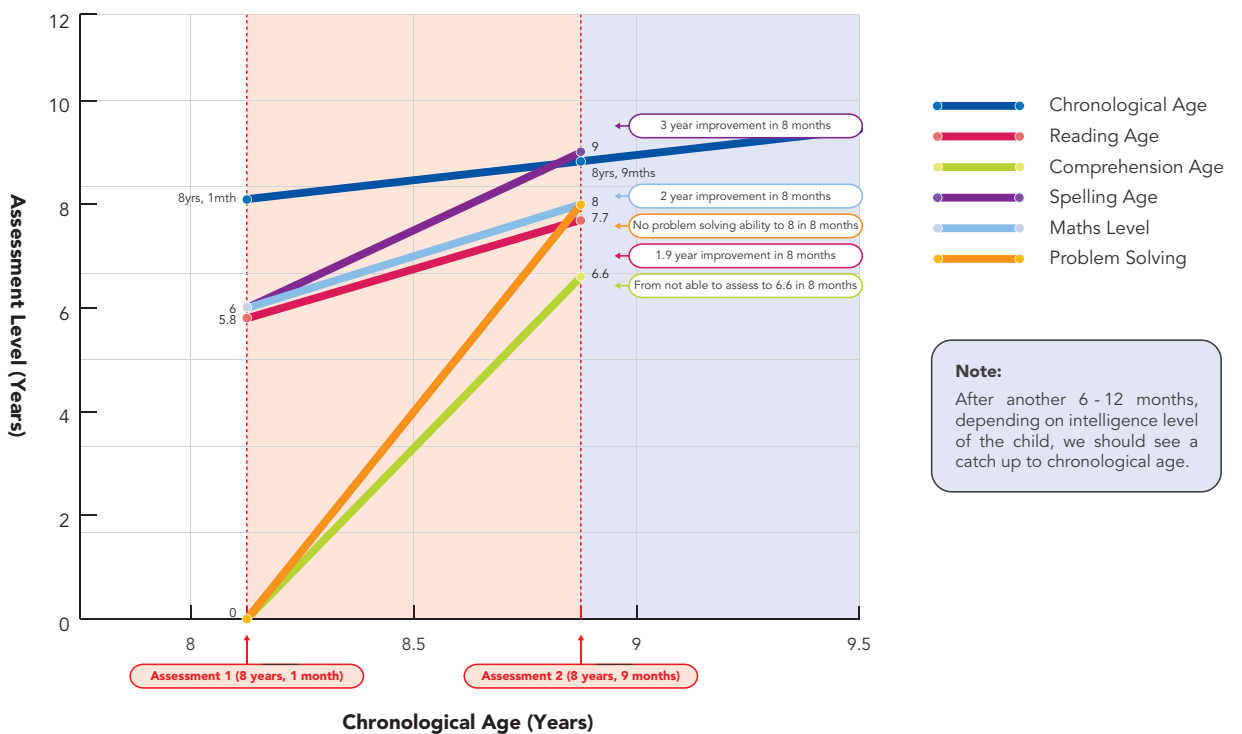
## Assessment Results

### Student 2

Subject	Initial Assessment (October 2013)	Reassessment (July 2014)
Chronological Age	8 years, 1 month	8 years, 10 months
Current Grade	Year 2	Year 3
Reading	5 years, 8 months	7 years, 7 months
Comprehension	Below testing	6 years, 6 months
Spelling	Beginning of Grade 2	Beginning of Grade 3
Maths Grade	7/10 on Year 2	5/10 on Year 2
Problem Solving	Below testing	Year 2

## Assessment Progress

### Student 2



## *Key Developments*

### **Greater Self-Esteem**

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Initially both students were not comfortable talking to the teacher. After a few weeks with KipOnline™ they started to engage. Now both students openly communicate with the teacher and are able to discuss aspects of schooling and life.

### **Improved Reading Levels**

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For example, Student 1 has progressed by 2 years.

### **Improved Numeracy**

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Especially in problem solving.

### **Higher Motivation**

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To attend school has increased attendance.

### **Accelerated Learning**

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In-centre students typically progress at a rate of 6 months per term. With KipOnline™, Student 1 and Student 2 doubled this rate of improvement, progressing at a rate of 8.5 months per term.





*KipOnline*<sup>TM</sup>

## **Proposal**

Kip McGrath will, with the support of the Committee of the Wonnarua Nation engage with your community to assess Literacy and Numeracy levels and report to parents, the CEO and Board with clear outcomes and objectives.

This should allow the allocated funding for tutoring that the committee administers to be best spent with results, records and full accountability.

The suggested process would be:

1. Contact families with the support of the Committee to explain the aim and benefits.
2. Undertake an assessment locally in designated locations to the potential families.
3. Collated report to family and Committee with recommendations for tutoring with guidelines on length of tutoring required to “catchup” and support in subject(s) area.
4. Included in this report will be the community profile of literacy and numeracy against the National average for indigenous and non-indigenous communities.
5. If required, tuition will be delivered online.
6. Each semester a written report will be provided to the Committee in addition to an annual reassessment and a report of each individual student and an updated community profile.