



Tikvah Education Australia’s Founder CEO, Samantha Patrick, works collaboratively with schools and the community to provide additional support to students who are educationally disadvantaged. One-on-one tutoring services are provided to students who are more than 18 months behind grade level in literacy and/or numeracy to help them catch up, so they can be better prepared for and experience greater success in secondary education.

Eligible students are provided with different levels of support depending on their individual needs and circumstances. Eligibility measures, assessment measures, and enrolment categories have been outlined in this document.

These services are provided free of charge to students who are enrolled in Australian public schools. Tikvah Education Australia relies upon funding from government, business and community-based organisations and individuals to make this program possible. It is also moving forward in innovative ways to implement high-impact investment projects as it seeks to produce authentic educational opportunities that promote Australian tourism, global communications, and business entrepreneurship amongst our young people. Revenue generated from these projects help build a sustainable future for HoTLaNe. Your support of Tikvah Education Australia will have a significant impact on the education of children and youth across Australia and around the world.

Not only are school students benefiting, but programs are being developed to provide high-impact support structures that equip pre-service teachers to effectively implement evidence-based teaching practices amongst our most vulnerable and disadvantaged students. This program aims to reach those University students who themselves experience socio-economic disadvantage. This program is projected to commence in 2025.

COLLABORATION WITH SCHOOLS

Tikvah Education Australia has developed its HoTLaNe student selection procedures in alignment with the Australian Government’s Department of Education support systems. Additional support is provided to students where:

- Adjustments to teaching and learning in accordance with Department procedures are not adequately supporting the student in achieving grade level expectations in literacy and numeracy¹

¹ NSW Government. *Adjustments to Teaching and Learning*. (2023).

<https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning>.

- Implementation of the ‘Student Behaviour Strategy’ is not adequately supporting the student in achieving grade level expectations in literacy and numeracy²
- The student, “Cannot attend school regularly or there is no local provision to meet their learning needs” (NSW Government)³, so the student is not adequately supported in achieving grade level expectations in literacy and numeracy

Tikvah Education Australia collaborates with Australian public schools to identify eligible students. Where students are identified through direct contact with Tikvah Education Australia, the school is contacted and can show that the previously stated support systems are not adequately supporting the student in achieving grade level expectations in literacy and numeracy.

ELIGIBILITY MEASURES

Students are identified by the school as being eligible for enrolment in HoTLaNe Australia under the following guidelines:

Primary and secondary students in grades 2-8 who are:

- Enrolled in an Australian public school
- (or) Distance Education – Students enrolled in categories 2.8, 2.9 or 2.10
- (or) Homeschooling – Distance Education has been formally determined to be unsuitable

Academic achievement in literacy and numeracy:

- Falls within the achievement codes outlined in the academic achievement chart
- (and) is projected that grade level will not be attained within the next 12 months
- (or) is at risk of not attaining grade level achievement before the conclusion of grade 6
- (or) continues to fall within the achievement codes outlined in the academic achievement chart when in grades 7-8

² NSW Government. *Student Behaviour Strategy*. (2021). <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy/the-student-behaviour-strategy>.

³ NSW Government. *Distance Education Enrolment Procedures*. (2022). <https://education.nsw.gov.au/public-schools/going-to-a-public-school/enrolment/distance-education-enrolment>.

ASSESSMENT MEASURES

Primary assessment documents must be provided to confirm eligibility. These include:

- The National Literacy and Numeracy Progressions version 3 (ACARA)
- Student progress reports
- Behaviour management reports – where a formal behaviour management plan has been implemented

Secondary assessment documents can be provided. These include:

- Allied health professional reports

ENROLMENT CATEGORIES

HoTLaNe categories are determined by attendance. In the case of Distance Education and homeschooling, provision of hours is determined by the student's access to a suitable person to supervise or implement their learning program. Delivery of these services in or outside of the school is determined based on the student's individual needs.

Category 1

- Full-time attendance in an Australian public school.
- Provision – 4 hours of one-on-one personalised tuition per week.

Category 2

- The student is at risk of partial attendance
- There is no access to adequate supervision in the home during school hours for partial attendance, distance education or homeschooling to be viable options
- Provision – Allocation of hours is specific to student needs and the school's timetable

Category 2 (sub-categories 2a, 2b & 2c)

	Morning	Middle	Afternoon	Playground
Category 2a	Literacy tuition	Numeracy tuition		
Category 2b	Literacy tuition	Numeracy tuition	Personalised extracurricular	
Category 2c	Literacy tuition	Numeracy tuition	Personalised extracurricular	Literacy skills (social)

Category 3

- Partial attendance in an Australian public school
- (or) The student's percentage attendance rate is below 50%
- (or) The student truant's school
- Provision – 6 hours of one-on-one personalised tuition per week

Category 4 (sub-categories 4a, 4b, 4c)

- All support systems in the public school have been exhausted
- The student continues to receive suspension or has been expelled
- (or) The student's percentage attendance rate has not increased to an acceptable level
- (or) The student continues to truant school

Next step

- The student is enrolled in Distance Education – categories 2.8, 2.9 or 2.10
- If Distance Education is formally determined to be unsuitable, the student is enrolled in home school

Category 4 (sub-categories 4a, 4b, 4c)

Category 4a	Suitable supervision of the student's Distance Education program can be established in the home.	Provision: 8 hours of one-on-one personalised tuition per week
Category 4b	Suitable supervision of the student's Distance Education program cannot be established in the home. A caregiver is present in the home to supervise the student but cannot supervise the educational program.	Provision: 10 hours of one-on-one personalised tuition per week, including supervision of Distance Education program.
Category 4c	Distance Education is formally determined to be unsuitable. The student is enrolled into homeschooling.	Provision: 10 hours of one-on-one personalised tuition per week. 2 hours of extra-curricular activities that support the development of literacy and numeracy skills and emotional well-being.

ACADEMIC ACHIEVEMENT CHARTS

These academic achievement charts have been created in accordance with the National Literacy and Numeracy Progressions (ACARA) version 3.

Literacy

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8
Phonological awareness	PhA5	PhA5	PhA5	PhA5	PhA5	PhA5
Phonic knowledge and word recognition	PKW3	PKW6	PKW6	PKW7	PKW7	PKW7
Fluency	FIY2	FIY3	FIY4	FIY4	FIY4	FIY4
Understanding texts	UnT4	UnT5	UnT7	UnT7	UnT7	UnT7
Creating texts	CrT3	CrT5	CrT6	CrT7	CrT7	CrT7

Numeracy

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8
Number and place value	NPV4	NPV5	NPV5	NPV6	NPV7	NPV7
Counting processes	CPr5	CPr6	CPr6	CPr6	CPr6	CPr6
Additive strategies	AdS6	AdS6	AdS7	AdS7	AdS7	AdS7
Multiplicative strategies	MuS2	MuS4	MuS5	MuS5	MuS5	MuS5
Interpreting fractions	InF2	InF2	InF3	InF5	InF6	InF6
Number patterns & algebraic thinking	NPA2	NPA2	NPA3	NPA4	NPA5	NPA5

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National Literacy and Numeracy Learning Progressions (ACARA)

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