

# KOORIE LITERACY AND NUMERACY PROGRAM GUIDELINES 2025

## PROGRAM GUIDELINES

Early Years Koorie Literacy and Numeracy Program (Foundation–Year 3)  
Extended Koorie Literacy and Numeracy Program (Years 4–6)



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Throughout this document, the term First Nations refers to both Aboriginal and Torres Strait Islander people. The terms 'Koorie' 'Aboriginal' and 'Indigenous' have been retained when they are part of an existing program or initiative, or when they refer to a published source. Both terms are used inclusively of Aboriginal and Torres Strait Islander people.

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# Background

## Policy context

Through The Education State – Excellence in Every Classroom, the Government is committed to delivering excellence in every classroom in every corner of the state. Working in partnership with schools and communities, the following will be prioritised:

- Excellence in teaching and learning, which includes ensuring First Nations history, cultures and perspectives are embedded
- Every student matters, which includes prioritising self-determination
- Lifting secondary school engagement and achievement
- Expanding, supporting and recognising our school workforce
- Schools at the centre of communities.



In 2016, the Government launched Marrung: Aboriginal Education Plan 2016–2026 (Marrung), developed in partnership with the Victorian Koorie community. Marrung underpins the delivery of the Education State for Koorie Victorians and reflects the Victorian Government's strong and steadfast commitment to close the gap in outcomes between Koorie and non-Koorie Victorians. Marrung articulates a vision where all Victorians celebrate Koorie culture, and where every Koorie person achieves their full potential and feels strong in their cultural identity. Marrung also outlines specific outcomes and actions to achieve this vision.

The Victorian Aboriginal Affairs Framework (the VAAF) is the Victorian Government's overarching framework for working with Aboriginal Victorians, organisations and the wider community to drive action and improve outcomes. The VAAF outlines guiding principles and actions to progress change across government, address inequity and deliver stronger outcomes for and with Aboriginal Victorians. The Koorie Literacy and Numeracy Program and other initiatives under the Education State and Marrung contribute to Goal 5 in the VAAF: Aboriginal learners excel at school.

## Koorie Literacy and Numeracy Program (KLNP)

The Koorie Literacy and Numeracy Program (KLNP) supports improved literacy/numeracy outcomes for First Nations primary students in Victorian Government schools and has 2 components. The *Early Years KLNP* (EYKLNP), implemented in 2014, provides funding to support First Nations students in Foundation–Year 3. The *Extended KLNP* (E-KLNP) implemented in 2017 through Marrung provides funding to support First Nations students in Years 4 to 6. The following table summarises the differences between the two programs.

	EYKLNP	EYKLNP	E-KLNP
Funded Koorie students	Foundation–Year2	Year 3	Years 4 - 6
Data source	Teacher judgement/English Online	NAPLAN/Teacher judgement	NAPLAN/Teacher judgement
Eligibility	Below expected level	NAPLAN: Needs Additional Support	NAPLAN: Needs Additional Support
Funding/eligible student	\$1,700	\$1,700	\$1,000 - \$5,000

# Early Years Koorie Literacy and Numeracy Program - eligibility

## Centrally identified students.

The Early Years Koorie Literacy and Numeracy Program (EYKLN) provides \$1,700 for additional literacy/numeracy support for First Nations students in Foundation-Year 3 who are: identified as Aboriginal and/or Torres Strait Islander in CASES21; enrolled at a Victorian government school at the time of the February school census; and satisfy the eligibility criteria below based on centrally collected data.

## Eligibility criteria

**Primary schools:** Eligibility is based on expected achievement levels using proxies for literacy and/or numeracy - see Table 1. In recognition of the importance of the first year of schooling, First Nations students in Year 1 who did not achieve Foundation at the end of their Foundation year, in *Reading and Viewing* and/or *Number and Algebra*, are eligible for funding.

## Special schools:

First Nations students in special schools are eligible if they are age-equivalent to the F-3 cohort. For the KLN, students are eligible if they were born between 1 January (nine years before the program year) and 30 April (five years before the program year). Students are deemed as eligible if they: have an Ungraded Year level; attend a special school (full or part time); or have results from a special school or as an ungraded student. The funding rules for special schools apply.

Table 1: Eligibility criteria for EYKLN

Year level in current year	Literacy/numeracy proxy	Eligibility criteria	Data source	Eligibility score
Foundation	Listening and Speaking <sup>1</sup>	Towards 0.5	English Online Interview: (start of Foundation)	≤ 101 (English Online Scale Score)
Year 1	Reading and Viewing / Number and Algebra	Below <i>Foundation</i> Level at the end of previous year	Teacher judgement: (end of Foundation previous year)	≤ 0.5 Vic Curriculum
Year 2	Reading and Viewing / Number and Algebra	Below expected level for Year 1 at the end of previous year	Teacher judgement: (end of Year 1, previous year)	≤ F Vic Curriculum
Year 3	NAPLAN – Reading and Numeracy	Needs Additional Support (NAS)	NAPLAN – Year 3 results	Needs Additional Support (NAS)
Special schools	N/A	Age	CASES21	Born between 1 January in current year – 9 years before the program year, and 30 April of current year – 5 years before the program year

<sup>1</sup> Listening and Speaking is used as a proxy since oral language lays the foundation for literacy learning and learning in other areas for Foundation students.

## Extended Koorie Literacy and Numeracy Program – eligibility

### Centrally identified students.

Based on NAPLAN data, the Extended Koorie Literacy and Numeracy Program (E-KLNP) provides between \$1000 and \$5000 to eligible First Nations students in Years 4-6. Students classified as “Needs Additional Support” (NAS) in Year 3 are funded for Year 4. Students classified as NAS in Year 5 are funded in Year 5 and Year 6. Where the student has no NAPLAN results for the current year, previous year's NAPLAN results will be used. If not available, Teacher Judgment results will be used to determine eligibility.

Eligible students are identified using centrally collected data. To be eligible, students must be identified as Aboriginal and/or Torres Strait Islander in CASES21, enrolled at a Victorian government school at the time of the February school census and satisfy the eligibility criteria below.

### Eligibility criteria

Eligibility for E-KLNP is based on student achievement in relation to their classification in the *Reading* and *Numeracy* domains of NAPLAN. Funding is determined for each NAPLAN domain separately. A student may receive funding for either or both domains. Full funding is \$2,500 for Years 4/5 and \$2,000 for Year 6. The per-domain funding is outlined in **Error! Reference source not found..**

Table 2: E-KLNP eligibility criteria and funding

Full funding: \$2,500 per strand (Years 4 and 5); \$2000 per strand (Year 6)

	Funding per NAPLAN domain (reading and/or numeracy)		
	Year 4 Based on NAPLAN Year 3	Year 5 Based on NAPLAN Year 5	Year 6 Based on NAPLAN Year 5
Exceeding	Not funded	Not funded	Not funded
Strong	Not funded	Not funded	Not funded
Developing	Not funded	Not funded	Not funded
<b>Needs Additional Support</b>	<b>Full funding</b>	<b>Full funding</b>	<b>Full funding</b>
<b>Needs Additional Support – Disability Inclusion</b>	<b>50% funding</b>	<b>50% funding</b>	<b>50% funding</b>
Exempt/Withdrawn	Not funded	Not funded	Not funded

Students absent from NAPLAN receive 50% funding for reading and or numeracy using Teacher Judgement results.

## Communication with schools

Schools are advised of KLNP funding allocations by circular during Term 3 and informed how to check for funding and identify eligible students. Comprehensive information about all aspects of the KLNP is made available:

<https://www.schools.vic.gov.au/koorie-literacy-and-numeracy-programs>

## Accountability

Funded schools are expected to commit to a program of targeted support for eligible First Nations students. Schools should use funds in line with the acceptable use policy outlined on [Page 9](#) and acquit revenue and all expenditure against CASES21 sub-program 9624.

For reporting purposes, schools should use the KLNP Literacy and Numeracy fields in CASES 21 to identify students who are receiving KLNP support. Schools should select 'Y' for students receiving support in either or both fields by week 6 of the term in which support is provided and update the fields as necessary by week 6 of subsequent terms throughout the remainder of the year.

## Funds management

Schools are expected to retain appropriate financial records relating to the administration of funding and should acquit revenue and all expenditure relating to the EYKLNP and the E-KLNP against CASES21 Sub programs 9623 and 9624 respectively.

### Two payments

KLNP 2025 funding will be disbursed in two payments.

The first payment will be distributed to schools with eligible Foundation - Year 3 students during Term 2, via an offline cash payment.

The second payment will be disbursed to schools with eligible Ungraded and Years 4-6 students through the 2025 Revised Student Resource Package (SRP) Release, being distributed in the Term 3 and Term 4, 2025 SRP Quarterly Cash Grant.

Eligible schools will be notified via email when the first and second payments are disbursed.

### Managing student movement – school responsibilities

If an eligible student intends to transfer to another government school, the transferring school should transfer funds pro-rata as required to the destination school. Schools should discuss this with their Senior Education Improvement Leader and inform the program coordinator of this change by email:

[koorielitnum@education.vic.gov.au](mailto:koorielitnum@education.vic.gov.au)

## Acceptable use of funds

### Additional targeted support

KLNP funding is intended to support accelerated progress of eligible Koorie students in literacy/numeracy. Schools will determine the most effective means for doing this in the context of existing school practice (see page *Planning for improved First Nations student outcomes*, page 9). KLNP funds should be used to provide additional targeted support to eligible First Nations students. Schools, in consultation with students and families, will determine the model of support. Typical uses of KLNP funds include engaging additional personnel to:



- work directly with the identified students individually or in groups
- free the classroom teacher to work with the identified students, e.g. by providing general classroom support during a literacy block
- supply the student with further resources to help their studies.
- implement KLNP alongside the [Tutor Learning Initiative \(TLI\)](#), and extend the tenure of existing TLI tutors where appropriate. Consistent with the TLI and best-practice evidence, ensure KLNP support is provided by the most qualified practitioners, including, where possible:
  - Victorian Institute of Teaching (VIT) registered teachers, or teachers with VIT Permission to Teach (teacher tutor)
  - Education support class employees who are pre-service teachers directly supervised by a teacher
  - Education support class employees who are speech therapists or occupational therapists, and who are employed to enable learning support for identified students.

Personnel engaged in providing additional support need to demonstrate high-level literacy and/or numeracy teaching and learning skills and be culturally sensitive to the diverse needs of First Nations students and their families.

Schools may choose to form clusters to engage appropriately qualified personnel. Payment and travel arrangements in these circumstances may be negotiated between the schools and the relevant personnel.

### Building family capacity

Schools are encouraged to explore strategies for enhancing the literacy/numeracy learning conditions of First Nations students, which occurs outside of school. For example, where appropriate, a portion of funds may be directed to building the capacity of families of First Nations students to support their child/children with literacy and numeracy skills development in the home.

### Funding restrictions

KLNP funding is *not intended* to support strategies which are part of normal curriculum provision, for example:

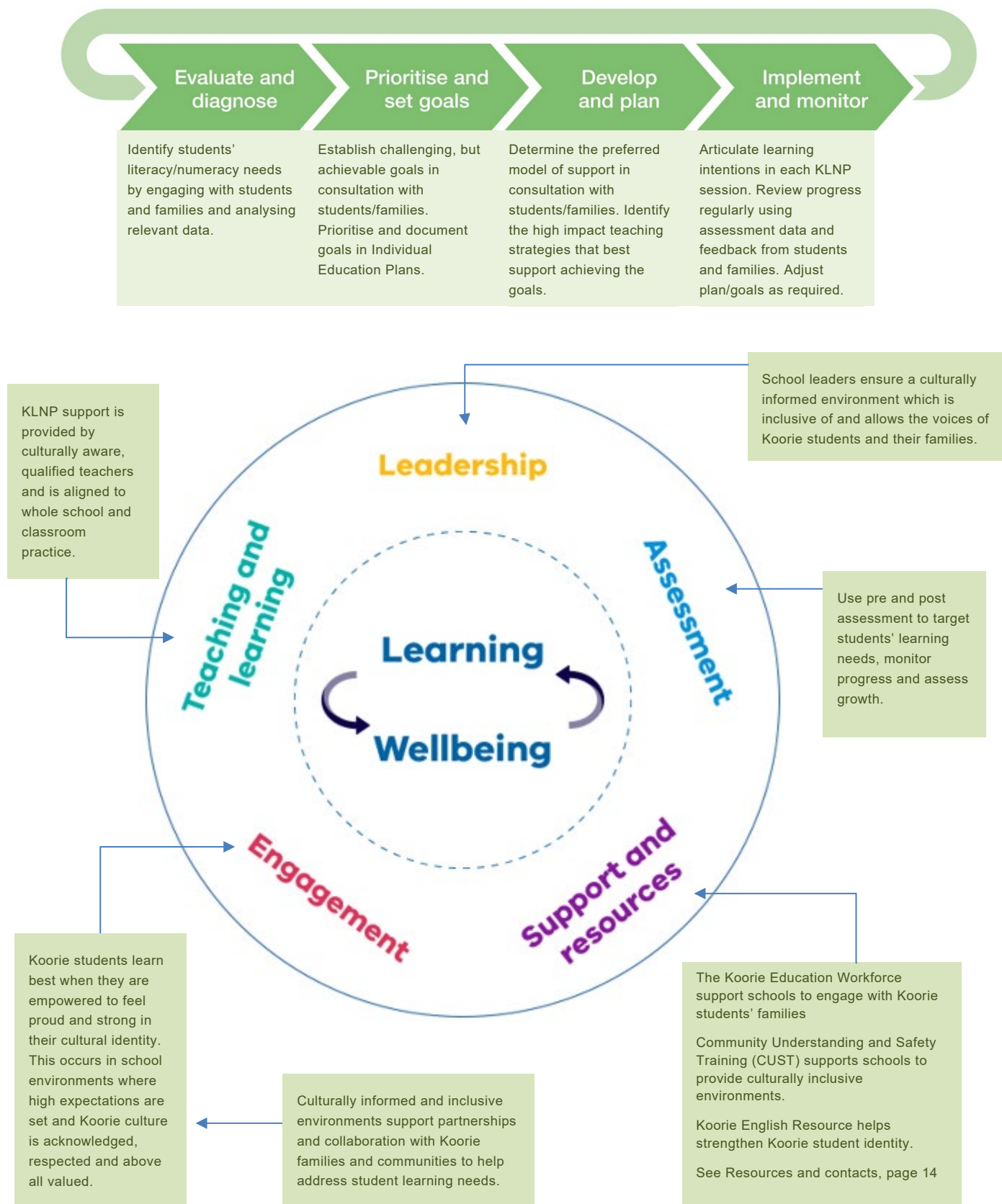
- purchasing resources, or equipment, including digital devices
- employment of staff to reduce general class sizes
- camps, travel expenses, accommodation, clothing and excursions
- interventions that are not primarily focused on literacy and numeracy, such as developing wellbeing or self-esteem programs.

Questions may be directed to the Program Coordinator via email at [koorielitnum@education.vic.gov.au](mailto:koorielitnum@education.vic.gov.au)

## Planning for improved First Nations student outcomes

Effective KLNP support will focus on the specific needs of individual students and be embedded within whole school approaches to literacy and numeracy. It will be informed by the Improvement Cycle and Framework for Improving Student Outcomes 2.0 (FISO 2.0), as shown below.

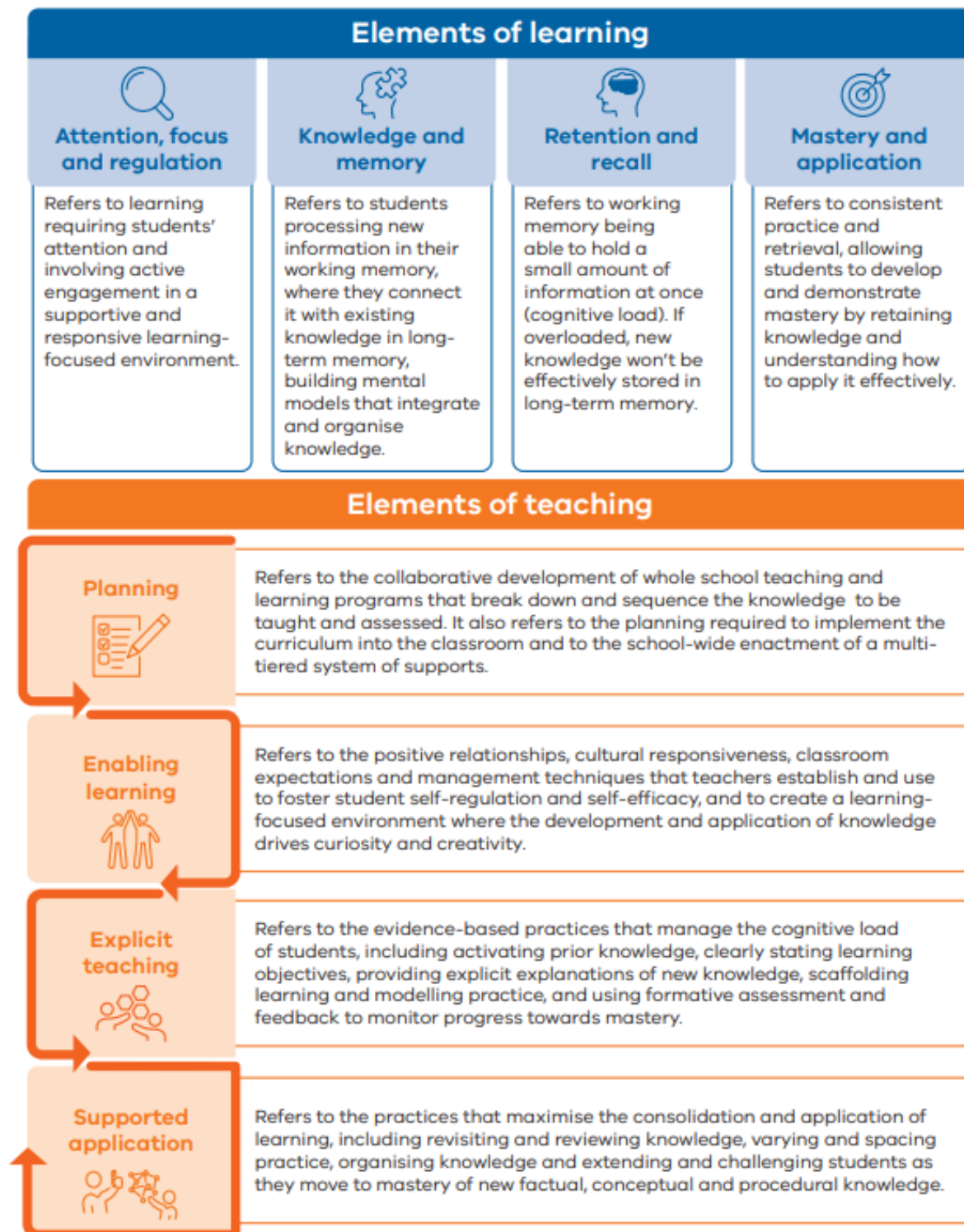
### KLNP planning using the Improvement Cycle and FISO 2.0



## Using the Victorian Teaching and Learning Model 2.0 to inform the KLNLP

The following diagram provides advice and consideration for schools when supporting First Nations students in the context of the Victorian Teaching and Learning Model 2.0.

### Victorian Teaching and Learning Model 2.0



\* Knowledge includes factual, conceptual and procedural knowledge. See AERO (2023), <https://www.edresearch.edu.au/resources/how-students-learn-best>, p.5

## Individual Education Plans (IEPs)

Schools providing funded support programs for First Nations students are expected to inform families and invite them to be involved in developing students' Individual Education Plans (IEPs). Sample letters are provided in Appendix 1. Effective IEPs will be based on the expectation that all First Nations students can achieve high standards if provided with the right learning conditions and support. Effective IEPs will typically describe:

- students' strengths, abilities and learning dispositions
- challenging but achievable learning goals
- strategies for achieving the learning goals
- measures of progress
- means for involving the student's family.

## Encouraging school attendance

It has been noted that the Koorie Literacy and Numeracy programs have positively impacted student attendance by increasing students' sense of connectedness to school and improving relationships with families. However, some schools have pointed to challenges in sustaining First Nations student attendance. Factors that may influence attendance are depicted below. Where attendance is an issue for students, schools are encouraged to consider the factors they can influence and strategies which foster a learning environment which supports First Nations students to want to attend, learn, and succeed at school.

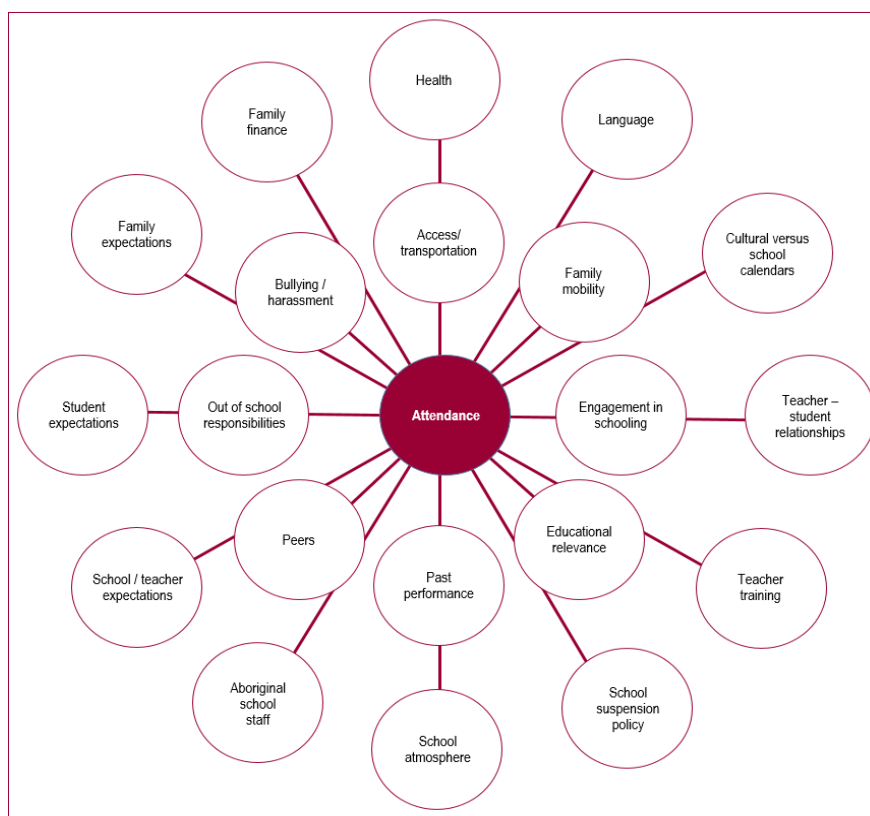


Figure 1: Factors influencing attendance. From *What Works. The Work Program: Core Issue 5 - Student engagement* (page 6). [www.whatworks.edu.au](http://www.whatworks.edu.au)

## Effective practice in supporting First Nations students

Schools vary in how they tailor their KLNP interventions to the needs of the individual students. However, evaluation has identified key principles of effective practice that apply across the diversity of approaches used by schools.

- Comprehensive planning and assessment to ensure interventions are targeted and outcomes monitored. This includes weekly measurement and the use of structured plans.
- Using whole school approaches to cultural inclusion to build productive relationships between the school, student and parents. This includes using the Koorie Education Workforce to engage parents in developing Individual Education Plans and identifying linkages between school activities and cultural inclusion.
- Embedding high quality literacy and numeracy expertise into interventions, for example by using literacy and numeracy specialists, and regular communication with classroom teachers to adapt interventions to changing student needs.

### Feedback from schools.

When planning supports for First Nations students, funded schools are encouraged to reflect on the selected success factors below. These have been identified by schools previously funded through the Early Years Koorie Literacy and Numeracy Program.

Planning consideration	Success factors – comments from EYKLNP schools	Key questions
Expertise and knowledge	"The importance of having an experienced teacher in this role cannot be underestimated."	Who will provide the additional support?  Do personnel have the appropriate level of expertise and cultural understanding?
Support strategy	".. we value fluid groupings of students, where children move in and out of small groups depending upon their needs. The interventions that worked the best were therefore changing regularly."	Are approaches flexible and adaptable to changing student needs?  What processes are in place to evaluate the impact on learning and adjust support accordingly?
Promoting inclusion	"Some students do not want the additional attention. Programs that deliver a certain level of discretion ... seem to work the best."	What is the student preference for support?  Has the support model been discussed with the student and family?
Setting expectations	"The learning intention and success criteria were clear to the students and were referred to for regular feedback."	Are expectations and learning intentions clear and appropriate?  Are expectations and learning goals challenging?  Are goals achievable?  How is success measured?

Planning consideration	Success factors – comments from EYKLN schools	Key questions
Empowering students	"Perhaps the most significant aspect ... has been the development of relationships and the fostering of self-esteem. These have led to our children developing the feeling that they can achieve at school."	How is success celebrated?  How are students supported to take risks?  How is self-efficacy strengthened?

## Resources and contacts

### Literacy and Numeracy Portals

The Victorian Literacy Portal and the Victorian Numeracy Portal bring together a range of quality-assured teaching guides, activities, programs, and professional learning opportunities. The portals are available to early childhood educators, teachers, principals, students, and their families. The portals contain resources designed to help schools improve outcomes for Koorie students. The portals will be updated as new initiatives and programs are rolled out. To access the portals, see:

- [Victorian Literacy Portal](#)<sup>2</sup>
- [Victorian Numeracy Portal](#)<sup>3</sup>

### School leaders

Literacy and Numeracy Leaders can support the KLNP by ensuring that additional support is aligned and embedded within whole school approaches to improve literacy and numeracy outcomes. School leaders are encouraged to adapt and tailor the approaches outlined in the [School leader's guide to improving literacy and numeracy outcomes](#)<sup>4</sup> to ensure KLNP students receive the quality of support required to lift the engagement and outcomes of First Nations students.

### Koorie Education Coordinators

Schools are advised to contact their respective Koorie Education Coordinator (KEC) for their area for advice and support with engaging students' families. The Planning and Implementation Manager, located in the area, can also provide advice regarding engaging families.

Look up your KEC here [Contact a Koorie education coordinator | vic.gov.au \(www.vic.gov.au\)](#)

### KLNP Program Coordinator

For all central enquiries and information, please contact the Program Coordinator via the Koorie Literacy and Numeracy Programs mailbox at [koorielitnum@education.vic.gov.au](mailto:koorielitnum@education.vic.gov.au).

<sup>2</sup> <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/literacyportal.aspx>

<sup>3</sup> <http://www.education.vic.gov.au/about/programs/learningdev/vicstem/Pages/numeracyportal.aspx>

<sup>4</sup> <https://www.education.vic.gov.au/Documents/school/teachers/support/schleadguide.pdf>

## Appendices

### Appendix 1: Sample letter to parents – KLNP support

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The example letter will need to be adapted according to the nature of the support provided by the school.

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Dear [insert name of parent/guardian],

I am writing to inform you about the *Koorie Literacy and Numeracy Program (KLNP)*, which provides additional literacy and/or numeracy support for eligible First Nations students.

The *KLNP* is a Department of Education commitment in Marrung: Aboriginal Education Plan 2016 - 2026, to assist and support First Nations children with their learning and to engage students' families in this process. The program supports the Government's vision of making Victoria the Education State, giving every Victorian the opportunity to succeed.

The program is available to First Nations students in Years F-6 who do not meet literacy/numeracy benchmarks and need assistance in these areas. Our school has received funding to provide additional assistance to your child/children: **[insert name/s]**

The program will be conducted during school hours and may involve one-on-one support, group work or a combination of these approaches based on student's needs. We encourage you to discuss with the classroom teacher of your child/children how this program can support their individual education plan goals.

Please feel free to contact me on **[phone number]** to arrange a meeting or if you have further enquiries.

Yours sincerely