

# MOUNT AUSTIN PUBLIC SCHOOL PLAN 2013 -2014

## SCHOOL CONTEXT

Mount Austin Public School has an enrolment of 256 students in 2012 and draws its students from a low socio-economic background. As a result the school receives Priority School Funding (PSP) funding which supports literacy and numeracy initiatives. The school has approximately an enrolment of 10% with English as a Second Language students and receives English as a Second language support as well as an enrolment of 34% of Aboriginal and Torres Strait Islander and receives the assistance of an Aboriginal Education Officer (AEO) and In Class Tuition program funded through the Department of Education, Employment and Workplace Relations. Major evaluations in a Situational Analysis and Numeracy were conducted in 2011 and are reported on in detail in the Annual School Report. Mount Austin Public School was placed on the Federal Government National Partnership group of schools. This has been a significant boost in funding and resources for Literacy and it will continue in 2013 as the school continues with the Low Socio-Economic group for National Partnerships schools funding.

## SCHOOL IDENTIFIED PRIORITY AREA/S

Aboriginal Education  
Literacy  
Numeracy  
Engagement, attainment and attendance

## INTENDED OUTCOME/S

- ✓ Increase Aboriginal student learning outcomes in literacy and numeracy to match or better outcomes for all students
- ✓ Improved literacy performance of all students
- ✓ Improve the numeracy performance of all students
- ✓ Improve student engagement in learning

## TARGET/S

### Aboriginal Education

- **Closed achievement gap** between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving **greater than expected growth** in **Reading** from 14% in 2012 (1 of 7 students) to **57% in 2013** and 70% in 2014.
- **Closed achievement gap** between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving **greater than expected growth** in **Numeracy** from 29% in 2012 (2 of 7 students) to **71% in 2013** and 100% in 2014.

### Literacy

- **Increase the three year aggregated percentage** of **Year 3** students achieving at or above the NAPLAN minimum standard in **Reading** to **90% in 2013** and 91% in 2014 (from the 2010 - 2012 average of 88.5%).
- **Increase the three year aggregated percentage** of **Year 5** students achieving at or above the NAPLAN minimum standard in **Reading** to **80% in 2013** and 81% in 2014 (from the 2010 - 2012 average of 70%).
- **Increase the three year aggregated percentage** of **Year 3** students achieving at or above the NAPLAN minimum standard in **Writing** to **98% in 2013** and 100% in 2014 (from the 2010 - 2012 average of 97%).
- **Increase the three year aggregated percentage** of **Year 5** students achieving at or above the NAPLAN minimum standard in **Writing** to **85% in 2013** and 87% in 2014 (from the 2010 - 2012 average of 79%).
- **Closed achievement gap** between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving **greater than expected growth** in **Reading** from 14% in 2012 (1 of 7 students) to **57% in 2013** and 70% in 2014.

### Numeracy

- **Increase the three year aggregated percentage** of **Year 3** students achieving at or above the NAPLAN minimum standard in **Numeracy** to **95% in 2013** and 97% in 2014 (from the 2010 - 2012 average of 94%).
- **Increase the three year aggregated percentage** of **Year 5** students achieving at or above the NAPLAN minimum standard in **Numeracy** to **85% in 2013** and 90% in 2014 (from the 2010 - 2012 average of 80%).
- **Closed achievement gap** between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving **greater than expected growth** in **Numeracy** from 29% in 2012 (2 of 7 students) to **71% in 2013** and 100% in 2014.

### Engagement, attainment and attendance

- **Increase the attendance** rate for **Aboriginal** students from 86% in 2013, **90% in 2013** and 95% 2014.
- All students are **engaged** in and **benefitting** from **learning** as indicated through the suspension and attendance data
- **Build the capacity** of **teachers** to implement a **cohesive** school wide **approach** to teaching and **learning** as evidenced in the planning, programming and teaching cycle.
- **Active** school-community **partnerships** in place indicated by the numbers of parents and caregivers attending school activities.

PRINCIPAL'S SIGNATURE: *Anna Middleton*

SED ENDORSEMENT: *Sandra Clifford*

DATE: 22.11.12

SCHOOL IDENTIFIED PRIORITY: Aboriginal Education											
OUTCOME/S	Increase Aboriginal student learning outcomes in literacy and numeracy to match or better outcomes for all students	TARGET/S	<ul style="list-style-type: none"><li><b>Closed achievement gap</b> between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving <b>greater than expected growth</b> in <b>Reading</b> from 14% in 2012 (1 of 7 students) to <b>57% in 2013</b> and 70% in 2014.</li><li><b>Closed achievement gap</b> between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving <b>greater than expected growth</b> in <b>Numeracy</b> from 29% in 2012 (2 of 7 students) to <b>71% in 2013</b> and 100% in 2014.</li></ul>								
			STRATEGIES			INDICATORS		TIMEFRAME		RESPONSIBILITY	REFORM
						2012	2013	2014			
Access regional support in Aboriginal Education as required in 2013-2014  Attendance at Regional and Aboriginal leadership training events  Ensure that teachers’ professional learning plans include a specific focus on bridging the gap in outcomes between Aboriginal and non –Aboriginal students (AEP 2009-12) Support of literacy through engagement of Norte Norte tutor  Provision of release time for staff to meet with parents and caregivers to complete PLP’s			Increased number of Aboriginal parents coming to the school to talk with teachers about their child’s learning needs and progress.  Indigenous names for plants and their uses in appropriate signage and placement		✓	✓	✓	Principal Aboriginal education committee	(R2)	Aboriginal Education funds \$5000	
Implement small intensive reading groups to target students with support from the ESL teacher, SLSOs (Aboriginal) and the STLA.			Norte Norte NAPLAN Evaluation data  Aboriginal and non-Aboriginal students in the Kinderstart program		✓	✓	✓	STLA SLSO Aboriginal ESL teachers	(R4)	Norte Norte funds \$6525	
Use of <i>Community Room</i> to promote parental involvement in the Personalised Learning Plan (PLP)process  Provide release time for individual teachers to meet with parents and complete PLPs			All Aboriginal students have a PLP  Aboriginal parent involvement in the PLP process (goal setting & strategies).  PLP’s completed and reviewed each semester		✓	✓	✓	Assistant Principal Aboriginal Education Committee	(R4)	National Partnership Low SES funds \$2800	

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
		2012	2013	2014			
<p>Joining with other schools to create a Partnership Co-ordinator position to support leadership development programs, provide training in analysis of data and co-ordinate professional learning networks.</p>	<p>Structured in-school leadership programs established</p> <p>Evidence in class programs that programming has been informed by student learning data</p> <p>Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional</p>	✓	✓	✓	<p>Regional Coordinator</p> <p>Principal</p>	(R1,R2,R4,R5)	\$14000 NP Low SES Regional Contribution
<p>Maintain implementation of the Accelerated Literacy program in years 3-6 with Years 1 and 2 undertaking the implementation of Focus on Reading</p>	<p>Evidence in class programs that programming has been informed by teacher professional learning</p>	✓	✓	✓	<p>Instructional Leader</p> <p>Literacy leader</p>	(R1,R2,R4,R5)	<p>NP Low SES Literacy Leader \$56288</p> <p>\$15000</p> <p>0.7 Staffing</p> <p>Early Action for Success</p>
<p>Implement the Early Action for Success program, to coordinate Numeracy pedagogy across the K-2.</p> <p>Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, Numeracy Continuum, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.</p> <p>Leading Teacher Professional Learning in Early Arithmetic Strategies (EAS), CMIT and the K-10 Numeracy Continuum.</p> <p>Mapping student progress in K-2 against the Numeracy Continuum through the use of data walls and rigorous monitoring,</p> <p>Modelling effective teaching strategies.</p>	<p>Implementation of school-developed “Literacy through Numeracy” program.</p> <p>Increased emphasis and focus on explicit teaching of whole number and an overarching Numeracy emphasis on “working mathematically”</p>	✓	✓	✓	<p>Instructional Leader</p> <p>Early Stage 1</p> <p>Stage 1 Teachers</p>	(R1,R2,R4,R5)	<p>\$15000</p> <p>0.7 Staffing</p> <p>Early Action for Success</p>
<p>Implement the Early Action for Success program, to coordinate Literacy pedagogy across the K-2.</p> <p>Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, Literacy Continuum, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.</p> <p>Mapping student progress in K-2 against the Literacy Continuum through the use of data walls and rigorous monitoring,</p> <p>Modelling effective teaching strategies.</p>	<p>Additional teachers trained in L3</p> <p>Additional teachers trained in Focus on Reading</p>	✓	✓	✓	<p>Instructional Leader</p> <p>Early Stage 1</p> <p>Stage 1 Teachers</p>	(R1,R2,R4,R5)	<p>\$15000</p> <p>0.7 Staffing</p> <p>Early Action for Success (As above)</p>

SCHOOL IDENTIFIED PRIORITY:    Literacy												
OUTCOME/S	Improved  literacy performance of all students	TARGET/S	<ul style="list-style-type: none"><li>•    <b>Increase the three year aggregated percentage</b> of <b>Year 3</b> students achieving at or above the NAPLAN minimum standard in <b>Reading to 90% in 2013</b> and 91% in 2014 (from the 2010 - 2012 average of 88.5%).</li><li>•    <b>Increase the three year aggregated percentage</b> of <b>Year 5</b> students achieving at or above the NAPLAN minimum standard in <b>Reading to 80% in 2013</b> and 81% in 2014 (from the 2010 - 2012 average of 70%).</li><li>•    <b>Increase the three year aggregated percentage</b> of <b>Year 3</b> students achieving at or above the NAPLAN minimum standard in <b>Writing to 98% in 2013</b> and 100% in 2014 (from the 2010 - 2012 average of 97%).</li><li>•    <b>Increase the three year aggregated percentage</b> of <b>Year 5</b> students achieving at or above the NAPLAN minimum standard in <b>Writing to 85% in 2013</b> and 87% in 2014 (from the 2010 - 2012 average of 79%).</li><li>•    <b>Closed achievement gap</b> between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving <b>greater than expected growth</b> in <b>Reading</b> from 14% in 2012 (1 of 7 students) to <b>57% in 2013</b> and 70% in 2014.</li></ul>									
			STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET	
							2012	2013	2014			
			Completion of  DASA and establishment of personal professional data learning plan  Conduct staff training each year to update DASA skills and confidence accessing SMART data - 2 hours x25 teachers		Results of DASA training		✓	✓	✓	Principal Computer coordinator	(R2)	Data training \$2000 TPL
			Utilise NAPLAN results, the syllabus and other assessment data to inform teaching and learning programs.  Two staff meetings per year in March and September to develop and monitor whole school plan based on NAPLAN literacy priorities 2013-2014		Familiarity with the students’ profile for the class- evidenced by references within the teaching program		✓	✓	✓	Classroom Teachers Assistant Principal Principal Principal Literacy Leader	(R4)	
			Ameliorate identified areas of need using whole school professional learning plans. Implement L3  and Focus on Reading and extend with the following strategies; Accelerated Literacy 3-6, Multilit - identified students Best Start K-2 Reading Recovery  Yr 1 Additional endorsed courses “Becoming a Writer” Yrs 1 and 2 “Focus on Reading Years 1 and 2 As well as <ul style="list-style-type: none"><li>•    Update 8 teachers in AL  annually 2013-14</li><li>•    Maintain AL  and document in planning, target setting and reporting in teaching programs</li><li>•    Train 2 SLSO’s in Minilit method</li><li>•    Provide resources to implement Best Start in weeks 1-7</li></ul>		Improved NAPLAN results indicated in SMART data  Collected data specific to tracking of students along the Literacy K-6 continuum is integral to monitoring student achievement and informing the effectiveness of teaching and learning programs.		✓	✓	✓	Principal Executive staff Literacy Coordinator All staff  Principal Executive staff Literacy Coordinator All staff	(R4)	NP Low SES \$32652(Multilit)  NP Low SES Literacy Leader \$56288  Global Best Start funds allocated from budget \$4000 Reading Recovery entitlement from staffing \$3000 Low SES NP  NP Low SES \$21000  Global funds  \$20000 .3 funding from National Partnerships Low SES,

<p>Term 1 annually 2013-2014</p> <ul style="list-style-type: none"> <li>Continue teacher training in 2013 for Reading Recovery</li> <li>Employ 1 teacher .5 to implement additional Reading Recovery 2013-2014</li> <li>Continue to train 3 additional teachers in Focus on Reading 2013-2014</li> <li>Continue training of classroom teachers in teaching of spelling - 2013</li> <li>Support attendance at applicable teaching and learning forum sessions 2013-14</li> <li>Introduction to Australian National Curriculum - English</li> </ul> <p>(R4)</p> <p>Implement the Early Action for Success program, to coordinate Literacy pedagogy across the K-2.</p> <p>Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, Literacy Continuum, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.</p> <p>Mapping student progress in K-2 against the Literacy Continuum through the use of data walls and rigorous monitoring,</p> <p>Modelling effective teaching strategies.</p>	<p>Additional teachers trained in L3</p> <p>Additional teachers trained in Focus on Reading</p>		✓	✓	<p>Instructional Leader K-2 AP</p> <p>Instructional Leader, Literacy Leader and all staff</p> <p>Instructional Leader</p> <p>Early Stage 1</p> <p>Stage 1 Teachers</p>	<p>R1,R2,R4,R5)</p>	<p>\$14000</p> <p>TPL \$6000</p> <p>\$15000</p> <p>0.7 Staffing</p> <p>Early Action for Success (As indicated earlier)</p>
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SCHOOL IDENTIFIED PRIORITY: Numeracy											
OUTCOME/S	Improve the numeracy performance of all students	TARGET/S	<ul style="list-style-type: none"><li>• <b>Increase the three year aggregated percentage</b> of <b>Year 3</b> students achieving at or above the NAPLAN minimum standard in <b>Numeracy to 95% in 2013</b> and 97% in 2014 (from the 2010 - 2012 average of 94%).</li><li>• <b>Increase the three year aggregated percentage</b> of <b>Year 5</b> students achieving at or above the NAPLAN minimum standard in <b>Numeracy to 85% in 2013</b> and 90% in 2014 (from the 2010 - 2012 average of 80%).</li><li>• <b>Closed achievement gap</b> between Aboriginal and non-Aboriginal students in NAPLAN results as measured by the number of students achieving <b>greater than expected growth in Numeracy</b> from 29% in 2012 (2 of 7 students) to <b>71% in 2013</b> and 100% in 2014.</li></ul>								
			STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
				2013	2014	2015					
<p>Two staff meetings per year in February and September to develop and monitor whole school plan based on NAPLAN numeracy priorities 2013-2014</p> <p>Ameliorate identified areas of need using whole school professional learning plan</p> <p>Implement Count Me In Too, Counting On, Count Me In Too Indigenous Early numeracy continuum and the Early learning plan in numeracy</p> <p>Train 4 teachers in CMIT per annum 2013-2014</p> <p>Train 3 teachers in Counting On 2013-14</p> <p>Train 1 teacher and SLSO in Count Me In Too Indigenous</p> <p>Programming using the Early Learning Plan in numeracy by all ES1 and S1 teachers 2013-2014</p> <p>Introduction to the Australian Curriculum - Mathematics</p> <p>Access regional support in numeracy as required in 2013-2014</p> <p>Support attendance at applicable teaching and learning forum sessions 2013-2014</p>			Familiarity with the students’ profile for the class- evidenced by references within the teaching program		✓	✓	✓	Principal	(R4)	NP Low SES \$8000 to be used for teacher Professional Learning in numeracy to provide release to attend training and in school planning	
			Utilisation of NAPLAN results, the syllabus and other assessment data present in teaching and learning programs								Numeracy Mentor
			TPL for Early Arithmetic Strategies for K-2 Staff as well as the Numeracy Continuum.								Instructional Leader
			Collected data specific to tracking of students along the Numeracy K-10 continuum is used to monitor student achievement and inform the effectiveness of teaching and learning programs.								Instructional Leader K-2 AP
						✓	✓				Instructional Leader and all staff
								Best Start Coordinator S1 and ES1 teachers		\$15000 0.7 Staffing Early Action for Success	

<p>Implement the Early Action for Success program, to coordinate Numeracy pedagogy across the K-2.</p> <p>Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, Numeracy Continuum, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.</p> <p>Leading Teacher Professional Learning in Early Arithmetic Strategies (EAS), CMIT and the K-10 Numeracy Continuum.</p> <p>Mapping student progress in K-2 against the Numeracy Continuum through the use of data walls and rigorous monitoring,</p> <p>Modelling effective teaching strategies.</p>	<p>Implementation of school-developed “Literacy through Numeracy” program.</p> <p>Increased emphasis and focus on explicit teaching of whole number and an overarching Numeracy emphasis on “working mathematically”</p>	✓	✓	✓	<p>Instructional Leader</p> <p>Early Stage 1</p> <p>Stage 1 Teachers</p>	<p>(R1,R2,R4, R5)</p>	<p>\$15000</p> <p>0.7 Staffing</p> <p>Early Action for Success</p>
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SCHOOL IDENTIFIED PRIORITY: Engagement, attainment and attendance									
OUTCOME/S	Improve student engagement in learning	TARGET/S	<ul style="list-style-type: none"><li>• <b>Increase</b> the <b>attendance</b> rate for <b>Aboriginal</b> students from 86% in 2013, <b>90% in 2013</b> and 95% 2014.</li><li>• All students are <b>engaged</b> in and <b>benefitting</b> from <b>learning</b> as indicated through the suspension and attendance data</li><li>• <b>Build</b> the <b>capacity</b> of <b>teachers</b> to implement a <b>cohesive</b> school wide <b>approach</b> to teaching and <b>learning</b> as evidenced in the planning, programming and teaching cycle.</li><li>• <b>Active</b> school-community <b>partnerships</b> in place indicated by the numbers of parents and caregivers attending school activities.</li></ul>						
			STRATEGIES			INDICATORS		TIMEFRAME	
			2013	2014	2015				
Maintain weekly follow up by school to monitor attendance	Increase in attendance rates shown by data of Absence returns	✓	✓	✓	Principal AEO and staff	(R5)	NP Low SES \$5505		
Inform parents and caregivers of the achievements of their children	Record of calls made								
Continue an evidence-based attendance strategy in 2013 in consultation with school community, which includes targets for improved attendance and reflects the school response to and seeks to enhance the linguistic, cultural and contextual resources that students bring to their schooling (ATSIEAP2010-2014)	Based on greater than 85% attendance data Implementation of Personalised Learning Plans (PLPs) for all Aboriginal students. Increased attendance rates for all students including Aboriginal, special needs and OOHC students.	✓	✓	✓	National Partnership Community Liaison Officer	(R3)			
Purchase additional home readers; Parents will be encouraged to participate before school as reading buddies Parents to be provided with reading training by APLSEs during parent workshops Purchase additional home readers at a high interest level (factual texts).	Increase in % of students participating in nightly reading Increased attention to, and encouragement of the home reading program by teachers, parents & students.	✓	✓	✓	Librarian	(R5)	PSP \$5000 NP Low SES \$3405		
Support attendance at applicable teaching and learning forum sessions 2013-2014	Reporting done annually on progress towards meeting the targets as identified in Annual School Report (ATSIEAP2010-2014)  In school assessment data in Feb/Mar and Oct/Nov	✓	✓	✓	Principal	(R5)	TPL funds \$6000 for teaching and learning forums		



STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
		2013	2014	2015			
Continue joint work with Charles Sturt University to develop improved programs in ICT and Science and Dental Health and Literacy	Results of survey of staff as to individual needs in TPL  Implementation indicated through change in school profile graph in Analytical Framework from phase 3 to phase 4	✓	✓	✓	Principal	(R1)	
Social Worker to work two and half days per week on school site	Records and data in working with external agencies such as Centrelink, Housing NSW, DADHC	✓	✓	✓	Principal	(R6)	National School Chaplain and Student Welfare worker funds \$20000 per annum plus NP LowSES \$15093
Continue sustainable garden strategy to healthy food and healthy eating, with an emphasis on literacy and numeracy	Allocated teaching time  Weekly lessons in kitchen area across K-6 about nutrition, measurement, talking and listening	✓	✓	✓	Principal	(R3)	NP Low SES \$6438
Hire of local bus to strengthen the ties and mobility of students and community for local excursions, and behaviour rewards	Bus hire data	✓	✓	✓	National Partnership Community Liaison Officer	(R6)	Bus hire \$60 per trip \$5000 per semester NP Low SES
Employ Speech therapist to screen and provide therapy for students, and professional learning	Speech reports, therapy records and data from therapist	✓	✓	✓	Principal	(R6)	NP Low SES \$28505
Ensure that all teachers professional learning plans include development of knowledge and skills in ESL pedagogy and teaching refugee students	ESL scales Teaching program evidence	✓	✓	✓	Principal	(R2)	New Arrivals Program entitlement
Implement HOW2Learn strategies across the school in all aspects of learning and student welfare practices	HOW2Learn philosophy and language is used by teachers and students  HOW2Learn language is integrated with PBL  Increase in student engagement in learning	✓	✓	✓	Principal Instructional Leader	(R2, R3, R4)	\$8000 Transitional equity funds

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
		2013	2014	2015			
Staff engage in professional learning to enhance their use of ICT in the classroom and more effective integration of ICT into Literacy and Numeracy Programs.	<p>Student engagement improved through increased use of Interactive Whiteboards. Access to curriculum for all students Enhanced teaching &amp; learning opportunities using effective ICT practices</p> <p>Staff modelling 21<sup>st</sup> century ICT learning</p> <p>Software purchased to enhance the use of IWB and iPads.</p>	✓	✓	✓	Instructional Leader K-2 A.P	(R4)	NP Low SES \$8000
<p>Establish a band</p> <p>Audit of staff and parents on music skills</p> <p>Determine interest of student body</p> <p>Purchase instruments and sheet music</p> <p>Organise a rehearsal space, tuition needs and resourcing.</p>	Lessons commenced and ongoing on a regular basis through the Conservatorium	✓	✓	✓		(R6)	NP Low SES \$24000
<p>Regional coordinator for National Partnership on Low Socio-Economic Status School Communities (NPLSES) recruited and clearly defined role statement developed.</p> <p>Strengthen school development and accountability mechanisms through improved school planning processes including the <i>Team Leadership for School Improvement program</i></p> <p>Assist schools with and co-ordinate reporting of achievements of milestones and targets.</p> <p>Coordinate Regional and cluster professional learning and sharing of effective practices for NPLSES schools</p> <p>Liaise with DET, HR, Finance, Curriculum and PLL directorates to access and coordinate support for principals and schools</p>	Commonwealth and State requirements for National Partnerships on Low socio-economic Status School communities are consistently met across the Region	✓	✓	✓	Regional coordinator, Principal	(R3,R4 R5 R6)	NPLSES \$13000 for Regional Coordinator 5% of allocation