



2021 School Budget Allocation Report: essentials

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Introduction

The funding provided through the 2021 School Budget Allocation Report (SBAR) is a critical resource that directly impacts on student learning.

The funding is provided to meet student learning and wellbeing needs and improve student outcomes. Investing in the education of students is essential to their successful engagement at every stage of schooling.

The funding supports the delivery of the strategic directions and targets identified in your school's Strategic Improvement Plan. The strengthened planning and reporting processes through School Excellence in Action will ensure funding is strategically invested and makes the required impact on student learning outcomes.

Accountability for the effective use of needs-based funding must extend beyond reporting financial expenditure to include evaluation of the impact on student learning. This is done through each school's Annual Report.

The 2021 School Budget Allocation Report (SBAR) shows your school's funding allocation for 2021 and includes staffing, operational costs, the seven needs-based loadings and initiative funding. The 2021 SBAR delivers funding certainty in 2021 with schools receiving greater guidance to plan, monitor, review and evaluate their effective use of funding.

The new 2021 SBAR essentials has a more concise format to increase the readability, clarity, and accessibility of the essential information it contains. Principals and school leaders will also be supported by the new online [SBAR resource hub](#) where they can access more comprehensive information, including resourcing snapshots, case studies and samples, and professional learning resources.

The information in the 2021 SBAR essentials and on the [SBAR resource hub](#) will assist you in developing your school's budget and allocating funding to align with the strategic directions and initiatives in your school's [Strategic Improvement Plan \(SIP\)](#).

Your school's [SIP](#) must show your school community how your school will meet student needs and improve the learning outcomes for all students. Funding contributions toward each activity must be reviewed regularly to ensure they are effective and achieving desired outcomes. Accountability for the effective use of the funds to improve student learning occurs through your school's [SIP](#) and Annual Report.

The funding your school receives should be expended in the calendar year in which it is received. The funds have been allocated for the current year's cohort of students and are provided to support their learning and wellbeing needs.

School budget processes are being simplified, with improved guidance via system enhancements, resources, tools and professional learning opportunities to support schools.

In 2021, the [SIP](#) funding sources table in School Planning and Reporting Online (SPaRO) will be populated with the allocations your school receives through the SBAR. Your school's budget balance will also be updated when a fund source is selected to resource an activity in your school's [SIP](#). With this new feature, your school can easily plan and track annual budget allocations and expenditure on initiatives.

As in previous years, the SBAR provides details of your school's total budget allocations at a point in time.

- The staff allocations in the 2021 SBAR reflect published 2021 Anticipated enrolment and entitlement reports.
- The staff allocations in the 2021 SBAR Adjustments, provided later in Term 1, will reflect published 2021 Actual enrolment and entitlement reports.
- Staff entitlement included in each of the equity loadings is funded from the loading and is not in addition to the loading. If applicable, this staff entitlement will appear in the blue section on page 8 of the SBAR.
- The needs-based funding allocations generally do not change from the 2021 SBAR to the 2021 SBAR Adjustments.

Your school will be supported to strategically and effectively plan and align school resources to initiatives that improve student outcomes, including the effective use of needs-based funding. Support options are outlined at the end of this document.

Your school may receive various budget adjustments throughout the year, for example to reflect published changes in entitlement. Budget adjustments are actioned on a regular basis by the Finance directorate. You will need to update the funding figures in the [SIP](#) funding sources table in SPaRO for budget adjustments as necessary throughout the year.

Your school must spend budget allocations for their intended purposes to meet student and school needs, and this must be reflected in the [SIP](#) and the Annual Report.

Tracking expenditure against an individual work breakdown structure (WBS) or internal order (IO) is voluntary. The use of WBS or IO will assist with the monitoring and reporting requirements for funding allocations. If your school elects to track expenditure against WBS or IO, the details can be found [here](#).

A summary of updates for the 2021 SBAR can be found [here](#).

Targeted funding

Targeted funding is provided to your school to meet the specific needs of identified students.

Refugee student support SBAR page 3

This funding supports students from refugee backgrounds who have been enrolled in an Australian school for less than three years.

Data is extracted from the English as an additional language or dialect (EAL/D) survey data signed off by the principal in June.

Examples of the effective use of the allocation include:

- supporting teachers to differentiate teaching and learning through EAL/D professional learning that focuses on refugee education
- creating a refugee support role or team to coordinate personalised support for students from refugee backgrounds
- identifying and targeting support for refugee students, including mentoring, tutoring, peer support, bilingual support and provision of essential equipment to facilitate active participation in school activities and the community.

Need to know more?

Contact the refugee student programs advisor on 7814 3796.

Refer to the [Multicultural education](#) and [Supporting refugee students](#) webpages for more information.

For details of how to use the allocation and best practice examples, visit the [SBAR resource hub](#).

New Arrivals Program SBAR page 3

This resource provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency.

This resource is not provided through the SBAR. Primary schools and rural and regional secondary schools with eligible, newly arrived EAL/D students should submit an application for New Arrivals Program (NAP) teaching support.

The application process for NAP support is changing. From Term 4 2020, it is anticipated that schools will be able to apply for NAP teaching support via the new arrivals application tab on the online data collections for schools website. Further advice will be provided to schools in Term 4 2020.

Need to know more?

Contact the new arrivals advisor on 7814 3046 or by email ESLnap@det.nsw.edu.au, the EAL/D education advisor (rural and regional) on 7814 3731 or the intensive English programs advisor on 7814 3284.

Refer to the [English as an additional language or dialect education](#) and [New Arrivals Program](#) webpages for more information.

Integration funding support SBAR page 3

Integration funding support (IFS) allocations support eligible students with confirmed disability in mainstream classes who require moderate to high levels of adjustment.

Data is extracted from the information provided through the [access request process](#). The allocation shown on the 2021 SBAR is the 2020 allocation, and will be updated to the 2021 allocation in the 2021 SBAR Adjustments.

Schools are expected to expend the total allocation in the year it is received or return any unused allocation in excess of \$100 to IFS.

The allocation should be used to support the eligible student/s by:

- engaging additional teachers and school learning support officers (SLSOs) to assist with personalised learning and support for students in their classrooms
- providing relief for classroom teachers to undertake professional learning and to plan adjustments with parents and carers and other school staff.

Examples of the effective use of the allocation include:

- liaising with an expert teacher with skills and experience with a specific disability type
- providing release for professional learning regarding a specific disability
- liaising with a therapist to implement recommendations.

Need to know more?

Contact your student support services team on 13 15 36 or Inclusive education at integration_funding_support@det.nsw.edu.au.

Refer to the [Disability, learning and support](#) webpages for more information.

For details of how to use the allocation and best practice examples, visit the [SBAR resource hub](#).

Equity loadings

Equity loadings are provided as additional funding to your school to directly support the needs of student equity groups. The four equity loadings include Aboriginal background, socio-economic background, English language proficiency and low level adjustment for disability.

Socio-economic background SBAR page 4

Socio-economic status is a significant determinant of educational outcomes. The socio-economic background equity loading is to be used to meet the additional learning needs of students from low socio-economic backgrounds at your school.

Data is extracted from the Enrolment Registration Number (ERN) system in early Term 2 each year and is used to calculate the Family Occupation and Education Index (FOEI) score for each school.

The report includes:

- needs-based funding allocations based on the FOEI and the number of quarter 1 and quarter 2 students
- staff entitlement related to the loading, and a staffing adjustment (where applicable) for those schools that do not receive sufficient socio-economic background funding to cover the cost of this staff entitlement.

Examples of the effective use of the socio-economic background equity loading include:

- employing a teacher to work as a numeracy and literacy mentor with identified students
- providing funding to ensure engagement in whole school activities, including extra-curricular activities, school equipment including laptops, and excursions
- engaging a youth worker to provide community-based intervention for an identified student, or group of students, to support their engagement in schooling and goal setting.

Need to know more?

Contact the strategic schools resourcing team at SSR@det.nsw.edu.au.

For details of how to use the allocation and best practice examples, visit the [SBAR resource hub](#).

Aboriginal background SBAR page 5

The equity loading for Aboriginal background is to be used to meet the specific learning needs of Aboriginal students at your school.

Data is extracted using the mid-year census data from National Schools Statistics Collection (NSSC) – all Aboriginal enrolments.

Funds under the Aboriginal background equity loading are provided to schools to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. In addition, these funds may be used to ensure that all teachers are culturally competent and schools are culturally responsive, acknowledging connections to local Aboriginal culture.

Engaging Aboriginal people in partnership and decision making should be embedded as a critical element of successful practice. Acknowledgement of and consultation with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) as the peak community advisory body should be sought when considering, designing and implementing Aboriginal programs.

Examples of the effective use of the Aboriginal background equity loading include:

- working in conjunction with a NSW Department of Education Language and Culture Nest to create school literacy resources embedding local language
- engaging a literacy and numeracy focused instructional leader and Aboriginal SLSOs to deliver differentiated and personalised support to Aboriginal students
- ensuring community consultation and engagement to promote and enable the inclusive development of cultural competency.

Need to know more?

Contact your local Aboriginal Education and Engagement Advisor on 131 536, your Director, Educational Leadership or the Director, School Services.

Refer to the resources supporting effective practice on the Aboriginal Education and Communities directorate webpage, including the Aboriginal Education Policy.

For details of how to use the allocation and best practice examples, visit the [SBAR resource hub](#).

English language proficiency SBAR page 6

This equity loading for English language proficiency provides support for students at all four phases of English language learning – beginning, emerging, developing and consolidating.

Data is extracted using each school's level of English language proficiency need as reported in the English as an additional language or dialect (EAL/D) survey in June.

As schools are resourced according to need, changes in allocations may occur from year to year with fluctuations in enrolments of EAL/D students.

Please note, the additional 104 full-time equivalent (FTE) positions provided to assist schools in meeting the needs of growing numbers of EAL/D students will continue in 2021. The total pool of EAL/D teacher positions is 1,000 FTE.

Examples of the effective use of the English language proficiency equity loading include:

- employing an additional EAL/D teacher to deliver targeted support for EAL/D students
- employing a bilingual SLSO to support students to clarify learning in their home language
- enhancing the delivery of EAL/D pedagogy across the school through strategic school EAL/D leadership positions and professional learning for teachers.

Need to know more?

Contact the EAL/D education coordinator on 7814 3727, the rural and regional EAL/D education advisor on 7814 3731 or your Director, Educational Leadership.

Refer to [School Excellence in Action: Using funding for EAL/D students](#) and the [Multicultural education](#) and [English as an additional language or dialect](#) webpages.

For details of how to use the allocation and best practice examples, visit the [SBAR resource hub](#).

Low level adjustment for disability SBAR page 7

The equity loading for low level adjustment for disability is an allocation to support students at your school in mainstream classes who have a disability and additional learning and support needs requiring an adjustment to their learning.

The low level adjustment for disability resource allocation comprises an allocation base determined by revised school enrolments and a supplementary allocation based on student needs.

The 2020 flexible funding allocation is shown on the report and will be updated in the 2021 SBAR Adjustments. Further advice will be provided to schools early in Term 4 2020.

The learning and support teacher allocation is for 3 years – 2018-2020 – and has been extended for 2021.

This loading supports schools to meet their obligations to students under the Commonwealth Disability Standards for Education, 2005. The funding can be used for additional teacher or SLSO time as well as teacher release, for example for related professional learning and program coordination. SLSOs must have a minimum period of employment of an unbroken two hours.

Examples of effective use of the low level adjustment for disability equity loading include:

- engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students
- engaging a learning and support teacher to work with individual students and in a case management role within the classroom
- providing support for targeted students within the classroom and playground through the employment of SLSOs.

Need to know more?

Contact your student support services team on 131 536 or your Director, Educational Leadership.

Additional information and resources are available at [Disability, learning and support](#).

For details of how to use the allocation and best practice examples, visit the [SBAR resource hub](#).

Base school allocation

The base school allocation provides funding for the core cost of educating each student and operating a school. This includes staffing (teaching/school administrative and support staff) and operational components.

Staffing [SBAR page 8](#)

This allocation is provided for staffing at your school and can only be used for staffing.

Data for this allocation is extracted from your school's published Anticipated enrolment and entitlement report. Staffing allocations are provided at [standard cost](#). Standard costs for each position can be found at [salaries support](#).

Where applicable, your school's staffing allocation may include allocations such as quality teaching, successful students (QTSS). The QTSS allocation provides further support to improve teacher quality and enhance professional practice in schools with primary student enrolments. This allocation is based on the previous year's published Actual enrolment and entitlement reports.

Your school's staffing allocation may also include additional allocations that do not appear on the school's published enrolment and entitlement reports, such as:

- Rural and Remote Schools Aboriginal Employment Program (previously known as Community Development Employment Projects)
- Schools as community centres (SaCCs).

Staff entitlement table

The green section of the staff entitlement table shows the teaching and school administrative support staff (SASS) on your school's staff entitlement, excluding equity positions.

The blue section of the staff entitlement table shows the equity positions that also appear on your school's staff entitlement and are funded from the respective equity loadings. For example, the learning and support teacher is funded from the low level adjustment for disability equity loading.

Positions at the same designation are rolled into one line, for example the allocation for classroom teachers includes classroom teacher, part-time teacher and teacher-librarian.

Need to know more?

Please select from the following contacts:

- for staffing, submit an [online query](#), and select Human Resources (HR)-Recruitment
- for SaCCs, email Tasnim.kazi@det.nsw.edu.au
- for the Rural and Remote schools Aboriginal Employment Program, email AboriginalEmployment@det.nsw.edu.au
- for QTSS, email SSR@det.nsw.edu.au.

For additional information on QTSS, visit the [Quality teaching, successful students](#) webpage.

Sick and FACS leave model (SFLM) SBAR page 8

Schools are expected to use the SFLM budget for relieving staff for sick and FACS leave taken. The funds can be used to employ staff to cover staff absences.

Schools receive an SFLM budget based on the individual school's average sick and FACS leave taken between 2017 and 2019. The school's average position is moderated according to a statewide benchmark of sick days for schools.

The number of sick and FACS leave days taken across all schools is monitored centrally. Schools impacted by higher than expected instances of approved sick and FACS leave will receive a budget adjustment.

Need to know more?

Contact EDConnect on 1300 32 32 32, option 1 or option 4.

Additional information is available on the [sick and FACS leave model](#) webpage.

Operational funding

School operational funding SBAR page 9

This funding allocation is provided to support the operation of the school.

Allocations where applicable are based on published Anticipated enrolment and entitlement reports.

Need to know more?

Email schoolfunding@det.nsw.edu.au.

Further information is available [here](#).

Utilities SBAR page 9

From 2021, the funding allocation for utilities is provided for water and waste utility costs only, with electricity and gas now managed centrally.

Utilities allocations are based on published Anticipated enrolment and entitlement reports and school square meterage data. Funding calculations have been applied on a pro-rata basis for the water and waste component for each school, based on the previous year's utilities model.

From 2021, electricity and gas have been removed from the SBAR to be managed centrally, with associated budgets and costs transferred into the corporate space. Principals remain accountable for their school's energy usage through a monthly monitoring process.

Need to know more?

Contact schoolfunding@det.nsw.edu.au.

Further information is available [here](#).

Per capita SBAR Page 9

This allocation gives principals more flexibility in their local decision making to meet the unique needs of students in their school.

Data is collected from the National Schools Statistics Collection (NSSC) data – FTE enrolments for mainstream and support classes.

Some specialised settings receive a higher weighted per capita loading due to the intensive nature of teaching support required. Notional enrolments apply for specialised settings and the number of classes.

This flexible funding can be added to other equity funding allocations to maximise implementation strategies to improve student outcomes.

Schools may choose to use this allocation to:

- enhance teaching resources
- allocate additional resources to support specific programs
- employ a range of personnel to support student learning needs.

Examples of the effective use of this allocation include:

- engaging part-time teachers to support the learning needs of individual students such as gifted and talented students or students with identified learning needs
- employing a community liaison officer (CLO) to engage parents/carers and families in their children's learning and in school life
- subsidising sporting programs focusing on movement, wellbeing and social skills.

Need to know more?

Contact the strategic schools resourcing team at SSR@det.nsw.edu.au or your Director, Educational Leadership.

Location SBAR pages 9 and 10

This funding allocation is provided to address school needs associated with remoteness and/or isolation.

The location loading measures remoteness using the Accessibility/Remoteness Index of Australia (ARIA+) and measures isolation based on a school's enrolments and distance from other schools. (NSSC data – all enrolments.)

Examples of the effective use of this allocation include:

- purchasing resources to enable connection and collaboration with other schools for a range of purposes, including professional learning
- professional learning to develop new skills and support teachers in their use and integration of technology to increase collaboration with other schools, including for curriculum delivery
- using funding for swim school buses, which might otherwise make the cost of the program prohibitive.

Need to know more?

Contact the strategic schools resourcing team at SSR@det.nsw.edu.au or your Director, Educational Leadership.

Urgent minor maintenance SBAR page 9

This funding allocation is provided to support maintenance costs for emergencies or unforeseen incidents.

The allocation is calculated based on published Anticipated enrolment and entitlement reports.

Need to know more?

Contact schoolfunding@det.nsw.edu.au.

Teaching principals relief SBAR page 9

This funding allocation is provided to support relief days for teaching principals 1 and 2 (TP1 and TP2) from classroom teaching.

The allocation reflects published Anticipated enrolment and entitlement reports. Additional funding has been retained for the 2021 school year.

Need to know more?

Contact schoolfunding@det.nsw.edu.au.

Initiative funding

Professional Learning SBAR page 9

This funding allocation is provided to address the professional learning needs of all staff. For teaching staff, the focus should be on enhancing professional practice to improve student progress and achievement.

Principals and school leaders have the flexibility to decide how to best use these funds to address the professional learning needs of the school's teaching, SAS and other non-teaching staff.

Need to know more?

Contact professionallearning@det.nsw.edu.au.

Refer to the [Professional learning policy for schools](#).

Beginning teacher support SBAR page 9

This funding is to be used to enhance the professional growth of beginning teachers during their induction period.

Beginning teacher support funding is not included in this report. All funding will be processed as budget adjustments throughout the year. Formal email notification will be forwarded to schools and to eligible teachers once eligibility has been confirmed.

Need to know more?

Contact the teacher talent team on 7814 3820 or email beginningteachersupport@det.nsw.edu.au.

Refer to [Beginning teacher support funding](#) for more information.

Literacy and numeracy SBAR page 9

This funding allocation is provided to address the literacy and numeracy learning needs of students from Kindergarten to Year 6.

All schools with Kindergarten to Year 6 enrolments receive funding based on a moderated per capita allocation in accordance with the principles of the Resource Allocation Model (RAM). Some schools also receive a staffing allocation.

Need to know more?

Contact the literacy and numeracy team at literacy.numeracy@det.nsw.edu.au or phone 7814 2708.

Use the [school services contacts](#) tool to find contact details for the literacy and numeracy strategy advisors in your school services team.

Refer to [literacy and numeracy](#) for more information.

Flexible funding for wellbeing services SBAR page 9

This funding allocation is provided to identified schools to support student wellbeing.

The flexible funding for wellbeing services funding allocation is based on indicators of school need. The allocation captures a broad range of schools with varying needs including large schools, schools with unique profiles and schools with needs associated with a high refugee population, child protection indicators and total school resourcing.

An individual email with additional information is sent to each principal of the identified schools.

Examples of the effective use of this allocation include:

- engaging additional staff such as student support officers, teachers, counsellors or community liaison officers
- utilising whole school evidence-based approaches such as [Positive Behaviour for Learning](#), MindMatters and KidsMatter
- engaging an external provider to deliver wellbeing services.

Need to know more?

Contact the Leader, Wellbeing Strategy on 7814 2356 or at wellbeing@det.nsw.edu.au.

Refer to [flexible funding for wellbeing](#) for further information.

Early Action for Success (EAfS) SBAR page 9

The purpose of this funding allocation is to improve students' performance through targeted support for primary schools in the lowest quartile of NAPLAN performance in literacy and numeracy.

The allocation is for the engagement of EAfS instructional leaders and may not be used for any other purpose.

Need to know more?

Contact the Leader, Literacy and Numeracy Action Plan on 7814 2784 or the Strategy, Correspondence and Finance Coordinator on 7814 2708 or at literacy.numeracy@det.nsw.edu.au

Refer to [Early Action for Success](#) for further information.

School support allocation (principal support) SBAR page 9

This funding allocation is provided to support schools with their administrative duties and reduce the administrative workload of principals.

The allocation reflects published 2021 Anticipated enrolment and entitlement reports. Funding is provided based on enrolments, with the minimum allocation equivalent to 0.2 FTE school administrative officer (SAO) at standard cost.

This allocation could be used to provide additional administrative hours, overtime or an additional position.

Need to know more?

Contact HRCompliancegroup@det.nsw.edu.au

Refer to [School support allocation \(principal support\)](#) and [School leadership strategy](#) for further information.

Schools for specific purposes quality teaching support

SBAR page 9

This staffing allocation is provided to schools for specific purposes to provide additional quality teaching support.

This is an additional FTE allocation and is provided based on each school's notional enrolments.

Schools have the flexibility to decide the best use of the allocation to enhance professional practice.

Need to know more?

Contact HRCompliancegroup@det.nsw.edu.au

Refer to [schools for specific purposes quality teaching support](#) for further information.

Site specific SBAR page 9

Schools will see the allocations that are applicable to their school only.

Examples include (but are not limited to):

- year adviser
- supervisor of female students
- personal leave and additional training days (incentive schools)
- new schools student support
- agriculture grant
- central schools allowance
- support classes.

Need to know more?

Visit the [SBAR resource hub](#) for contact details for each of the site specific allocations.

Schools for specific purposes (SSP) supplementary funding

The SSP supplementary funding is a flexible funding allocation to support additional staff resourcing needs within SSPs.

The SSP supplementary funding was distributed to SSPs in 2020 and will continue in 2021. The allocations for some hospital schools and education and training units are not complete and will be advised in the 2021 SBAR Adjustments.

The purpose of this funding allocation is to provide and evaluate interim additional resourcing to inform the future staffing methodology review (SMR) entitlement solutions. This funding allocation may only be used for staffing.

Need to know more?

Contact staffingmethodologyreview@det.nsw.edu.au.

Refer to the [staffing methodology review website](#).

Specialist support provisions

The allocation of \$300 per specialist support class and/or position is to supplement school funds and can be used by schools to meet working expenses or purchase technology and resources for use by the specialist support class and/or teacher.

The allocation for itinerant support teachers, sensory is included at schools where the assistant principal itinerant hearing and/or vision who supervises these itinerant support teacher positions is based.

The allocation shown on the 2021 SBAR is the 2020 allocation, and will be updated to the 2021 allocation in the 2021 SBAR Adjustments.

Need to know more?

Contact your student support services team on 13 15 36.

Support for schools

To understand the SBAR and build capability around making effective, evidence based resourcing decisions to promote student learning outcomes, see the [online resources](#) or contact [Strategic Schools Resourcing](#).

For specialist advice to support your school leadership team to effectively plan and align resources to initiatives through the Strategic Improvement Planning process, contact [Strategic Schools Resourcing](#) or use the contact information for the [Field Services support team](#).

For professional learning around understanding the SBAR, see the range of courses available [here](#).

For information about strategic planning for continual improvement, see the [School Excellence Policy](#) and the [School Excellence in Action](#) webpages.

For information about the quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students, see the Centre for Education Statistics and Evaluation's [What works best](#) publications.

For enterprise Financial Planning Tool (eFPT) information, see the range of new eLearning modules that can be accessed through [eLearning modules on MyPL](#) (filter on the key learning area - EdConnect training for schools). eFPT support also includes updated and simplified [eFPT support material](#).

For updated [General Ledger Account listing](#) and [Budget Hierarchy](#) information use the links provided to the Schools Finance intranet page.

For information about principal classification and how it is calculated, visit [principal classification structure](#).