

# STATES OF JERSEY



## GRANT AIDED SCHOOLS: GRANTS

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Lodged au Greffe on 11th May 2011  
by Senator B.E. Shenton

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STATES GREFFE

## **PROPOSITION**

**THE STATES are asked to decide whether they are of opinion –**

- (a) to request the Minister for Education, Sport and Culture to maintain grants to Beaulieu Convent School, De La Salle College, F.C.J. Primary School, Jersey College for Girls Preparatory School, Jersey College for Girls, Victoria College and Victoria College Preparatory School at the current levels pending publication of the forthcoming Education White Paper, ensuring that there is meaningful consultation through a Green Paper beforehand;
- (b) to request the Minister for Education, Sport and Culture to lodge as a separate proposition, both ahead of and outside of the Annual Business Plan process, any changes to the current arrangements with detailed analysis of the reason for the policy change, as well as the benefits and deficiencies of any proposed change, and to refrain from implementing any changes until the revised policy has been approved by the States Assembly;
- (c) to request the Minister for Education, Sport and Culture to establish service level agreements between the Education Department and the receivers of any grant described above, setting out the minimum requirements in respect of educational standards and facilities, including the provision of any bursary schemes, and brought into force by December 2012.

SENATOR B.E. SHENTON

## REPORT

*“Fee paying education in Jersey is a model for a public /private partnership that works. However shoot first, and ask questions later, seems to be the motto of the Education Minister. There is a desire to put political expediency ahead of proper research and planning in order to provide knee-jerk short-term savings that will prove to be extremely expensive both financially and in terms of the educational achievements of future generations. The Department has promised consultation followed by a White Paper covering the future of education – let us have the opportunity to analyze this before we start deconstructing a system that works.”*

Firstly it is important to establish that allowing parents to contribute extra to their children’s education by subsidising fees is a great deal for the taxpayer.

The table below illustrates taxpayer costs on a per pupil basis at current funding levels;

<b>TAXPAYER COST PER PUPIL EXCLUDING CENTRAL COSTS OF £7,500,000.</b>			<b>TOTAL STATES FUNDING</b>	<b>TOTAL</b>	<b>AVERAGE</b>
	<b>SCHOOL</b>		<b>ex Central Costs</b>	<b>PUPILS</b>	<b>COST</b>
1	GRAINVILLE	Secondary	3,909,159	554	7,056
2	HAUTLIEU	Secondary	4,471,229	672	6,654
3	HAUTE VALLÉE	Secondary	4,266,029	712	5,992
4	LE ROCQUIER	Secondary	5,184,032	900	5,760
5	GRANDS VAUX	Primary	832,989	148	5,628
6	LES QUENNEVAIS	Secondary	4,576,927	825	5,548
7	ST. MARY	Primary	783,891	147	5,333
8	BEL ROYAL	Primary	819,967	159	5,157
9	SAMARÈS	Primary	1,060,959	211	5,028
10	ST. LUKE	Primary	829,680	170	4,880
11	LES LANDES	Primary	762,438	159	4,795
12	MONT NICOLLE	Primary	796,816	167	4,771
13	ST. SAVIOUR	Primary	811,899	171	4,748
14	TRINITY	Primary	748,665	158	4,738
15	ST. LAWRENCE	Primary	787,209	167	4,714
16	ST. CLEMENT	Primary	820,137	175	4,686
17	ST. JOHN	Primary	789,157	169	4,670
18	SPRINGFIELD	Primary	833,411	179	4,656
19	ROUGE BOUILLON	Primary	1,616,135	353	4,578
20	ST. PETER	Primary	793,870	174	4,562
21	PLAT DOUET	Primary	1,401,091	320	4,378
22	ST. MARTIN	Primary	795,201	182	4,369

23	JANVRIN	Primary	1,444,408	331	4,365
24	LA MOYE	Primary	1,308,830	315	4,155
25	D'Auvergne	Primary	1,316,206	317	4,152
26	GROUVILLE	Primary	1,415,793	351	4,034
27	FIRST TOWER	Primary	1,427,643	362	3,944
28	DE LA SALLE SECONDARY	Secondary	1,701,834	567	3,001
29	BEAULIEU SECONDARY	Secondary	1,653,112	553	2,989
30	JCG	Secondary	2,102,871	713	2,949
31	VICTORIA COLLEGE	Secondary	2,074,904	730	2,842
32	FCJ CONVENT	Primary	490,406	294	1,668
33	ST. MICHAEL'S	Up to age 14	413,328	324	1,276
34	ST. GEORGE'S	Primary	205,379	177	1,160
35	BEAULIEU PRIMARY	Primary	223,635	193	1,159
36	DE LA SALLE PRIMARY	Primary	274,156	249	1,101
37	VC PREP	Primary	305,568	294	1,039
38	JCG PREP	Primary	382,390	376	1,017

The next table includes central costs. The table above was provided by the Education Department, but upon analysis it was found that a number of costs were excluded.

These 'central costs' amount to £7,505,300 and represent a sizeable 7.5% chunk of the Education budget.

A breakdown of this figure is detailed in the Appendix at the back of this proposition. In order to allocate these costs, I have largely applied the Schools and Colleges Support Team (£1,587,400) by actual school as a breakdown is available.

Directorate/Secretarial, policy and planning, ICT support, finance and long-term sickness costs have been totalled (£4,603,400) and allocated to schools based on pupil numbers.

I have not included culture and lifelong learning, sport and leisure support teams, or local society grants/jèrriais (£1,314,500).

The taxpayer cost of educating a pupil at Grainville of £7,956 compares with a taxpayer cost at Beaulieu of £2,989. This represents a subsidy of just 37.56% of the taxpayer cost.

The taxpayer cost of educating a pupil at Grands Vaux of £6,060 compares with a taxpayer cost at De La Salle Primary of £1,101. This represents a subsidy of just 18.17% of taxpayer cost.

Taxpayer costs including some central costs.

			<b>Total Taxpayer Funding</b>	<b>Total Taxpayer Cost per Pupil</b>
1	<b>GRAINVILLE</b>	<b>Secondary</b>	4,407,901	7,956
2	<b>HAUTLIEU</b>	<b>Secondary</b>	4,761,392	7,085
3	<b>BEL ROYAL</b>	<b>Primary</b>	1,101,202	6,926
4	<b>HAUTE VALLÉE</b>	<b>Secondary</b>	4,727,686	6,640
5	<b>ST. SAVIOUR</b>	<b>Primary</b>	1,093,412	6,394
6	<b>ST. CLEMENT</b>	<b>Primary</b>	<b>1,116,973</b>	<b>6,383</b>
7	<b>LE ROCQUIER</b>	<b>Secondary</b>	<b>5,619,516</b>	<b>6,244</b>
8	<b>LES QUENNEVAIS</b>	<b>Secondary</b>	<b>5,056,486</b>	<b>6,129</b>
9	<b>GRANDS VAUX</b>	<b>Primary</b>	<b>896,894</b>	<b>6,060</b>
10	<b>ROUGE BOUILLON</b>	<b>Primary</b>	<b>2,090,356</b>	<b>5,922</b>
11	<b>ST. MARY</b>	<b>Primary</b>	<b>847,364</b>	<b>5,764</b>
12	<b>SAMARÈS</b>	<b>Primary</b>	<b>1,152,067</b>	<b>5,460</b>
13	<b>ST. LUKE</b>	<b>Primary</b>	<b>903,084</b>	<b>5,312</b>
14	<b>LES LANDES</b>	<b>Primary</b>	<b>831,093</b>	<b>5,227</b>
15	<b>MONT NICOLLE</b>	<b>Primary</b>	<b>868,925</b>	<b>5,203</b>
16	<b>TRINITY</b>	<b>Primary</b>	<b>816,888</b>	<b>5,170</b>
17	<b>ST. LAWRENCE</b>	<b>Primary</b>	<b>859,318</b>	<b>5,146</b>
18	<b>ST. JOHN</b>	<b>Primary</b>	<b>862,130</b>	<b>5,101</b>
19	<b>SPRINGFIELD</b>	<b>Primary</b>	<b>910,701</b>	<b>5,088</b>
20	<b>ST. PETER</b>	<b>Primary</b>	<b>869,001</b>	<b>4,994</b>
21	<b>PLAT DOUET</b>	<b>Primary</b>	<b>1,539,264</b>	<b>4,810</b>
22	<b>ST. MARTIN</b>	<b>Primary</b>	<b>873,787</b>	<b>4,801</b>
23	<b>JANVRIN</b>	<b>Primary</b>	<b>1,587,330</b>	<b>4,796</b>
24	<b>LA MOYE</b>	<b>Primary</b>	<b>1,444,844</b>	<b>4,587</b>
25	<b>D'AUVERGNE</b>	<b>Primary</b>	<b>1,453,083</b>	<b>4,584</b>
26	<b>GROUVILLE</b>	<b>Primary</b>	<b>1,567,351</b>	<b>4,465</b>
27	<b>FIRST TOWER</b>	<b>Primary</b>	<b>1,583,951</b>	<b>4,376</b>
28	JCG	Secondary	2,410,737	3,381
29	VICTORIA COLLEGE	Secondary	2,390,111	3,274
30	DE LA SALLE SECONDARY	Secondary	1,701,834	3,001
31	BEAULIEU SECONDARY	Secondary	1,653,112	2,989
32	FCJ CONVENT	Primary	490,406	1,668
33	VC PREP	Primary	432,514	1,471
34	JCG PREP	Primary	544,743	1,449
35	ST. MICHAEL'S	Up to age 14	413,328	1,276
36	ST. GEORGE'S	Primary	205,379	1,160
37	BEAULIEU PRIMARY	Primary	223,635	1,159
38	DE LA SALLE PRIMARY	Primary	274,156	1,101

There is a danger under the current system of Government that significant policy changes will be made by an individual elected by a district or parish rather than by the Council of Ministers or the States Assembly. Without the checks and balances that were proposed in Clothier, it is important to move significant policy decisions away from the personal preferences of an individual and back to the States Assembly.

Within this Report I shall endeavour to briefly cover the issues raised through the proclaimed policy of the current Minister, Deputy J.G. Reed of St. Ouen, and the policy developed within his education silo. There are a number of issues to be addressed.

1. The importance of offering faith-based education to as many students as possible.
2. The success of an education system whereby over 40% of parents contribute extra to educational costs.
3. The importance of examining the effects on disposable incomes during economic downturns, and in particular the impact on fee-paying parents who have witnessed significant increases in fees over recent years.
4. The cost of university funding in light of UK changes to the costs of university education.
5. The impact on the faith-based schools and the risk that a high transfer rate to fully funded schools will have a negative financial impact.
6. The concept of announcing a significant change in education policy prior to the implementation of consultation through a Green Paper, and the damage to the reputation of the Government.
7. The weakness of a Government whereby Ministers have the power to make significant changes to long-term successful policy without reference to the States Assembly, and without consultation.

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**1. The importance of offering faith-based education to as many students as possible.**

In terms of examining the importance of Catholic educational provision, I have looked at evidence available from Australia and the USA. The reason for this is that it is difficult to find studies based on the Jersey education system. Over the years, a body of scholarly evidence from these countries has accumulated showing that Catholic schools have not only excellent academic results overall, but also a peculiar ability to help disadvantaged students. In the 1980s, the eminent sociologist James Coleman found that Catholic schools, more than public schools, were generating similar achievement results among different types of students. A decade later, other researchers reported similar results, finding that Catholic schools were somehow able to “simultaneously achieve relatively high levels of student learning [and] distribute this learning more equitably with regard to race and class than in the public sector.”. And in more recent years, many other researchers have continued to find Catholic-school benefits (especially for at-risk students), including higher test scores, improved high-school graduation rates, and higher rates of college attendance. Catholic schools, in other words, somehow manage to narrow the “achievement gap.”.

There are several explanations for this phenomenon. It appears that neither curriculum nor pedagogy is the principal reason Catholic schools achieve remarkable success with disadvantaged children. Rather, they note, it is because these schools are staffed by adults who believe unquestioningly that all children can and must learn, regardless of income, status, or race. Equally important is these adults' sense of responsibility and their determination to improve the lives of their students. The "soft bigotry of low expectations," prevalent in many troubled schools, has no place in Catholic education.

Of course, many aging 'Baby Boomers' who attended parochial schools might point to another of Catholic schooling's distinctive features. They likely recall memorization, recitation, a tightly-ordered school day, lectures on diligence, and, most of all, discipline. Indeed, few would likely describe their childhood schools as the idealized learning environment embraced by today's progressive educators, where instruction is "student centered", where children can "explore", and where routine and repetition are abjured. They set high expectations, and pursue academic achievement for all students, regardless of background, with a secular religious zeal. They teach their disadvantaged students reading and maths, but they also teach them essential life skills that could help lift them up the ladder of life – skills like hard work, determination, and personal discipline.

The major problem facing Catholic schools in Jersey is – how can schools with increasing costs survive when they should serve low-income students yet rely increasingly on tuition fees and private contributions for income? Without a reliable stream of funding that is commensurate with expenses, accessibility to Catholic education by low-income families will reduce leading to a poorer educated and more divided society.

The Proposition proposes a Service Level Agreement (SLA) – a recommendation of the Public Accounts Committee in respect of States grants. What this SLA should include is a stipulation regarding the amount of funds that must be set aside for bursaries to assist lower-income parents. This may indeed lead to slightly higher fees for those that can afford to pay, but we must have a system in place that is as inclusive as possible. My obvious fear is that by slashing the grant now, the provision of bursary funding will fall centrally to the taxpayer rather than be the responsibility of the individual school. By giving certainty over grant funding, schools can plan for the future and ensure that bursary funding is correctly allocated and budgeted for.

Many of the people associated with Catholic schools will explain that they are motivated not by an obligation to evangelize, but by a desire to fulfil their faith's longstanding commitment to service. Among them, an unofficial creed has slowly emerged: "We don't serve these students because *they* are Catholic, we serve them because *we* are Catholic." Regardless of one's position on public support for religiously affiliated entities, it is difficult not to acknowledge that these schools are fully engaged in the noble vocation of public service and social justice. The challenge now is to clear the way for public support of that vocation.

Empirical evidence in the United States and Australia indicates that education performance and attendance are greater in Catholic schools in contrast to its public counterparts. Evans and Schwab (1998) in their experiment found that attendance at Catholic schools in the United States increases the probability of completing high school or commencing college by 13%. Similarly, an experiment conducted by Williams and Carpenter (1990) of Australia through comparing previous examination

by private and public schools concluded that students in private education outperform those from government schools on all educational, social and economic indicators.

Catholic schooling has indicated a large impact in the changing role of women for countries such as Malta and Japan. Catholic schooling of girls in Malta, for example indicates: “...evidence of remarkable commitment to the full development of girls in a global society.”.

Similarly, all girls’ schools in Japan have also contributed powerfully to the “*personal and educational patriarchal society*”.

*“Community is at the heart of all Catholic education, not simply as a concept to be taught, but as a reality to be lived . . . Your students will learn to understand and appreciate the value of community as they experience love, trust, and loyalty in your school and educational programs, and as they learn to trust all persons as brothers and sisters created by God and redeemed by Christ.”*

*Pope John Paul II*

## **2. The success of an education system whereby over 40% of secondary school parents contribute extra to educational costs.**

For years the Jersey public have basked in the knowledge that academic results from Jersey pupils were superior to their UK counterparts. Yet these proclamations have come under increasing scrutiny and it is now apparent that the better performance can be attributed to Jersey’s unique system – a system whereby over 40% of parents contribute towards secondary education costs.

There is no doubt that the fee-paying schools are performing well and offering the taxpayer outstanding value for money. Education costs without the fee-paying sector would be significantly higher and it could be argued that taxes would need to rise to fund it. Furthermore it would be difficult to argue that an education provision based solely around public sector funding would achieve similar results.

This Proposition acknowledges the fact that by maintaining the grant/subsidy at realistic levels the schools can budget with certainty – safe in the knowledge that any policy change has to come back to the States Assembly.

The 40% funding level is important – as it allows the schools to expand their bursary allocations – opening up the schools to a wider catchment and providing a more encompassing faith-based education model.

It is strange that, at a time where we have introduced offers of free private nursery provision for all regardless of wealth – despite there being no educational benefit to the majority of those of middle or high incomes – that we seek to penalise parents wishing to give a faith-based education to their offspring. Perhaps what is required is a little more honesty as to why the expensive taxpayer-funded schools are shunned by so many parents. Perhaps we should be looking at reducing public sector school management in line with the following philosophy.



## **“On school choice we must look to the US**

The State Senate of Indiana has approved the largest voucher programme to be seen in America.

*Daily Telegraph – 27th April 2011*

One of the most powerful ideas in education reform is the “voucher”. At present, the Government spends more than £5,000 per year on average for a child in a state school (more for secondary schools, less for primary schools). With a “voucher”, parents could choose to take that money and spend it on a place in a private school. Parents would gain a much greater range of choice overnight, and research suggests that greater choice leads to better results. This is the evidence from Sweden, which has served as the inspiration for Michael Gove’s free schools.

These arguments have been winning the debate in America for several years. Last Thursday, the State Senate of Indiana approved the largest voucher programme to be seen in the US so far. The programme is geared towards families on lower incomes. It will eventually allow 62 per cent of all families in Indiana to take their public funds to a private school if they so choose. The Government will pick up the tab on a sliding scale depending on each family’s income, with the poorest eligible for 90 per cent of their school’s fees.

Indiana’s Governor, Mitch Daniels, explained the reforms: “If you’re a moderate or low-income family and you’ve tried the public schools for at least a year and you can’t find one that works for your child, you can direct the dollars we were going to spend on your child to the non-government school of your choice. That’s a social justice issue to me.”

The Indiana reforms follow hot on the heels of the renewal of a school voucher programme in the District of Columbia, which has helped thousands of disadvantaged children get a decent education that they would not otherwise have received.

England has the same need for radical reform. Last year, only 30.9 per cent of children from poorer backgrounds (measured by eligibility for free school meals) achieved five good GCSEs, compared to 58.5 per cent of children not in receipt of free school meals. That makes it all the more surprising that the Government has set its face against something similar in England. In February, Nick Clegg was the latest Minister to declare that “while we are opening up diversity of provision, there will be no for-profit providers in our publicly funded schools system”. But school choice is a social justice issue here too. England would do well to follow Indiana’s lead.”

**3. The importance of examining the effects on disposable incomes during economic downturns, and in particular the impact on fee-paying parents who have witnessed significant increases in fees over recent years.**

What many politicians, members of the public, and Hay evaluation obsessed Chief Officers (who stand to personally benefit from increasing the payroll under their control) fail to appreciate is that the fee-paying parents have been subject to significantly increasing contributions whilst simultaneously coping with GST and 20 means 20 income tax rises.

Attached is a spreadsheet containing the Beaulieu fees, Index of Average Earnings and the RPI for the period 1996 – 2010.

I've also produced 2 plots in which I've converted each of the above to indices set to 100 at a common starting point.

Figure 1 – period 1996 – 2010

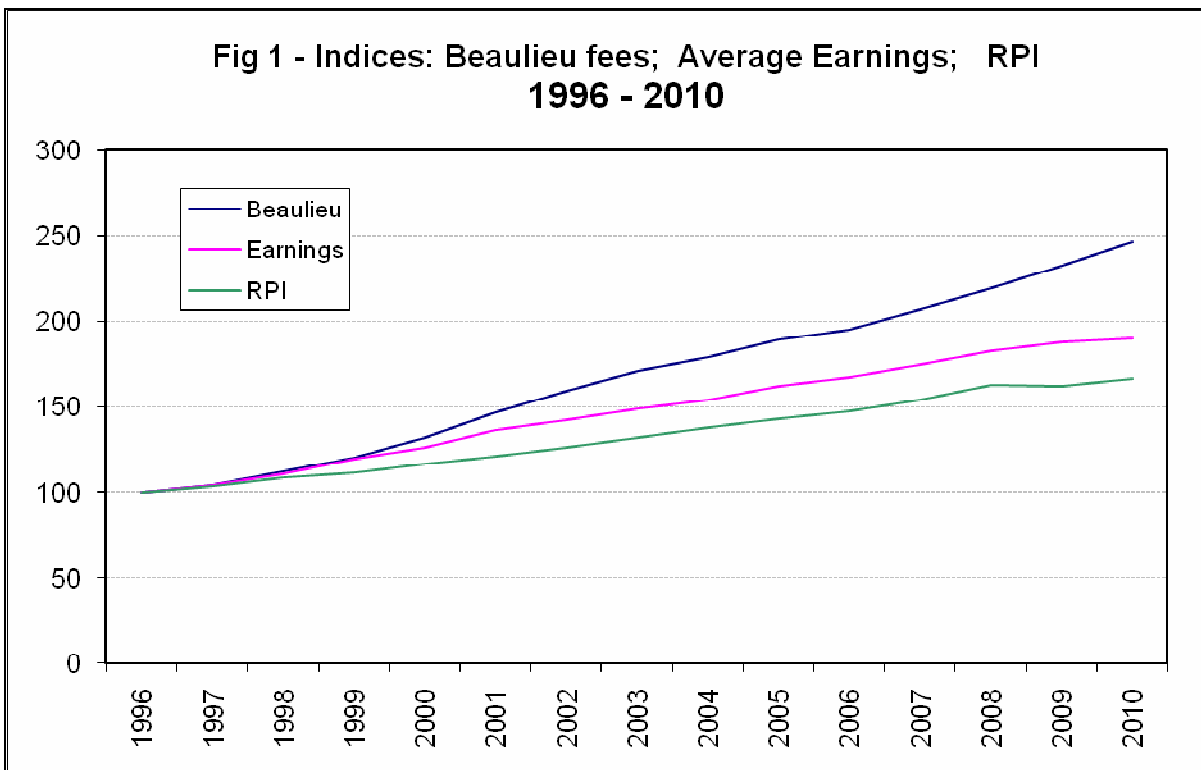
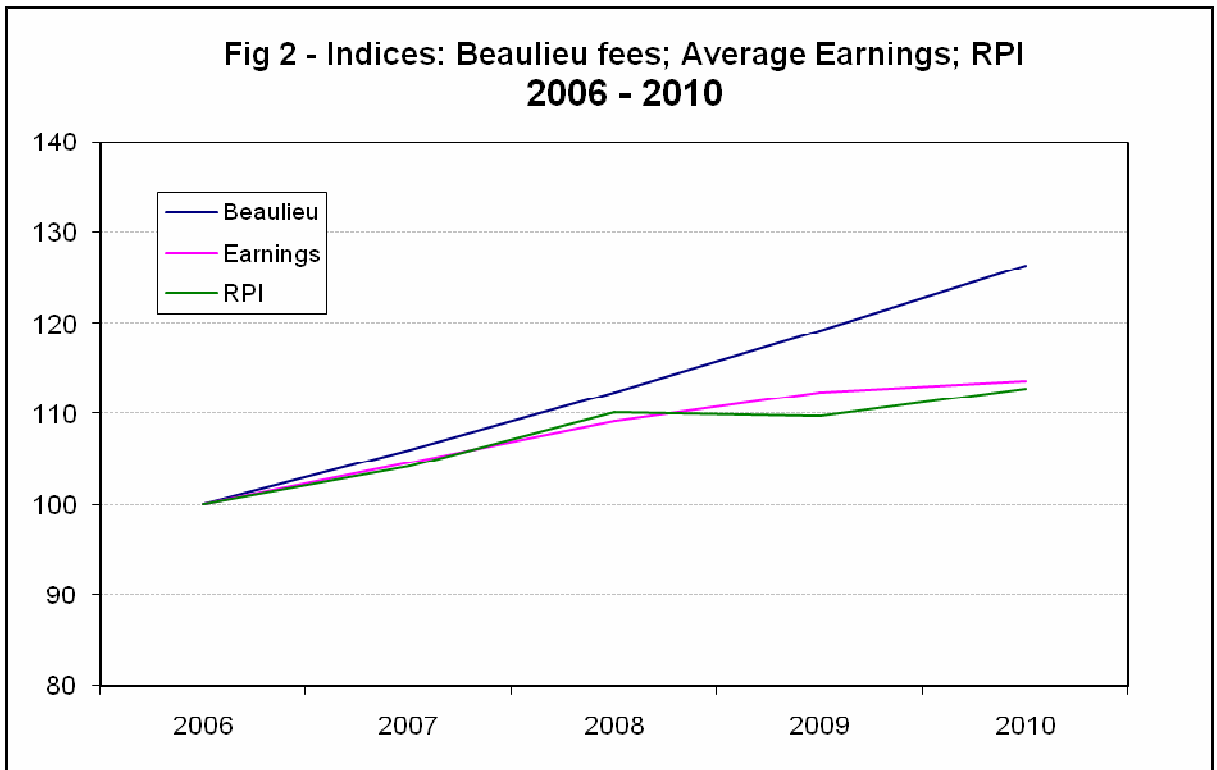


Figure 2 – period 2006 – 2010.



Over the period from 1996 to 2010, Beaulieu fees went up, on average, by 2 percentage points per year more than Earnings and by 3 percentage points per year above the RPI.

This is a significant increase in the real inflation-adjusted cost of education over a relatively short period. This is at a time of increasing taxation and the rising cost of saving for university funding.

Over latest 4 year period, from 2006 and 2010: Beaulieu fees went up, on average, by almost 3 percentage points per year above both Earnings and the RPI.

Full details of the calculation are detailed at the end of the Proposition.

In monetary terms, increases have been as follows (cost per term with total):

				Total	% change	
<b>1996</b>	<b>620</b>	<b>620</b>	<b>620</b>	<b>1,860</b>		
<b>1997</b>	<b>645</b>	<b>645</b>	<b>645</b>	<b>1,935</b>	4.03	%
<b>1998</b>	<b>695</b>	<b>695</b>	<b>695</b>	<b>2,085</b>	7.75	%
<b>1999</b>	<b>745</b>	<b>745</b>	<b>745</b>	<b>2,235</b>	7.19	%
<b>2000</b>	<b>820</b>	<b>820</b>	<b>820</b>	<b>2,460</b>	10.07	%
<b>2001</b>	<b>910</b>	<b>910</b>	<b>910</b>	<b>2,730</b>	10.98	%

<b>2002</b>	<b>990</b>	<b>990</b>	<b>990</b>	<b>2,970</b>	8.79	%
<b>2003</b>	<b>1,060</b>	<b>1,060</b>	<b>1,060</b>	<b>3,180</b>	7.07	%
<b>2004</b>	<b>1,110</b>	<b>1,110</b>	<b>1,110</b>	<b>3,330</b>	4.72	%
<b>2005</b>	<b>1,175</b>	<b>1,175</b>	<b>1,175</b>	<b>3,525</b>	5.86	%
<b>2006</b>	<b>1,210</b>	<b>1,210</b>	<b>1,210</b>	<b>3,630</b>	2.98	%
<b>2007</b>	<b>1,283</b>	<b>1,283</b>	<b>1,283</b>	<b>3,849</b>	6.03	%
<b>2008</b>	<b>1,360</b>	<b>1,360</b>	<b>1,360</b>	<b>4,080</b>	6	%
<b>2009</b>	<b>1,442</b>	<b>1,442</b>	<b>1,442</b>	<b>4,326</b>	6.03	%
<b>2010</b>	<b>1,529</b>	<b>1,529</b>	<b>1,529</b>	<b>4,587</b>	6.03	%

Looking at projected increases as a result of the proposed reduction in grants we get the following bleak scenario from a parental prospective:

<b>Proposed Increases</b>						<b>4,587</b>	
<b>2011</b>	<b>2012</b>	<b>1,620.00</b>	<b>1,620.00</b>	<b>1,620.00</b>	<b>4,860.00</b>	5.95	%
<b>2012</b>	<b>2013</b>	<b>1,720.00</b>	<b>1,720.00</b>	<b>1,720.00</b>	<b>5,160.00</b>	6.17	%
<b>2013</b>	<b>2014</b>	<b>1,825.00</b>	<b>1,825.00</b>	<b>1,825.00</b>	<b>5,475.00</b>	6.10	%
<b>2014</b>	<b>2015</b>	<b>1,935.00</b>	<b>1,935.00</b>	<b>1,935.00</b>	<b>5,805.00</b>	6.03	%
<b>2015</b>	<b>2016</b>	<b>2,050.00</b>	<b>2,050.00</b>	<b>2,050.00</b>	<b>6,150.00</b>	5.94	%

If you are a 20% taxpayer, to earn £6,150 after tax requires earnings of £7,700 without taking into account social security and the proposed increase in social security. Add to this the cost of uniforms and sundries – plus the requirement to put funds aside for university education – and you get a very bleak picture for many families on the average wage. Goodness knows how you afford 2 or 3 children.

From my point of view, over the years I have contributed significant sums to my children's education and will shortly have to fund their university funding – this will cost in excess of £30,000 per annum. How will parents be able to put aside money for university funding faced on the high school fees detailed above?

The Island is currently suffering an economic downturn. Financial services companies are laying off staff, retailers are losing business to the Internet, and the global economy remains weak. Fiscal stimulus projects, whilst well-meaning, often benefit the imported labour sub-contracted to undertake the project.

Yet at a time when fiscal stimulus funding is relevant, we have a silo-based policy that looks to take money out of the pockets of hard-working local parents – thus decimating their disposable income to the detriment of the whole economy.

Where is the economic investigation of this policy? Where are the comments of the Economic Advisor or the Treasury? Has any work been undertaken or is this just another example of silo mentality to the detriment of the Island?

We are taking money out of the economy through higher GST and income tax. We are taking money out of the economy through higher social security. What disposable income will some families have after any cut in the grant?

**4. The cost of university funding in light of UK changes to the costs of university education.**

The previous sub-heading commented on the possible future need for parents to increase their contributions to university education.

Details of the changes in the UK are included in Appendix 2 at the end of this proposition.

I have 2 daughters – one at York University and the youngest is due to start her course at Oxford University in October. My wife and I made it clear from the start that we would only fund their future education if it was a worthwhile degree at a decent university.

The cost of funding their further education is in excess of £110,000 – paid without any taxpayer assistance. Fortunately we budgeted for this over the years – assisted by the 50% grant paid to cover their secondary school education, and 25% grant to subsidize their primary schooling.

With fees looking to increase to over £6,000 per annum, per child, I doubt that university budgeting would be possible and I'm not sure what the final outcome would be.

Yet no consideration of this has been taken into account. We have an education system that offers free nursery day-care to everyone – which is of questionable benefit to most social-economic classes, yet they are content with a system that may preclude the more gifted from a university education because of the financial circumstances of their parents.

**5. The impact on the faith-based schools and the risk that a high transfer rate to fully funded schools will have a negative financial impact.**

This is an important consideration.

At what point does this policy change actually have a detrimental effect on overall taxpayer funding. Initial discussions were based on parental choice – by how much can we squeeze the parents before they move their child to a school 100% funded by the taxpayer? At what point do they decide that the funds utilised in contributing to education could be better utilised elsewhere?

Of course we have to add another and more salient fact. In these times of redundancies, pay-cuts, and increased taxation, many parents will simply not have a choice – regardless of their desire for faith-based education.

And this is one area where a co-ordinated policy is required – rather than solution designed for the benefit of one department without seeking to ascertain the economic and overall impact to the Island.

**6. The concept of announcing a significant change in education policy prior to the implementation of consultation through a green paper, and the damage to the reputation of the Government.**

The Education Department announced in 2009 that they would produce a Green Paper on the future of education, and I reproduce below the written answer to a question by Senator J.L. Perchard on 30th November, 2010 –

***Question***

*When was it first agreed that a Green Paper on the future of education should be produced, who is undertaking the work, what are their terms of reference and when does the Minister expect to publish the results?*

***Answer***

*It was agreed in 2009 that a Green Paper should be produced on the future of education. This document will be the outcome of a series of policy reviews commissioned early in 2009, shortly after my appointment as Minister for Education, Sport and Culture, and which are now either complete or nearing completion.*

*The work on the Green Paper is being carried out by my department, with support from external advisers as necessary. This important document will provide a strategic review of the entire education system that will look at all options.*

*The scope of the consultation will include the following:*

- Vocational provision for 14-19 year olds*
- Responding to the Skills agenda*
- Special Needs*
- Social Inclusion*
- Funding of higher education*
- Primary and secondary curriculum and the organisation of schools*
- Secondary education – a review of options, including opportunities at sixth form level.*

*These issues are interrelated and the Green Paper will adopt a strategic approach aimed at setting the overall shape of Jersey's education system for the future. This major consultation will be launched early next year allowing all stakeholders to actively participate in determining the future shape of education on the Island.*

*I hope as many as possible will contribute to the public consultation so that we can deliver an education system that meets the needs of all people, regardless of ability or background. A White Paper will follow this to allow for further comment before a final decision is made by the States in 2012.*

As can be seen, a Green Paper seeking consultation on issues such as private school funding will be followed by a White Paper next year.

Yet we have had the pronouncement that there will be savage cuts to private school grants before the consultation period has even begun. Perhaps we should apply to the Oxford English dictionary for a new definition of consultation based on the Jersey Government's understanding, i.e. something that takes place to placate the electorate after a decision affecting them has already been made.

Schools have already written to, and had meetings with, parents explaining the fee increases. Pupils have already been withdrawn and parents have been driven to tears. Fees are due to go up in September 2011 – the White Paper will be published in 2012!

**7. The weakness of a Government whereby Ministers have the power to make significant changes to long-term policy without reference to the States Assembly, and without consultation.**

This is a core problem of Ministerial Government. The policy of a silo is dependent on the Minister at the helm of that silo rather than the Government.

This is probably best summed up by recounting a recent conversation I had with a member of the public. When asked what would happen with the old Odeon building my reply was as follows –

“It depends on who becomes the next Planning Minister – for example if Deputy Kevin Lewis is the new Minister it will be saved, if Senator Perchard takes over at Planning it will be knocked down.”

In this example the policy is not down to the Government, indeed the Council of Ministers have no power to go against the decision of the Minister (a very important part of the Clothier recommendation that was somehow excluded), it is down to the individual elected to a position by the States Assembly.

And this may be the biggest weakness of the CSR process. If 9 Ministers all go back to their silos and are asked to make savings – and all nine come back with policies aimed at the same socio-economic group (i.e. the middle-income earners), and no work is undertaken on the consequences of this action, then economic failure and political unrest become a certainty.

Many of these parents have already seen deterioration in their financial circumstances over recent years. The Government should not squeeze them dry because it cannot co-ordinate and look at policy effect on a macro level.

**In Conclusion**

Can we afford to continue to fund faith-based private schools at current levels?

There's a word missing from the question – it should be “can we afford *not* to continue funding faith-based private schools?”

If parents stop investing their money in their children's education and pull them out of independent schools because of lack of government support, taxpayers will face a massive increase in education funding. It costs governments much more to educate a student in a government school than it does to fund a pupil at a non-government school, because parents are paying, over and above their taxes, a share of the cost.

Funding for private schools is not welfare or a gift. It's a payment for services provided – a modest top-up of fees contributed by parents. Modest because, if passed, Jersey's faith-based schools will get 60% of their income from parents in terms of secondary education, and 75% in respect of primary education.

Punishing parents, who sacrifice their after-tax earnings, by ripping money out of faith-based schools, will not make the education funding pool any larger. It will disadvantage significant sectors of the community who choose schools that meet religious and cultural needs and provide different educational philosophies.

Non-government schools are an important part of Jersey's education system. Vigorous debate about school funding is welcome, but over-simplification of the issue, using inaccurate information and repetitive sloganeering, will not help the consultation process design a fair, transparent and sustainable model linked to students' needs. By giving certainty of funding we can ensure better financial planning and, through the expansion of the bursary system, the embracing of a wider cross-section of society.

Arguments based on political philosophy or personal belief systems only cloud the issues. We can do better than that by uniting to demand that the government provides money for the education of children whoever they are and wherever they go to school.

### **Financial and manpower implications**

The whole thrust of this proposition is that there should be no knee-jerk reactions to the need to cut expenditure, and that each cut should be carefully considered.

By sending out the message that the grants should be maintained pending more analysis, the proposer is not advocating cuts elsewhere to compensate.

We should, as a Government, await the full publication of the White Paper before we slash education funding. In effect, the financial implication is that the grant to the Education Department should be increased to take into account the lost cuts. This can be achieved through a higher education budget in the Annual Business Plan, or through an amendment to the Annual Business Plan based on the wishes of the States Assembly.

In supporting this Proposition, Members are sending out a clear message that whilst the need to save costs is acknowledged, there is a responsibility to act in a professional manner after due consultation, consideration, and the publication of a definitive way forward.

If we get this wrong, it will not be the children of the rich that will suffer, as their parents will be able to afford fees at any levels – and class sizes may well reduce. It will be the children denied a place through a lack of bursary funding or because their middle-income parents cannot afford to give their offspring the faith-based education that they desire. And with a limited budget, a meaningful transfer to non-fee-paying schools will result in higher class sizes, an increasing strain on resources, and lower educational standards. I want fee-based education to become more inclusive, not more elitist.



### **Additional Notes – Funding in other countries**

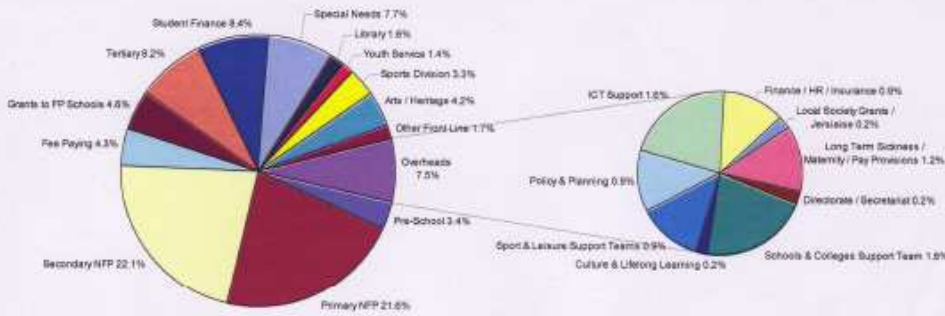
In the Netherlands, parents of groups of 100 children or more can set up private schools (including church schools) that receive a diversion of taxes from state schools. In Sweden, a voucher system exists so that, if parents wish their children to go to private schools, including faith-based schools, 75% of the cost of state education is paid to the private school. The US has been a bastion of state-provision and control in education. But even many US states, spurred on by dreadful educational outcomes, are taking the control of education out of the hands of politicians and giving responsibility to the community and to families. Economists and social scientists are investigating various educational projects where, in a spirit of solidarity, the state provides finance but, in a spirit of subsidiarity, the state only assists parents and gets out of the driving seat. In the UK, proposals have been made to allow parents a right to redirect the funding spent on the child's education from a state school to the educator of the parents' choice.

## Education, Sport and Culture

### Analysis of 2011 Annual Business Plan



The ESC Net Budgeted Spend for 2011 can be broken down as follows :



It can be seen that the total allocated directly to schools and student finance represents over 80% of the total net spend of ESC for 2011. Within overheads, £4.2 million of the £7.5 million total costs is direct support to schools, with the balance representing support services to the Sport and Leisure division, policy and planning, directorate and administration, finance, HR and insurance.

#### 2011 Annual Business Plan

	gross £	income £	net direct £	% of total	
Pre-School	3,552,600	(167,000)	3,385,600	3.4%	
Primary NFP	21,655,000	(50,000)	21,605,000	21.6%	
Secondary NFP	22,314,500	(165,000)	22,149,500	22.1%	
Fee Paying	13,551,300	(9,208,300)	4,343,000	4.3%	80.3%
Grants to FP Schools	4,581,000	-	4,581,000	4.6%	
Tertiary	10,745,400	(2,500,000)	8,245,400	8.2%	
Student Finance	8,385,200	-	8,385,200	8.4%	
Special Needs	7,735,200	(50,000)	7,685,200	7.7%	
Library	1,694,000	(55,000)	1,639,000	1.6%	
Youth Service	1,904,800	(510,000)	1,394,800	1.4%	
Sports Division	7,147,700	(3,843,000)	3,304,700	3.3%	
Arts / Heritage	4,193,700	-	4,193,700	4.2%	
Other Front Line	1,901,000	(161,000)	1,740,000	1.7%	
Directorate / Secretariat	182,400	-	182,400	0.2%	
Schools & Colleges Support Team	1,767,400	(180,000)	1,587,400	1.6%	
Culture & Lifelong Learning	181,400	-	181,400	0.2%	
Sport & Leisure Support Teams	1,358,000	(408,000)	950,000	0.9%	
Policy & Planning	920,100	(2,500)	917,600	0.9%	7.5%
ICT Support	1,609,300	-	1,609,300	1.6%	
Finance / HR / Insurance	1,031,600	(125,000)	906,600	0.9%	
Local Society Grants / Jerseyaise	183,100	-	183,100	0.2%	
Long Term Sickness / Maternity	987,500	-	987,500	1.0%	
<b>Total</b>	<b>117,582,200</b>	<b>(17,424,800)</b>	<b>100,157,400</b>		

APPENDIX 1(b)

Business Unit	Net Spend 2010	Budget 2010	Budget 2011
E78 - Mont-à-l'Abbé School	2,296,515	2,400,141	2,410,869
E80 - Greenfields Educational Provision	720,007	661,881	671,388
E82 - St James School	392,692	474,607	391,780
E84 - d'Hautrée House	586,103	594,926	608,937
ECAC00 - Alternative Curriculum	18,798	18,700	-
ECBD00 - Disaffected Behaviour	36,365	35,867	36,717
ECCD00 - Communication Disorder	811	850	800
ECCDGN - CD - Grainville	261,728	274,007	259,530
ECCDHC - CD - Highlands College	1,626	1,812	-
ECCDHV - CD - Haute Vallée	157,331	173,210	154,223
ECCDRB - CD - Rouge Bouillon	324,933	305,303	321,799
ECCDSV - CD - St Saviour	191,749	203,481	207,677
ECCT00 - Central Team	31,163	16,422	87,372
ECEA00 - Education Audiologist	65,959	66,920	68,619
ECGT00 - Gifted and Talented	653	-	-
ECHD00 - Happy Days Club	22,796	25,000	25,000
ECHD06 - Happy Days Club 6	9,463	10,000	7,000
ECHH00 - Hospital & Home Tuition	1,546	6,000	7,200
ECHI00 - Hearing Impaired	24,827	28,222	26,984
ECHICL - HI - St Clement	211,711	219,570	221,273
ECHILR - HI - Le Rocquier	24,624	35,581	46,873
ECIC00 - Inclusion Coordinators	37,800	49,414	37,212
ECLG00 - Speech & Language	53,989	55,359	55,061
ECNS00 - Not School .Net	8,579	10,665	2,050
ECPH00 - Portage Home Support	91,619	94,215	95,727
ECPI00 - Physically Impaired	2,304	8,500	6,500
ECPIBR - PI - Bel Royal	229,414	222,035	212,580
ECPIILQ - PI - Les Quennevais	126,234	130,064	123,332
ECPL00 - Pre-School Language Support	93,914	86,565	88,653
ECRR00 - Reading Recovery	75,051	76,097	77,579
ECSL00 - English as a 2nd Language	197,861	200,468	196,982
ECSLAC - EAL Accord	537	1,000	-
ECSM00 - SEN General	218,765	209,049	216,996
ECSS00 - Statement Support	64,315	53,305	67,609
ECUK00 - UK Placements	173,299	165,001	179,549
ECVI00 - Visually Impaired	45,062	45,712	26,772
EQPS00 - Educational Psychologist	487,485	506,628	431,954
EQSW00 - Educational Social Worker	232,403	232,789	293,772
Total EE5 - Education Support Team	3,524,716	3,567,811	3,583,395
MAIN TOTAL:	7,520,031	7,699,366	7,666,369

APPENDIX 1(c)

# Beaulieu Sec



## 2011 DRAFT AWPU's Budget Allocation

Year Group	Pupils on Register January, 2011	Weighting	AWPU £	Allocation £
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7	93	1.5622	4,183.34	389,051
Year 8	99	1.5622	4,183.34	414,151
Year 9	96	1.5622	4,183.34	401,601
Year 10	76	1.6824	4,505.17	342,393
Year 11	79	1.7504	4,687.30	370,297
Year 12	60	2.2806	6,106.92	366,415
Year 13	50	2.3424	6,272.49	313,625
<b>Total</b>	<b>553</b>			<b>2,597,533</b>

Adjustments

Staffing

Fixed Cost Allocation		Private Sec	347,413
SEN Notional Allocation	553 pupils	£157 per pupil	86,821
			<b>434,234</b>

Premises

Premises Costs - Buildings	7,300 m <sup>2</sup>	£27.59 per m <sup>2</sup>	201,407
Premises Costs - Grounds	10,000 m <sup>2</sup>	£0.59 per m <sup>2</sup>	5,900
			<b>207,307</b>

Full Cost AWPU Budget

**£3,239,074**

Grants - Fee Paying Schools Regs	3,239,074	@ 50 %	1,619,537
Additional Grant - Central costs	553 pupils	£90 per pupil	49,770
Adjustment for Corporate Efficiency Savings		0.50%	(16,195)
			<b>£1,653,112</b>
Required Fees (Minimum Estimate)	553 pupils	£2,868 per pupil	1,586,004

**£3,239,116**

# Beaulieu Sec



## 2011 DRAFT AWPU's Budget - Indicative Formula Based Budget

### Staffing

Teaching Staff (40.10 FTE)

Basic Pay	1,938,031
Supplements	197,739
Pension	349,327
Social Security	119,735
Supply Cover	5,934
	<hr/>

2,610,766

Note: There is a provision in these figures for pay awards @ 2.8% from June 2010

Support Staff (6.41 FTE)

Basic Pay	174,481
Pension	21,357
Social Security	11,340
	<hr/>

207,178

Manual Workers (2.00 FTE)

Basic Pay	54,648
Pension	7,432
Social Security	3,552
	<hr/>

65,632

2,883,576

### Non-Staff Costs

Premises	207,307
Supplies & Services	98,912
Transport	10,009
Establishment	39,268
	<hr/>

355,496

**£3,239,072**

### Guideline FTE's

Headteacher	1.0000
Deputy Headteacher	2.0000
Teaching Staff	37.1000
+ additional staff re Fee Paying	-
Special Needs Allocation	-
	<hr/>

40.1000 FTE Teaching Staff

Supplements	SA2	13
	SA5	7

Secondary Support Staff 6.4050

6.4050 FTE Support Staff

Caretaker	2.0000
Cleaner	-
Crossing Patrol	-
	<hr/>

2.0000 FTE Manual Workers

**Total for Beaulieu Sec**

**48.5050 FTE**

APPENDIX 1(d)

<b>JCG</b>		<b>Jersey College</b>		
<b>2011 DRAFT AWPU Budget Allocation</b>				
Year Group	Pupils on Register Sep 2010	Weighting	AWPU £	Allocation £
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7	106	1.5622	4,183.34	443,434
Year 8	110	1.5622	4,183.34	460,167
Year 9	111	1.5622	4,183.34	464,351
Year 10	109	1.6824	4,505.17	491,064
Year 11	92	1.7504	4,687.30	431,232
Year 12	90	2.2806	6,106.92	549,623
Year 13	95	2.3424	6,272.49	595,887
<b>Total</b>	<b>713</b>			<b>3,435,758</b>
<b>Adjustments</b>				
<b>Staffing</b>				
Fixed Cost Allocation			Secondary	347,413
add : Head / Deputy cost adjust				9,520
Additional Staffing Allocation	Jan-Aug		1.20 FTE	44,273
	Sep-Dec		1.20 FTE	22,137
Protection of Pay				0
Special Needs Allocation				0
School Crossing Patrol Allowance				0
Actual Staff Costs Adjustment				-6,499
				<b>416,844</b>
<b>Premises</b>				
Premises Costs - Buildings	9,230 m <sup>2</sup>		£27.59 per m <sup>2</sup>	254,656
Direct Cleaning - Buildings				0
Premises Costs - Grounds	9,847 m <sup>2</sup>		£0.59 per m <sup>2</sup>	5,810
Additional for Car Park	5,513 m <sup>2</sup>		£13.79 per m <sup>2</sup>	76,024
				<b>336,490</b>
<b>Full Cost AWPU Budget</b>				<b>£4,189,092</b>
<b>Funding from the States</b>				
Grants - Fee Paying Schools Regs	4,189,092		@ 50 %	2,094,546
<b>Carry Forwards &amp; Adjustments</b>				
Adjust for previous year's out-turn :	carry forward			
ring fenced items :	Minor Works			
	Hardship Fund			
	total			
Hardship Fund (8x Full Annual Fee)				32,428
				<b>32,428</b>
Adjustment for Occupational Health	63.17 FTE		@ £50 per FTE	(3,158)
Adjustment for Corporate Efficiency Savings			0.50%	(20,945)
				<b>£2,102,871</b>

2011 DRAFT AWPU's Budget - Indicative Formula Based Budget

**Staffing**

Teaching Staff (53.50 FTE)

Basic Pay	2,452,537
Supplements	259,718
Pension	444,013
Social Security	158,339
Supply Cover	7,979
	<hr/>

3,322,586

Note : there is a provision in these figures for pay awards @ 2.0% from Jan 2011

Support Staff (7.67 FTE)

Basic Pay	207,397
Pension	25,433
Social Security	13,505
	<hr/>

246,335

Manual Workers (2.00 FTE)

Basic Pay	54,275
Pension	7,395
Social Security	3,534
	<hr/>

65,204

3,634,125

**Non-Staff Costs**

Premises	274,653
Minor Works (includes £0 carry forward)	60,155
Supplies & Services (includes £0 general carry forward)	129,595
Transport	12,840
Establishment	53,620
Hardship Fund (includes £0 carry forward)	32,428
	<hr/>

530,862

**Income**

(2,062,118)

**£2,102,869**

**Guideline FTE's**

Headteacher	1.0000
Deputy Headteacher	2.0000
Teaching Staff	49.3000
+ additional staff re Fee Paying	1.2000
Special Needs Allocation	-
	<hr/>

53.5000 FTE Teaching Staff

Supplements	SA2	17
	SA5	10

Secondary Support Staff 7.6660

7.6660 FTE Support Staff

Caretaker	2.0000
Cleaner	-
Crossing Patrol	-
	<hr/>

2.0000 FTE Manual Workers

**Total for JCG 63.1660 FTE**

**Headcount**

On above FTE allocations, authorised headcount is : 73

**WRITTEN QUESTION TO THE MINISTER FOR EDUCATION, SPORT AND  
CULTURE BY SENATOR B.E. SHENTON  
ANSWER TO BE TABLED ON TUESDAY 3rd MAY 2011**

**Question**

“Would the Minister provide full details regarding how the Education budget has been allocated on a school by school basis, including fee paying schools receiving grants, together with details of the average number of students attending each of these schools, ensuring that the cash figures reconcile with the total budget that his department has allocated to Education, and that the pupil numbers reconcile with the average total number of students in full time education during the period (using figures for the educational year September 2010 to August 2011 rather than the financial year if he so wishes)?”

**Answer**

The proportion of the Education, Sport and Culture budget allocated to Education is shown in Appendix A, attached. It shows that over 86% of the total ESC budget is directly related to students, whether in pre-school, primary, secondary, tertiary or fee-paying education establishments.

As can be seen from the details on student numbers, Education, Sport and Culture funds more than 13,000 students in full time education in schools and over 11,000 in various other areas, such as further and higher education, pre-school provisions, special schools, instrumental music and adult education.

Tables showing the funding to each provided school are shown in Appendix B. Student numbers are based on the September 2010 pupil census which is used to determine the funding for each school for 2011.

Tables showing the allocation to grant funded private schools can be found on the second page of Appendix B.

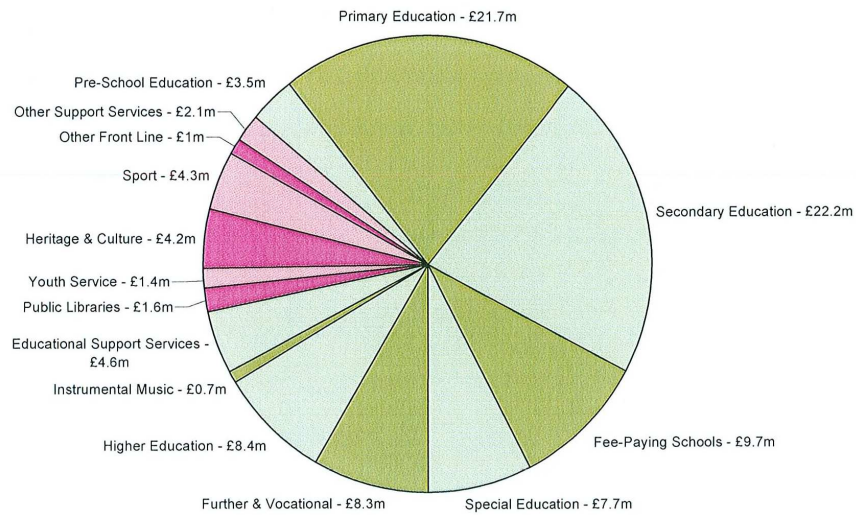
Reconciliations to the figures contained within the 2011 Annual Business Plan are included in Appendix B showing any adjustments for changes in student numbers, staffing terms and conditions and overhead allocations as required for the business plan.

Overhead allocations, such as central departmental services, including directorate; finance; insurance; long term sickness and maternity cover; training, development and monitoring; ICT replacement and wide area network costs etc are allocated to schools and other areas of the service based on various factors, including total budget, staff costs, premises areas, financial transactions processed and student numbers. Details of the amount allocated to each area are shown in Appendix A, reconciling the direct budgets provided to each are to the total figures shown in the 2011 Business Plan.



**Education, Sport and Culture  
Analysis of Budget - 2011**

Appendix A



	Direct Costs		Allocation of Overheads		As per 2011 ABP	
	Education £	Non-School £	Education £	Non-School £	Education £	Non-School £
<b>Schools and Colleges</b>						
Non Fee Paying Provided Schools						
Pre-School Education	3,523,600	-	159,200	-	3,682,800	-
Primary Education	21,677,000	-	1,790,700	-	23,467,700	-
Secondary Education	22,222,500	-	1,844,700	-	24,067,200	-
Fee-Paying Schools						
Provided Schools	4,710,000	-	976,000	-	5,686,000	-
Non-Provided Schools	5,005,000	-	128,500	-	5,133,500	-
Special Educational Needs and Special Schools	7,694,200	-	368,800	-	8,063,000	-
Instrumental Music Service	723,600	-	34,100	-	757,700	-
<b>Culture and Lifelong Learning</b>						
Further, Vocational and Tertiary Education	8,255,400	-	571,600	-	8,827,000	-
Public Libraries	-	1,641,000	-	76,300	-	1,717,300
Youth Service	-	1,405,800	-	71,700	-	1,477,500
Higher Education (Student Finance)	8,385,200	-	290,700	-	8,675,900	-
Careers Jersey	-	678,400	-	10,800	-	689,200
Child Care Support						
Day Care Services	-	192,200	-	6,800	-	199,000
Jersey Child Care Trust	-	171,800	-	4,600	-	176,400
Heritage (Grant to the JHT)	-	2,439,200	-	56,500	-	2,495,700
Culture (including the Grant to the JAT)	-	1,754,500	-	43,400	-	1,797,900
<b>Sport</b>						
Sports Centres	-	1,179,800	-	748,600	-	1,928,400
Playing Fields and School Sports Facilities	-	1,101,100	-	263,700	-	1,364,800
Sport Development	-	511,900	-	97,000	-	608,900
Grants and Advisory Council	-	316,000	-	12,900	-	328,900
Playschemes and Outdoor Education	-	183,900	-	23,700	-	207,600
Minor Capital Expenditure	-	100,000	-	-	-	100,000
<b>Overheads</b>						
Directorate	-	182,400	-	(182,400)	-	-
Support Serv - Schools and Colleges	1,587,400	-	(1,587,400)	-	-	-
Support Serv - Culture and Lifelong Learning	-	181,400	-	(181,400)	-	-
Support Serv - Sport Division	-	950,000	-	(950,000)	-	-
Policy and Planning, including ICT	1,609,300	917,600	(1,609,300)	(917,600)	-	-
Finance, Staff Services and Insurance	300,000	789,700	(300,000)	(789,700)	-	-
Long Term Sickness / Maternity	1,062,500	-	(1,062,500)	-	-	-
Savings to be Identified...		(1,295,000)				(1,295,000)
<b>Grand Total</b>	<b>86,755,700</b>	<b>13,401,700</b>	<b>1,605,100</b>	<b>(1,605,100)</b>	<b>88,360,800</b>	<b>11,796,600</b>
		<b>100,157,400</b>		<b>-</b>		<b>100,157,400</b>
	86.6%	13.4%			88.2%	11.8%

**Education, Sport and Culture  
School Funding Summary**

Appendix B

**Actual Funding - 2011 - overheads excluded  
States of Jersey Schools**

School	Pupil Related Funding	Fixed and Premises Costs	Total Budget Allocation	Funding Ratio	Less : Corporate Savings	States Funding	Total Pupils (exc Nursery)
<b>Primary - Non Fee Paying - Excluding Nursery Classes</b>							
Bel Royal	586,843	241,994	828,837	100%	(8,870)	819,967	159
d'Auvergne	1,017,468	298,739	1,316,206	100%	(14,364)	1,301,843	317
First Tower	1,124,400	303,243	1,427,643	100%	(15,607)	1,412,037	362
Grands Vaux	602,627	230,362	832,989	100%	(8,707)	824,281	148
Grouville	1,129,397	286,395	1,415,793	100%	(15,527)	1,400,265	351
Janvrin	1,149,891	294,517	1,444,408	100%	(15,711)	1,428,697	331
La Moye	1,034,819	274,011	1,308,830	100%	(14,385)	1,294,445	315
Les Landes	539,332	223,106	762,438	100%	(8,370)	754,068	159
Mont Nicolle	568,952	227,864	796,816	100%	(8,702)	788,114	167
Plat Douet	1,101,629	299,462	1,401,091	100%	(15,252)	1,385,839	320
Rouge Bouillon	1,237,142	378,993	1,616,135	100%	(17,668)	1,598,467	353
Samares	794,514	266,445	1,060,959	100%	(11,287)	1,049,672	211
Springfield	622,547	210,865	833,411	100%	(8,983)	824,429	179
St Clement	591,606	228,531	820,137	100%	(8,952)	811,185	175
St John	565,658	223,499	789,157	100%	(8,675)	780,481	169
St Lawrence	563,631	223,578	787,209	100%	(8,638)	778,571	167
St Luke	609,219	220,461	829,680	100%	(8,963)	820,717	170
St Martin	562,784	232,418	795,201	100%	(8,664)	786,538	182
St Mary	569,301	214,589	783,891	100%	(8,586)	775,305	147
St Peter	556,710	237,159	793,870	100%	(8,719)	785,151	174
St Saviour	580,600	231,299	811,899	100%	(8,868)	803,031	171
Trinity	521,699	226,966	748,665	100%	(8,228)	740,437	158
	16,630,770	5,574,496	22,205,266		(241,726)	21,963,540	4,885

	Pupil Related Funding	Fixed and Premises Costs	Total Budget Allocation	Funding Ratio	Less : Corporate Savings	States Funding	Total Pupils
<b>Secondary - Non Fee Paying</b>							
Grainville	3,188,807	720,352	3,909,159	100%	(40,142)	3,909,159	554
Haute Vallee	3,654,256	611,773	4,266,029	100%	(44,287)	4,266,029	712
Hautlieu	3,808,203	663,027	4,471,229	100%	(48,917)	4,471,229	672
Le Rocquier	4,483,821	700,210	5,184,032	100%	(54,013)	5,184,032	900
Les Quennevais	4,007,788	569,140	4,576,927	100%	(48,425)	4,576,927	825
	19,142,874	3,264,502	22,407,377		(235,785)	22,407,377	3,663

	Pupil Related Funding	Fixed and Premises Costs	Total Budget Allocation	Funding Ratio	Less : Corporate Savings	6th Form Bursaries	Net States Funding	Total Pupils
<b>Fee Paying Provided Schools</b>								
JCG Prep	1,272,158	294,023	1,566,181	25%	(9,155)	-	382,390	376
VC Prep	976,215	274,943	1,251,158	25%	(7,221)	-	305,568	294
JCG	3,571,599	683,903	4,255,502	50%	(24,103)	32,428	2,102,871	713
Victoria College	3,505,971	624,170	4,130,141	50%	(23,998)	33,832	2,074,904	730
	9,325,943	1,877,038	11,202,981		(64,477)		4,865,733	2,113

**Funding Summary and Reconciliation to ABP**

	NFP Primary	NFP Secondary	FPP Schools
Funding provided to schools	21,963,540	22,407,377	4,865,733
add back : CSR Saving - Minor Works	55,000	105,000	-
less : Terms & Conditions - additional funding (TBC)	(500,000)	-	-
less : Pupil Number changes / distribution	210,360	(277,077)	(75,733)
less : Difference in Staff Grading funding	(51,900)	(12,800)	-
less : Property Occupancy Charge	-	-	(80,000)
Funding per 2011 ABP before overheads	21,677,000	22,222,500	4,710,000
"Overhead" allocation	1,790,700	1,844,700	976,000
Funding per 2011 ABP presented to States	23,467,700	24,067,200	5,686,000

**Education, Sport and Culture  
School Funding Summary**

Appendix B

**Actual Funding - 2011 - overheads excluded  
Private Schools**

	Pupil Related Funding	Fixed and Premises Costs	Total Budget Allocation	Funding Ratio	Less : Corporate Savings	Add : "Central Services" funding *	Net States Funding	Total Pupils
<b>Fee Paying Non-Provided Schools</b>								
St George's	517,744	320,536	838,280	25%	(4,191)	-	205,379	177
St Michael's	997,790	382,719	1,380,509	25%+50%	(6,903)	-	413,328	324
Convent FCJ	893,987	280,561	1,174,548	40%	(5,873)	26,460	490,406	294
Beaulieu Prim	583,752	258,145	841,897	25%	(4,209)	17,370	223,635	193
De La Salle Prim	746,976	280,561	1,027,537	25%	(5,138)	22,410	274,156	249
Beaulieu Sec	2,684,354	554,720	3,239,074	50%	(16,195)	49,770	1,653,112	553
De La Salle Sec	2,765,268	569,690	3,334,958	50%	(16,675)	51,030	1,701,834	567
	<u>9,189,871</u>	<u>2,646,933</u>	<u>11,836,804</u>		<u>(59,184)</u>	<u>167,040</u>	<u>4,961,850</u>	<u>2,357</u>

**Funding Summary and Reconciliation to ABP**

	FP NP Schools
Grant Funding provided to schools	4,961,850
Pupil Number changes / distribution	43,150
Funding per 2011 ABP before overheads	5,005,000
"Overhead" allocation	128,500
Funding per 2011 ABP presented to States	<u>5,133,500</u>

\* Central Services funding represents the (pro-rata) additional cost of finance and payroll, building maintenance, insurance, ICT etc that may be provided to States schools free of charge, but which the Private schools have to make provision for themselves.

**Pupil Numbers Summary (as at September 2010 census date)**

	NFP Primary	NFP Secondary	FPP Schools	FP NP Schools	Total
Pupils used for 2011 ABP (estimated March 2010)	4,928	3,624	2,097	2,362	13,011
Actual Pupils in 2011 funding formula	4,885	3,663	2,113	2,357	13,018
Difference in Allocation	<b>(43)</b>	<b>39</b>	<b>16</b>	<b>(5)</b>	<b>7</b>

Additional numbers in Secondary Education (including Fee Paying schools) mainly relate to higher than expected numbers of students continuing in education post 16.

In addition to the above numbers, Education, Sport and Culture also have students in the following sectors :

Pre-School Education	States	514
	Private (NEF funded)	386
Primary Non Provided Schools	Non Grant Funded schools	113
Special Education Schools		131
Further Education (Highlands)	Full time	896
	Part time (*)	2305
	Higher Education	90
	Full Cost Recovery (*)	1194
	Adult Education (*)	3972
	FTE students	896
		479.3
		90
		37.3
		158.4

(\*) Full Time Equivalent students represent the pro-rata teaching time compared to a full time student as determined by the funding formula for Highlands

Higher Education (in UK)	1253
Instrumental Music Service	963

## APPENDIX 2

### University Funding Requirements

From September 2012, universities in England will be allowed to raise tuition fees to up to £9,000 per year, amid major budget cuts to institutions' teaching budgets.

The controversial policy, backed by parliament in December 2010, sparked angry street protests. It was developed as the government's response to a review of higher education funding by former BP chief, Lord Browne.

#### **How much?**

The government is allowing universities to charge up to £9,000 per year for undergraduate courses, raising the cap from its current level of £3,290.

Universities wanting to charge more than £6,000 will have to undertake measures, such as offering bursaries, summer schools and outreach programmes, to encourage students from poorer backgrounds to apply.

This access agreement will have to be approved by the Office for Fair Access.

#### **How will students pay the fees?**

The government will lend students the money for fees, which will be paid back when they graduate and begin working. The fees will not have to be paid up-front.

The threshold at which graduates have to start paying their loans back will rise from £15,000 to £21,000. This will rise annually with inflation.

Each month graduates will pay back 9% of their income above that threshold.

The subsidised interest rate at which the repayments are made – currently 1.5% – will be raised. Under a “progressive tapering” system, the interest rate will rise from 0 for incomes of £21,000, to 3% plus inflation (RPI) for incomes above £41,000.

If the debt is not cleared 30 years after graduation, it will be wiped out.

#### **What will happen to grants and loans?**

Maintenance grants are set to rise from £2,906 to £3,250 for students from households earning less than £25,000.

But partial grants will only be available to students from households with incomes of £42,000, instead of the current cut-off point of £50,000.

Means-tested loans will continue. While loan amounts have been increased, the threshold for those receiving the most generous ones has been lowered from £50,000 to about £42,000.

### **What is the long-term cost?**

Students taking three-year courses charged at £6,000 will leave university with about £30,000 of debt – if fees go up to £9,000, debts will be closer to £38,000.

The government says the lowest-earning 25% of graduates will pay less than they currently do. But most others will pay more – the highest earners almost double what they currently pay.

The Institute for Fiscal Studies says that, for about half of graduates, the plan is essentially a 9% graduate tax for 30 years, because they will not finish paying off the debt by the 30 year cut-off point.

Assuming fees of £7,500 for a three-year degree, plus maintenance loans, its modelling shows that the top 10% of graduate earners will clear their debts, on average, in about 15 years. But a middle-earning graduate would need to earn, for example, an average of £48,850 a year for 26 years to pay off their debt.

The IFS also says about 10% of graduates will pay back, in total, more than they borrowed.

### **Is there any extra support for students from low-income families?**

Universities wanting to charge more than £6,000 will have to set out measures to recruit more students from poorer backgrounds – and also to support them when they are studying. This will take the form of means-tested bursaries and fee waivers, with each university offering its own individual scheme.

### **When will the proposals take effect?**

September 2012. Students applying in 2011 who defer entry to 2012 will have to pay the increased fees. But students who have begun their courses before 2012 will not be affected in their later years of study.

### **Will universities get more money?**

Universities argue that much of the money raised from raising tuition fees will simply replace major cuts to teaching budgets, especially in arts and humanities subjects.

Teaching grant cuts of 6% for 2011–12 have already been announced, with a further 16% reduction the following year – although by then universities will be getting income from raised fees. Teaching-related capital funding for universities has also taken a hit – 54% in 2011–12.

Cuts of 40% to the higher education budget over the next four years were announced in the spending review on 20th October 2010.

### **How are universities funded?**

In the UK as a whole, income from fees – including fees paid directly by students such as postgraduates and overseas students – makes up about 29% of universities' total funding, which was £25.4 billion in 2008/09.

Another 35% comes from government funding bodies, while the rest comes from other sources such as research grants, endowments and investments.

In England, the balance of funding is going to change – with much of the cost of university courses switching from the taxpayer to the student.

### **What does the proposal mean for the rest of the UK?**

Scotland does not charge Scottish students fees.

Students from elsewhere in the UK currently have to pay £1,820 per year to study at Scottish universities.

The Welsh Assembly has announced that fees will rise to £6,000 to £9,000, as in England, but the government will meet the extra cost to Welsh students studying at any UK university. Funding for universities in Wales has been cut by 12%.

A review of the system in Northern Ireland is under way – it initially suggested maintaining the current fee cap, but the conclusion is now being reviewed.