



Youth Enterprise Program Model Projects 2001 *Case Study*

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| School |
| Heatley Secondary College Special Education Unit. |
| Project Title |
| Profit from Painting for the Public. |
| Mission Statement (broad written definition of the fundamental reason for the Project) |
| To have students develop a framework that embodies enterprise education. |
| Project Description (a brief summary of the Project and its activities) |
| <p><u>Part A</u> Students make money painting oil drums as storage containers - having done their own market analysis first.</p> <p><u>Part B</u> Selling the painting of luminous street numbers to the public.</p> <p><u>Part C</u> Painting and selling wheelie bins for businesses and residents - responding to customer demand/standards.</p> |
| Project Partners (other educational institutions, students, mentors, businesses and associations involved or required) |
| <ul style="list-style-type: none"> • Woolworths • Brumbies • Fish and Chips Proprietors • Roly Stones Paint Shop • Signwriter • Panel beater/Spray Painter • William Ross State High School |

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| <ul style="list-style-type: none"> • "The Station" Support accommodation for students at risk. • Heatley Secondary Creative Arts Department • Stanton Lodge • Townsville City Council |
| Project Origins (initial reason why project was conceived or considered) |
| <p>Projects like this are an important aspect of each students' Individual Transition Plan; providing especially our senior students, vital opportunities to develop the necessary skills for their transition from school to a productive life thereafter. Also Deputy Principal, Ian Symthe very strongly promotes entrepreneurial projects across the school for all students.</p> |
| Goals and Objectives of the Projects (specific, measurable, action based, realistic, time limited) |
| <p>Over the twelve months with support from a broad range of staff, special education students have worked towards successful attainment of the following skills: running a profitable efficient small business involving market research, finance, sales, quality assurance, customer service, painting and decorating.</p> |
| Project Process |
| <p>The project was part of checking off competencies for Certificate 1 in Work Readiness, a Vocational, Education and Training subject at TAFE. Some of these competencies were:</p> <ul style="list-style-type: none"> - Working as a team - Working smarter with technology eg. computer clip art - Quality control of end product - Correct equipment usage - Occupation Health and Safety - Surveying and data gathering - Marketing procedures and processes - Customer and client communication - Conveying messages - etcetera |
| Consultation (research and consultation undertaken in the development of the Project) |
| <ul style="list-style-type: none"> • Collaboration between teachers and aides to determine what year level to start the project with (students with a disability requiring additional time to demonstrate competencies). • HSC Art Department product designs • Fish and Chip shop proprietors - oil drums • Woolworths / Brumbies - plastic containers • Signwriter / Spraypainter - quality control/technical advice |

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| <ul style="list-style-type: none"> • Business people - basic business principles including 'image' • Marketing to local community including parents and school • Townsville City Council - Wheelie Bins |
| Preparation of Students (securing student support and activity for the Project) |
| <ul style="list-style-type: none"> - Strong support from school administration - project an integral part of the normal timetable - Limits kept on number of students involved - even though other students not involved have requested to join - Broad skill / experience base of adults involved in project to ensure adequate level of expertise to facilitate student confidence to succeed - Appropriate, high quality materials, space and equipment were/will continue to be provided. |
| Preparation of Key Stakeholders (parents, community, business and industry, associated agencies) |
| <ul style="list-style-type: none"> • A high level of good, ongoing communication between all stakeholders is being carried out. • Students (and teachers) are learning some necessary skills in sourcing information and skills from other organisations. • Networking enable 'contacts' beyond school to be established and maintained. |
| Marketing and Public Relations |
| <ul style="list-style-type: none"> • Students sourced adult experience in selecting appropriate resources, as most customers are adults. • Students have market tested their products so far. • Students have made predictions re the ongoing need for their product. • In estimating profitability - allowances have to be made for future expansion of the business. |
| Focus on Innovation and Technology |
| <p>Clip Art - computers Sign writing techniques with spray painting equipment Painting booth and associated technologies eg. Evaporative fan. Use of Gernie to clean bins Computer programs for business plans - Excel, spreadsheets</p> |
| Project Implementation Strategy |
| <ul style="list-style-type: none"> • Learning in the real world context - the business can only survive if it continues to be profitable. If it isn't profitable, it doesn't operate and the student becomes unemployed. Ethics of an employee / business owner. |

- The exciting data is the huge number of wheelie bins in Australia. A successful business in Townsville suburbs means students could build their second business; of teaching other school/organisations to carry out their business in another community.

Resources (physical resources required) – compare to proposed budget.

- Spray booth - all necessary equipment and materials.
- Vehicle with bull bar and trailer - transport wheelie bins.
- Office materials - business record keeping.
- Computers - design/business records
- Gernie - clean bins

Budget (funds required eg printing, stationary, postage, telephone, travel, equipment purchase, staff replacement) – compare to proposed budget.

Refer to Final Report (a copy can be obtained by emailing louise.mitchell@sd.qld.gov.au)

As often happens, there has been a discrepancy between projected breakdown versus actual breakdown.

In Kind Support Provided

- Additional time from teachers/aides
- Expertise from - sign writer
 - spray painter
 - small business managers
- Physical resources from various businesses involved.

Acquisition of Funds (how required funds were acquired)

The school transition officer based at Stanton Lodge, the Head of Special Education Services, and teachers from Heatley Secondary SEU collaboratively wrote the application after sourcing the appropriate expertise required.

Project Evaluation (criteria and method) – attach examples if applicable.

Refer to "Goals and Objects / Project Process"

Project Timeline (compare to proposed timeline at commencement of project)

We need another year!

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| Project Outcomes |
| Every student involved in the project has achieved a significant number of the competences required toward passing the modules in Certificate 1 in Work Readiness. More specifically listed under "Goals and Objectives/Project Process" |
| Achievements of the Project (including skills gained- educational, work, life, social) |
| <ul style="list-style-type: none"> • Unfortunately not a profit.....yet! • Community contacts have been and will continue to be established • Even greater interdepartmental cohesion within the school than already existed • Business management skills developed • Finance skills • Painting and decorating • Research • Work related skills • Occupational Health and Safety |
| Project Outputs: (physical outputs of the Project including lesson plans, work sheets and tools) – attach if applicable. |
| Refer to Certificate 1 in Work Readiness. |
| Sustainability |
| We believe the wheelie bin project is sustainable because there are so many to paint, people in general have been very receptive and supportive and building a second business of passing on knowledge is viable. |
| Potential Variations on the Project (other potential applications for the Project Framework) |
| We do not intend on exploring potential variations/applications to the project. Power poles or boxes could also be painted; however other people are doing that. We view the wheelie bins as a niche market. |
| Overall Project Strengths |
| So far the project has been value for money - a success! All stakeholders gained from these valuable experiences, more so from a knowledge premise than a construction point of view. Opportunities await the future. Even though a pilot program, we are keeping within our resources allocation. |
| Overall Project Weaknesses |
| Occupational Health and Safety issues - spraying paint is not easy for students to |

do. At the end of 2003/2004 we aim to involve more schools in Townsville and/or the district.

Collaboratively, it was agreed not to even attempt exploring the painting of luminous street numbers - project is detailed enough without this additional component - perhaps something to explore in the future? Or by another organisation?

Overall Project Verdict

Lots of expertise is required at fingertips to undertake a project like this and do a professional job. The school timetable is utilised as flexibly as possible, however production and clean-up time limits are a challenge, some days more than others.