

PROJECT TITLE AND BRIEF DESCRIPTION

The Rainbow Jungle is a Kalbarri based, nationally renown breeding program for Australian parrots, some of which are endangered. The Rainbow Jungle Project involved students creating a product(s) that enhanced the delivery of information for this business. The product had to be of sufficient quality that it could be offered or sold to the public and had to take into consideration safety and environmental issues.

FOCUSING ON THE ENTERPRISING ATTRIBUTES OF

- Generate and use creative ideas and processes
- Generate ideas and assess opportunities
- Use initiative and drive
- Identify, prevent and solve problems
- Identify, assess and manage risks
- Monitor, reflect and evaluate
- Identify, recruit and manage resources
- Communicate ideas and information
- Collect, organise and analyse information

LEARNING AREAS		LEARNING AREA STRANDS COVERED	LEARNING AREA SUBSTRANDS COVERED	EXAMPLES OF STUDENT ACTIVITIES
LEARNING AREAS	ENGLISH	<ul style="list-style-type: none"> ■ Reading ■ Writing ■ Speaking and Listening 	<ul style="list-style-type: none"> • All sub-strands in all strands 	<ul style="list-style-type: none"> • Present a folio recording the entire process of creating a product • Present your product to the whole Theme group
	SOCIETY AND ENVIRONMENT	<ul style="list-style-type: none"> ■ Investigation communication and participation ■ Natural and social systems ■ Resources 	<ul style="list-style-type: none"> • All sub-strands • Natural systems, Economic systems • Management and enterprise • People and work 	<ul style="list-style-type: none"> • Conduct an investigation into bird types and their needs • Investigate the reasons for establishing a parrot breeding centre • Investigate the range of jobs carried out by employees • Identify possible improvements in the workplace
	TECHNOLOGY AND ENTERPRISE	<ul style="list-style-type: none"> ■ Technology Process ■ Information 	<ul style="list-style-type: none"> • All sub-strands • All sub-strands 	<ul style="list-style-type: none"> • Investigate, devise, produce and evaluate a product that will enhance the business • Create a set of instructions for the business on how best to use your product
VALUES EDUCATION		<ul style="list-style-type: none"> ■ Pursuit of Knowledge ■ Self Acceptance & Respect ■ Respect and Concern for Others ■ Environmental Responsibility 	The whole process reflects these values. They are measured through self, peer and teacher assessment recording sheets.	

- Direct Emphasis and Key Teaching / Evaluation Points
- Indirect Emphasis that occurs at an individual's need level.



Kalbarri District High School –
A Whole School Approach to Enterprise Education



KALBARRI DISTRICT HIGH SCHOOL – A WHOLE SCHOOL APPROACH TO ENTERPRISE EDUCATION



ABOUT OUR SCHOOL

Kalbarri District High School is a rural school situated on the coast 600 kilometres north of Perth. The school was established in 1959 as a primary school, a necessary addition to a town with a growing lobster fishing industry. Over the years it has gradually grown and in 2000 we became a District High School with classes from K-12. As we are more than a short bus ride from Geraldton, our nearest regional centre, we have to look to ourselves to provide a meaningful education for most of the young people in the town.

We have seen rapid community developments since 1999. With tourist numbers growing at a steady rate and the occupancy rates remaining steady, student numbers have grown to 250 and we now employ 21 teaching staff. There is every reason to believe that tourism will continue to contribute strongly to the town's economy and population growth.

Our fishing and cray fishing industries remain strong. Coupled with the growth in service and retail sectors, employment infrastructure in our town is looking positive. Every indication is that we will see Kalbarri continue to grow as an established, self-contained, service orientated community, with employment being less dependent on out-of-town and rural based work as has been the case in the past.

With our expansion into a district high school, we were keen to offer our students a learning program that was unconstrained by subject boundaries and genuinely student centred. We were also keen to raise the profile of youth in our area and prepare our students for employment within their home community. Therefore, our school's enterprise education priority is not only about providing a relevant education for our students but gives us a means through which we can demonstrate publicly the positive side of Kalbarri youth!

WHAT ENTERPRISE EDUCATION MEANS TO US

To us, enterprise education is synonymous with relevant education. We see it, not only as a channel for developing enterprising attributes in our students, but also as a key process through which we can engage them in authentic learning experiences and improve overall learning outcomes. Values education also supports a great deal of our enterprise activity. We see the enhancement of active citizenship skills through the development of service based enterprise ventures as critical to equipping young people not only with employability skills but a social conscience.

Our enterprise learning occurs by way of projects that involve students in the development of events, products and services that directly connect the school with community and business interests and needs. They emerge from student interests, prior experiences and understandings. In short, they are meaningful, accessible and pertinent.

WHAT WE DO ACROSS THE SCHOOL

Our school provides a structure for enterprise education through the placing of students into 'SMART' groups. These groups allow students to be timetabled together, often in mixed-aged groups. Collaborative learning is the cornerstone to 'SMART' group success with students and teachers working in partnership to develop cross-curricular, enterprise projects. A great deal of planning goes into each stage of a project and students are afforded a lot of guided freedom in determining their scope. They are given ownership and responsibility for success at all stages. Our 'SMART' groups are:

- 'YOUNGSMARTS' – Years K-3
In this phase we promote practical activities and the creation of products that arise from simple plans. We try to get the students to make useful items based on their research and planning. This phase, by necessity, is largely teacher directed. However, even at this age we begin giving our students the basics from which they can build on and develop understandings about being enterprising.
- 'INDESMARTS' – Years 4-6
In this phase we encourage our students to become more independent as researchers and planners. While the teacher still largely guides practical activities, small group and individual ownership of the learning process is encouraged. We also promote the involvement of the wider community wherever possible, such as the 'Coastal Gorges Project' where students worked with CALM to map out, re-vegetate and restore the popular Coastal Gorges of Kalbarri.
- 'MIDDLESMASTS' – Years 7-10
This is our middle school where we strongly promote student responsibility for learning. All projects build on students' prior knowledge and are based on their interests, skills, and aspirations. As such they are highly student centred and 'Kalbarri specific'. Students in Years 7 and 8 (Theme A) engage in projects that focus on the production of goods and services for our town. This is where we stress personal organization, cooperation and group work. In Years 9 and 10 (Theme B) projects are event focused and tend to impact more widely in the local community. Projects stress active citizenship through participation and have included 'Promoting Kalbarri as a tourist destination' and 'Schoolyard Blitz'.
- 'VETSMARTS' – Years 11-12
All our students are involved in Vocational Education and Training (VET) in Schools programs with our current cohort pursuing careers in the nautical industry.

Without doubt, our enterprise projects can be defined as 'rich tasks' as they allow students to engage with their peers in semester-long collaborative learning experiences while developing and displaying a range of learning area outcomes and enterprising attributes. Also, as already mentioned, the age and skill level of the group determines the extent to which teachers initiate ideas and control the direction of the learning in these projects. However, the 'big picture' aim for all groups is that teachers become facilitators while students increasingly take ownership and control of their own learning outcomes.

OUR MAJOR MILESTONES IN ENTERPRISE

- Our whole school approach to enterprise was selected as a model of excellence for a national pilot and published in the Department of Education, Science and Training report 'Case Studies in the Enterprise Action Research Project'. This is currently being used in workshops around Australia and will be issued to all schools in the Commonwealth.
- Our two major expos for 2002 celebrated our enterprise achievements across the school and were enormously successful. Our 'Picture of Learning' Expo attracted over 200 visitors and received extensive praise. These expos were open to all members of our Kalbarri community.

- Our success in winning awards and grants stemmed from our school's enterprise focus including the BP Awards and four awards at the Midwest Education Excellence celebrations, including the award for enterprise education.
- Staff development has focused on enterprise education and enabled staff to come to terms with the enterprising attributes and how they can incorporate enterprise into their teaching. As part of this, teachers are shown how they can introduce enterprise with only minor adjustments to the current programs.



OUR OUTCOMES

- Students at the school express a strong sense of engagement and enjoyment in their schooling when they undertake enterprise projects.
- Students recognise the value of being involved in projects that link their schoolwork to events and groups in the community.
- Students view their work as purposeful, a sentiment reinforced by the positive feedback we receive from parents, community members and teachers.
- Community members and organizations are given the opportunity to be a critical audience for the students' work in enterprise. This provides them not only with a greater understanding of what goes on in schools but allows us to 'sell youth' in a positive light to the community as a whole.
- We have very little alienation occurring in our school population due to the students' high levels of interest in the projects.
- The school has established solid links with community groups and local businesses. They are all engaged in the school's enterprise projects and continue to provide support to the school.
- All our VET courses have a basis in vocationally specific enterprise such as 'Nautical Studies and the Seafood Industry' and 'Hospitality and Tourism'. This enables our senior students to access traineeships and post school employment.

OUR FUTURE DIRECTIONS

We will continue to:

- Develop an enterprise culture in our school informed by student centred, collaborative and 'rich task' understandings.
- Articulate the links between the Curriculum Framework and enterprise education so that all teachers can pursue the integration of enterprise education in daily practice.
- Provide opportunities and support for staff to engage in enterprise based classrooms.
- Seek out strategies to demonstrate to parents and the wider community the value of enterprise education in the school setting.
- Promote the excellence of youth to the Kalbarri community through our enterprise expos and enterprise based community links.

We are also looking for better ways to monitor the progress that students make in developing enterprising attributes so that what the students learn is given full credit.

WHAT PEOPLE SAY

'If the young people here today are examples of the future of Kalbarri, we 'the Oldies' are proud to be associated with them.'

Retired Kalbarri resident following the 'Day of Inspiration' Enterprise Expo, 2002.

'Enterprise education at our school has developed the students problem solving skills across all Learning Areas. Students can readily identify problems and needs and through a detailed investigative process find creative and innovative solutions. Tasks revolve around businesses and community groups and as a result our school has developed strong links with the community.'

Long-standing Kalbarri DHS secondary teacher.

'What a fantastic experience it was being involved in [your enterprise education program]. Not only was I witnessing self-learning, creativity and individualism but the development of life skills that I know will be useful to these students in their future.'
Student teacher and parent, 2002.

'I love Theme. It gets me away from normal school subjects and allows us to interact with students from other year levels. We look forward to it. Theme gives us insight into how we will learn after school. It is more about me and less about what the teachers think I need to know.'
Current Year 9 student.
Kalbarri District High School.