



Bodi Stewart and Kyal McDonald lead the bus chase

In 1994, the Mypolonga Post Office was relocated to the General Store. A student, Stephanie Fulwood, suggested turning the vacant building into a shop. 20 years later, on school grounds, the Shop exceeds our wildest expectations.

How the Shop Began

Initially, the vision for the Shop was as a venue to sell student made crafts. The Principal, John Hackett, successfully accessed a grant and local craftspeople came in to teach upper primary students how to make crafts. Craftspeople were also invited to place their crafts for sale on consignment. They would nominate how much they would like to charge for each item and a sticker with the initials of the consignor, and the price was attached to each item. The school would take 20% commission.

The shop, staffed by students opened for approximately 20 minutes after school 4 nights per week. Sales were slow, but even so, word spread. Kate and Lauren Nolan's auntie worked on the Proud Mary Paddle Steamer and when she heard that the Proud Mary was looking for tourist attractions to add to their itinerary, she suggested the School Shop. They wanted to visit the school every Friday for approximately 45 minutes.



The old Post Office, adjacent the school. It had no running water or electricity.

Glenys Elliott, (mother of Shannon) and Coral Oborn, (mother of Rebecca), both made goods for the Shop and managed stock control and payment to consignors. At this stage in the shop's evolution, it would not be overstating the mark to say that the shop would never have been successful if it wasn't for Glenys and Coral. They came each Friday and supervised students working, maintained the shop and balanced the money collected with the goods sold.

The Proud Mary Paddle Steamer berthed every Friday at Mannum, and the passengers disembarked and took a bus tour around Mannum, especially the Mannum Waterfalls.



The bus continued on to Mypolonga and the School Shop. The boat sailed on down to Mypolonga where the bus took the passengers back to Wood Lane Reserve, where they continued on their journey. In the intervening 14 years, some tourists returned 3 and 4 times to relive the experience of the School Shop.

Initially, the Shop operated on a very ad-hoc basis, but as people learned from this new experience, processes evolved to ensure that the Shop ran more effectively. Student involvement consisted of manning the counter inside the shop, recording sales, taking money and giving change. Students volunteered (so some students were involved to a very minor degree, while others had a significant involvement), and there was little accountability. The financial management and record keeping rested in the hands of volunteer parents. They kept a record of goods placed in the shop for sale and also calculated payments to consignors each term. They presented this information to the Finance Officer, who then paid the consignors.

The focus of the Shop begins to change

Gradually, the focus of the Shop changed. The production of crafts by the students was time consuming and crafts were often questionable in quality. It became clear that the tourists wanted to buy high quality crafts.

A process of trial-and-error saw students experimenting with different items for sale.

Chocolate – coated apricots – as Mypolonga is a fruit growing region, dried apricots epitomise the Mypolonga community. Cellophane was cut into squares and 5 apricots placed inside and tied with ribbon. Eventually, there were enough profits to buy ready-made cellophane bags which streamlined the apricot process.

Oranges were trialled by dehydrating sliced oranges and chocolate coating them. This was time consuming and they were not very popular, so we decided not to continue.

Dried apricot jam – this required supervision, was difficult to bottle, and when Murray Bridge High School started selling jams and relishes on consignment it was felt that there was a conflict of interest.

Herb Vinegar - bottles were purchased in which herbs were placed and vinegar added. In order to make a profit, the price became prohibitive so the trial was not continued.

Post Cards – a photograph was taken of the passengers alighting the Proud Mary. Backing stickers, which turned photos into postcards were placed on the back of the photographs. The stickers were difficult for students to place on the back of the photograph evenly. If the sticker was uneven, the postcard had to be thrown away.

Lemonade– an old fashioned lemon cordial recipe was made each week to sell in the shop. This was highly successful and has continued to this day.

A sense that all students needed to achieve certain outcomes, and that all students needed to contribute equitably, was beginning to develop. At around this time Enterprise Education was being recognised nationally and state wide as a way of preparing students not only for the workforce but also for life. The Key Competencies were developed which were helpful in identifying and assessing the key outcomes of the shop program.



The Key Competencies were:

- KC1 Collecting, organising and analysing information
- KC2 Communicating ideas
- KC3 Planning and organising activities
- KC4 Working with others and in teams
- KC5 Using mathematical ideas and techniques
- KC6 Solving problems
- KC7 Using technology

Over the ensuing years curriculum frameworks have moved from SACSA's (South Australian Curriculum Standards and Accountability Framework) Essential Learnings; to the International Baccalaureate Middle Years Program's Learner Profile; and the Australian Curriculum's General Capabilities; as holistic approaches to develop and assess student achievement. We have experimented with devising our own framework, but we have found that the Effective Lifelong Learning Inventory (ELLI) to be a whole-school approach that is easy to implement and measurable.

As we moved away from a focus on craft to business, we realized that if the partnership with the Proud Mary was to continue, we needed to make ourselves indispensable to the tour. We decided to open every Friday including holidays, so that we were always there when our market demanded, like a real business. This was a strategic decision, which gave the Proud Mary confidence, and also gave the school community, a sense of commitment to something great.

By 1997, the Shop program had evolved to the point where it won second prize in the Advertiser 'Excellence in Education' Awards, which recognised innovation in education programs. We realized we were on a winner!





The Shop Moves On

The Shop program continued to evolve, using the Key Competencies as the framework to plan, implement and assess the program. However, there were still a number of issues.

1. How could all the students in the upper primary class be engaged in meaningful learning while the tour was at the school? What were the students actually learning? How would we know?
2. The Shop is only one part of a very wide curriculum. The Shop program needed to be organised efficiently, so that preparation for the tour did not impact too greatly on students' ability to access other parts of the curriculum. (In other words, the program needed to be efficient.)
3. Which SACSA outcomes were being addressed? What evidence was there? What needed to be explicitly taught?
4. How could a process be developed to ensure that assessment of, for and as learning occurred?
5. How could a culture of improvement be an integral part of the program?
6. How could students be empowered to take over the financial management of the program?

How did the program move from being about creating a product, to managing a business and developing an entrepreneurial and financially responsible culture?

The Shop Rotations

In order to make the program manageable a different way of working and thinking needed to be designed whereby all students were engaged in the program and outcomes were identified and assessed.

A process was devised where each week upper primary students rotated through a series of tasks in pairs. Tasks depended on the number of students in the upper primary class in any given year. All organisational tasks occurred while the tour was at school. As the upper primary class comprised Year 6 and 7 students, mentor / mentee relationships were developed whereby experienced students mentored younger students.

Up until 2004 one of the rotations was to clean the public telephone booth outside of the school. The school was contracted by TELSTRA to do this. After 2004, TELSTRA outsourced this contract, so other rotations were introduced.

One of the most significant issues we found was the dissemination of this information to students each week about their particular rotation. A significant amount of time was spent explaining each rotation and keeping students on task while waiting for the tour to arrive. Sometimes the tour was running late and students needed to be encouraged to stay focused. We decided to document the following for each rotation:

- What students needed to do the prepare for their rotation
- What students needed to do

Thus was born the '**Shop Assessment Book**', which was used to document each student's learning and provide feedback to them. (See Appendix)



Assessment is the Key

Assessing learning outcomes against established criteria, made the practical day-to-day running of the shop much simpler and made the learning intentions clear to students.

Each rotation has assessment criteria to determine achievement. Assessment is cumulative and results in the achievement of badges. The only assessment that accumulates is an excellent one, and the Shop motto is 'OK Isn't Excellent'. Students move through a series of coloured badges until they reach gold. After gold, students attain 'Quality Assurance' which enables them to assess others.



Stephanie Thomas, Keriz Rathjen, Shanae Neale, Holly Rathjen, Logan Holmes and Mabeline Sorensen waving to the bus

Once the assessment process was established, students became more engaged and had a greater commitment to the success of the program. Achieving 'Quality Assurance' was a milestone, which over the years became a right – of – passage for students in upper primary. The Shop Assessment Book is reviewed every 2 – 3 years with students to reflect on and improve planning and processes.

The Shop Assessment Book: Recording Outcomes Achieved (See Appendix)

Rotation	Purpose
Inside Counter	Selling goods made by consignors. An SSO supervises transactions. A middle primary trainee bags goods sold and learns how to record sales in the Inside Counter book.
Outside Counter	Selling student made goods. An SSO supervises transactions. A middle primary trainee bags goods sold and learns how to record sales in the Outside Counter book.
Lemonade	Makes lemonade on Wednesday with an SSO and sells it to the tourists on Friday. Has to wash cups when the bus leaves.
Door	Greets customers, photocopies brochures, and leads school tours. Has a Junior Primary trainee
Visitors' Book	Welcomes people on the microphone when the bus arrives. Invites tourists to sign the Visitors' Book. Leads school tours with a lower middle primary trainee.
Map	Asks people to show where they have come from on a map of the world. Invites them to send a post card when they return home.
Reconciliation Board	Explains to customers how the books are balanced. Explains mathematical processes. This has been a significant factor in numeracy improvement.
Photography	Take photos to be used for publicity and reporting.
Chocolate Coating	Students chocolate coat apricots for sale in the Shop. (4 varieties – milk, dark, white and assorted). Supervised by parent volunteer.
Bagging (3 Rotations)	Students bag apricots for sale in the Shop. We also have a contract to supply the boat with 40 bags each week. School Counsellor supervises.
Garden	Students work in the school garden (Groundsperson supervises)

It's about business: How did we establish financial management processes?

From the inception of the shop program, we realised that students needed to use mental strategies to determine:

- cost of goods sold
- amount of change given

We did this because we wanted our students to develop these strategies and then transfer them to their everyday mathematical learning. What we didn't realize was that our customers loved this because they had grown up pre-calculators which they perceived as 'doing the thinking' for our students. We have used this as a strategic marketing ploy ever since. Our mathematical results have definitely supported this approach; (99.2% of students have made high or middle progress from Years 5 – 7 since the inception of NAPLaN).

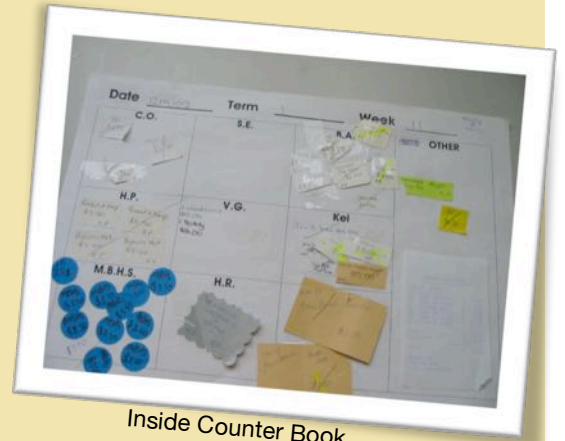
In Middle Primary (Year 4/5) students do a 'Counting back Change' training module, with an SSO, so that when they reach upper primary, and work in the shop each week, they are already able to count back change.

Consignment Calculations

Each week, following the bus tour, consignors' sales were calculated by students in maths lessons. At the end of each term, consignors' total sales for the term were calculated. In Year 6, students had to work out 20% commission. Initially using pen and paper. They could choose which way they could work it out; most chose either to divide by 5, or divide by 10 (by moving the decimal point) and doubling it. Once this skill was mastered students could use a calculator. In Year 7, students entered all figures, straight into a spreadsheet and were then able to calculate each consignor's payment and total profit for the term.

Reconciliation Board

Sharing the financial learning which occurred after the bus left, led to the development of the Reconciliation Board rotation. Over time, we realized that we needed to skill students to be able to articulate the processes of reconciliation. This is the hardest rotation, but also the tour's favourite. However, we found this was quite difficult. The mentor's role was to teach the mentee to explain financial processes. To support mentors, we produced a script which was included in their Shop Assessment Books. (See Appendix) We are currently using iPads to film each other and critique performance on the Reconciliation Board.



Inside Counter Book

Recording Sales

The Inside Counter sells community-made goods, the outside counter sells class-made goods.

Community-made goods attract 20% commission, while 100% of the profits go to class-made goods.

Inside Counter Processes

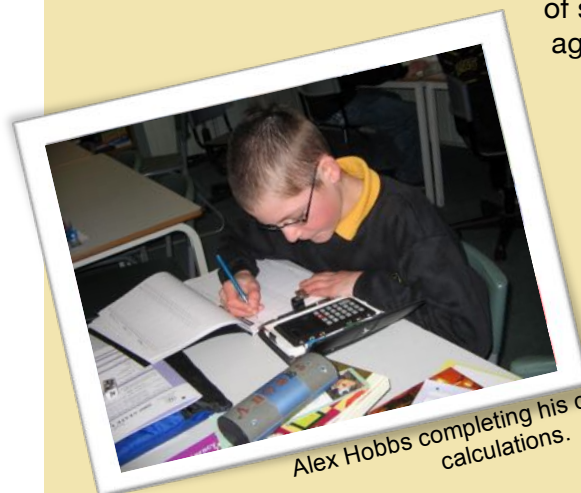
A sticker is placed on all community made crafts detailing

- The initials of the consignor
- The cost of the item (including 20% commission paid to the school).

When the item is sold, the sticker is removed and placed in the Inside Counter Book. Students are then able to collate all of the sales from each consignor each week.

Outside Counter processes

Outside counter goods do not have stickers placed on them. Instead students record sales by tallying them in the relevant column of the outside counter book. As a safeguard, students record stock numbers prior to the tour as a cross-check of sales against stock.



Alex Hobbs completing his consignment calculations.



Reviewing our Business Plan: Improving sales using a captive audience

In 2003, we noticed that we were not selling as many chocolate-coated apricots as we thought we should. As many students picked and cut apricots in the school holidays, they knew how hard it was to produce each bag of apricots.

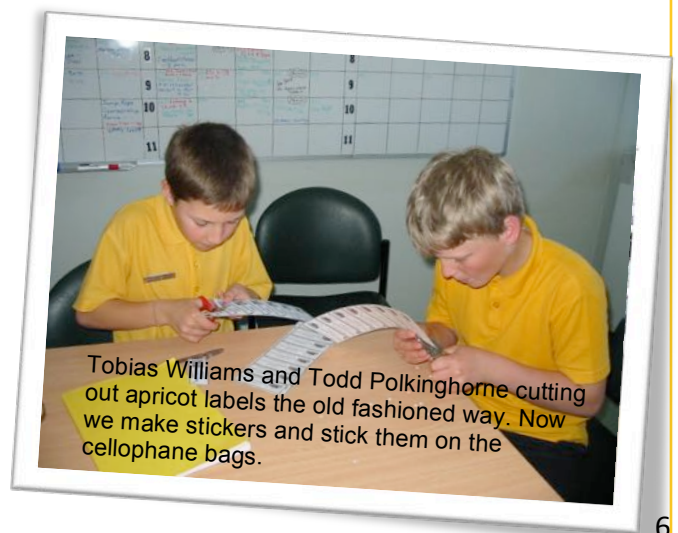
We found out that the bus had a screen and video recorder on board. We decided to make a video about the apricot industry in Mypolonga, which could then be played immediately prior to the bus arriving at the school.

The video portrayed:

- The industry in flux: eg orchardists changing the traditional varieties of apricots grown in order to make production more sustainable
- The difference between hand cutting and machine cutting
- The impact of cheap imports on the Australian apricot industry
- The labour intensive nature of the industry, especially from the perspective of students.
- How this industry has shaped the 'can-do' attitude of students.

The Results

Following the production of this video, sales trebled overnight, and have continued to increase. As the apricot industry continues to decline in Australia, the now DVD, is an interesting historical document, chronicling not only the local fruit industry, but how competing interests have had a significant impact on the Australian horticultural industry. However, we have increased our product range to include plain dried apricots and peaches, as well as milk, dark, white and assorted bags of chocolate coated apricots.



In 2002 the Federal Government conducted a study of 20 schools across Australia to determine what made them successful and leaders of enterprise. Dr John Manefield, on behalf of Erebus Consulting Partners conducted research over a 12 month period. He interviewed staff, students, parents and partners. The report was published and sent to all schools in Australia. The report found:

1.

'The School represents a beacon to demonstrate local commercial viability and the attributes of small town living. Community members, teachers and students tend to stand along side one another in contributing to all of these.'

2.

'There is observable evidence that the great majority of students are confident, responsible and articulate, showing attributes of initiative and drive, community orientation and with a 'can do' approach that sees them taking mature organisational decisions and applying their learning in their daily lives. They show great personal and social pride in their achievements, have an anthem of 'excellence' and strive to achieve this not only in the Shop but also in other aspects of their learning.'

3.

'Teachers appear to exhibit leadership as 'first among equals' among the children with a focus on setting and maintaining expectations as coaches rather than giving authoritarian directions.'

4

'Many students demonstrated a strong enthusiasm to break outside their comfort zones and dependence limitations, taking learning risks that exposed them to real situations, knowing they were supported by a collaborative safety net that valued the striving more than the success but didn't allow excessive personal exposure to potential failure.'

The History of Recipe Books

Originally the shop was the domain of the upper Primary class, and to a large extent this has remained the case. However, gradually each of the other classes has become involved in the enterprise program by producing goods for sale.

The Middle Primary class originally made a themed class - recipe book, which they gave to their families. It was then decided to sell the book in the Shop as a class fundraiser. From there the class produces a recipe book every two years on a specific theme. Each book is launched when the bus tour visits the school and the students cook recipes from each book to share with the tourists.



Monique Cain, Rochelle Klenke, Andrew Smart, Joel Schumacher and Crystal Kluske, launching a middle primary recipe book.

Recipe Books and Year of Launch

1998: Nothin' but Muffins

1999: Biscuits and Slices

2000: Favourite Christmas Recipes

2001: Walnut recipes

2002: Lunchbox Ideas

2003: Apricot Recipes



The garden at the old Post Office was set up as a way to talk to the tourists. Kim Foale volunteered every Friday to supervise this rotation.

2004: Let's Party

2006: Winter Warmers

2008: Food from Around the World

2010: BBQ Salads and Starters

2012: Chocolate Lovers

2014: Collection of Cookies

2014: A number of staff members joined the Relay for Life to support cancer research. A cookbook of the staff's favourite recipes was produced. Proceeds from the sale of this recipe book go to the Relay for Life.



From Proud Mary



to Murray Expedition



and back to Proud Mary



Isla Geilen, Autumn Stapleton and Alarah Sips are mentored by Paris Montgomery Pittaway.

The Shop program became a whole school affair with classes producing and selling their own goods. Classes do not pay commission to the Shop and receive 100% of their profits.

The Junior Primary class uses art work to design bookmarks.

The JP 1/2 class make luggage tags.

The 3/4 class make recycled notebooks.

Upper Primary students supervise the younger students' financial transactions during the Shop.

A purpose built shop, on school grounds



Principal Carolyn Abbott, with Donna Williams, Ian Oxborrow and student Ben Traeger; ready for the move to the new building.

In 2002 Garry North was appointed to the principal position. He recognized that the Shop program was ground breaking and decided it was important to secure a premises for our use on a more permanent basis.

The generosity of the Vogt family, who allowed us to use the old post office building at no cost, had continued for many years. The building had been on the market since the Shop opened and they allowed us to use it at no cost. We considered purchasing the Post Office but decided against it as there was no electricity or water in the building.

Carolyn Abbott took over as principal in 2005 and Anne Martin, the new upper primary teacher, became the coordinator of the School Shop. When a buyer became interested in the Post Office, it was decided to convert the lunch shed on the school site into a new School Shop. The advantages of this were that the Shop was on school grounds, which improved supervision; it brought customers on to school grounds and allowed the building to adapt to the program, rather than the program adapting to the building.

Having a purpose built shop on school grounds has increased the flexibility of the program and has allowed the school garden to now be a part of the shop experience.

Donna Williams and Ian Oxborrow managed the refurbishment process, and the new School Shop was opened on 15th May 2005 by Rita O'Brien.

In 2006 the Proud Mary bus tour changed its name to the Murray Expedition.

'If someone offers you an amazing opportunity and you're not sure you can do it, say yes – then learn how to do it later.' Richard Branson



Checks and Balances

In 2015 the Business and Economics curriculum was introduced to all schools in Australia. Students need to be able to 'identify individual strategies that can be used to make informed consumer and financial choices.' We use the shop as a vehicle to achieve this, however, as we are dealing with other people's money we need to ensure that all transactions are correct.

SSOs oversee every aspect of money handling processes. On the Outside Counter, students tally all of the goods for sale prior to the bus arriving (see Appendix). The Outside Counter can be quite busy with sales generally around the \$200 mark. Students tally what is left after the bus has gone. They then check their sales against the tallies, so that if they have made a mistake they can rectify it. They then work with an SSO to count the money and check that it matches the goods sold.

On the Inside Counter, students work with an SSO to tally the goods sold and then to count the money taken. These need to match.

Stock is monitored by an SSO. She documents all goods as they are brought in by consignors. While students are responsible for determining payment to consignors, the SSO does this as well, to ensure all financial calculations are correct. This is done at the end of each term. The SSO transfers all sales into a book after every tour. She then is able to give each consignor an itemized account of all goods sold for that term. Commission is also double checked by the SSO to ensure all payments are correct.





Another measure of success is how students engage with the program. Students and teachers volunteer to work in the Shop during the school holidays. The Shop is always well attended and the tourists appreciate this.

The photo above shows students volunteering in the holidays on the Outside Counter. (Left to right) Paris Montgomery-Pittaway, Chloe Pahl, Darcy Elliott, Riley Walton and Mitchell Pahl are all current students.

Chloe Elliott and Mitchell Walton are in Year 9 at Murray Bridge High School and have returned to work in the Shop in their primary school uniforms. This is truly a measure of success.

Recognition by peers and the educational community are also indicators of success. 2015 we were invited to present at the Country Education Project in Melbourne. Tyler Martin and Sienna Montgomery-Pittaway presented at the conference, the major focus of which was real life relevant learning experiences for students. The Shop was the cornerstone of their presentation and the feedback was outstanding.

'The contribution of the students was met with high praise and they presented so impressively – very engaging and everyone was "raving about the presentation" after.'

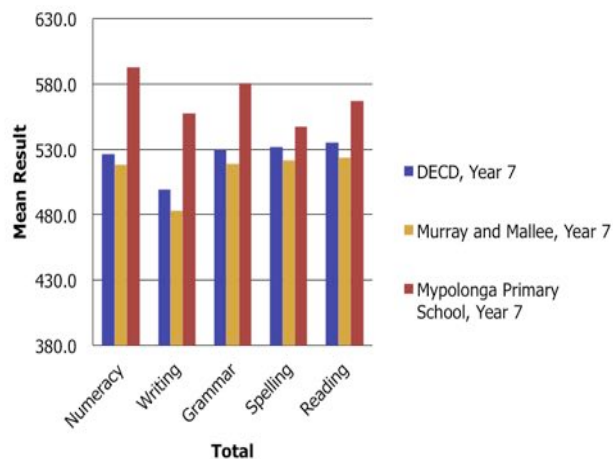


Meg Daniel and Kailan Challenger explaining to customers how we balance the books.

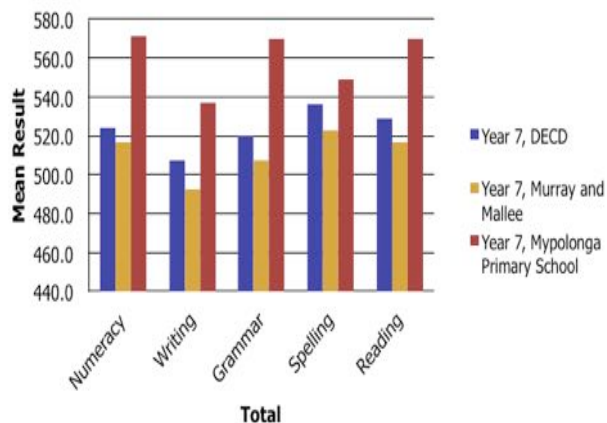
How do we know that the Shop has been successful?

A measurement that is highly valued from a systems perspective is NAPLaN results. Year 7 numeracy results are consistently outstanding with a number of students achieving above the Year 9 national average. It is rare for students to make low progress from Year 5 – 7 in numeracy since the inception of NAPLaN.

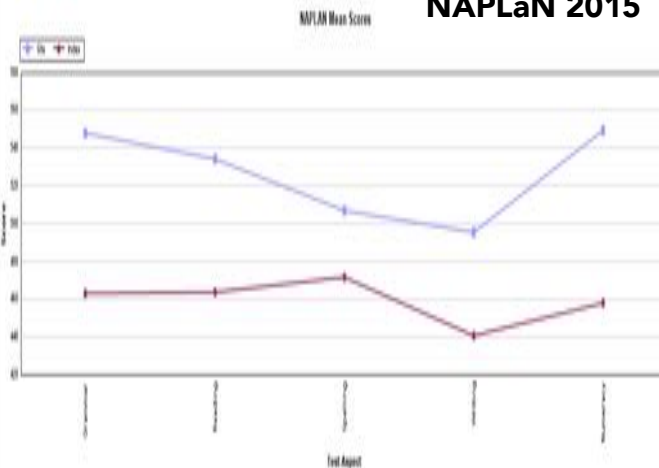
NAPLaN 2013



NAPLaN 2014



NAPLaN 2015



Feedback from the Tourists



Zeke Sanderson, Ben Traeger and Jason Hagger on the outside counter in the old Post Office.

We so enjoyed seeing your shop at work and the lemon cordial was so refreshing after our walk along Reedy Creek. Thank you for making us feel so welcome and for showing us around the shop and helping with our purchases. It was great to see your Stephanie Alexander garden. We have spoken to a lot of people (come teachers) about your wonderful business)

Meredith and Bob Stafford, Geelong, Victoria

I have worked in admin in schools for 26 years. Your children were so polite, helpful and very knowledgeable about the items they were selling. Everyone was very excited to see this lovely school and lovely kids.

Regards

Carol Stumbles , Dapto, NSW

When we visited your school on 22nd May 2015 with the Proud Mary, I cannot tell you how much I enjoyed the afternoon with all the wonderful pupils. They were so enthusiastic with the different activities that they were assigned to do.

We were all so impressed with the excellent way the pupils conducted themselves and their knowledge was outstanding for their ages. I am sure you and the teachers must be very proud of them and am sure you all enjoy your job and to be amongst such lovely children.

All good wishes from Barbara Wolever, Christchurch, New Zealand.

During our recent cruise with the Proud Mary on the Murray River, we had the opportunity to visit your school and shop. We were very much impressed of how you run your business and especially how you keep your records.

Well done and keep going. Congratulations on your project.

Greetings from Switzerland, Fritz and Rosmarie Shreck, 8953 Dietikon

I am sending you a few pamphlets, post cards etc so you can have a look at my part of Australia. I hope you will enjoy and they will be of benefit. When I asked for highlights of our fabulous trip to South Australia and the Murray River, your school was their favourite.

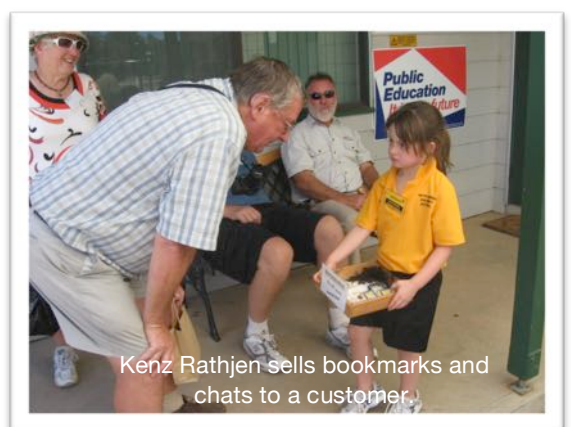
Dorothy Dunstan, Manjimup, WA

We so enjoyed our visit to your school. What lovely new buildings you have. We loved seeing you all taking part. You are especially good at handling money. Loved the chooks and vegetables. Your motto is excellent and your behaviour wonderful. I was a teacher and this is the best school I have ever seen.

Les and Dorothy Davies



Katrina Smart and Chloe Elliott lead the visitors into the school



Kenz Rathjen sells bookmarks and chats to a customer.

Awards, Accolades and Recognition

The Shop Program seems to have a 'snowball' effect. One accolade leads to another, and often we are nominated for awards by members of the community, unbeknownst to ourselves.

The positive perception of the local, and wider community is another indicator of the success of the Shop program. Recognition by DECD and other educational organisations also is an indicator of success.



Anne Martin, Kerry Daniel, Rita O'Brien, Cheyanne Richter Uren and Jack Kluske receiving the inaugural 'Public Teaching' Award from the Premier Jay Weatherall.

1997 Advertiser 'Excellence in Education' Award

2003 SA Great Award 'Youth' Category. Donna Williams, Rita O'Brien and student Jessica Macey travelled to Renmark to receive the award.

2008 Women's Weekly Parents and Citizens' Award. State winners, third nationally. Annie Hughes, Nicole Cain, Sarah Elliott and Rita O'Brien travelled to Sydney to receive the award.

2009 Winner: Rural City of Murray Bridge Australia Day Awards: Best Community Initiative

2010 NAB 'Schools First' Award; \$50 000

2010 Article about School Shop published nationally in 'Take 5' magazine

2011 Winner DECD Public Teaching Awards 'Innovative Engagement with Business and the Community' \$20 000 (see photo above)

2011 ABC film crew filmed School Shop for '3 on 3' Children's Television Program. Over 60 people came on a Saturday to do the filming at a day's notice.

2012 Recognition by the OECD as an 'Innovative Learning Environment' for developing authentic contexts to challenge learning.

2012 Selection by the Australian Securities and Investment Commission as a 'Money Smart' School. Video resources produced for MoneySmart website

2012 Channel 7 film crew filmed School Shop for national nightly news program

2013 Bronze Award: Australian Business Excellence Awards. (We were 10 points away from a silver award. Gold award winners are businesses such as BHP Billiton)

2013 Winner: Advantage SA Flinders University Education Award

2013 Inaugural Sidney Meyer Chair of Rural Education and Communities 'Stories of Rural Education and Innovation in rural and remote schools.'

2013 School Shop cited in OECD Publication: 'Educational Research and Innovation: Innovative Learning Environments'

2014 \$25 000 grant from Financial Literacy Australia to produce financial resources for teachers across Australia

2014 Australian Council for Educational Research (ACER): Teacher online magazine published article

2015 Winner; Brand SA Flinders University Education Award, Inducted into Brand SA Hall of Fame

2015 Winner: Association of Community Services Organisation Premier's Award \$1 000 (Bailey O'Connor and Jessica Donald travelled to Adelaide with Anne Martin and Rita O'Brien to receive the award)

2016 891 Radio: Report by Ron Kandelaars on Ian Henscke Drive program.