

Information for Applicants



Work Ventures

Introduction

This Information is intended to provide information to prospective applicants. Of course, it won't answer all your questions, but we hope that it gives you the 'gist' what we are trying to do, and how. It is intended to give you a *feel* for our organisation which just so happens to be a school!

School Name	Youth Inc. Enterprise Academy (Youth Inc.)
Location	110 Hindley Street, Adelaide SA 5000
School Type	Independent, co-ed., Special Assistance School (granted 29 Jun 2018)
School Registration Date	27 Sept 2017
Commencement Date	6 March 2018
SACE Provider Number	408 (issued 2 Feb 2018)
State Education Reg. No.	8321 (issued 9 March 2018)
Year Levels	Year 11 & 12 (in an integrated way)
Qualifications	SACE Stage 1 & 2; VET - Cert 3 in Business
Student Cohort	Young people aged 17-24 years (post-compulsory), early school leavers
Maximum Enrolment	90 students
Length of Enrolment	18 months; July intake through to December of the following year
Principal/Director	John Frederick (Fred) Heidt
Chairperson	Spero Chapley – Managing Director, Commercial Retail Group

Origins & History

Youth Inc. was established by Spero Chapley in May 2006. The Chapley family has been involved in the retail industry for over 70 years and it currently operates a number of Foodland Supermarkets and shopping centres throughout the Adelaide metropolitan area. The Chapley family has long sought to support the local communities in which they operate, and Youth Inc. was established as a way to support South Australia's disadvantaged youth. In 2017, Youth Inc. transformed into a 'special assistance school' which is now formally registered as a school in compliance with the Education and Early Childhood Services (Registration and Standards) Act 2011 Part 5, Division 2, Section 42 – as administered by the Education and Early Childhood Service Registration and Standards Board of South Australia.

School Registration

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Our Purpose

To provide transformative learning experiences for young people who are disconnected from education and community.

Our Vision

We are a safe, dynamic and supportive learning community where young people express their unique strengths and talents, and build the wellbeing, mindsets and capabilities they need to live a life that matters to them.

Student Target Group

Our ideal student would exhibit the following characteristics:

- Aged 17-24 years (post compulsory school age)
- Disengaged from school or other formal learning or training for 12+ months
- Unemployed for 12+ months; or never had a job
- At-risk of significant socio-economic disadvantage
- Ready for something new; looking for part-time employment, and
- Suited to a hands-on, group-based, flexible learning program that translates into a SACE qualification (or equivalent)

This includes:

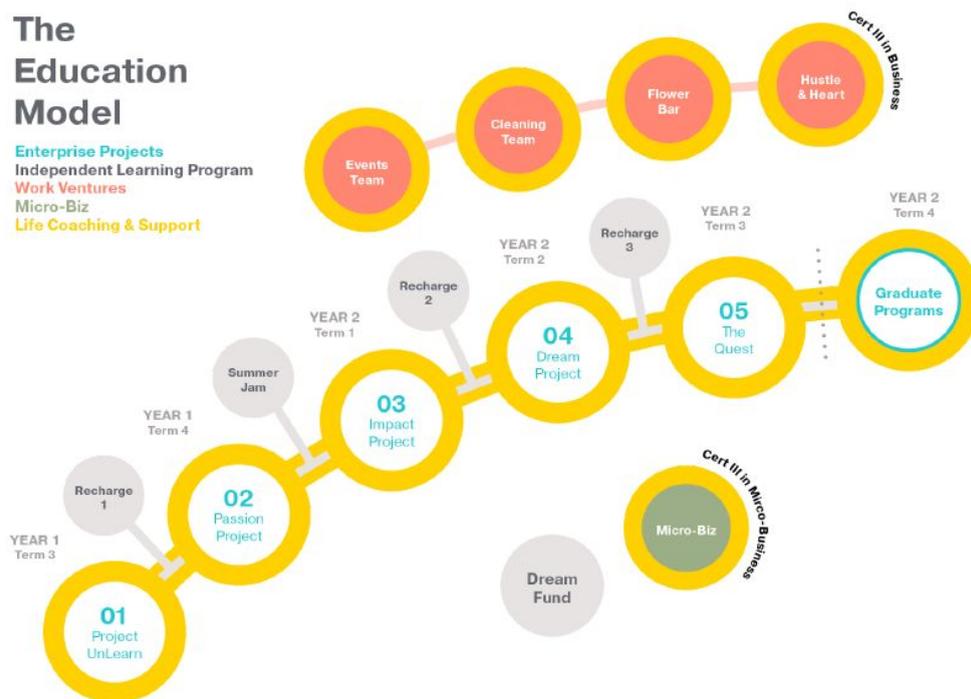
- Early school leavers
- Long-term unemployed (52 weeks+, registered with Centrelink or not)
- Young people living in poverty &/or low socio-economic areas
- Young people with mild (non-clinical) mental health issues
- Minority groups – including migrants, refugees, Indigenous youth
- Young people with experience in the youth justice system

Education Philosophy

Our educational philosophy is based in student agency. That is, the confidence, belief and control that young people feel they have in creating a life that matters to them. Overall, we want to engage young people in learning that is real, relevant and practical, and then start them on a life-trajectory that is based on a clear understanding of who they are (identity), what they are good at (strengths & talents), and where they want to go (meaning, purpose, motivation & direction). Our approach is grounded in the principles of *progressive education* and underpinned by our understanding and application of Transformative learning theory and practice.

Learning Model

Our model seeks to deliver a project-based learning experience, utilising the SACE Framework with vocational, coaching and support services to achieve an effective response to the needs of young people that have disengaged from formal learning and employment pathways.



Project-based Learning

Above all, we promote action, project-based learning as a primary medium for engagement and learning. Research confirms that project-based learning (pBL) is an effective medium in which to initiate and sustain the interest of disengaged learners. Contextualising this learning in a community-based setting promotes student engagement, experience and understanding.

School Facilities

We are based in the heart of the Adelaide CBD at 110 Hindley Street, occupying the Basement, Ground Floor and the First Floor. The site has many positives including:

1. Space, functionality, style/look and feel, general amenity
2. Proximity to major transport facilities – including bus, tram and train services (accessible to participants living throughout the greater Adelaide metropolitan area)
3. Proximity to other learning facilities – including Adelaide TAFE, UniSA, and Registered Training Organisations located on Currie Street
4. Access to other community facilities and services
5. Relevance to contemporary youth culture

The building includes a student lounge, a shopfront, meeting rooms, student collaborative spaces, and staff areas.

Our aim has been to develop a learning facility where young people come in and say ‘wow’! We have created an environment that speaks to the quality of learning, and a sense of value that we place on our students; one that raises expectations of who they are, what they’re entitled to, and what they are capable of. We want the School to be the epicentre of a community-based learning approach where students are actively immersed in projects outside of the School itself. We want the School to be a home-base – a place where students feel safe, a place where they feel they belong.

School & Daily Operations

In general, the School runs more as a co-working space than a traditional school setting. Meetings, workshops, seminars, one-to-one conversations, project teams, small-group meetings, coaching sessions, functions, laptops, whiteboards, presentations, collaboration, personal work, lots of coffee... no formal classrooms, no rows of desks, and no uniforms. The student lounge has a coffee machine and a sandwich press. No yard duty, no extra-curricular sports.

School Location & Facilities

We are based in the heart of the Adelaide CBD at 110 Hindley Street, occupying all four (4) floors of a heritage building. The site has many positives including:

1. Space, functionality, style/look and feel, general amenity
2. Proximity to major transport facilities – including bus, tram and train services (accessible to participants living throughout the greater Adelaide metropolitan area)
3. Proximity to other learning facilities – including Adelaide TAFE, UniSA, and Registered Training Organisations located on Currie Street
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5. Relevance to contemporary youth culture

The building includes a student lounge, a shopfront, meeting rooms, student collaborative spaces, and staff areas. Our aim has been to develop a learning facility where young people come in and say ‘wow’! We have created an environment that speaks to the quality of learning, and a sense of value that we place on our students, one that raises expectations of who they are, what they’re entitled to, and what they are capable of. We want our school to be the centre of a community-based learning approach where students are actively immersed in projects outside of the school itself. We want to maintain a safe space where students feel they belong.

Our school works more like a co-working space than a traditional school environment. Meetings, workshops, seminars, one-to-one conversations, project teams, small-group meetings, coaching sessions, functions, laptops, whiteboards, presentations, collaboration, personal work, lots of coffee... no formal classrooms, no rows of desks, and no uniforms. The student lounge has an open pantry and fridge, coffee machine and a sandwich press. It’s all help yourself, based on implied trust.

Staff Profile, Expectations & Culture

We are serious about developing a learning model that is recognised as world-class. For that to happen, we need exceptional people. We need professional people who are prepared to see the big picture of overall

school goals, who can see the detailed systems that are needed to be implemented to support student success. We need people who have a genuine care for students, and an understanding of how their life circumstances can affect their interactions. We want serious ability, professional responsibility, and creativity. We want to build a culture of mutual respect, personal responsibility, participation, collaboration, inspiration, contribution, and relentless support. We want this to be a positive place.

Work Ventures Team

The Work Ventures team manages, supports and provides employment opportunities for our students. This is done through a series of small social enterprises. The main aim of these ventures is to provide a real world work environment for our students to learn new skills and get ready for work outside of the Youth Inc. community.

The team is made up of people who have

- A demonstrated empathy and passion for disengaged youth
- A strong work ethic
- A willingness to collaborate in an organisational culture of sharing, support, and continuous improvement - based on delivering world-class learning programs for our students.

Staff Health & Wellbeing

We know we are asking for a lot – passion, professionalism, and performance. But, we do not expect any of our staff to work themselves to an early grave. High stress and chronic fatigue are not the accepted norm. We expect uncommon effort in the context of a healthy work-life balance. We have a strong focus on staff wellbeing, we provide access to a staff wellbeing coach, and an Employee Assistance Program. We run and respond to staff wellbeing surveys once every term. Our employee benefits package includes: non-contact time, flexible work arrangements, flexible holiday periods, professional development, and more.) Refer over for further details.

Employment Awards and Benefits

Industrial Awards

As an Independent School, Operational staff are employed in accordance with the Educational Services (School) Award 2010. Go to: <http://awardviewer.fwo.gov.au/award/show/MA000076>

Remuneration

We have a different approach to remuneration than regular schools. We do *not* have an indexed system of annual increases for any staff (i.e. Teaching or non-teaching staff). Instead, we focus on offering competitive salaries and salary packaging benefits. We offer opportunities for higher duties (E.g. Acting arrangements) and a range of other benefits including annual leave loading, and a range of allowances.

Other Employee Benefits

1. Flexible working hours
2. Flexible working arrangements (E.g. Working from home)
3. Professional development subsidies
4. Health & wellbeing services

Positive Working Environment

- Our flexible schedule looks very different to a normal school timetable and this makes the school both exciting and demanding
- Staff have access to shared offices and amenities in the form of an 'activity-based workspace' which includes lockable storage, and time-out space. In this regard, we want to achieve a balance of providing dedicated/private working space without the territorial and hierarchical issues that you sometimes find in a conventional setting

Health & Wellbeing Services

- Life-coaching is available to all staff, in a way that is sometimes provided under the banner of an Employee Assistance Program; the difference is that you will know these coaches and they will know you in ways that a workplace 'counsellor' cannot

Hopefully, you will begin to understand the importance we place on an elite group of people – healthy, happy, and energetic – working together in the spirit of positive collaboration.

This is truly a rare opportunity for you to be involved in an innovative new school design.