

Information for Applicants



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, Special Assistance School
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 (combined)
Qualifications	SACE Stage 1 & 2; VET - Cert 3 in Business
Student Cohort	Disengaged youth aged 17-24 years (post-compulsory)
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.

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.

Education Philosophy

Our educational philosophy is based on building 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.

Our Approach

We use a real-world action-learning approach. Students engage in project-based learning and paid workplace experience, as well as life-coaching and other experiential learning opportunities. We don't do subjects, or classes, or even classrooms. We do projects and what we call 'work ventures' – all infused by a strong focus on positive mental health, resilience and wellbeing.

Our young people are of post-compulsory school age (17-24 years), and generally, they have been out of school for 12 months or more. In many cases, it has been years. As such, our students make a conscious choice to re-engage in formal learning. All students are able to complete their SACE, including VET qualifications, within an 18-month period. Having said this, we believe that the true purpose of education is about way more than that. Our aim is to provide transformational learning experiences in the context of a supportive learning community, and thereby provide the means by which young people can express their unique strength and talents, and build the enterprise skills and capabilities they need to thrive in a changing world and live a life that matters to them.

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
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 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.

Team Ops!

Team Ops (our operations team) manage, operate and drive the inner workings of Youth Inc. to provide a safe and supportive innovative learning environment for students and staff. Our current team consists of a finance coordinator, administration assistant, and facilities coordinator. The job roles are diverse and challenging. The current team of people demonstrate empathy and passion for working with disengaged youth, they have a strong work ethic, and they express 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.