

SOCIAL ENTERPRISE IN EDUCATION BUSINESS PLAN

School name: Logierait Primary School

Section One: Introduction and Background

Briefly, what is your idea and why has it a good chance of working?

Three years ago we embarked on a butterfly rearing programme, to enhance the local population of threatened species. This has exceeded all expectations in our pupils in terms of performance, aptitude and continued commitment. Pupils at the school now have the expertise and experience of caring for cultures; growing larval food plants in our own polytunnel, rearing butterflies in our own "butterfly house" and have learned the fundamental skills and knowledge to construct our own equipment e.g. breeding cages, planting and transplanting, collecting wild seed.

Our idea, as the question asks is that there is an immense opportunity to transfer this skill base to pupils at other schools.

We now feel that after 3 years of successful rearing and release programmes within our own community, we wish to share our expertise which perhaps is in a format accessible for other schools.

Our intention is to supply the necessary "starter kits" and all other necessary equipment costs far below established entomological suppliers within the UK.

We believe that not only by giving demonstrations, tuition and invitations for pupils to come to see the Logierait facilities, we are in a very strong position to instigate a much wider participation not only in local schools, but perhaps further afield.

Key to our project is the full involvement of every child at the school.

Section Two: Leadership

Who will lead the enterprise and where does it fit within the school's structure?

Lead: Lorna Barr HT; Ruth Brown PT; Directed by Consultant and Advisor: Mr Boyd Barr, volunteer.

Essential due to the selling/purchasing proposed, that school staff/PKC employees are listed leaders. They are already established as co-signees of cheques and other financial protocols.

The project for our SE does however rely heavily on our consultant/advisor, Mr Barr. Mr Barr has given 3 years of voluntary "service" to our school butterfly project and to his and our surprise the enthusiasm future participation from the children has not diminished – simply multiplied!

We, as a well-established local school(since 1863) continue to advance our curriculum in any form we can for the benefit of our pupils. The current proposals of a team-led SE, initiated internally by way of discussion with staff and pupils and further instigated by a visit from J Lamb in October 2018. The proposed project, not only fits with Logierait' s ECO status, (4th Green Flag), but has enormous influence on recent events e.g. competition for Keep Scotland beautiful Pocket Garden Competition in May 2018. We were one of only 22 schools across Scotland to qualify.

The project will ultimately catapult our pupils to a "natural" next/new level of experience. The extension of knowledge, skills and practices/technologies of producing repeatable products, marketing and learning the skills of commerce, gives them experiences well before they commence secondary education.

Our proposal not only supports positive attitudes, but also the importance of team working, the recognition amongst themselves of individual prowess with specific skills and how they organise each other in a productive team.

What leadership skills will you gain or begin to develop through the enterprise?

Evaluation to date on our "production methods" has led to surprising and occasional unexpected conclusions.

The aspect of team building, is at the forefront, but it has been interesting watching the children organising themselves into what they perceive to capitalise on each other's strengths.

Inevitable intervention, in delegating tasks and procedures, is maintained but it is, and has been a most useful tool in evaluating "self-awareness" within the school context.

Already, they are desperate to perform every task on our production sequence for insect cages, for example, but vying for position of being the one who “manages” a specific operational function.

These we believe are the true building blocks for potential leadership skills.

Section Three: Objectives

What are the main things you want to achieve with the enterprise?

Objective 1: A major objective for this proposed enterprise is to instil in young children that their contributions, commitment and concerted efforts not only unify them as a group, but further, give them the opportunity to learn the forgotten ethics of philanthropy.

Objective 2: Potential profit from endeavours, need to be evaluated in a way that some percentage is given to those who have less potential or more importantly, greater need. As the people who are driving the project, we feel the pupils should have the opportunity to decide amongst themselves, which charity they wish to donate to. For example, we established links with a local care home, releasing over 300 small tortoiseshell butterflies last July, where pupils had positive and meaningful interactions with residents, showing them the butterflies and letting them hold them. Children were struck by how some of the more frail residents, clearly enjoyed this experience.

Objective 3: The children, staff etc are all coherently resigned to the prospect of a major potential goal

- a) The first is most important, and overrides other considerations. Our primary goal is to halt the decline in our local butterfly/moth populations in our local area and with good fortune, those further afield.
- b) We are very aware of the current interest in what we have been doing and what we hope to achieve and the interest we have received from our local community.

We have had/staged open days to show the extent of our learning and what we have achieved. We also have had very successful “butterfly release days” where children and parents attend, even at weekends (demonstrating commitment). We wish to extend and capitalise on this.

- c) Perhaps on a different level, but less important, the children are all desperate to visit a butterfly farm. When Mr Barr began this project, he made one insistent demand. After three years of wonderful experiences for the children, breeding butterflies and moths, having the benefit of a purpose built butterfly house within our playground, this demand is still in place. *“Not one parent will pay one penny for the participation of a child for the future of this project.”*
- d) This is still paramount and potential revenue form what we make/market/sell will provide enough profit for such a visit and will add considerably to the existing knowledge and skills the pupils already have.

Section Four: Products/Services

What is the product(s) you are selling?

If it is a service, outline this as clearly as you can.

Firstly, we anticipate the potential sales of our products will only be attractive to clients/customers who have been incorporated within our marketing strategy

1) Marketing strategy involves a service. We need to exercise this with a series of visits to other schools, or pupils from those schools visit our more extensive facilities here in Ballinluig. This gives us the opportunity to demonstrate our extent of expertise which has a many-fold benefit.

a)Most importantly, it gives our pupils the experience of staging events giving short demonstrations and talks, which in itself bolsters confidence as well as introducing them to the new world of commerce.

b)These “service visits” form part of our marketing strategy by virtue of the fact that pupils will by necessity, need to be able to explain resources and processes clearly to others.

2. We sell what we make:

- Wooden netted cages
- Acrylic cylinder cages
- Crucially, livestock.
- Other equipment which we can source in bulk at rates we can pass on with minimal profit, such as paintbrushes; forceps; and other sundries, will also form part of our “starter kit”.

Section Five: Analysis of your market

<p>a) How do you know there's a need?</p>	<p>This is potentially down to our commitment to tackle the obvious decline in all our local fauna of butterflies and moths.</p> <p>We have noted the positive reactions of other school staff when they have seen our work at first hand and have recognised instantly the benefits to learning which result from the work we have done. In expressing a desire to take this forward in their own schools, they also acknowledge that they would need a certain level of knowledge and resources in order to do that. Nursery classes in particular regularly have "pupa hatching" experiences during the summer months. Our project would enhance that experience hugely, by starting our youngest pupils off at an even earlier stage. Any other child with whom we have talked/shown livestock and care for these creatures, have shown a fascination which we recognise and only need the chance to take it further.</p>
<p>b) Who are your customers?</p>	<p>Initially we anticipate that pupils from other schools may wish to take on the experience of rearing local butterflies and moths, tailored to their local area for future release. We see no reason why we could not provide a service to schools or other establishments, or in the future, much further afield</p>
<p>c) Who are your competitors?</p>	<p>These exist and have extensive supplies of materials that we can never hope of emulating, but we do have a proven capability to manufacture certain pieces of equipment, which cost less than the sales prices of our potential competitors.</p>
<p>e) What prices will you charge?</p>	<p>Our prices will be set at approximately 120%+ of the intrinsic costs of purchased materials. This is due to substantial increases in raw materials in general, e.g. our wood for the cages has risen in price by 21p per metre in 3 weeks</p>
<p>f) What image are you trying to project?</p>	<p>Influential for other schools and within the wider community, help and care for our environment to demonstrate that with correct guidance "little people" can change things and make a difference. We see this as a chance for the very young, to influence older, more mind-set people, to understand current problems with life on our planet.</p>
<p>g) What methods will you use to promote and sell your product?</p>	<p>As mentioned previously, it is deemed crucial to visit or to encourage visits, in order to pass on experiences and knowledge via demonstration.</p> <p>We intend to back up visits, with pamphlets and literature, YouTube videos (we have our own page) which is a great bonus to our marketing/promotion procedure. We will seek the necessary parental permission for the latter.</p>

Section Six: Social, Environmental & Economic Impacts

Social Impacts	To instil amongst our students that it is important for everyone to understand the impact of current environmental changes. They are, by default, the new ambassadors for the future. In raising awareness of biodiversity and interdependence, we give them the true factors as to the current state of environmental issue so that they may decide what future they want,
Environmental Impacts	We have over the last 3 years “boosted” our local populations of various butterfly species by means of mass rearing of larvae collected locally. Recent statements from various organisations suggest a 41% decrease in population density countryside. We are confident that we have reversed this trend here in Ballinluig, by virtue of our rear/re-release programme.
Economic Impacts	We use recycled materials where available; always using materials which are capable of being recycled; our proposed kits will be reusable, requiring no immediate replacement, reducing frequency of costs for schools.

Section Seven: Start Up Issues

When did the enterprise start? Or when will it start?	April - June 2019
Number and age group of pupils working on the project?	P1-7 x 16
Where will it run?	From Logierait Primary School
How often will the enterprise run?	Likely to be annual and seasonal however possibility of diversification to include other aspects e.g. supply of plants; wild collected seed.

Section Eight: Finance

<p>INCOME:</p> <p>Where will you find money to start up the enterprise?</p>	<p>School Fund</p> <p>Fundraising events organised, planned and run by pupils.</p>
<p>EXPENDITURE:</p> <p>What expenditure will be incurred in running the enterprise?</p>	<p>Running costs so far:</p> <ul style="list-style-type: none"> • Wood £104.64 • Magnifying glass: £ • Brushes: £ • Plastic boxes:£ • Forceps:£ • Hinges & hooks: £19.10 <p>Some resources had already been purchased previously.</p>
<p>Explain how you will make a profit and what you will do with your profit.</p>	<p>Total Pack cost £35 approx, Sale Price of pack £80 approx Profit per pack £45 approxsome materials' costings still to be finalised.</p> <p>Shared in part between charity selected by pupils and scientific school visits to organisations and institutions which will further enhance our pupils knowledge and skills.</p>
<p>Anticipated Annual Turnover:</p>	<p>Potential maximum £2000-3000</p>