



Student Run Businesses

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A practical guide for transforming your classroom into a hub of entrepreneurial learning and student engagement

Why Student-Run Businesses?

Student businesses provide powerful learning opportunities that go beyond traditional classroom instruction:

- Enhance student engagement through hands-on learning
- Apply business theory in real-world contexts
- Develop practical skills in marketing, finance, and operations
- Build confidence through customer interaction
- Create opportunities for social impact and sustainability



Cape Naturaliste College
Year 11 & 12
General and Preliminary BME

Cape Naturaliste Success Stories

1

Greening Cards

Students created greeting cards and bookmarks from recycled paper, embedding flower seeds to encourage planting after use. This dual-purpose product demonstrated both sustainability and social entrepreneurship.

2

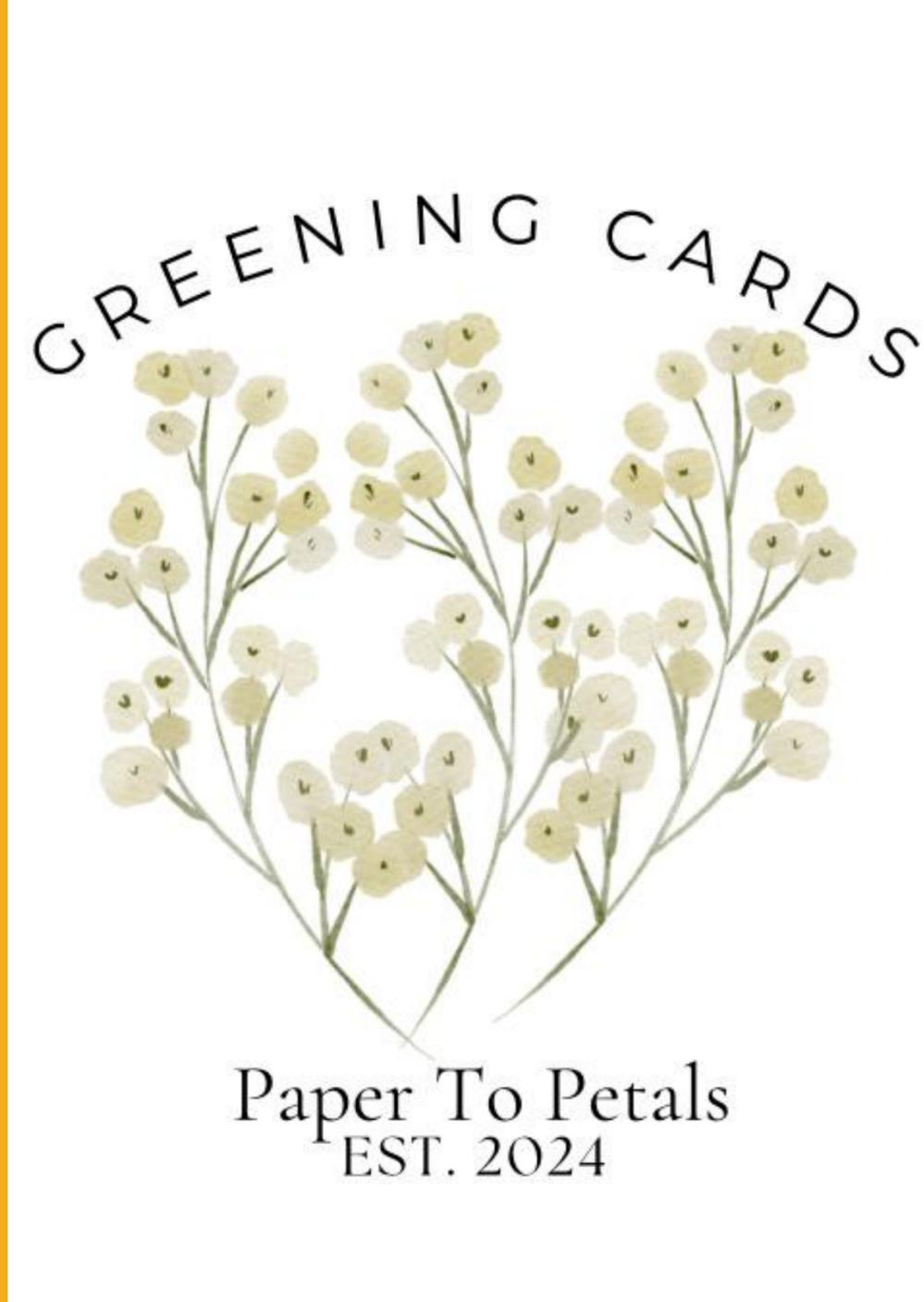
Chocettes

Students produced and marketed a variety of handcrafted chocolates with different flavors, managing production, sales, and customer relations.

3

Coffeetopia

Students operated a coffee service business within the school, taking orders, preparing beverages, and delivering to staff members.



Core Student Activities



Research

Students researched production methods, designs, and market trends to inform their business decisions.



Business Planning

Teams developed business plans and performed accounting tasks using the [Loyverse](#) app for financial tracking and analysis.



Production

Students engaged in hands-on creation of products from making recycled paper to crafting chocolates and brewing coffee.



Marketing

Teams conducted market research through surveys, created promotional materials, and communicated with potential customers.

Integrating Technology

Digital Tools Used:

- **Spreadsheets** for financial analysis
- **Loyverse** app for POS and sales tracking
- Microsoft **Forms** for customer surveys
- **Design software** for logos and marketing
- **Email** for business communication



Assessment Approaches

Competency-Based Assessment

Projects were structured to demonstrate specific skills from the Business Management and Enterprise syllabus.

Multiple Evidence Types

Assessment included structured booklets, teacher observations of hands-on activities, and business outcomes.

Differentiated Evaluation

Assessment accommodated different student abilities while maintaining high standards for all participants.

All students enrolled in the Preliminary course were able to meet the required standard and attain a passing grade.

Financial Management & Social Impact

Project Funding:

- Initial supplies purchased with teacher/school funds
- Profits reinvested into future student projects
- Ongoing operations sustained through sales revenue

Social Impact:

- Greening Cards revenue donated to Disabled Surfers Association WAsurplus funded new business ventures (candle making, recycled pencil cases)
- Portion of profits used for student rewards and celebrations

Students learned that businesses can be vehicles for social good while maintaining financial sustainability.

Challenges & Practical Advice

Start Small

Begin with manageable projects that can be expanded as you gain experience and build systems. Small successes build momentum for larger ventures.

Anticipate Administrative Hurdles

Be prepared for paperwork, approvals, and funding challenges. Develop relationships with administrators who can support your vision.

Embrace Differentiation

Create flexible roles that accommodate varying student abilities and interests, allowing everyone to contribute meaningfully.

Persevere Through Obstacles

Adopt a problem-solving mindset and don't give up when faced with initial challenges. The educational value makes the effort worthwhile.



Student Stories - Beyond Academic Growth

“One particular student had a very difficult start to the school year.

This student was non-verbal and experienced extreme anxiety - by the end of the year this student was not only taking orders, talking to customers, following up with teachers...

She went on to conduct an interview at TAFE and getting into a course as well as work experience placement.”

Hale School \$20 Boss: Duty and Passion Program

A hands-on entrepreneurial initiative for Year 7 students at Hale School, empowering young minds to develop business acumen while contributing to community welfare through Anglicare WA.



Program Overview

Ideation

Students research market gaps and brainstorm viable business concepts

Trading

Selling products/services and tracking financial outcomes



Prototyping

Teams develop and refine their product or service offerings

Budgeting

Financial planning with \$80 startup loan (\$20 per team member)

Marketing

Creating promotional strategies to reach potential customers

All profits generated during the 9-week program will be donated to Anglicare WA, supporting vital community initiatives.

Implementation Timeline



Term 2, Weeks 1-9, 2025 | 200 Year 7 students participating

Curriculum Integration

The S20 Boss program is seamlessly embedded within the Western Australian Economics and Business curriculum, providing authentic learning experiences that align with required competencies.



Critical Thinking

Students analyze market opportunities and evaluate business decisions

Financial Literacy

Practical application of budgeting, profit calculation, and financial tracking

Communication

Pitching ideas, marketing products, and collaborating within teams

Student Roles & Responsibilities

Team Leader

- Coordinates team efforts
- Ensures project milestones are met
- Facilitates group decision-making

Finance Manager

- Tracks income and expenses
- Manages the \$80 startup loan
- Prepares financial reports

Marketing Director

- Develops promotional strategies
- Creates advertising materials
- Analyses customer feedback

Operations Manager

- Oversees product/service delivery
- Manages inventory and resources
- Implements quality control

Each student assumes primary responsibility for one role while collaborating on all aspects of the business venture.



Technology Integration

Microsoft Teams

Central hub for communication, file sharing, and collaborative planning

OneNote

Collaborative business planning and documentation of progress

Microsoft Forms

Customer surveys, market research, and team feedback collection

Budget Tracking App

Specialized tool from Young Change Agents for financial management



Assessment Framework

Formative Assessment

- Weekly progress check-ins
- Peer feedback sessions
- Teacher observations
- Reflection journals

Summative Assessment

- Business plan quality (Week 4)
- Final presentation and market day performance (Week 9)
- Comprehensive portfolio documenting the entire process
- Financial outcome analysis

Assessment focuses on both the business outcomes and the learning process, emphasizing growth in entrepreneurial thinking.



Anticipated Challenges

Teacher Buy-In

Start with a smaller pilot program to demonstrate value before full implementation
Provide comprehensive professional development and ready-to-use resources

Trading Regulations

Establish clear guidelines about where and when trading can occur
Create a structured approval process for all sales activities

Academic Balance

Help students develop time management skills to balance entrepreneurship with other subjects
Coordinate with other teachers to prevent major assessment conflicts

Embracing Failure

Foster a "fail fast, learn fast" mindset through positive reinforcement
Share case studies of successful entrepreneurs who overcame initial failures

Community Impact

Supporting Anglicare WA

All profits generated during the trading period (Weeks 1-9) will be donated to Anglicare WA, providing students with a meaningful connection to community service.

Previous S20 Boss programs at other schools have raised between \$1,000-\$5,000 for charitable causes, making a tangible impact while teaching social responsibility.



Students who wish to continue their businesses after Market Day may keep future profits, encouraging sustainable entrepreneurship beyond the program.

Measuring Success

200

Students Impacted

Year 7 students developing entrepreneurial mindsets

50

Business Ventures

New student-led enterprises launched

2

Survey Points

Pre and post program measurements

Both students and teachers will complete comprehensive surveys before and after the program to measure growth in entrepreneurial skills, confidence, and attitudes toward business.

The true measure of success: students who discover their passion for innovation and service to others.



Prendiville Market Day



A practical hands-on initiative where Year 10 students plan, launch and operate small businesses during a one-day event, applying classroom learning while supporting charitable causes.

Project Timeline

Term 3, Weeks 9-10

Simple business planning and Market Day preparation begins

Term 4, Week 2

Market Day event during lunchtime



This compressed timeline gives students a taste of real-world business pressure and the satisfaction of seeing their planning become reality in just a few weeks.

Project Overview

The Year 10 Market Day is embedded in the Business Management and Enterprise (BME) curriculum, giving students hands-on experience in entrepreneurship. Working in teams, students:

- Apply classroom learning to real-world business challenges
- Develop entrepreneurial and financial literacy skills
- Enhance teamwork and problem-solving abilities
- Practice ethical business with all profits donated to charity

📄 **Student-Funded Initiative**

Each team contributes their own startup capital, creating genuine investment stakes and encouraging careful budgeting to maximise their charitable impact.

The Full Business Experience

Comprehensive Business Planning

Students complete market research, SWOT analysis, competitor analysis, and develop operational, financial and marketing strategies based on the 4Ps.

Formal Business Pitch

Teams present their business plans to peers and teachers, explaining their concept, strategy and expected outcomes.

Market Day Execution

Students set up stalls, handle sales, manage inventory, and engage with real customers during the school lunchtime event.

Skills Development Through Defined Roles

Within each business team, students take on specific professional roles such as:

- Marketing Manager
- Finance Officer
- Operations Coordinator

This role specialisation helps develop leadership abilities while teaching the importance of cross-functional collaboration in business success.

These practical skills directly translate to workplace readiness and entrepreneurial capability.

Students utilise various technologies to support their business operations:

- **Canva** for promotional material design
- **Excel** for financial planning and forecasting
- **PowerPoint** for business plan presentations
- **SEQTA** for project documentation and submission

Assessment Model

Business Plan (25 marks)

Full document covering mission, market research, marketing/operational/financial plans and analyses

Validation Test (25 marks)

45-minute assessment on key BME concepts

Group Pitch

In-class presentation with PowerPoint and Q&A session



Market Day Performance

Evidence of planning in action through stall setup, sales, teamwork and ethical conduct

Post-Event Reflection

Group evaluation of goals, performance, customer feedback and learning outcomes

This layered assessment approach (planning → application → reflection) ensures students demonstrate knowledge, practise skills, and evaluate their performance.

Student Outcomes & Performance

Academic Results

- Business Plans: median 20/25
- Validation Test: cohort average 17/25 (68%)

Strongest areas: 4Ps marketing and mission statements

Areas for improvement: Competitor analysis depth and operational planning specifics

Market Day Success

\$2,219

2024 Profit (3 classes)

Donated to St Francis Xavier School in Kenya

\$1,724

2023 Profit (1 class)

Donated to local charitable organisation



Challenges & Adaptations

2023 Challenge: Payment Difficulties

Limited cash use among students led to long queues at central payment stations with card machines, impacting sales and customer experience.

❏ Future Improvements

- Digital ticket sales through school platforms
- Rehearsing stall setup the day before
- More structured checkpoints before Market Day

2024 Solution: Pre-paid Ticket System

Students purchased tickets of monetary value before and during the event, which could be exchanged for goods at stalls, significantly reducing congestion.



Impact

In keeping with Prendiville Catholic College's mission of service to others, all profits generated by student businesses support charitable causes.



Student Self-Funding

Teams contribute startup capital as both business investment and charitable donation



Business Operation

Students apply entrepreneurial skills to maximise profits while managing costs



Charitable Donation

100% of profits go to causes like St Francis Xavier School in Kenya

This process reinforces financial accountability and ethical business practice while instilling a sense of purpose beyond profit—deeply rooted in Catholic social teaching.

Student Reflections

"The project allowed me to apply my class learn skills into a real-life scenario. It's nearing a year since the project, and I still remember most of the skills I learnt. I think it's especially good for the students who learn by 'doing.'"

— Shari FB (Year 11)

"I enjoyed the independence that was given to all of us... it helped my group working skills and showed me firsthand what problems business owners face creating a business."

— Patrick R (Year 12)

Students consistently highlight the practical skills gained, the authentic business challenges overcome, and the value of teamwork—all while contributing to meaningful charitable causes.

Where to from here?

- 1. Identify a model aligned with your curriculum**
- 2. Assess available resources and potential funding sources - speak to admin/finance**
- 3. Develop clear learning objectives and assessment criteria**
- 4. Create student roles that showcase diverse talents**
- 5. Build in reflection points to maximise learning**
- 6. Document everything for future refinement**

Remember: The real value is in the process, not perfection. Start your entrepreneurial classroom journey today!

Questions?