Highrise Secondary

Circular No. 3 of 2017 22 May 2017

**Dear Staff, Parents and Learners**

School Market

Warm greetings from the School Office! The purpose of this circular is, as the title suggests, to formally introduce our School Market to the broader school community. We have already held two very successful markets on the school grounds, in April and May. It has been our intention, ever since the idea was first mooted at the Governing Body meeting last December, that the monthly market should become something of an institution at the school – a welcome break from the rigours of formal teaching and learning and provide an opportunity to exercise that spirit of creativity that lurks in us all. We would be lacking as a school, if we failed to give our learners some first-hand exposure to the cut-and-thrust of business. A well organised school market provides a superb platform for our learners to showcase a variety of talents – more than the mere exchange of goods and money. The words of R.L. Stevenson are apt: *‘Everyone lives by selling something.’* << citation >>

In line with the above philosophy of what a school market day can be, we have decided to use a specific theme for each market. This will provide a focus around which stalls may be fitted out, and in some cases this may generate new ideas for both content and presentation.

Practical arrangements and other pieces of information are detailed in the following pages – including a list of registered stalls in Appendix 1.

Please diarise the following market dates and themes for the remaining months of the year:

|  |  |
| --- | --- |
| **DATE** | **THEME** |
| Sat 27 May | All things bright and beautiful |
| Sat 24 Jun | Bring on the winter cheer |
| Sat 29 Jul | Gizmos and gadgets |
| Sat 26 Aug | You snooze – you lose! |
| Sat 30 Sep | Spring has sprung |
| Sat 28 Oct | Something new, something old |
| Sat 25 Nov | A few of my favourite things |

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# Practical arrangements

These are important. A school market involves many people and a lot of equipment. There are at least as many people who deal with the myriad of administrative functions, as there are traders eager to sell their wares – not to mention the crowds of buyers eager to oblige. Many of these administrative activities take place before and after the event: what Joe Public witnesses on market day is the proverbial tip of the iceberg.

The general layout of the trading areas will remain unchanged (see further under Location & facilities below), as will the use of various locations within the school buildings for key management functions. The Staff Area will continue to be used as a general control centre, for the sale of tickets for the craft workshops, the announcer (PA system), the drop-safe for monies collected, the first-aid point in case of any mishaps, and so forth.

A senior management member will also be on duty in the Staff Area at all times, to keep an eye on things and to provide general support. The Bursar will also be on duty throughout the day, to fulfil the all too familiar request ‘Please may I have some change’. For security purposes she will provide this service from the secure precinct of the Finance Office.

Figure 1: Trading post

## Stall administration

Healthy stall administration is key to a successful market. The Deputy Head, Mrs Stryver, has been appointed to oversee this function, and she is assisted by an able team of volunteers. Items from arts and crafts to foodstuffs to garden produce are on sale, and a glance at the registered stall types in Appendix I will confirm that a professional approach is required to manage all the storage and other requirements. Juggling acts are best performed by professional jugglers!

### Location & facilities

The location of the various stalls is largely dictated by the nature of the products being traded, and we have learned a few valuable lessons from the trial markets in April and May. Soft furnishings, clothing and many craft items are best traded indoors, or at least under suitable cover; hot and cold foodstuffs and takeaways can safely be relegated to outside locations (but not too far from electricity and water points); garden produce and related items love the open sky – the wind and the rain ;-)

The school kitchen may be used, as before, for general warming, cooling, refrigeration and cleaning purposes, especially for the smaller traders who do not require dedicated facilities. Prefects will supervise the use of these.

The corridor and classrooms along the west wing will be made available for traders who require a more secure or sheltered trading environment. Advantages of this location include better working surfaces, laid-on electricity, and the provision of overhead projection facilities (for which an additional deposit will be required).

What if it rains? The school hall and the interior quadrangle with its colonnaded area have been identified for PLAN B, which is simply stated: move as much of the market as possible indoors. We hold thumbs that the weather will continue to play along with us, but must be prepared for all contingencies. Any decision in this regard will be communicated to all concerned ASAP.

### Traders

Our traders – and the spirit that they bring – are at the very heart of the undertaking. In order to keep the market within a manageable size, and to preserve the indigenous ‘school flavour’, we have decided NOT to open trading to the outside community. Traders are thus limited to parents, staff members, and of course to the learners themselves.

An electronic application form, together with a questionnaire, has been created in order to formalise the application process. It includes a letter of undertaking (sort of ‘terms of agreement’) that every trader must agree to: while not a strictly legal requirement, this does help us to establish a measure of understanding of what is expected of the traders, and what constitutes fair dealing. A database has also been created to manage these and other details, and to draw up ad hoc reports.

### Items on sale

We have identified five categories of items that will be sold:

* Pastries
* Clothing
* Craft
* Bric-a-brac
* Produce

Within these categories there is a veritable wealth of different items that will be sold. Each trader has his or her own (and often very divergent!) idea of what a pencil case should look like, or of how many cherries should adorn a fruit cake – you get the idea. Even so, the actual items on sale will naturally differ from market to market. Fashions and trends are skittish and unpredictable, even within the space of a month.

The emphasis is on home-grown, home-baked, home-sewn, home-crafted ... basically HOME-MADE. Nothing bought wholesale from elsewhere will be allowed to be sold at our market. There is a place for mass-produced goods and the vending thereof, but we wish to promote the burgeoning talents within our local school community. As mentioned above, entrepreneurship and inventiveness is what we are looking to encourage, and this cannot be achieved if we allow ourselves to become simply the instruments of trade, rather than the originators of new ideas and methods.

**Other activities**

At our school we believe in, and teach towards, a holistic approach. This means that each separate activity we engage in must somehow relate to, and be explained in terms of, the ‘whole’. In our case the ‘whole’ is the fully rounded learner, balanced and capable of responding to diverse challenges with equal confidence. Activities should complement and reinforce one other. Nothing should be done in isolation. We give two examples of how the holistic approach can use integration to solve an impasse. Both are practical issues that have a bearing on the holding of the school market. The key concept here (and this word, too, means ‘whole’) is integration.

### School choir and dramatic performances

Our music and drama departments are in desperate need of ‘live’ audiences, for the honing of skills in what are, after all, the *performing* arts. Previous attempts to address this shortfall have largely been ineffectual. Ms Mazibuko and Mr Irvine are now delighted to oblige, by arranging for regular lunch-time concerts and performances to be held in the school quad, to coincide with the Saturday school markets – everybody wins!

### Sports matches

A related question is bound to arise: if each school market is to be held on a Saturday, what if a sports match has been scheduled for the same day, especially by another school? The answer lies in the word *accommodation*. Clashes can be accommodated. Why not arrange for the match to be held at Highrise, in the afternoon? Added bonus: spectators laid on, and incidental advertising for the school market achieved – accommodation!

## Responsibilities and portfolios

Many hands make light work. A school market is great fun, but let’s not forget the folk behind the scenes who put everything together and make it all ‘happen’. A team of stalwarts under Mrs Stryver will see to it that things run smoothly. The prefects have also been tasked to assist, and a duty roster drawn up. Here is a list of the teachers and other staff / parents responsible for each of the five categories of items, and certain other portfolios:

Ms L. Roper Room 25 Pastries

Mr J. Mpondo Room 16 Clothing

Mrs S. Munro Administration Craft

Mrs N. Texeira (Parent) Bric-a-brac

Ms F. Rabie Reception Produce

Mr A. Abraham Room 6 Setting up; clean-up

Mr J. Koen Administration PA

Mrs K. Molefe (Parent) Marketing

# Finances

The holding of a school market brings with it many benefits, and cash inflow is certainly one of them. Schools, no less than other organisations, need resources (money) in order to run effectively. We are fortunate in having a responsible parent body, in terms of payment of school fees. But school fees and government interventions are not enough, and we need to seek other means of supplementing our income.

Fund-raising is vital. Not only does the school itself benefit from such incentives, but we also donate a percentage of the earnings to registered charities.

The table below shows the income from the May 2017 market, and gives an indication of how the money was used.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Income** | | **May 2017** |  | **How the money was used** | **May 2017** |
| Craft workshops | Grade 8 | R 1725.50 |  |  |  |
| Grade 9 | R 1365.75 |  |  |  |
|  | Grade 10 | R 855.00 |  |  |  |
|  | Grade 11 | R 1230.50 |  |  |  |
|  | Grade 12 | R 1140.60 |  |  |  |
| Trading post | Stall hire | R 2220.40 |  |  |  |
| Sales | R 1678.80 |  |  |  |
| Entrance fees |  | R 1245.30 |  |  |  |
| Takeaways |  | R 1470.00 |  |  |  |
| Beverages |  | R 890.50 |  |  |  |
| Donations |  | R 600.00 |  |  |  |
| **TOTAL** | |  |  |  |  |

# General

We are working on a Market Brochure that will hopefully be ready by the end of June. This will replace the current Circular as a means of delivering market-related information. It will also feature some interesting and useful ‘Did you know?’ information. We often would like to know HOW a thing was made, or WHERE did the idea originate? Here are some closing thoughts in this direction.

## Marketing

*‘The new marketing is more than a way of doing; it is a way of thinking.’* (Beckwith, 1997, p. 23). If we want better outcomes, we had better start thinking differently. One incentive involves adding the name of the trader (and that of the school) to the serviettes and paper bags used by the traders. Get the Art Department and the CAT classes on board too.

## Workshops

A novel means of generating interest in markets like ours, is to allow the customer an insight into how the product was actually made. Some forward-thinking ‘living’ museums are moving in this direction too. We want to start bringing workshops into our market experience – ‘getting our hands dirty’ in a good cause. It is the way of the future. *“You can’t learn in school what the world is going to do next year.” – Henry Ford*

Yours in education

**PRINCIPAL**  
Mr B.L. Veldtsman

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Stevenson, R., 2012. *Sales & Marketing.* [Online]   
Available at: http://www.businessbrief.com/the-top-50-inspirational-quotes-about-selling/  
[Accessed 24 May 2017].

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# Appendix 1

Abrahams J Learner Pastries B

Albrecht H Parent Pastries B

Andersen O Parent Craft A

Baptista C Learner Pastries C

Biljon J Learner Craft B

Blom M Learner Craft A

Boqo H Parent Clothing A

Botha J Parent Craft A

Brand P Learner Craft C

Bruins B Learner Craft B

Bruwer B Learner Bric-a-brac C

Delamotte C Parent Produce C

Enslin L Learner Craft A

Esterhuyse S Teacher Clothing C

Fisant F Parent Clothing C

Groenewald R Parent Produce A

Gumede P Parent Pastries A

Halloway J Parent Produce B

Hilbert J Parent Craft A

Hite F Learner Clothing B

Huysamer N Learner Bric-a-brac C

Irvine B Teacher Clothing A

Jamodien N Learner Craft B

Keyster K Learner Clothing C

Koekemoer P Parent Pastries C

Kruger L Parent Bric-a-brac B

Limbada L Learner Bric-a-brac C

Lombard A Learner Clothing B

Maarman L Parent Pastries B

Mabule S Teacher Bric-a-brac C

Makupela N Teacher Clothing A

Manyane D Teacher Bric-a-brac B

Mashile K Parent Pastries A

Mazibuko P Teacher Clothing A

McIntyre W Parent Bric-a-brac A

Ndlovu H Parent Produce A

Peters J Parent Bric-a-brac B

Prinsloo S Teacher Pastries A

Putter P Teacher Craft B

Regal S Learner Pastries A

Renoster G Learner Craft B

Sopazi T Learner Clothing C

Van Blerk K Parent Produce B

Van Tonder J Parent Clothing C

Wilson S Learner Pastries B

# Appendix 2

<< Ticket Sales >>