



HAILEYBURY COLLEGE NETWORK: DISTANCE EDUCATION PORTAL

Version 1.0

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EXECUTIVE SUMMARY

The following document provides information on the proposal to prototype a permanent online educational platform for prospecting Haileybury students that are unable to attend school physically due to emotional and social stressors as well as elite students actively involved with world sporting events and productions.

The project proposal suggests the project planning phase begins in January 2021 and the prototyping phase is implemented in January 2020 for term 1. The prototyping is phase expected to run for 1 term to 1 year with the prospect of continuing and growing the program.

The prototyping phase requires 8 staff members, 2 from each faculty (science, mathematics, humanities and English) to manage a year 9 online cohort of 96 students.

The initial investment for the prototyping phase is expected to cost \$649,651 and generate \$1,032,096 in revenue resulting in \$382,445 of profit in the first year of operation.

With the expected success of the prototyping stages, the operations are expected to expand and establish a permanent location for the Haileybury Network E-School with more staff and enrolled students. This project is intended to run along-side or in conjunction with Haileybury X.

Key Deliverables

- Create a year 9 online education program
- Assign Staff to develop the project
- Procure new inventory
- Allocate a site for the prototyping of the online school
- Enrolling students for the online school program
- Provide high-quality education online

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1 INTRODUCTION	

Amid a pandemic, Australian schools have had to adjust their teaching methods at the drop of a hat to accommodate to the virus which has hit Australia. The virus has resulted in schools implementing an alternative method to education, the result was distance education.

With the aid of technology and Haileybury College's current implementations of Internet of Things (IoT) within the school, the transition to accommodate distance education was achieved in a relatively short amount of time. This was achieved because the infrastructure for distance education was already available. The school already created Zoom accounts for teachers before the pandemic, all students had access to necessary technology provided to them by the school, and Learning Management Systems (LMS) were already in place for students to access content and complete tests.

Haileybury College has also begun the early stages of Haileybury X. Haileybury X is aimed at creating micro-credentials for students to complete outside of the schools they currently attend. These can be accessed by anyone willing to complete the online courses. These courses are being created by experienced teachers at Haileybury College. The modules are created with the intent of them to be accessed online and managed by teachers.

Based on the NSW government website (education.nsw.gov.au, 2020) the demographic of students who attend distance education are those who are geographically isolated, travelling, temporary residents, have medical conditions, are pregnant/young parents, vocationally talented, require additional learning and support needs, facing extraordinary circumstances.

One-third of Australia's 23,783,500 people live in rural and regional Australia. They contribute two-thirds of Australia's export earnings but on average, they pay five times much as metropolitan residents to access such essential services as hospitals, schools, colleges and universities. Regional students remain underrepresented in higher education. A third of the university students are from urban centres, while 12.7% are from the inner regional areas, 12.5% from the outer regional areas and only 7% from the remote areas (McKenzie 2016). Australian online education numbers have begun to rise from 10% in the 1990s to 18% in 2013. Across Europe, 80% of higher education institutions are offering courses online to students, whereas in East Germany, 25% of tertiary degrees were awarded via distance education (Link.springer.com. 2020).

It would appear the natural progression of education at a tertiary level is moving towards online education. Research suggests for distance education to be successful, there are 3 key factors; the technology available, the instructor experience and previous experience with the technology (Vollery and Lord, 200). Based on the data presented and Haileybury College's current infrastructure, resources and experience with online teaching there is an opportunity for a permanent online private school education that can be offered to benefit students who live across Australia.

2 PROJECT SCOPE

2.1 Project Scope Statement

The project aims to become the leaders in distance education by creating an off-site online education campus, specialising in distance education. Establishing a Haileybury College online campus that focuses on VCE distance education, Haileybury can provide the highest quality of teaching to isolated indigenous and rural communities across Australia. The distance education program is also targeting providing education to students who are travelling abroad with their parents and also to students who are unable to attend school physically eg. Mental illness, disabilities, whilst maintaining the school's values in quality education. Opening an online campus will allow Haileybury College to generate more financial revenue due to the increased number of students enrolled at the school with lower overhead costs. The project is expected to run for 2 years. 2021 is the planning phase and 2022 is the prototyping phase. The initial investment for the prototyping phase is expected to cost \$649,651 and generate \$1,032,096 in revenue resulting in \$382,445 of profit in the first year of operation.

2.2 Key Deliverables

Project deliverables are:

- Establish a VCE distance education school.
- Fit-out an off-site building with the required equipment.
- Provide jobs for teachers trained in distance education.
- Provide a high level of education to isolated communities, students abroad and student who are unable to attend school physically due to personal reasons.
- Devise online programs for distance education students.
- Become the leaders in distance education results in Australia.
- Generate more revenue

Project Dependencies

- Vacant Building Availability
- Location availability
- Haileybury College Board Approval
- Legal recognition of Online School
- Financial Availability
- Staff Availability
- VCE distance education program approval
- Student enrolments
- Installation of necessary technology for distance education

Project Assumptions

- Student Enrolment for the online campus
- Sufficient funding
- Board Approval
- Employee availability
- Access to LMS
- Access to necessary programs (Zoom, etc.)

Project Limitations

- Legalities
- School Accreditation
- Cost of the project
- Student Enrolment Numbers
- Location of the online campus
- Current Educational policies

2.3 Proposal Questions and Review

The following questions were taken into consideration.

Q. Will the VCE results from the online school be pooled with students attending any of the other physical campuses such as Berwick, Brighton, Keysborough and City campus?

A. No, the online campuses results will be reported and compared to other online/distance education schools. Overall this will not impact Haileybury College's student achievement results.

Q. What location would the campus be established?

A. The prototyping phase would be expected to be located at any of the Haileybury College campuses that currently had space to house an e-learning centre/area. Haileybury Keysborough or City campus are perfect candidates. If the online school were to expand, constructing an independent building at Haileybury Keysborough (eg. The car park next to Grenda aquatic centre) or the rental of an office block located on the city limits (Richmond/South Yarra/Collingwood/Thornbury)

Q. What equipment would the school need to provide to ensure the best quality education and support for the teachers?

A. The school would be required to provide high-quality technology such as webcams, microphone, high-speed internet with the internet back up, an LMS, correct arms chairs for physical health. This will ensure the highest quality of education can be delivered.

Q. How would the VCE programs be run online? What about the programs for each subject?

A. The school has already provided online courses through Haileybury X which is currently in development. Branching out from offering online short-term courses, Haileybury will offer the full VCE content to students nationally/globally. Majority of the test have been formatted to online and there appears to be a shift towards online testing and content available through LMS. This means the transition should be fairly easy considering the infrastructure is already available.

Q. How would a trial be conducted at Haileybury College?

A. A trial period could be conducted by setting up an office space at one of the respective campuses. Trialling several teachers taking classes online. To some degree, teachers are currently trialling online education during the COVID-19 Pandemic. This has provided a lot of information on how a lot of the issues that could be faced by e-education can be handled in the future.

Q. What teacher assisted tools will be available?

A. All necessary teaching equipment will be provided to the school including microphones, chairs, tables, computers, web cameras and necessary teaching tools such as a stylus and STILE/Education Perfect programs.

Q. Will Haileybury College's marks be affected?

A. Haileybury college's marks will not be impacted. Instead of grouping the e-school results with the students who attend school physically, these results will be results compared to the Virtual Schools of Victoria. This will prevent Haileybury test results from being impacted.

3 MARKET RESEARCH

3.1 Competitor Analysis

Private schools

Through research and conversations with teachers from other schools, despite a lot of private schools have already implemented LMS and are utilising Zoom to combat COVID-19 disruptions, there has been no sign of any other private school breaking into the VCE online education market. Haileybury has already started the movement of moving online. The infrastructure is readily available through the LMS and the trial period of online education throughout COVID-19. Majority of the content has been digitalised through power points, online recordings of lessons and online assessments. Haileybury College only requires a facility to conduct a fulltime online program which can be offered to students nationally in rural areas, disadvantaged students and aide those with personal issues that are unable to attend Haileybury college. Students globally will be able to readily access the school's resources as lectures are recorded and students can e-mail their teacher directly.

Online Schools

The largest online school operating out of Victoria is Virtual School Victoria. Virtual School Victoria is a government-funded organisation that operates in Thornbury. Have liaised with several educators at the school, the suspect that the school has enrolled approximately 3000 students online across the globe. The online school currently employees approximately 250 staff, ranging from teachers to admin and persons of responsibility. The student demographic consists of people who suffer from social and emotional anxiety, elite athletes, international actors/performers and travelling families (regional/global).

The classroom structure differs from the current online learning being conducted during COVID-19. A recorded 1-2 hour lecture is recorded and uploaded of the weekly content to be covered. This includes the practical application of knowledge. This is supplementary to the prescribed readings and homework the students are required to complete and e-mail proof of the completed work. The lecture is recorded for the entire year level and not the specific class. Individual teachers are in correspondence with approximately 30 students to help them with their work or any specific questions. Homework is based on the VCE textbooks which students are set to complete as well using supplementary online programs such as STILE. Enrollments to attend the school is possible throughout the year up until term 3 when enrollments close in preparation for $\frac{3}{4}$ exams.

3.2 Business Development and Opportunities

The push to move Haileybury college online appears to be favourable. The school can offer a high level of education to students nationwide as well as globally if desired. The school can offer VCE education only at a fraction of the cost of the school fees. The school would be expected to save money as there would be fewer overhead costs to operate the online platform. The same online school can also manage the Haileybury X program as a separate branch of the online education school.

If Haileybury were to offer an online education program, they would be the only private school in the market. This leaves the opportunity for Haileybury to be the leaders of online education in Australia. Existing online schools do not have the reputation Haileybury College has in producing great results for students as well as having fewer resources and funding to provide a substantially better online experience.

Considering the current standard of the largest online education portal, Haileybury College is already providing a service that is equal to and if not *even greater* during COVID-19 to current students online compared to Virtual School Victoria. Haileybury has already shifted their courses online and has utilised STILE and Education Perfect across a plethora of subjects.

Haileybury could offer start and mid-year enrolments into their course starting with years 9 and 10 and then shift towards VCE if successful. Using a similar structure of Virtual School Victoria, Haileybury can have daily lectures of content as opposed to a single weekly lecture to ensure students receive a greater level of education online. Haileybury college can also utilise the use of Education Perfect and Stile cohesively aided by teacher resources and PowerPoints.

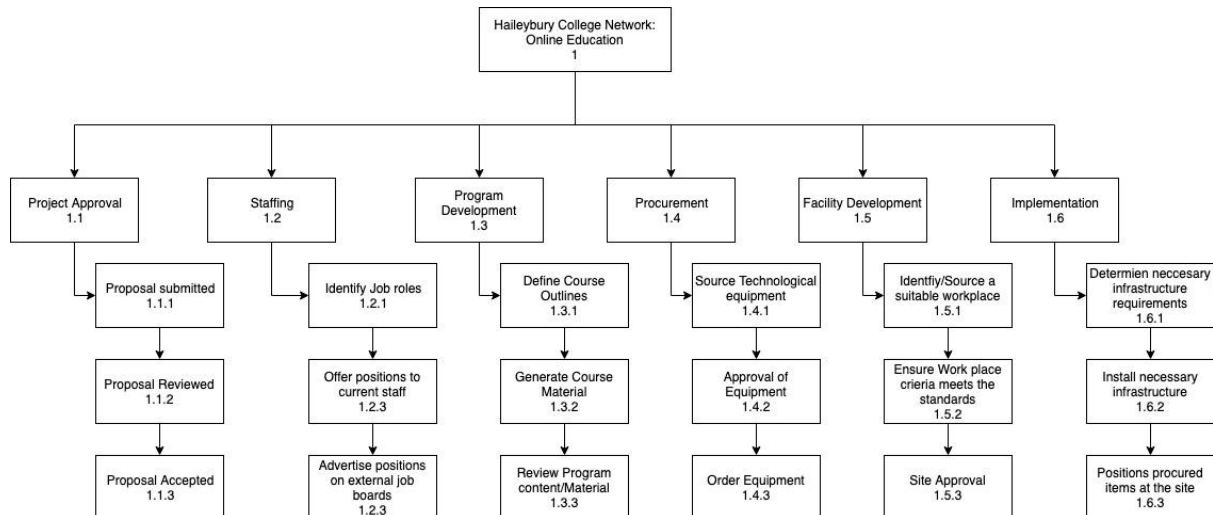
Overall, the push for online education is expected to provide Haileybury College with more revenue due to increased student enrolments allowing the school to reallocate funds towards more innovative and entrepreneurial programs as well as provide a high-quality education to those who are not able to attend schools physically.

4 TIME AND MANGEMENT

The project is intended to start 2021 and is expected to be launched at the latest starting in 2023. The expected duration of the project is to take approximately 2 years from conception to implementation.

4.1 Work Breakdown Structure

The following work breakdown structure is a focus on the prototyping stage of the project.



4.2 Project Milestones

The following project milestones are only predictions and are susceptible to change.

Milestone	Predicted Date
Project Approval	January 2nd, 2021
Site Selection	March 2nd,2021
Staff Selection	March 2nd,2021
Program Developed	December 1st 2021.
Procurement of Inventory/Equipment	July 1st, 2021
Prototyping Phase (year 9/10)	January 28th, 2022

5 COST ANALYSIS

The following cost analysis is based on estimations from trade professionals outside of the Haileybury payroll. These figures are susceptible to change. The following figures are based on a series of assumptions about the number of staff members and item numbers

5.1 Assumptions and Exclusions

All estimations are based on;

- 5-day work week (Monday to Friday)
 - 8 Workday (7 hours paid, 1-hour unpaid lunch break)
 - Estimated time to install 1 sensor requires 3 hours labour
 - Installation time to install 1 new lock requires 1 hour of labour
 - Estimations are based on contractor quotes and experience
 - All labour is in house
 - Each Staff members is receiving the average annual pay of \$78,833 (Indeed.com, 2020)
 - Each Student is paying 1/3 of the initial Haileybury Tuition fees from year 9-12.
- Instead of \$32,580 student fees will be **\$10,751** (Haileybury.com.au, 2018).

***Note: The estimated tuition fees is a rough number used to attract new students and accounts for the lack of services students will not have access learning online (eg. Sport, library, facilities etc.). These values are susceptible to change.**

Assumptions include:

- There is space readily available for prototyping
- There are no financial constraints
- No issues relating to policy
- The project is pre-approved
- All programs are readily paid for (eg. Zoom, STILE, Education Perfect etc.)
- No renting costs (Space is readily available on site)
- The first year of salaries has not been counted as a cost as current employees can contribute to the development without the addition of hiring new staff.

5.2 Estimated Cost to Establish Online Education

The following cost analysis is based on the Virtual School Victoria. Using their current business model and size, project costing is being scaled based on student attendances and staff size. Current Haileybury College staff to student ratio is approximately 1:80 (20 students per class, 4 classes)

5.3 Prototyping Cost Analysis

- The prototyping model is based a year 9 cohort
- Cohort size 96 students
- attending science, humanities, mathematic, English classes
- 2 Teachers are assigned per discipline

Cost Breakdown

Item	Quantity	Cost per item	Total Cost
Teaching Staff	8	78,833	630,664
Facility Costs	N/A	N/A	5,000 (annual)
Computers	8	1,200	9,600
Chairs	8	50	400
Tables	8	50	400
Computer Programs/Platforms	Included in Assumptions	Included in Assumptions	Included in Assumptions
High-Quality WebCam (Logitech, C930 Business Camera)	8	240	1,920
Microphone (RODE NTUSB)	8	209	1,672
Total Cost			649,656

Revenue Breakdown

Item	Quantity	Cost per Item	Total
Student	96	10,751	1,032,134
Total Revenue			1,032,134

Profit Breakdown

Item	Total
Total Revenue	1,032,134
Total Cost	649,656
Profit	382,478
Return on Investment	58%

5.4 Full-Scale Cost Analysis

- 96 students in each year level (9-12) (384)
- 8 Staff per year level (Total 32)
- 2 Teachers per subject (Selected subjects VCE)
- VCE subjects offered (Further Mathematics, Mathematic Methods, Biology, Psychology, English, French, Business Management, International Politics)
- Years 9 and 10 classes include science, humanities, mathematic, English classes
- Commercial space pricing is located in the CBD
- 8sqm per person is based on Commercial realestate.com's values (2020).

Cost Breakdown

Item	Quantity	Cost per item	Total Cost
Teaching Staff	32	78,833	2,522,656
Facility Costs	N/A	N/A	40,000 (annual)
Computers	32	1,200	38,400
Chairs	32	50	1,600
Tables	32	50	1,600
Computer Programs/Platforms	Included in Assumptions	Included in Assumptions	Included in Assumptions
High-Quality WebCam (Logitech, C930 Business Camera)	32	240	7,680
Microphone (RODE NTUSB)	32	209	6,688
Office Space (OPTIONAL)	256sqm (8sqm per person)	\$698 per sqm (commercial realestate.com)	178,688
Total Cost			2,797,312

Revenue Breakdown

Item	Quantity	Cost per Item	Total
Student	384	10,751	4,128,384
Total Revenue			4,128,384

Profit Breakdown

Item	Total
Total Revenue	4,128,384
Total Cost	2,797,312
Profit (annual)	1,331,072
Return on Investment	47%

6 CASH FLOW MANAGEMENT (PROTOYPING PHASE)

The monthly outflow of cash is predominantly due to paying monthly wages of the employees (6,669 p/m). Lump-sum payments can be seen every quarter for facilities cost. In the first month, all equipment has been paid for in addition to salaries. Monthly inflow is generated based on 4 instalment payments throughout the year (\$2,687 per student per instalment)

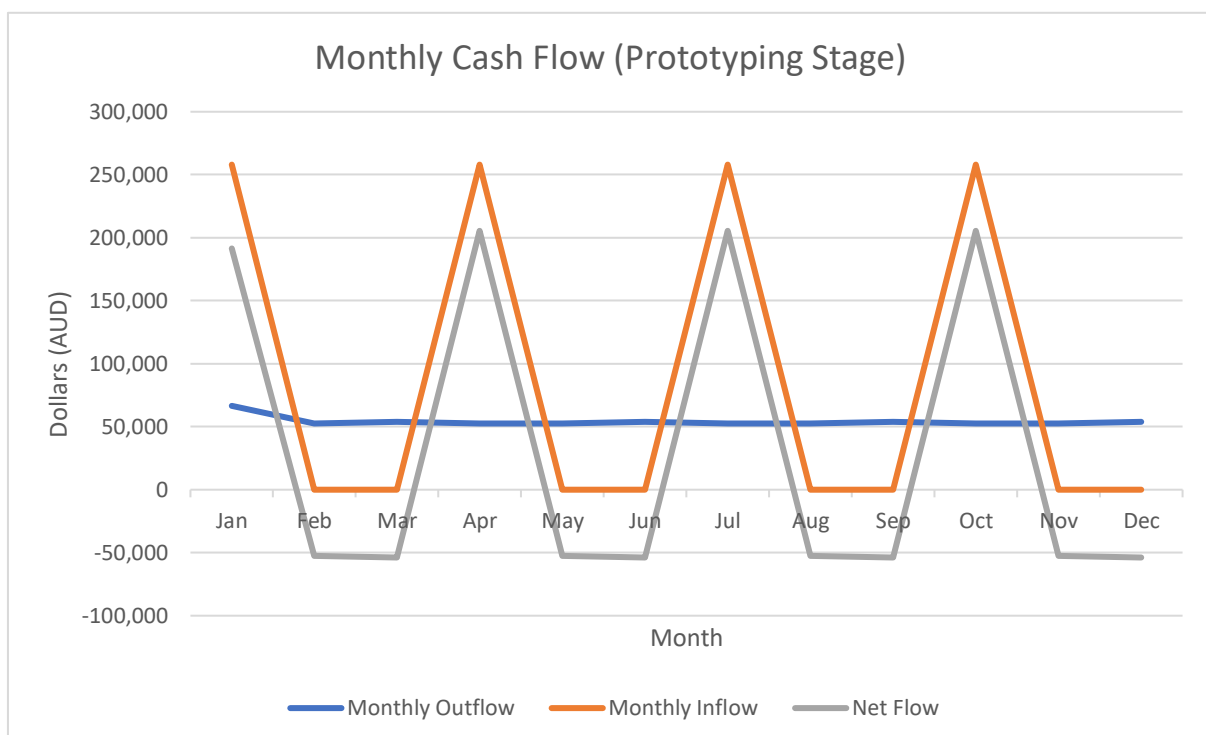
Cash Flow management illustrates the cash flow of the second year when the prototyping phase begins. (the planning phase (the first year is excluded).

The following charts do not account for decimal places as a result the estimations are short approximately \$30 short of the estimated values.

6.1 Cash flow management Analysis starting 2022

The following analysis is a cash flow evaluation of the second year (prototyping phase) only.

Month	Monthly Outflow	Monthly Inflow	Net Flow
13 January	66,547	258,024	191,477
14 February	52,555	0	-52,555
15 March	53,805	0	-53,805
16 April	52,555	258,024	205,469
17 May	52,555	0	-52,555
18 June	53,805	0	-53,805
19 July	52,555	258,024	205,469
20 August	52,555	0	-52,555
21 September	53,805	0	-53,805
22 October	52,555	258,024	205,469
23 November	52,555	0	-52,555
24 December	53,805	0	-53,805

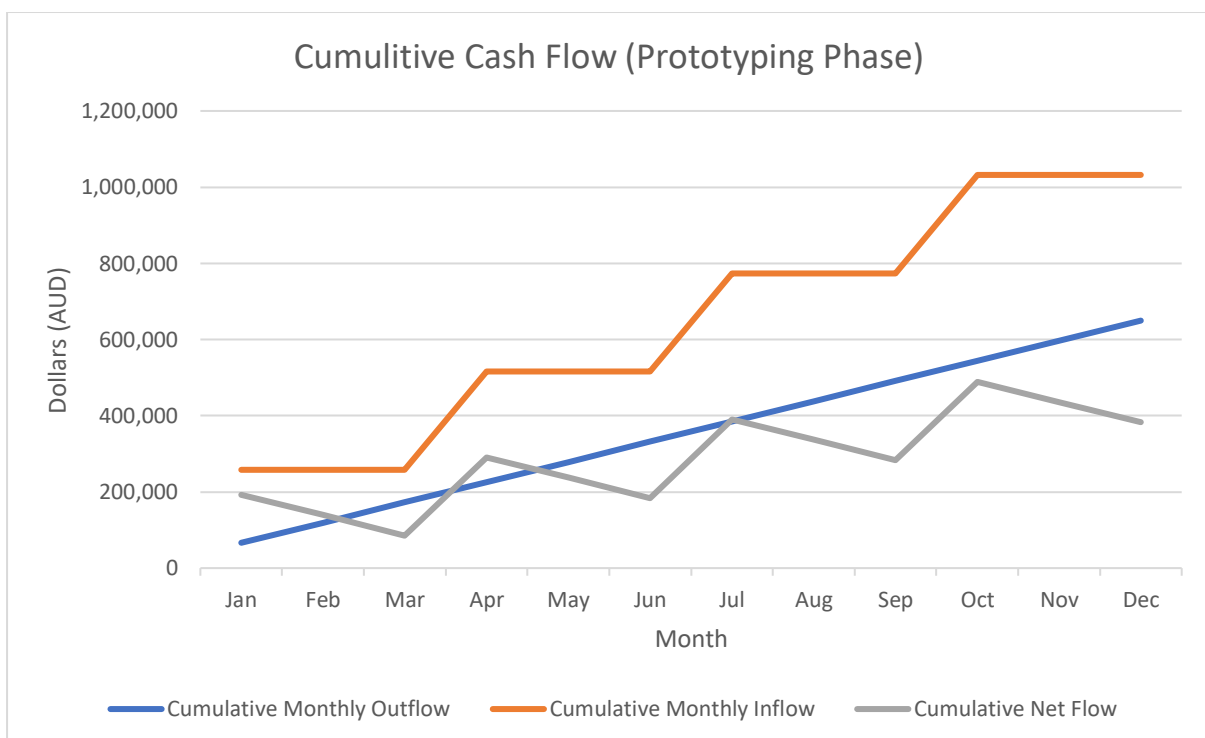


The above cashflow illustrates the monthly outflow has a slightly higher cost in January because of start-up costs in particular equipment. After this period the set costs are the salaries of the employees with a slight spike due to quarterly bills. Monthly inflow is stagnant, however, lump-sum payments are being made at the start of each school term; January, April, July and October. The net flow illustrates there is no inflow of cash from this project during the other months.

6.2 Cumulative Cash flow management Analysis starting 2022

The following analysis is a cash flow evaluation of the second year (prototyping phase) only.

Month	Cumulative Monthly Outflow	Cumulative Monthly Inflow	Cumulative Net Flow
13 January	66,547	258,024	191,477
14 February	119,102	258,024	138,922
15 March	172,906	258,024	85118
16 April	225,461	516,048	290,587
17 May	278016	516,048	238,032
18 June	331,821	516,048	184,227
19 July	384376	774,072	389,696
20 August	436931	774,072	337141
21 September	490,736	774,072	283336
22 October	543,291	1,032,096	488,805
23 November	595,846	1,032,096	436,250
12 December	649,651	1,032,096	382,445



The above chart illustrates the cumulative outflow, inflow and net flow of cash over the prototyping period (2022). It can be seen that from the first term payment in January, the project is expected to generate money. Inflow is seen to be incremental whereas outflow is continuous. NetFlow is expected to yield approximately \$382,445 resulting in \$95,611 of profit generated per quarter.

6.3 Cost Analysis Review

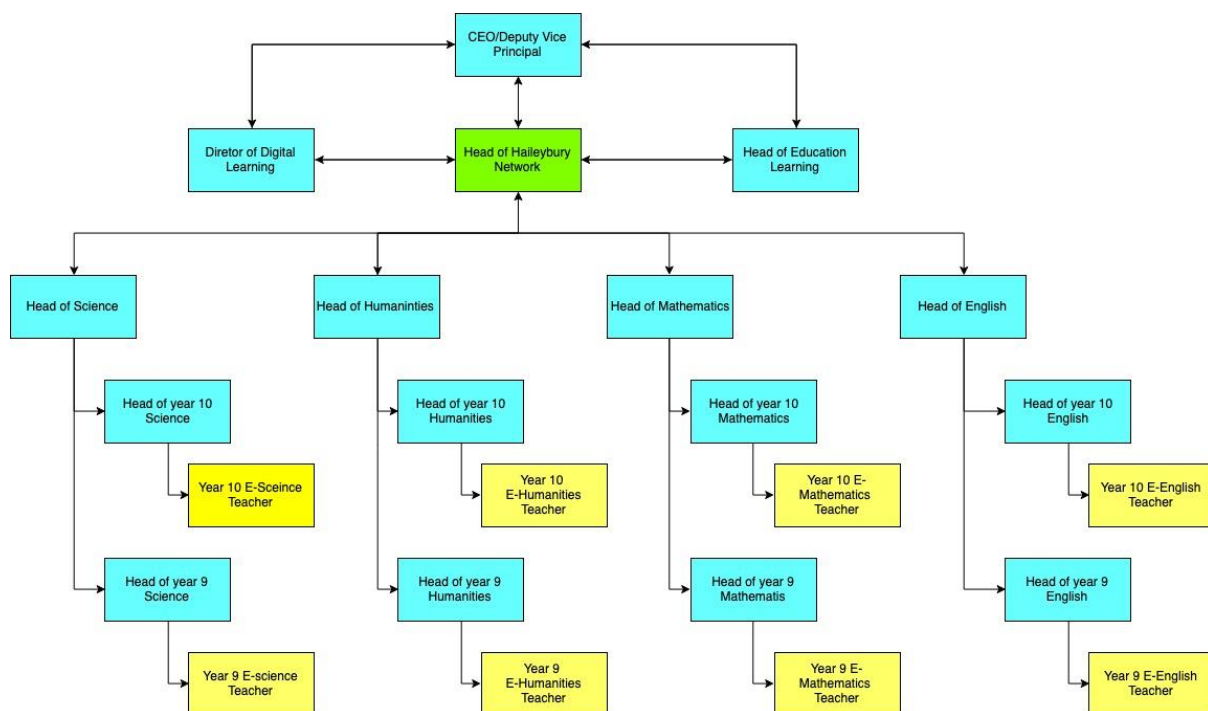
Based on the figures above, the expected start-up costs for the prototyping phase of the project are expected to be approximately \$649,651 upfront or can be paid incrementally on a monthly average of \$54,137. The prototyping phase is expected to generate \$1,032,096 in revenue and generate \$382,445 of profit in 2022. These values are susceptible to change depending on teacher salaries, student enrolments and schooling fees.

7 E-SCHOOL STRUCTURE

The following section provides information on how the school could operate the online school. Sections include new possible positions, the proposed course structure and managing Haileybury College’s academic record.

7.1 Proposed Employee Communication Structure

The communication tree highlights communication between the different levels of employees and how they are interconnected with the implementation of the e-school during the prototyping stages.



7.2 Employee Analysis

The above image highlights key roles and positions for the prototyping stages of Haileybury Network Online campus.

The **blue boxes** indicate current positions at Haileybury college which are necessary for the development of the Haileybury Network. These positions include the director of digital learning, Learning Education as well as existing department heads which will be working in conjunction with new roles.

The **yellow boxes** indicate the new positions which will be filled by existing or new employees at Haileybury College. Each position of E-Teacher will be working with each respective head of the year levels to ensure learning criteria are met and the same tests/contents are being taught.

The **green box** indicates a new leading role within the school. Head of Haileybury Network. This role oversees the development of the online campus and reports all information from the development of the online school to CEO/Vice Roles of the School. The individual will also work closely with the Head of Learning and Education, also including the Director of Digital Learning to improve the online school.

7.3 Student Analysis

Haileybury College is one of the highest achieving schools in Australia. It is predicted that Haileybury college has a waiting list of students whom of which want to attend the school, this provides a great opportunity for a prototyping phase for the online program. The program can offer students a one-year online school education which can guarantee them a position at one the schools the following year. One of the challenges the school faces is the exuberant amount of money that it costs to send a student to the school. Providing an online campus can be a cheaper alternative option for students to attend school. For a fraction of the cost, they can have a Haileybury College education. The demographic based on The Virtual school Victoria, providing education to elite athletes and theatrical performances will provide a greater brand image to the school. Outside of athletically talented students, the school can perform its humanitarianism duties by being able to offer education to rural communities including indigenous communities who do not have immediate access to a structured schooling environment. The school will also be able to provide education to expectant mother, those who experience severe anxiety included. The student demographic will expect access to the school psychologists, online libraries and other facilities and resources that can be readily available via online platforms such as zoom.

7.4 Proposed Course Structure

The proposed online course for students will be predominately focused around a lecture style to the likes of a University lecture. Student location and time-zones are accounted for. The keys highlights are;

- The course structure will follow the Australian Curriculum Guidelines
- The number of weekly online classes will match that of the school's current classes (5 per week, per subject).
- Each class will be recorded for students to view at any time.
- Students who can/want to attend the classes will via zoom to ask questions.
- Weekly homework will be assigned via e-books, STILE and Education perfect.
- Teachers will be in correspondence with students via e-mail/zoom calls to assist with any questions and additional help needed by students.
- All course work will be assessed through STILE/Education Perfect and photo evidence of completed work.
- The test will be conducted online in Exam conditions (Respondus, 2 visual devices, parent guardian observing etc.).

7.5 Haileybury's Academic Performance With Online Education

Haileybury College student results have been improving consistently since 2010. In 2019, Haileybury College produced the best results they ever have with 50% of students receiving an ATAR over 90. To maintain Haileybury's academic integrity for students who attend the school physically, the results of online students should not be compared to those who attend school physically. The result, Haileybury's average ATAR score will be unaffected by the online schooling results. Haileybury Network aims to produce the best ATAR marks for *online education*. Aforementioned, there is a market for private schooling utilising online education. Alternatively, Haileybury college can avoid providing VCE online subjects altogether, and only provide education year levels 7-9.

9 RISK AND MITIGATION

The following section highlights the possible risks associated with the project. They have been assigned a rating of high, medium and low depending on their likelihood of occurring and the potential impact it will have on the project. Vague possible contingency plans have been provided in case of the following events occurring.

9.1 Qualitative Risk Analysis

Name	Probability	Impact	Mitigation	Contingency
Lack of student enrolment	Medium	High	Investigate consumer interest, examine waiting list.	Devise a marketing campaign to generate interest.
Lack of funding	Medium	High	Define the project Budget.	Ask for approval from the board.
Project duration	Medium	Low	Status reporting.	Extend the project completion date
Regulations/Criteria	High	High	The legal team examines all requirements/policy for online school	Ensure all criteria are achieved.
Lack of Staffing	Medium	Medium	Examine interest through current staff and job boards	Incentivise current staff to assist.
Finding space	High Risk	High Risk	Source possible locations. (CBD/Existing campus).	Use a commercial real-estate agent
Program Development	Low	High Risk	Devise and approve programs before launch	Employ staff to devise a plan specifically for e-education
Infrastructure	Low	High Risk	Check with the head of IT and business development team to ensure infrastructure is capable.	Invest in establishing a high-quality online infrastructure.

9.2 Risk Response and Control Plan

The identifiable risks listed above are subject to slowing the project down. To prevent the likelihood of the risks slowing down or financially ruining the project, established contingency plans before the project begins. If any issue arises from the identified problems, immediate action will be taken.

10 IMPLEMENTATIONS

Design

The current year 7-10 programs have already digitalised following the COVID-19 Pandemic. The course structure is the same as the online learning criteria. More development may be required to digitalise all tests for the entirety of the year as COVID-19 has impacted only half of the year. Other course design considerations include the online launching platform. The online platform needs to be intuitive, however, may need to be altered to adjust to the needs of students depending on their circumstances for learning online.

Infrastructure

An inventory check can ensure there are sufficient resources readily available to set up an online facility within the confinements of any Haileybury campus. Other inventory such as chairs computer and microphones may already be accessible by the school without the procurement of new inventory. Inventory can be implemented when space is selected for trialling.

Enrolment

Student enrolments are achievable by offering potential students an opportunity at a reduced cost so that the prototyping phase will result in a 'breaking-even' scenario or allocate profit to develop the program further. The marketing team could develop a new campaign or make an offer to students on the waiting list ensuring they will be selected to attend Haileybury College (physically) following an online trial of the school first (6-12 months).

Prototyping

The prototyping phase can be trialled in several different ways depending on the effectiveness of the program, consumer interest and revenue generated. Trialling has already been completed to some extent during COVID-19 through online learning. To implement a full-time online education program can be extended incrementally. Starting with a single year level either from year 7-9 (12-100 students) the online program will operate for 1 term, after being re-evaluated the program can be extended or defunded. Based on feedback, from students, teachers, parents and test results, the Haileybury Network program can be evaluated.

Implementation

Following the prototyping stage, the school board and CEO can make an executive decision whether there will be another trial period or if the program continues. If the program is continued then a reevaluation of the structure of the Haileybury Network will be required. Other considerations include the location for the new school and new costs that come with the growth of Haileybury Network.

11 PROJECT REVIEW

In summation of the project, Haileybury Network is an online education portal that will work in conjunction with Haileybury X offering a full time online private school education to students who are unable to attend the school physically. The E-school intends to begin the prototyping phase at the start of 2022. If successful, the school will establish a full-time campus on-site at one of the Haileybury campuses or an offsite location. Based on the analysis of the project, starting an e-school will be financially beneficial based on the statistics, one-third of the Australian population does not live near a metropolitan city. The project aims to have a humanitarianism approach to education being able to support those with medical conditions or who come from disadvantaged rural communities and indigenous communities. The annual projection of profit generated is 58% of the initial investment. This number varies depending on costs and fees. Haileybury College has already established the infrastructure to create a permanent online school. Through the natural progression of education, this is the next step.

12 REFERENCES

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