



SILVER

ANNUAL REPORT MARKING CRITERIA
SILVER LEVEL

Section A: Executive & Financial Summary

No marks awarded. Data capture only.

Section B: Running your Business

- 1. Here is a summary of what we did to run our business** (including activities carried out to launch the business, if we started a different one this year):

SCORE	DESCRIPTION
Insufficient	Students show little understanding of running a business. It is either not clear that the business has been implemented, the explanation behind is minimal or students have not been involved.
Sufficient	Students provide a clear and realistic explanation of the running of the business. They are able to explain how the business was actually implemented. Students are clearly involved in the running of the business.
Exceptional	Students show an excellent understanding of the actual implementation of the business. They are able to clearly explain how the business was actually implemented and are clearly involved in the running of the business.

- 2. Here is a description of the different departments we worked in and how often we all rotated roles:**

SCORE	DESCRIPTION
Insufficient	Students have not described the different departments they worked in or mentioned any rotation of roles, or have done so in a way which is not clear. There is considerably more opportunity for student rotation between the different departments of the business.
Sufficient	Students have clearly described the different departments they worked in and explained how often they rotated roles. There is clear evidence that the business is staffed by students (as much as possible) and that student in the business team has had experience in different departments of the business.
Exceptional	Students have clearly described the different departments they worked in and explained how often they rotated roles. The business is staffed by students (as much as possible) and not just limited to production. Students hold senior positions in clearly defined departments and rotated in more than two different departments of the business.

Section C: Management & Use of Profits

3. a) Here is an explanation of how we formed our Business Management Committee:

3. b) These are the members of our Business Management Committee:

3. c) And this is a record of the meetings our Business Management Committee held:

SCORE	DESCRIPTION
Insufficient	Students do not provide an explanation on how they formed their Business Management Committee, or have done so in a way that is not clear. They have not listed the Business Management Committee members or they listed them but some information is missing on the table. Students have not provided a record of the meetings their Business Management Committee held.
Sufficient	Students provide a clear explanation on how they formed their Business Management Committee. They have listed the Business Management Committee members evidencing some gender balance and students and teachers are being represented. Students have provided a record of the meetings their Business Management Committee held signed off by the Principal (at least, one meeting should have been held during the implementation of the business).
Exceptional	Students provide a detailed explanation on how they formed their Business Management Committee. They have listed the Business Management Committee members evidencing gender balance and students and teachers are being represented. Students have provided a record of the meetings their Business Management Committee held signed off by the Principal (at least, two meetings should have been held during the implementation of the business). It is clear that the students are taking an active role in the Business Management Committee and making a good use of it.

4. Here is an explanation of what we decided to spend our profits on and how we came to that decision:

SCORE	DESCRIPTION
Insufficient	Students do not provide an explanation of what they decided to spend their profits on or how they came to that decision, or have done so in a way that is not clear.
Sufficient	Students provide a clear explanation of what they decided to spend their profits on and how they came to that decision.
Exceptional	Students provide a detailed explanation of what they decided to spend their profits on and how they came to that decision and some percentage will be re-invested in the business.

Section D: Achievements, Challenges and Solutions

5. a) These are the 3 most important things we learned and how these learnings are helping us outside of the business:

SCORE	DESCRIPTION
Insufficient	Students have not provided a list of things they learned, or have done so in a way that is not clear and have not explained how those learnings are helping them outside of the business. It is not obvious that participating in the programme or the business itself has been beneficial to students.
Sufficient	Students have provided a list of things they learned. Students demonstrate that they have benefited from participating in the programme and/or taking part in the business as they clearly explain how those learnings are helping them outside of the business.
Exceptional	Students have provided a detailed explanation of what they learned. The students have clearly benefited a lot from their involvement in the programme and have explained in detail how those learnings are helping them outside of the business.

5. b) Here is a quote from each head of department explaining the biggest challenge he/she faced when planning/setting up/running our business and the solution (s) we found to overcome them:

SCORE	DESCRIPTION
Insufficient	Students have not provided quotes from each head of department, or have done so in a way that is not clear or some information is missing.
Sufficient	<p>Students have provided quotes from each head of department clearly explaining the biggest challenges they faced when planning/setting up/running their business and the solutions they found to overcome them. There is clear evidence that students have led on business activities and key decisions.</p> <p><u>NOTE:</u> Primary and Pre-Primary students should show evidence of having been involved in business activities and decision making, not necessarily leading on them.</p>
Exceptional	<p>Students have provided quotes from each head of department clearly explaining the biggest challenges they faced when planning/setting up/running their business and the solutions they found to overcome them. Students have led on all business activities and key decisions and have responsibility for the school business by holding senior positions in clearly defined departments.</p> <p><u>NOTE:</u> Primary and Pre-primary students should show evidence of having been involved in all business activities and decision making in some way, not necessarily leading on them. Primary and Pre-Primary students don't need to have held senior positions.</p>

Section E: Sustainability & Business Development

6. Our business is sustainable and has a positive impact on the environment and our community because:

SCORE	DESCRIPTION
Insufficient	Students show little or no understanding of the sustainability and positive impact their business has on the environment and their community. It is either not clear that the business is sustainable and has a positive impact or the explanation behind is minimal.
Sufficient	Students show an understanding of the sustainability and positive impact their business has on the environment and their community. They provide a sound explanation of how it does so.
Exceptional	Students show an excellent understanding and clearly explain the sustainability of their business and the positive impact it has on the environment and their community. They provide a detailed explanation of how it does so.

7. Our school business has definite potential to carry on running sustainably for at least the next year. Here is our clear and realistic action plan for how we will continue to run it next year:

SCORE	DESCRIPTION
Insufficient	Students have not listed their clear and realistic action plan for how they will continue running their business next year.
Sufficient	Students show an understanding of the need for the business to have a definite potential to carry on running sustainably for at least the next year. Students listed their clear and realistic action plan for how they will continue running their business next year.
Exceptional	Students demonstrate a clear understanding of the concept of sustainability. The business has definite potential to carry on running sustainably for more at least the next year. Students listed in detail their clear and realistic action plan of how they will continue running their business for more than one year.

Appendix Section: Students in Action

Please find in this space some evidence that clearly shows our involvement as students in the setting up, running and management of our business. You will find 3-5 photos (or if that's not possible, we will share quotes from participating students). *A photo of one of our sales events /A photo of us running our business/A photo of our Business Management Committee*

SCORE	DESCRIPTION
Insufficient	Students show little or no evidence of their involvement in the setting up, running and management of their business. It is not clear that the business has been set up and run by the students themselves.

Sufficient	Students provide clear and realistic evidence of their involvement in the setting up, running and management of their business. It is clear that the business has been set up, run and managed by the students themselves (as far as possible in the case of Primary/Pre-Primary students). Students included at least 1 photo (or evidence) of one of their sales events, 1 photo (or evidence) of them running the business and 1 photo (or evidence) of their Business Management Committee.
Exceptional	Students show excellent evidence of their involvement in the setting up, running and management of their business. It is clear that the business has been set up, run and managed by the students themselves. Photos or evidence provided demonstrates student involvement across a range of business implementation activities.

Financial Reporting

1. **Income**
2. **Direct Costs**
3. **Gross Profit**
4. **Indirect Costs**
5. **Net Profit**

This is how we raised the additional money needed to finance our business:

6. **Here are two photos showing how we kept our financial records (e.g. purchase ledger, sales ledger, cash flow statement, cash book).**

SCORE	DESCRIPTION
Insufficient	<p>Students have listed little or no information in the Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections or they have listed invalid information. There is little or no evidence that the business is financially viable.</p> <p>Students have not explained how they raised the additional money needed to finance their business or the explanation provided is unrealistic.</p> <p>Students have not provided any evidence that shows how they kept their financial records.</p>
Sufficient	<p>Students have listed appropriate and realistic information in all Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections. There is evidence to suggest that the business is profitable. There may be some omissions or minor errors in their calculations.</p> <p>Students have given a convincing explanation on how they raised the additional money needed to finance their business.</p> <p>Students have provided two photos that show how they kept their financial records (a photo of their purchase ledger, or a photo of their sales ledger, or a photo of their cash flow statement or a photo of their cash book).</p>
Exceptional	<p>Students have listed appropriate information across the Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections. There is clear evidence to suggest that the business is profitable. All calculations must be correct and appear realistic. Further, this information should be consistent with details in the Business Plan e.g. products for sale, sales price, materials etc.</p>

<p>Students have given a realistic and clear explanation on how they raised the additional money needed to finance their business.</p> <p>Students have provided two photos that show how they kept their financial records (a photo of their purchase ledger, or a photo of their sales ledger, or a photo of their cash flow statement or a photo of their cash book).</p>
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Your Opinion

All teachers must complete every question (1-5) of the 'Students' Improvement On Skills' section on the last page.