



## ANNUAL REPORT ACHIEVEMENT CRITERIA

### BRONZE LEVEL

Please use your judgement to score each question ‘Insufficient’, ‘Sufficient’ or ‘Exceptional’ based on the descriptions given. Where an answer appears to fall into more than one category, please choose the option that is the best possible fit.

#### Section A: Executive & Financial Summary

No marks awarded. Data capture only.

#### Section B: Running Our Business

1. Here is a summary of what we did to set up and run our business.

SCORE	DESCRIPTION
Insufficient	Students show <b>little or no</b> understanding of setting up and running a business. It is either <b>not clear</b> that the business has been implemented, or the explanation behind it is <b>minimal</b> , or <b>students have not been involved</b> .
Sufficient	Students provide a <b>clear</b> and <b>realistic</b> explanation of the setting up and running of the business. They are able to explain how the business was actually implemented. <b>Students are clearly involved</b> in the setting up and running of the business.
Exceptional	Students show an <b>excellent</b> understanding of the actual implementation of the business. They have mentioned <b>specific tasks</b> related to <b>at least three different areas of their business</b> e.g. production, marketing and finances. <b>Students are clearly involved</b> in the setting up and running of the business.

#### Section C: Use of Profits

2. Here is an explanation of how we decided what we plan to spend our profits on:

SCORE	DESCRIPTION
Insufficient	Students <b>do not provide</b> an explanation on how they plan to use their profits.
Sufficient	Students provide a <b>clear explanation</b> on how they plan to use their profits.
Exceptional	Students provide a <b>detailed explanation</b> on how they plan to use their profits and some percentage will be <b>re-invested in the business</b> .

### Section D: Our Achievements, Challenges & Solutions

3. These are the 3 biggest challenges we faced when planning/setting up/running our business and the solutions we came up with to overcome them: (a, b, c)

SCORE	DESCRIPTION
Insufficient	Students have only described <b>one or two challenges or none at all</b> . Or, students have described three challenges and solutions in a way that is <b>not clear and coherent</b> .
Sufficient	Students are able to <b>describe three challenges</b> they faced in planning/setting up/running their business, making reference to any problems and unexpected threats to their school business. The <b>solutions provided address the threats and problems</b> .
Exceptional	Students are able to <b>clearly explain three challenges</b> they encountered when planning/setting up/running of their business. The <b>solutions provided address the threats and problems</b> and are <b>innovative</b> in nature.

4. These are the 3 most important things we learned: (1, 2, 3)

SCORE	DESCRIPTION
Insufficient	Students have only listed <b>one or two</b> things they learned, or <b>none at all</b> . It is <b>not obvious</b> that participating in the programme or the business itself has been beneficial to students.
Sufficient	Students have provided a <b>list of three</b> things they learned. Students demonstrate that they have <b>benefitted</b> from participating in the programme and/or taking part in the business.
Exceptional	Students have provided a <b>detailed explanation</b> of the <b>three</b> most important things they learned. The students have <b>clearly benefitted</b> a lot from their involvement in the programme.

### Section E: Sustainability & Business Development

5. Our business has a positive impact on the environment and our community because:

SCORE	DESCRIPTION
Insufficient	Students show <b>little or no</b> understanding of the positive impact their business has on the environment and their community, or they have <b>only mentioned one or the other</b> (either environment or community). It is either <b>not clear</b> that the business will have a positive impact or the explanation behind it is <b>minimal</b> .
Sufficient	Students show <b>some</b> understanding of the positive impact their business has on the environment <u>and</u> their community. They provide a <b>good explanation</b> of how it benefits both the environment and their community.
Exceptional	Students show an <b>excellent</b> understanding and <b>clearly explain</b> the positive impact their business has on the environment <u>and</u> their community.

6. This is how we plan to make sure our business will be profitable next year. If we need to start a new business instead of running this one, we will explain why.

SCORE	DESCRIPTION
Insufficient	Students show <b>little or no understanding</b> of how to plan for financial sustainability. Their plan to make the business profitable is <b>unconvincing</b> .
Sufficient	Students have listed a <b>simple plan</b> explaining how they will make sure their business will be profitable next year <b>and</b> their plan to make the business profitable is <b>convincing</b> . Or, students have explained why they will need to start a different business, and it is clear they are taking into consideration <b>some lessons learned</b> from this year to plan a profitable business next year.
Exceptional	Students have provided a <b>detailed and well-explained plan</b> of how they will make sure the business is profitable next year <b>and</b> their plan to make the business profitable is <b>convincing</b> . Or, students have <b>clearly explained</b> why they will need to start a different business, and it is evident they are taking into consideration <b>some lessons learned</b> from this year to plan a profitable business next year.

### Section F: Appendix – Students in Action

Please find in this space some evidence that clearly shows our involvement as students in the setting up of our business. *You will find 3-5 photos of our launch event, us running our business and financial record keeping (or if that's not possible, we will share quotes from participating students).*

SCORE	DESCRIPTION
Insufficient	<b>No photos or any other evidence</b> (e.g. student quotes) provided. It is <b>not clear</b> that the business has been set up and run by the students themselves.
Sufficient	<b>Some photos or other evidence provided</b> (e.g. student quotes) that demonstrates <b>student involvement</b> in setting up and running the business.
Exceptional	<b>A variety of photos or evidence provided</b> (e.g. student quotes) demonstrates <b>student involvement</b> across a <b>range</b> of business implementation activities.

### Financial Reporting

1. Income
2. Costs
3. Profit
4. This is how we raised the money needed to start our business:

SCORE	DESCRIPTION
Insufficient	Students have listed <b>little or no</b> information in the Income, Costs and Profit sections, or they have made <b>major omissions or errors</b> . There is <b>little or no evidence that the business is financially viable</b> .

	<p>Students have <b>not explained</b> how they raised the money needed for their business.</p> <p><i>If a business has not made any sales at all (no income yet generated), then the answer must be marked as 'Insufficient'.</i></p>
Sufficient	<p>Students have listed <b>appropriate</b> information in all Income, Costs and Profit sections. The school business <b>has generated sales income</b> and there is evidence to suggest that the business has the <b>potential to be profitable</b>. There may be <b>some omissions</b> or <b>minor errors</b> in their calculations.</p> <p>Students have mentioned how they raised the money needed to start their business.</p>
Exceptional	<p>Students have listed <b>appropriate</b> information across the Income, Costs and Profit sections. The school business <b>has generated sales income</b> and evidence suggests that the business has the <b>potential to be profitable</b>. <b>All calculations must be correct and appear realistic</b>.</p> <p>Students have mentioned how they raised the money needed to start their business.</p>

**Students' and Teachers' Improvement on Skills**

All schools must complete questions 1-7 of the 'Students' and Teachers' Improvement on Skills' section on the last page.