



**ANNUAL REPORT ACHIEVEMENT CRITERIA**  
**SILVER 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 which 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 run our business** (including activities carried out to launch the business, if we started a different one this year):

SCORE	DESCRIPTION
Insufficient	Students show <b>little or no</b> understanding of running a business. It is either <b>not clear</b> that the business has been implemented, 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 running of the business. They are able to explain how the business was actually implemented. <b>Students are clearly involved</b> in the running of the business.
Exceptional	Students show an <b>excellent</b> understanding of the actual implementation of the business. They <b>clearly explain</b> how the business was actually implemented by mentioning <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 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 <b>not described</b> the different departments they worked in nor mentioned any rotation of roles, or have done so in a way which is <b>not clear</b> . There is <b>considerably more opportunity for student rotation</b> between the different departments of the business.
Sufficient	Students have <b>clearly described</b> the different departments they worked in and explained <b>how often</b> they <b>rotated roles</b> . There is clear evidence that the business is <b>staffed by students</b> (as much as possible) and that students in the business team have had <b>experience in <u>two</u> different departments</b> of the business.
Exceptional	Students have <b>clearly described</b> the different departments they worked in and explained <b>how often</b> they rotated roles. The business is <b>staffed by students</b> (as much as possible) and <b>not just limited to production</b> . Students hold <b>senior positions</b> in clearly defined departments and rotated in <b><u>three or more</u> different departments</b> of the business.

### Section C: Management & Use of Profits

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

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

SCORE	DESCRIPTION
Insufficient	Students have <b>not listed</b> the Business Management Committee members, or they listed them but <b>some information is missing</b> on the table. Students have <b>not provided a record of the meetings</b> their Business Management Committee held.
Sufficient	Students have listed the Business Management Committee members (including <b>students</b> and <b>teachers</b> ) evidencing <b>some female representation*</b> . Students have provided a <b>record</b> of the meetings their Business Management Committee held, signed off by the Principal (at least <b>one</b> meeting should have been held during the implementation of the business).  <i>*NOTE: In male-only schools, female representation is not required.</i>
Exceptional	Students have listed the Business Management Committee members (including <b>students</b> and <b>teachers</b> ) evidencing <b>gender balance*</b> . Students have provided a <b>record</b> of the meetings their Business Management Committee held, signed off by the Principal (at least <b>two</b> meetings should have been held during the implementation of the business). It is clear that the <b>students are taking an active role</b> in the Business Management Committee.  <i>*NOTE: In male-only schools, female representation is not required.</i>

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 <b>do not provide</b> 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 <b>not clear</b> .
Sufficient	Students provide a <b>clear explanation</b> of what they decided to spend their profits on and how they came to that decision <b>democratically</b> .
Exceptional	Students provide a <b>detailed explanation</b> of what they decided to spend their profits on and how they came to that decision <b>democratically</b> . Some percentage will be <b>re-invested in the business</b> .

### Section D: Achievements, Challenges and Solutions

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

SCORE	DESCRIPTION
Insufficient	Students provided a list of only <b>one or two</b> things they have learned or <b>none at all</b> . Or, students have listed three things they have learned, but in a way that is <b>not clear</b> . Students have <b>not explained</b> how those learnings are helping them outside of the business. 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</b> of <b>three</b> things they learned. Students demonstrate how they have <b>benefited</b> from those learnings outside of the business.

Exceptional	Students have provided a <b>detailed explanation</b> of <b>three</b> things they learned. Students demonstrate how they have <b>benefited</b> from those learnings in a <b>variety of different ways</b> outside of the business.
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6. 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 <b>not provided</b> quotes from each head of department, or have done so in a way that is <b>not clear</b> or <b>some information is missing</b> .
Sufficient	Students have provided <b>quotes from each head of department</b> clearly explaining the biggest <b>challenges</b> they faced when planning/setting up/running their business and the <b>solutions</b> they found to overcome them. There is <b>clear evidence</b> that <b>students have led on business activities and key decisions</b> .  <i>NOTE: Primary and Pre-Primary students should show evidence of having been involved in business activities and decision making, not necessarily leading on them.</i>
Exceptional	Students have provided <b>quotes from each head of department</b> clearly explaining the biggest <b>challenges</b> they faced when planning/setting up/running their business and the <b>solutions</b> they found to overcome them. <b>Students have led on all business activities and key decisions</b> and have responsibility for the school business by holding <b>senior positions in clearly defined departments</b> .  <i>NOTE: 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.</i>

### Section E: Sustainability & Business Development

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

SCORE	DESCRIPTION
Insufficient	Students show <b>little or no</b> understanding of sustainability and 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 is sustainable and has a positive impact, or the explanation behind it is <b>minimal</b> .
Sufficient	Students show <b>some</b> understanding of sustainability and the positive impact their business has on the environment <u>and</u> their community. They provide a <b>good explanation</b> of how it does so.
Exceptional	Students show an <b>excellent</b> understanding of sustainability and the positive impact their business has on the environment <u>and</u> their community. They provide a <b>detailed explanation</b> of how it does so.

8. 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 <b>not listed</b> their clear and realistic action plan for how they will continue running their business next year, or they have provided a plan which is <b>unconvincing</b> .
Sufficient	Students show an <b>understanding</b> of the <b>need for the business to have definite potential</b> to carry on running sustainably for at least the next year. Students listed their <b>clear and realistic</b> action plan for how they will continue running their business <b>next year</b> .
Exceptional	Students demonstrate a <b>clear understanding</b> of the concept of sustainability. The business has <b>definite potential</b> to carry on running sustainably for at least the next year. Students listed in <b>detail</b> their <b>clear and realistic</b> action plan of how they will continue running their business for <b>more than one year</b> .

### Section F: Appendix – 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 of one of our sales events, us running our business and our Business Management Committee (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 run by the students themselves.
Sufficient	<b>Some photos or other realistic evidence</b> (e.g. student quotes) provided that clearly demonstrates <b>student involvement</b> in the running and management of the business (as far as possible in the case of Primary/Pre-Primary students).
Exceptional	<b>A variety of photos or other realistic evidence provided</b> (e.g. student quotes) demonstrates <b>student involvement</b> across a <b>range</b> of business implementation activities. 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).

### Financial Reporting

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

SCORE	DESCRIPTION
Insufficient	Students have listed <b>little or no</b> information in the Income, Costs (Direct and Indirect) and Profit (Gross and Net) 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> .

Sufficient	Students have listed <b>appropriate</b> and <b>realistic</b> information in <b>all</b> of the Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections. There is <b>evidence</b> to suggest that the business is <b>profitable</b> . There may be <b>some omissions</b> or <b>minor errors</b> in their calculations.
Exceptional	Students have listed <b>appropriate</b> and <b>realistic</b> information in <b>all</b> of the Income, Costs (Direct and Indirect) and Profit (Gross and Net) sections. There is <b>clear evidence</b> to suggest that the business is <b>profitable</b> . All calculations must be <b>correct</b> . Further, this information should be <b>consistent</b> with any details given elsewhere in the Annual Report e.g. products for sale, sales price, materials etc.

7. Here are **two** photos showing the **different** types of financial records we kept (e.g. purchase ledger, sales ledger, cash flow statement, cash book).

SCORE	DESCRIPTION
Insufficient	Students have <b>not provided</b> any evidence that shows how they kept their financial records.
Sufficient	Students have provided <b>two photos</b> (or other evidence) that show how they kept <b>two different types of financial records</b> (purchase ledger/sales ledger/cash flow statement/cash book).
Exceptional	Students have provided <b>two or more photos</b> (or other evidence) that show how they kept <b>three or more different types of financial records</b> (purchase ledger/sales ledger/cash flow statement/cash book).

### **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.