



Our timeline and our approach to assessing your application

In this section you can see the detailed timeline for the rest of this application process and gain insight into the selection criteria, the questions we'll be asking and our approach to assessing them.

We'll be providing a briefing for the stage two application process on 17 September at 3:30pm. If you're interested in attending this then please refer to the application overview for the link to attend.

This document **Our timeline and our approach to assessing your application** is part 4 of 5 application documents. Please make sure that you read all documentation provided including the additional appendices.



Timeframes

The stage two timeframes are as follows:

Task	Date
Applications for stage two open	11 September 2024
Applicant briefing	3:30pm 17 September 2024
Deadline for applicant questions	Midday; 12:00pm, 4 October 2024
Stage two applications close	Midday; 12:00pm, 11 October 2024
Application compliance/preparation	11 October 2024
Authorisation Board makes decisions	29 October 2024
Successful applicants advised	Week of 4 November 2024
Unsuccessful applicants advised	Week of 4 November 2024
Contract negotiations commence	Week of 4 November 2024
Contract signed	November - December 2024
Unsuccessful applicants receive debrief	November - December 2024
Contract start date	November/December 2024
Contract end date (initial term)	February 2035

Applying the ratings

For stage two, two assessment ratings are available to the assessment panel which are:

Rating	Description
Not Viable	If you receive a “Not viable” in any criteria, your application may be recommended to the Authorisation Board to be Declined.
Viable	If you receive a “Viable” in all criteria, your application will be recommended to the Authorisation Board to be Approved.

Ratings will not be applied on a question-by-question basis and will only be applied at the criteria level below.

Criteria

The detailed criteria that will enable the Authorisation Board to make their final decisions on applications are split across three sections:

- Sponsor capability
- Contribution to the wider school network
- Operational fitness

The Authorisation Board will consider the ratings of the assessment panel and exercise their judgement to factor the ratings into their decisions to agree decisions on applications.

In using the ratings and their judgement against the criteria above, they will consider how the applicant’s response to the criteria demonstrates that the applicant can meet the mandatory conditions in the Bill.

When selecting sponsors, the Authorisation Board will take into account a number of factors, including:

- the focus of the proposed school
- the capability of the sponsor
- financial implications for the Crown
- if it meets the educational purpose of the Education and Training Act 2020
- the level of support from the community
- the views of the Chief Review Officer and the Secretary for Education

Converting schools also have additional criteria to be considered such as the performance of the school and the level of support for the sponsor and the conversion from the school community, school staff, and students.

Part One. Sponsor capability	Possible ratings	“Not viable” or “Viable”
<p>The requirements for this section are to demonstrate the leadership of the sponsor and how the proposed governance structure will support the operations and outcomes of the Charter School.</p> <p>Financial acuity</p> <ol style="list-style-type: none"> 1. Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation. 2. Demonstrate how you will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance? <p>Leadership and community</p> <ol style="list-style-type: none"> 3. Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding. 4. How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day. 5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation you have undertaken has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school. 		

Part Two. Contribution to the wider school network	Possible ratings	“Not viable” or “Viable”
<p>The requirements for this section are to demonstrate what impact the school will have with students and the wider school network and how it will prepare students for life in wider society.</p> <ol style="list-style-type: none"> 6. As well as uplifting academic achievement and attendance, how will the school positively impact it’s students and contribute to the wider school network / education sector? 7. How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School? 8. Why would parents/families choose your Charter School over other schooling options that are already available to them? 		

Part Three. Operational fitness	Possible ratings	“Not viable” or “Viable”
<p>The requirements for this section are to demonstrate your readiness to open in 2025 and how your school will deliver outcomes against the Performance Management Framework.</p>		
<p>Readiness to open</p>		
<p>9. Demonstrate your readiness to open for Term One 2025 (or the term that you have specified for opening) by showing across the following establishment areas what you will have in place for students to be welcomed in Term One 2025:</p> <ul style="list-style-type: none"> a. Staffing b. Finance c. Curriculum d. Roll e. Health and Safety <p>10. In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:</p> <ul style="list-style-type: none"> a. operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025. b. maintain your property and infrastructure within the funding allocation you will receive. 		
<p>Performance and longevity</p>		
<p>11. Noting the Performance Management Framework, outline your performance management strategy including:</p> <ul style="list-style-type: none"> a. how the strategy will enable and support monitoring against each performance measure below and: b. how will you manage the early identification of issues and risks and what preventative measures will you take to address these? <p>12. Tell us in a practical way the reality of a teacher and a student on the ground at the school in a day-to-day setting and how this will endure over the life of the contract.</p>		
<p>Due diligence, (the type being at the discretion of the Application Process Lead) may be undertaken before, during or after assessment on one or more applications to determine whether entering into a contract with a sponsor may expose the Charter School Agency to undue risk.</p>		