ADMISSIONS POLICY
OVERVIEW

Canberra Grammar School (the School) is an independent Anglican school that welcomes applications from students of all backgrounds, cultures and faiths.

The admissions policy enables prospective students and their families to understand the philosophy, ethos, academic and co-curricular aspects of the School and articulates the process for enrolment and admission to the School.

Our admissions procedures are streamlined and comprehensive, providing for easy exchange of information. Once you have chosen Canberra Grammar School for your son or daughter, you can commence the admissions process by following the procedures outlined below.

Dr Justin Garrick
Head of School
27 October 2015
Canberra Grammar School (the School) is an independent Anglican school that welcomes applications from students of all backgrounds, cultures and faiths. We aim to be an inclusive, diverse and talented community, educating students with a wide range of interests, abilities and aspirations.

Our admissions policy reflects our core values and places emphasis on providing opportunities through scholarships (in Years 7 and 11) for students with particular academic and other talents, on nurturing existing family connections with the School wherever possible and on responding to the dynamic nature of Canberra’s population.

The main points of entry to the School are:

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>OPEN TO</th>
<th>AGE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-School (ELC Southside)</td>
<td>Day boys and girls</td>
<td>Must turn 3 by 30 April in year of entry</td>
</tr>
<tr>
<td>Pre-Kindergarten</td>
<td>Day boys and girls</td>
<td>Must turn 4 by 30 April in year of entry</td>
</tr>
<tr>
<td>Year 3</td>
<td>Day boys and girls</td>
<td>Must turn 8 by 30 April in year of entry</td>
</tr>
<tr>
<td>Year 7</td>
<td>Day and boarding boys and girls</td>
<td>Must turn 12 by 30 April in year of entry</td>
</tr>
<tr>
<td>Year 11</td>
<td>Day and boarding boys and girls</td>
<td>Must turn 16 by 30 April in year of entry</td>
</tr>
</tbody>
</table>

Applications for entry to all other year groups are welcome and applicants will be invited for assessment and interview as places become available.

The School will make offers to applicants, subject to interviews and assessment, in the following order until all places in each year group are full:

1. scholarship winners and applicants with academic scholarship results in the top 25% of external applicants by performance rank (applies to Years 7 and 11 entry only)
2. siblings of current students by registration date
3. siblings and children of Alumni by registration date; and
4. other applicants by registration date.

Please note that this policy should be reviewed in consideration of Annex 1.

Notwithstanding the principles outlined above, at the discretion of the Head of School, places in any year group may be reserved for and offers given to, for example:

- children of permanent staff of the School
- children of practising ministers of the Anglican Diocese of Canberra and Goulburn
- former students returning to Canberra and new arrivals to Canberra
- applicants whose special talents may enhance the depth and breadth of the School’s curricular and co-curricular life; and
- boarding students, indigenous students, international students or students wishing to study for the International Baccalaureate.
THE ADMISSIONS PROCESS

Step 1: Explore the School

All families are invited to explore the School by viewing the website (CGS.ACT.EDU.AU), requesting an information pack from the Admissions Office and visiting the School for an open day or tour.

Step 2: Registration

Families should register formally with the School by lodging an Application for Registration as early as possible, noting that most offers are made to applicants in order of registration date. Please note that Registration can only be accepted once a child has been born. Applicants will be placed on the Registration List for their requested year of entry in the order in which the Admissions Office receives their School Registration Form and full payment of the non-refundable Registration Fee.

Registration does not guarantee the offer of a place but means that the Admissions Office will seek to contact families in the year prior to their desired year of entry to initiate the next stage of the admissions process. In the instance of an application for a student with physical disabilities the School may seek to contact the family 18 months prior to their desired year of entry to facilitate planning for this application.

Unregistered families seeking to apply immediately prior to entry must complete Registration at the same time as their Application.

Please note that families can only be contacted using the details provided and whilst the School will seek an update of this information annually, it is the responsibility of families to inform the School of any changes in contact details after registration. The School cannot keep places on the Registration, Application or Waiting Lists if the Admissions Office is not informed of changes to contact details or if correspondence from the School is unanswered.

Step 3: Application

In the year prior to the registered entry year, the School will seek to contact families to confirm their continued desire to apply for a place and to provide information about the application process, open days and any other relevant events. Families wishing to continue with their application are asked to return:

- the Information Sheet
- a copy of the prospective students’ birth certificate
- copies of the prospective students’ last two school reports if the student is already in education
- copies of all NAPLAN test reports for prospective students who are already in Year 3 or above at an Australian school; and
- copies of any medical, psychological, learning support or other reports that may be relevant to the student’s educational and other needs.

Prospective students wishing to apply for a scholarship in Years 7 or 11 should also complete the Scholarship Application Form.

On receipt of this information, the School will invite applicants for interview and assessment. Please note that if families are unable to supply the required information by the date requested, the application may be delayed or declined.

If incorrect information is supplied an application may be declined or an offer may be withdrawn. Families are requested to let the School know if they no longer wish to apply for a place so that the Admissions Office does not continue to contact them and so that other families on the Registration List can be contacted.

Step 4: Assessment and Interview

The School offers an academically-oriented curriculum, focusing at all levels on academic effort. Therefore, through interviews, assessment and analysis of previous reports and NAPLAN results, the School will make an on-balance judgment as to suitability for enrolment.

The assessment and interview process differs on the desired entry level:

- **Pre-School to Year 2**: applicants for entry in any year at this stage attend, with their parents, an interview with the relevant Director or Assistant Director. Families are requested to provide previous school, early learning centre or child care centre reports for consideration prior to interview. During the interview, students will undertake cognitive and social assessment to assist the School to make an on-balance judgment as to their suitability for enrolment. Following the assessment and interview, some applicants may be offered the opportunity to defer their applications to a later year.

- **Year 3 to Year 6**: applicants for entry in any year at this stage attend, with their parents, an interview with the Head of CGS Primary School or a senior member of the Primary School staff. They may also undertake some aptitude testing. Applicants for entry to Year 3 will be assessed as far as possible in distinct assessment periods in the year prior to entry while applicants to other stages will be called for assessment as spaces become available.

- **Year 7 to Year 11**: applicants for entry in any year at this stage attend, with their parents, an interview with the Head of School or a member of the Senior School’s Leadership Team. They may also undertake some aptitude testing. Applicants will be interviewed as far as possible in distinct interview periods in the year prior to entry. Applicants for Years 8 and above may also be asked to consider their subject choices in relation to the School’s curriculum at this stage.

- **Scholarship entry for Years 7 and 11**: candidates applying for scholarships for entry to Year 7 and 11 undertake scholarship testing as part of the admissions process.

Step 5: Offers, Acceptance and Wait-listing

If the offer of a place is made, parents will be informed in writing and asked to return a signed Offer and Acceptance Form, which entails acceptance of the School’s formal terms and conditions of enrolment, along with the non-refundable Building Renewal Charge. Offers not accepted by the specified date may be passed to other applicants.

If the School cannot make an offer because places are no longer available, applicants will automatically be placed on the Waiting List in case spaces become available. Applicants who are waitlisted will be given preference over new applicants until the start of the year for which they applied, after which time it will be assumed that they have taken a place at an alternative School and will not thereafter be contacted.

Applicants who do not gain a place may request (with no additional registration fee) for their application to be moved to an alternative year, in which case they will be contacted at the appropriate time along with other applicants for that year. Unfortunately, the School is not able to give a running indication of each applicant’s place on the Waiting List.

Step 6: Information and Induction Prior to Starting at the School

Once a child’s offer of a place has been accepted, the School will contact the family notifying them of the relevant Orientation programme, Parent Information session, uniform information, text book requirements and co-curricular activities via the School’s online communication portal, CGS Connect. The following year’s Fee Schedule is usually released in December and payment options are forwarded to families with the invoice for the first terms fees.
CO-EDUCATION AT CANBERRA GRAMMAR SCHOOL

It is the School’s intent to become fully co-educational from Pre-School to Year 12, building on the existing co-educational enrolment from Pre-School to Year 2. The transition will begin with expressions of interest for girls to join the Primary School in 2016, followed by an intake of girls to Years 3, 4, 7 and 11 in 2017. Expressions of interest for entry to all other year groups from 2017 onwards will be considered subject to there being sufficient girls to form friendship groups in each age cohort. The School’s aim is for there to be girls in all year groups by 2020, followed by a gradual transition to relative parity over a number of years within the general parameters of the School’s existing size model and targets.

During the transition years, girls and boys, will be eligible to apply for entry to the School as follows, and in accordance with Annex 1:

To join the School in 2016:

• Boys:
  – Pre-School to Year 2 as per the School’s Admissions policy
  – Years 3, 4, 7 and 11 as per the School’s Admissions policy; and
  – For entry to all other year groups, applications will be considered where spaces are available as per the School’s Admissions policy.

• Girls:
  – Pre-School to Year 2 as per the School’s Admissions policy; and
  – For entry to the Primary School, expressions of interest are invited, and places may be offered subject to there being sufficient numbers of girls in each cohort to provide a satisfactory experience.

To join the School in 2017:

• Boys:
  – Pre-School to Year 2 as per the School’s Admissions policy
  – Years 3, 7 and 11 as per the School’s Admissions policy; and
  – For entry to all other year groups, applications will be considered where spaces are available as per the School’s Admissions policy.

• Girls:
  – Pre-School to Year 2 as per the School’s Admissions policy
  – Years 3, 4, 7 and 11 as per the School’s Admissions policy; and
  – For entry to all other year groups, applications will be considered where spaces are available as per the School’s Admissions policy.

To join the School in 2018 and onwards:

• Boys:
  – Pre-School to Year 2 as per the School’s Admissions policy
  – Years 3, 7 and 11 as per the School’s Admissions policy; and
  – For entry to all other year groups, applications will be considered where spaces are available as per the School’s Admissions policy.

• Girls:
  – Pre-School to Year 2 as per the School’s Admissions policy
  – Years 3, 7 and 11 as per the School’s Admissions policy; and
  – For entry to all other year groups, applications will be considered where spaces are available as per the School’s Admissions policy.

During the transition to full co-education, places may only be offered to girls in non-standard entry years where there will be sufficient numbers for girls to have company with each other in classes and activities and to form friendships with other girls their age. This will be at the School’s sole discretion in consultation with families, but an approximate minimum will be 10% of a cohort group; for example, around 10 in Years 3 to 6 and around 15 in Years 7 to 12.

Please note that boys wishing to transfer from Canberra Girls Grammar School after Year 2 must register with and apply to Canberra Grammar School separately at the same time as their application to Canberra Girls Grammar School. While boys have traditionally transferred, places cannot be guaranteed unless registered with the School in advance. Transfer is also subject to students’ readiness and ability to access appropriate standards.

Additional transitional arrangements for co-education

To ensure students registered prior to 27 October 2015 have the same opportunity to enter the School as they had prior to the decision to become fully co-educational, an annex has been created to the admissions policy. Further information can be found in Annex 1 – Transitional admission arrangements for co-education 2016.
ADDITIONAL INFORMATION FOR APPLICANTS

Siblings
The School values its relationship with families and appreciates the significant burden of educating several children simultaneously. In addition to offering admissions priority to siblings as outlined above, the School offers a tuition fee discount for siblings as outlined in the Fee Schedule. Sibling discount does not apply to students in Pre-School or Pre-Kindergarten.

International Baccalaureate Diploma Programme
Canberra Grammar School is an authorised International Baccalaureate World School offering the International Baccalaureate Diploma Programme (IBDP) in Years 11 - 12. Students interested in taking the IBDP are encouraged to apply and to indicate their interest early in the application process. Academic and other entry criteria for students wishing to join the School in Years 11 and 12 to study for the IBDP are the same as for those wishing to study for the Higher School Certificate. To assist with decision making, students will be asked to discuss their study preferences with School staff before selecting subjects in either pathway.

The School is currently a candidate school for the International Baccalaureate Primary Years Programme (IBPYP). Once the School begins offering the IBPYP, all students entering the Primary School from Kindergarten upwards will participate in the Primary Years Programme of learning.

Boarding Students
The School offers boarding for students in Year 7 to Year 12. The number of offers to be made in each year group is determined by the space available in boarding accommodation each year. Where demand for boarding places outstrips supply, preference will be given in the order as outlined for day students with overall preference going to those needing full boarding over those requesting flexible, partial or weekly boarding.

Overseas Students and English as an Additional Language
The School actively encourages diversity and values its international outlook. It therefore welcomes applications from overseas students, who will be advised of the current visa, application, interview and assessment procedures on request. The Registrar provides guidance and support with enrolment procedures and arrangements prior to entry to the School, including guardianship and accommodation matters, health insurance, and visa matters.

Most overseas students seeking a place at the School will need to undertake capability and achievement tests which will help to assess the student’s ability to manage the courses offered and their English proficiency. All students for whom English is an additional language are required to sit an Australian Education Assessment Services (AEAS) assessment test.

For those for whom English is an additional language, the School does offer support in the form of small group EAL classes and assistance with English across the curriculum. However, all applicants must have a strong working level of written and spoken English and demonstrate that they meet the English proficiency level required for the course.

The standards required for entry into Primary and Senior School are detailed in the School English as an Additional Language Policy. Please note that where international students are not covered by Australian or ACT Government funding, such students are charged a Full Fee Paying Overseas Student Rate. The Australian Government requires all full-fee-paying international students to purchase health insurance and provide evidence of this insurance to the School.

Students with Special Support Needs
The School recognises that all students bring skills, talents and diversity of character to its community and welcomes applications from students with a wide range of learning support needs. In so doing, the School seeks to follow the guidelines of the Disability Standards for Education (2005).

The School seeks to work with parents of students with specific learning support needs to determine the students’ capacity to access the School’s academic and co-curricular programme on a comparable basis as other students. It will seek to adjust its policies, practices and facilities as may reasonably be necessary to ensure that students with a disability are treated on the same basis as other students, provided that such adjustment is reasonable and does not impose any unjustifiable hardship on the School. This reinforces the philosophy of the School to be as inclusive as possible.

The School has a Department of Teaching and Learning Support in the Senior School and an Enrichment Team in the Primary School which work together and seek to provide appropriate assistance and opportunities to students with specific learning needs. These small teams work with students, teachers, parents and School Counsellors to develop individualised learning plans where necessary and to provide tailored support in areas like organisation and study skills both in and outside of class.

The learning support teams and processes provide guidance and support for students to access the curriculum and flourish with a relatively high degree of independence in a mainstream educational environment.

As is the case for all enrolling students, it is a condition of enrolment that the parents of a child with a disability shall make the School fully aware of the disability at the time that the application for enrolment is made. Failure to do so may lead to a withdrawal of a place at the School. Families shall be asked to provide permission for enquiries to be made, in line with relevant privacy provisions, of the student’s previous school which will allow the School to assess the child’s needs properly.

The Admissions Office may, during the admission process, be made aware by the parents, or form an independent opinion, that an applicant’s disability may require a modification to the School’s policies, practices or its facilities. In such circumstances the following process will be instigated:

1. the Head of CGS Primary School or Senior School, as appropriate, shall convene a Committee with the Head of Learning Support/Enrichment, the School Counsellor and the Registrar to consider the application and to implement the individual planning process in conjunction with the student (where relevant), parents and other professionals supporting the student, and

2. where it is deemed possible, an offer is made and adjustments planned. During their time at the School, students with disabilities and their families are encouraged to discuss any concerns with pastoral care staff, the Learning Support Department, the School Counsellor or the Head of the CGS Primary School or Senior School.
**GENERAL CONDITIONS OF ENROLMENT**

On accepting the offer of a place at the School, families are required to sign and return a copy of the Offer Acceptance Form which includes the School’s formal Conditions of Enrolment, which the School reserves the right to alter at any time. In general terms, it is assumed that students admitted to the School will progress from year to year throughout the School, but progression is not automatic nor is continuous enrolment guaranteed by the offer of a place.

The School reserves the right to discontinue enrolment at any time for reasons, including the following:
- poor conduct constituting serious breach of the School discipline policy
- unwillingness to uphold School policies
- misrepresentation at application, for example, in regard to age or specific learning needs
- substantial lack of effort or change in effort or attitude towards learning or aptitude for learning
- non-payment or slow payment of fees; and
- breakdown of relations between the School and the family.

**Willingness to uphold the School’s Core Policies**

All students and families must be willing to uphold the School’s policies in regard to discipline, attendance, uniform, personal grooming, approach to learning and commitment to co-curricular activity; they must also be willing to respect the School’s Anglican foundation and attend all religious education classes, all School Chapel services and any other School events that include a religious dimension, regardless of their own faith and cultural background.

Students are required to play sport for the School and to participate in School carnivals, house activities and School camps in accordance with the School’s Co-curricular Policy. Adjustments to these requirements which may be necessary for students with a disability will be made at the time of enrolment. Offers cannot be made to students and families who are unable to uphold these School requirements and enrolment will be discontinued for any who, after accepting an offer, demonstrate an unwillingness to uphold these School requirements.

**Academic Progression and Continuation**

Progression from any year to the next is subject to students demonstrating a clear record of consistent effort, good conduct, co-curricular commitment and academic progress. Where the School has concerns about a student’s ability to progress successfully to the next stage of schooling it would meet with the student’s parents. If applicable it would implement the individual planning process before making an on-balance decision regarding progress to the next stage of education or consideration of alternative educational options.

**Payment of Fees**

Fees may be paid in a number of ways including by fortnightly direct debit and must be paid in accordance with the fee schedule published each year. Parents experiencing difficulty in fee payment should contact the Business Director as soon as possible. Enrolment may be discontinued if fees remain unpaid for more than one term without written consent from the School. In such cases, the School may initiate debt recovery. All parties who sign the School’s Offer and Acceptance Form are liable for fees and debts to the School. The School also recognises its responsibility to be reasonable in applying penalties.

**Intention to Discontinue or Change of Enrolment Status**

Families intending to discontinue enrolment are asked to give notice as early as possible to allow applications by other students to proceed. A half term’s fees may be charged if less than one term’s written notice is given to the Registrar. In addition to giving a term’s notice, parents withdrawing their children are asked to inform the School of their children’s intended new school to assist the School in complying with regulatory and transfer requirements. It is also appreciated if parents are able to outline reasons for withdrawal.

The School does recognize that extenuating circumstances may sometimes arise which prevent the required period of notice being given and it will take this into account when making any determination of penalty payments.

If a boarder wishes to become a day student, a term’s written notice must be given to the Registrar or a half term’s boarding fees will be charged. Those wishing to transfer from day to boarding should make a request to the Registrar as early as possible; acceptance of such a request is at the School’s discretion and will be based on the availability of places and at the School’s discretion.

Where transfer between Southside Campus and Northside Campus is desired, this is normally only possible at the end of Pre-School. Acceptance of such a request is at the School’s discretion and will be based on the availability of places.
DEFINITIONS

‘HEAD OF SCHOOL’
Refers to the Head of School and any persons to whom she/he delegates the responsibility.

‘IB’
Refers to the International Baccalaureate (IB) which is a non-profit educational foundation, offering an international education with access to a worldwide community of schools and educators. It has four programmes for students aged 3 to 19 designed to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world.

‘NORTHSIDE CAMPUS’
Refers to the School’s Northside infants campus in Campbell which serves students from Pre-Kindergarten to Year 2.

‘PRIORITY OF ACCESS GUIDELINES’
Refers to the Australian Government Regulation to prioritise access to child care services where there is a waiting list. Priority is given first to child at risk of serious abuse or neglect and secondly child of a single parent who satisfies, or of parents who both satisfy the work/training/study test. In relation to Pre-School and Pre-Kindergarten year groups at Northside and Southside Early Learning Centres, in the event of demand for places exceeding supply, places will be offered in accordance with the “Priority of Access Guidelines”. All other admission criteria still apply.

‘SCHOOL’
Refers to any or all of the campuses and facilities of Canberra Grammar School and to Canberra Grammar School as the institution.

‘SOUTHSIDE CAMPUS’
Refers to the School’s Primary School on the main site which serves students from Pre-School to Year 6.
ADMISSIONS POLICY – ANNEX 1

Transitional admission arrangements for co-education 2016

In order to ensure that students registered prior to 27 October 2015 have the same opportunity to enter the School as they had prior to the decision to become fully co-educational, the following conditions will apply:

1. Pre-School to Year 2:
   Admissions to the School will remain as per the Admissions policy prior to 27 October 2015 with separate streams offered to boys and girls in the order of priorities outlined in the Admissions policy in order to ensure the long-established principle of gender parity is maintained across those year groups.

2. Year 3 to 12:
   a. No fewer places will be made available to students already at the School and who were registered on the wait-list prior to 27 October 2015 than were made available in 2015. Boys on the wait-list prior to 27 October 2015 will therefore be offered priority for those places which are not already filled by students at the School up to the number of places available in 2015.
   b. Places not filled by current students or by boys who were on the wait-list prior to 27 October 2015, will be offered in two streams to boys and girls in order of the priorities outlined in the Admissions policy. The relative size of each stream will be determined by the School according to the number of places available and the School’s aspiration to achieve gender parity.
   c. Likewise, places offered in addition to those available in 2015 as a consequence of growth made possible by the School’s transition to full co-education, will be offered in two streams to boys and girls in order of the priorities outlined in the Admissions policy. The relative size of each stream will be determined by the School according to the number of places available and the School’s aspiration to achieve gender parity.

3. Additionally, for Year 3 only:
   During the transition years, no fewer places will be made available to boys entering Year 3 than were filled by boys in Year 2 in the previous year. Likewise, no fewer places will be made available to girls entering Year 3 than were occupied by girls in Year 2 the previous year.

The School will continue to accept all boys seeking to transfer from Canberra Girls Grammar School in Year 3 who have registered with Canberra Grammar School at least a year in advance of transfer, and who were enrolled at Canberra Girls Grammar School prior to the announcement of the School’s decision to become fully co-educational (i.e. until admission for Year 3 in 2021). After 2021, boys seeking to transfer from Canberra Girls Grammar School will be admitted to Canberra Grammar School on the same basis as other applicants.