

Canberra  
Grammar  
School



READY FOR  
THE WORLD

# ADMISSIONS POLICY



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# 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 child, you can commence the admissions process by following the procedures outlined below.



**Dr Justin Garrick**  
Head of School



# ADMISSIONS POLICY

Canberra Grammar School (the School) is an independent Anglican school that welcomes applications from students of all backgrounds, cultures and faiths. We strive to be curious, creative, confident, compassionate citizens of the world, educating students with a wide range of interests, abilities and aspirations.

The main points of entry to the School are:

YEAR GROUP	OPEN TO	AGE REQUIREMENTS
Pre-School (Red Hill Campus)	Day girls and boys	Must turn 3 by 30 April in year of entry
Pre-Kindergarten (Northside Campus)	Day girls and boys	Must turn 4 by 30 April in year of entry
Kindergarten (Red Hill Campus)	Day girls and boys	Must turn 5 by 30 April in year of entry
Year 3	Day girls and boys	Must turn 8 by 30 April in year of entry
Year 5	Day girls and boys	Must turn 10 by 30 April in year of entry
Year 7	Day and boarding (girls and boys boarding)	Must turn 12 by 30 April in year of entry
Year 11	Day and boarding (girls and boys boarding)	Must turn 16 by 30 April in year of entry

Applications for entry to all other year groups (known as non-main entry points) are welcome though places only become available following the departure of current students and are therefore limited in number.

The School offers places to boys and girls in separate streams at its main entry points in the interest of achieving and maintaining gender parity. To this end, the School maintains separate girls' and boys' waiting lists.

The School will make offers to applicants on each waiting list, 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 age at application date
3. Siblings and children of Canberra Grammar School Alumni by age at application date; and
4. Other applicants by age at application date.

Notwithstanding the principles outlined above, the Head of School has the right to reserve or to offer places in any year group, including, for example, to potential boarders or to children of permanent full-time staff of the School. The School also reserves the right to alter the Admissions Policy from time to time.

# THE ADMISSIONS PROCESS

## Step 1: Explore the School

The School strongly encourages families to explore CGS before submitting an application. Families can start by browsing the [CGS WEBSITE](#), particularly 'WHY JOIN CGS?', though an Open Day or Regional Visit will provide the best insight into what the School can offer.

## Step 2: Submit an Application

Submit an online application, including a registration (Admissions) fee of \$200, and the child will be added to the nominated waitlist. An application can only be accepted once the child is born. After successfully submitting the application, families will receive an email confirming their application and receipt of payment.

The main entry points (or intake years) to CGS are Pre-School (Red Hill Campus), Pre-Kindergarten (Northside Campus), Kindergarten (Red Hill Campus), Years 3, 5, 7 and 11, and any year from Years 7 to 11 as a Boarder..

Acceptance by the School of an Application for Admission is not an offer of a place at the School.

Prospective students wishing to apply for a scholarship in Years 7 – 11 must submit a separate application for a Scholarship. Families currently on the waitlist will be notified via email when scholarships are open.

## Step 3: Confirm Continued Interest

For the main entry points, the Admissions office will email all waitlisted families two years prior to entry, requesting submission of an online Confirmation of Interest Form. This allows the Admissions Office to consolidate waitlists based on who has a continued interest in seeking admission for the nominated entry point. If families apply for a main entry point within the two years prior to entry, they will not need to submit a Confirmation of Interest.

If a response is not received, the School must assume that families are not seeking admission for the nominated entry year and their application will be moved to the next main entry point..

It is key that families update their contact details if they have changed since the time of application to ensure the School can communicate at this time.

For non-main entry points, the School does not require a Confirmation of Interest as the School only offer places once current students notify of their withdrawal.

## Step 4: Letter of Offer

Offers are made in the order set out in the Admissions Policy and ultimately in the order of age at application, as early as two (2) years before the entry year. For the remaining places the School progresses through the waitlist in the subsequent months. Families may have up to two weeks from the time the offer is issued to accept or decline it. Offers not accepted by the specified date may be withdrawn.

A place is accepted and secure when the signed Enrolment Contract and payment, as applicable, of the School Renewal Charge are received but the enrolment will not be finalised until an interview has been conducted and the offer is endorsed by the School.

For students entering Pre-School, the year of commencement will be considered provisional and will be confirmed during the interview process outlined below.

Families who would like to move their application to a later year group than offered are asked to contact the Admissions Office in writing.

## Step 5: Interviews

Every applicant is interviewed by senior CGS Staff in the year prior to entry. It is the key component in the Enrolment Process and, with reference to the child's reports, is the first step in the School getting to know the child and their family. The School offers an academically-oriented curriculum, focusing at all levels on academic effort. Therefore, the interview process is designed to ascertain how the School can best support the student on commencement at the School.

In instances where families cannot travel to the School for an interview in-person, an interview via video call will take place. Boarders are also interviewed by the relevant Head of Boarding and take a tour of the Boarding House, if they have not already.

Every child who has accepted an offer for a main entry point two years prior to entry will attend their interview in the year prior to entry.

A Pre-Interview Questionnaire must be submitted prior to the interview as it forms the basis of the interview. It gives the School an insight into the child's interests, strengths and areas for development, requests family information, and gives an initial insight into how the family's values and expectations align with those of the School.

An offer may be withdrawn if incorrect information is supplied, documents are not returned in the time requested, or there is consistently no response to contact from the School.

Students must attend their admission interview with at least one parent/guardian, though anyone with parental responsibility for the applicant should attend. The interview process differs depending on the desired entry level:

- **Pre-School to Kindergarten:** Parents/Guardians are asked to provide early learning centre or childcare centre reports, if available, and if applicable, reports detailing objective assessments (for instance from an allied health professional), for review prior to interview. During the interview, children may undergo informal cognitive and social assessments to determine their ability to access the School's learning programme. If the applicant is thought not to be ready, they will be offered the opportunity to defer their entry to a later year.
- **Year 1 to Year 6:** Parents/Guardians are asked to provide latest school reports, NAPLAN results, if available, and if applicable, reports detailing objective assessments (for instance from an allied health professional) for review prior to interview. They may also undertake other standard assessments to determine their ability to access the School's curriculum and to assist with class placement.

- **Year 7 to Year 11:** Parents/Guardians are asked to provide latest school reports, NAPLAN or equivalent standardised test results, and if applicable, reports detailing objective assessments (for instance from an allied health professional) for review prior to interview. Applicants for Years 8 to 10 will be asked to consider elective subject choices in relation to the School's curriculum. Applicants for Year 11 will have a consultation to review their proposed course of senior study, subject selections and the level of proficiency if taking the IB language courses.
- **Scholarships for entry to Year 7 and Year 11:** Candidates applying for scholarships for entry to Year 7 and Year 11 undertake testing and an interview (where applicable).
- **All other Scholarships:** Other scholarships may require candidates to undertake testing and an interview as outlined in the scholarship overview on the CGS website.

Please note that if families are unable to supply the required information by the date requested, the opportunity to be offered a place may be delayed or declined.

CGS offers students in Years 11 and 12 the opportunity to choose either the HSC Higher Senior Secondary programme or the International Baccalaureate Diploma Programme (IBDP). Both can lead to an Australian Tertiary Admissions Ranking (ATAR). CGS also offers the opportunity for students to choose an Alternative Pathways programme.

**NB:** Due to the timely and inconsistent nature of enrolments, there may be instances where interviews occur prior to a Letter of Offer being issued. If a vacant place becomes available during the current academic year, the next child on the waitlist as per the Admissions Policy may be invited to attend an interview at the School for consideration of an Offer of a place.

## Step 6: Enrolment Finalised

Following endorsement from the School, and if not already returned, the submission of a signed Enrolment Contract by relevant parties, the child's enrolment at CGS is finalised. Further meetings and consultations may occur to ensure a smooth transition to the School.

Once the enrolment is finalised, the Admissions Office will provide login details to the School's online communication portal CGS Connect, and ask that parents complete a New Student Family Information Form (NSFI) to conclude the Admissions process. Students cannot commence at the School if the NSFI form is not completed by the time of commencement.

Orientation events occur for those commencing at the start of the calendar year. For entry at all other times, induction into the School is supported by key pastoral staff.

Families are also required to inform the School 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 can be offered a place.

# ADDITIONAL INFORMATION FOR APPLICANTS

## Maintaining Contact

Please note that families can only be contacted using the details provided and it is the responsibility of families to inform the School of any changes in contact details after application. The School cannot keep places on the waitlists if the Admissions Office is not informed of changes to contact details. Applications may be cancelled or offers withdrawn if correspondence from the School is unanswered.

## Students Departing and Returning to the School

The School recognises that many in its community hold employment positions that require them to move interstate and overseas for a period of time; for example, on diplomatic postings. Students affected by such family moves will be able to reapply for entry on return to Canberra. In this case the original application details including date or age at application will hold. If a return date is known, we ask that it be registered with the Admissions Office prior to departure so that a student's likely return can be factored into the admissions process. Likewise, if anticipated return dates are changed, we ask that the School be kept informed as early as possible. The School is not able to guarantee a place for returning students.

However, applications for re-entry to the School from students who choose to depart the School to attend a different school within the Canberra region will be asked to submit a new application upon their departure which will be considered as per the Admissions Policy.

## Boarding Students

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

## Overseas Students and Students with English as an Additional Language

The School actively encourages diversity and values its international outlook. It welcomes applications from overseas students including Full Fee Paying Overseas Students (FFPOS), who will be advised of the current visa, application, interview and assessment procedures on request. The Head of Admissions provides guidance and support with enrolment procedures and arrangements prior to entry to the School, including local guardians for those students who are boarders, health insurance, and visa matters.

Some overseas students seeking a place at the School will need to undertake capability and achievement tests which will help to assess their ability to manage the courses offered and their English proficiency.

All students for whom English is an additional language may be required to sit an Australian Education Assessment Services (AEAS) assessment test and be assessed by the School. Where English is an Additional Language or Dialect (EALD), the School offers support based on the individual student's needs. 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 Full Fee Paying Overseas Students (FFPOS) Admission Handbook available on the School Website. If applicants are thought not to be ready, they may be offered the opportunity to move their application to a later year.



Please note that overseas students not covered by Australian or ACT Government funding are charged the Full Fee Paying Overseas Student (FFPOS) fees. The Fee Schedule for FFPOS can be found on the School Website. The Australian Government requires all Full Fee Paying Overseas Students to purchase health insurance and provide evidence of this insurance to the School.

## Students with Additional 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 capabilities. In so doing, the School seeks to follow the guidelines of the Disability Standards for Education (2005), and its overarching legislation the Disability Discrimination Act (1992).

The School seeks to work with parents of students with disability, and other identified additional needs, to align the students' needs with the School's academic and co-curricular programme. 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 unjustifiable hardship on the School.

Respective teams operate in both the Primary and Senior School, and provide appropriate assistance and opportunities to students with identified additional needs. These teams work with students, teachers, parents, School Psychologists, school-based allied health staff, and the Inclusive Access Consultant to develop individualised learning plans where necessary and to provide targeted intervention for identified needs.

Each team provides guidance and support for students to access the curriculum and flourish with a relatively high degree of independence in a mainstream educational environment.

It is a condition of enrolment that the parents/guardians of a child with additional or specific needs advise the School of the needs at the time of the admission interview. All families are 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 adequately.

If, during the admission process, the School determines that an applicant's disability or needs may require modification to the School's current policies regarding additional needs, or changes to the learning programmes, the following process will be undertaken:

- 1.** The Head of Primary School or Senior School, as appropriate, shall collaborate with the Inclusive Access Consultant, respective team, the School Psychologists and the Head of Admissions 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, where it is deemed possible, adjustments will be planned and implemented.
- 2.** During their time at the School, students with disability and identified additional needs and their families are encouraged to discuss any concerns with pastoral care staff, the respective team, the School Psychologists or the Head of the Primary School or Senior School.

## 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 a child at risk of serious abuse or neglect and secondly a 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 Red Hill 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.

# GENERAL CONDITIONS OF ENROLMENT

On accepting the offer of a place at the School, families are required to sign and return the Enrolment Contract. The signing of this contract indicates the acceptance of the School's Terms and Conditions of Enrolment, which the School reserves the right to alter at any time.

In general, 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; and
- Misrepresentation at application.

The School may also terminate an enrolment contract, for example, for:

- Non-payment or continued 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 force at the time of application. Please note that from time to time, CGS policies may be updated or new policies implemented in regard to discipline, attendance, use of technology, 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.

From Year 3 onwards, students are required to play sport for the School and to participate in School carnivals, Student House activities and School camps in accordance with the School's Co-curricular Guidelines. Adjustments to these requirements which may be necessary for students with specific or additional needs may 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, the relevant parties would meet with the student's parents. If applicable the School 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 must be paid in accordance with the Fee Schedule published each year. Parents experiencing difficulty in fee payment should contact the Director of Business 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 Enrolment Contract are liable for fees and debts to the School. The School also recognises its responsibility to be reasonable in applying penalties.

## Intention to Discontinue Enrolment 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 Head of Admissions. In addition to giving at least one 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 transfer requirements. It is also appreciated if parents are able to outline reasons for withdrawal.

The School does recognise 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 Head of Admissions or a half term's boarding fees will be charged. Those wishing to transfer from day to boarding should make a request to the Head of Admissions as early as possible; acceptance of such a request is at the School's discretion and will be based on the availability of places as per standard admissions procedure. If a student commences at CGS as a boarder, and wishes to change their enrolment from a boarder to a day student within one (1) school year after entry, a continuing place in the School as a day student cannot be guaranteed.

Transfer between the School's Northside Campus and the Red Hill Campus is only possible as natural movement from Year 2 to Year 3. Where transfer between the School's Northside Campus and Red Hill Campus is desired prior to Year 2, this may only be possible at the end of Pre-School. Acceptance of such a request is at the School's discretion and is dependent on the availability of places.



# DEFINITIONS

## ADDITIONAL NEEDS

Additional Needs may encompass: students with disability, students with high ability and/or identified gifts and talents, students requiring English as an Additional Language or Dialect (EALD) support, Indigenous students, students with social, emotional and behavioural concerns, and students who may have physical/medical support needs.

## AGE AT REGISTRATION

For students applying to the School from 1 May 2018, applications will be prioritised based on age at application rather than date of application. For all applications in the system prior to 1 May 2018, the date of application ruling will be grandfathered and those identified applications will be prioritised using that process.

## ALUMNI

For the purposes of the Admissions Policy, alumni are:

- Any students who have graduated from Year 12 at Canberra Grammar School or who attended the School for a period of 3 years or more.

To be eligible for Alumnus priority, the Application for Admission must be received at least two years prior to the desired year of entry.

## ASSESSMENT

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students

For the purposes of the Admissions Policy, assessment is the process of gathering and discussing information from multiple sources in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.

The method and style of assessment is dependent upon the age of the student and the year level of entry.

## HEAD OF SCHOOL

Refers to the Head or Principal of the School, and any persons to whom she/he delegates responsibility.

## KINDERGARTEN

Refers to the first formal year of schooling.

## **NORTHSIDE CAMPUS**

Refers to the School's Northside Early Childhood in Campbell which accommodates students from Pre-Kindergarten to Year 2.

## **PRE-KINDERGARTEN**

Refers to the year group that commences one year prior to Kindergarten.

## **PRE-SCHOOL**

Refers to the year group that commences two years prior to Kindergarten.

## **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 tuition and boarding fee discounts for siblings as outlined in the Fee Schedule. The sibling discount does not apply to students in Pre-School or Pre-Kindergarten.

Regarding admission and fee discount policies, a sibling of an enrolled student is defined as any of the following:

- A person who shares one or more biological or legally adoptive parent and who resides 50% or more of the time at the same address as the enrolled student; or
- A person who does not share a biological or legally adoptive parent but who resides 100% of the time at the same address as the legally enrolled student.

To be eligible for Sibling priority, the Application for Admission must be received at least two years prior to the desired year of entry.

## **RED HILL CAMPUS**

Refers to the School's Primary School on the main Red Hill site which accommodates students from Pre-School to Year 6.

## **THE SCHOOL**

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

## **WAITLIST**

Refers to the list to which a student is added when their Application for Admission is fully submitted, and on which the student remains until a Letter of Offer is issued or the application is cancelled. It may also be referred to as the waiting list.

Placing a child on the waitlist does not guarantee an offer of a place at the School.

# Canberra Grammar School



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