



John Curtin
COLLEGE OF THE ARTS

GIFTED AND TALENTED

Contemporary Dance Program



Create tomorrow.



Welcome Kaya

John Curtin College of the Arts has successfully delivered quality arts programs for more than 35 years. Our outstanding reputation makes us the school of choice for talented arts students and we are Western Australia's only Selective Arts School.

We were the first school in Australia to offer theatre arts and dance as Gifted and Talented courses and we have offered arts programs for selected students in music, ballet and drama since 1973.

A unique curriculum for Gifted and Talented arts students, and those identified as academically talented, is delivered at the college. We provide students with opportunities for extension, acceleration and enrichment not only in the arts, but across all academic studies.

We provide all students with the opportunities to develop their identified creative intelligence in an environment of like-minded peers who share the same passion, motivation and value of education.

We use the arts as a vehicle to motivate and engage students. The arts is as much about providing dynamic opportunities for all students as it is about developing transferable life skills. Creative and critical thinking, empathy, collaboration and communication are all important attributes for any future aspirations.

Our commitment is to build capacity in students' academic pursuits while simultaneously celebrating their achievements in all facets of their education, to make them the very best person they can be.



[Judy Hendrickse](#)
Deputy Principal - Arts and Innovation

Ngalak kaadatj ngalang wadjak moort wirin keniny, kawininy, kakarookiny wer warangkiny.
We acknowledge our Wadjak families' spirits celebrating, laughing, dancing and singing.

This acknowledgement has been permitted and translated by Nyoongar Linguist Sharon Gregory.

At John Curtin College of the Arts your child will be immersed in an exceptional and balanced academic program. Students' studies are combined with and supported by their Arts program, giving them the opportunity to excel in all areas. Students are provided with a well-rounded education and develop a wide range of skills and knowledge.

Gifted and Talented courses have a minimum of four hours per week, which is the same amount of contact time as the subject areas of English, mathematics, science and humanities. The selective arts program becomes one of your child's core subjects and a focus on academic balance ensures they have the opportunities to excel in all areas of the curriculum.

The rigour of our arts programs aligns seamlessly with our English, maths, science and humanities learning areas. Students' learning is also enhanced as they access other learning areas - digital technologies, design and technologies, languages (Italian), health and physical education programs.

We support our students in exploring a range of pathways by encouraging curiosity and creativity.

As educators we understand the importance of academic balance and work with our students to provide them with a well rounded education that opens the door to pursue careers in any industry or profession, including the arts

Participation and Achievement

Academic balance is a priority and there is a requirement that students aim to achieve high standards in all their learning programs. The college encourages students to seek assistance from Student Services, Heads of Department or the Deputy Principal - Arts and Wellbeing if they are experiencing difficulty achieving a balance across all programs.

A continuous commitment and engagement in the arts is necessary for students to succeed and progress, and it is expected that the college's arts activities take priority over external activities. Students are required to discuss external commitments with the Gifted and Talented Directors and/or Assistant Directors of their program to ensure they do not conflict with college activities.

Performance is an integral part of Gifted and Talented performing arts programs and all workshops, rehearsals and performance commitments are regarded as essential extension and/or assessment activities.

Activities including performances, rehearsals and workshops are identified and scheduled prior to the commencement of the school year in order for families to plan around these commitments. Information regarding these requirements will be provided to students and parents/carers in advance. Sometimes, however, it is necessary for changes to be made to schedules and it is essential that students communicate all correspondence provided by the college to parents/carers. The timing of some activities depends on the availability of guest and community artists, performers and directors. There are also some invaluable opportunities that arise throughout the year.

Curiosity
Imagination
Innovation

Inspiring the Mind





Learning for Life

Academic Balance

What is Acceleration?

The Gifted and Talented curriculum follows a model which takes into account all students' needs and abilities. The most able students need appropriately paced, rich and challenging instruction and a curriculum that differs significantly from normal classrooms.

John Curtin follows a specialised differentiated approach to curriculum delivery that provides your child with opportunities to accelerate, extend and enrich their learning.

Acceleration allows your child to move through key concepts at a faster pace while fostering your child's intellectual growth and proficiency levels.

Educators conduct pre-tests to find out what each student already understands and/or is able to do. The curriculum is then condensed so students can engage in activities that provide depth, diversity, difficulty and density.

Research in Gifted and Talented education shows that students achieve their full potential when they work with like-minded peers and are taught by expert teachers in a stimulating learning environment. Students should be challenged continually to work towards their personal best, enjoy the learning experience and embrace the challenge.

What is Extension?

Extension provides your child with open-ended activities that invite curiosity, exploration and manipulation of ideas and materials at a deeper and broader level. Students focus on creativity, innovation, critical thinking, responsibility and leadership.

Gifted and Talented programs involve additional lessons, workshops, rehearsals and performances that are scheduled beyond the normal college day. All scheduled activities are designed to extend the knowledge, skills and development of Gifted and Talented students and are a compulsory part of their program.

Resilience
Perseverance
Reflection

Self Management Practices

Throughout the program, students are encouraged to be responsible for all aspects of their learning. This includes constructing and keeping to schedules and timelines, organising resources for productions, managing their progress, negotiating and problem solving, and making necessary changes to ensure student success.

Students are expected to develop time management and organisational skills to ensure they are committed to all areas of learning and prepared for all activities and assessments. Students should be focused, motivated and committed to the overall life of the college. Our teachers provide an education that is inspiring, challenging and one that enhances all learning experiences.

Health and Wellbeing

At John Curtin, we create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our school is driven by the themes of Connect, Nurture and Inspire.

Our students' social, emotional, cognitive and physical wellbeing is a priority and we provide a safe and supportive school environment.

Social emotional learning is an important part of the college's efforts to provide a well-rounded education that attends to the development of the whole child, beyond the academic dimension. This includes the promotion of resilience, optimism, confidence and self-efficacy.

Our dedicated Student Services team focuses on student care, which values relationships, engagement, support and respect. The Student Services Team comprises a broad range of professionals including Heads of Student Services, Coordinators, Psychologists, Nurses, Chaplain, Course Advisors and allied support staff. Student Services strives to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing.



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LETTER

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Overview

Lower School Program Years 7, 8 and 9

Our contemporary dance program is designed to build on your child's natural ability and focus on developing their dance technique. Students learn to develop and interpret choreography, perform and reflect on dance.

The dance course encourages students to be independent learners and creative thinkers and helps them develop skills and knowledge across a range of dance styles.

This program provides students with up to six hours of training through an integrated program delivered during school curriculum time and after school. The program is designed to provide extension in contemporary dance.

The contemporary dance course is divided into the following areas:

- **Making:** dance skills and techniques, improvisation, choreographic processes, performance presentation and safe dance practices.
- **Responding:** dance terminology, reflective processes, feature forms and genres of dance, and dance in context.

Years 10, 11 and 12

Students in Year 10 participate in a preparatory course for Years 11 and 12. In Years 11 and 12 students are offered a course leading to Australian Tertiary Admission Rank (ATAR) requirements through the Dance ATAR course and/or CUA20120 Certificate II in Dance (Contemporary).

The course has been designed for students who wish to pursue studies in dance at a tertiary level, to continue studying in the vocational area, or to develop skills for their own enjoyment. The flexibility of the course allows students to use the units of study towards university entrance.

Our Contemporary Dance Extension Program in Years 10, 11 and 12 provides students with six to eight hours of extended practical and academic opportunities to ensure they are well prepared for industry practices or ATAR examinations.

Performances

Performance is an integral part of the contemporary dance course and forms part of the assessment schedule for each year group. Performances provide students with opportunities to develop as a dancer. These performances are identified at the beginning of the year and a calendar of dates will be provided to each student.

Students may be invited to participate in additional or extra performance opportunities throughout their time at the college. All rehearsals and performance requirements will be provided to the students so they can plan their schedules.

Connecting with Community



Extension

Technical development

- Contemporary and ballet classes.
- Spanish classes (Years 9 and 10).
- Other genres.

Dance intensive/residency

- Arts residency opportunity to work intensively with artists on creative development.

Choreography

- Creative and production classes.

Project and performance program

- Performance in professional settings.
- Extended season (multiple performances).
- Performance seasons – large and small ensembles.
- Student choreography performance.

Reflection

- Ongoing reflective practice and self-evaluation.

Professional artists

- Performances.
- Extra ballet and contemporary classes.
- Workshops.

Acceleration

Curriculum

- Compacted curriculum so students are fast paced through content that has been mastered. Students work on content one year level above a normal curriculum delivery.
- Students explore a range of broader, deeper and more challenging learning tasks that are delivered in a normal educational setting.

Please note: This presents an example of what is offered as part of the program.

Social, Cultural and Environmental Responsibility



Dress Requirements

Girls Contemporary - Year 7 to 9

- Navy blue school leotard (Energetiks style AL 11)
- Black footless tights (contemporary)
- Navy blue shorts (from Uniform Shop)
- Pink tights (convertible - ballet class)
- Pink ballet shoes (canvas split sole)
- Spanish shoes (Years 9 and 10)

Boys Contemporary - Years 7 to 9

- Navy blue tights
- White leotards, bonds t-shirt or singlet
- Black tights (Years 10 to 12)
- Navy blue shorts (from Uniform Shop)
- White ballet shoes (canvas split sole)
- Spanish shoes (Years 9 and 10)

In winter students may also wear crossover, navy blue long sleeve fitted t-shirts, leotards, navy/black leggings or track pants (stretch fabric)

- Cross over - AX01 in navy
- L/S leotard- Block LO459 Parla in navy
- L/A Merino Wool top MCW/MAW04 in navy or candy

Professional Artists

All Gifted and Talented dance students have the opportunity to work with professional artists, choreographers, teachers and performers. The course involves mentors and professionals sharing their expertise, from pure classical ballet to cutting-edge contemporary dance. The skills obtained from workshops, classes and rehearsals are invaluable and instrumental to the development of students in the dance program.

These tutors and guest artists are of the highest calibre, have professional industry experience and are current dance practitioners. These tutors are supported by highly expert college dance staff with national and international performance and teaching backgrounds.

Contemporary Tutors

Natalie Allen
Phillipa Clarke
May Greenberg
Mathew Holliday
Lilly King
Brooke Leeder
David Mack
Kimberley Parkin
David Prudham
Farida Rabin
April Vardy



Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7DANET4_1 Movement Enrichment Ms N Edmunds CURSTU 08:35-09:32	7ENG_2 English Mrs E Anda RmA25 08:35-09:32	7SDAN2_2 Dance (GAT) Ms KJ Jenkins RmB9 08:35-09:32	7HASS_2 HASS Miss E Clark RmA43 08:50-09:47	7HASS_2 HASS Miss E Clark RmA43 08:40-09:37
Period 2	7SCI_6 Science Mrs N Cuthbertson RmA8 09:32-10:30	7MATH_8 Mathematics Mr G Heynes RmA17 09:32-10:30	7SDAN2_2 Dance (GAT) Ms KJ Jenkins RmB9 09:32-10:30	7SCI_6 Science Mrs N Cuthbertson RmA8 09:47-10:45	7ENG_2 English Mrs E Anda RmA25 09:37-10:35
Recess					
Period 3	7SDAN2_2 Dance (GAT) Ms KJ Jenkins RmB9 10:50-11:47	7M&T2_1 Materials & Technol Ms N Delfos RmD1 10:50-11:47	7SCI_6 Science Mrs N Cuthbertson RmA8 10:50-11:47	7MATH_8 Mathematics Mr G Heynes RmA17 11:05-12:02	7PE2_9 Physical Education Mr G Brown OUT3 10:55-12:02
Period 4	7SDAN2_2 Dance (GAT) Ms KJ Jenkins RmB9 11:47-12:45	7ITA2_4 Italian Mrs D Price RmA20 11:47-12:45	7DANET4_1 Movement Enrichment Ms N Edmunds CURSTU 11:47-12:45	7ENG_2 English Mrs E Anda RmA25 12:02-13:00	7ITA2_4 Italian Mrs D Price RmA20 12:02-13:00
Lunch					
Period 5	7ENG_2 English Mrs E Anda RmA25 13:15-14:12	7PE2_9 Physical Education Mr G Brown OUT3 13:15-14:12	7MATH_8 Mathematics Mr G Heynes RmA17 13:15-14:12	7M&T2_1 Materials & Technol Ms N Delfos RmD1 13:33-14:30	7SCI_6 Science Mrs N Cuthbertson RmA8 13:33-14:30
Period 6	7MATH_8 Mathematics Mr G Heynes RmA17 14:12-15:10	7HASS_2 HASS Miss E Clark RmA43 14:12-15:10	7HASS_2 HASS Miss E Clark RmA43 14:12-15:10		

Year 7 Afterschool time: Thursday 2.15pm - 4.15pm

Contact

For further information on any aspect of the Gifted and Talented Contemporary Dance Program contact the Director of Dance, Diedre Atkinson.
E: Diedre.Atkinson@education.wa.edu.au



Recommended Practitioners

For specialised health care for dancer's injury, pointe approval, physical appraisal and individual programs the following practices are recommended:

Physiotherapy

Caroline da Silva and Kira Vermeesh

Eric St Practice and Movement Centre
www.ericstphysiotherapy.com.au
Suite 13, Level 2 36 Eric St, Cottesloe WA 6011
T: (08) 9384 9374

Ian Lowther

Lowther Physio and Podiatry
www.lowtherphysiopod.com.au
1298 Hay St, West Perth WA 6005
T: (08) 9322 2210
F: (08) 9322 1445

Lisa Hutchinson, Ellen Paterniti

APS Physiotherapy — North Perth
437 Fitzgerald Street, North Perth WA 6006
T: (08) 9227 7117

Alex O'Neill - King

AOK Keep Moving
2/77 Discovery Drive
T: 0423 649 940

Sport and Exercise Medicine Physician

Dr Gary Couanis

Western Sports Medicine Centre, Cottesloe

Dr Scot Isbel

Sports Med Subiaco
175 Cambridge St, Wembley WA
T: (08) 9382 9600

Massage Therapist

Liana Mota

T: 0457 214 229

Kelly Brett

T: 0410 591 447

Adrian Boyd

T: 0426 970 256

Foot Specialist/Podiatrist

Dr Andrew Knox

Perth Podiatry Surgery, Cottesloe
T: (08) 9383 3851

Our Staff



Diedre Atkinson

Diedre is the Head of Dance. She has a Bachelor of Arts in Dance, a Graduate Diploma in Education and a Certificate IV in Workplace Training and Assessment. Before coming to the college, Diedre spent 10 years teaching ballet and contemporary dance at the Graduate College of Dance. In 2008, Diedre won the Ausdance Award for Outstanding Service to Teaching. She is a WACE assessor for the Western Australian Academy of Performing Arts (WAAPA), and was Chief Marker for Year 12 Stage 2/3 practical and written exams from 2009 to 2012. As a professional dancer she belonged to both national and international companies that toured Australia, Europe and the Middle East.



Deanna Greenhalgh

Deanna is the Assistant Head of Dance. She is a Level 3 Classroom Teacher and manages the Vocational Education and Training Certificates II and III in Dance at the college. Deanna has a Bachelor of Arts (History) and a Graduate Diploma in Education from the University of Western Australia. She also holds a Graduate Diploma in Journalism from the University of Southern Queensland and a Certificate IV in Workplace Training and Assessment. Deanna was the Dance Coordinator of the Specialist Performing Arts Program at Cecil Andrews Senior High School before coming to John Curtin in 2007. She is a WACE marker, and developer and moderator for SCSA. She has also worked as a history lecturer for the dance department at WAAPA. She was accepted into the Kirov Ballet School, Hamburg Ballet School and Stuttgart Ballet School after graduating from her ballet studies.



Emma Toon

Emma attended John Curtin College of the Arts for our Specialist Dance course and graduated in 2002 with a Curriculum Council Certificate of Distinction for Dance.

Emma went on to complete a Bachelor of Arts in Dance at the Western Australian Academy of Performing Arts (WAAPA) and had her choreographic piece *An apple a day...* selected for the Tapas season at the Perth Institute of Contemporary Art. In 2006 Emma completed a Graduate Diploma of Education for Dance and Art and a Teacher's Diploma for the CSTD Syllabus. Emma teaches a range of dance styles including contemporary, jazz, tap, ballet and hip hop.



Ben Chown

Ben attended the Graduate College of Dance under the leadership of Terri Charlesworth, and with whom he travelled throughout Europe gaining places in prestigious ballet schools in Stuttgart, Munich and Vienna. Once graduating he attended the Australian Ballet School from which he received an Advance Diploma of Dance. Ben was also state trampolining champion for 3 years running. He trained at Chetkovich and the Western Australian Institute of Sport for Gymnastics and represented Western Australia in the national championships for level 7. He won the junior sports star of the year award while at WAIS.

Ben had a 6-year professional career with the Royal New Zealand Ballet.

Since retiring from dance Ben has received a Bachelor of Performing Arts from the Western Australian Academy of Performing Arts and a Graduate Diploma of Secondary Education from Edith Cowan University.

Ben's first teaching position was as the full time dance teacher at Kalgoorlie-Boulder Community High School 2016-2018. Ben has been teaching at John Curtin College of the Arts since 2020.

Our Staff



Mia Mawby

Mia has a Bachelor of Arts in Dance (Contemporary Dance) from WAAPA and a Graduate Diploma in Secondary Education in Dance and Drama. Prior to joining John Curtin in 2004, Mia was a creative dance teacher for pre-primary children and a ballet/contemporary teacher for adults. During her time at John Curtin she has taught across all year groups and currently coordinates the Year 7 dance and ballet curriculum. Mia has experience in the identification of Gifted and Talented students and WACE marking of practical and written exams.



Katherine McLeod

Katherine has a Bachelor of Arts in Dance from WAAPA and a Graduate Diploma of Secondary Education for Dance and Drama. Along with Katherine's experience as a WACE marker, she has been instrumental in the development of the college's enrichment programs. She is a qualified yoga instructor and founder of 'Yoga xo'. Katherine has worked as an independent dancer, choreographer and dance teacher both nationally and internationally. She has more than 10 years teaching experience and has facilitated workshops and creative developments for Buzz Dance Theatre.



David Prudham

David is a graduate of the Australian Ballet School, former member of the Australian Ballet Company, Sydney Dance Company, and the Chrissie Parrott Dance Collective. He is Associate Director of the Australian Choreographic Ensemble, Dance Equilibrium and Founder and Artistic Director of David Prudham's Australian Dancers Company. As a teacher, David has been a full time Lecturer in Classical Ballet at WAAPA, guest teacher for the Singapore Chinese Girls School, and taught at the Graduate College of Dance and the Royal Academy of Dance amongst others..



Tarryn Runkel

Tarryn trained in dance and drama in South Africa, and, on moving to Perth she completed a Bachelor of Arts in Dance from WAAPA and a Graduate Diploma in Education. She is a founding member of Perth based theatre company Toyi-Toyi Theatre (TTT). Tarryn has choreographed, produced and performed in many contemporary dance works in Australia, South Africa and Germany. She has been nominated twice for the Emerging Artist award from AusDance and received the Best Dance award at Perth Fringe World 2014. Prior to teaching at John Curtin she worked for BUZZ Dance and has been a member of LINK Dance Company.

Nurturing the Person



Enrichment

Our Enrichment Programs provide all enrolled students at the college the opportunity to work with a range of peers in different learning environments allowing them to explore and discover new opportunities and art forms.

Enrichment Programs are designed to challenge and further develop students with arts specific content and life skills. Exposure to different art forms and experiences helps build their capacity as students, artists and people.

There are two Enrichment Programs: Rotational Enrichment and Music Enrichment.

Music Enrichment is available to all students currently in the IMSS program or equivalent at primary school.

Gifted and Talented Music Program students are automatically enrolled in Rotational Enrichment.

Enrichment Programs are designed to explore a range of art forms, develop critical and creative thinking, and cultivate communication and collaboration skills. This helps students develop effective learning, organisational and management skills that are used in every area of their learning.

These skills are enhanced by our Study Hacks Guide, created specifically for John Curtin by Dr Jane Genovese. This guide is given to students, parents and teachers and is intertwined into Enrichment Programs to help students develop skills such as goal setting, recognising the difference between study and homework, and establishing positive relationships.

Connectedness is emphasised through scheduled year group assemblies and wellbeing workshops with a focus on our college values and how, as individuals, we can positively contribute to the community.

Enrichment Programs could include:

Circus and Perseverance

Draws on circus related skills including juggling, diabolo and tumbling, providing participants with aspects of balance, coordination and team work to instil confidence and develop the ability to persevere when challenged.

Special Effects and Imagination

Involves the theoretical and practical application of make-up to create special effects for the theatre such as cuts, wounds, ageing techniques, and the enhancement of facial features to create character. Exploration of special effects challenges students' imagination and creativity.

Innovation and Problem Solving

Students learn how to develop advanced group skills in problem solving through a range of learning styles. Students explore the ability to innovate and think outside the box using creative and critical thinking skills in solving riddles, puzzles and fictional dilemmas.

Yoga and Mindfulness

The practice of yoga develops strength and flexibility and provides students with techniques and strategies to soothe nerves and calm the mind. Connections between the body and mind are explored, as well as the importance this connection has in society and learning for life.

Respect
Care
Compassion



Attendance and Punctuality

A high level of attendance and punctuality is necessary for students to achieve their full potential. The Department of Education has identified at least 90% attendance as the requirement for full participation in learning.

All Gifted and Talented Arts Programs involve additional lessons, workshops, rehearsals and performances that are scheduled beyond the normal college day. Information regarding these requirements will be provided to students and parents/caregivers before the commencement of the school year. However, sometimes it is necessary for changes to be made to schedules and at times some activities depend on the availability of community artists, performers and directors and it is difficult to provide more than a term's notice of these activities.

Learning to manage travel time, homework and subject requirements is a college priority and students need to learn organisational skills to effectively plan and manage their study program in all subject areas.

All learning areas address this requirement by embedding the learning of management and organisational skills into the programs.

Arts Immersion

All arts students will have the opportunity to participate in activities, excursions and tours. These opportunities are aimed at immersing students into the arts of other cultures and world cities in order to gain an appreciation and understanding of the holistic nature of the arts.

Code of Agreement

John Curtin College of the Arts is committed to ensuring learning occurs within a caring, safe and supportive learning environment that is responsive to students' particular abilities and learning styles, and which challenges and engages them to excel.

A Code of Agreement for students, parents/carers and staff identifies the specific requirements relating to the Gifted and Talented Arts Programs. This is to ensure that students can work effectively and cooperatively in all of their studies at the college. Students and parents/carers sign this agreement on acceptance into the college. Adhering to the elements of this agreement is expected of all students.

Exit Procedures

It is required that students who accept a position in a Gifted and Talented Arts Program continue in that program for the remainder of their secondary schooling through to Year 12. One of the student's Year 11 and Year 12 subject choices must be in the area of the arts under which they gained entry to the college.

If a student does not live within the college catchment boundary then exiting from the Gifted and Talented Program would mean that their enrolment at the college could be impacted.

Students are not able to transfer between Gifted and Talented Programs. Students can apply in Year 8 for entry into a different Gifted and Talented Program in Year 9 depending on availability of places. Students can also apply for an additional Gifted and Talented Program in Year 10 for Year 11 and 12 through the Department of Education's Gifted and Talented selection process.



Extended Leave

The Gifted and Talented programs have a developmental structure and any extended absence may seriously affect the progress of the individual student as well as the progress of other students in the program. This is especially significant in group assessments that may extend over a period of time. The Department of Education has taken a firm position against extended student leave for holidays during school term. All requests for extended absence must be submitted through Student Services and approved by the College Executive.

Gifted and Talented Monitoring Program

For Gifted and Talented students to engage fully in all the opportunities provided at the college, a monitoring system is in place to provide assistance and support. The Student Services team and learning support specialists work together to provide guidance and assistance.

Students enrolled in a Gifted and Talented program who are unable to meet the requirements of the Code of Agreement will be monitored and this can result in their status and place in the program being reviewed.

The college provides support so students can make the most of all the opportunities available in the Gifted and Talented programs.

Parent Support Group

Parent support is integral to the successful running of the arts learning areas at John Curtin College of the Arts. Parents can assist by volunteering time to help with productions, administrative tasks, and providing technical expertise.

Uniform Requirements

The college has a specified uniform and students are expected to accept the requirements in order to always retain Good Standing Status and have access to all the extra opportunities provided at the college.

Some Gifted and Talented programs have specified dress requirements and it is essential that these requirements are purchased in time for the start of the college year.

To ensure students have adequate uniform items, parents/carers are expected to place orders at the end of the previous year. Winter items should be ordered at the same time to ensure students have requirements in sufficient time for the colder months.

Uniforms are available from the college Uniform Shop on Tuesdays from 8am to 11am, otherwise from Uniform Concepts' Willetton Super Store from Monday to Saturday.

Contribution and Charges

<https://www.jc.wa.edu.au/community/college-publications/contributions-and-charges-2021/>



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