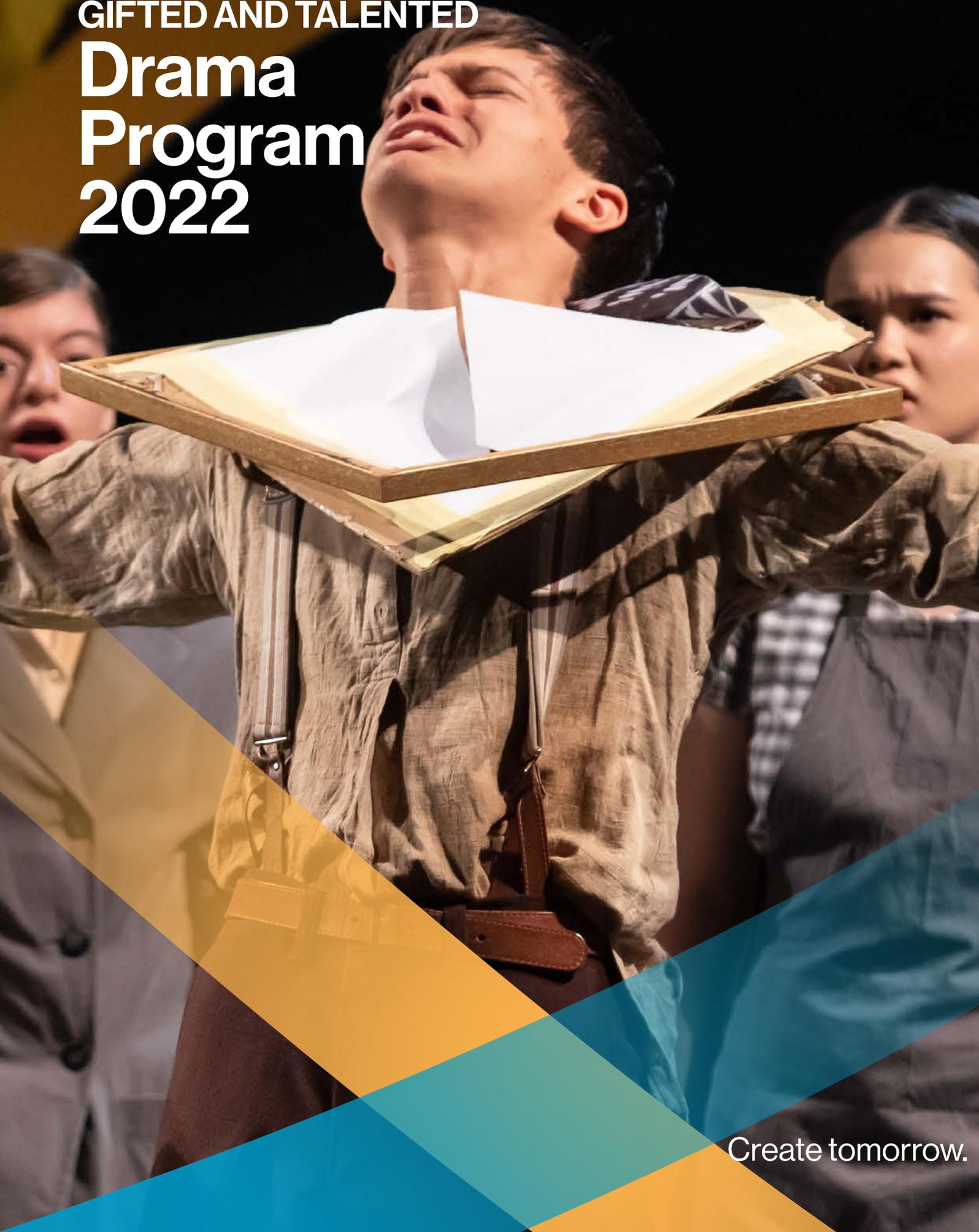




John Curtin
COLLEGE OF THE ARTS

GIFTED AND TALENTED

Drama Program 2022



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 Wellness

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 your child will partake in an exceptional and balanced academic program. Students' academic studies are combined with and supported by their arts program, giving them the chance to excel in both 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 traditional core academic 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.

Students study their arts course alongside these core subjects and have equal access to all academic programs. They also have access to digital technologies, design and technologies, languages (Italian), health and physical education programs.

Academic balance is about creating pathways of choice for whichever direction your child chooses to take in their future. The focus on a well-rounded education allows students to continue careers in the arts industry or pursue careers in numerous other professions including medicine, law, education, politics and science.

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 Learning Areas or the Deputy Principal - Arts and Innovation 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 Coordinators 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 and some opportunities arise throughout the year.

Curiosity
Imagination
Innovation

Inspiring the Mind



Learning for Life

ould be Gentlemanlike

techniques

Non-verbal techniques

Gesture → hand on shoulder

Open body language.

Slow

basis



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.

Overview

Lower School Program

Our leading drama program provides your child with opportunities to develop high level dramatic skills alongside other gifted arts students. Students are encouraged to develop skills as independent learners, use the dramatic form to make their own statements and develop an appreciation of how the arts is an integral part of society.

The benefits of our drama course are diverse. Students are given the opportunity to develop reading, writing, listening, speaking and performance skills, as well as foundations for interpreting, reflecting and analysing creative modes of expression.

The lower school program is a unique course that focuses on students practically exploring drama conventions, developing academic understanding, and workshopping performance skills in order to provide learning experiences in drama that other schools in the State cannot offer.

Your child will broaden their knowledge and appreciation of drama as an art form, profession and life skill. Students are provided with opportunities to work with industry artists including professional actors and directors to explore scripted drama and develop specialist skills. Performance is a key component of the program and your child will have the opportunity to perform in front of a range of audiences in a variety of theatre spaces.

Lower school students are immersed in the conventions of drama and theatre. They are introduced to the drama forms and styles that influence contemporary theatre practice and practically explore the theories of renowned international and national dramatists in the application of scripted performance and devised drama.

Writing Skills

Students are encouraged to explore written genres as a means of relevant expression. Thought pads or creative journals are used for students to develop the capacity for instant creative reflection and critical analysis on a daily basis.

Throughout a unit of work, each student will draw from their thought pad to complete extended responses and short answers and present a drama process folio.

The Process Journal is an essential component of the program as it is used to record understandings of the practical and theoretical aspects of the course. It is also for students to reflect on their own work and works of others; their skills, processes and understandings that are covered in the workshops; class work; and performances.

Time is given to practically explore how to be effective communicators in drama, through following frameworks and analysing best practice.

Performance Examinations

Students will perform scripted monologues, improvisations and interview questions in individual performance examinations. They will have the opportunity to explore scripted monologues from various playwrights with differing styles and thematic influences. Spontaneity and the ability to accept and extend an offer are skills developed for the improvisation section of the examination. For the interview section the power of the spoken word and the ability to succinctly analyse and justify choices made are key attributes that are developed.





Nurturing the Person

Extension

Extension classes

- The Boys' Project (includes comedy extension).
- YEARS 7 - 10 - Masterclasses with industry artists.
- YEAR 7 - Project based workshops
- YEAR 8 and 9 - Workshops in physical theatre and vocal development.
- YEAR 10 - Performance examinations.
- YEAR 10 - Guest director workshops/ seasons.

Performances

- Festivals and community events.
- YEAR 7 - 9 - Formal and informal performances.
- YEARS 8 - 10 - Performances in a professional setting.
- YEAR 10 - Guest Director Season – working with industry professionals.
- YEAR 10 - Opportunity for performance with upper school students in senior drama production.
- Immersion in the fundamentals of Theatre Production and Conventions.

Technical development

- Vocal training.
- Movement training.
- Character development training.

Reflection

- YEARS 7 - 10 - Process journal and investigation.
- Excursions to professional theatre performances.
- View drama performance seasons offered at John Curtin.

Acceleration

Curriculum

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

Year 10 - upper school course

- Year 10 students develop and perform practical performance examinations in line with ATAR guidelines.
- Curriculum scope and sequence for all Gifted and Talented year groups based on ATAR drama courses.

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



Performances

Performances are an integral part of the Gifted and Talented Drama Program and attendance at all rehearsals and performances is compulsory.

In Years 7, 8 and 9 the focus is on performance work that showcases the students' class work to family and friends. There are performances for students twice a year. Opportunities are also given to students to extend and accelerate understanding through workshop and performance with industry professionals.

A feature of our drama program is the Guest Director Season for students in Years 10 to 12. Students work alongside professional actors/directors to produce a work that showcases all students to the local community in one of our state-of-the-art performance venues.

Throughout the students' time at the college they may often be invited to perform for various community events. We promote professional industry standards and responsibilities. Once a student has made a commitment to participate, they are obliged to attend all rehearsals and subsequent performances, some of which will be outside school hours.

Dress Requirements

The school community supports a policy of compulsory uniform. All drama students are required to wear the John Curtin College of the Arts polo shirt and navy blue shorts or college tracksuit pants. Hair needs to be tied back for all classes and all jewellery removed.

This dress code is used to encourage a professional ethos, to allow students flexibility in movement, and to develop a sense of neutrality (a blank canvas), which is essential for our drama performers in all class activities.

Respect
Care
Compassion

Sample Year 7 Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|---|---|
| Period 1 | 7DANET4_1 Movement Enrichment Ms N Edmunds CURSTU 08:35-09:32 | 7HASS_7 HASS Miss L Lemus RmA38 08:35-09:32 | 7SDRA2_3 Drama (GAT) Mr A Nowrojee RmE1 08:35-09:32 | 7MATH_2 Mathematics Mrs J Nielsen RmB22 08:50-09:47 | 7MATH_2 Mathematics Mr N Bastian RmB22 08:40-09:37 |
| Period 2 | 7SCI_5 Science Ms C McCarthy RmB7 09:32-10:30 | 7ENG_7 English Ms E Clements RmA28 09:32-10:30 | 7HED2_5 Health Education Mrs S Pocock RmF3 09:32-10:30 | 7SCI_5 Science Ms C McCarthy RmB7 09:47-10:45 | 7HASS_7 HASS Miss L Lemus RmA38 09:37-10:35 |
| Recess | | | | | |
| Period 3 | 7PREC2_5 Physical Recreation Mr M Donlevy OUT1 10:50-11:47 | 7PE2_2 Physical Education Mr P Andrews OUT4 10:50-11:47 | 7SCI_5 Science Ms C McCarthy RmB7 10:50-11:47 | 7ENG_7 English Ms E Clements RmA28 11:05-12:02 | 7SDRA2_3 Drama (GAT) Mrs E Ker RmL5 10:55-12:02 |
| Period 4 | 7SDRA2_3 Drama (GAT) Mr A Nowrojee RmL6 11:47-12:45 | 7COM2_5 Computer Studies Ms J Butler RmC4 11:47-12:45 | 7DANET4_1 Movement Enrichment Ms N Edmunds CURSTU 11:47-12:45 | HASS Miss L Lemus RmA38 12:02-13:00 | 7COM2_5 Computer Studies Ms J Butler RmC4 12:02-13:00 |
| Lunch | | | | | |
| Period 5 | 7HASS_7 HASS Miss L Lemus RmA38 13:15-14:12 | 7SDRA2_3 Drama (GAT) Mrs E Ker RmL6 13:15-14:12 | 7ENG_7 English Ms E Clements RmA28 13:15-14:12 | 7PE2_2 Physical Education Mr P Andrews OUT4 13:33-14:30 | 7SCI_5 Science Ms C McCarthy RmB7 13:33-14:30 |
| Period 6 | 7ENG_7 English Ms E Clements RmA28 14:12-15:10 | 7MATH_2 Mathematics Mr N Bastian RmB22 14:12-15:10 | 7MATH_2 Mathematics Mrs J Nielsen RmB22 14:12-15:10 | | |
| After School | | | | | |

Contact

For further information on any aspect of the Gifted and Talented Drama Program contact the Directors of Drama
 E: Marissa.Atzemis@education.wa.edu.au or Elissa.Wallis@education.wa.edu.au





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.

Our Staff



Marissa Atzemis

Marissa is the Director of Drama. She has been teaching for more than 20 years in Western Australia and also in Singapore. Prior to coming to John Curtin she taught at Churchlands Senior High School, and was the Head of Drama at Hale School. She holds a Bachelor of Arts in Education from the University of Missouri. Marissa is a professional actor with more than 20 years expertise predominately in theatre and some short films, including PIAF. She is a WACE written and practical examiner with 18 years experience and held positions as school moderator for the School Curriculum and Standards Authority, and panel member of the Arts Committee for the Department of Culture and the Arts.



Elissa Wallis

Elissa is the Director of Drama. She has worked in a number of public and independent educational settings and is part way through a Master of Education at Murdoch University, examining the link between drama and 21st century job competencies. She has studied with SITI Company in New York, Arthaus Berlin (formerly LISPA), and the New York Film Academy to further develop her knowledge of contemporary theatre practices. She is passionate about teaching young people to help them continually strive to be the best versions of themselves.



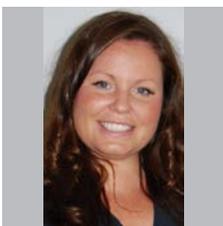
John Shrimpton

John is the Assistant Director of Drama. After graduating from the National Institute of Dramatic Arts in 2007, John worked as a professional actor. Some of his film credits include X-Men Origins: Wolverine, East West 101, and Australia - The Story of Us. He has starred in several professional theatre productions in the past eight years. John was a facilitator for Playwriting Australia in the Western Sydney Outreach Program, and has performed in several National Playwriting Festivals. He completed his postgraduate degree in education and began teaching at John Curtin in 2015.



Shona Beringer

Shona has been an arts teacher at John Curtin since 1994. Prior to coming to the college, she taught woodwind, guitar, keyboard and choral music at a number of schools, before branching out into classroom teaching in drama, music and music theatre. She was JCCA Music Theatre Coordinator for more than 10 years. She has been a member of the artistic team for a range of productions, including West Side Story, Oliver and Les Miserables. In addition to this, Shona has also performed in a number of bands and has worked as a vocal coach for performances such as The Werewolf Priest at Murdoch University and Jesus Christ Superstar at PLC.



Ashleigh Crawford

Ashleigh holds a Bachelor of Arts in Creative Arts and a Bachelor of Education in Drama Studies. She is a Teacher Development School Coordinator for the Arts, providing support and professional learning opportunities to arts teachers throughout Western Australia. Ashleigh has been an education consultant, written education packages for several Spare Parts Puppet Theatre productions, and has experience as a WACE marker for practical and written drama exams.



Emma Ker

Emma started her teaching career at Methodist Ladies College before teaching extensively in the United Kingdom. More recently she taught drama at Penrhos College. Emma has produced and directed many productions for both secondary and primary students. She has been a WACE marker for many years in both practical and written exams and brings a wealth of experience and knowledge to the John Curtin drama team.

Our Staff



Andrew Nowrojee

Graduating from the Victorian College of Arts Film and Television School, Andrew is an international award winning director with more than 12 years experience within the private and independent sector. Andrew's collaboration with San Cisco for the music video Fred Astaire saw him nominated for an ARIA for Best Director in 2014. He has also made music videos for artists such as; John Butler Trio, Brad Hall, Bobby Fox. Andrew's commercial work includes TV ads for brands such as; Museum of Modern Art, Lottery West, RAC, inet, Curtin University, and Ochre Contemporary Dance. In 2017, Andrew completed a Graduate Diploma of Education at Notre Dame University and graduated with high distinction.



Jessica Rawnsley

Jessica has been teaching in Western Australia since 2015, and has taught both English and Drama. She holds a Bachelor of Arts in Creative Writing and Theatre Studies from Curtin University and a Graduate Diploma of Secondary Education from the University of Notre Dame. Prior to qualifying as a teacher, Jessica pursued a career as an actor, physical comedian and children's entertainer, working primarily in local theatre. She also acted in a local feature film, toured nationally as part of a vaudeville comedy duo, and devised, wrote and performed plays for the Perth International Fringe Festival. Aside from theatre and performance, her other passions include literature, travel and writing for children.



Duncan Sharp

Duncan has been at John Curtin since January 2015. He holds a Graduate Diploma in Education (Secondary), a Bachelor of Arts in English and a Master of Arts (Creative Arts). For 13 years Duncan was a lecturer in Performance Studies at Curtin University. Duncan has extensive production experience as head theatre technician at Edith Cowan University and as a lighting designer and production manager for the Hayman Theatre. For almost 20 years Duncan was the Artistic Director at Rough Magic Theatre.



Carolyn Byatt

Carolyn brings a wealth of experience and knowledge with more than 40 years of teaching in the arts. She was the creative force behind the foundation of John Curtin College as a Selective Arts College, and was Dean of the Arts at the college for more than 10 years. Carolyn has been directing young people for many years in a variety of theatre genres, from big school shows such as West Side Story, Oklahoma, and My Fair Lady, to smaller important works such as Juno and the Paycock, Pygmalion, The Crucible and Norm and Ahmed.



Katrina Wood

Katrina has been teaching across Western Australian and American secondary and tertiary settings for over 20 years in. She holds a Bachelor of Arts in Drama Studies, a Grad Dip in Secondary Education, and a Master of Education (research). Her research study 'I didn't like it, I prefer Musicals' The Lived Experience of the Drama Teacher in the Secondary Suburban School' was conferred in 2015. Since then she has taught in the School of Education at Murdoch University and presented her research at the Australian Association for Research in Education (AARE) conference. Prior to her research, she worked as a Drama Teacher at Presbyterian Ladies College followed by Head of Drama at Santa Maria College.



Jo Wyndham

After graduating from Murdoch University with a BA in Theatre and Drama, she went on to train with Japanese director, Tadashi Suzuki and American director, Anne Bogart. She spent two years as a company member acting and training in the Suzuki method under the direction of Ellen Lauren (SITI) and Eric Hill at StageWest Theatre, Massachusetts. She has performed in self-devised, original and scripted plays in theatres around Australia. Jo runs drama workshops for schools, actors, community groups, universities and children with special needs. She has successfully directed shows for Year 10, 11 and 12 Gifted and Talented students at John Curtin College. Jo is an Artist in Residence at the college.



Connecting with Community

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/>

Social, Cultural and Environmental Responsibility



John Curtin College of the Arts

90 Ellen Street
Fremantle WA 6160

P: 9435 0700

E: johncurtin.col@education.wa.edu.au

W: www.jc.wa.edu.au



@johncurtincollege