



**John Curtin**  
COLLEGE OF THE ARTS

**GIFTED AND TALENTED**

# **Music 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 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.



# Inspiring the mind



# 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.

## 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.

Curiosity  
Imagination  
Innovation



# Overview

## Lower School Program Years 7, 8 and 9

The music program provides your child with the opportunity to develop their ability, skills and passion for music through solo performances, ensemble performances, composition/arrangement techniques, aural perception, and music literature analysis and investigation.

With dedication to the pursuit of excellence throughout Years 7 to 12, students will be equipped to apply for entrance into tertiary music courses at the University of Western Australia or the Western Australian Academy of Performing Arts (WAAPA).

Music program components are:

- Musicianship - aural perception skills, music language and theory, keyboard skills
- Music literature - genres, eras, composers and compositional styles in a variety of genres
- Concert practice - techniques of public performance

## Music Enrichment

Students participate in two class lessons per week in the development of practical skills and music literacy.

Activities include aural analysis, score analysis, investigations, composition, arrangement, keyboard skill development, and performance practice.

## Instrumental

Students have one individual instrumental lesson for 30 minutes per week on one of the following:

Bassoon	Cello	Clarinet	Classical guitar
Double bass	Electric guitar	Euphonium	Flute
Horn	Oboe	Percussion	Saxophone
Trombone	Trumpet	Tuba	Viola
Violin	Voice		

Voice students participate in a small group vocal lesson to begin, then individual lessons.

Students in Years 7 to 10 have their lesson timetabled on a rotational basis during the school day and Year 11 and 12 students have their lesson during recess, lunch or out of school hours.

## Ensemble

Gifted and Talented music students as well as students in the Music Enrichment Program are selected to participate in any of the following ensembles:

- Brass Quintet
- Chamber Choir
- Chamber Strings
- Clarinet Quartet
- Classical Guitar Ensembles
- Classical Guitar Octet
- Contemporary Music Ensembles
- Flute Choir
- Gospel/Soul Choir
- Jazz Band
- Orchestra for Senior Musical (alternate years)
- Percussion Ensemble
- Senior Choir
- String Orchestra
- String Quartet
- Symphony Orchestra
- Vocal Consort
- Wind Orchestras
- Year 7 and 8 Gifted and Talented Choir

Gifted and Talented students are expected to participate in at least two ensembles and are auditioned to be placed in the ensemble most suited to their current ability. Each ensemble rehearses once per week.

Year 7 and 8 students participate in the Gifted and Talented Choir as one of their ensembles.

Students in Music Enrichment participate in one ensemble appropriate to their instrument and current ability. Students who are learning a new instrument will join an ensemble when they are at an appropriate level.



# Nurturing the Person

## Extension

### Performances

- Solo and ensemble performance opportunities.

### Performance program

- Selection for senior and/or chamber ensembles.
- Professional artists.
- Workshops with professional musicians.

### Music intensive

- Small groups working on different grades in music theory.
- Accelerated study of music analysis, covering a wide range of genres.

### Technical development

- Use of music software for aural perception and compositional skill development.
- Use of music technology for recording and sound reinforcement.

### Reflection

- Reflection on composition and performance work.
- Visits to performances by professional musicians.

## 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 practical and written learning tasks than those delivered in a normal educational setting.
- Individual performance programs set at year level above current year or study.
- Theory and composition at year level above current year of study.

### Year 10 music course

- Analysis and composition components at Year 11 entry.
- Performance and written examinations with Year 11 content and framework.

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

## Assessment and Homework

Instrumental/vocal practice is key to succeeding in our program. Classroom teachers may set homework as necessary.

Journal entries are used to record instrumental work each week.

Methods of assessment in the course include performance practice, aural perception, music literacy, small group work, and composition process.



## Dress Requirements

The music performance uniform is available from the college uniform shop at a reasonable cost and is a compulsory requirement for performances. Students wear pants and the music uniform shirt. Boys are required to wear black socks and black leather shoes. Girls are required to wear black stockings or black socks (with the pants) and flat black leather court shoes.

## Professional Artists

All Gifted and Talented music students are taught by practising musicians and experienced music educators from the Instrumental Music School Services (IMSS). The skills obtained from this tuition are invaluable to the development of our students.

In addition, masterclasses and workshops are provided throughout the year with visiting international and interstate musicians. Students work with guest artists from the UWA Conservatorium of Music and WAAPA.

## Performances

Students are provided with a diverse range of performance opportunities as ensemble members and soloists in a variety of contexts and range of musical styles.

In addition to classroom solo performances and college concerts there are opportunities to perform at festivals and assemblies, primary schools, community venues, Fremantle Markets, as well as work through recording studios, and perform at other Fremantle venues. Students engage in cross collaboration with other arts faculties that can include performances of students' compositions.

## Instrumental Hire and Storage

The following instruments can be hired for \$110 per year:

- French horn
- Euphonium
- Tuba
- Double bass
- Oboe
- Bassoon
- Beginner saxophone (one year only)

The college has purpose built instrumental storage. Students leave instruments in the storeroom in the morning and collect at the end of the day. Spare double basses and tubas are kept at the college to avoid students having to transport the..

## Parent Support

Please know your child's lesson and rehearsal schedule and ensure they have all equipment needed on that day.

Provide time and space for daily practice. Read their instrumental practice journal so you know what should be practised.

Read our school calendar, Curtin Calls newsletter, Connect and notes from the music department.

Respect  
Care  
Compassion



## Sample Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	7DESET4_1 Design Enrichment T Ms S Jaques RmD8 08:35-09:32	7ENG_1 English Ms E Thatcher RmA32 08:35-09:32	7SMUS2_2 Music (GAT) Mr L Devenish RmA24 08:35-09:32	7HASS_1 HASS Mr J Heinz RmA46 08:50-09:47	7HASS_1 HASS Mr J Heinz RmA46 08:40-09:37
Period 2	7SCI_6 Science Mrs N Cuthbertson RmA8 09:32-10:30	7MATH_7 Mathematics Mrs D Mehra Soni RmB16 09:32-10:30	7PE2_1 Physical Education Ms J Porter RmE6 09:32-10:30	7SCI_6 Science Mrs N Cuthbertson RmA8 09:47-10:45	7ENG_1 English Ms E Thatcher RmA32 09:37-10:35
Recess					
Period 3	7PE2_1 Physical Education Ms J Porter RmE6 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_7 Mathematics Mrs D Mehra Soni RmB16 11:05-12:02	7SMUS2_2 Music (GAT) Mr L Devenish RmC3 10:55-12:02
Period 4	7SMUS2_2 Music (GAT) Mr L Devenish RmA23 11:47-12:45	7ITA2_5 Italian Miss E Letizia RmA19 11:47-12:45	7DESET4_1 Design Enrichment T Ms S Jaques RmD8 11:47-12:45	7ENG_1 English Ms E Thatcher RmA32 12:02-13:00	7ITA2_5 Italian Miss E Letizia RmA19 12:02-13:00
Lunch					
Period 5	7ENG_1 English Ms E Thatcher RmA32 13:15-14:12	7SMUS2_2 Music (GAT) Mr L Devenish RmC3 13:15-14:12	7MATH_7 Mathematics Mrs D Mehra Soni RmB16 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_7 Mathematics Mrs D Mehra Soni RmB16 14:12-15:10	7HASS_1 HASS Mr J Heinz RmA46 14:12-15:10	7HASS_1 HASS Mr J Heinz RmA46 14:12-15:10		

### Contact

For general enquiries about the Gifted and Talented Music Program, including IMSS and ensembles contact Arts Officer Peyton Hawkins.

E: [peyton.hawkins@education.wa.edu.au](mailto:peyton.hawkins@education.wa.edu.au)

For instrumental/voice teachers please write in your child's instrumental practice journal or email Director of Music and Music Theatre.

E: [Kieran.Drew@education.wa.edu.au](mailto:Kieran.Drew@education.wa.edu.au)

## Our Staff

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### Kieran Drew

Kieran is the Director of Music and Music Theatre. He holds a Bachelor of Music education, Graduate Diploma of Professional Accounting, and a Certificate IV in Training. He is a AITSL accredited teacher assessor. He has been teaching at John Curtin since 2009 across contemporary and Western Art courses, and he has also delivered training in Certificate II in Music Industry. He has implemented trial music assessments for School Curriculum and Standards Authority and delivered professional learning on technology in the music classroom. He has been musical director of numerous shows at John Curtin and has performed piano accompaniments for numerous college productions.



### Leonie Nicholls

Leonie is the Assistant Director of Music. She has a Bachelor of Music Education (Honours) from UWA and was awarded the Classic Sounds Prize for top teaching practice marks in her year. Leonie has also completed the Certificate II in Music Theatre at WAAPA, the Postgraduate Certificate in Gifted Education at Murdoch University and the Certificate IV in Training and Assessment. She has been teaching at John Curtin since 2007 and is a Level 3 Classroom Teacher. Leonie has been Musical Director, Vocal Director and conductor for several college music theatre productions including Guys and Dolls, Sweet Charity, The Sound of Music and The Wizard of Oz, and also conducts a number of ensembles. She has developed the curriculum for the Year 11 and 12 ATAR Contemporary Music courses, acted as Head of Music and Western Music Theatre, and also taught flute for the Instrumental Music School Services.



### Jonathan Brain

An educator and performer of broad interests, Jonathan Brain sings opera and sacred music, plays rock 'n' roll, composes music, conducts choirs and teaches music. Since studying jazz, classical music, theatre and literature at the Western Australian Academy of Performing Arts and the University of Western Australia, his performing career has seen him sing opera in the outback, play original music across Australia, perform regularly with West Australian Opera Company and the renowned St George's Cathedral Consort, compose music for films, and spend many late nights playing loud guitars in rock bands.

As a composer and arranger Jonathan has scored numerous independent films, written for schools and community groups. In 2017 he composed music for the community opera Pilgrims of the Sea, celebrating the cessation of whaling activities in the Great Southern, and in 2018 co-composed and produced music for the VAC Noongar Song Project 2018.

Running parallel to this, Jonathan is a respected songwriter and contemporary musician, performing in his own right and as a sideman with numerous original music projects, touring and recording regularly. As a classical musician, he has performed regularly with the chorus of West Australian Opera since 2008 and as a freelance vocal soloist.



### Jesse Millea

Jesse has a Bachelor of Music Education and a Bachelor in Music Performance from WAAPA, and Certificate IV in Workplace Training and Assessment. She taught classroom music, English, drama and instrumental music at Ocean Reef Senior High School and also worked as Lower School Coordinator in Student Services. As a professional musician she has performed nationally and internationally in bands, and recorded vocals for a range of contemporary bands in Perth. Jesse gigs regularly in the contemporary music scene performing original compositions and covers. At John Curtin, Jesse has been musical director for Guys and Dolls and organised a range of performance opportunities for music students including recording their original songs at a local recording studio, organising performances for local aged care residents and running a Battle of the Bands competition.



### Rebecca Vouyoucalos

Rebecca is a professional flautist, pianist, piccolist, clarinetist and saxophonist, she has worked with numerous professional orchestras, chamber ensembles, Latin and Rock bands in concerts and musicals around Perth. She is an accomplished piano accompanist with experience in AMEB, ABRSM and ATAR examinations.

Rebecca completed her Bachelor of Music in Classical Performance on flute at the University of Western Australia and her Graduate Diploma of Secondary Music Teaching at Edith Cowan University. She has recently completed her Certificate IV in Training and Assessment. Rebecca is also an AMEB examiner and has experience as an ATAR Music Performance marker. 30 years of teaching, piano accompanying and conducting ensembles in schools around Perth such as Aquinas College, Iona, Frederick Irwin Anglican School, Presbyterian Ladies College and St Hilda's.



# Connecting with Community

## Frequently Asked Questions

### Can my child learn a second instrument at the college?

Instrumental and voice teachers are supplied by Instrumental Music School Services (IMSS) and their staffing only allows one instrument per student.

### Can my child do Gifted and Talented music while learning an instrument at privately?

Provided your child is having weekly lessons externally and demonstrates consistent improvement in skill level and progress in ensembles they can. However, the college strongly recommends the expertise of the IMSS staff.

### Can my child swap to another instrument after a year or two?

Selection of an appropriate instrument for a student is based on factors such as aural ability, physiology, and an indication at interview of an interest in studying certain instruments.

It is expected that parents and students accepting an offer to study music at the college do so with the understanding that the offer is for a specific instrument for the duration of their time at the college.

### Can my child play in another ensemble if they learn another instrument privately?

If your child can play at an appropriate standard for the ensemble, is prepared to practice ensemble music, and can manage the extra time commitment before or after school they are welcome to join another ensemble.

### What happens if my child misses their instrumental lesson or ensemble rehearsal?

You will be sent a email informing you. If it's a missed lesson you can help by reminding your child about their next scheduled lesson. If it's a missed rehearsal please send a note to the director with a reason for absence from rehearsal, or email the Music department.

Ensemble classes are compulsory and staff have a duty of care to account for every child at all times.

In the event of a lesson cancellation information will be provided through Connect or a letter sent home.



### What happens if the instrumental teacher is absent on the day of my child's lesson?

Either a relief teacher is sent by IMSS, or the teacher will try to reschedule the lesson for another time.

### When does all the music activity begin for Year 7 students?

Classroom lessons start in Week 1. No instruments are needed that week. Instrumental lessons commence in Week 1. Instruments are required on the designated lesson day. Rehearsals commence Week 2. Instruments are needed on rehearsal days and lesson days. These may or may not be on the same day. Your child will be informed if there are any changes to the lesson.

### How do I find out how my child is progressing in music?

There is an interim report in Term 1 in addition to the Semester 1 and 2 reports. Instrumental teachers write in student journals.

Class music and instrumental teachers send Letters of Commendation or Letters of Concern.

You can email your child's class teacher if you have any concerns.

### How do I find out what is happening in the music department?

Letters are emailed at the beginning of the year and before the major concerts. Notes are given to students at rehearsals advising parents of any excursions or performances.

The college newsletter has a section called Music Notes and the college calendar includes the main performance dates. Our classroom and IMSS teachers communicate through Connect.

### Who do I ask if I have a question about the music program?

For general queries please email the Music department.

Email: [Peyton.Hawkins@education.wa.edu.au](mailto:Peyton.Hawkins@education.wa.edu.au)

For instrument specific enquiries write a note in your child's practice journal with a contact phone number or email address and the teacher will respond.

# Social, Cultural and Environmental Responsibility

# Learning for Life



# 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.

Resilience  
Perseverance  
Reflection



## 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.

## Contribution and Charges

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

## 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.

The refreshment canteens in the Ellen Street and Curtin Theatres are managed and staffed by parents. Parents are placed on rosters to work in the canteens on performance nights. Rosters and canteen stocks are prepared and maintained by a professional manager. These canteens are also fundraising activities and provide funds for student events and equipment.

## 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.



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