John Curtin College of the Arts
Adelaide 2014
Policy Round Table
John Curtin College of the Arts
Fully Selective Arts Independent Public School
Fremantle Western Australia
John Curtin College of the Arts
1200 Students 2014
1500 Students 2015
Fully Selective Arts College
Music, Dance, Ballet, Drama, Arts Media, Visual Arts, Music Theatre and Soccer
Academic Top 20 all Public and Private Schools
Academic Top 5 Public School
Equity and Excellence Model

Not just an excellence model.
Some Notable Alumni
Paul Mercurio, Megan Gale, Kav Temperly and Stuart MacLeod of Eskimo Joe, Sam Worthington, Bon Scott (ACDC).
School Context

Very large site overlooking Fremantle harbour.
Heritage listed buildings.
Age range of buildings from 1940 – 2005.
New Performing Arts Theatre 2003
Heritage Listed Art Deco
1939
PROPEL
Providing Real Opportunities
= Participation, Empowerment and Learning

Winner of the Norm Hyde Excellence in Pastoral Care
Program Integrated into Main Stream

Utilizing all the key education providers.
Expert Staff
Highly qualified teachers.
Limited use of education assistance.
Need all teaching and administration staff involved.
Needs to be conducted like an orchestra.
Expert Staff

Interpret psychology reports.

Administer assessments and communicate to parents.

High level of research knowledge.

Link with teachers and deputies.

Not tacked on to a teacher’s load.
No Single Methodology

Action research model and reflective practice.

Try new techniques, refine and grow.

The program is not what it was 2 years ago and will change again in the next two years.

Differentiated model.
Whole School Focus

Belief that Dyslexia will not stop a child being successful.

It is every teachers responsibility to support the child.
Know your Population

All students in the college are tested on academic and potential.

Parent and teacher judgements also used.
7% of students at JCCA with learning difference.

2% of students with dyslexia.
Program looks at the whole child.

Academic, emotional and social.

Pastoral care model with focus on academic excellence.

Forms the hub for all communication
Strategies for success.

Modelling, structures/frameworks, explicit instruction that students approximate with the intention that they will eventually be able to replicate.
All teachers accept responsibility.
Individual education plans.

Case conferences with child, parent, and teachers.
Communication

Communication with Parents, teachers and students
Need to promote the benefits of the PROPEL program.
Multi age groupings.
Structures that promote positive students self esteem.
Students must believe in the program.

Discrete program.

Keeping self-esteem intact and promoting self image of themselves as a learner.
Success Stories

Psychology of success.
Annual Report 2013

Australian Mathematics Competition: 1 high distinction, 1 distinction
Top student from college
Year 8 student 3rd prize in Armadale Young Writers’ Awards 2013
Year 11 student recipient of the Angus Stewart Junior Award and the Fred and Lorna Craggs’ Award that allows vision impaired students to achieve their academic goals.
Year 11 student was awarded a photography award for Sculptures by the Sea at Cottesloe Beach Awards for
Year 12 College WACE Studies Award
Applied Information Technology
English
Integrated Science
Mathematics
Success Annual Report

• 1 student accepted into the Western Australian Academy of performing Arts certificate II in Dance
• 2012 Shaun Tan Art Award - finalist
• Australian Mathematics Competition - 1 distinction
• University of NSW Australian Schools English; Writing competition - 1 distinction
• Year 12 students had average ATAR of 80.55 - all achieved university entry

Awards for Year 12 students
• College University Studies Award
• Principal’s Award
• Long Tan Leadership Award
• Sportsman Award • Vet Studies Award
• Accounting and Finance
• Chemistry
• Human Biological Science
• Literature
• Modern History
• Music: Western Art
Arts practical focus to enhance university entrance.

Combination of practical and written.
Children must believe success is possible.
Interrelationship of Everything

- Talented Staff
- Whole School Responsibility
- Flexible use of Resources
- Differentiated Approach
- Student belief in success
Culture of support.