MOVING INTO THE SENIOR YEARS
What does it mean to be a child of the third millennium? The technologies of the future are inconceivable, the global challenges will be profound, and the opportunities lie well beyond our dreams.

There is no greater responsibility than preparing a young person to face that unknown world. For the staff at St John Paul II College, there is no greater privilege than sharing the task.

Our school family has grown from strength to strength since our inaugural class in 2013. We have opened award-winning facilities, extended the curriculum in new directions and welcomed our students’ strong academic results. We are extremely proud to see our inaugural Year 12 group of students graduate at the end of 2018.

Time and again, I hear from parents, visiting academics and fellow teachers that our students have maturity and insight beyond their years. It has reinforced our commitment to one-on-one mentoring, personalised learning programmes and constant engagement with parents.

In our school, every student is an individual with a name, a family and a path. We will never grow too big to forget it.

We have a great vision for our senior classes and I am proud that we continue to expand our offerings in the Senior College in 2019. Our students will benefit from a rich and exciting experience – founded on our core principles, but adapted to the emotional rollercoaster that the senior years can be.

It is a program that will challenge our students, both inside the classroom and beyond. We are confident that they will rise to that challenge, in a school community that will foster their strengths, and believe in their potential.

I look forward to working with you.

[Signature]
Moving into Years 11 & 12 at JPC

- Continue to develop a strong sense of self and of a life lived with meaning and purpose in an inclusive Catholic faith community
- Be known and cared for in an intimate environment with all of the advantages offered by much larger colleges
- Choose from all the courses available in other colleges
- Benefit from the low student to teacher ratio for personalised learning
- Reap all of the benefits of our self-directed learning approach as you move into Year 11 and 12 and continue to develop university and work-ready skills
- Receive one-on-one support from your Mentor Teacher.
- Develop your leadership skills as you shape the future directions of the College
- Develop independence and good habits within a structured approach to the freedoms offered by the senior system
- Gain guidance and confidence through an extensive transition programme into Year 11 and beyond

Our unique timetable incorporating Independent Learning Time has been affirmed by the Board of Senior Secondary Studies for its innovative approach and the advantages it provides to senior students. The timetable accommodates the Board of Senior Secondary Studies requirements within the normal school day and also provides the flexibility to meet a variety of learning pathways.

"St John Paul II College has provided me with an opportunity to excel in my studies and academic endeavours, due to the level of support we are given. The staff at JPC have an interest in each student and work with us to achieve the best that we can. This support is extended from the classroom environment to the mentor relationship, gives support for academic and extra-curricular endeavours you may have."

Charlotte Foster, Year 12

“
In the senior years, our educational approach of self-directed learning is even more pertinent. Its core philosophy is that every student is unique, needs to be self-managing, resilient and equipped with the skills to deal with an increasingly complex world. A standard education programme which delivers the same content in the same way to all will leave some students behind, whilst failing to extend other students’ potential.

The right education for students needs to respond to their specific needs, harness their individual passions, and welcome their families into the learning process.

Self-directed learning finds that personalised path by shifting the focus from passive to active learning. It recognises the reality of the modern workplace: real-world problems rarely come with textbook answers. We are called on instead to recognise problems, think about how to solve them, seek out knowledge and work in teams. A JPC education is built on these critical skills. It fosters the lifelong love of learning that will stand any worker of the future in good stead.

Technology continues to play a strong role in the senior years at the College. It is an integrated tool which gives students the flexibility to easily access what they need for all their work, both in classes and in Independent Learning Sessions. Cutting edge technology including strategically placed iMacs and IT hubs. Technical support and wi-fi across the College and a BYOD policy in the senior years ensure that technology is an essential partner to the self-directed learning philosophy.

Our students are already showing a high level of academic maturity and the ability to articulate their learning to others. We have been proud to see the initiatives of many individuals who undertake extra external academic activities such as UN Youth Ambassadorships, language immersion programs to China and New Caledonia, specialised work experience programs, Canberra Student Community Health Workshops as well as completing Australian School Based Apprenticeships (ASBAs). Our students have also been accepted into the Australian National University to complete extension courses in higher level Maths, Engineering and Sciences, giving them early entry options to ANU. Through this they have demonstrated the skills of 21st century learners, also showing self-reliance, self-knowledge and independence.
The benefits of Independent Learning Time (ILT) in the Senior Years

In the senior years, ILT provides further unique advantages and opportunities.

The ILT structure at JPC ensures that our timetable easily satisfies the 55 hours required by the Board of Senior Secondary Studies (BSSS) for each subject in each semester, without having to resort to lessons outside the regular school day. Many other colleges need complicated and prolonged school days to achieve this.

ILT also provides the perfect avenue for students to readily access one-on-one academic support and guidance from a range of teachers. As teachers are “on the floor” rather than behind a classroom door teaching another class, senior students can easily seek individual assistance from multiple teachers from a range of disciplines during the day or even a single lesson.

ILT has the flexibility to easily enable the delivery of senior programs via:

- subject tutorials
- extended exam times if needed
- scheduling of oral presentations
- scheduling of field trips and practical work
- supporting students with particular gifts and talents to access internal and external programs

This flexibility extends beyond the College, providing students with the ability to access a variety of external learning experiences and opportunities outside of the College without impacting upon formal classes. This includes Structured Workplace Learning for vocational subjects, commitments to training such as School Based Apprenticeships and the ability to access gifted and talented opportunities such as elite sporting programmes and university extension courses.

In a traditional college timetable, these activities can often be difficult to schedule without impacting formal classes.

“JPC has aided me to greater extents than I thought possible. ILT has brightened my organisation skills, Mentoring has unearthed my ability to talk to someone happily without worry about any problems, and the people that make up the JPC community create an atmosphere beyond magnificent.”

Logan MacMahon, Year 11
“I really appreciate the student and teacher relationship at JPC. I am able to access my mentor teacher at any time and is always there to support me when I need.”

Jasmine Fisk, Yr 12

“I decided to go to JPC for Year 11 and 12 because of its positive learning environment. The teachers are all there to help you and they want you to do well and I think it is really important that a college student has that positive student-teacher relationship. Mentoring is a really beneficial program which I have found helpful in my time here as a junior and I think that it’s a great and important support network to have in Year 11 and 12. Independent Learning Time is one of the main reasons I chose to stay as I find it a really valuable resource, not only academically, but personally, as it has helped me become more independent which I believe is a very beneficial skill to have in the senior years of school. I personally am so glad that I chose to stay at JPC for Year 11 and 12.”

Laura Ison, Year 11
One-on-One Mentoring: Crucial support and guidance

One-on-one mentoring is even more significant in the senior years as Mentor Teachers help to guide and support students and families through the emotional rollercoaster of late adolescence.

The strength of the JPC educational model is the experience, insight and commitment of our teaching staff. Every student has a dedicated Mentor Teacher, who works closely with both the student and the family to support the journey from Year 7 to Year 12, enabling them to be proactive rather than reactive to situations that may arise.

This key relationship evolves as students enter young adulthood. Students develop the trust in their Mentor Teacher, enabling them to speak openly about the difficult topics that teenage years can present. Our staff are trained in coaching techniques and pastoral care.

The Mentor Teacher also supports students through the academic demands of the Year 11 and 12 program, helping them stay on track to achieve their goals. This includes the tracking of their attendance and academic progress to minimise the risk of voiding units of work.

Teachers are able to draw on a broad range of support services, including experts in career counselling and mental health, to ensure students have timely access to the assistance they may require.
Partnering with families

Notwithstanding the growing independence of students in the senior years, families still have a crucial role in the education process, supported by our College staff. We believe parents and carers are a student’s most important role models – a relationship far more important than simply supervising their homework. During Years 11 and 12, we continue to work with families to guide students to mature independence, recognising that skills of planning, thinking and reflecting are nurtured in the home as well as at school. Parental input and feedback play a key role in enabling us to respond proactively to individual needs – whether with more challenges or with more support.

“I chose to stay at JPC for my senior education because the Independent Learning Time provided was a fantastic way to juggle my workload. I don’t have much free time due to my intensive taekwondo training, so the flexibility given in ILT is amazing. Through ILT, I have learnt valuable organisation and time management skills that I wouldn’t have developed as well in other colleges, considering that a third of the week at JPC is Independent Learning.

The teacher support in the form of mentoring also provides an important support basis at school.”

Harry Costelloe, Year 11
Student Leadership Opportunities

At JPC, we expect all students to demonstrate leadership, and many informal opportunities are available to them. In the senior years, this expectation becomes even more explicit as we consider each student in Years 11 and 12 to be a leader, mentor and role model to the younger students in the College.

Alongside these informal opportunities for leadership sits the formal Year 12 Student Leadership Structure which is founded on our core values of Justice, Peace and Courage. There are eight formal leadership positions, constituting the Year 12 Leadership Team. They consist of two College Captains and two Leaders of Justice, two Leaders of Peace and two Leaders of Courage.

The Year 12 Leadership Team provides mentoring to the Year 10 House Leadership team, and the two teams work together on significant projects. Together, they enable the most holistic development of student voices in the community. The Year 12 Leadership Team also takes on some of the responsibilities for whole-school initiatives.

The College Captains are responsible for the overall direction of the Year 12 Leadership Team. They coordinate the vision of the team, chairing regular meetings, and overseeing the implementation of student-led initiatives. The College Captains are called on to represent JPC at official functions, and to act as spokespeople for the student body.

The two Leaders of Justice work on whole-school projects under the broad umbrella of the College value of justice, taking responsibility for initiatives concerning social justice, outreach and environmental sustainability.

The two Leaders of Peace work on whole-school projects under the broad umbrella of the College value of peace, taking responsibility for initiatives around the faith and mission of the College, and building cooperative relationships within JPC and in the broader community.

The two Leaders of Courage work on whole-school projects under the broad umbrella of the College value of courage, taking responsibility for initiatives around health and well-being, arts and culture, recognition and the promotion of student achievement.

The Year 12 Leadership positions are open to all Year 11 students who, if they wish to be considered, participate in a series of leadership workshops before nominating for a leadership position. The eight leaders are elected by their peers and the staff of the College and their specific portfolio is discerned by a panel after individual interviews.
The transition to College is often highly anticipated by high school students who look forward to the freedom that comes with studying fewer classes on the formal timetable, thus providing non-scheduled lesson times. In an unstructured environment where students have the ability to come and go from the College at will, the potential for developing habits where they become disconnected from the community is very real. Classes and assessment can also be missed leading to serious academic consequences.

Given this, at JPC students are supported as they experience more freedom. In Term 1 of Year 11, they are required to be at school for the entire school day to assist them in establishing good work habits and in adapting to the increased demands of senior studies. Following this first term, more freedom to leave the College during non-scheduled lessons becomes available.
Transition - Step by step to independence

The choices for today’s school-leavers are many and varied. The decision-making process can swiftly become overwhelming. In the press of study, part-time work, extra-curricular activities and social life, it is all too easy to lose sight of the ultimate goal. A carefully orchestrated transition program at key points helps allay uncertainty and minimises the associated stress through the different stages of College and into post-school destinations.

YEAR 10

Planning for the senior college years begins early in Year 10, with students being introduced to the language of the ACT senior system. During the first half of Year 10, formal and informal opportunities are created for Year 10 students to explore senior subject choices, with both students and teachers available for targeted discussions and the possibility of attending senior classes. Selected Year 10 students also have the opportunity to complete a personalised project at a senior level standard. A dedicated Transition Week at the end of Semester 1 provides students with greater familiarity with the expectations and structures of the system and further detailed information on subjects and courses offered at JPC. Subject selection takes place with students and their families at the end of this week. The week supports students as they begin their career planning, allowing them to develop their job search skills, hear from experts, and visit tertiary and other training institutions.

Throughout Semester 2, students will have the opportunity to pursue paths of interest by attending the Careers Expo, Try a Trade days and one-on-one conversations with their Mentor Teacher, together with information and specific skills sessions during ILT.

YEAR 11

Our Year 11 program wraps support around each student as they adjust to new expectations and demands. A two day Year 11 Conference early in Term 1 provides inspiration and motivation for the journey ahead, along with practical skills. Over the year, parent and student information sessions explain the complexities of the system including the calculation of the Australian Tertiary Admission Rank (ATAR) and the ACT Scaling Test (AST), whilst Mentor Teachers will continue to reinforce essential time management and self-care skills.

Throughout Year 11, students will have the opportunity to meet and discuss their academic program and progress with their Mentor Teacher and other expert members of staff and to make adjustments as needed.

For those students looking to enter university directly from school, a program of familiarisation with the ACT Scaling Test also begins, ATAR estimates are developed, and their meaning will be explored.

“The transition from a previous junior school into college was an easy one. The support students received from the teachers and school community contributed to the success of the first Year 11. John Paul II College offers a variety of classes and great leadership opportunities for members of the senior school. I have thoroughly enjoyed my experience as a Year 12 leader and senior student at JPC.”

Annie Jenkins, Yr 12
YEAR 12

In Year 12, information sessions continue as for Year 11, and our focus broadens to encompass post-school transition, including the university entry process, options for gap years, tools for entering the workforce and preparation for independent living. A dedicated AST preparation program ensures that students feel confident and familiar with the test. A Year 12 Retreat, held in Term 3, is a key event, providing valuable experiences both individually and as a group.

Induction of students new to the College

We are committed to ensuring that all new students and their parents or carers feel quickly at home in the College. The relationship with the Mentor Teacher is a key element in this and we will look to allocate a staff member from the time of enrolment, well before the student begins at the College. This teacher will work with the student and the family during the year prior to entry into Year 11 to ease the transition and provide support and liaison as needed.

Access to induction sessions running in 2018 is available to all new students. This includes the Transition Week and all information evenings. If attendance is not possible, the College will work to provide as much of the information as possible to the new student to support their transition into the senior school.

“Senior School at JPC gives us the opportunity to develop our own skills and abilities during ILT which help us directly with our lives after school.”

Harrison Bergman, Year 12
Choosing packages and courses

Subject selection in the ACT senior secondary system is governed by the Board of Senior Secondary Studies. The system allows students to undertake specialist areas of study according to strengths and interests without limiting career options. JPC students typically study six subjects in Year 11 and five subjects in Year 12. This ensures that our graduates have both a rich experience and the right preparation for a broad range of tertiary courses and career paths.

All students in the ACT must study English, and are strongly encouraged to study Mathematics.

As a Catholic college, our students also include at least a Minor in Religious Studies in their study package. The feedback from students and families across the Catholic college network is consistently positive about this. As they enter young adulthood, students value the opportunity to explore challenging ideas and unfamiliar cultures. They draw on their studies to become the compassionate citizens and strong leaders they aspire to be.

Students at JPC will have the opportunity to study Vocational courses that may lead to nationally recognised certification or statements of attainment. In 2019, vocational courses will continue to be delivered through a third party/arrangement with St Francis Xavier College (Registered Training Organisation 88024) under the auspices of the Canberra Region Pathways Trade Training Centre. Pathways will be considered based around student demand and teacher qualifications. These could include certification in the Hospitality, Sport, Design and Technology, and Business areas.

- Given our close physical proximity, we are also currently working with St Francis Xavier College to explore a range of further vocational opportunities that we could co-offer. Further information will be available on these later in the year

- Australian School Based Apprenticeships (ASBAs) are also opportunities that students can access in their senior years. These provide an additional, valuable qualification. At present, JPC students are completing a range of ASBAs including Building and Construction, Automotive, Community Services, Information Technology and Sports Administration

Religious Studies assumes even greater significance as students move into Years 11 & 12. It facilitates the exploration of key philosophical and ethical issues and enables students to synthesise complex ideas, to develop informed views and present sophisticated points of view. These are skills essential for success in both further study and the workforce. Historically, ACT Catholic Colleges have found that, for the majority of their students, it has been a strong contributor to their Year 12 results.
The ACT system also enables students to begin their university studies and to broaden their college experience through the study of a university extension course (H Course). JPC students will have access to the full range of H Courses from the Australian National University. The student selection process for these courses is conducted by the university and begins towards the end of Year 10. In 2018, students in both Years 11 and 12 are studying extension courses at university, having qualified through the selection process.

Registered units (R Courses) are designed to recognise extended co-curricular commitments that students make to social, cultural and personal development activities and JPC tailors these units to individual student’s circumstances. R units enhance a students’ record on the ACT Senior Secondary Certificate, showing their diverse achievements and interests.
# Courses offered at JPC in 2019

## Religious Education

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<thead>
<tr>
<th>Type</th>
<th>Course</th>
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<tbody>
<tr>
<td>T &amp; A</td>
<td>Religious Studies</td>
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## English

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<tr>
<th>Type</th>
<th>Course</th>
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<tbody>
<tr>
<td>T</td>
<td>English</td>
</tr>
<tr>
<td>T</td>
<td>Literature</td>
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<tr>
<td>A</td>
<td>Essential English</td>
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## Mathematics

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<tr>
<th>Type</th>
<th>Course</th>
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<tbody>
<tr>
<td>T</td>
<td>Specialist Mathematics</td>
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<tr>
<td>T</td>
<td>Specialist Methods Mathematics</td>
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<tr>
<td>T</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>T</td>
<td>Mathematical Applications</td>
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<tr>
<td>A</td>
<td>Essential Mathematics</td>
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## Science

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<tr>
<th>Type</th>
<th>Course</th>
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<tbody>
<tr>
<td>T &amp; A</td>
<td>Biology</td>
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<tr>
<td>T &amp; A</td>
<td>Human Biology</td>
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<tr>
<td>T</td>
<td>Chemistry</td>
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<tr>
<td>T &amp; A</td>
<td>Earth and Environmental Science</td>
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<td>T</td>
<td>Physics</td>
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## Studies of Society and the Environment (SOSE)

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<th>Type</th>
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<tbody>
<tr>
<td>T &amp; A</td>
<td>Ancient History</td>
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<tr>
<td>T &amp; A</td>
<td>Business</td>
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<tr>
<td>T &amp; A</td>
<td>Economics</td>
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<tr>
<td>T &amp; A</td>
<td>Geography</td>
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<tr>
<td>T &amp; A</td>
<td>Legal Studies</td>
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<tr>
<td>T &amp; A</td>
<td>Modern History</td>
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<tr>
<td>T &amp; A</td>
<td>Global Studies</td>
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## Physical Education and Health

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<tr>
<th>Type</th>
<th>Course</th>
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<tr>
<td>T &amp; A</td>
<td>Exercise Science</td>
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<tr>
<td>T</td>
<td>Physical Education</td>
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<tr>
<td>T &amp; A</td>
<td>Health and Well-being</td>
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<tr>
<td>T &amp; V</td>
<td>Sport, Recreation and Leadership</td>
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## The Arts

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<th>Type</th>
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<tr>
<td>T &amp; A</td>
<td>Dance</td>
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<td>T &amp; A</td>
<td>Drama</td>
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<tr>
<td>T &amp; A</td>
<td>Photography</td>
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<tr>
<td>T &amp; A</td>
<td>Visual Art</td>
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<td>T &amp; A</td>
<td>Media</td>
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<tr>
<td>T &amp; A</td>
<td>Music</td>
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## Technologies

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<th>Type</th>
<th>Course</th>
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<tr>
<td>T &amp; A</td>
<td>Design Technology and Graphics</td>
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<tr>
<td>A, V</td>
<td>Hospitality</td>
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<tr>
<td>T &amp; A</td>
<td>Information Technology</td>
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<tr>
<td>T &amp; A</td>
<td>Textiles</td>
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<tr>
<td>A</td>
<td>Wood</td>
</tr>
<tr>
<td>A, V</td>
<td>Furniture Construction</td>
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<tr>
<td>T &amp; A</td>
<td>Textiles</td>
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## Behavioural Sciences

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<tr>
<th>Type</th>
<th>Course</th>
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<tbody>
<tr>
<td>T &amp; A</td>
<td>Psychology</td>
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<tr>
<td>T &amp; A</td>
<td>Sociology</td>
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## Languages

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<th>Type</th>
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<tbody>
<tr>
<td>T</td>
<td>Continuing French</td>
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<tr>
<td>T &amp; A</td>
<td>Continuing Chinese</td>
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The ACT Senior Secondary System

The ACT senior secondary system is designed to encourage students to pursue their interests without limiting their options for higher study and careers. It is governed by the ACT Board of Senior Secondary Studies (BSSS), which develops policy applying to all ACT senior secondary colleges.

The BSSS delivers the ACT Senior Secondary Certificate and Record of Achievement (ACT SSC) and the ACT Tertiary Entrance Statement (ACT TES). This includes the student’s Australian Tertiary Admission Rank (ATAR) which is required for direct entry to university.

Students may choose to study either a Tertiary Package or a Standard Package.

- A Tertiary Package allows a student to meet the requirements for entrance into university. Students must complete the equivalent of 20 standard units, organised according to BSSS guidelines, and sit all components of the ACT Scaling Test (AST). On completion of all requirements, students are awarded an Australian Tertiary Admission Rank (ATAR).

- A Standard Package is awarded on completion of an educational program approved by the College, which includes the equivalent of at least 17 standard units, in at least four different courses.

Both of these packages can include T, A, V, H and R course types. However, students choosing a Tertiary Package need to ensure BSSS requirements for this are met. Their package will be monitored to ensure appropriate course selection, and guidance will be provided throughout the two years.
Course organisation

- Courses in the senior secondary system are taught and assessed each semester, unit by unit. One standard unit of study towards a Senior Secondary Certificate represents a minimum of 55 hours per class over one semester. At JPC, courses are semester based.

- Courses are usually completed as either ‘majors’ or ‘minors’.

- A major is obtained by completing four standard units of a course, that is, studying it in both Years 11 and 12.

- A minor is obtained by completing two standard units of a course, that is, studying it for only one year in either Year 11 or Year 12.

- In some courses it is possible to do more than four standard units. A student completing six units gains a major/ minor in the subject. Eight units provide a double major.

- A Tertiary Package needs to include at least 4 majors and 1 minor, or 3 majors and 3 minors.

- A T (Tertiary) Course has been accepted by the ACT Board of Senior Secondary Studies as one which prepares students for higher education.

- An A (Accredited) Course has been accepted by the ACT Board of Senior Secondary Studies as being educationally sound and appropriate for students in Years 11 and 12.

- A V (Vocational) Course leads to a vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework (AQF). It may include structured workplace learning.

Assessment and Moderation

Assessment in the ACT takes the form of continuous school based assessment. This means there are no external subject-based examinations. An A-E scale is used to grade the majority of courses. Students studying a T-course will also receive a score.

Teachers moderate assessment items to ensure consistency of grading within colleges.

A formal BSSS-run Moderation Day is conducted every semester to ensure comparability of grades from different schools. The ACT Scaling Test (AST) higher order thinking examination is used to compare Tertiary scores from different schools for calculation of the Australian Tertiary Admission Rank (ATAR).

For further information and detail about the ACT Secondary School System please refer to the JPC or BSSS websites, or contact the College with specific enquiries.
Where to from here?

Current JPC students

Students currently enrolled at JPC do not need to re-enrol in the College. A Commitment of Continuation Form will need to be completed by families during the May enrolment period. A $100 fee is payable with the return of the form and this amount will be credited against Term 1 2019 fees.

The Enrolment Process for students and families new to the College

An Enrolment Form will need to be completed and submitted during the May enrolment period. A fee of $150 is charged once an Offer of Place is accepted. $100 of this will be credited against Term 1 2019 fees.

Uniform Years 11 and 12

Students in Years 11 and 12 will have a senior uniform:

Girls Uniform

The College navy V-neck wool pullover
The College short or long sleeve white shirt with red contrast piping
The College knee-length pleated skirt
Black lace-up leather school shoes - traditional, polishable.
Navy or Black tights (winter); white ankle socks (summer).
College Blazer

Boys Uniform

The College navy V-neck wool pullover
The College short and long sleeve white shirt
The College senior tie (winter only)
The College dark grey pants
Black lace-up leather school shoes - traditional, polishable
Grey ankle socks
College Blazer
In 2013
We had a vision ......
In 2017, our college started with our first Year 11 students.
ST JOHN PAUL II COLLEGE

A flagship college of best practice in education for the local community of the region offering a unique, innovative educational environment to prepare and equip students for the future.