 OUR SCHOOL

CHANGE AND CONTINUITY IN THE HEART OF THE COAST

Merrimac State High School was established in 1979 to service the communities of the central Gold Coast. It sits upon 105,000 sq m of prime real estate in the heart of the Coast. Its strategic suburban location adjacent to the Broadbeach business district and major service roads has supported its ability to grow and adapt as new residential housing, retailers and services were built inland from the coastal strip. The upgrade of local road systems and the advent of light rail now facilitates students attending the school from many areas of the Gold Coast.

Through the decades of population growth, our school administrators, teachers and support staff have ensured impressive high-quality academic programs with clear student pathways leading to university studies. The school has also ensured that students are well-prepared for employment opportunities by establishing strong industry and community partnerships, as well as offering high-quality vocational education. Over recent years, the school has undergone a rigorous renewal program. This has involved upgrading facilities and grounds, enhancing staff professionalism and maintaining consistency in teaching, and improving systems of accountability.

TRADITIONAL VALUES

RESPECT, RESPONSIBILITY, RELIABILITY

To ensure students and staff can achieve their best within a safe and caring environment, three school values have been identified and rigorously developed across our school community. Over many years, these values have been exemplified in our school culture. Our positive school-wide behaviour program is founded on our three school values.

The Merrimac three Rs are:

• Respect (politeness, courtesy, civility and considerate of self, others and property)
• Responsibility (accountable for thoughtful, sensible and conscientious actions)
• Reliability (consistent, dependable and trustworthy)

LEARNING AND RELATIONSHIPS

PRIDE IN EXCELLENCE

All members of the school community strive to build positive relationships, value difference and diversity, encourage life-long learning and contribute to the family, school and wider community. Education is a shared responsibility and we promote a spirit of cooperation and belonging amongst students, staff, parents, carers and the community. We aim to prepare students for life as individuals who are literate, skilled, informed and as people who are happy, responsible and caring.

We encourage all to take ‘Pride in Excellence’ to continue their learning, to contribute positively to their families and communities, and to seek fulfilment by embracing life’s challenges.

We listen carefully to the views that students and parents hold about the quality of the Merrimac schooling experience. Over 90% of our parents consistently report in official and anonymous surveys that “their child feels safe” and that we “celebrate student achievement at the school”. Overall, parents clearly regard our school as “a good school”. Similar percentages of students “believe they are getting a good education” and that they “like being at this school”.

ACKNOWLEDGEMENT OF TRADITIONAL OWNERS

We would like to acknowledge and pay respect to the traditional owners of the ancestral lands on which Merrimac State High School is built; the Yugambeh people. As we share our own knowledge, teaching and learning within this school, may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.
EXTERNAL ACCREDITATION

The Council of International Schools (CIS) is a membership community of 697 schools and 508 colleges and universities representing 112 countries committed to high quality international education.

The member schools provide students with the knowledge, skills and abilities to pursue their lives as global citizens committed to high quality international education.

Merima SHS received accreditation from CIS in 2010. We are committed to continuous improvement, achieving a world standard in education and benchmark ourselves against international standards.

We take great pride in providing a secondary education for Gold Coast families that meet these exact standards.

OUR SCHOOL
RENEWAL PRIORITIES FOR 2016 -2020

- Quality Teaching and Learning: School staff collaborate in professional learning teams and peer mentoring opportunities, thereby providing collegial feedback to improve each others’ capabilities
- Accountability for Results: The school enhances its systems and structures to promote high levels of student achievement, ensuring that students know and understand their learning goals and how to achieve them
- Focus on Improvement: The school is focussed on continual improvement carefully measured against state, national and international standards
LEARNING & TEACHING

OUR CURRICULUM | GUIDING PRINCIPLES

We are committed to achieving quality student outcomes via a seamless curriculum structure. This is designed to develop students across both Junior and Senior areas of the school. Our guiding curriculum principles are:

- Increasingly personalised learning
- Contributing to personal future goals
- Emphasis on developing the whole person
- Emphasis on developing 21st century skills - creativity, problem solving, critical thinking, emotional intelligence and effective use of technology
- Progressively more informed student choice
- Greater alignment of student learning needs with community and government expectations

OUR CURRICULUM STRUCTURE

JUNIOR SCHOOL | YEARS 7 - 9

Our Junior School Curriculum is carefully aligned with the Senior School Curriculum so all students have a clear pathway to the completion of Year 12. The Eight Key Learning Areas (KLAs) of the Australian Curriculum provide the Core Curriculum Framework for academic studies in the Junior School. Students are progressively introduced to some of the specialist discipline subjects embraced in many of the KLAs, as outlined below:

<table>
<thead>
<tr>
<th>NATIONAL CURRICULUM KEY LEARNING AREAS</th>
<th>SUBJECTS AVAILABLE OVER YEARS 7 - 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English: Core, Extension, Literacy, Tutorial</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics: Core, Extension, Numeracy, Tutorial</td>
</tr>
<tr>
<td>Science</td>
<td>Science: Core, Extension</td>
</tr>
<tr>
<td>Studies of Society and Environment</td>
<td>History, Geography</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education: Core, Extension</td>
</tr>
<tr>
<td>The Arts</td>
<td>Performing Arts, Creative Arts, Music</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>Chinese, Japanese, Spanish</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology: Business, Fashion, Food, Industrial, Digital, Design and Technology</td>
</tr>
</tbody>
</table>
SENIOR SCHOOL
YEARS 10 - 12

The Senior School continues to deliver quality academic programs offering students various clear pathways to industry, further education and employment. Year 10 provides the foundation for Years 11 and 12 through a Senior School Curriculum comprising Authority, Registered and Industry Pathway Subjects. Students can focus exclusively upon tertiary entrance rankings or they may choose to explore and negotiate a range of career options tailored to individual learning needs. The school has developed a unique student monitoring program which calculates ‘preliminary rankings’ which inform students on academic performance and gives a better indication of an expected tertiary entrance ranking. Senior students are offered a flexible timetable with many students attending tutorials for Senior Authority subjects or undertaking traineeships or industry work placement. Successful senior students will be awarded a Queensland Certificate in Education (QCE) on graduating.

Merrimac State High School’s proud academic history has a strong profile within the community. Student academic achievement is recognised through the semester-based Academic Honours list. Scholarships are awarded annually to students who have achieved outstanding results in their academic endeavours. Selected staff mentors motivate and support small groups of students in achieving their academic goals.

LEARNING AND TEACHING

RENEWAL PRIORITIES | 2016 – 2020

• Explicit Goals: All lessons have agreed goals explicitly stated and communicated to students for their use in guiding learning progress
• Targeted Teaching: All teachers use the school’s ‘Art and Science of Teaching’ and ‘Tactical Teaching of Reading’ frameworks to ensure teaching practices meet student needs
• Academic Progress: All teachers provide performance feedback on student achievement of their learning goals within the year level
• Personal Development: Student academic progress is correlated with other indicators of their overall wellbeing

Each student is treated as an individual and given every opportunity to excel.
### Year 10

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Core</th>
<th>Foundation</th>
</tr>
</thead>
</table>

At least one Mathematics selection from:
- Prevocational Mathematics
- Mathematics A
- Mathematics B
- Mathematics C

### Year 11

<table>
<thead>
<tr>
<th>English</th>
<th>Core</th>
<th>Foundation</th>
</tr>
</thead>
</table>

At least one English selection from:
- English Communication
- English (Authority)
- English for ESL Learners

### Year 12

<table>
<thead>
<tr>
<th>Mathematics Extension</th>
<th>Core</th>
<th>Foundation</th>
</tr>
</thead>
</table>

At least one Mathematics selection from:
- English Communication
- English (Authority)
- English for ESL Learners
- English Extension

(Only Yr 12)

### Social Sciences

<table>
<thead>
<tr>
<th>Core</th>
<th>Foundation</th>
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</thead>
</table>

### English Extension

<table>
<thead>
<tr>
<th>Core</th>
<th>Foundation</th>
</tr>
</thead>
</table>

At least one English selection from:
- English Communication
- English (Authority)
- English for ESL Learners

### Science Extension

<table>
<thead>
<tr>
<th>Core</th>
<th>Foundation</th>
</tr>
</thead>
</table>

### OP Pathway Subjects (Electives)

- Professional Business Studies
- Japanese
- Chinese
- Spanish
- Health and Physical Education (Extension)
- Drama
- Dance
- Art
- Music
- Economics
- Graphics
- Tech Know
- Philosophy and Reason
- Legal Foundations

### VET Pathway Subjects (Electives)

- Industrial Technology and Design
- Early Childhood Studies
- Hospitality Studies
- Media Studies
- Health and Physical Education
- Textiles and Technology

### Students may choose their Authority Subjects (electives) from the following courses offered:

- Information Processing and Technology
- Modern History
- Japanese
- Chinese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Philosophy and Reason
- Accounting
- Legal Studies
- Graphics
- Business Management
- Economics
- Music

### Students may choose their Authority Registered/Industry Pathways Subjects (electives) from the following courses offered:

- Dance Studies
- Visual Art Studies
- Information Communication & Technology Studies
- Recreation
- Science in Practice
- Tourism
- Hospitality Practices
- Fashion
- Certificate II in Hospitality
- Certificate II in Health Support Services/Certificate III in Health Services Assistance
- Certificate II in Retail Makeup
- Business Studies
- Aquatic Practices
- Recreation - Girls' Rugby League
- Media Studies
- Social and Community Studies
- Early Childhood Studies
- Industrial Technology Skills
- Certificate I in Construction
- Certificate II in Engineering Pathways (Metal)
- Certificate II in Electrotechnology
- Certificate II in Hospitality
- Certificate II in Health Support Services/Certificate III in Health Services Assistance
- Certificate II in Retail Makeup
SUPPORTING STUDENT DIVERSITY
OUR STUDENTS | VARIED NEEDS AND INTERESTS

While a majority of our students come from local catchment suburbs, an increasing proportion are commuting some distance to attend the school. Some are attracted by particular courses and programs, others by the overall school ethos. Students come from diverse family, community and cultural backgrounds and often with particular needs and interests they hope to fulfil.

Balancing priorities is often a challenge for teenagers. Working closely with parents, guardians and carers, relies on a professional student welfare team to support them. These staff encompass the Administration Team, Deans of Students, Guidance Officer, School Nurse, Youth Support Officer, Indigenous Education worker, Chaplains and Phoenix (Form Class) teachers. In addition, the school has a Peer Mentoring Program, which teams each Year 7 Phoenix class with a group of Year 10 students and Year 8 Phoenix classes with a group of Year 11 students. These students have been trained in effective leadership and mentoring skills. The emphasis in peer support is on the creation of a network within the student body to support the transition between primary and secondary schooling.

WINDOWS INTO OUR WORLD
INTERNATIONAL PROGRAM

We are proud of the diverse background of our students and those from other cultures are warmly embraced in our school. While most students were born in Australia, there are more than 30 nationalities represented in our student population and this brings richness to our school lives and activities.

Since 2010, the school’s International Education Program has grown considerably in both student numbers and in staff support. Students come from such diverse countries as China, Japan, South Korea, Germany, Italy, Switzerland, Belgium and Brazil. Staff members include a Head of Department for International and Languages, a Homestay Coordinator, an International Student Coordinator and English as a Second Language (ESL) teachers. The local community strongly supports this educational program by offering high quality homestays for our international students. A caring family environment greatly assists the students’ academic performance, whilst also immersing them in the Australian culture.

SUPPORTING DIVERSE LEARNING PATHWAYS
STUDENTS WITH SPECIFIC LEARNING NEEDS

All teachers are expected to be cognisant of the full range of abilities, skills and interests that exist amongst students in each of their classes. The expectation is that this awareness is translated with care in how they design and implement classroom learning activities. Much use is made of approaches, strategies and activities developed via professional learning in the ‘Art and Science of Teaching’ and ‘Tactical Teaching of Reading’ frameworks. In addition, teachers and students are supported by specialist school learning support staff.

STUDENT LEARNING JOURNEYS
RENEWAL PRIORITIES FOR 2016 – 2020

- Maximising Opportunities: Students are increasingly being case managed on an individual basis to better meet their goals and aspirations
- Inspiring Success: school implements support, celebrates and inspires success in diverse fields and students thereby exhibit a strong culture of self-belief and high performance
- Engaged Academic Summit Program: The school reviews and develops student opportunities for extension programs based on the disciplines of Science, Technology, Engineering, The Arts and Mathematics
- Safety and Security: students participate in an extensive induction into school values, healthy relationships and staff teaching practices, with their developing perceptions being carefully monitored and reported
SPECIAL EDUCATION STUDENTS

Special Education is provided for our students who have Physical, Intellectual, Visual, Hearing, Speech Language Impairments, and/or Autistic Spectrum Disorders. All verified Special Education students have an Education Adjustment Profile. They participate in mainstream elective subjects. These are programs adjusted in consultation with Heads of Department and with support from specialist staff.

Our goal is for all students to become active participants in the wider community. Core subjects focus on work experience, community access, functional literacy, numeracy and socialisation skills. The Work Experience Program is extremely successful, with the students being excellent ambassadors for the school. It is our goal for all Special Education students to obtain either a QCE or a QCIA.

HIGH-PERFORMING STUDENTS

ACADEMIC SUMMIT PROGRAM

We recognise the learning needs of gifted and high performing students who are capable of working at a significantly faster pace and in greater depth than peers their age. The Summit Program comprises high performance classes in academic studies (STEAM Academy) and sporting excellence. Summit Program opportunities are available from Year 7 to Year 10. Even more opportunities are available for high-performing senior students such as: global perspectives (e.g. Confucius Classroom), upgraded facilities (e.g. robotics laboratory) and partnerships with four universities (Griffith, Bond, Southern Cross and the University of Queensland). Local universities offer programs that allow eligible students to undertake tertiary study while completing Years 11 and 12.

The STEAM (Science, Technology, Engineering, The Arts and Maths) Academy will grow each year to encompass Years 7 to Year 10. As a trial school for the Dream Factory – Makerspace, we have been selected as the only successful South East Region Secondary School to implement this innovative concept in 2016. Embedded into the Makerspace teaching philosophy is the emphasis on digital and electronic technologies. Teaching and learning in the STEAM Academy will be collaborative, challenging, innovative, and student-focused. The Fab Lab and Makerspace concept provides students with opportunities to build on their knowledge and understanding by allowing them to design, develop and evaluate their own solutions in a project-based learning environment.

As STEAM Academy students enter Years 11 and 12, they will be able to successfully undertake studies in Mathematics B and C, Physics, Chemistry and Biology, Extension English, Philosophy and Reason, Legal Studies, Graphics, Visual Art, Information Processing Technology, Mandarin, Extension Music, Physical Education and History. They will also have the opportunity to undertake subjects within university courses during Years 11 and 12, and gain direct entry to local universities post-secondary school courses.
VOCATIONAL EDUCATION AND TRAINING
PATHWAYS AND PARTNERSHIPS

Important links between the school and the wider Gold Coast community have enabled students to access a broad range of vocational experiences. The Senior Apprenticeships and Traineeships Program provide the opportunity to complete work placements with local employers to better prepare themselves for the workforce. Students are able to achieve nationally-recognised Vocational Education Training (VET) qualifications which can provide articulation to tertiary study and/or full time apprenticeships. Certificates are awarded to students who have successfully completed all required modules and/or competencies.

Vocational pathways are further strengthened through partnerships with local businesses, industry and Registered Training Organisations (RTO), tertiary institutions and local government. These relationships allow students to gain an insight into the world of work, while balancing their schooling and outside commitments. The school employs an Industry Liaison Officer to assist students attain school-based traineeships and apprenticeships.

DEDICATION
COMMITMENT AND
PERSEVERANCE IS JUST A PART OF OUR SUCCESS FORMULA

GIRLS' RUGBY LEAGUE PROGRAM

The school offers the only NRL sanctioned National Rugby League Program for girls in Australia. Junior School girls are coached in specific skills and fitness programs and then study Rugby League as a curriculum subject in Years 11 and 12. Girls in the squad have held ‘Titans Cup’ and ‘Bronco’s Challenge’ winning titles and have gained accolades as Queensland champions.

The squad was undefeated in their successful tours of Europe and Victoria. The Merrimac SHS teams continue to dominate the game in Australia. The program is multi-faceted and develops physical skills as well as offering career and leadership opportunities. The players gain refereeing and coaching qualifications and First Aid Certification.
COMMUNITY AWARENESS AND SERVICE

For many years our school has fostered a strong sense amongst students of looking beyond themselves and their own lives and interests. We want our students motivated to give back, provide service to others, and volunteer their time and effort towards improving the lives of others. The school provides a wide variety of opportunities for students to extend themselves, to provide leadership to others, and to be of service.

CO-CURRICULAR OPPORTUNITIES

EDUCATIONAL EXCURSIONS

Subject area excursions are organised for students throughout the year. These are designed to be effective learning activities that enrich student knowledge. The school also offers a number of national and international trips during school vacation periods designed to assist students to gain a global perspective. School camps support the learning in: Marine Studies, Biology, International Studies, Sport Summit, Hospitality and Tourism. Above all, these experiences provide opportunities to see the curriculum in terms of reality and with greater cultural awareness.
SPORTS
Merrimac SHS offers a rich and diverse sports program. The school has a long tradition of valuing physical activity and promoting a healthier lifestyle. Sport participation is encouraged by all studentsments, from Year 7 through to Year 12. As part of our endeavour to enhance personal fitness and performance, learn discipline, improve wellbeing and promote teamwork, sport is represented as a vital part of our school.

All students participate in Interschool Sport or Recreational Sport one afternoon a week. Together with Interschool Sport, Sporting House competitions are held where house spirit and participation is emphasized. These include the Junior and Senior Swimming Carnivals, Cross-Country and Athletics Carnival. In the Junior School there are lunch time sporting competitions held to assist students forge friendships, develop teamwork and participation skills.

The school boasts extensive sporting facilities, including a 25-metre swimming pool, indoor sporting complex, oval and tennis complex with four courts.

ARTS
The Arts - including Drama, Music, Dance, Visual and Creative Arts, and Media Studies is strongly supported throughout the school and into the local community. Each year students are involved in a school-wide production and compete in numerous eistedfods and competitions.

Instrumental Music is strongly promoted. We have well-established facilities and specialist teachers to benefit the musicians in our school. Each year, Year 7 students, supported by P & C scholarships, provide a regular influx of talented performers. These students may continue their musical skill development in our Senior Band, Concert Band, Stage Band, Jazz Band and School Choir.

Students in The Arts acquire the social and communicative skills required to be confident, creative and successful contributors to society. The Arts programs nurture emotional intelligence and the student's ability to respond appropriately in a wide range of cultural, social and professional contexts.

Merrimac is one of five high schools that are involved in a weekly Interschool Sport competition – Wider Schools Competition. The sports on offer for Interschool Sport include; Australian Rules Football, Basketball, Cricket, Hockey, Netball, Rugby League, Soccer, Softball, Tennis, Touch and Volleyball.

For Representative Sport at a district level, Merrimac participates in the Oceanic District where students are able to trial for district teams for the above sports as well as Swimming, Cross Country, Track and Field, Rugby Union and Golf.
STUDENT LEADERSHIP OPPORTUNITIES

Our school cultivates and supports student leadership, providing opportunities for the development of all students. Leadership roles exist in the form of:

- Phoenix (Class) Captains
- Sport Captains both Junior and Senior
- School Captains both Junior and Senior
- Senior Prefects
- International Leaders
- International Buddies
- Peer Mentoring (Year 10 and 11 Students)
- Leo Club
- Indigenous student network ambassadors.

All students have the opportunity to become involved in the Student Representative Council. The Council aims to amplify the student voice in the school. Members organise social functions for students, foster school spirit and are proud to make a positive contribution to the school community.

EXTRA-CURRICULAR OPPORTUNITIES

The school offers numerous opportunities for students to pursue personal and academic interests, extend their learning and improve their performance. Examples are provided below:

- Griffith University Guest Program
- World Challenge
- Bond University Student for a Semester
- Membership of Junior Gold Coast City Council
- Chess Club
- Merrimac Cares
- Days of Excellence
- Minister’s Excellence in Art Awards
- Duke of Edinburgh Awards
- Mooting and Debating Competitions
- Southern Cross University Head Start
- Confucius Classroom
- TAFE Schools Program
- Primary Transition Links
- Fundraising for community service groups
- School Camps: Years 7, 8 and 9, Special Education and Music/Band
- Future Options Day
- School Musicals
- Creative Generations
- Polka Dotted Rhinos
- School trips: National and International
- Gold Coast Eisteddfod
- School representative in sporting teams in various competitions
- Kokoda Youth Leadership Challenge
- Science Competitions
- Leo Club
- High Resolves
- Lions Youth of the Year
- Various subject competitions – State/National
- Literature Festivals
- Visual Art Exhibitions

OUR WIDER COMMUNITY

RENEWAL PRIORITIES FOR 2016 – 2020

- Integrated Support: Continue and improve the school’s Wellbeing Program (e.g. Merrimac Minds Matter, Anti-Bullying Induction and Cyber Safety)
- Outwardly Giving: Students volunteer time and effort for the positive benefit of others in the community
- Developing Caring Relationships: Year 7 to 8 students experience incidental and foundational opportunities on an internal basis. Overtime, all Year 9 students will come to be involved in active community volunteering. Years 10 to 12 students have enhanced leadership opportunities