



SEEK THE HEIGHTS

# **Massey High School**

## **Year 9 2024**

### **Pathways Booklet**



Massey High School grows aspirational leaders who influence their community to lead happy and successful lives.

# Vision

Massey High School grows aspirational leaders who influence their community to lead happy and successful lives.

## Kia Ora, Welcome

Greetings  
Bonjour  
Shalom

Kia Orana  
Dobro Dosli  
Goeie Dag

Talofa  
Fakalofa atu  
Malo e lelei

Guten Tag

We welcome all prospective students and parents to the Massey High School community. We hope that this pathways booklet will assist you in the decisions that you will be making about your future journey at Massey High School.

Tēnā koutou e ngā taurā hou, koutou ko o koutou mātua. Haere mai, Haere mai, Haere mai. Haere katoa mai koutou ki te whānau o Te Kura Tuarua o Tiriwā. Ko te pukapuka nei, he mea whakamōhio noa i a koutou, ā, e pai ai tāu tīpako i tōu ara ako ki Te Kura Tuarua o Tiriwā.

E matou te faafeiloai aloaia atu i tamaiti ma matua ole aoga i Massey High School. Matou to faamoemoe ole a avea lenēi tūsi e fai ma taiala ma fesoasoani malosī i lau filifiliga e uiga ilou lumanai lelei o le a e iai, ao e auai ile aoga a Massey High School.

## This information booklet includes four sections.

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Pages 7 to 11 include notes about special programmes.

Page 13 is a listing of current Massey High School subjects for all levels

Pages 14 to 24 include more detailed notes about the subjects you will take in 2024

# Section One

## General Information

### Main Features of Massey High School

*You will find life at Massey High School very different from life at your Primary or Intermediate School. Some special features are outlined below.*

In 2024 there will again be about 400 Year 9 students on the campus at Massey High School, and a total roll of about 1700. The Massey High School Principal is Mr Fairley. Mrs Bashford and Mr Jones are Associate Principals, and the Deputy Principals are Mr Riseborough, Mr Taura, Mr Tinling and Ms Triggs. Assistant Principals are Ms Garratt-White and Mr Hackett.

The Massey High School campus is organised into four individual houses, each named after a part of the school crest – Hiranga, Kārearea, Mātauranga, and Tūrama. Each house is led by two Deans, who are responsible for the day-to-day running of their school. There is also a Ākina Leader for Year 9 who will look after the administrative needs of Year 9 students and will oversee their Achievement.

- **SPECIAL NEEDS**

Massey High School offers comprehensive programmes for students with special needs. These include the Summit classes for gifted students, literacy programmes, classes in English as a second language, and specially tailored study programmes for students with physical or learning disabilities. The Sports Performance and Development Programme is again offered at all levels including Year 9 in 2024, aimed at assisting elite sport performers in reaching their potential in both sporting and academic pursuits.

- **WHO MOVES?**

In Year 9 you can expect to have up to twelve different teachers during the year with the opportunities to study a wide range of subjects, although during each week you will have only about six or seven different teachers. The teachers mostly stay in their rooms and you (and your Tutor Class) will move from teacher to teacher. (You take all your books with you and will need to have a sturdy bag)

- **WHAT SUBJECTS DO YOU TAKE?**

Year 9 students are required to take subjects from each Learning Area of the National Curriculum. The subjects and choices are explained later in this booklet.

- **UNIFORM**

The School uniform is a symbol of the school to which students belong and of which they can be proud. The school expects students to maintain a high standard of uniform and grooming at all times. It follows that complete school uniform should be worn and in a way that reflects credit on both the school and the wearer. Personal cleanliness and tidiness are automatically expected of students at Massey High School. The uniform details for Year 9 students in 2024 are included in the enrolment pack.

# Bring your own device at Massey High School

Massey High School's integrated eLearning means it is recommended that students bring a device to school each day to support their learning. Students will access the internet using the wireless network on campus, and access learning materials provided by the school. This includes access to Office 365 and the school's printing services. The most suitable device for learning is a laptop or similar with a keyboard capable of accessing Office365 online, with a reasonable screen size. **A smartphone is not suitable for BYOD.**

At Massey High School, eLearning is utilised in classrooms to promote student engagement and to further enrich student outcomes. Furthermore, an interactive, digital learning environment, allows students to further develop digital literacy skills and 21<sup>st</sup> century competencies such as communication, collaboration, problem solving and creative thinking. The curriculum and learning activities in Year 9 have been adapted to ensure that devices supplement students classroom learning.

Each student will be issued with a network username and password, which will allow them to log onto the school's network when onsite. All students have access to the cloud-based Microsoft Suite – Office 365, which provides each student with an Outlook email account, document storage (OneDrive), and the ability to utilise all Microsoft Office applications (Word, Excel, PowerPoint, OneNote etc).

Students engage in eLearning through Microsoft Teams and OneNote Classroom Notebooks. They will also be able to install the Microsoft Office suite (Word, Excel, PowerPoint, OneNote, etc.) on their Windows device. Chromebooks should be capable of accessing the cloud-based suite. Most subjects also utilise Education Perfect, the cost of which is met by the school.

Massey High School's recommended requirements are:

- A Laptop or Chromebook (or equivalent hybrid).
- 8-10 hour battery life from one charge (minimum).
- Preferably light and robust.
- A protective carrying case.
- Operating Systems: Windows 10 (if using a laptop)
- For user of Windows laptops, the ability to install and run the Microsoft Office Suite (free for students). For users of Chromebooks, the Chromebook must be capable of accessing the cloud-based Office365 suite.
- CPU: Minimum dual core or above.
- RAM: Minimum 4gb (8gb Recommended).

## Section Two

### Learning Areas

The curriculum and subjects offered to Year 9 students reflect:-

- » The New Zealand Curriculum and Te Marautanga o Aotearoa with its Key Competencies and multiple Learning Areas.
- » The Massey High School Charter which recognises the importance of a school curriculum reflecting the unique character of the school.

Year 9 students at Massey High School study a range of more than ten different subjects, which opens up a breadth of possible vocational pathways opportunities and study in later years.

All students take at least one subject from each of the Learning Areas of the National Curriculum.

In some Learning Areas there is only one subject offered, while in others there is some choice available.

The following pages indicate the subjects that a Year 9 student must take and the areas where there is some choice.

Our Year 9 Curriculum has **eight** Learning Areas. In some Learning Areas there is no choice of subjects, while in the Arts and Learning Languages there is choice available. Year 9 students study at least one subject from each Learning Area.

### Learning Areas where there is no choice of subject:

<b>Learning Area</b>	<b>Subject Taken</b>
<b>English</b>	English..... <input checked="" type="checkbox"/>
<b>Health &amp; Physical Education</b>	Health and Phys Ed ..... <input checked="" type="checkbox"/>
<b>Mathematics</b>	Mathematics ..... <input checked="" type="checkbox"/>
<b>Science</b>	Science..... <input checked="" type="checkbox"/>
<b>Social Science</b>	Social Studies ..... <input checked="" type="checkbox"/>
<b>Technology</b>	Technology ..... <input checked="" type="checkbox"/>

### Learning Areas where a choice of subject is available:

#### The Arts

*Two subjects to be studied from Arts courses*

- Art..... ☐
- Dance ..... ☐
- Drama..... ☐
- Music..... ☐
- Advanced Music ..... ☐

#### Languages

*One subject to be studied from these courses*

- English\* (2<sup>nd</sup> Language)..... ☐
- French ..... ☐
- Japanese..... ☐
- Literacy and Numeracy Enrichment Programme.. ☐
- Spanish ..... ☐
- Te Reo Māori..... ☐

#### Other Subjects\*

Leadership (for the Summit Leadership students)

**\*Note 1** English Speakers of Other Languages (ENGL) students who do not meet minimum English requirements must take English (2<sup>nd</sup> Language) in addition to English. Such students will be placed in an English (2<sup>nd</sup> Language) option based on their entry test results. Literacy and Numeracy Enrichment will also be provided by invitation as an alternate every day class for students who need to enhance their literacy and numeracy skills.

**\*Note 2** Special Programmes, such as the Summit Classes, Sports Programmes, and Focus Learning Programmes can involve a variation in the subjects studied by students in those programmes.

# Vocational Pathways

Vocational Pathways is a concept introduced by the Ministry of Education to provide a framework for curriculum structure in schools and to assist students in course and career planning. At Year 9 level, individual course selections can begin to define future pathways for students, although what is offered at Year 9 provides broad opportunities to study a range of subjects. As Year 9 students later progress into the senior school they can select courses which will provide a sharper focus along specific pathways. As they reach Years 12 and 13 it is important that their studies and course selections begin to focus more on their future vocational planning aligned with their interests, aptitudes, and natural abilities.

There are many possible vocational pathways within the six Vocational Pathway Sectors defined by the Ministry of Education.

The six Vocational Pathway Sectors are as follows:

- Construction and Infrastructure
- Creative Industries
- Manufacturing and Technology
- Primary Industries
- Services Industries
- Social and Community Services

It is good for Year 9 students to be aware of these Vocational Pathway Sectors.

This diagram illustrates that there is a degree of overlap between the sectors during the school years before students branch out beyond school on their chosen pathways.



# Section Three

## Special Programmes

### Year 9 Literacy Programmes 2024

Academic success at secondary school requires that students have functional literacy levels. The Focus Learning Department currently runs four programmes designed to target the specific needs of our students and to assist the school in reaching its academic goals. Depending on staffing and resources, FLD usually offers the following programmes to our Y9 students:

<p><b>YEAR 9 PASIFIKA LITERACY PROGRAMME (PLP)</b></p>	<p>The Year 9 <b>Pasifika Literacy Programme (PLP)</b> aims to improve the reading, writing and vocabulary skills of Pacific Island students so that they are able to function successfully in mainstream classes across the curriculum. PLP runs for three terms each year and students attend sessions in either period 1 or period 2 for four days of each school week.</p> <p>Parent support is crucial to PLP and parents will be asked to give permission for their child to attend the programme.</p> <p><b>NOTE:</b> Participation is by invitation only. This programme cannot be selected as an option during the enrolment process.</p> <p><b>COST/EQUIPMENT:</b> One 1B5 exercise book. No extra costs.</p>
<p><b>YEAR 9 MAORI LITERACY ENRICHMENT PROGRAMME (MLE)</b></p>	<p>The Year 9 <b>Māori Literacy Enrichment Programme (MLE)</b> aims to improve the reading, writing and vocabulary skills of Māori students so that they are able to function successfully in mainstream classes across the curriculum. Students attend MLE for approximately six weeks. There are four sessions a week, during period 3. Students work in small groups, each with a tutor.</p> <p>Parent support is vital to MLE and parents will be asked to give permission for their child to attend the programme.</p> <p><b>NOTE:</b> Participation is by invitation only. This programme cannot be selected</p> <p><b>COST/EQUIPMENT:</b> One 1B5 exercise book. No extra costs.</p>
<p><b>YEAR 9 COMMUNICATION &amp; THINKING SKILLS PROGRAMME (CATS)</b></p>	<p>The Focus Learning Department runs a literacy programme which aims to improve students' ability to gain information from text. Students learn a range of strategies designed to help them cope with the complexity of texts/tasks required at secondary school.</p> <p>Targeted Year 9 classes participate in CATS with each class scheduled to attend 3 sessions per week over 4-5 weeks. Each class is accompanied by their subject teacher and the students work in small groups with a tutor. The programme not only improves literacy skills, but also requires the students to think, communicate clearly and co-operate with others.</p> <p><b>COST/EQUIPMENT:</b> There are no extra costs.</p>
<p><b>YEAR 9 LITERACY ENRICHMENT PROGRAMME</b></p>	<p>Selected students are invited to participate in small groups to practise their reading, writing, listening and vocabulary skills in order to improve their overall literacy.</p> <p>Classes usually run four times a week in period 3 for a period of six weeks and are ability-based. Parents will be asked to give permission for their child to attend the programme.</p> <p><b>COST/EQUIPMENT:</b> One 1B5 exercise book. No extra costs.</p>





Summit (sūm'īt) *n.* 1. The highest point or part; the top.  
2. The highest level or degree that can be attained.

The Massey High School Summit Programme for Gifted and Talented Education works to identify giftedness and talent across a range of areas, both academic and performance based. We understand that gifts and talents shine through students in a variety of ways, and our Summit Programme aims to nurture gifted and talented students across the areas of Science, Mathematics, the Arts, Literature, and Leadership.

This is a special 5-year programme catering for our most able students. Once accepted into the programme, students are offered a range of approaches to enrich or extend their learning. These include fast-tracking NCEA credits, extra and co-curricular groups, international competitions, scholarship courses and university papers. Summit students remain in the same Tutor Group for the full 5-year journey through Massey High School providing continuity and sense of belonging\*. Our Gifted and Talented Programme is nationally recognised and students who apply can choose to be extended further in any of the categories below:

- Arts,
- Literature,
- Mathematics,
- Leadership\*
- Te Whare Ahuru – see description on pages 10 and 11

\*Leadership students are the exception to this rule. We believe that Leadership students flourish in an environment where they are not competing for limited roles in the school and House system. These students are placed in Tutor Groups across all 4 Houses, therefore enabling more of them to engage in leadership activities including the House Senate and being mentored by House Captains and Deans. It is possible for a student to select Leadership as well as one of the other SUMMIT programmes on offer.

**Special Programming Offered:**

- Acceleration in Mathematics and English, with pathways to Scholarship
- Enriched Science curriculum in Years 9 and 10
- Leadership option classes from Years 9 and 10
- Leadership camps and conferences
- Advanced Art and Music classes
- Custom timetables as needed
- Pathways and courses to support NZQA Scholarship and early university study in Years 12-13

**Each Summit class aims to:**

- Promote personal excellence
- Provide acceleration and/or enrichment in designated areas of giftedness and talent
- Provide students with extracurricular opportunities for personal and academic growth
- Allow parents and students the opportunity to choose pathways according to the gifts and talents they would like to pursue

**SUMMIT Entry Criteria:**

1. **All interested students should submit a completed application** indicating which area they would like to pursue as their focus (Mathematics and Science, Arts, Literature, and/or Leadership).
2. A personal statement and letters of reference will be required for those who wish to be part of our **Leadership programme**..
3. A strong commitment to personal excellence.
4. Pre-entry assessment results in the top 5%, a school record of high achievement and effort, as well as achievement in areas of special character, will be considered as part of entry into the Summit Programme.

Note: Selection for the Summit programme will be made based on a combination of application and entry testing data, and in some cases invitations may be extended to students who have not applied to the programme.

**Cost/Equipment:** The programme outlined above incurs additional expenses in relation to out-of-school activities, entry fees for competitions and exams such as the ICAS English, Maths and Science Competitions. Opportunities for workshops, conferences, and camps may also incur fees.

Application forms are available as part of the online enrolment process. Students who wish to be considered for the Summit Programme must first be enrolled.

# Te Whare Āhuru – Māori Full Immersion SUMMIT

Te Whare Āhuru started in 2020 as a Māori bilingual SUMMIT programme, where Māori are able to achieve as Māori.

As of late, we have transformed Te Whare Āhuru to become a Full Immersion SUMMIT programme when in Te Whare Āhuru classes where any student can achieve being Māori.

The programme is designed to help empower our rangatahi within an environment based on the core values of our Māori culture. Manaakitanga (Caring for one another), Rangatiratanga (leadership), Whanaungatanga (Relationship based learning), Tūturutanga (Authenticity), and Whanaketanga (Development). Te Reo Māori, Mātauranga Māori, Te Ao Māori and Tikanga Māori are vehicles that will help to strengthen these uara (values).

Through this programme our tauira will go out into the world to seek the very pinnacle of their dreams and aspirations, while also being grounded in Te Ao Māori and having gained skills to participate, engage and lead in Māori spaces and contexts. As Te Whare Āhuru is a summit programme there are key elements that tauira, whānau and kaiako must fulfill, and Te Whare Āhuru is open to any student, regardless of their Te Reo Māori proficiency or ethnic background. If you are wanting to learn within a Māori Medium setting, nau mai, haere mai.

Māori Medium Education has gained a lot of traction as a viable educational learning pathway that can guide any student to meet their dreams and aspiration using Te Reo Māori, Mātauranga Māori, Tikanga Māori and Te Ao Māori.

Students do not need to be proficient in Te Reo Māori, Tikanga Māori, Te Ao Māori, and Mātauranga Māori, but must have a want, a willingness and a passion to learn and grow through a Māori Medium Educational Pathway.

## **Te Kawa o Te Whare Āhuru (Standards for Te Whare Āhuru):**

- Year 9 and 10 students must take all Te Whare Āhuru subjects provided. (This includes Te Reo Māori, Pāngarau, Tikanga-ā-iwi, Hauora, Hākinakina, Toi, and Kapa haka.)
- Year 11 students must take Te Reo Māori, Pāngarau, and one extra Kaupapa Māori specific subject.
- Year 12 and 13 students must take Te Reo Māori, and one extra Kaupapa Māori specific subject.
- A desire and willingness to learn, grow, and follow a Māori Medium Educational Pathway
- Students are expected to participate and actively engage in all Te Whare Āhuru obligations. E.g Pōwhiri, whakatau, karanga, whai kōrero, mahi o te Marae, waiata/haka tautoko, etc.
- Whānau attend whānau hui once a term
- Attendance 95% and over
- Must adhere to all Massey High School rules and procedures

All the above standards are monitored throughout the year.

## **Recommendation:**

Applicants must also provide a record of academic success from their previous school. This should include a letter of recommendation and copies of school reports. Successful applicants

are expected to maintain a positive record of learning and achievement, attitude, behaviour, and attendance. These expectations are monitored throughout the programme.

**Programme:**

The programme consists of kaupapa (subjects) such as Te Reo Māori, Pāngarau, Pūtaiao, Tikanga-ā-iwi, Hauora and Ngā Toi (Māori Language, Mathematics, Science, Social Studies, Health, and The Arts) that is taught in a Full Immersion context. This is in conjunction with available staff that can teach with a Full Immersion focus

**Application:**

Application forms for Te Whare Āhuru are available upon enrolment at Massey High School. Please attach letters of recommendation and recent school reports to the application when it is submitted. Enrolments are taken year-round and are open to any student. Māori, and non-Māori alike.

**Interview:**

Once we receive your application for Te Whare Āhuru, a representative of Te Whare Āhuru will organise a time and date for an interview between whānau, the student and staff. We also invite any extended whānau or support to your interview. We will see you all then.

# Massey High School Sports Programmes

The Massey High School Sports Performance & Development programme is included in the course structure at Massey High School to provide support and guidance in both academic and sporting arenas for talented student athletes.

## **Sports Performance & Development Programme**

The Sports Performance & Development Programme includes practical sessions on Strength, Aerobic Conditioning, Speed, Power, Flexibility, Muscular Endurance, and Sport-Specific Skill Coaching. The programme also offers theory sessions on Goal Setting, Fitness Components, Nutrition for Sport, Functional Anatomy, Sport Safety, Injury Management and Rehabilitation, Assessment and Evaluation, and Team Building.

The Sports Performance & Development Programme is a full year programme. Sessions are every 2<sup>nd</sup> day. Moving into Year 10, this programme moves to every day.

In accepting the challenge of “Seek the Heights”, academy participants adopt roles of leaders in sports, helping them to gain opportunities for success in future endeavours.

## **Eligibility**

1. Sports Performance & Development Programme participants should have the ability, attitude and potential to compete at the highest level for their age group, and **MUST** represent Massey High School in a winter sports code. (i.e. Basketball, Football, Hockey, Netball or Rugby).
2. Students must adhere to the school rules and follow the guidelines of The Massey Way.
3. Students must follow Massey High School Player Expectations on Fair Play in their sporting endeavours.

## **Cost / Equipment**

Sports Performance & Development Programme, Uniform fees \$70 (Shirt \$35, Shorts \$35)

## **Application**

An application form for Sports Performance & Development Programme is included in the enrolment pack, to be filled in along with the course selection form at the time of enrolment at Massey High School. Please also bring testimonials, CVs of sporting achievements and letters of support for sporting achievements to your enrolment interview. A selection process will take place near the end of 2023.

## Section Four Curriculum

### Massey High School Curriculum Model

The current Massey High School timetable involves Year 9 students studying five subjects each day. Subjects are studied several days of each week. Some courses continue over the whole year, some are studied over one semester, some over a half-semester.

[Note: A semester course is a half-year course of approximately two terms or 18 weeks. A half-semester course is a quarter-year course of approximately one term or 9 weeks.]

In the current timetable, English, Mathematics, Science and Social Studies continue throughout the entire school year at Year 9. This places a major emphasis on Literacy and Numeracy for the first year at Secondary School to assist students in all learning areas.

Phys Ed / Health, and a Language subject are also studied through the year on alternating days. Two other subjects from the Arts or local curriculum are studied by each student as half-semester options, and all the Technology subjects are studied each over the duration of the year.

A similar model applies in Year 10, and all other Year 10 subjects are studied on every second day throughout the year.

[Note: Phys Ed and Health are counted as two separate subjects but they share a semester of study. This applies to both Years 9 and 10.]

#### Examples (Years 9 and 10)

Year level	
<b>Year 9</b>	English Mathematics Science Social Studies Drama/Music (or Art/Dance etc.) Technology Health/Phys Ed or Sports Performance & Development Te Ao Māori
<b>Year 10</b>	English Mathematics Science Social Studies Drama/Music (or Art/Dance etc.) Technology Health/Phys Ed or Sports Performance & Development

Students in Year 11, 12 and 13 generally study five subjects for the entire school year, each subject being studied for an hour every day during the course of the year.

The 2023 subject list (to be updated later in 2023 for 2024) is included on the following page to assist with initial long-term planning for incoming Year 9 students and parents.

# 2023 MASSEY HIGH SCHOOL SUBJECTS

SUBJECT AREAS		YEAR 9	YEAR 10	LEVEL 1 / YEAR 11,12	LEVEL 2 / YEAR 12,13	LEVEL 3 / YEAR 13
COMPULSORY SUBJECTS	CORE	English, Mathematics Science, Social Studies Health & Physical Ed, Te Ao Māori	English, Mathematics Science, Social Studies Health & Physical Ed	English, Mathematics Geography or Science (including Semester Sciences)	English	
	OPTIONS	Arts (Art, Dance Drama, Music, Advanced Music) Language (ENGL, French, Japanese, Spanish, Te Reo Māori) Technology (Fabric, Food, DVC, Resistant Materials, Digital Technology) Leadership	Arts (Art, Advanced Art, Dance Drama, Music, Advanced Music) Technology (Digital Technology, Fabric, Food, DVC, Resistant Materials) Plus 1 other subject	Plus 2 other subjects	Plus 4 other subjects	5 subjects
VISUAL ARTS		Art	Art Advanced Art	Art 101 Art Photography 101	Art 201 Art Photography 201	Art Photography 301 ● Art Painting 301 ●
COMMERCE			Business	Accounting 101 Business 101	Business 201	Accounting 301 ● Business 301 ●
COMPUTING & DIGITAL TECHNOLOGY		Digital Technology	Digital Technology ▲	Computer Science 101 Digital Technology 101	Computer Science 201 Digital Technology 201	Computer Science 301 ● Digital Technology 301 ●
DANCE		Dance	Dance	Dance 101	Dance 201	Dance 301
DESIGN & VISUAL COMMUNICATION		Design & Visual Comm	Design & Visual Comm	Design & Visual Comm 101	Design & Visual Comm 201	Design & Visual Comm 301 ●
DRAMA		Drama	Drama	Drama 101	Drama 201	Drama 301
ENGLISH & ENGLISH LANGUAGE DEVELOPMENT (ESOL)	English	English	English	English 120, 101, 103 ▲	English 201,203 ▲	English 301 ●, 303 ▲
	ENGL1 (ESOL)	ENGL2 (ESOL)	ENGL3, ENGL4 (ESOL)	ENGL4, ENGL5 (ESOL)	ENGL4, ENGL5 (ESOL)	ENGL4, ENGL5 (ESOL)
FABRIC		Fabric Technology	Fabric Technology	Fabric Technology 101 Pre-Academy Fashion ▲	Material Technology 201 Early Childhood ■	Material Tech 301 ● Early Childhood ■
FOOD		Food Science & Technology	Food Science & Technology	Food Science Tech 101 Pre-Academy Hospitality ■	Food Science Tech 201	Food Science Tech 301 ●
HEALTH AND PHYSICAL EDUCATION		Health Physical Education Sports Perform & Dev	Health Phys Ed Sports Perform & Dev	Health 101 Phys Ed 101 Sports Perform & Dev 101	Health 201 Phys Ed 201 Sports & Outdoors 203 ■ Sports Perform & Dev 201	Health 301 ● Phys Ed 301 ● Sports & Outdoors 303 ▲ Sports Perform & Dev 301 ●
INTERNATIONAL LANGUAGES		Chinese, French, Japanese, Spanish	Chinese, French, Japanese, Spanish	Chinese 101, French 101 Japanese 101, Spanish 101	Chinese 201, French 201, Japanese 201, Spanish 201	Chinese 301 ● French 301 ● Japanese 301 ● Spanish 301 ●
MAORI		Te Reo Māori	Te Reo Māori	Te Ao Haka 101 Te Reo Māori 101	Te Ao Haka 201 Te Reo Māori 201	Te Ao Haka 301 ● Te Reo Māori 301 ●
MATHEMATICS		Mathematics	Mathematics	Mathematics 101, 102, 103	Mathematics 200 Mathematics with Statistics 201 Mathematics 202	Mathematics with Calculus 301 ● Mathematics with Statistics 301 ● Mathematics 302 ●
MEDIA			Media Studies	Media Studies 101	Media Studies 201	Media Studies 301 ●
MUSIC		Music Advanced Music	Music Advanced Music	Music 101	Music 201	Music Studies 301 ● Making Music 301 & Academy ●
RESISTANT MATERIALS		Resistant Materials Technology	Resistant Materials Technology	Pre-Academy Engineering ■ Pre-Academy Building ■ Resistant Materials Technology 101	Resistant Materials Technology 201	Resistant Materials Technology 301 ●
SCIENCE		Science	Science	Science 101 Science 102 Semester Sciences: (double line) Earth & Space Science, Biology, Chem, Physics,	Science 201, Science 202 Biology 201 Chemistry 201 Earth & Space Science 201 Physics 201	Science 301 ●, 302 ● Biology 301 ● Chemistry 301 ● Earth & Space Science 301 ● Physics 301 ●
SOCIAL SCIENCES and HUMANITIES		Social Studies	Social Studies	Geography 101 History 101	Geography 201 History 201 Classical Studies 201 Tourism 203 ■	Geography 301 ● History 301 ● Classical Studies 301 ● Tourism 303 ■
AUCKLAND WEST VOCATIONAL ACADEMY (AWVA)		The Auckland West Vocational Academy offers secondary/tertiary courses for senior students from Massey High School as well as from other schools.		Pre-Academy Engineering ■ Pre-Academy Building ■ Pre-Academy Hospitality ■ Pre-Academy Fashion ▲	Automotive Academy ■ Early Childhood ■ Fashion Academy ■ Hospitality Academy ■ Radio Academy Tourism Plus Academy ■ Carpentry Academy ■	Automotive Academy ■ Early Childhood ■ Fashion Academy ■ Hospitality Academy ■ Radio Academy Tourism Plus Academy ■ Building Academy ■ Māori Performing Arts ■

Key: ● UE Approved Subject (Level 3)

▲ Course includes one or more Unit Standards

■ Course is all Unit Standards

May 2023

# CORE LEARNING AREAS

☒ English ☒ Health ☒ Mathematics  
☒ Physical Education ☒ Science ☒ Social Sciences  
*These Core Learning Area courses are compulsory.*

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## English

### MAIN AREAS OF STUDY

Reading and writing, speaking and listening, viewing and presenting.

### METHODS OF ASSESSMENT

Various written, oral and visual methods

### EQUIPMENT

2 x 1B5 exercise books, 1 x 14B8 Refill

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## Mathematics

### MAIN AREAS OF STUDY

Students will be working on the National Mathematics Curriculum in the areas of Number and Algebra, Geometry and Measurement, and Statistics. Practical applications of Mathematics are explored. Numeracy and mathematical literacy are a major emphasis throughout the course. A full range of abilities is catered for. Numeracy and mathematical literacy are a major emphasis throughout the course as these will help to enable success in the Numeracy Unit Standard (US32406); a key requirement for the NCEA qualification.

### METHODS OF ASSESSMENT

Tests, assignments, homework and projects

### COST / EQUIPMENT

Two 1J5 books, scientific calculator and a 30cm ruler are essential.  
Students in the Maths SUMMIT programme would benefit from having a graphical Calculator from Year 9.

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## Science

### MAIN AREAS OF STUDY

The Science programme at Massey High School covers a range of knowledge and practical skills that help students to understand what is going on in the world around them.  
Topics covered are: Science Skills, Chemistry, Physics, Biology and Earth & Space Science.

### METHODS OF ASSESSMENT

A mixture of written tests, practical assessments, and project work throughout the course. All students sit an exam at the end of the year.

### COST / EQUIPMENT

Highlighters, ruler, pencil, and blue/black pens.

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## Social Studies

### MAIN AREAS OF STUDY

Social Studies is concerned with the study of people, places, and the environment. This is achieved through examining historical, geographical, and current events.

Topics to be studied include; Te Tiriti o Waitangi, Systems of Government, Waves of Migration, Sustainability, and Pacific Challenges

### METHODS OF ASSESSMENT

Regular assessment of bookwork and projects. Test during each term. End-of-year examination. Assessment of knowledge, skills and understanding ideas.

### COST / EQUIPMENT

1 x 1B5 books.



# CORE LEARNING AREAS

*continued*

## Physical Education

### MAIN AREAS OF STUDY

Year 9 students experience a range of physical activities. The programme for 2024 is based on the national Health and Physical Education Curriculum and major components include physical growth and development, motor skill development and personal and social development.

Physical Education can be continued as a full academic option at NCEA Level 1, Level 2, and Level 3 and is a University Approved subject.

### METHODS OF ASSESSMENT

Students are assessed on managing self, personal performance, co-operation, communication, and attitude.

### COST / EQUIPMENT

Massey High School Phys Ed T-Shirt \$30, PE shorts \$30 (can be purchased only from the SAS uniform shop)

## Health

### MAIN AREAS OF STUDY

Through learning in Health Education, students will develop the knowledge, skills, attitudes and motivation to make informed decisions and to act in ways that contribute to their personal well-being, the well-being of other people, and that of society as a whole.

The Year 9 Health programme is based around the Māori philosophy hauora, where we explore making health-enhancing decisions in the context of social responsibility, drug education, healthy choices, nutrition, and sexuality education.

Health Education can be continued as a full academic option at NCEA Level 1, Level 2, and Level 3 and is a University Approved subject.

### METHODS OF ASSESSMENT

Assessment tasks will be conducted for three of the health topics explored.

### COST / EQUIPMENT

Some materials may incur extra costs.

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# THE ARTS

☐ Art

☐ Dance

☐ Drama

☐ Music

☐ Advanced Music

*You will study **TWO** subjects from this learning area.*

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## Art

### PRE-REQUISITE

A general interest in Art and a willingness to improve their art making skills.

### MAIN AREAS OF STUDY

Students are introduced to a range of practical skills needed in Art including: drawing, painting and printmaking. They also begin to look at movements in art and other art approaches which may include contemporary art, Maori art and Polynesian art forms.

### METHODS OF ASSESSMENT

Practical work will be assessed as tasks are finished throughout the course.

### COST / EQUIPMENT

Students will be issued with a 4B pencil and a drawing wallet and are advised to bring their own eraser and colouring pencil set.

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## Advanced Music (1 semester course)

**NOTE: This is a 1 semester course and therefore fills the requirements to take 2 Arts subjects.**

### PRE-REQUISITE

Open to students who have already had some experience playing an instrument by either private tutelage or from a family member or as part of a school or church group. You must apply using the Advanced Music Course Application form and explain your experience on this instrument in detail. You will be selected on your merits and experience so please be detailed. You do not have to be able to read music notation to take this course. It is expected that you have access to your chosen instrument at home so you can practice.

### MAIN AREAS OF STUDY

Practical: Solo and group performances on your selected instrument with the opportunity to perform in assemblies or other school events as well as becoming a member of a school music group with the opportunity to compete in competitions and perform in the community.

Theory: Music reading skills in preparation for Year 10 Advanced Music and NCEA examinations

Aural: Listening to music of different styles and analysing the elements in preparation for Year 10 Advanced Music and NCEA.

Music in Context: Examination of 20<sup>th</sup> Century popular music styles and project-based research on a style of music of your choice.

Composition: Composing in groups for percussion instruments, and individual computer-based compositions.

Music Technology: Understanding of music notation software and Digital Audio Workstations and basic sequencing and recording techniques

### METHODS OF ASSESSMENT

Practical assessments and tests.

### COST / EQUIPMENT

Access to an online learning device would be advantageous

### INDIVIDUAL TUITION

The Music Department provides private and small group tuition through the **Itinerant Music Teachers Scheme** in Flute, Clarinet and Saxophone, Piano, Guitar, Drums and Bass Guitar, Trumpet and Trombone as well as Voice. Priority is given to option music students when there is an oversubscription for any of the above instruments.

# THE ARTS

*continued*

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## Music

### PRE-REQUISITE

Open to all students who have not played an instrument before (if you have some previous experience playing an instrument, you are encouraged to enrol in the Advanced Music course).

### MAIN AREAS OF STUDY

Practical: Beginner Keyboard and guitar skills.

Theory: Music reading skills

Aural: Listening to music of different styles and analysing the elements

Music in Context: Examination of 20<sup>th</sup> Century popular music styles and project-based research on a style of music of your choice.

Composition: Composing in groups for percussion instruments, and individual computer based compositions.

### METHODS OF ASSESSMENT

Practical assessments and tests.

### COST / EQUIPMENT

Access to an online learning device would be advantageous

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## Dance

### PRE-REQUISITE

You should feel comfortable with the requirement to be creative and energetic, and to bring a change of clothes. Full participation is expected.

### MAIN AREAS OF STUDY

You will learn about the Elements of Dance; Space, Time and Energy. You will participate in a range of creative activities to explore these areas. You will learn about a specific style of dance. You will perform both creative dance, and a style of dance in groups in front of your class. Further information will be given at the commencement of the course.

### METHODS OF ASSESSMENT

Practical work. Written journal, group work, creativity and performance.

### COST / EQUIPMENT

Nil

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## Drama

### PRE-REQUISITE

You should feel comfortable with the requirement to perform in front of others.

### MAIN AREAS OF STUDY

Practical work in such areas as improvisation, storytelling and scripted scene work. Personal skills will be developed including confidence, trust, teamwork, initiative. Language development in a range of contexts.

### METHODS OF ASSESSMENT

Practical work. Rehearsal and performance. Written reflections.

### COST / EQUIPMENT

Worksheets supplied by department, paperwork will be completed on student devices.

# TECHNOLOGY

- ☑ Design and Visual Communication    ☑ Digital Technology
  - ☑ Food Science & Technology    ☑ Product Design
- All 4 Technology courses are compulsory.*

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## Design and Visual Communication (DVC/Graphics)

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

In the year 9 Design and Visual Communication course we focus on creative thinking, idea generation, technical drawing skills, rendering, modelling using the laser cutter and time management to meet deadlines.

The Course concentrates on drawing skills as the means of communicating ideas.

Beyond year 9, students learn about design movements, significant architects, and designers alongside how design transforms the world we live in. Students use their developing visual communication skills and developing understanding of design to generate solutions to product and spatial design briefs.

### METHODS OF ASSESSMENT

Assignments, Project based folios of work.

### COST / EQUIPMENT

MINIMUM REQUIREMENT: Students need a minimum of a pencil, sharpener and eraser.

OPTIONAL \$5 Junior Stationary Kit includes 2H, HB x2, 2B x2 pencils, eraser, sharpener, fineliner

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## Digital Technology

Computers and Digital technology are everywhere and play an important (and growing) role in our society. In job surveys, roles in 'IT' are consistently at (or near) the top of the list in terms of earnings and future opportunities. Having a sound understanding of key Computer Science and Programming concepts has never been more important.

In this course students will develop skills in both Computational Thinking (programming and Computer Science) and Designing Digital Outcomes.

Students will learn the following:

- Programming
  - Decomposing a problem
  - Writing programs
  - Testing programs
- Computer Science
  - Human Computer Interfaces (ie: Usability)

The transferable knowledge and skills students learn are needed to successfully operate in our society as informed citizens.

### METHODS OF ASSESSMENT

Students will complete a range of assessment activities, all of which are submitted electronically.

### COST / EQUIPMENT

**Students are encouraged to bring their own headphones** to each class. All assignment submissions in this course are done digitally.

# TECHNOLOGY

*continued*

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## Food Science & Technology

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

This course will follow the Technology curriculum with the emphasis on the ingredients used in the manufacture of a range of food products. The course will give the students an understanding of the properties and functions of ingredients used, the nutritional properties of ingredients and the science of cooking. They will learn this through making a range of different products both savoury and sweet.

### METHODS OF ASSESSMENT

Assessment will be in a digital format, based on the students understanding of food science and the ingredients they have used in the manufacture of these products.

### COST / EQUIPMENT

Students will need to provide a ruler, blue or black pen, a pencil and a 1B5 exercise book. They will also need to bring a container from home to take their products away with them. We will no longer be providing single use plastic containers or forks for purchase.

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## Product Design

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

This course will follow the Technology curriculum with the emphasis on developing the knowledge and skills required when working with textiles or resistant materials. This will allow students to create both conceptual designs and prototypes of technological outcomes. Students will develop knowledge of systems, machines and techniques used in manufacturing products. They will use manufacturing and quality assurance processes to make a prototype.

### METHODS OF ASSESSMENT

Production of a functioning outcome and a knowledge book of evidence

### COST / EQUIPMENT

Students will need to provide colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

# LANGUAGES LEARNING AREA

☐ English Language Development   ☐ French  
☐ Japanese   ☐ Literacy Enrichment   ☐ Spanish   ☐ Te Reo Māori

Select **ONE** subject from the Languages learning area.

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## English Language Development

### PRE-REQUISITE

For students who do not have English as their first language or speak mostly their first language at home. Students may choose this option themselves, but some students may be placed in this subject as a result of testing or if support is specifically requested due to difficulties with English.

### MAIN AREAS OF STUDY

This course supports language acquisition across all subject areas through developing basic skills such as reading, writing, listening and speaking. As in English, our areas of study focus on reading and writing, speaking and listening, viewing and presenting. Our primary goal is to develop students' English literacy to the point where they can operate effectively in the mainstream.

### METHODS OF ASSESSMENT

Various oral and written methods.

### COST / EQUIPMENT

Some materials may incur extra costs.

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## French

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover levels one and two of the New Zealand Curriculum by dealing with the following topics:

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects and foods.

### METHODS OF ASSESSMENT

Vocabulary tests, recorded conversations and presentations, online writing projects, end of course assessment.

### COST / EQUIPMENT

Students will need to provide 1B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

French breakfast, French restaurant, French film festival, French TV and French Music. Future study tour opportunities to be advised.

# LANGUAGES LEARNING AREA

*continued*

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## Japanese

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover levels one and two of the New Zealand Curriculum by dealing with the following topics:

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects, foods, sport, and leisure.

### METHODS OF ASSESSMENT

Course work, ITC assignment, cultural projects, end-of-course assessments, and presentations

### COST / EQUIPMENT

Students will need to provide 1B5/2B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

Origami, Japanese cooking, calligraphy, Japanese animation, film and cultural club. Future study tour to Japan.

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## Literacy and Numeracy Enrichment Programme (LNE)

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

This course is designed to provide enrichment to students who need extra support with their literacy and numeracy needs.

Literacy: Students will be given the opportunity to improve their reading and writing mileage and will be encouraged while learning the foundation skills required when decoding and creating language.

Numeracy: Students will be given enrichment and additional support. Students will be given tasks to reinforce their work in Mathematics and Statistics classes; word based problems to provide additional support for Literacy; activities which will support the acquisition of the skills necessary for success in US32406 which is the Numeracy Unit Standard.

### METHODS OF ASSESSMENT

Course work

### COST / EQUIPMENT

Some materials may incur extra costs

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## Spanish

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover levels one and two of the New Zealand Curriculum by dealing with the following topics:

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects and foods.

### METHODS OF ASSESSMENT

Course work, recorded conversations and presentations, cultural projects, end-of-course assessment.

### COST / EQUIPMENT

Students will need to provide 1B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

Spanish cooking, Spanish film study. Fiesta. Future study tour opportunities to be advised.

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## Te Reo Māori

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Pānui (Reading), Tuhituhi (Writing), Kōrero (Oral Language), Whakarongo (Listening), Mātakitaki (Viewing), Whakaatu (Presenting).

### METHODS OF ASSESSMENT

Tuhituhi (Written), Korero (Oral), Whakamātautau (Practical Class Tests)

### COST / EQUIPMENT

Two 1B5 exercise books, one 14B8 refill.

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# OTHER SUBJECTS

## ☐ Leadership

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### Leadership

#### PRE-REQUISITE

This half-semester course is specifically for students who are in the Summit Leadership programme.

#### MAIN AREAS OF STUDY

This course is part of the Summit Leadership programme designed to help ākonga develop an understanding of their personal leadership style, strengths, and opportunities for personal growth. This course focuses on application of skills that facilitate effective communication and leadership, including active listening, public speaking, decision making, group facilitation and teamwork.

#### METHODS OF ASSESSMENT

- Ākonga will be assessed in groups, on their ability to communicate and work together.
- Ākonga will be assessed as individuals, on their ability to critically reflect on a personal experience relating to active listening, teamwork, public speaking and facilitation.

#### COST / EQUIPMENT

Pen, 1B5 book, glue stick. A laptop is recommended.