



SEEK THE HEIGHTS

Massey High School

Year 9

2027

Pathways Booklet

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 taurua 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 aveā 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.

SECTION ONE	General Information about Massey High School	Page 2
SECTION TWO	Outlines the Learning Areas in Year 9	Page 4
SECTION THREE	Special Programmes	Page 6
SECTION FOUR	Listing the subjects available in Year 9	Page 18

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 2027 there will again be about 500 Year 9 students on the campus at Massey High School, and a total roll of about 2200. The Massey High School Principal is Mr Fairley. Mr Jones is the Associate Principal, and the Deputy Principals are Ms Garratt, Mr Riseborough, Mr Taura, and Ms Triggs. Assistant Principals are Mr Hackett and Mr Wilson.

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 an Academic 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 2027, 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 2027 are included in the enrolment pack.

Student Profile

The Massey High Schools student profiles highlight the skills, experiences and achievements that will enable each year group to succeed at high school and beyond. In the Junior school, Years 9 and 10, students can work towards a Junior Diploma by collecting evidence of their progress in several key areas of the profile.



YEAR 9 Explorers

Munaki Beach, Auckland

Skills

- Engaging with learning
- Learning to seek support
- Working cooperatively in groups
- Reading and following task instructions with support
- Developing competency in all forms of communication, including etiquette in emails and Teams chat
- Building on literacy and numeracy skills
- Developing organisational skills
- Learning time management skills
- Beginning to develop study and revision habits
- Developing basic digital literacy (Microsoft, Education Perfect, Teams)

Experiences

- Whakatau – Formal welcome to the school
- Sense of pride in completion of work
- Sense of belonging and community
- Experience of formal examinations
- Experience of academic success
- Involvement in house activities
- Involvement in extra-curricular activities
- Wide range of learning opportunities
- Learning of the school values
- EOTC involvement
- Learning about career options
- Introduction to Financial Education

Achievements

- PB4L certificate
- Completion of elements of the MHS Junior Diploma
- Attendance above the National target of 90%

Massey High School
Whānauatanga | Māhūkatanga | Rangahatanga

SEA
Skills | Experiences | Achievements

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:

Learning Area	Subject Taken	
English / Te Reo Māori	English / Te Reo Māori	<input checked="" type="checkbox"/>
Health & Physical Education	Health and Phys Ed	<input checked="" type="checkbox"/>
Mathematics / Pāngarau	Mathematics / Pāngarau	<input checked="" type="checkbox"/>
Science	Science.....	<input checked="" type="checkbox"/>
Social Science / Tikanga a-iwi	Social Studies / Tikanga a-iwi	<input checked="" type="checkbox"/>

Learning Areas where a choice of subject is available:

The Arts

*Two subjects to be studied from
Arts courses*

- Art.....
- Advanced Art.....
- Dance.....
- Drama.....
- Media.....
- Music.....
- Advanced Music.....

Languages

*Two subjects to be studied from
these courses*

- English* (2nd Language).....
- French.....
- Japanese.....
- Spanish.....
- Te Reo Māori.....

Technology

All students will study Digital Technology, Food Technology and Design & Visual Communication.

Students get the choice of Hard or Soft Materials

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 (2nd Language) in addition to English. Such students will be placed in an English (2nd Language) option based on their entry test results.

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

Year 9 Literacy Programmes 2027

Focus Learning Department.

Literacy Booster Classes.

Students need effective, functional literacy skills to enjoy success at secondary school.

At primary school students learn to read; at secondary school students read to learn.

It is important that students are able to:

1. Read quickly and effectively
2. Understand what they are reading
3. Understand and interpret the questions asked about the text
4. Have the skills to construct thorough answers to explain and discuss their reasoning and ideas.
5. Answers need to be written using correct grammar and punctuation.

These skills are applicable in all subject areas.

All Y9 students sit a Reading Comprehension test when they start at Massey High School. The texts are based on Y4, Y6 and Y8 texts. Students read the texts and write their own answers to the questions. A score of 70% (7/10) on each text is expected.

Students with gaps in these Reading Comprehension tests are offered a place in Literacy Booster classes. The classes run 4 times a week in either periods 1, 2 or 3 and last for 6 weeks. Students are placed in small groups, each with their own teacher. Students read daily, learn how to write correct answers, learn and practice grammar and expand their vocabulary with word games and puzzles. Reading speed and fluency improve.

If a student has a specialist subject or assessment they need to attend, they can be released from Literacy.

Parent/caregiver permission is requested as students are withdrawn from timetabled classes. There is no cost.

While students are selected for this programme, we welcome applications.



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 seeks to identify ability across a range of areas, including academic and artistic. We understand that gifts and talents are manifested in a variety of ways, and our summit programme aims to nurture gifted and talented students across the areas of English, Maths, Science, and the Arts.

Once accepted into the programme, students are offered a range of approaches to broaden, enrich, and extend their learning. These approaches can include extension tasks, booster homework, extra and co-curricular groups, international competitions, scholarship courses, and much more.

Special Programming Offered:

- Advanced Art and Music classes
- Extension classes in English and Maths
- Pathways and courses to support New Zealand Scholarship Awards.
- Leadership Development option class (separate application required: <https://www.masseyhigh.school.nz/enrol/leadership-development-programme-application>)
- Sports Performance and Development Programme

Aims:

- Promote personal excellence
- Provide extension and enrichment in designated areas of giftedness and talent
- Provide students with extra and co-curricular opportunities for personal and academic growth
- Provide a clear academic pathway through school and into further study

Students should be able to demonstrate:

- A strong commitment to personal excellence
- A school record of high achievement and effort
- Entry results in the top 5%
- Commitment to extra or co-curricular groups or activities

Common Characteristics of Gifted and Talented students:

- An ability to comprehend material well in advance of their chronological age
- A surprising emotional depth at a young age
- A strong sense of curiosity
- Enthusiasm for unique interests or topics
- A quirky, mature sense of humour
- An ability to process new information quickly
- Demonstrate an awareness of global issues
- An advanced vocabulary
- Read a great deal and at an advanced level
- Excel at visual or performing arts
- Be extremely creative
- May be stubborn
- May become bored with routine tasks
- May challenge authority

Please note that for 2027 there will be no separate Summit application form needed. Decisions will be made using data from primary schools and the Massey High School entrance test.

For further information, please contact: hgarratt@masseyhigh.school.nz

Helpful websites:

<https://gifted.tki.org.nz/>

<https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/nz-scholarship/>

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.

We aspire to transform Te Whare Āhuru to become a Full Immersion SUMMIT programme.

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. This is all supported by whānau to ensure that our students have a strong sense of value towards the Kaupapa of Te Whare Āhuru.

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, 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 online from the Massey High School website. 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 designed to support and guide talented student-athletes in both their academic and sporting pursuits. This full-year programme is an integral part of our curriculum and reflects our school's commitment to excellence, leadership, and personal growth through sport.

Our Vision

In the spirit of our motto, "Seek the Heights," students in this programme are challenged to become leaders in sport, representing Massey High School with excellence and integrity. The programme prepares them for future success both on and off the field.

Programme Overview

Participants will engage in practical and theoretical sessions aimed at developing high-performance athletic skills and knowledge.

Practical Sessions Include:

- Strength Training
- Aerobic Conditioning
- Speed & Power Development
- Flexibility & Muscular Endurance
- Sport-Specific Skill Coaching

Theory Sessions Cover:

- Goal Setting & Motivation
- Components of Fitness
- Nutrition for Sport
- Functional Anatomy
- Sport Safety & Injury Management
- Rehabilitation Principles
- Performance Assessment & Evaluation
- Team Building & Leadership

Eligibility Criteria

To be considered for the Sports Performance & Development Programme, students must:

- Demonstrate ability, attitude, and potential to compete at the highest level for their age group.
- Represent Massey High School in their chosen sport(s).
- Uphold the values of The Massey Way and follow all school rules.
- Adhere to the school's Player Expectations and demonstrate commitment to Fair Play.

Cost & Equipment

- Massey Sport Training T-shirt: \$50 (compulsory for all programme participants).

Application Process

To apply:

- Indicate the students interested in taking part in Sports Development on the enrolment form.
- Attend the Sports Development Trials on 11 or 18 November 2026.

A selection process will take place near the end of 2026. Applicants will be notified of the outcome shortly thereafter.

Massey High School Junior Leadership

PRE-REQUISITE

None. Any student can apply for this course.

APPLICATION

To apply for the Leadership Development Programme, parents of applicants are required to complete this online application form by Friday 18th September 2026 (<https://www.masseyhigh.school.nz/enrol/leadership-development-programme-application>).

Shortlisted applicants will be invited for Group Trials which will take place on Friday 16th October from 9:30 to 11:30 am at Massey High School. If you have any questions, please contact the Junior Leadership Coordinator, Mrs. Emma Soons at esoons@masseyhigh.school.nz

MAIN AREAS OF STUDY

The Leadership Development Programme offers challenging and highly rewarding courses in Years 9 and 10, that are timetabled as an option subject. The course offers the unique opportunity to grow student leadership skills through dynamic group discussions and hands-on learning. In Year 9, we focus on the leadership skills of:

- Active Listening – Listening for real understanding.
- Working as a Team – Getting people to work towards a common goal.
- Speaking and Presenting – Communicating with confidence; debating.
- Facilitation – Running group discussions and activities

METHODS OF ASSESSMENT

- Students will be assessed in groups, on their ability to communicate and work together.
- Students 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

Workbooks will be provided but students must bring a pen. A laptop is required for the assessments.

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 / Te Reo Māori, Mathematics / Pāngarau, Science and Social Studies / Tikanga a-iwi 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	
Year 9	English or Te Reo Māori Mathematics or Pāngarau Science Social Studies or Tikanga a-iwi Drama/Music (or Art/Dance etc.) Technology Health/Phys Ed or Sports Performance & Development
Year 10	English or Te Reo Māori Mathematics or Pāngarau Science Social Studies or Tikanga a-iwi Drama/Music (or Art/Dance etc.) Technology Health/Phys Ed or Sports Performance & Development

Students in Year 11, 12 and 13 generally study six subjects for the entire school year, each subject being studied for an hour for 5 out of 6 days during the course of the year.

The 2027 subject list (to be updated later in 2026 for 2027) is included on the following page to assist with initial long-term planning for incoming Year 9 students and parents.

2026 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 or Te Reo Māori, Mathematics or Pāngarau, Science, Social Studies or Tikanga a-iwi Health & Physical Ed	English or Te Reo Māori, Mathematics or Pāngarau, Science, Social Studies or Tikanga a-iwi, Health & Physical Ed	English or Te Reo Māori, Mathematics, Science	English or Te Reo Māori
	OPTIONS	Arts (<i>Art, Dance Drama, Music</i>) Language (<i>ENGL, French, Japanese, Spanish, Te Reo Māori</i>) Technology (<i>Fabric, Food, Design & Visual Communication, Resistant Materials, Digital Technology</i>) Leadership	Arts (<i>Art, Advanced Art, Dance Drama, Music, Advanced Music</i>) Language (<i>ENGL, French, Japanese, Spanish, Te Reo Māori</i>) Technology (<i>Digital Technology, Fabric, Food, Design & Visual Communication, Resistant Materials</i>) Leadership	Plus 3 other subjects	Plus 5 other subjects
VISUAL ARTS	Art	Art Advanced Art	Art 1 Art Photography 1	Art Painting 2 Art Photography 2 Art Design 2	Art Design UE Art Photography UE Art Painting UE
COMMERCE		Commerce	Commerce 1	Accounting 2 Business 2 Economics 2	Accounting UE Business UE Economics UE
COMPUTING & DIGITAL TECHNOLOGY	Digital Technology	Digital Technology	Computer Science 1 Digital Technology 1	Computer Science 2 Digital Technology 2	Computer Science UE Digital Technology UE
DANCE	Dance	Dance	Dance 1	Dance 2	Dance UE
DESIGN & VISUAL COMMUNICATION	Design & Visual Comm	Design & Visual Comm	Design & Visual Comm 1	Design & Visual Comm 2	Design & Visual Comm UE
DRAMA	Drama	Drama	Drama 1	Drama 2	Drama UE
ENGLISH & ENGLISH LANGUAGE DEVELOPMENT (ESOL)	English	English	English 1	English 2	English UE
	9ENGL (ESOL)	10ENGL (ESOL)	ENGL1, ENGL2 (ESOL)	ENGL2, ENGL3 (ESOL)	ENGL2, ENGL3 (ESOL)
TEXTILES	Textiles Technology	Textiles Technology	Textiles Technology Materials and Processing Technology	Material Technology 2	Material Technology UE
FOOD	Food Science & Technology	Food Science & Technology	Food Science Tech 1	Food Science Tech 2	Food Science Tech UE
HEALTH AND PHYSICAL EDUCATION	Health Physical Education Sports Perform & Dev	Health Phys Ed Sports Perform & Dev	Health 1 Phys Ed 1 Sports Perform & Dev 1	Health 2 Phys Ed 2 Sports Perform & Dev 2 Sports & Outdoors 2 ■	Health UE Phys Ed UE Sports Perform & Dev UE Sports & Outdoors 3 ▲
INTERNATIONAL LANGUAGES	French, Japanese, Spanish	French, Japanese, Spanish	French 1, Japanese 1, Spanish 1	French 2, Japanese 2, Spanish 2	French UE Japanese UE Spanish UE
MAORI	Te Reo Māori	Te Reo Māori	Te Ao Haka 1 Te Reo Māori 1 Toi Ataata 1	Te Ao Haka 2 Te Reo Māori 2 Toi Ataata 2	Te Ao Haka UE Te Reo Māori UE Toi Ataata UE
MATHEMATICS	Mathematics	Mathematics	Mathematics 1	Mathematics 2 Mathematics w/Statistics 2	Calculus UE Statistics UE Mathematics UE
MEDIA	Media Studies	Media Studies	Media Studies 1	Media Studies 2	Media Studies UE
MUSIC	Music	Music Advanced Music	Music 1	Music 2	Music Studies UE
RESISTANT MATERIALS	Resistant Materials Technology	Resistant Materials Technology	Pre-Academy Engineering ■ Pre-Academy Building ■ Resistant Materials Technology	Resistant Materials Technology 2	Resistant Materials Technology UE
SCIENCE	Science	Science	Science 1 Science Advanced 1	Science 2 Biology 2 Chemistry 2 Earth & Space Science 2 Physics 2	Science UE Biology UE Chemistry UE Earth & Space Science UE Physics UE
SOCIAL SCIENCES and HUMANITIES	Social Studies	Social Studies	Geography 1 History 1	Art History 2 Classical Studies 2 Geography 2 History 2 Tourism 2 ■	Art History UE Classical Studies UE Geography UE History UE Tourism 3 ■
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 ■	Automotive Academy ■ Early Childhood ■ Hospitality Academy ■ Tourism Academy ■ Carpentry Academy ■	Automotive Academy ■ Early Childhood ■ Hospitality Academy ■ Tourism Academy ■ Building Academy ■ Māori Performing Arts ■

Key: ▲ Course includes one or more Unit Standards ■ Course is all Unit Standards April 2026

CORE LEARNING AREAS

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

Mathematics

MAIN AREAS OF STUDY

Students will be working on the National Mathematics Curriculum in the areas of Number and Algebra, Geometry/Space and Measurement, and Statistics and Probability. Practical applications of Mathematics are explored. A full range of abilities are 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); which is a key requirement for the NCEA qualification.

METHODS OF ASSESSMENT

Tests, assignments, homework, project and SMART assessments.

COST / EQUIPMENT

Two 1J5 books and a scientific calculator.

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.

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; Our Place, a local study; Our Journey, the waves of migration to New Zealand; Our Challenges, climate change and natural disasters; Our Government, global systems of government and in New Zealand.

METHODS OF ASSESSMENT

Regular assessment of bookwork and projects. An assignment and assessment for each topic. 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 engage in a variety of physical activities based on the New Zealand Health and Physical Education Curriculum. Key areas of focus include:

- Physical growth and development
- Motor skill development
- Personal and social development
- **Pathway:** Physical Education is available at **NCEA Levels 1, 2 and 3**, and is a **University-approved subject**

METHODS OF ASSESSMENT

Students are assessed on:

- managing self
- Personal performance
- Co-operation
- Communication
- Attitude

COST / EQUIPMENT

Massey High School Sport Training T-shirt \$50

Health

MAIN AREAS OF STUDY

Health Education empowers students to make informed decisions that support their own well-being and that of others and society.

The Year 9 programme is ground in the Māori philosophy of Hauora and explores:

- Health-enhancing decision-making
- Social responsibility
- Drug education
- Healthy choices
- Nutrition
- Relationships and Sexuality education
- **Pathway:** Health Education is offered 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.

THE ARTS

- Art Advanced Art Dance Drama
 Media Music Advanced Music

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

Art and Advanced Art

MAIN AREAS OF STUDY

Massey High school offers two Art courses during year 9: Advanced Art and General Art.

In **Advanced Art** while you will be covering the basics of Art, you will, in addition, focus on more complex art making processes and understanding of art making. The course will also challenge you through the theoretical and practical research of established practice.

In **General Art**, you will investigate line, form, colour and shape. You will learn how to improve your drawing skills and painting skills by creating artworks specifically design to challenge you.

The intention of this course is to develop confidence using a wide range of media, as well as introducing you to media and techniques that you may not have experienced before.

You should be developing an understanding of your own strengths and weaknesses within the course and will receive regular verbal feedback about how to use your strengths to achieve success.

By the end of the course, you should feel a benefit from analysing your own and others work and start to understand how using ideas, methods and techniques founded in established practice can help advance your own learning.

METHODS OF ASSESSMENT

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

COST / EQUIPMENT

Students will be issued with a drawing wallet and are advised to bring their own HB pencil and eraser. All other resources will be provided.

Dance

PRE-REQUISITE

An interest in dance and willingness to learn and develop skills. Full participation is expected.

MAIN AREAS OF STUDY

Dance at Massey High School offers a diverse and enriching programme designed to build confidence and support students as they explore and express their identity in a creative and safe environment. Our courses develop students' understanding of dance as an academic subject, while also broadening their awareness of global practices and perspectives. Students will grow their technical, choreographic, and performance skills, empowering them to express who they are in ways that are meaningful and relevant.

METHODS OF ASSESSMENT

Practical work will be assessed throughout the semester with group work, choreography and performance.

COST / EQUIPMENT

Change of clothes to dance in.

THE ARTS

continued

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.

Media

MAIN AREAS OF STUDY

Students will:

- Understand media language (camera, editing, representation)
- Analyse media (ads, social media, influences)
- Learn safe and responsible social media use
- Create their own New Zealand-themed advertising campaign

Optional extensions:

- Create a social media campaign (post + caption + hashtag strategy)
- Turn ad into a TikTok-style reel
- Include Te Reo Māori elements

METHODS OF ASSESSMENT

Creation of an advertisement.

COST / EQUIPMENT

None.

THE ARTS

continued

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 20th Century popular music styles with focus on NZ music

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

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

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 20th Century popular music styles with a focus on NZ music.

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 Violin, Viola, Cello, Double Bass, 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.

TECHNOLOGY

- ☑ Design and Visual Communication
- ☑ Digital Technology
- ☑ Food Science & Technology
- ☑ Product Design

All 4 Technology courses are compulsory.

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, an introduction to modelling using CAD and time management to meet deadlines.

Beyond year 9, students focus on spatial design and product design alongside increasingly sophisticated visual communication skills. In years 12 and 13 student-led projects are the focus with real world contexts. Students produce portfolios for scholarship submissions and university applications. DVC students typically move on to study design, architecture, industrial design, engineering and/or urban planning.

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

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 Designing Digital Outcomes.

Students will learn how to create and test programs so that...

- The program is easy to use
- The underlying code is efficient (e.g. using clones rather than having repeated code)
- The user interface is attractive.

METHODS OF ASSESSMENT

Assignment and assessment activities, all of which are submitted electronically.

COST / EQUIPMENT

Students **must** bring wired headphones to each class (ie: headphones with a standard headphone jack that can be plugged into a computer). All assignment submissions in this course are done digitally.

TECHNOLOGY

continued

Food Science & Technology

PRE-REQUISITE

Open entry

MAIN AREAS OF STUDY

This course follows the Technology curriculum, focusing on the ingredients used in the production of various food products. Students will gain an understanding of the properties and functions of eggs as an ingredient, including their nutritional benefits and the science behind cooking with them. Learning will be hands-on, with students preparing a variety of both savoury and sweet dishes. Additionally, the course will introduce students to sensory testing of food.

METHODS OF ASSESSMENT

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

COST / EQUIPMENT

A workbook will be provided; however, students will need to provide a ruler, blue or black pen, and a pencil. 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.

Product Design Hard and Soft Materials Technology

PRE-REQUISITE

Open entry

MAIN AREAS OF STUDY

This course will follow the Technology curriculum with the emphasis on following a design brief and 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 creating products. They will use different techniques and quality assurance processes to make a prototype.

METHODS OF ASSESSMENT

A design brief and a functioning outcome.

COST / EQUIPMENT

Students will need to bring a charged device, colouring pencils, glue stick, scissors, ruler, blue or black pen, a rubber and a pencil.

LANGUAGES LEARNING AREA

- English Language Development French
 Japanese Spanish Te Reo Māori

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

English Language

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

Supplied by department.

French

PRE-REQUISITE

Open entry

MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover the novice stage of the New Zealand Curriculum. Some possible topics are listed below.

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets.

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

LANGUAGES LEARNING AREA

continued

Japanese

PRE-REQUISITE

Open entry

MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover the novice stage of the New Zealand Curriculum. Some possible topics are listed below.

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, introduction to hiragana.

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.

Spanish

PRE-REQUISITE

Open entry

MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover the novice stage of the New Zealand Curriculum. Some possible topics are listed below.

Me and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets.

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.

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.