

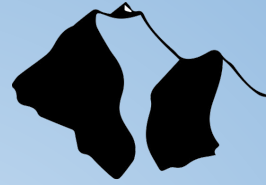
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Middle School

Year 7 to 10

Information Evening

Programme



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The value of Middle School

Developing as a learner - Student Agency

Self development - the teenage brain

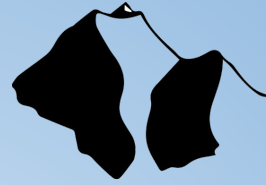
Subjects available

Student Leadership - Mentors

Building towards NCEA and CAA Yr 10 assessment

How you can help at home

The Value of Middle School



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- To explore learning, interests, strengths, open the mind to possibilities. Open mindset
- Continue the development of a learner who is active, competent and confident. Student agency - can manage themselves as a learner and a person, ready to engage in deeper academic learning and demands.
- Learning about self and adolescent change. Time to grow and flourish.

Self Development - Teenage Brain



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Dopamine sensitivity -

- Risk-taking is an increase - move from child to adult, and being a provider - take risks and the dopamine level increases - feels good
- Other youth/ tribe formation - when we get a dopamine rush in the orange brain from meeting any young person, then unable to make logical decisions.
- Students need to opportunity to make mistakes when they are little—explore the boundaries and safety - if we wrap them up, then they don't learn how to take risks and manage self, ability to negotiate and problem solve
- Addiction begins in early adolescence

Self Development - Teenage Brain

Boys - Social grouping influence

- Status increase
- Allow students to work out where they are in the pecking order at school and with peers. If they don't get the opportunity, they look for it in dangerous places

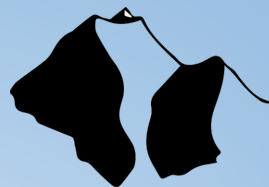
Girls - Create cliques

- Girls need to have the physical touch and sense of belonging from other girls
- Social media has a big impact on exclusion.
- <https://www.engagetraining.co.nz>



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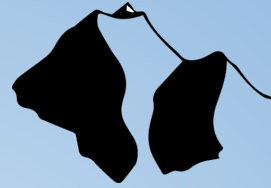
Attendance Matters



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If your child is missing...	This Equals ... Missed per week	Which is... Missed per year	Attendance % drops to	And over 13 Years...
10 minutes per day	50 minutes per week (1 period)	Almost 1 ½ weeks of school per year	96%	Almost ½ a year of school
20 minutes per day	1 hour and 40 minutes per week (2 periods)	Over 2 ½ weeks per year	93%	Almost 1 year of school
½ hour per day	Half a day per week (3 periods)	4 weeks per year	90%	Almost 1 ½ years of school
1 hour per day	1 day per week (6 periods)	8 weeks per year (nearly a whole term)	80%	Over 2 ½ years of school

Attendance Matters

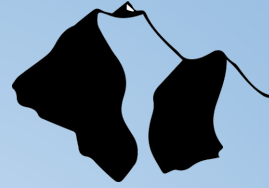


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We have a clear Board of Trustees policy that states:

Students must meet minimum attendance requirement of 80% to gain approval to attend co-curricular activities, extra-curricular activities, clubs, or external events.

Dean Intervention



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Pastoral role includes nurturing our students - wellbeing, social, emotional and academic. Dean is our students touch stone at school. Addresses needs of students, concerns and monitors attendance and conduct.

- Behavioural issues are logged on our school system and are monitored by the Year 7-13 Dean, Ms Neill.
- Any students who have 3 entries over a period of 10 days will be deemed 'At Dean Level'
- Privileges such as class trips etc will be withdrawn for 10 consecutive school days (absences will not be included in the 10 days) and they may be required to attend the lunchtime korero club at the Deans discretion.
- If no further entries are recorded in that time they are no longer at 'Deans level'

Fast and Frequent

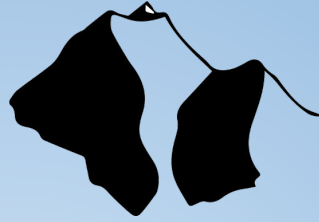


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We are using a system of Fast and frequent acknowledgements for students. Students receive a slip when they are see doing the right thing. These go into a box and at the end of the week one slip is pulled out and the students class receives a reward.



Subjects Available



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- English
- Mathematics
- Science
- Physical Education and Health
- Technology (Digital, Hard Materials, Soft Materials, Food)
- The Arts (Performance, Visual, Music)
- Electives in 2025 - students exploring interests and new experiences
- Financial Literacy
- William Pike
- Duke of Edinburgh

Year 7 Home Room - Mr Tim Byrne



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In homeroom for year 7 we will be focusing on the two core subjects of English and Maths.

Key points

- Adjusting to new routines and responsibilities in the middle school
- Continuing to build on the learning from their primary years
- Implementation of the new curriculum

Goals

- Continue to develop independence
- Take ownership of learning
- Be prepared for all classes with the correct uniform and gear



Classroom Goals to Support Learning

- To build a **positive, supportive learning community**
- Students to **share ideas, discuss their thinking and ask questions**

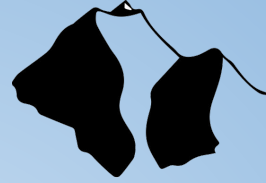
Mathematics

- Strengthening understanding of **fractions, decimals and percentages**
- Exploring **strategies, reasoning and mathematical thinking**
- Connecting maths to **real-life situations**
- Learning through **challenge, discussion and mistakes**

English – Identity & Persuasion

- Exploring **Identity, Voice and Values** as writers
- Developing **voice, ideas and personal expression**
- Learning how language **persuades and influences**
- Understanding **fact vs opinion, emotive language and bias**

English - Ms Melissa Neill and Mrs Sandy Nelson



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GOALS:

- Build competency and understanding.
- Build a love of reading and writing.
- Implement the new curriculum, including:
 - Advance students' subject-English disciplinary knowledge through integrated study of texts and language.
 - Support students to engage with complex ideas in fiction and non-fiction.
 - Examine how texts relate to historical, cultural and social contexts.
- Help students prepare for the NCEA co-requisites.

Sometimes we work both year groups together, such as we are doing currently while establishing fundamental knowledge.

Sometimes we will split into groups, for example in our upcoming poetry study.

Weekly homework is provided and is currently directly related to the co-requisites. This is due on Fridays.

Maths - Ms Dorothy Torrenueva & Ms Jayne Evans



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Mathematics and Statistics Programme designed for Year 9 and 10 students, is aligned with the new curriculum requirements. It utilizes a collaborative teaching model where students are randomly assigned to smaller groups to ensure targeted instruction and support for diverse learning needs.

The curriculum focuses on the following core components:

- **Number and Structure:** Developing fluency with operations, including the Order of Operations, to establish a computational foundation.
- **Algebra:** Exploring patterns, relationships, and mathematical modeling through symbolic expression.
- **Geometry:** Investigating spatial properties, transformations, and the measurement of physical space.
- **Statistics:** Analyzing data, identifying trends, and interpreting information to make evidence-based conclusions.

Maths - Ms Dorothy Torrenueva & Ms Jayne Evans



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Through this programme, students develop key mathematical competencies:

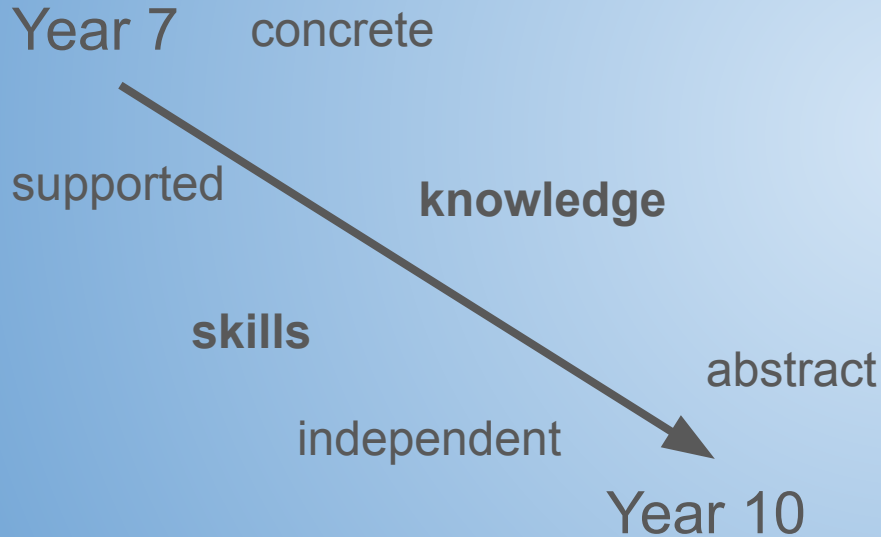
- Strategic Problem-Solving: Approaching complex, open-ended tasks by selecting and applying appropriate mathematical strategies.
- Logical Reasoning: Constructing arguments and justifying conclusions using mathematical properties and structures.
- Contextual Application: Applying abstract concepts to real-world scenarios to solve practical problems.
- Adaptive Thinking: Navigating diverse mathematical challenges by transferring knowledge across different units.

Science and Duke of Edinburgh



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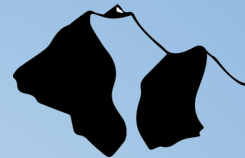
Ms Heather Dixon



Duke of Edinburgh

- Celebrating achievement beyond the curriculum
- Commitment outside of school time (many students are already doing this!)
- Skill, Physical Activity, Voluntary Service and Adventurous Journey





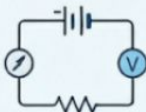
YEAR 7



Fair testing and evidence-based reasoning



Classifying states of matter using particle models



Measuring voltage and current in simple circuits



Observing cell structures, organelles and inherited traits



Investigating local abiotic factors

Scientific practices

Chemical Science

Physical Science

Biological Science

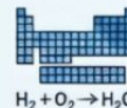
Earth and Ecosystems

YEAR 10

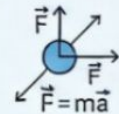
Independent inquiry, evaluating data quantitatively, ensuring data quality and critiquing claims



Representing chemical reactions with equations using the periodic table



Analysing motion and energy using Newton's laws and algebraic reasoning



Interpreting DNA, immune responses and hormonal feedback loops



Evaluating human impacts on global carbon cycles and climate change



PE and Health - Ms Jk Baterna

Year 7-10



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Health and Physical Education supports students in understanding themselves and developing the skills and confidence to support their wellbeing. Students learn about their bodies, emotions, relationships, and how to make positive choices. Through movement, teamwork, and outdoor experiences, they build coordination, cooperation, and skills that encourage active, healthy lifestyles.

Health Education

Helps students understand how to take care of themselves and others. It explores physical, emotional, and social wellbeing, and helps students learn about their identity, body, emotions, relationships, safety, and making healthy choices in everyday life.

Physical Education (PE)

Is all about movement and being active. Students develop skills like running, jumping, balancing, throwing, and catching, while learning how games work, thinking tactically, and working as a team. They also experience outdoor activities and water safety, building confidence through regular practice and participation

Social Studies - Mrs Sandy Nelson



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GOALS:

- Build student interest in this subject.
- Explore various topics from the draft curriculum and others to support understanding our world and its people.
- Build knowledge of and interest in current events.
- Build relevant skills such as map-reading.
- Build understanding of the interconnectedness of human life on planet Earth.
- Build understanding of the impact of geography on people's lives and of significant events that have shaped the world.

A small amount of weekly homework is provided. This is due the last time I see a class for that week (Thursday or Friday).

Hard Materials Technology



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Mr Dave Buys

Year 7 & 8 - Introduction to basic hand tools and skills and safety. Build and construct a small project

Year 9 - Building on from basic skills to introduction of basic power tools. Design, construct and evaluate an outcome, with an emphasis on safety in the workshop.

Year 10 - Preparing them for NCEA by introducing welding and advanced power tools with a focus on workshop safety.

Digital Technology Ms Cia Winter



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At Year 9 students are developing understanding of Computer Science principles becoming creators and not just users of the technology (Computational Thinking). They will be developing a digital outcome working on a project with a project based learning (PBL) approach (Design and develop digital outcomes).

Learning will include:

- ★ Designing and creating digital technologies outcomes to solve a problem
- ★ Trialling and testing their digital outcome/s
- ★ Understanding the positive and negative impacts of digital technologies in society
- ★ Learning basic programming skills with Scratch and Python Programming language
- ★ Applying the design thinking approach to all learning

Digital Technology Ms Cia Winter



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At Year 10 students are developing understanding of Computer Science principles becoming creators and not just users of the technology (Computational Thinking [CT] and Designing and developing a digital Outcome [DDDO]).

Learning will include:

- ★ Using design thinking to design and create a digital outcome for an identified target audience
- ★ Learning basic Python programming language working with Vex Robotics
- ★ Trialling and testing their digital outcome/s
- ★ Understanding the positive and negative impacts of digital technologies in society

Financial Literacy - Ms Cia Winter



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The primary aims of Financial Literacy is to equip students with a clear understanding of how to manage money, fostering responsible financial habits, and to enable informed decision making regarding budgeting, saving, and investing.

Students will learn about:

- What type of spender they are
- How to create and implement a budget
- The importance of money in their lives and how to invest money
- Understanding taxes and how they work
- GST and what it stands for

Music & Drama - Ms Jayne Evans



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Our year will focus on exploration across a wide range of activities in the arts.

- Drama - hand and shadow puppets, improvisation and theatre sports
- Music - notation, understanding what music is and its many benefits, and exploring a variety of instruments and our voices
- Dance and movement-based works, martial arts, contact dance, cultural significance and Kapa Haka performance
- Creative arts, bringing life to pictures and objects.

Visual Arts - Mrs Clare Frost



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Years 7 & 8: Foundation

Students explore how materials work (E.g., clay, paint, pencils) to solve visual problems.

Look at how NZ and Pacific artists tell stories through their work.

Taught through guided workshops focused on building "the artist's toolkit."

Goal: Develop "Visual Literacy"—learning to see and create with intent.

Year 9 & 10: Exploration, Refinement and Independence

Students refine technical skills and use a "visual diary" to develop original ideas. Begin to master specialised media and learning to "re-generate" ideas in a series.

Investigate how art communicates specific messages or social themes. Begin to analyse "Artist Models" to inform their own personal creative practice.

Taught through thematic units (e.g., Turangawaewae) that encourage personal choice with some sustained projects.

Goal: Build a "Visual Vocabulary" to express complex, creative concepts and achieve greater autonomy and readiness for NCEA Level 1.

Food and Fabric Technology



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Mrs Nyree Schaar

Foods and Fabrics is a hands-on practical subject where students are learning:

- Fundamental cooking skills, learning to cook healthy meals for themselves and others
- Nutrition and the importance of eating well for teenagers and into adulthood
- Health concepts such as Te whare tapa wha - overall wellbeing
- Technology processes and practises such as testing and trialing products for an end use.
- Fundamental sewing skills

The Co-Requisites - Literacy and Numeracy

In order to gain an NCEA certificate, a student must achieve the Co-Requisites:

- 10 credits of Literacy
- 10 credits of Numeracy

Three exams in May and September called the Common Assessment Activities (CAA's):

- Reading
- Writing
- Numeracy



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Focus on developing important life skills, that allow people to fully engage in work and in their communities

Common Assessment Activities (CAA's)



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- There is no time constraint on the exam
- Students can have a Reader/Writer without external assessment
 - School can provide this.
 - Students need to learn how to use a Reader/ Writer before the exam so need for early planning
- Students first attempt the CAAs in Year 10,
- Once passed, credit gained.
- If unsuccessful continue taking the CAA exams until Year 13

Students cannot be awarded an NCEA certificate without achieving their Literacy and Numeracy CAA in 2028 and beyond.

Literacy CAA



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Literacy consists of two separate exams:

Student must pass both Reading and Writing to gain their Literacy co-requisite

Reading Exam:

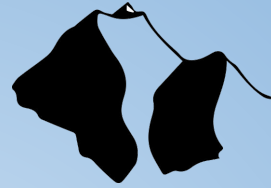
Students respond to a variety of texts such as poems, Fiction and visual prompts and answer questions

Writing Exam:

Students are asked to make written responses to 2 texts, to show planning, editing and final response

The third question is based on punctuation and grammar

Numeracy CAA



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Numeracy Exam: consists of one exam.

Questions require calculated answers as well as **justifying with reasoning**.

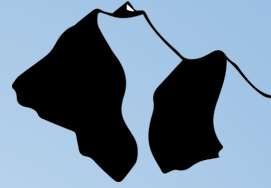
Application of mathematical skills and reasoning

For example:

Sales and discounts, bus/train/flight timetables, measurements, reading maps, location and navigation, stats and data in sports matches,

Students are **allowed** to use **calculators**.

Time Frames and Pathways



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Currently, can gain Co-Requisites (Literacy and Numeracy) two ways:

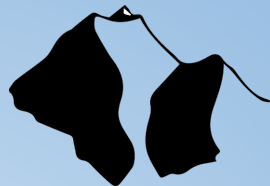
- Through the Common Assessment Activities
- Through their normal school subjects e.g. English and Maths

Changes are coming - gradual transition

2027: Final year to gain Literacy and Numeracy through two pathways
Applies to our current Year 10 students

2028: Literacy and Numeracy only gained through the CAA's
Applies to our current Year 9 students and below

How can you support your learner at Home?



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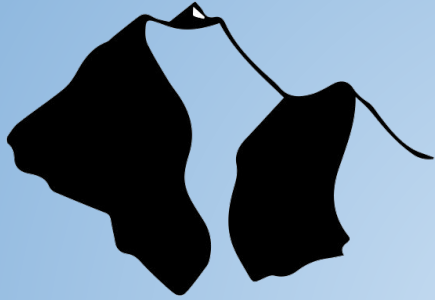
- Managing Devices and Access to the internet
 - Engaging with real living people
 - Over stimulation
 - Social media
 - Peer pressure
 - No internet/ devices in the bedroom
 - Time limits
 - Be present online with your child
- General Knowledge
- Be a Reader - stimulation, self time, improve literacy and thinking, building concentration

How can you support your learner at Home?



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- Stay engaged with your teenager - families that do things together model healthy relationships,
- Being active - sports, cultural - foster student social connection in real life, challenge, opportunity , learning to fail, fall over and develop resilience and success
- Dedicated study time - developing learning habits and discipline
- Support your learner by knowing what they are learning about in school and supporting homework and study



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Questions?