

YEAR 6 HIGH POTENTIAL & GIFTED EDUCATION CLASS 2025



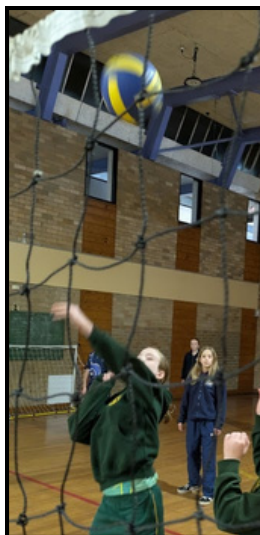
Overview

This year, 24 students from the Kiama Community of Schools were chosen based on their intellectual potential to participate in a High Potential & Gifted Education program at Kiama High School. The students attended weekly classes where they engaged in a range of learning opportunities designed to develop talent and prepare them for secondary education. While the program focused primarily on intellectual development, it also integrated elements from the creative, social-emotional, and physical domains, offering a holistic approach to nurturing their diverse strengths and potential.

This report provides an overview of the program's key initiatives, reflects on the success of its implementation, and suggests future directions for 2026 to further enhance the experience and outcomes for high potential students.

KHS Learning Pathways

The success of the program was strongly supported by the dedicated staff at Kiama High School. Each week, all students engaged in authentic high school lessons, experiencing the breadth of the high school curriculum and a variety of rich learning opportunities. They collaborated with many supportive teachers across all faculties who not only prepared them for the routines and expectations of high school life but also challenged their problem-solving and communication skills.



STEM Integration

STEM technology played a significant role in enhancing learning within the program. Using the SAMR model, tasks were designed to modify or even redefine the ways in which students built and presented their learning. This approach created a platform for student creativity, enabling them to develop innovative solutions to complex problems. A notable example included students using 360-degree images of their own school in the creation of virtual reality escape rooms.

Project Based Learning

This year, students took part in a range of student-centred, project-based learning experiences that reflected their own interests. Some wrote gothic short stories inspired by our Term 2 novel, while others explored data and formulas to track sporting performance or examined the maths behind their favourite teams, musicians or historical periods. Many also created artworks and reflected on their progress through journals and recrafts. Assignments were structured to mirror high school expectations, with rubrics and outlines modelled on Kiama High's style to help students prepare for future learning.

In Term 2, students chose to explore either the past or the future, investigating conflict through historical study or expressing their views on society through dystopian storytelling. Returning by popular demand was The Most Interesting Person project, with lively matchups between figures like Marie Curie, Lionel Messi and Sacagawea showcasing the group's creativity and enthusiasm for learning.

Student Feedback

During the final sessions of each term, students were asked to provide feedback on the program. These are a selection of responses.

Identify one of your favourite high school lessons and explain why you enjoyed it.

I liked Marine Studies because I learnt a lot. I also got to see if I wanted to get any underwater marine animals, such as an axolotl. It also opened my eyes to see that fish can be quite territorial and mean.

I enjoyed Mathematics because of the fun riddles and problems (like the nine-dot one), which helped me think outside the box. This made me learn many new things, like algebra and weights and floats on a submarine. I also liked Geography, where we got to learn about new things and places around the world.

I liked doing teamwork tasks as they can vary in any subject, and you get to be stressed and work together to complete a task as quickly as possible, be creative, or just have fun.

I really liked Geography, and learning about tsunamis even though I am not really a geography kind of person. I really enjoy learning about different natural disasters.

In my opinion, one of the best high school experiences was Music/Band. I already played piano, so I was able to perform In The Summertime at MAD Night, which I enjoyed. Another thing I liked about it was that the teacher would help if you couldn't play parts of the song.



Identify one of your favourite HPGE lessons and explain why you enjoyed it.

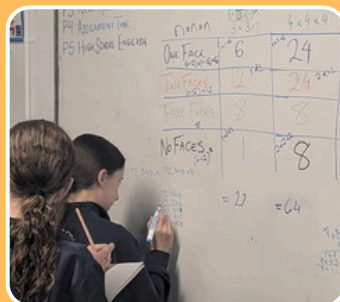
I liked creating the code. It was fun learning how to make my own game using code and it is something that I want to continue learning in the future.

I enjoyed the maths work and activities that we did with Mr Pride. These included the Monty Hall problem, the coconut puzzle, the lamington fractions, the Eurovision averages, and other general lessons. I also liked the fish-eye camera activity, where we went on a 3D tour of our school, and I enjoyed experimenting with a VR headset.

I loved ones like the Monty Hall Problem. It really got everyone thinking, even those who aren't that good at or don't enjoy maths or problem-solving. I also really liked ranking the Eurovision songs; it was interesting to see the majority of the class's opinion.

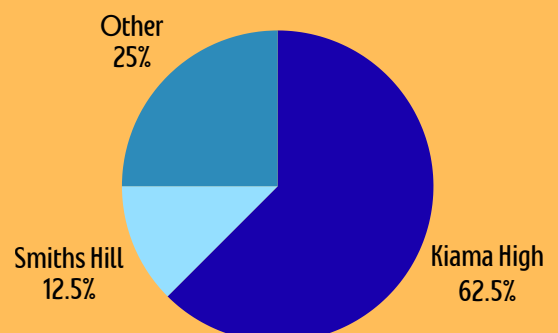
Learning about the strange people in history, like Plato and Edgar Allan Poe, through the campfire chats. Learning about Platonic solids.

I liked Music, Geography, and the sports we did at the end of some days. I loved using AI and making pictures with it.



100% of surveyed students expressed an increased confidence in their secondary education pathways

62.5% of students indicated Kiama High School as their most likely place of enrolment for Year 7

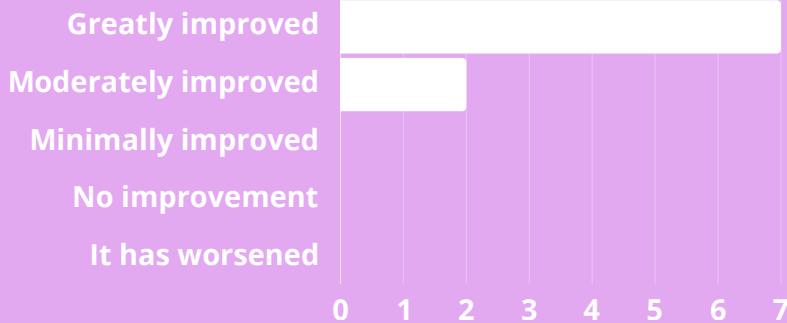


Parent & Carers Feedback

At the end of the program, parents and guardians were canvassed through e-mail to complete a short survey. Here are collated results.



How do you feel the program has impacted your child's overall attitude towards their learning and application in all contexts of education?



Regardless of intended high school, how do you feel the program has impacted your child's confidence towards their pathway into secondary education?



What aspects of the HPGE program do you feel worked particularly well for your child?

Variety and access to different teachers and teaching methods such as virtual technologies and hands on science experiments.

variety of activities worked well for my child. Especially hands on activities.

Engaging classes. In a room with other lovers of learning.

Having 2 novels to read over the duration of the course was fantastic!

Having students from various schools also encouraged my child to make new friendships and work with new groups/ different dynamics.

gets kids excited about learning. Which rubs off on the parents as I'm excited as they're enjoying it. Which make life good for all of us!

Such a well structured and well communicated program.

the preparedness for high school. Even being present amongst the older students i feel has made high school seem less daunting, and further the exposure to lesson timetables and movement too.

How do you feel the HPGE could be improved for future years and learners?

a brief update on what the weeks focus is or session plan would be nice. However my daughter did brief us each week.

Perhaps extend to 3 terms per year

Future Directions

KHS Involvement

Student involvement in MADD Night was highly successful, evidenced by the positive feedback received from both students and parents. Moving forward, it would be beneficial to increase the class's participation in Kiama High School initiatives held on Wednesdays. This may include engagement in established programs and promotional activities such as mural projects, sports days, and other cross-campus collaborations.

Additionally, it would be valuable for students to develop greater awareness of how to access high school amenities such as the canteen and library. This is an area I intend to take more initiative with in 2026 by liaising with the staff responsible to facilitate smoother integration and familiarity with these facilities.



Authentic Audience for Projects

Similar to 2025, many projects were designed with intended audiences but didn't always reach a published stage. Next year, I plan to focus on sharing student work more broadly with participating schools and communities. A proposed initiative includes publishing a HPGE Zine or Anthology, showcasing a collection of student-written works.

Conclusion

The High Potential and Gifted Education program continues to grow and adapt through the collective efforts of students, staff and the broader school community. While the program is designed to extend high potential and gifted learners, what truly unites these students is their remarkable work ethic, curiosity and enthusiasm for learning. They consistently demonstrate a positive attitude towards their studies and genuine respect for their peers and teachers.

Staff across all participating schools should feel immensely proud of their students' achievements. This extends to Kiama High School, whose ongoing support has been invaluable. The program has greatly benefited from the involvement of high school students and the generosity of staff who have provided outstanding learning opportunities that our students continue to talk about long after each session. A sincere thank you is also extended to Kiama High for providing a larger classroom space this year and a number of staff who were able to step in when I was unwell last term.