

Northmead Creative and Performing Arts High School

HPGE Spotlight



Edition 2, May 2025

Ms Kirsty Allen, HPGE Coordinator

Differentiation and HSIE Initiatives

This edition of the HPGE Spotlight highlights the exceptional work of our HSIE faculty, showcasing how students from Years 7–10 are challenged through differentiated, high-impact learning. From designing sustainable cities and debating historical accountability, to participating in the Australian History Competition, Model United Nations, and the UNSW Discover Model UN program, students are developing deep understanding, critical thinking, and global awareness across a range of engaging experiences.

Faculty: HSIE

Thomas Oliver (Head Teacher)
Molly McCrossen (Head Teacher PBL)
Kirsty Allen
Monique Boboleska
Lucy Chen
Shonal Deo
John Hayton
Anoop Kaur
Julie Koranyi
Paula Nazarenko
Carl Smith
Tamara Sutherland
Patrick Truong

Key Dates

The Australian History Competition	26th - 30th May 2025 (Year 8, 9 and 10 HPGE only)
National History Challenge	Entries close 22nd August 2025
HTANSW History Mastermind Competition	29th November 2025 (Students selected from Year 7 and 8 HPGE) 14th November 2025 (Students selected from Year 9 and 10 HPGE)
The Simpson Prize	Entries close 5th November 2025
Rotary Australia Cruise	December 2025 (Year 9 HPGE)

The Australian History Competition

The Australian History Competition is a national, source-based contest that challenges students' skills in analysis, interpretation, and critical thinking. Offered to Years 8–10 at Northmead earlier this term, the competition aligns with the Australian Curriculum: History and forms part of our HPGE program by providing high-potential learners with the opportunity to engage with complex historical material beyond the standard classroom setting.

Rotary Australia Cruise: History Afloat, Exploring Australia's WWII Home Front

At the end of this year, students will embark on a guided harbour cruise of Sydney Harbour and the Parramatta River, designed to deepen their understanding of Australia's home front experience during World War II. In partnership with Rotary Australia, the cruise explores key naval infrastructure and military sites, blending fieldwork, historical inquiry, and primary source analysis. This immersive experience encourages students to connect with the past by examining Australia's wartime mobilisation, civilian contributions, and the lasting impact of WWII on urban infrastructure.

Diplomacy in Action: Model United Nations Assembly (MUNA)

This term, Northmead CAPA High School proudly participated in the Western Sydney Model United Nations Assembly (MUNA), hosted at Nepean Creative and Performing Arts High School. The event brought together students from across the region to engage in formal debate, representing countries and negotiating global issues in a simulated United Nations setting. Our school entered two teams—one from Year 10 and one from Year 11—with both proudly sponsored by our local Rotary Club.



Students in the Year 10 team were selected from both HPGE and mainstream classes, chosen for their demonstrated strengths in critical thinking, public speaking, collaboration, and an interest in global affairs—qualities regularly observed in classroom learning. MUNA aligns closely with the goals of the HPGE program, offering high-potential learners the chance to extend themselves through real-world applications of civics, diplomacy, and communication. It fosters ethical reasoning, persuasive argumentation, and deeper engagement with complex global challenges.

A special congratulations to our **Year 10 team—Jasper Carruthers, Ksawery Malicki, and Sumedh Mudlapur (pictured above)—who represented India** with impressive enthusiasm, commitment, and collaboration across the two days of spirited debate and discussion

Discovering Diplomacy: HPGE Students Attend UNSW Model UN Workshop

To support future participation in regional Model United Nations events, selected Year 9 and 10 HPGE students recently took part in the Discover Model UN program at the University of New South Wales. Students were chosen for the high-potential attributes they consistently demonstrate in class, particularly in critical thinking, communication, and global awareness.

As part of the program, students participated in a simulated UN Security Council session, representing nations as they debated urgent international issues in a formal diplomatic setting. The experience offered valuable insight into the workings of the United Nations and the skills needed for international diplomacy. Students also heard from distinguished guest speakers, including former Prime Minister Malcolm Turnbull and Member for Reid, Sally Sitou, who shared their perspectives on leadership, negotiation, and civic responsibility. Events like this reflect the HPGE program's focus on authentic learning experiences that foster leadership, confidence, and a deeper understanding of global challenges.

A special congratulations to **Mulan Anderson, Gemma Cocks, and Ksawery Malicki**, who each received a 'Most Diplomatic' award in their committee groups at the Model United Nations Assembly. This award recognises students who excel in collaboration, respectful debate, and consensus-building, while effectively representing their country's position. Their thoughtful engagement and diplomatic presence reflect the core values of the United Nations.

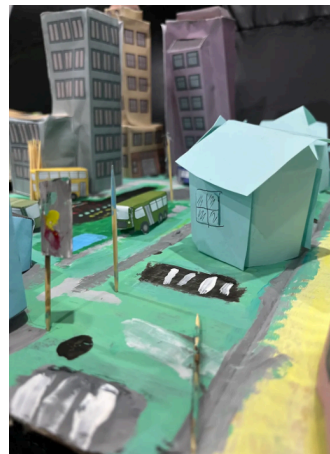
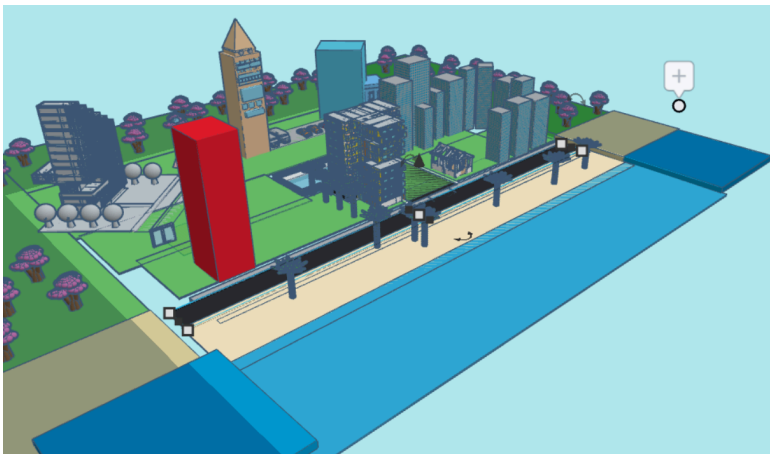


Extending Potential: Differentiated HSIE Classrooms

Across our HPGE HSIE classes from Years 7 to 10, teaching and learning is purposefully differentiated to ensure high-potential students are both challenged and supported. Differentiation is not simply about increasing workload—it is about designing tasks that promote higher-order thinking, conceptual depth, and intellectual stretch. These students are given opportunities to explore topics from multiple perspectives, engage in complex problem-solving, and make meaningful connections across historical and geographical contexts. By tailoring content, process, and product to student readiness and interest, teachers create classroom environments where high-potential learners are encouraged to take risks, think independently, and develop a deeper understanding of the world around them.

Designing the Future: Liveability in Action (Year 7)

In Year 7 HPGE Geography, students explored the topic of Place and Liveability through a rich, creative task that asked them to apply their learning to real-world challenges. As a capstone to the unit, students in 7HSIE E were tasked with designing a future-focused living space that addressed key issues such as energy, food, waste, transport, outdoor living, and sanitation. Using digital design platforms, students constructed innovative living environments that placed sustainability at the core of their solutions. Each student also produced a written justification grounded in research, explaining how their design choices improved the quality of life for future inhabitants. The unit culminated in a vibrant inventor's fair-style gallery walk, where students role-played as designers and presented their projects to peers, receiving feedback on their ideas. The activity provided an excellent opportunity for students to connect theoretical knowledge with practical, creative application, demonstrating how liveability can be reimagined through thoughtful, sustainable design.



Reimagining Sydney: Urban Planning for Diverse Experiences (Year 9)

In Year 9 HPGE Geography, students investigated how cities like Sydney are planning for more sustainable and inclusive futures through the lens of urban planning strategies. With a focus on Sustainable Development Goal 11, students explored how governments can cater for diverse experiences while addressing the social, environmental, and economic challenges of urban growth. Students delved into the NSW Government's Sustainable Sydney 2030–2050 strategy, identifying key directions for a more liveable, connected, and environmentally-conscious city. Students then worked in groups to design innovative urban planning solutions, creating LEGO models to represent their strategies and composing a written explanation of how their ideas would enhance sustainability and improve quality of life. This hands-on learning experience encouraged students to connect geographical concepts like place, interconnection, space and sustainability with real-world applications—demonstrating how young geographers can engage meaningfully with global and local urban challenges.

Seeking Justice: Investigating the Holocaust Through Debate (Year 10)

In Year 10 HPGE History, students engaged in a thought-provoking investigation into the Holocaust, exploring not only the historical context of rising Nazi ideology and the Final Solution, but also the aftermath and pursuit of justice. As part of their study, students examined the Nuremberg Trials, focusing on the question of accountability. Using an expert jigsaw strategy, students worked in groups to research different individuals, groups, or aspects of the Nazi regime. Drawing on both historian perspectives and primary sources, they evaluated the roles and responsibilities of key figures and constructed arguments around their culpability. These findings were then brought together in student-led debates, where each participant acted as a representative of a particular research focus. This culminated in a whole-class discussion assessing the effectiveness of the trials in achieving justice and holding perpetrators to account. The task required students to think critically about complex moral and legal issues while engaging deeply with source material—an ideal example of how HPGE learning in History fosters analytical thinking, collaboration, and ethical reasoning.

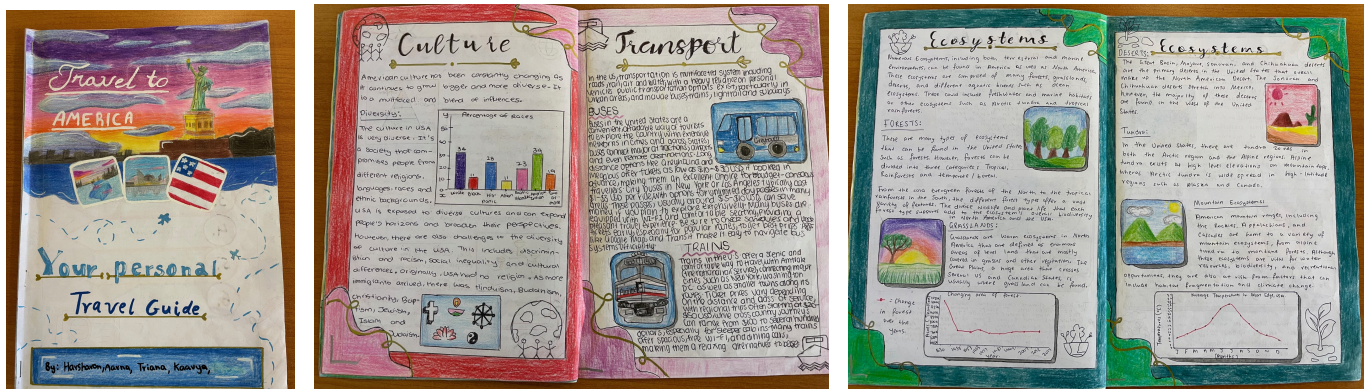
Scaffolded for Success: Writing in Geography (Year 10)

In Year 10 HPGE Geography, students are engaging in structured, scaffolded writing tasks that help them develop analytical and evidence-based responses to geographical issues. Using the ALARM matrix (A Learning and Response Matrix) as a framework, students are supported in unpacking complex questions and constructing well-developed written arguments. While HPGE students are often capable of working at a high cognitive level, the use of explicit teaching strategies remains essential. These scaffolds provide clarity and structure, enabling students to stretch their thinking while ensuring they remain purposeful and focused in their writing. Through guided modelling, targeted feedback, and structured planning, students build the confidence and skill to write with increasing depth and sophistication. This approach reinforces the idea that even high-potential learners benefit from explicit instruction and deliberate practice, helping them refine their ideas, organise their thoughts, and communicate complex concepts with precision.

Project-Based Learning Task: Tourism Campaign (Year 8)

In Year 8, HPGE students are engaging in a dynamic project-based learning task that combines Geography and Mathematics to explore the global tourism industry. Acting as marketing consultants for the national tourism board of a chosen country, students are challenged to design a data-driven campaign that promotes responsible and sustainable travel. Drawing on real-world tourism data and geographical insights, teams analyse trends, forecast visitor patterns, and evaluate the environmental and economic impacts of tourism.

The open-ended nature of the task allows for student voice and choice, with each group selecting their country, campaign design, and presentation format. This cross-curricular project encourages deep thinking, research, and collaboration, offering a meaningful opportunity to apply data and theory in a creative, real-world context. Students will showcase their final campaigns through a persuasive multimedia pitch to peers and teachers.



Contact Us

If you would like more information about the HPGE Program or HPGE initiatives, or if you would like to bring any related matters to our attention, please do not hesitate to contact us.

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Visit us on the web at Northmead Creative and Performing Arts High School.

