
# All Saints Parish School The Big Bang Club

**What was your initiative or project about?**
Briefly describe the initiative or project. How did your school become aware of the issue or opportunity? Which Wish for Education did it address?

The Big Bang Club is an enrichment opportunity designed to support High Potential Learners (HPLs) with a strong interest in space and science. It began when a group of Year 4 students started meeting in the library at lunchtime to independently research and discuss space-related topics. Their goal was to create a student-led club, but despite their enthusiasm, they struggled to establish it on their own. A teacher recognised the opportunity to build on their initiative and, drawing on our school's growing focus on identifying and supporting HPLs, worked with the students to create a structured program that would meet during school time.

Teachers from Years 1–4 nominated students demonstrating strong scientific ability or interest, and the club now includes 30 students across four year levels. Each student or team developed their own inquiry question and has been researching independently, with support from a teacher and a science mentor. Their learning will be showcased at our community event, STEM Under the Stars. The initiative directly responds to the Wishes for Education: Choice and Voice and Love of Learning, by enabling students to explore their passions, make decisions about their learning, and share their knowledge with others.

**How did you bring the initiative or project to life?**
Explain how students and staff worked together to plan and implement the project. What roles did students play?

The initiative was sparked by students, but brought to life through collaboration between students and staff. After noticing the Year 4 group meeting informally, a teacher engaged them in conversation and helped turn their vision into a formal learning opportunity. The teacher secured time within the weekly school schedule, coordinated the nomination process with class teachers, and provided structure around how the club would operate without taking away student ownership. Students played the lead role throughout including generating their own questions, decided whether to work individually or in groups, and chose how to present their learning. Their projects range from "How do rockets launch

into space?" to "What is loop quantum gravity?" and are being expressed through dioramas, Scratch quizzes, 3D models, stop-motion animations, and more.

To deepen the experience, a mentor with a science background was brought in to attend weekly sessions. The teacher acted as a facilitator, ensuring students had access to the resources, support, and space they needed to think big and explore deeply.

**What made it successful?**
What positive changes or outcomes did you see for students? How did it improve their experience at school?

The success of the Big Bang Club lies in its authentic student ownership, targeted support for High Potential Learners, and its alignment with real passions and interests. Students were not completing a task given to them,they were leading their own inquiry into questions they genuinely cared about.

We saw immediate increases in student engagement, motivation, and confidence. Students who typically finish class tasks quickly or crave more challenge found a space that met their learning needs. Others, who may not usually speak up in class, found their voice through self-directed projects and meaningful
collaboration with like-minded peers. The club created a safe, inclusive environment where students from different year levels (Years 1–4) could connect over shared interests. They took great pride in their research and were excited to share their learning with the wider community at our STEM Under the Stars event. This sense of purpose, audience, and recognition made learning feel relevant and rewarding.

Teachers also noticed improvements in student agency and classroom behaviour, particularly among those who now had an outlet for their high potential. By giving students voice, choice, and the right level of challenge, we've fostered a stronger love of learning and strengthened our culture of curiosity across the school.

**What would you do differently next time?**
If another school wanted to run a similar project, what advice would you give them? What lessons did you learn?

Next time, we would build in more explicit instruction around formulating questions and conducting independent inquiry as students came with a range of skills in this area. While students were highly engaged, regular check-ins could help them further develop their metacognitive skills, refine their research questions, and track their own progress more intentionally. We would also look at ways to connect students with experts earlier in the process. The addition of a mentor mid-way through the project had a noticeable impact on student thinking and questioning, so embedding that earlier could strengthen the learning even further.

Advice for other schools:

- Start with the students. This project worked because it was built from authentic student voice—not imposed from above. Listen to their passions and ideas.
- Link it to existing priorities. Align the initiative with school goals—like HPL, enrichment, or inquiry-based learning—to ensure support and sustainability.
- Keep the structure flexible. Give students freedom in how they learn, but provide enough scaffolding to support goal-setting, time management, and deep thinking.
- Celebrate the process, not just the product. Some students created show-stopping projects; others developed confidence, curiosity, and collaboration skills. All growth mattered. Most importantly, trust students to lead. Their ideas, when supported with the right structures and encouragement, can spark incredible things.