

**Evidence of Impact**  
Case Studies

# **Creative Schools Enables Innovation in Assessment**

**creative  
schools**

AN INITIATIVE BY:

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# Creative Schools enables innovation in assessment

Exams, essays, tests and assignments: traditional ways of assessing students' academic performance in schools. Yet what if there were a way of assessing that enables students to showcase knowledge, skills, and creativity in ways that reflect their individuality?

FORM's Creative Schools program is offering creative learning methodologies that can revolutionise traditional assessment practices, supporting teachers and creative practitioners to experiment with integrating creativity into pedagogical and assessment practices, and personalise the learning experience.

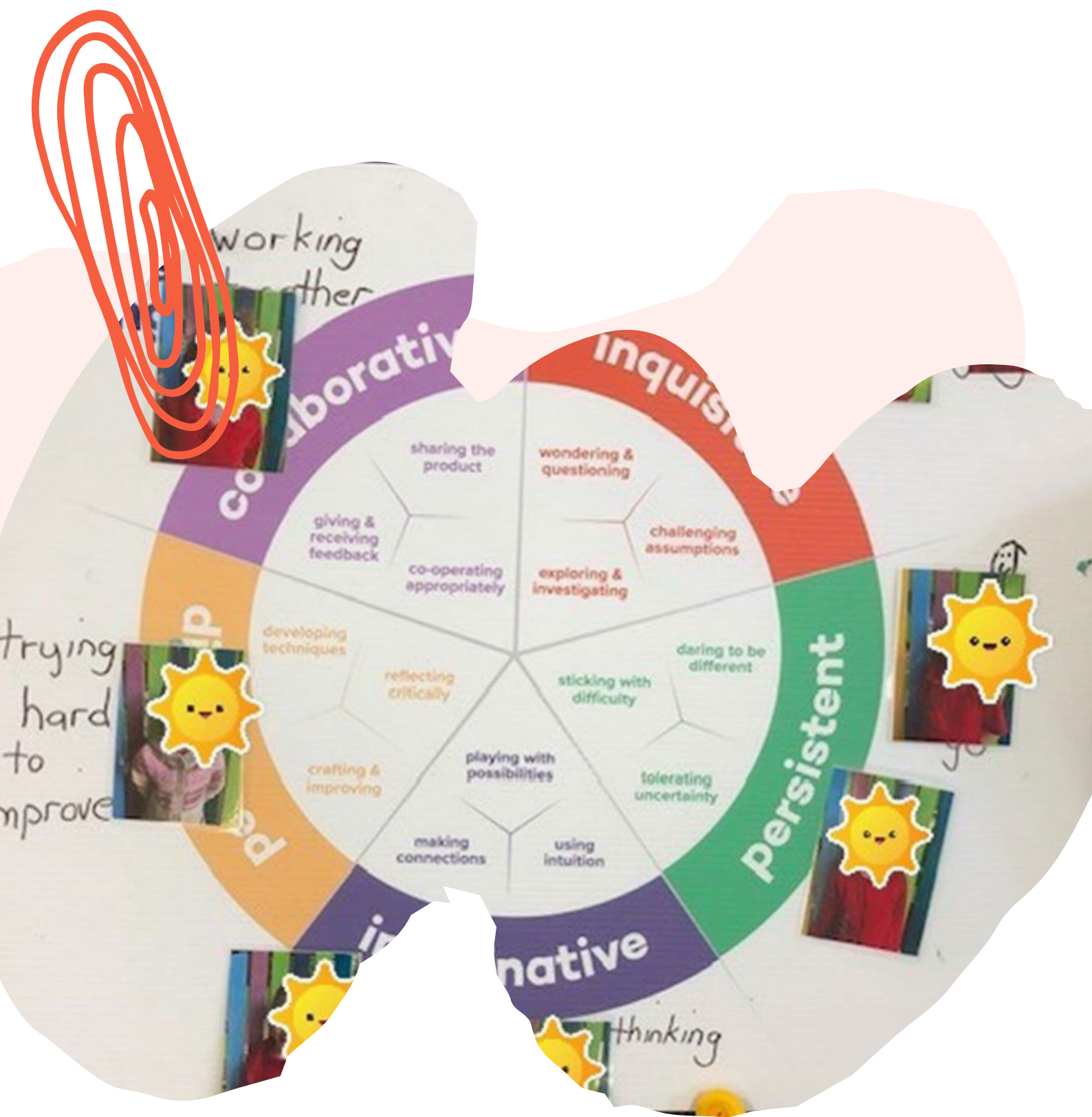
This approach not only makes assessments more meaningful but also helps students become more self-aware, confident, and capable learners who are better prepared for the complexities of the modern world.

The following vignette captures the impact of Creative Schools on assessment practices, and illustrates the difference between traditional and innovative methods:

At Perth's **Bob Hawke College**, science teacher **Sian Geldenhuys** has experienced first-hand the difference between the Creative Schools approach and the traditional approach with two different Year 9 science classes.

Creative Schools partnered Sian with visual artist **Olive Cheng**. The pair sought to break free from traditional teaching approaches and engage in a more interactive, creative way of learning and assessment, by challenging 28 Year 9 Science students to imagine the future of transport. Or more accurately, to think about and experiment with efficient modes of motion, the physical forces affecting motion and so on.

Instead of device-based learning and being expected to provide written responses, the students experienced a 'tasting plate' of various creative learning methods: making things, being hands-on, taking the classroom outside. Sian and Olive's aim was to guide the students towards creating a showcase of learning, where they could have the freedom to express their ideas about the future of transport in creative and personalised ways. This approach allowed students to display their learning in any format they chose, as long as it still addressed the science content described in the standard assessment rubric. They also had to include a creative technique learned during the Creative Schools sessions.



Physical models, annotated paintings, children's books, PowerPoint presentations, and videos were among the varied results at the showcase. The students took ownership of their learning, expressing pride in their creations. They surprised everyone—and themselves—with the depth of connections they made, not just within the topic but across other learning areas.

The shift from a structured classroom to a more flexible and creative environment proved transformative. This had been a challenging class to teach, yet the students became more collaborative and connected to each other, creating an atmosphere of shared pride and enthusiasm for learning. They became a true community of learning, exploration and experimentation.


By contrast, in Sian's other science class, students studied the same topic in the traditional way and were assessed, as usual, via an essay.

The assessment outcomes of the Creative Schools class went beyond what Sian or Olive expected, outperforming their peers. The Creative Schools students not only demonstrated a deeper understanding of the topic but also showcased a level of critical thinking that extended into other academic domains. Noting the benefits of these connections beyond the confines of the science curriculum, Olive observes "maybe it is not going to be in their science exam, but this is what is making great thinkers."

And Sian reflects:

**"This was my most difficult class and now they are lovely.**

**I grew so much from the experience. As a result of Creative Schools, the classroom I have is now less structured, but the kids are learning more, and I have a much stronger connection with them now."**

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## Student Views

**“The assessment was more free; we could express ourselves more doing it in different ways. I did a painting for my assessment and put it into my PowerPoint with a description and I added a wave diagram.”**

**“Creative Schools is a better way of learning. It is more fun, more interesting. It doesn't feel as hard, and you remember more.”**

**“Normally, we just do an essay for each big question. It was good to have choice in the assessment. It felt a lot less stressful. It was a lot quicker. I still produced the same, or I think even a higher level of work.”**

**“It is better than normal lessons because I learned different things and not just knowledge. I would definitely rather do this than just sitting and writing.”**

**“We could play to our strengths with the assessment. I would like to do more of this style of learning for the big questions. We had to be creative and think in different ways.”**

**“I actually want to do these tasks, but other tasks I don't want to do. I'm not that good at science, but this puts learning in a fun perspective, so we understand it and want to do it.”**

**“I basically still wrote the amount of an essay in my presentation; I had so much writing in my assessment, but I wanted to do it.”**

**“I felt really happy when we heard we don't just have to do an essay. It was less stressful and more relaxing. I don't just learn through OneNote, so I probably learned more.”**

## THE IMPACT OF CREATIVE SCHOOLS

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