

Evidence of Impact
Case Studies

Creative Schools Enhances Wellbeing

**creative
schools**

AN INITIATIVE BY:

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Creative Schools enhances wellbeing

Creative learning methodologies can significantly enhance student wellbeing in schools by providing a holistic approach to education that goes beyond traditional learning. These methods encourage students to explore, experiment, and express themselves through various art forms, problem-solving activities, and collaborative projects. Engaging in creative activities can boost students' self-esteem, self-expression, and self-confidence, allowing them to develop a stronger sense of identity and purpose. Furthermore, creative learning methodologies foster a positive and inclusive classroom environment, where students feel valued and supported, reducing stress and anxiety. By promoting critical thinking, adaptability, and a love for learning, creative approaches not only enhance academic performance but also equip students with essential life skills, ultimately contributing to their overall mental and emotional wellbeing.

The range of quotes from students, teachers, leaders, creative practitioners and parents from different schools involved in Creative Schools clearly show the positive impact of creative learning on student social and emotional wellbeing. This is followed by a case study of a project which not only investigated wellbeing as a topic, but also contributed to the wellbeing of students in the class.

“We get to share in Creative Schools. When others want things and feel sad, we can share with them. Sharing makes others feel happy and know they have friends.”

Pre-Primary Student, Camboon Primary School



“Creative Schools make me feel happy. It was fun and exciting.”

Year 4 Student, Willetton Primary School

“We don’t get in trouble in Creative Schools, because it’s all about being happy.”

Year 4 Student, Callista Primary School

“Z has enjoyed Creative Schools because it has been fun to work in the garden and he has come home every day happily.”

Parent

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

Year 9 Student, Bob Hawke College

“In Creative Schools I feel I can actually make some mistakes.”

Head girl, Bramfield Park Primary School

“She loved the change to routine and being able to take more time investigating options.”

Parent

“We are practising slowing down to think more, and thinking deeper about things. Mindfulness can be relaxing and also thinking deeper. Mindfulness warm-ups make them more open. It enables them to focus better on the tasks.”

Petros Vouris, Creative Practitioner

“It was really cool to see the shy little humans flourishing and developing.”

Gracen Alberino, Teacher, Northcliffe District High School

“He couldn’t stop talking about it and he felt sad about finishing off towards the end.”

Parent

“The joy you see from kids in their learning has been wonderful to witness.”

Chris Hennesey, Principal, Bayswater Primary School

Pursuing wellbeing through curriculum engagement

At **Manjimup Primary School**, teacher **Ashleigh Madeley**, and creative practitioner **Nic Sinclair**, worked with a class of Year 6 students to explore how creative learning methodologies could be used to study topics of mental health and wellbeing. They explained that Health can easily be seen as the dry, poor cousin of the curriculum.

Students were engaged in a range of creative learning tasks, from designing their own Wellbeing Olympics for the school to researching the impact of different types of addiction, including screens, gambling, vaping, caffeine, alcohol, etc. Each research team presented their findings in a style of their preference, from Tik Tok videos to books.

The project culminated with each student exploring what makes a personal Happy Inducing Thing (HIT). The project did not just involve studying mental health and wellbeing; it also contributed positively to the wellbeing of the students.

Nic explained:

“We did a mood rating check-in each week and used metaphors to describe moods at the start of each session. We would check in again after the session and the mood was always up after the Creative Schools session, each week.”

Ashley also noticed the change in her students:

“There was a lot of negative energy in the first term, but that has now changed. We focused on gratitude and mindfulness and empathy and self-regulation in our learning. They are a lot more aware of their own learning now. They are more engaged. I feel they are happier.”





THE IMPACT OF CREATIVE SCHOOLS

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