

Evidence of Impact
Case Studies

Creative Schools Enables Success For All

**creative
schools**

AN INITIATIVE BY:

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Creative Schools enables success for all

With FORM's Creative Schools, success is not in limited supply: all can succeed. For neurodivergent children, who may have unique processing styles and sensory sensitivities, the creative learning approaches employed in the program allow for flexibility and personalisation based on individual strengths and challenges.

Teacher interviews indicate that many students who initially struggle academically experience a notable boost in confidence and engagement through the program. Creative Schools encourages them to step out of their comfort zones, fostering a willingness to try new things without the fear of having to be perfect. Gifted students, often under-challenged in traditional lessons, find a platform for independent exploration and creative expression, while students with ADHD and ASD demonstrate growth in persistence, resilience, and collaboration.

The inclusive nature of Creative Schools sessions is particularly beneficial for students with attention and focus challenges. Even academically weak and quiet students discover their voices, expressing themselves confidently in class and actively contributing to collaborative projects. The positive effects extend to English as an Additional Language or Dialect (EALD) students, who experience increased confidence and collaboration, rather than their usual tendency to pull back. Overall, the program's adaptability and multisensory approach played a crucial role in unlocking the potential of students with diverse learning needs.

We present quotations from teachers, parents and students which capture many such stories of transformation for young people with anxiety, behavioural challenges, learning difficulties or communication challenges. For many students these moments of transformation through Creative Schools can lay foundations for future successful academic learning and engagement.

**“All students had success,
even my ASD student
– that was huge for him.”**

Jo Ivester, Teacher, Jandakot Primary School



“This project gave me so many ideas to cater for these kids, particularly for the children with autism. I gained so many ideas to dig into creativity, catering for children with diverse needs, ensuring the learning is multi-sensory. We did so many things I wouldn’t think of as a teacher which our creative practitioner brought to us: we now use it every day, trying to think of better ways to learn, helping the students develop confidence and agency.”

Brittany Tyson, Teacher, Calista Primary School

“I have only five English speakers in the class. We went through the Creative Habits language in literacy lessons. The children called it the learning pie. They had their own diary and wrote a sentence about it each week. It gave them a reason to write.”

Sheree Sneddon, Teacher, Bramfield Park Primary School

“One child took 2 weeks to just go into the classroom; now he is putting up his hand and contributing.”

Brittany Tyson, Teacher, Calista Primary School

“One student with anxiety and sensory needs was so excited about his song writing, jumping up and down. His song was chosen for the assembly photo slide show. It was such an achievement for him.”

Sophie Vacher, Teacher, Calista Primary School

“My gifted students who normally aren’t challenged or stretched much in regular lessons were allowed to fly, create, explore and learn independently. I think the program was especially beneficial for them. My students with ADHD and ASD have developed persistence and resilience and are better at collaborating although they found many warmup activities extremely challenging.”

Teacher, Survey Response

Can humans continue to survive on Earth?

“I got to see the children work together, which you don’t normally get to do when you’re teaching. It was so nice to see our EALD children collaborating. The benefits for them were amazing; normally they pull back. Their confidence has just grown so much.”

Tristan Jones, Year 4 Teacher, East Victoria Park Primary School

“Just seeing how they respond to the challenges is so interesting for me. We often see things that we didn’t expect. Some of the students are so distracted in normal school lessons, but with these challenges they have real logic and understanding in practical tasks. They just get it. They rush into things, start experimenting and get it. As a result their esteem in the eyes of their peers is rising.”

Bronwyn Mattock, Teacher, Willetton Primary School

“They are all working on task engaged, doing their tasks, and they are my most distracted class. The ADHD kids and the quiet kids all really did well with this style of learning. It caters for all styles of learning.”

Sian Geldenhuys, Science teacher, Bob Hawke College

“One of our Special Needs students contributed for the first time. He put his hand up to answer and talked and identified one of the behaviours he was working on (disciplined: crafting and improving) and how he could use the beaded necklace they were given and what they could come up with in using it. He said he would use it in a costume and wrap it around a hat. This student usually stays back and doesn’t contribute to sessions, so this was a huge step today and so proud of him to do that.”

Amanda Fletcher, Deputy Principal



THE IMPACT OF CREATIVE SCHOOLS

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