

Evidence of Impact
Case Studies

Creative Schools Connects Communities

**creative
schools**

AN INITIATIVE BY:

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building a state of creativity

Creative Schools connects communities

A sense of belonging and connection is fostered through many Creative Schools projects. Focus on friendship, family, connection to the local area and celebration provides avenues for students to explore concepts that are significant in their lives.

Through each project, students learned about themselves, each other and their community, strengthening their sense of connection. Connections between home and school were strengthened too. Families frequently heard about Creative Schools at home as students shared their enthusiasm, interest and learning. Families were also invited to be involved in the projects as they unfolded, accompany students on excursions, helping to build ponds and celebrating the students learning, thinking and creativity through the Creative Schools showcases.

Many Creative Schools projects also create opportunities for students to connect to their wider community, for example connecting with neighbouring schools, the local community library or local nature reserves. This inclusive and collaborative ethos strengthens the fabric of the community, promoting a holistic approach to education that goes beyond traditional classroom boundaries.

As a result, the community becomes an integral part of the learning process, enriching the educational journey for everyone involved. The quotes and vignette below demonstrate how FORM's Creative Schools creates ripple effects beyond the classroom to connect communities and enhance a sense of belonging.

**“I’ve told my family all
about Creative Schools.”**

Year 4 Student, Willetton Primary School



Celebrating friendship & connection

“Friendship is what we do for each other. In one activity we got feedback from our friends. I thought they would be nice, but they were really nice and that made me want to be nice to them. It made me feel happy and that’s fabulous.”

Year 3 Student, Belmont Primary School

“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

Connecting to nature

“I went on the excursion with the group down to the bird sanctuary, it was wonderful to see the children exploring and learning in nature. It’s been his favourite day of the week at school. We’ve had chats at home about recycling.”

Parent

“The kids were telling me all about the excursion to the wetlands. They got so much out of it. I wish this sort of learning had been around when I was a kid.”

Grandparent

Connections in school beyond the classroom

“Some teachers from my department observed my class while we are doing the activities and were impressed with the levels of participation. A number of other teachers now want to try Creative Schools for themselves and are interested in the teaching style.”

Teacher

Building community through creative learning

At **Willetton Primary School** a class of Year 4 students worked with creative practitioner, **Petros Vouris**, and teacher, **Jessica Moreschini**, on a project which managed to engage the local community. There was a derelict pond at the school. The class decided to revive the area by creating a natural pond instead, using natural plants to create a different ecology.

This was a huge project to complete in one term, so the community was engaged to join in and help. The class started with a family 'busy bee' event to clear out the space. Engaging the community became an important goal of the project. The children were so proud and empowered to show their parents and rest of the school community what they were doing. The class continued working on the project with so many interconnected layers of learning, adding in a water filtration system, bringing the habitat to life, and ultimately re-designing the whole area to create a healthy ecology for plants, frogs and birds. Numerous curriculum areas were integrated. The project did not only connect the community, it also connected the curriculum for students.

Teacher Jess explains:

“Creative Schools is overflowing into other curriculum areas. I am managing to link it to so many curriculum areas and utilise it in so many other lessons. For example, we are using the pond for our maths data collection. We are writing a persuasive letter to Bunnings to donate plants, and we managed to get family involvement. We are trying to teach embedded cross-curricular priorities which can be difficult to teach. It has really helped me to see the possibilities and to see the connectedness between the areas of the curriculum.”

The community remained engaged in supporting the work of the children, with much pride evident at the official opening of the pond.

Can humans continue
to survive on Earth?

Student Views

The children in the class really understood the value of creative learning in connecting them to nature, to their families, to cross-curricular learning and to their community.

“Creative Schools is good because you get to do a lot of fun things. We are making a pond. I’ve told my family all about Creative Schools.”

“There must be mosquitoes for frogs; and birds and trees need worms. Lots of animals can be included in our pond. The animals are all connected, and they help us.”

“Creative Schools is fun because you can figure out more about things and learn lots about nature and about Aboriginal culture and art and lots of things.”

“I think these are really fun lessons and I feel it’s not just trying to fix a pond. We are learning how to use our imagination and what we could do to make things better in nature.”



THE IMPACT OF CREATIVE SCHOOLS

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THE CREATIVE SCHOOLS PROGRAM WAS INITIATED AND IS MANAGED BY FORM: BUILDING A STATE OF CREATIVITY.
IT IS PROVIDED BY THE DEPARTMENT OF EDUCATION AND IS FINANCIALLY SUPPORTED BY THE WESTERN AUSTRALIAN GOVERNMENT

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