

Regional Award Submission Cover Sheet

Title of submission: League for Life Program

School/s: Robina SHS

District: Gold Coast South

Region: Gold Coast

Key contact person:

Name : Deborah Derrick

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Mobile phone number : 0414 482749

Email address: dderr2@eq.edu.au

Principal:

Name : Ross Smith

Phone number: 07 55 623 411

Email address: gsmit2@eq.edu.au

Please nominate the Showcase category for your project. Please nominate one category only. (See section 1.2 of the guidelines for more information.)

<input type="checkbox"/>	Showcase Award for Excellence in the Early Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in the Middle Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in the Senior Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in Inclusive Education
<input type="checkbox"/>	Showcase Award for Excellence in Leadership
<input type="checkbox"/>	Showcase Award for Excellence in Innovation
<input type="checkbox"/>	Showcase Award for Academic Excellence
<input checked="" type="checkbox"/>	Showcase Award for Excellence in Community or Industry Partnerships

OPTIONAL

multimedia items for State Award Submissions – YES included is an interactive CD

Supplied on one compact disc with the hard copy. Multimedia items are not required electronically.

Submission overview:

League for Life is community based initiative developed by Robina SHS staff in 2006. LFL utilizes the motivational power of sport, in particular rugby league, to engage students in their schooling and help them reach their potential. LFL combines the expertise of school staff and community groups such as the Gold Coast Titans, Griffith University, The Salvation Army, Queensland Ambulance and Queenslanders in the Community to provide a holistic and dynamic approach to schooling. LFL is aimed primarily at the middle school years (Yr 7 to 9) with minimal structure in yr 10 and beyond. LFL combines curriculum subjects, literacy, numeracy, ICT, the arts, life skills, fitness, team sport, personal development and enterprise.

Personnel involved in the project (names and roles):

Ross Smith, Principal Robina SHS
Deb Derrick, LFL Manager, Robina SHS
Graham Herlihy, LFL Coordinator Robina SHS
Michael Searle, CEO, Gold Coast Titans
Jen Cross, Community Development Manager, Gold Coast Titans
Renee Cohen, Development Officer, Gold Coast Titans
Darren Robb, Development Officer, Gold Coast Titans
Mark Gee, Development Manager Burleigh Bears RLC
Sharon Hodges, ARLD Gold Coast Manager
Jo Barrett, ARLD Officer, Gold Coast South
Dave Campbell, Officer the Salvation Army
Nathan Antonik, Constable QLD Police
Trish Crews, NRL One Community Manager
Peter Whitehead, Manager Queenslanders in the Community Charity
Steve Sharpe, Qld First Aide Training
Dr James Skinner, Education and Professional Studies, Griffith Uni Gold Coast
(**N.B.** please refer to table “*overview of partnerships*” in Appendix for extensive list of personnel involved in the project).

SIGNATURE/S OF PRINCIPAL/S



Ross Smith Principal (Robina SHS)

Date: 23/03/09

To be completed by the Executive Director (Schools) after completion of the checklist:

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2009. This submission meets the requirements set out in the Executive Director’s Checklist.

Signature of Executive Director (Schools)

Date:

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DESCRIPTION:

League for Life is a Gold Coast initiative, established in 2007 by Robina SHS in primary partnership with the Gold Coast Titans, the ARL Development, Burleigh Bears RL Club, NRL One Community, Griffith University and Education Queensland (see *appendix 1- overview of partnerships*). It aims to enhance learning outcomes for school communities, promote holistic development and raise educational standards of all students in the program, particularly those who are disengaged and underachieving. This vision reflects Education Queensland Smart State agendas whereby schools lay the platform for lifelong learning and assist students to reach their optimum potential through relevant curriculum with a sense of connectivity to the real world. Through the motivational power of sport- in particular rugby league and associated principles LFL instils the motto “if it’s to be it’s up to

me” and the theme of *choices* in everything the students do. Mapping student pathways into the senior school is also a priority, reflecting Education and Training Reforms approaches. (See *appendix 2* further information about the program and the LFL interactive CD).

OUTCOMES:

The LFL *Inclusive Curriculum Program* is in its third year at Robina SHS and has 72 students across Year 8 to 10. The 3 year course combines curriculum, sport and life skills. It targets improved:

- Attendance and retention to Yr 12
- Literacy and numeracy
- ICT skills
- Health and fitness
- Educational opportunities and post school pathways

Students in Yr 8 and 9 take part in the “Giant Steps” program whereby they are together for four of their eight subjects- English, Maths, the Arts and HPE (rugby league) plus a welfare component. In 2009 due to timetabling constraints, the Yr 8’s are also together for IDT and SOSE. All subjects in the program follow the school work program and are not “watered down”. League themed activities are embedded where possible to utilise student interest e.g. statistics in sport, sport journalism and reading of sport related novels and magazine articles. The emphasis is on improving student attendance, attitude, behaviour, engagement, enjoyment and class work. The theme of “choices” underpins much of the “Giant Steps” approach. All students are mentored through their welfare teacher, senior students and the LFL Coordinator.

In Yr 10 students study Maths, HPE and a welfare component together. With the assistance of guidance and pathways officers they begin to identify and focus on their individual pathways, through the LFL “Positive Pathways” program. The emphasis is on gaining skills and work experience, improving grades and developing a clear plan for senior schooling (linked to the SET plan). By the end of Yr 10 all LFL students have their first aid certificate, referees qualifications and blue cards. They are also provided with a variety of work experience and traineeships options. Students regularly have interviews with key staff to monitor their academic and pathways progress.

To date the 2009 Yr 10 cohort have identified their pathways in term 1 and will complete their blue card training ready for work experience in term 2. Their grades show an improvement in several subject areas. They continue to strive to better themselves through their community projects and mentoring each other and younger students. Close monitoring ensure that issues are quickly identified and dealt with.

By Yr 11 and 12 students should be independent and have goals to complete Yr 12, TAFE or traineeships/apprenticeships with the assistance of the Guidance and Pathways Officers, the senior welfare component and the “Play it Smart” program. Monitoring is continued through the welfare teachers and senior administration. Many of our Yr 10’s from LFL in 2008 are now in various stages of TAFE and/or traineeships as Yr 11 students. One student has gained a full scholarship for senior in 2009/2010 (see *appendix 4- student case study*).

Each fortnight an assembly is held for all the LFL classes whereby students are recognised and rewarded for achievements of the previous weeks. This includes “clean slates” (no RTC referrals or indiscretions in the classroom) and “That’s Tops” nominations from staff for positive student behaviour and efforts in the classroom and extra curricular activities. A guest speaker addresses the students, reinforcing the theme of choices in their lives.

Since the programs’ inception in 2007 each “Giant Steps” cohort has consistently demonstrated a dramatic improvement in the targets. Students in this stage of the LFL program enjoy coming to

school and are therefore more engaged and productive (see *evidence*). An established welfare, monitoring and reward system keeps the students on track and encourages them to improve further. All students are awarded weekly subject and PROMOTE points which are converted to Titan dollars. Students may also lose points for indiscretions. At the end of each semester, an auction is held at night, whereby students and parents and students bid for prizes with their Titans dollars. The more points the students accrue through out the semester the more Titans dollars they have to bid with. The evening also recognises the student with the most points in each year level, the students that epitomise the program and a cultural award. As the program is heavily arts focused, with all students studying dance, drama music media and visual art, and the majority performing in Dance night and being involved in the school musical, the cultural award recognises these achievements.

To ensure the programs success, students work with class teachers, outside providers, motivational speakers, personnel and players from the Titans, Australian Rugby League Development officers, parent and community groups such as the Salvation Army, PCYCs and in programs such as *Queenslanders in the Community*. This cross community approach ensures a shared ownership, diversity and utilisation of a range of expertise. LFL places a strong emphasis on students being involved in community service as part of their holistic development. Projects have included fundraising for sick children, the Salvation Army and working on the Southport Special School farm. Feedback from the students, staff and community groups involved in the community approach suggests that the experiences are valuable and worthwhile (see *appendix 5* newspaper article- "In a League of their Own").

EVIDENCE:

The core business of LFL is improving students' attitudes, motivation to learn, health and fitness levels. This is evidenced in student improvement across the following areas: attendance, retention, academic results, behaviour, attitude, enjoyment, engagement and fitness. Data has been collected since 2007 and each year is collated into an annual report, with assistance from Griffith University. Key findings from the 2008 annual report and semester 1 in 2009 are as follows:

LFL has proved popular with pupils, staff and parents.

- Students had very positive responses to being in the program, finding it enjoyable and gaining much from it. Few could identify anything they did not like about taking part.
- Parents had very positive views about their child's participation in *LFL*. (See *appendix 6*-parent email).
- The 16 staff involved in 2009 are very supportive of the program.
- 98 % of students rated their LFL subjects and their relationships with the LFL teachers above their other subjects studied.

LFL has contributed to improved targets.

Students' attitudes to their schooling became more positive and attendance improved- the average number of unexplained absences per student in each cohort dropping dramatically, as illustrated in the table below:

Current cohort	2006	2007	2008	2009
11	10 (yr 8)	3.5 (yr 9 LFL)	3.7 (yr 10 LFL)	3.6 (yr 11)
10	NA	8 (Yr 8)	3.4 (Yr 9 LFL)	3.3 (Yr 10 LFL)
9	NA	NA	11 (Yr 8)	3.9 (Yr 9 LFL)
8	NA	NA	Yr 7 unavailable	3.2 (Yr 8 LFL)

For some students in our program, the year prior to joining LFL showed a high number of RTC (Responsible Thinking Centre) referrals. The table over illustrates the average number of RTC referrals of students in the program before their first year and at the end of their first year in the program.

2006	2007	2008	2009
13 (Yr 8)	2.9 (Yr 9)	11 (yr 8)	2.7 (Yr 9)
2007	2008		
9 (Yr 8)	2.1 (Yr 9)		

To date in 2009 there has also been a significant decrease overall with 78% of the boys not having been referred to the RTC at all.

LFL has contributed to improved academic skills and achievement.

Students made significant progress in all LFL subjects and in some other Year 8, 9 and 10 subjects:

- In 2008 on average, students improved their grades in all subjects by 14.6% compared with their previous year results.
- Some students showed significant improvement to achieve “A” grades in Mathematics.
- 96% of the 2009 Giant Steps students passed Mathematics.
- Teachers noticed particular improvements in students’ handing in and completing class work and assessment.
- Parents felt the LFL Program had helped with many aspects of their child’s learning, including ICT, mathematics, reading, writing and homework.

In “*Giant Steps*”, students’ responses indicated they enjoyed school more and were achieving in most subjects. Mathematics showed the most improvement, as did the arts. Students indicated they enjoyed H.P.E., the Arts and Maths the most. The table over shows the average grade for Mathematics prior to and after LFL.

Mathematics

Current cohort	2006	2007	2008	2009
11	52%(Yr 8)	61%(Yr 9 LFL)	67% YR 10 LFL	NA
10	NA	53% (YR8)	64% (Yr 9LFL)	61% (Yr 10LFL)
9	NA	NA	42% (Yr 8)	55% (Yr 9LFL)
8	NA	NA	NA	58% (Yr 8LFL)

The percentage of students passing LFL subjects in 2007 to 2009 is shown below:

Subject	2007	2008	2009
Maths	Yr 9 -94%	Yr 9- 97% Yr 10- 96%	Yr 8 -94% Yr 9 -95% Yr 10-96%
The Arts	Yr 9-95%	Yr 9- 97% Yr 10- 96%	Yr 8-97% Yr 9-87% Yr 10- NA
HPE	Yr 9-96%	Yr 9 -97% Yr 10- 96%	Yr 8-98% Yr 9-99% Yr 10-00%

- English has proved to be the most challenging with averages in the low 70% area.
- Teachers and parents noticed improvements in students’ self-confidence and esteem.
- In the *Positive Pathways* Program the boys demonstrated noticeable leaderships skills with the younger groups, showed improved marks in HPE and Maths and were all able to identify their pathways.
- N.B. Just under a third of pupils in the LFL program have special educational needs.

LFL has reached its target group.

The LFL program targeted boys who wanted to improve themselves and were interested in rugby league. They were from a variety of backgrounds, educational needs and ethnicity. The initiative benefited all students, regardless of background, ethnicity and educational needs.

APPENDIX 1: LEAGUE FOR LIFE curriculum immersion program 2009 – overview of partnerships

NRL ONE COMMUNITY	QUEENSLAND SCHOOLS ROBINA SHS ELANORA SHS NERANG SHS MIAMI SS	EDUCATION QLD	KEY PERSONNEL LFL 2009 <ul style="list-style-type: none"> • Deb Derrick, LFL Manager, Robina SHS • Michael Searle, CEO, Gold Coast Titans • Jen Cross, Community Development Manager, Gold Coast Titans • Renee Cohen, Development Officer Gold Coast Titans • Darren Robb, Development Officer Gold Coast Titans • Graham Herlihy, LFL Coordinator Robina SHS • Darren McSwain, LFL Coordinator, Elanora SHS • Matt Pow, LFL Coordinator, Nerang SHS • Anthony Green, LFL Coordinator Miami SS • Adam Hartigan, LFL Coordinator, Patrician Bros • Nathan Antinuk, Constable, QLD Police • Dave Rodwell, Sarah Redfern Campbelltown • Sharon Hodges, ARLD Gold Coast Manager • Jo Barrett ARLD Officer Gold Coast South • Paul Walker, Communications Manager, ARLD Sydney • Adrian Vowles, Executive Officer Burleigh Bears • Ian Amos, General Manager Burleigh Bears • Mark Gee, Training and Development Manager Burleigh Bears • Dave Campbell, -Salvation Army • Peter Whitehead, Manager Queenslanders in the Community • Steve Sharpe, Qld First Aide Training • Trish Crews, NRL One Community Manager • Dr James Skinner, Education and Professional Studies Griffith Uni Gold Coast • Angela Boyd, Associate Professor, ACPE NSW • David Lakisa, NSWRL Academy • Rob - Nerang PCYC • Eric Land Manager- PfS Australia • Sean Kane- Centre Manager PfS U.K. • Leed Rhinos PfS Centre, U.K. • Pia Tanner, East London Gym PfS, UK
GOLD COAST TITANS BURLEIGH BEARS RL CLUB		GRIFFITH UNIVERSITY	
NERANG PCYC THE SALVATION ARMY		ARLD GOLD COAST AND SYDNEY	
THE SALVATION ARMY	NSW SCHOOLS PATRICIAN BROS BLACKTOWN SARAH REDFERN SHS	PARRAMATTA EELS WEST TIGERS	
NRL ONE COMMUNITY ARLD SYDNEY NSW RL ACADEMY ST MARYS RL CLUB		AUSTRALIAN COLLEGE OF PHYSICAL EDUCATION	
		AUSTRALIAN CATHOLIC EDUCATION	

APPENDICES (cont).

Appendix 2: Further information about the program.

In 2009 the LFL *Inclusive Curriculum Program* is embedded in six schools in QLD and NSW. LFL runs additional community projects under the LFL name- *Nalinah Balin* a Gold Coast Indigenous Youth Project and *Sport Club*, aimed at primary students. League for Life is also recognised by the *Playing for Success Program* in Australia and the UK.

(See also www.leagueforlife.com and Robina website www.robinashs.eq.edu.au).

The LFL program has huge potential and it has received some positive feedback and noticeable results since its inception. The program has been promoted both locally and interstate through the newspapers, Channel 9 news, at the ARLD national conference, the Working with Boys Building Fine Men National Conference in Newcastle, Channel 10 Sydney, the QLD ICT conference, Education Views, Sectorwide magazine (April 2008 edition) and in the U.K. (see *appendix 7- promotional material*).

LFL received three grants and minor sponsorship for Robina SHS in the three years. This is the only school based learning initiative that the Gold Coast Titans have committed to and they are wholly supporting the expansion on the Gold Coast in 2009 and beyond. Currently the LFL arts curriculum documents are being converted to QCAR format by Deborah Derrick and Sue Fox of the QSA.

LFL won the NRL 2007 Service to the Community One Community Award and has been fully endorse by the NRL One Community program. Deb Derrick, the LFL manager won one of three 2007 Education Queensland \$25 000 Teacher Excellence awards and Graham Herlihy, Welfare Manager won Gold Coast Teacher of the Year 2007 and was awarded a national teaching award in 2008. 4 of the 5 teachers nominated at Robina SHS for the 2009 Gold Coast teachers award are LFL teachers. (see *appendix 8- letters of support*).

Deborah Derrick has a PhD attached to the program. In 2008 she presented the League for Life Program at the International *Playing for Success* Conference in the U.K. and she is continuing her work with the Arsenal Football Club Education and Community programs, Super League Clubs Bradford Bulls, Leeds and Wakefield Wild Cats and furthering links with two UK universities with studies on sport and engagement.

What has contributed to the success of LFL?

A tailored classroom/home room with ICT equipment and a rugby league theme, plus the Titans termly points systems and auctions proved to be attractive and strong elements in motivating students to become involved in the LFL Program. Students responded positively to many aspects of the program, especially playing rugby league, the involvement of the Titans and outside providers, participating in arts based activities, especially drama and dance, community projects and using computers and the Internet. They enjoyed most of their class work, felt they had made progress, and were grateful for the help they received. They also benefited from the opportunity to develop relationships with their classmates and LFL staff and felt a sense of identity. Later projects such as the community based farm project and participating in dance night proved to be a very valuable learning experience for the boys.

Starting LFL in year 8 and 9 in 2009 allowed underachieving or unsettled students the opportunity to make a 'fresh start' in their current educational setting. Student mentors were used in reading programs and support teachers in Mathematics and English to provide additional assistance. Regular meetings of the LFL teachers and other involved staff enabled teachers to closely monitor student progress and provide the necessary intervention and support strategies.

The LFL classroom aimed to provide a safe and supportive environment where students felt a sense of ownership and value. LFL teachers and other involved persons encouraged students to become independent learners and take ownership of their behaviours and learning. Lessons provided opportunities for students to make choices and to develop independent learning skills. Students' responded well to incentives and rewards provided by Robina SHS, the Titans and the ARLD, such as competitions, prizes and certificates.

Appendix 4- Student Case Study

CASE STUDY- LEAGUE FOR LIFE PROGRAM RYAN'S STORY

Background:

Ryan is a current student in year 11 at Robina SHS. He is 15 years old and has been in the League for Life program since the beginning of Year 9. In late primary school and year 8 Ryan struggled to attend school and consequently had a high level of absenteeism, as he had little interest in school life and found no relevance in what he was doing. He suffered from bouts of depression, linked with problems at home and generally lacked interest in much of his life. Ryan's effort in class was spasmodic and he was failing many of his subjects. His behaviour was erratic and sometimes he spent several lessons in the RTC (Responsible Thinking Centre) in a week. Ryan's parents were at a loss with what to do with him.

Ryan's progress:

Ryan is a real success story for League for Life. Not only does he love coming to school, he has improved his behaviour and grades too. Ryan has not been sent to the RTC once since term 2 in 2007. His report from 2006 (year 8) starts below and shows noticeable improvement from 2007 onwards, when he joined the LFL program. (The curriculum in LFL subjects is the same as other classes, with the added bonus of tutoring, mentoring and some themed activities). Ryan has been class captain 3 years running, a role model for others in the program and a speaker for League for Life. He is also a mentor to the year 8's in the program. He began a school based apprenticeship in 2008 and attends TAFE one day a week. Ryan is a lovely boy who has blossomed given the change at a new lease of life through League for Life. Ryan has been offered a Robina SHS senior scholarship for outstanding improvement in 2009, recommended by Student Liaison Officer and the P&C President, Di Loddon.

005806 RYAN

(**Subject Result, Effort, Behaviour respectively** as of 24/06/2009. N.B. 2006 report shows only result grade).

Semester 1 Report 2006	Semester 2 Report 2006
COMPUTING B	COMPUTING C
ENGLISH (GENERIC) C	ENGLISH (GENERIC) C
GERMAN C	GERMAN D
HEALTH & PHYSICAL EDUCATION B	HEALTH & PHYSICAL EDUCATION C
INDUSTRIAL TECHNOLOGY & GRAPHICS C	INTERMEDIATE MATHEMATICS C
INTERMEDIATE MATHEMATICS C	LIFESTYLE MANAGEMENT D
PERFORMING ARTS B	PERFORMING ARTS B
SCIENCE D+	SCIENCE D
SOSE D	SOSE D
Semester 1 Report 2007	Semester 2 Report 2007
GEOGRAPHY B B B	GEOGRAPHY C C B
GRAPHICS C B B	GRAPHICS C C B
INDUSTRIAL TECHNOLOGY & DESIGN B B B	INDUSTRIAL TECHNOLOGY & DESIGN C C C

SCIENCE C C C	SCIENCE D D C
TITANS ART A A A	TITANS ART A A A
TITANS ENGLISH B A A	TITANS ENGLISH C A A
TITANS HPE B A A	TITANS HPE B B B
TITANS MATHS B A A	TITANS MATHS C A A
End Semester 1 Report 2008	End Semester 2 Report 2008
ECONOMICS C C C	ECONOMICS C C C
ENGLISH – LFL B B A	ENGLISH – LFL B B A
HEALTH & PHYSICAL EDUCATION – LFL A A A	HEALTH & PHYSICAL EDUCATION – LFL A A A
MATHEMATICS - LFL A A A	MATHEMATICS - LFL A A A
MUSIC C C C	MUSIC C C C
SCIENCE 21 D D C	TRAINEESHIP AAA
End of Semester 1 Report 2009	NA at this time

Appendix 6- parent email

Sunday March 22, 2009

Dear Deb

My son Josh Q is in Year 9. I would like to commend the 'League for Life' program and the progress you and your wonderful team of teachers are doing with my son. Josh has improved immensely this year with a new found excitement about going to school. He comes home and actually talks about his day, the programs he is involved in, even activities within Maths/Science etc where as previously it was a mile stone to get a grunt out of him. 8.5yrs of school and every year we have had an up hill battle with Josh and his attitude/behaviour and this year is like a breath of fresh air. Finally people/teachers like yourself understand him and communicate on his level and have broken through a barrier. Even when he had his arm in plaster his teachers were great and still encouraged him to do what he could without the pressure, especially his Maths Teacher, very understanding. It was the first time EVER a Teacher has spoken to me in such a positive way about Josh, She was very kind/understanding and just saying so many nice things about him, it brought a tear to my eye...Seriously!

I am so happy as a Parent/Family unit the massive improvement Josh has made, I can thank LFL for contributing an awful lot to his turn around. He also got an award for behaving for the last two weeks with a Ticket to Titans game, he could hardly contain himself telling me. I tell him often these days how proud I am of him but that was a moment of sheer joy as it was a huge achievement for Josh to curb his ways. I can only hope this program continues in our schools as it is outstanding and finally people understand these boys and they have a brighter future.

Thanks League for Life team.... Could you please pass onto those involved with your program and the Principal what a great job they are all doing....Keep up the great work!

Kind Regards

Rachael Q
Operations Supervisor
Skilled group

LETTERS OF SUPPORT:

Letter 1- Principal's statement for League for Life

In 2006 Robina SHS staff Deborah Derrick and Graham Herlihy designed and implemented the League for Life- a program of considerable innovation, proposing groundbreaking work, which, I believe, has not been seen before in schools. The League for Life Program at Robina SHS targets boys who have a desire to improve themselves and many who need motivation to stay at school and learn. This program uses rugby league and associated principles to drive four curriculum areas and keeps the students in class and at school.

The current government plan for all young people to remain in school as long as possible offers significant benefits for the community but at the same time is a considerable challenge for schools to engage and extend the otherwise reluctant learner. I believe the League for Life program addresses these challenges. The results of the program are consistent from year to year and to date show a significant engagement in learning and a dramatic improvement in attendance, behaviour and grades.

This particular program has provided an opportunity to form primary partnerships with the Gold Coast Titans football team, the ARLD, the NRL One Community, Griffith University and The Salvation Army to build bridges of community ownership for our young people, with the potential benefit to all.

Deborah has shared these results and her research into school boy rugby league with the ARLD at a national level, at relevant conferences both in Australia and overseas and as a result she has expanded the program and derivatives of it to other schools on the Gold Coast and Sydney in 2009.

Deborah's substantive role here on our campus is as Head of our Arts faculty and National Manager of the League for Life Program. In 2007 Deborah was awarded a \$25 000 teacher excellence award. Graham is a Maths teacher, head rugby league coach and teacher and the coordinator of the League for Life program. Graham was named the 2007 Gold Coast teacher of the year and won a national teaching award in 2008. Both Deborah and Graham have increased participation in rugby league at Robina SHS through visionary practices.

I believe the LFL program and the exciting work Deborah and Graham are doing is worthy of consideration for the Showcase Awards for Excellence in Schools 2009.



Ross Smith
Principal
Robina State High School
24 March 2009

Letter 2 –P&C Association letter of support

The Parents & Citizens Association of Robina State High School wish to congratulate the school for this program.

This program has made a difference to the many students who have been accepted into this program. We have seen some of these students struggle in Year 8 and now they are in Year 11 completing traineeships and attending TAFE. We have even awarded one boy a scholarship to complete senior in recognition of his progress and improvement. This year we have over 70 boys and 17 staff involved in the program and we have seen a change in many of them in behaviour and their attitude towards school.

Education Queensland plans for all children to be at school, earning or learning and this program has done that, it has kept students wanting to learn and stay at school. Many parents of these students have mentioned to me how this program has changed their attitude towards school and their home lives.

There have been a many opportunities for the League for Life boys to assist in fund raising- recently they supported a staff member whose son has leukaemia through shave for a cure. The League for Life boys go to Southport Special School and worked with these students in their school, raising money for food for their animals.

The program is thanks to people like Deb Derrick and Graham Herlihy who have given a lot of their time to the program to make it, the success it is. I was very fortunate to be invited to Sydney when the program won the One Community Award; it was a very proud moment for the Principal and the President of the P & C both to be there to accept this award on behalf of the School.

This program has become well known, many schools nationally are asking about the program and the benefits for the students. The boys are often in the local paper for work they are doing or projects they are involved in. It was wonderful to see our boys perform at Dance Night and drama festival last year and one boy has a lead role in this year's school musical.

I do believe the League for Life program, and the work that both teachers are doing for the program should be considered for a Showcase Award for 2009, because it does demonstrate the excellent work that Robina State High School is achieving for their students, who were at risk of leaving school early.

Dianne Loddon
President of the Parents &Citizens Association
Robina State High School.
23 March 2009.

Level 4, Pivotal Point
50 Marine Parade Southport QLD 4215
PO Box 198 Southport QLD 4215



P. 07 5581 0150
F. 07 5581 0199

The Jetstar Gold Coast Titans

www.titans.com.au

To Whom It May Concern:

Please be advised that the Jetstar Gold Coast Titans have supported and will continue to support the League For Life Program in 2008.

The League for Life Program was initiated by Robina State High School in 2007. The idea of the program is to use Rugby League as a 'tool' for learning and engaging students at school.

The program has exceeded all expectations and the program has achieved the following outcomes:

- Higher retention rate of students remaining at school
- Unexplained absence has dropped dramatically
- Limited the number of student suspensions
- Increase participation in Rugby League at the school
- Increased the number of students passing subjects

We look forward to participating in the program in 2008 which will be extended to Nerang State High School and Elanora State High School.

If you require further information please contact me on 07 5581 0150.

Yours sincerely

A handwritten signature in black ink, appearing to read "Jennifer Cross".

Jennifer Cross
Player Welfare & Community Manager



24 January, 2008

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To Whom it May Concern

This letter is to advise that Dr James Skinner from Griffith University, Gold Coast Campus, has been involved in the ongoing evaluation of the Robina State High School League for Life Program.

The program used rugby league as a vehicle to re-engage 'at risk students'. These students had historically demonstrated high levels of absenteeism, poor disciplinary records and below average academic results.

This evaluation has clearly demonstrated positive student outcomes, these include:

- A reduction in unexplained school absenteeism.
- A reduced number of behaviour management referrals.
- Improved academic achievement across a number of subject areas.
- Increased levels of student engagement with school activities.
- Improved levels of confidence of students who are involved in the program.

Griffith University will continue to evaluate the ongoing impacts of the program and is committed to the evaluation of the program as it is implemented in other schools.

If you require any further information on the evaluation Griffith University has been involved in please contact Dr James Skinner on (07) 55528645 or on j.skinner@griffith.edu.au

Sincerely,

A handwritten signature in blue ink, appearing to read "James Skinner", written over a horizontal line.

Dr James Skinner
Deputy Head of School
School of Education and Professional Studies
Gold Coast campus
Griffith University



January 23, 2008

To Whom It May Concern,

Rugby League's One Community would like to confirm its support for the 2008 League for Life Program and projects that fall under the LFL umbrella.

This unique program uses the profile and principles of Rugby League to promote educational and personal development for high school students at risk of disengagement and underachievement at school.

The success of League for Life at Robina State High School was evidenced by the program winning the AAMI Service to the Community Award at the 2007 One Community Awards.

Rugby League's One Community, incorporating the National Rugby League and Australian Rugby League Development, will continue to endorse the League for Life Program in 2008 and support its expansion into Sydney and Melbourne schools.

If you require further information please do not hesitate to contact me.

Yours sincerely

A handwritten signature in black ink that reads 'Trish Crews'.

Trish Crews
Community Relations Manager,
National Rugby League
Ph. 9339 8530
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Where League leads the way

FOR some people rugby league is more than just a sport, it's a way of life.

That is certainly the case for students from the League For Life program – an incentive-based program that encourages kids to commit themselves to their studies with the help of rugby league.

Originally implemented at Robina State High School last year, the program proved so successful it was picked up by Nerang State High School and Elanora State High School this year.

Students from the three schools joined together last week for a day of activities to kick off the program for 2008.

Deb Derrick from Robina State High School, who started League For Life, said the day provided the opportunity for students from the schools to meet one another and work together.



Titans players (back l to r) Nathan Friend, Luke Swain and Josh Graham meet students (front l to r) Brynden Stott, Jordyn Paul and Oxy Finn

"The purpose of the day was to bring the three schools together to start building relationships between the schools through the League For Life program," she said.

"There has been a really great sense of school spirit and competitiveness but also camaraderie as the three groups of kids have worked together." After a breakfast and

motivational speakers in the morning the boys were treated with a visit from Luke Swain, Nathan Friend and Josh Graham of the Gold Coast Titans who joined in a series of events including a tug-o-war.

Titans centre Josh Graham said he enjoyed visiting the school and joining in with the students. "I remember when I was at primary school Tim Brasher (former Australian rugby league player) came and it was a really big thing," Josh said.

"You go to schools and think no one cares but you get here and you realise it's a big thing for them."

Students were clearly excited as they enjoyed the day's activities, but Ty Sorenson from Elanora State High School said the best part of the day was meeting the Titans players.

"It's been a good opportunity to get involved in more activities and meet new people," Ty said.

"The day was excellent, I loved it, but getting my picture taken with the Titans was the best part of the day."

—HAYLEY SULLIVAN

In a league of their own

AN INNOVATIVE Robina diversion program will have more than 30 new students in 2009 as its success continues to grow.

Robina State High School's League for Life involves students learning through a shared interest in rugby league, as well as taking part in community service activities.

The program's 40 students spent time working on the Kumban Avenue Special School's farm, learning valuable life lessons.

"It's very beneficial for the boys because it teaches them about caring for others and teaching people in the community," said program co-ordinator Deb Derrick.

"We have seen an improvement in the boys' attitudes and it has taught them to be better people and more community-minded."

By ANDREW POTTS

Mis Derrick said the boys raised more than \$1500 for the school this year and were expecting to expand their work in 2009.

"We will keep working at the farm in the new year, as well as take on a new 'community' project," she said.

"Next year, more than 70 boys will be involved in League for Life and we are keen to work with everyone in the community."

Merrimac student Keanu Bromley said he enjoyed working on the farm.

"It was a lot of fun because we were able to feed the animals, as well as do some gardening and maintenance work," said the 14-year-old.

"I learned a lot and I will be able to use these skills later in life."



FUTURE ... Robina students Keanu Bromley and Daniel Fusion are in the League for Life program.