



SPRINGVALE MONASH  
LEGAL SERVICE Inc.

# SPORTING CHANGE

EMPOWERING YOUNG PEOPLE



SPRINGVALE MONASH LEGAL SERVICE INC.

**EVALUATION REPORT**

2017 and 2018

## Acronyms

**CLC** - Community Legal Centre

**CLE** - Community Legal Education

**NWSP12** - Narre Warren South P-12 College

**PSO** - Protective Services Officer

**SEIFA** - Socio-Economic Indexes for Areas

**SMLS** - Springvale Monash Legal Service Inc

• *All student names in this report have been changed for privacy.*



<b>04</b>	Summary of Sporting Change
<b>06</b>	The Aims of Sporting Change
<b>08</b>	Methods
<b>13</b>	Summary of Key Results
<b>14</b>	Chapter 1 - Effectiveness
<b>22</b>	Chapter 2 - Appropriateness
<b>28</b>	Chapter 3 - Process
<b>32</b>	Chapter 4 - Efficiency
<b>38</b>	Chapter 5 - Sustainability
<b>42</b>	Reviewing, Refining and Responding
<b>46</b>	Recommedations
<b>48</b>	Reflections
<b>51</b>	Acknowledgments
<b>52</b>	Appendices - Police Powers Week 1 Module

# SUMMARY OF SPORTING CHANGE

## Purpose of Sporting Change

Sporting Change supports young people from diverse backgrounds to engage constructively in their local communities and society as a whole. The program uses sports to educate young people about the justice system.

It also uses the services of an integrated school lawyer to increase young people's access to justice.

## Main Features of Sporting Change

The program:

- Is a collaborative and multidisciplinary model, combining the skills and knowledge of a youth worker, community development worker and lawyer;
- Is a partnership between a community legal service and a secondary school;
- Provides interactive and tailored community legal education to secondary-aged students within a school setting, using sport as a framework for the teaching of legal content;
- Partners with sporting clubs to run various sports activities and instil key legal messages in the students; and
- Provides direct legal assistance to the students through the services of a school lawyer.

## The Need for Sporting Change

Research suggests that many young people experience legal problems that have a significant impact on their lives and wellbeing.<sup>1</sup> Generally, there is a limited understanding among young people of the legal frameworks that impact their lives, and this lack of understanding can lead to possible negative engagement with the justice system.

Literature also suggests that vulnerability and disadvantage both increase the risk of

experiencing legal problems.<sup>2</sup>

The City of Casey is the eighth fastest growth region in Australia,<sup>3</sup> and likely to become an area with high levels of unmet legal need. While the City of Casey scores relatively low on the Socio-Economic Indexes for Areas (SEIFA) for disadvantage, residents have several attributes associated with indicators of disadvantage.

<sup>1</sup> Deborah Macourt, 2014, Youth and the law: the impact of legal problems on young people, Law and Justice Foundation of New South Wales, 38

<sup>2</sup> Buck, A, Balmer, N & Pleasence, P 2005, 'Social exclusion and civil law: experience of civil justice problems among vulnerable groups', Social Policy & Administration, vol. 39, no. 3, pp. 302- 322



**“ WE APPRECIATE THE SCHOOL LAWYER AT THE PROGRAM - IT HELPS US TO UNDERSTAND THERE ISN'T JUST TEACHERS TO TALK TO, TO HELP US. WE HAVE OTHER PROFESSIONALS TO TALK TO. ”**

In comparison to the Victorian average, there is a higher proportion of: non-English speaking residents; single parents; levels of family incidents per 1000 population; low income families with children, rental and mortgage stress.<sup>4</sup> It is the fifth highest local government area for residents who report poor health. The City of Casey has a greater proportion of youth unemployed (13.6%) in comparison to Greater Melbourne (12.3%), including in Narre Warren (12.5%) and the neighbouring suburbs of Hallam (17.3%) and Hampton Park (17%). Similar patterns are evident for disengaged youth who are not employed or in education in Casey (9.6%) when compared to Greater Melbourne (7.4%), with higher proportions in Narre Warren (9.1%), Hallam (14.8%) and Hampton Park (11.8%).<sup>5</sup>

Continuing concern from both the parole board and the community about the high representation of youth in the justice system articulated a need

for a program which aims to minimise the risk of young people having a negative interaction with the justice system and promotes young people's access to early and timely legal assistance.

The City of Casey introduced Springvale Monash Legal Service Inc (SMLS) to Narre Warren South P-12 College (NWSP12) as an ideal school to partner with.

SMLS was able to secure funding through the Victorian Legal Services Board Grants program to deliver Sporting Change at NWSP12 over 2017 and 2018.

The purpose of this report is to evaluate the overall success of Sporting Change in achieving its aims during this two year period.

<sup>3</sup> Department of Transport, Planning and Local Infrastructure (ND) 'Quick Facts' <http://www.dpcc.vic.gov.au/home/publications-and-research/urban-and-regional-research/census-2011/quick-facts>

<sup>4</sup> Department of Health (2012) Casey: 2012 Local Government Area <http://www.health.vic.gov.au/modelling/planning/lga.htm>

<sup>5</sup> Atlas i.d (2011) City of Casey. <http://atlas.id.com.au/casey/maps/youth-unemployment-rate#MapNo=10044&SexKey=3&datatype=2&thetype=1&topicAlias=youth-unemployment-rate&year=2011>

# THE AIMS OF SPORTING CHANGE

To assist in developing the aims of the program, SMLS facilitated the formation of a steering committee consisting of key stakeholders from various organisations. Members of the steering committee included senior school staff of NWSP12, SMLS, the City of Casey, Victoria Police, Jesuit Social Services and the United Pasifika Council of Victoria. The role of the steering committee was to provide strategic direction to the program.

Through a facilitated session, the steering committee members identified the overarching purpose of Sporting Change and worked together to create the outcomes chain outlined in diagram 1.

The outcomes chain maps out the short, medium and long-term outcomes the program aims to

achieve and illustrates how each links together and ultimately to the overarching purpose of the program.

In the first 2 years of the program, SMLS prioritised the following four aims from the outcomes chain:

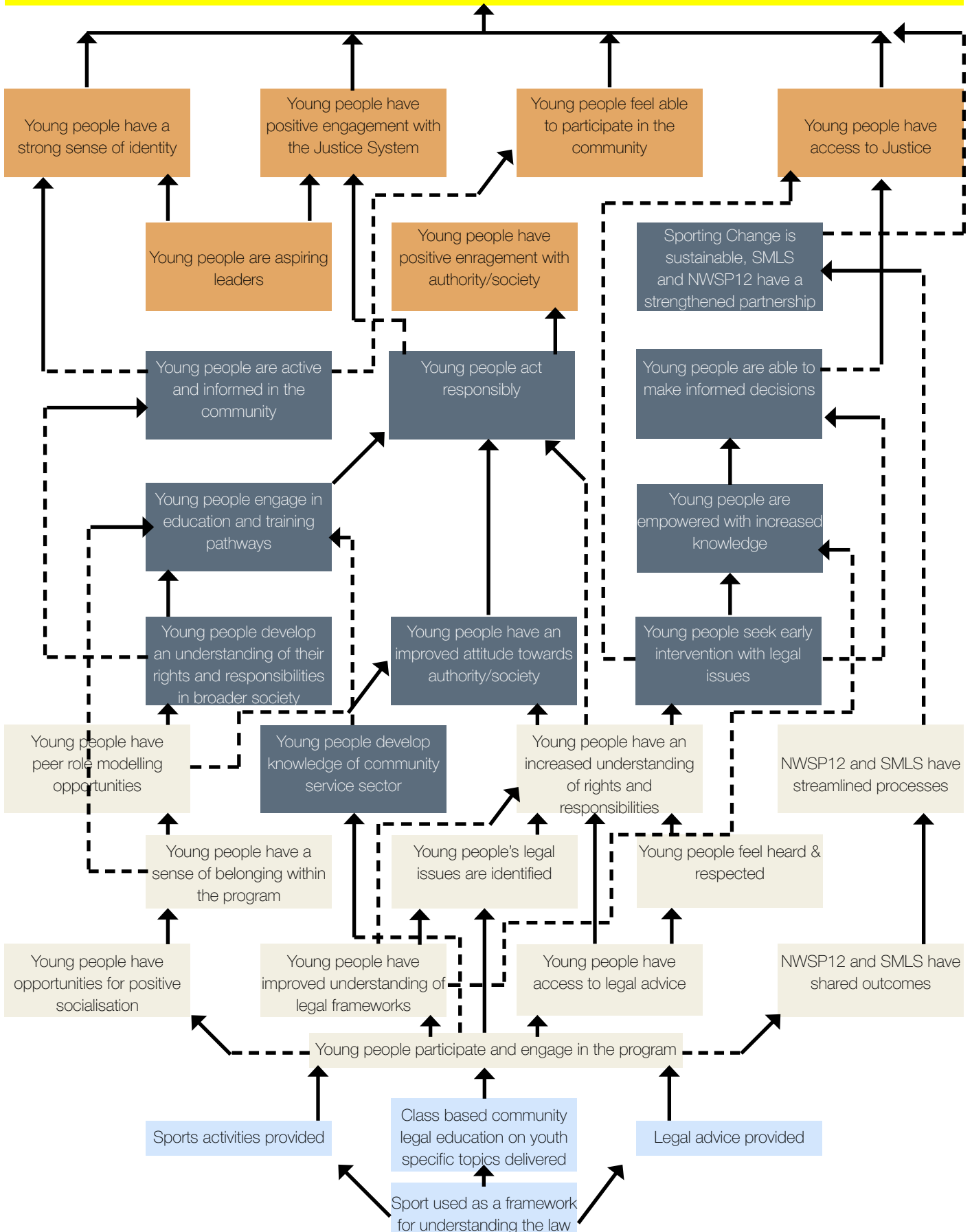
1. To improve young people's understanding of legal frameworks;
2. To increase young people's understanding of their rights and responsibilities;
3. To improve young people's attitude towards authority/society; and
4. To increase young people's ability to make informed decisions on legal matters.



# Diagram 1: Outcomes Chain

Impact
Long Term Outcomes
Medium Term Outcomes
Short Term Outcomes
Outputs

## YOUNG PEOPLE ENGAGE CONSTRUCTIVELY IN THEIR COMMUNITY AND SOCIETY





“

**NOW WE ARE MORE ALERT THAT WE HAVE GONE THROUGH THE PROGRAM AND WE HAVE DONE THE SPORT TO HELP US LEARN ABOUT WHAT THE LAW ACTUALLY IS.**

”

# METHODS

This section outlines our methods used to evaluate the program.

We measured the success of the program based on:

- The program’s effectiveness in achieving its aims;
- The appropriateness of the program’s model;
- The strength of the partnerships as part of the process in achieving the aims;
- The efficiency of the program; and
- The sustainability of the program.

SMLS developed the evaluation questions outlined in table 1. Each evaluation question is intended to address the effectiveness, appropriateness, process, efficiency and sustainability of Sporting Change in achieving its aims.



## Table 1: Evaluation Questions

DOMAIN	KEY EVALUATION QUESTIONS THAT GUIDED THE MONITORING AND EVALUATION PROCESS
<b>Effectiveness</b> (Short-term and Medium-term Outcomes)	<b>Outcomes</b> <b>1. To what extent were the following aims achieved?</b> <ol style="list-style-type: none"> <li>Young people’s knowledge of legal frameworks have increased;</li> <li>Young people’s understanding of their rights and responsibilities have increased;</li> <li>Young people’s ability to make informed decisions on legal issues have increased; and</li> <li>Young people’s attitude towards authority have improved</li> </ol>
<b>Appropriateness</b>	<b>Targeting</b> <b>2. To what extent has Sporting Change reached its intended client group?</b> <b>Suitability to needs / Program Model</b> <b>3. To what extent has the legal and sports based model worked as an engagement strategy?</b> <b>4. To what extent has the legal and sports based model worked as an education strategy?</b> <b>Program activities</b> <b>5. To what extent did the program activities (community legal education, sporting activities, and legal advice) support the achievement of the short-medium term outcomes?</b>
<b>Process</b>	<b>Partnerships</b> <b>6. To what extent have SMLS and NWSP12 engaged with the program? How could this improve?</b>
<b>Efficiency</b>	<b>Resources</b> <b>7. Were the program resources maximised?</b> <b>Value</b> <b>8. To what extent has Sporting Change provided value for money?</b>
<b>Sustainability</b> (Longer-term Outcomes)	<b>Modelling</b> <b>9. To what extent should Sporting Change continue? Is it scalable or replicable?</b>

These evaluation questions then informed what data we would need to collect and what methods we would use to collect that data.

The program utilised a selection of different methods as part of the program; these data form part of the data used for this evaluation.

Students who participated in the program were asked to complete a survey at the beginning and end of the program.

Initially, students were also asked to complete separate surveys at the beginning and end of each of the program modules. It appeared the students were overwhelmed by the volume of surveys they were being asked to complete and so seemed to be losing motivation to complete them. Consequently, it was becoming a challenge to gather completed student surveys. As a result, partway through the program, we discarded using a separate pre-module survey.

The surveys consisted of a combination of multiple choice and short answer questions. The format of these changed throughout the program. There was some drop-off between the number of students who completed pre-program or pre-module surveys and those who completed post-program or post-module surveys. In total, across 2017 and 2018, we collected data from 59 pre-program surveys and 45 post-program surveys, and 65 pre-module surveys and 120 post-module surveys. In general terms the surveys were intended to capture any changes to the student's knowledge or attitude towards the law following attending Sporting Change and the effectiveness of combining law with sport.

Survey data were supplemented with focus group data with 5 students and was conducted in 2018. These students who had attended had been

involved in the program in either 2017 or 2018. The focus group was recorded and contemporaneous notes were also taken. In general terms, the students were asked for feedback on the model of combining sports with learning about the law; whether the program contributed to any attitudinal changes amongst students towards to the law, the community or school; whether the program made any changes to the students' decision-making and general feedback on the program.

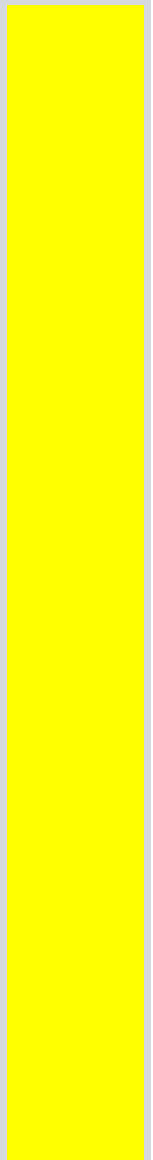
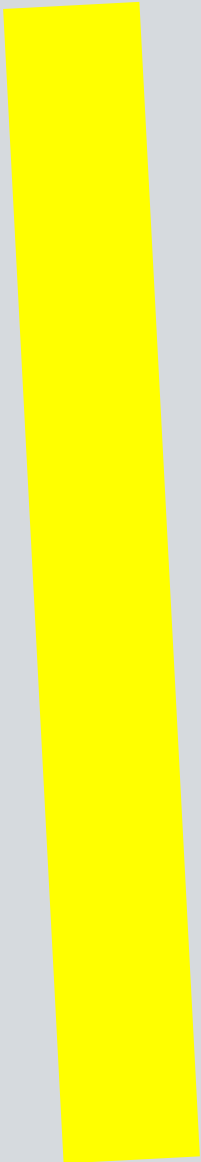
These data were collated and analysed as part of the ongoing pedagogical process and program evaluation.

At the conclusion of the 2 years, we asked the year 9 and 10 sub-school leader of NWSP12 to complete a survey, in consultation with other teachers who had taught students of the program. We asked the school to indicate whether they had observed a decrease, increase or no change in the students' levels of confidence, motivation, engagement attendance, attitude and behaviour at the school since completing the Sporting Change program. In addition, and as part of the program, we kept a record of attendance for each session.

To encourage students to complete the surveys, the student surveys were designed to be appealing and relatable to the young people and incorporated simple and informal language.

At times, students did not complete all the required survey questions. To ensure parity of the data results, percentages were calculated from the total number of students who answered a particular question.

Despite the challenges faced, good and reliable data were obtained from the various data collection tools.



	QUANTITY	QUALITY
<b>EFFORT</b>	<p><b>How Much Did We Do? (1)</b></p> <ul style="list-style-type: none"> <li>• 172 young people attended the legal education and sports program</li> <li>• 48 young people have accessed the school lawyer for legal advice, information, assistance and referrals</li> <li>• 45 legal education activities developed</li> <li>• 8 steering committee meetings held</li> <li>• 14 SMLS staff team meetings held.</li> <li>• Areas of law covered in the 2-year period;                             <ul style="list-style-type: none"> <li>o 13 Police powers</li> <li>o 8 Drugs and the law</li> <li>o 9 Healthy relationships</li> <li>o 8 Bullying</li> <li>o 10 Employment law</li> <li>o 9 Driving law</li> <li>o 4 Am I old enough?</li> </ul> </li> <li>• 12 partnerships developed, with the education sector, sporting clubs, local government and youth sector.</li> <li>• <b>100% of legal education activities were reviewed and adapted to the needs of the program.</b></li> </ul>	<p><b>How Well Did We Do It? (2)</b></p> <ul style="list-style-type: none"> <li>• 89% of young people were from cultural and linguistically diverse backgrounds</li> <li>• 47% of young people were female and 53% were male</li> <li>• 36% of young people were from year 9 and 64% were from year 10</li> <li>• 55% of young people attended more than half of the program</li> <li>• 50% of young people reported having previous contact with police or protective services officers (PSO)</li> <li>• 32% friends and family having prior contact with police or PSOs.</li> </ul>

<b>EFFECT</b>	<p><b>Did We Make a Difference? (3)</b></p> <ul style="list-style-type: none"> <li>• 97% of young people reported that they know more about their legal rights and responsibilities after participating in Sporting Change,</li> <li>• 89.5% of young people reported that learning about the law in Sporting Change has made it easier for them to know 'what to do and what not to do' when facing a legal matter.</li> <li>• 98% of young people reported that learning about their rights and responsibilities has had a positive impact on their lives.</li> <li>• 87.5% reported that knowing their rights and responsibilities helps them feel more confident in understanding their role in the community.</li> <li>• 94% of young people who participated, reported that learning about the legal system has helped them feel more able to engage in their community and society.</li> <li>• 90% of young people reported that participating in Sporting Change has increased their knowledge of possible legal consequences if they or someone they knew got into trouble with the law.</li> <li>• 96% of young people reported that Sporting Change helped them find out more about where to get help with legal issues.</li> <li>• 95.5% of young people reported that the links with sport helped them understand the legal topics better.</li> </ul>
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# SUMMARY OF KEY RESULTS

This section summarises our key results, including achievements of other aims that appear on the outcomes chain.

1. Students who participated in Sporting Change reported to have gained:
  - a. An increased understanding of legal frameworks;
  - b. An increased understanding of their rights and responsibilities;
  - c. An increased ability to make informed decisions on legal issues; and
  - d. An improved attitude towards authority.
2. Students reported that using sports helped them understand the law.
3. NWSP12 and SMLS were able to identify and develop shared aims.
4. Sporting Change gave the students an opportunity for positive socialisation and gain a sense of belonging. Focus group interviews revealed that the opportunities for positive socialisation are of equal or greater value to young people as the opportunity to participate in sports.
5. Sporting Change encouraged students to be aspiring leaders. SMLS referred and supported two student participants of Sporting Change to take part in the Melbourne City Football Club's Holiday Leadership Program. They subsequently re-joined Sporting Change the following year as program leaders and assisted with the program delivery.
6. Sporting Change gave students an opportunity to be active in the community. Students of the program were inspired by the work of Sporting Change and requested and successfully completed their work experience requirement at SMLS.

Although SMLS had not expressly sought to evaluate the appropriateness of having a service external to the school deliver Sporting Change, our experience over the last 2 years has indicated to us the importance of this aspect of the model. NWSP12 and SMLS engaged in a rigorous process of trying to reconcile what may otherwise appear to be competing legal and professional obligations. After lengthy discussions, the partners were

successful in coming to a resolution to ensure ongoing compliance with the school's mandatory reporting obligations and the legal service's usual obligation to keep client information confidential. Having a school lawyer independent of the school was one of the key features that allowed the competing obligations to co-exist.

# 01

# EFFECTIVENESS

This chapter evaluates the effectiveness of Sporting Change in achieving the four aims as outlined in evaluation question 1.

## **Evaluation Question 1**

To what extent were the following aims achieved:

- **Young people's knowledge of legal frameworks have increased**
- **Young people's understanding of their rights and responsibilities have increased**
- **Young people's attitude towards authority have improved**
- **Young people's ability to make informed decisions on legal issues have increased**

SMLS delivered interactive activity-based community legal education focusing on young people's rights and responsibilities; the legal and non-legal consequences and associated risks of their choices and behaviour; and where they can obtain assistance, if required.

Topics covered in the community legal education include healthy relationships, police powers, employment law, driving law and drugs and the

law. These areas of law were carefully selected after consultation with the steering committee. We also relied on SMLS' 44-year experience of working with young people and community youth services.

The program also ensures that legal assistance is accessible to the secondary students of NWSP12 through a dedicated school lawyer integrated within the school's wellbeing team.



“

SPORTING CHANGE HAS BROADENED MY UNDERSTANDING (OF THE WAY THAT I THINK ABOUT AUTHORITY)

”

## Young People's Knowledge of Legal Frameworks have Increased

Sporting Change sees legal frameworks as the 'back drop' to understanding the law and legal processes within Victoria. This includes knowing why certain laws exist, how young people can engage with the law, the impact that a negative engagement with the law may have, where to get help with legal problems and the types of legal issues commonly affecting young people.

The data show that young people have a very limited understanding of legal frameworks prior to

attending Sporting Change. Young people mostly report that issues such as drug and alcohol use are the main legal issues impacting young people, with little ability to recognise how other issues outside of the obvious spheres of criminal law also impact their lives, such as employment law, laws pertaining to relationships and families, getting a licence and driving. Understanding that an issue is legal in nature is an essential element of the program.

## Prior to participating in Sporting Change

- **60%** Young people have little or no knowledge of legal issues impacting young people.
- **31%** Young people understand nothing or not much of why laws exist.
- **50%** Young people only understand 'a little bit' of why laws exist.
- **12%** Young people knew where to go to get help with legal problems or even ask questions about the law outside of their friends and family.

## After participating in Sporting Change



Feedback from young people indicates that to them, simply knowing where to get help is important as it increases their level of confidence and makes them feel safer. Young people also report that the increased confidence leads to increased level of empowerment. Focus group interviews also show that young people believe that knowing the possible legal consequences of getting into trouble with the law may reduce the risk of young people offending.

The data show that Sporting Change reduces the risk of young people's negative engagement with the justice system, through effectively improving students' attitude and

understanding of the law. Through tailored education, and by encouraging an awareness of the role of the law and community conventions, the program equips young people to make informed decisions about their lives. The program strengthens their capacity to engage positively within legal frameworks and the broader community.



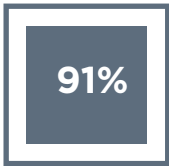
# Young People's Understanding of their Rights and Responsibilities has Increased

SMLS has been working with young people in the region for over 40 years, through youth services, the Children's Court and now Sporting Change. Our duty lawyer from the Children's Court is

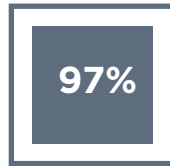
often astounded and concerned by how little young people know about the legal system that surrounds them, and how vulnerable this makes them in their decision making.

## Before Participating in Sporting Change

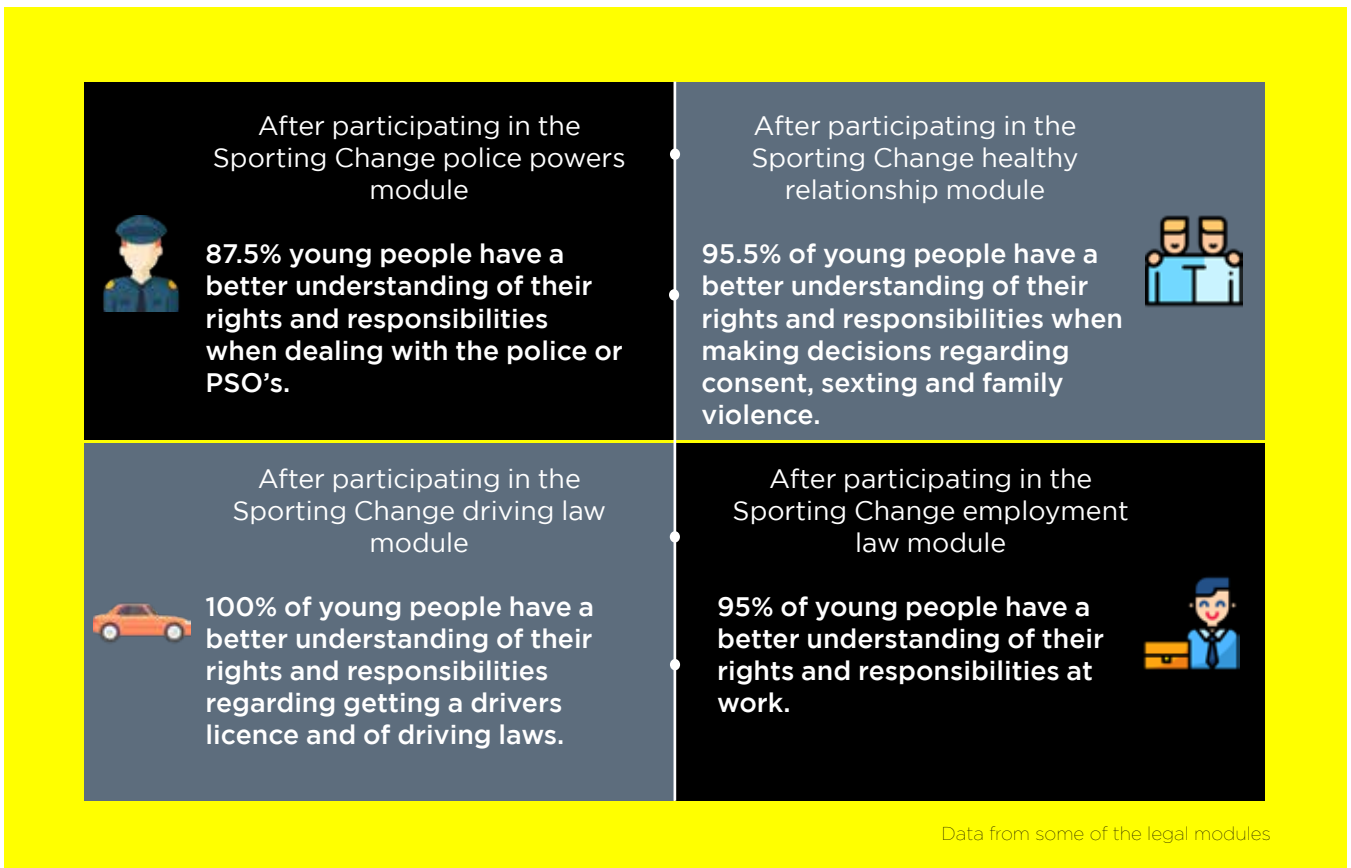
## After Participating in Sporting Change



Young people understood nothing or 'not much' about their legal rights and responsibilities.



Young people reported that they know more about their legal rights and responsibilities.



The data show Sporting Change has been effective in empowering young people with increased knowledge of their rights and responsibilities.



## Young People's attitude towards Authority have Improved

Literature suggests that trust and confidence in the police are lower amongst young people compared with adults.<sup>6</sup> Generally, young people use

public space to a greater extent, and are therefore more likely to have contact with the police.<sup>7</sup>

**93%**

**Young people reported that being part of Sporting Change has changed their attitude towards police, PSO's and other people in authority.**

**94%**

**Young people reported that Sporting Change has helped them feel more able to engage in their community and society.**

The data reveal Sporting Change improves the way in which young people consider figures of authority, including Victoria Police. The program aims to allow young people develop an understanding of the roles of these actors in our legal system, why they exist and how they may be able to engage positively in any interaction that may occur. This includes interactions with police officers or PSOs in everyday life.

This school-based program also contributes to reframing negative constructs of formal education. Sporting Change provides an after-school program that encourages young people to continue to attend school.

SMLS acknowledges there are limitations to the program's ability to improve young's people's attitude towards authority. The young person's attitude towards authority may also be shaped by that young person's lived experience of negative interactions with figures of authority. Improving authority figures' attitude and treatment of young people falls outside the scope of the program.

Despite the contextual constraints within which Sporting Change operates, it has had a significant impact on young people's understanding of why figures of authority exist and how to engage with them positively.

<sup>6</sup> Flexon JL, Lurigio AJ and Greenleaf RG (2009) Exploring the dimensions of trust in the police among Chicago juveniles. *Journal of Criminal Justice* 37(2): 180-189.

<sup>7</sup> McAra L and McVie S (2010) Youth crime and justice: Key messages from the Edinburgh Study of Youth Transitions and Crime. *Criminology and Criminal Justice* 10(2): 179-209

# Young People's Ability to make Informed Decisions on Legal Issues have Increased

Research demonstrates that lack of knowledge is a key barrier to people taking action and that not knowing what to do is a significant barrier to positive engagement with the legal system.<sup>8</sup>

**Prior to participating in Sporting Change, 80% of young people reported little or no understanding of possible legal consequences for getting into trouble with the law.**

To encourage young people to take steps to minimize the escalation of their legal problems, Sporting Change offers young people foundational knowledge, skills and confidence required to respond to legal problems as they arise, to take positive action and make informed decisions.

**After participating in Sporting Change, 90% of young people reported that participating in the program increased their knowledge of possible legal consequences if they or someone they knew got into trouble with the law. 89.5% of young people reported that learning about the law in Sporting Change has made it easier for them to know 'what to do and what not to do' when interacting with the legal system. 48 young people have accessed the school lawyer for legal assistance, information and referrals.**

Young people participating in Sporting Change reported knowing the possible legal consequences of getting into trouble with the law reduces the risk of young people offending.

<sup>8</sup> Coumarelos, C, Macourt, D, People, J, McDonald, HM, Wei, Z, Iriana, R & Ramsey, S 2012, Legal AustraliaWide Survey: legal need in Australia, Law and Justice Foundation of NSW, Sydney, <http://www.lawfoundation>

“

NOW YOUNG PEOPLE FEEL THAT THEY CAN HAVE HELP AND SEEK HELP BECAUSE THEY HAVE SEEN YOU GUYS [SMLS] ARE WILLING TO HELP THEM IN THE PROGRAM.

”



# CASE STUDY

Jayden and some of his younger family members often came together to attend Sporting Change. Overall, Jayden's reflections on the program show that Sporting Change gave him and his family members, not only a space to keep active and

healthy, but also to learn about the law and have an opportunity to positively engage with older role models. Even after completing Sporting Change, Jayden still drops in from time to time as he really enjoys the program.

# 02

# APPROPRIATENESS

## THE LEGAL AND SPORTS-BASED MODEL IS AN EFFECTIVE EDUCATION STRATEGY

This chapter focuses on evaluation questions 2, 3, 4 and 5.

### Evaluation Questions 2, 3, 4 and 5.

#### Targeting

To what extent has Sporting Change reached its intended client group?

#### Suitability to Needs / Program Model

To what extent has the legal and sports-based model worked as an engagement strategy?

To what extent has the legal and sports-based model worked as an education strategy?

#### Program Activities

To what extent did the program activities (community legal education, sporting activities, and legal advice) support the achievement of the short-medium term outcomes?



# Targeting Intended Client Group

The program was open to a diverse mix of students. Sporting Change indeed attracted a diverse range of young people.



The data reflect a need amongst the students of NWSP12 for community legal education and direct legal assistance. This further indicates the location and partnership with NWSP12 has been appropriate.

Reports from the school's wellbeing staff indicate that there is a cohort of young people identified as being at risk of having a negative interaction with the justice system and had not yet engaged with the program. In addition, there have been some young people identified as at risk by school staff, who come to Sporting Change sporadically, a common challenge for organisations working with

young people. This indicates that there are still strategies to be implemented to promote Sporting Change within the school, in particular with the wellbeing team.

Strategies we have employed include increasing the engagement of the youth worker with the young people through phone calls, texts and running activities at the school and diversifying the sports and legal modules offered to encourage student interest. We have already seen that this has contributed to more regular attendance.

# Suitability of the Legal and Sports-based Model

A natural affinity exists between sport and young people. It has been used nationally and internationally as a medium to engage with young people and promote pro-social values. Sport is frequently used as an engagement strategy. Sport is a familiar lens in which young people can compartmentalize complex concepts.

The use of sport as an education strategy within the community legal sector is less common.

The data indicate that the use of sport to educate young people is an effective education strategy and has led to an increased understanding of the legal concepts among participants.

Young people have reported that sport was a key factor for choosing to sign up to Sporting Change and for their continued attendance. As a voluntary, after school program, Sporting Change needed to be appealing to young people in order to attract ongoing attendance.



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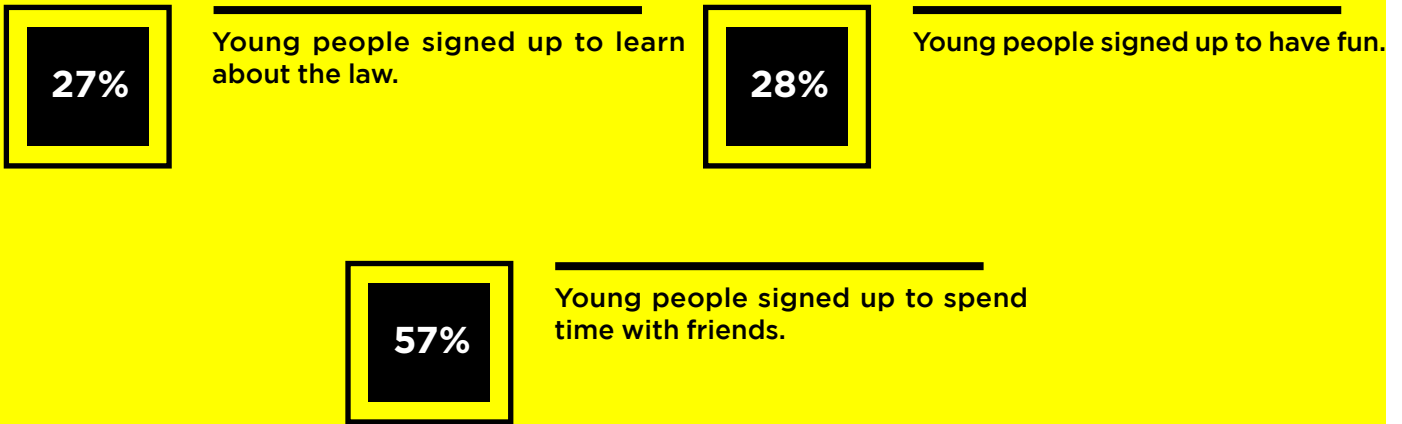
THE BEST THING ABOUT SPORTING CHANGE IS THE MIX OF SPORT AND LEGAL STUFF. IT'S A REALLY GOOD WAY TO LEARN. IT'S A REALLY INTERESTING WAY TO LEARN.

”

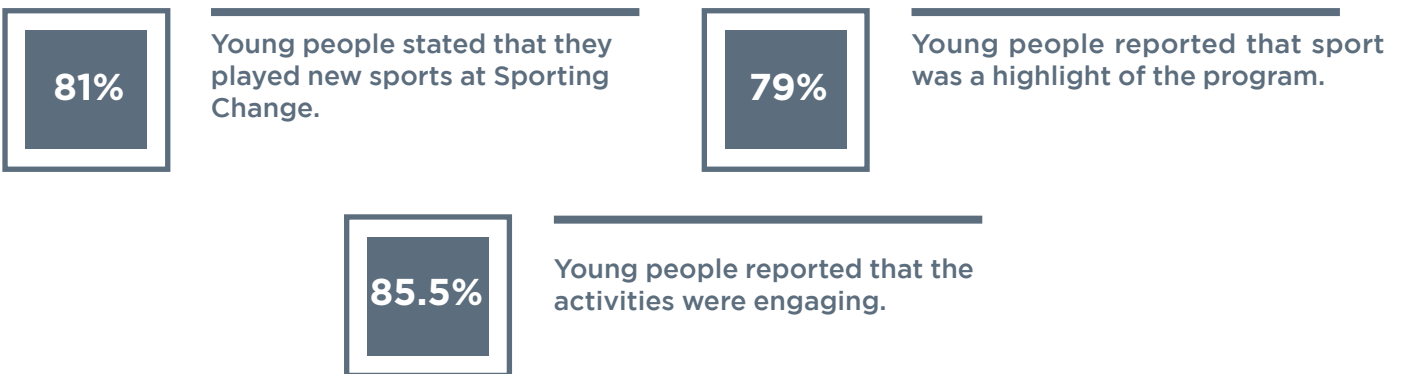


**67%** Young people stated that sport was a key reason they signed up to Sporting Change.

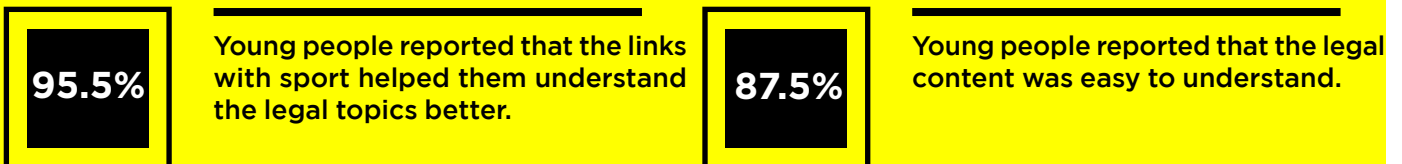
Other reasons young people indicated for signing up to Sporting Change are as follows:



On Average:



Young people reported that the variety of sports offered motivated their attendance and added to the enjoyment of the program.



55% of young people who signed up completed over half of the program. Although regular attendance remained steady over the course of the program, there is still room to increase continuity of attendance by the students. Reasons reported by young people for dropping out of the program include: students moving schools; having appointments with child protection that clashed with Sporting Change; fasting through Ramadan; exams (particularly in terms 2 and 4); having to withdraw in order to celebrate holidays such as Eid; as well as commitments to other sports clubs.

Throughout the program, the program has had reports of young people attending Sporting Change despite having pupil free days at school, choosing Sporting Change over staying at home. We have also had several reports of young people being truant from school but still attending Sporting Change at the end of the day. This demonstrates that the young people have built a strong rapport with Sporting Change staff, and have a sense of trust and belonging in the program. It also suggests that Sporting Change may be effective in encouraging students to re-engage with the school.

**Students accessing the school lawyer report that:**

- Their legal issue is causing them stress;
- Their legal issue is impacting on their ability to engage in school;
- Their legal issue is impacting their relationship;
- Having a lawyer at school made it possible for them to access legal help; and
- Seeing the school lawyer increased their understanding of their legal rights and responsibilities.

The number of referrals to the school lawyer service has grown in the second year of the program, and the range of staff referring has also increased. The awareness of the school lawyer program is growing and more and more staff are referring young people for support. Having a lawyer based at the school has significantly increased young peoples' access to legal assistance. The ongoing referrals to the school lawyer indicates the continuing need for the school lawyer service at the school.

Going forward, the program needs to continue implementing strategies to increase referral numbers to the school lawyer.

Staff changes at both SMLS and NWSP12 has impacted the number of school lawyer referrals. It takes a significant amount of time to build trust between school staff and the school lawyer, and the program acknowledges that it needs to continue to invest time and effort in the partnership to strengthen referral numbers.

Overall, Sporting Change has reached its intended client group, with room to build on regular attendance and need to target students who would most benefit from the program. Young people have given positive feedback about Sporting Change, including reporting that the sports and law combination has made it easier to learn complicated topics, and that the program activities were engaging and a highlight of the program over all.

# CASE STUDY

Monica joined Sporting Change to play new sports and have fun with friends. She reported not realising initially how beneficial it would be to learn about her rights and responsibilities.

After participating in the program, she found the knowledge useful for her everyday life. After completing Sporting Change, Monica's attendance and engagement at school also improved.



# 03 PROCESS

## THE MULTIDISCIPLINARY PARTNERSHIP SUPPORTS COMMUNITY DEVELOPMENT

This chapter addresses evaluation questions 6.

### Evaluation Question 6

#### Partnerships

To what extent have SMLS and NWSP12 engaged with the program?

Sporting Change is modelled on a partnership between a legal centre and a school. This section evaluates the strength of the partnership between SMLS and NWSP12 and the effects of that partnership on the program.

Sporting Change is innovative in that schools and legal centres ordinarily sit within siloed sectors. The partnership offered an opportunity for the two disciplines to identify and work towards achieving shared goals and to capitalise on the respective expertise of each partner.

The school provided significant assistance to the success of the program. Without its support, the program would have been unable to achieve its aims.

#### The school:

- Included Sporting Change on staff work plans;
- Provided an office and other resources to the school lawyer within the wellbeing team;
- Wellbeing team changed their staff meetings to a day that included the school lawyer;
- Invited us to attend student activity days in order to promote the program;
- Assisted us to attend every year 9 and 10 class to promote the program on multiple occasions;
- Invited SMLS to end-of-year assemblies to promote the program;
- Recommended SMLS as the appropriate organisation to deliver funded CLE through a Department of Education and Training program;
- Requested several other legal education sessions throughout the program for other target groups.

There were a number of opportunities for collaboration between the SMLS and NWSP12 over the last two years.

The partners invested time in developing together the shared aims outlined in the outcomes chain. This process enabled partners to develop a shared understanding and shared language.

The partnership was strengthened by the process of dealing with the significant challenge of reconciling the respective legal and professional obligations of each partner. The process of ensuring the school could comply with mandatory reporting obligations and the legal centre, its professional obligation around client confidentiality, further highlighted the importance of having a school lawyer independent of the school. SMLS and NWSP12 worked together to develop a risk management matrix and a licence agreement addressing each partner's legal and professional obligations and articulating each partner's roles and responsibilities.

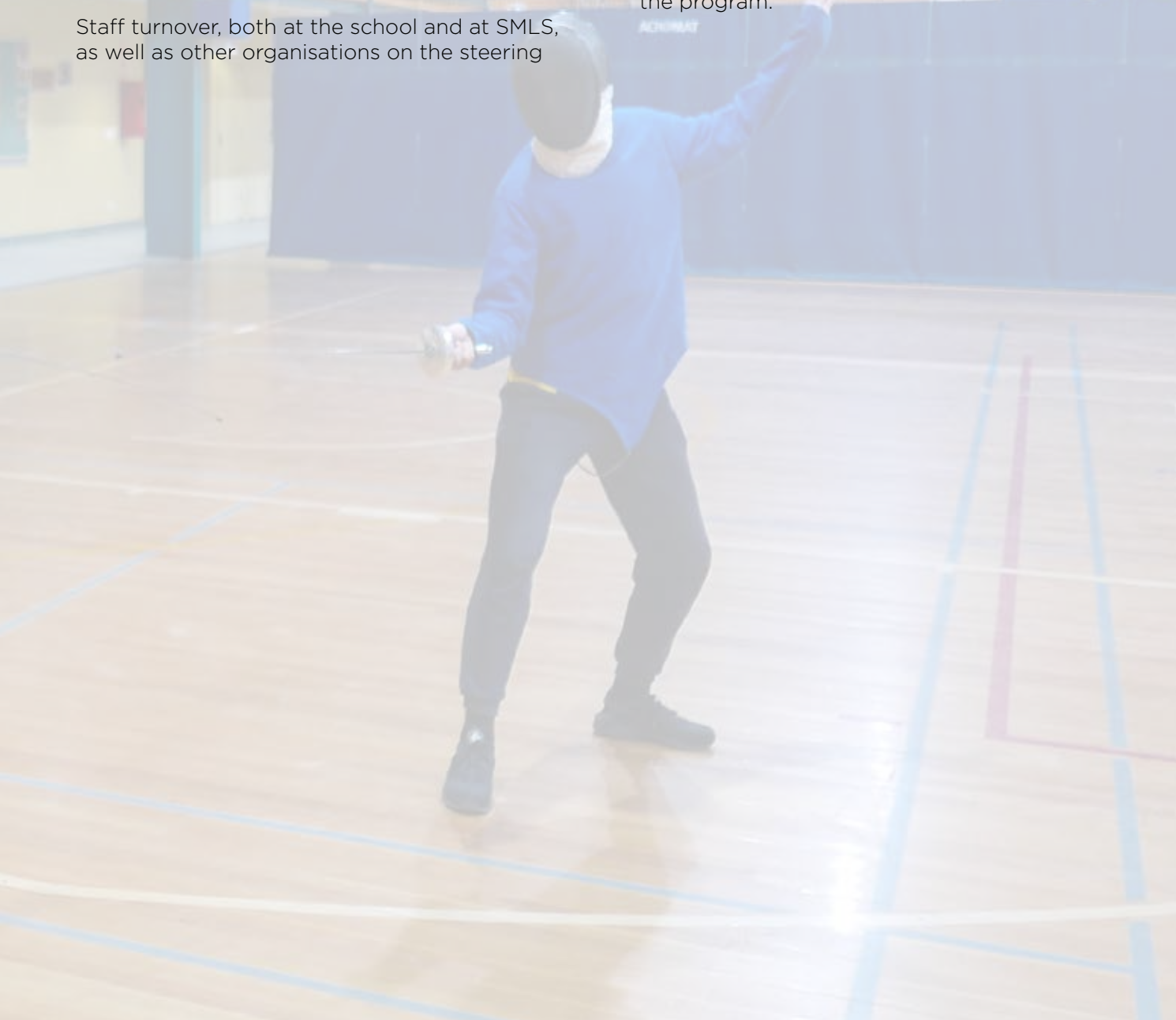
Staff turnover, both at the school and at SMLS, as well as other organisations on the steering

committee had been a challenge. This impacted the steering committee and the relationships amongst the partner organisations.

Despite this, the relationship between SMLS and the school strengthened significantly over the course of the two-year program. This is evidenced for example, by increased referrals to the school lawyer from a wide variety of staff, indicating that there is an increased level of trust and an improved understanding among school staff on the benefit of referring young people to the program.

The strong and respectful partnership established between SMLS and NWSP12, has overall supported the efficient delivery of the program.

The school also reports on the benefits to the student within the school environment. Staff interviewed, including well-being staff, sub-school leaders, teachers and management, report the program adds value and that they witness increased confidence in students that participate in the program.



# Observations by NWSP12 Sub-school Leader

The year 9 and 10 sub-school leader completed a survey, in consultation with NWSP12 teachers. The teachers were asked to indicate their observations of a random sample of 23 young people in year 9 and year 10. The survey captured the changes in young peoples' levels of confidence, motivation, engagement attendance, attitude and behaviour after participating in Sporting Change.

The results showed that there were between 4%-13% of young people observed to have decreased /deteriorated levels of change and 4%-35% of young people showed no change after

participating in Sporting Change. However, what was observed was that for 52%-83% of young people there was a significant change in levels of confidence, motivation, engagement, attendance, attitude and behaviour.

83% of young people were observed to have increased levels of engagement at school. 78% of young were observed having increased levels of confidence and 74% were observed to have had increased levels of motivation.

**"ONE AFTERNOON DURING A WALK THROUGH THE SCHOOL WITH THE ASSISTANT PRINCIPAL, THE SMLS PROGRAM STAFF WERE STOPPED AGAIN AND AGAIN BY DIFFERENT YOUNG PEOPLE THAT HAD PARTICIPATED IN THE PROGRAM OVER THE 2 YEARS. THE YOUNG PEOPLE GREETED THE STAFF ENTHUSIASTICALLY AND OFTEN STOPPED FOR A CHAT ABOUT THE PROGRAM. THE ASSISTANT PRINCIPAL SHARED THAT THE INTERACTIONS BETWEEN STUDENTS AND SPORTING CHANGE STAFF WAS 'A STRONGER COMMENDATION ON SPORTING CHANGE AND THE PROGRAM STAFF THAN ANY WRITTEN DOCUMENT COULD DEMONSTRATE."**

“

GIVEN ME A BROADER UNDERSTANDING OF THE  
DIFFERENT LAWS AND MY RIGHTS

”



# 04

# EFFICIENCY

## SPORTING CHANGE HAS PROVIDED VALUE FOR MONEY

This chapter addresses evaluation questions 7 and 8.

### Evaluation Questions 7 and 8

#### Resources

**Were the program resources maximised?**

#### Value

**To what extent has Sporting Change provided value for money?**

Sporting Change sees 'value for money' as a measure of productivity, focusing on how much the program is able to produce in relation to what it puts in, with a regard to maintaining quality. This chapter also considers whether Sporting Change has used the right resources to support the program's aims and whether these resources have been used appropriately and sufficiently.

The Sporting Change team consists of a youth worker, an experienced community development worker and a dedicated school lawyer. The combination of skills and attributes inherent to the roles of the community development worker, the youth worker and the school lawyer were paramount to the success of the program. The community development worker developed and delivered the community legal education content, provided the theoretical framework underpinning the program, held the structures together and ensured the involvement and investment of partners. The youth worker was necessary to tailor the materials to the needs of young people, engage young people in the program and bring energy and life to at times dry legal content.

The school lawyer, in addition to her lawyering skills, was integrated within the school wellbeing team and the Sporting Change team. The strong understanding of issues impacting young people and ability to engage with them from multiple perspectives was integral to the success of the program.

While Sporting Change is integrated within the school, it was important that a separate service like SMLS delivered the program. Having external staff developing and delivering the program ensured that young people felt more at ease and able to build a sense of a 'community within a community'. The skills inherent in the community development worker and youth worker are an effective and appropriate combination necessary to achieving the program's aims.

Having a service external to the school providing legal education and assistance is also crucial for avoiding a conflict between the respective legal and professional obligations of the school and the legal service.





**WE LIKE HOW YOU GUYS BUILD A BOND WITH US- OTHER PROGRAMS DON'T BUILD A BOND WITH THE STUDENTS - YOU GUYS FOCUS ON BUILDING RELATIONSHIPS**

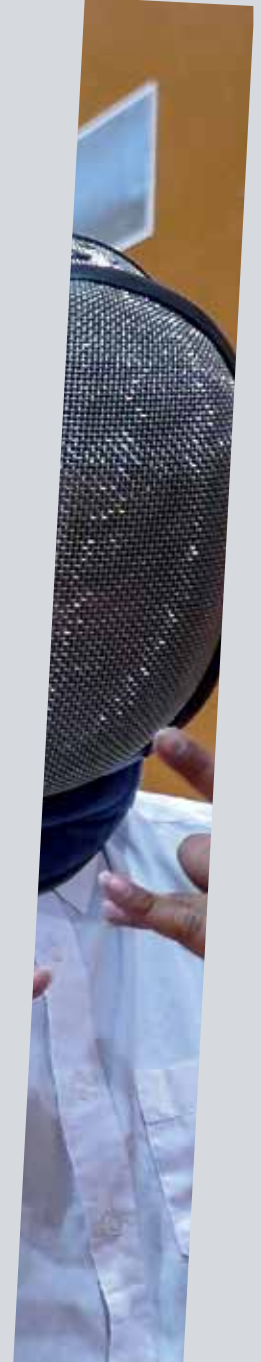
Sporting change resources were used to develop a robust monitoring and evaluation framework, data collection tools and tailored educational materials and activities. As the program expands and develops, less time is required to be spent on developing these materials. The educational materials and activities can also be transferred to other youth-based community legal education programs.

Sporting Change resources were used to build strong partnerships. The effort in building the relationship between NWSP12 and SMLS has resulted in significant awareness and trust of Sporting Change amongst program partners. This has contributed to the steady increase in warm referrals to the lawyer through the school staff. SMLS has also been able to build networks and new partnerships in the region.

Sporting Change resources were also used to engage closely with sports clubs and coaches to develop sport and the law links. This helped with the effective delivery and engagement of the legal content.

Additionally through our program partners and other networks, we have been able to leverage the following resources:

- The use of community buses from the City of Casey.
- 40% of sports coaches engaged provided pro-bono services.
- Class room spaces provided by the school.
- Gym access provided by the school.
- Sport equipment provided by sporting clubs and by the school.
- Melbourne City Football Club donated various merchandise and game tickets for young people.
- Executive over-site and program management from SMLS executive director and manager of community and strategic development respectively.



I REMEMBER LEARNING ABOUT THE CARD SYSTEM IN SOCCER IT WAS A GOOD LINK WITH THE LAW AND POLICE POWERS

“

”

## CHALLENGES IN CREATING EFFICIENCIES

- 1. Geographical Location:** The South East is a vast geographical area, imposing a physical challenge to partnership development. The City of Casey is the largest geographical local government area in Victoria. While this region is very much an area serviced by SMLS, it takes significant time to travel between locations.
- 2. Staffing Changes** within SMLS, did interrupt efficiency with time needed to acquaint the new staff to the program. Given the multi-staffed nature of SMLS' Sporting Change team, the overall impact of staffing changes to the efficiency of the program was minimal.
- 3. Program Adaptation:** The implementation of the school lawyer within the school was delayed as the partners took time to ensure that the arrangement would enable partners to continue complying with the relevant legal and professional obligations. Although the discussions delayed the commencement of the school lawyer service, the resulting risk management matrix and licence agreement contributes to long-term efficiency as these documents can be used as a template for other school lawyer programs across Victoria.

Through sound project management, ongoing monitoring and evaluation, and adapting the program where necessary, Sporting Change has been able to maximise the allocated resources. Thoughtful program design and planning based on significant organisational experience and expertise, has ensured that the integrity of the original program was maintained.

SMLS's innovative use, maximisation and leveraging of available resources resulted in the allocated budget being well utilised to provide the appropriate inputs that enabled the eventual achievement of program's aims. The costs were kept reasonably low while maintaining program quality.

As Sporting Change grows and expands across other sites, we are now able to bring these challenges, lessons and opportunities forward and overcome them with comparative ease





# CASE STUDY

Nyandeng enjoyed learning about the different modules delivered in the program. She developed an interest in learning more about the service that

SMLS provides to the community. She has since expressed an interest in possibly furthering her education in law.

# 05 SUSTAINABILITY

## SPORTING CHANGE CONTINUES AND GROWS

This chapter addresses evaluation question 9.

### Evaluation Question 9

- To what extent should Sporting Change continue? Is it scalable or replicable?

**“I have seen some of the participants grow in confidence exponentially.**

**The program has been an immense success. The kids are absolutely engaged with the program, and we believe that it is achieving its vision statement.”**

Assistant Pricincipal





Young people began the program with limited knowledge on the legal system; where they fit within the system; their rights and responsibilities; or the possible consequences of getting into trouble with the law and authority. The same group of young people left the program with significantly increased knowledge and understanding of the law and the legal system. The program's effective educational strategy helped young people to understand the role that figures of authority and organisations play in society. The program helped the young people to develop engagement strategies that assisted them with dealing with figures in authority in a positive way. Sporting Change built constructive knowledge among young people around engaging with the legal system in a positive way, rather than simply asking young people to avoid the system as a strategy.

SMLS is exploring the ongoing sustainability of Sporting Change. The overwhelmingly

positive, evidence-based results have encouraged SMLS to apply to expand this innovative program, to reach more students and further cement its relationship within the education and sport sectors. SMLS have been successful in attracting further funding to expand the program over 2019 at two new sites, as well as continue at NWSP12. The extension and expansion of Sporting Change will assist SMLS and the schools in sustainability planning for the ongoing delivery of the program, and allow an opportunity to further develop a best practice program model. Effectively testing this model requires the delivery over multiple sites. This will provide further evidence base to support the sustainability of Sporting Change.

SMLS is also committed to embarking on academic research that will explore opportunities for development and expansion and best practice principles.



#### Data that support why the program should be sustained:

1. **98%** of young people reported that learning about their rights and responsibilities has had a positive impact on their lives.
2. **93%** of young people reported that knowing why laws exist helps them to better understand our legal system.
3. Overall, after participating in Sporting Change, **97%** of young people reported that they know more about their legal rights and responsibilities.
4. **87.5%** reported that knowing their rights and responsibilities helps them feel more confident in understanding their role in the community.
5. **100%** of young people reported that participating in Sporting Change has had a positive impact on their lives.



## CASE STUDY

Timmy shared that he was grateful to have had the opportunity to join Sporting Change because his family was not able to afford the fees associated with playing regular sports outside of school. When Timmy joined the program, he experienced

issues at school and had difficulties engaging with his peers. Towards the end of the program, Timmy grew in confidence when interacting with the other participants. Timmy expressed positive feedback regarding his experience of the program.





# REVIEWING, REFINING AND RESPONDING

The results of this evaluation show Sporting Change as a program has been an overall success in achieving its aims.

This section now outlines improvements we implemented within the program over the last two years.

SMLS aims to apply a reflective, pragmatic and responsive approach to delivering Sporting Change. Throughout the course of delivering the program, SMLS continually reviewed the performance of the program, identifying any potential places for improvement and promptly implementing any adjustments. When faced

with challenges, we reflected on ways to try to overcome those challenges.

The key learnings in table 2 below summarise our ideas on how the running of the program could be optimised. Our response describes the specific action that SMLS implemented over the last two years.

Each key learning will be subject to ongoing review.

As Sporting Change moves towards developing a best practice model, we see the following learnings may help guide this process.



## Table 2: Improvements within the Program

KEY LEARNINGS	OUR RESPONSE
<p>In order to help young people develop a deeper understanding of the legal system, the following learnings were highlighted:</p> <ul style="list-style-type: none"> <li>• Ensure that content delivery is tailored to an audience of young people.</li> <li>• Continue to educate through activities and games rather than traditional forms of information delivery.</li> <li>• Continue to focus on 'Key Messages' rather than quantity of content.</li> </ul>	<ul style="list-style-type: none"> <li>• Sporting Change included creative learning activities for every key single key message within each legal topic.</li> <li>• The program has ensured that key messages were instilled in the young people attending the program through both legal education activities, and sporting activities.</li> <li>• Key messages have been refined and tested over the two-year program.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to maintain a variety of sports in order to maintain th interest of young people.</li> </ul>	<ul style="list-style-type: none"> <li>• By semester two of year one, Sporting Change had adapted the program to include a wider variety of sports, including non-traditional activities such as fencing, wrestling and table tennis.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to build strategies in order to minimise school staff turnover disruption.</li> <li>• Focus on building new and developing existing partnerships with school staff at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Sporting Change invested time and energy into strengthening its relationships with the school's wellbeing team and new school management.</li> <li>• Although staff turnover remained an ongoing challenge, partners delivering the program on the ground ensured that this turnover had minimal impact through continued focus on outcomes, program activities and building connections with other champions within respective organisations.</li> </ul>

KEY LEARNINGS	OUR RESPONSE
<ul style="list-style-type: none"> <li>• Continue to assess opportunities to support the school outside of Sporting Change in order to increase trust and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• SMLS was invited to the school to deliver funded CLE, to year 10 classes, through a Department of Education and Training initiative.</li> <li>• The school had requested several other legal education sessions for other target groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to target young people most at risk of negative engagement with the justice system, in addition to allowing future leaders within the school to participate.</li> <li>• Regular attendance is an ongoing challenge. The program continues to develop, build on and implement engagement strategies in order to maximize regular attendance, such as increasing youth worker engagement with dropouts being mindful of the following; <ul style="list-style-type: none"> <li>◦ Many year 10 students finish the school year early in term 4, reducing rates of regular attendance.</li> <li>◦ Other reasons for drop outs such as celebrating holidays such as Ramadan and Eid, which often last over 1 month and result in reduced regularity of attendance. Many young people drop out as they have to be home directly after school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sporting Change has continued to provide the program to diverse young people. Last semester (year 2 semester 2) we had over 60 young people sign up to the program.</li> <li>• The program is also working closely with the school's wellbeing team to identify the students they could recommend to the program and ensure it is accessible to as many students as possible.</li> <li>• Sporting Change has implemented strategies such as; <ul style="list-style-type: none"> <li>◦ Increasing the engagement with the youth worker through phone calls, texts and running activities at the school;</li> <li>◦ Diversifying the sports in order to increase interest; and</li> <li>◦ Diversifying the legal modules offered,</li> <li>◦ Structuring the program so that it targets year 9 students in semester 2, and year 10 students in semester 1.</li> </ul> </li> <li>• Holidays and family commitments impacting attendance are unavoidable for our program. The program provides flexibility and remains open for those who would like to attend the following semester if their attendance has been impacted in semester 1.</li> </ul>
<ul style="list-style-type: none"> <li>• Ongoing quality control and improvement of data collection tools to ensure validity and accuracy of data.</li> </ul>	<ul style="list-style-type: none"> <li>• The program continues to refine the data collection strategies, in particular those that young people participate in, in order to collect the necessary data and also encourage as much participation in the surveys as possible.</li> </ul>
<ul style="list-style-type: none"> <li>• Create an effective communication strategy to support the role of the school lawyer. It should include all levels of school staff, in order to build a whole of school understanding of SMLS and the program.</li> </ul>	<ul style="list-style-type: none"> <li>• The program has continued to build the profile of the school lawyer.</li> <li>• There is still room to build on the strategies of liaising with the school's wellbeing team : <ul style="list-style-type: none"> <li>◦ Continue to attend school staff meetings</li> <li>◦ Work closely with the Assistant Principal</li> <li>◦ Deliver professional legal education, and</li> <li>◦ Continue to build up young champions to spread the news within the school.</li> </ul> </li> </ul>

KEY LEARNINGS	OUR RESPONSE
<ul style="list-style-type: none"> <li>• Continued focus to be placed on working in collaboration with coaches to build their capacity to deliver key messages in the community legal education.</li> </ul>	<ul style="list-style-type: none"> <li>• The program has successfully engaged with the majority of coaches who have now increased the level of emphasis placed on the legal issues linked to their sports. This further strengthens the delivery of legal content.</li> <li>• Coaches now receive much more support (including information cards and one on one discussions with program staff) to both develop appropriate links between sport and the law, and deliver the key legal messages through their sporting activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Clearly articulating shared aims strengthened the partnership.</li> </ul>	<ul style="list-style-type: none"> <li>• As Sporting Change continues and grows, clear articulation of shared aims amongst partners is a key element of the development of a strong partnership as it paves the way for partner contribution to overcoming challenges proactively.</li> <li>• As Sporting Change partners with new schools, the program will ensure that an early partnership activity is incorporated at the start of the relationship to help articulate shared aims.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to liaise with local councils to build the profile of Sporting Change in the region and identify other schools that would be suitable partners as future partners for Sporting Change delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Sporting Change has partnered with the City of Casey and the Shire of Cardinia to identify and approach other schools to partner with.</li> </ul>

Table 2: Improvements within the program

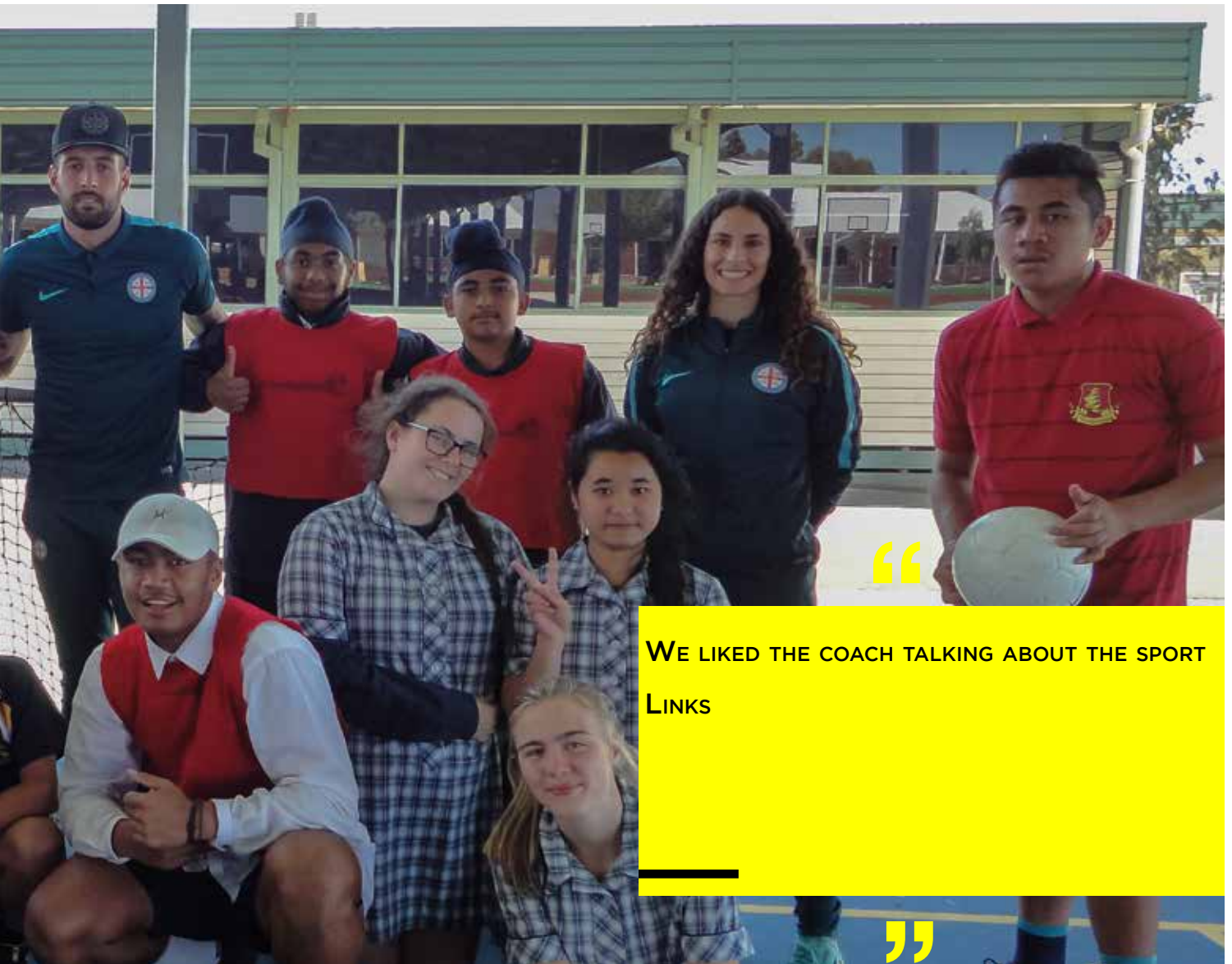


# RECOMMENDATIONS

Sporting Change gave rise to overwhelmingly positive results. The success of the program has led to additional funding for the running of the program across three schools in 2019.

The following summarises our recommendations for the anticipated growth and continuation of the program and its ongoing evaluation and improvement:

- Expand and test program over multiple sites, to ensure that aims can be achieved in different contexts with different partners
- Build a program model that can be scaled or replicated over multiple sites
- Explore opportunities with tertiary institutions to conduct academic research into the program, exploring the innovation and impact of Sporting Change
- Review and expand the school lawyer risk matrix in collaboration with the School Lawyer Reference Group in order to ensure new programs are provided with a structure and robust foundation for success
- Strengthen links with Department of Education and Training in order to increase awareness and profile of the program to strengthen its sustainability



“ WE LIKED THE COACH TALKING ABOUT THE SPORT LINKS ”

# REFLECTIONS

## Kristen Wallwork, Executive Director, SMLS

Overall Sporting Change was one of those ideas that worked and worked well. To say I am truly proud of what we have designed, implemented and achieved is an understatement. It did not happen overnight and there were hurdles along the way but for most part we have been very fortunate.

I think the success of the program to date included the following factors:

- **A clear and well thought out design and detailed process of implementation.**
- **The individual staff who filled the youth worker, community development and legal roles (and their relevant experience and interests).**
- **The commitment of the steering committee.**
- **The commitment of specific individuals from each organisation at management level.**
- **Communication; particularly ongoing with students and the hands on approach with the sporting associations.**
- **Recognising the need to be flexible from early days and making strategic changes as soon as possible (eg shorter modules / more sport selection)**
- **A dynamic school with experience providing diverse opportunities for their students.**

**Hurdles that presented along the way:**

- **We probably initially underestimated the commitment and 'buy-in' from students.**

- **Change in staff and with that less corporate knowledge of program.**

- **Establishing a shared strategic focus of the program across the different disciplines.**

- **Changes to the actual program such as simplifying the messaging in the legal education component, meeting with coaches to ensure the effective use of the sport for education.**

- **Learning to respond to challenges faced as a result of diversity of students (including ethnic background, gender etc.).**

- **Challenges of keeping students motivated and engaged.**

In the last year we introduced the opportunity for a group of our Monash Law students to participate in Sporting Change as part of their community engagement component of their placement with SMLS. Students each attend once to witness the alternate way in which legal education is disseminated to a targeted and often more vulnerable group in our community. This is a stark shift from more traditional forms of their own legal education.

I am very excited to see how the program fits two new sites. I know success can sometimes be the perfect storm of all the right elements and for that reason we want to test the program in different environments. I think one of the biggest learnings from the last two years was the program is capable of being flexible and that we cannot be scared to be responsive to making changes. I am hoping it is that fact which will provide the framework in which we will again effectively implement at a new school.



## Korina Leoncio, School Lawyer, SMLS

From what I have observed of the students I have encountered, the young people visibly gain a sense of empowerment from receiving legal advice and assistance. I think it helps them take ownership over their legal issues and make informed decisions about what to do next. Sometimes just being told what to expect can be enough to at least ease their mind and help them return their focus to their studies.

Without having direct access to legal services at the school, it's hard for me to imagine where else the student would go for legal help.

Aside from the obvious importance of giving students ready access to legal assistance, I think another important by-product of having an onsite school lawyer, is that it serves to demystify the legal system. I think many young people have this TV-image of lawyers as wearing suits, working in tall skyscrapers and using legal jargon that only other lawyers can understand. So many students

are often surprised to find out I am a lawyer as I am often in sneakers and casual clothes. I try to be relatable and approachable to the students so that the legal system as a whole also feels relatable and approachable to the young person.

Unsurprisingly it took some time for the students to realise that the service was available and to even consider that seeing a lawyer as something that they should do when faced with a problem. The number of clients coming through has steadily increased though certainly we have capacity to see more clients. We look forward to working more closely with staff, particularly the wellbeing team, to increase student client referrals.

Professionally, it has been really beneficial to work with a multidisciplinary team. It has helped me to acquire a greater sense of what holistic lawyering is about.

## Dianne Parkinson, Year 9 and 10 sub-school

### leader, NWSP12

#### The benefits of Sporting Change include:

- Allowing the students to understand the law, and having that taught by someone who works in the profession is a good experience for the students;
- The comradery developed amongst the students, including across different year levels;
- Offering a really good variety of sports, including those that students have not tried before;
- The opportunities for peer-to-peer learning. One student had experience in martial arts and so was given an opportunity to teach other students his knowledge at Sporting Change. He would not otherwise have had this chance as martial arts is not normally offered at school;
- Students who have participated in Sporting Change pass on their knowledge of the law to

other students, like for example in legal studies. The Sporting Change students can share their knowledge in class;

- Students learn in so many different ways. So there are benefits to having the non-traditional learning environment that Sporting Change offers. It's a fun thing, after school. There are different relationships and different expectations, compared to school;
- The students enjoy the food.

#### The challenges:

- Need to do more work in future to promote the school lawyer, including promotion to the staff and promoting in the classrooms.

## Prue Delalande, Youth Worker, SMLS

Being a part of Sporting Change as the youth worker has been an amazing experience so far. I was pleased to have the chance to apply my skills as the youth worker, to build authentic relationships with the young people. I think this is an important part of Sporting Change.

Watching the young people grow personally has been incredible to see unfold. Young people have

grown in their knowledge about how to navigate the legal system, developed new skills in a variety of sports and made new friends that they would not normally connect with outside the program. Sporting Change is a program that leaves a lasting footprint in young people's lives.

## Nihall Singh, Student at NWSP12, Phone

### Interview

Personally I think [young people have had] exposure to the different laws in the real world and have learnt about the consequences of breaking the law and how it can impact their lives. It's been good for everyone to have interaction with different age groups and make new friends. (It is important for young people to learn about legal rights and responsibilities) in case any encounters with police or higher authorities and to navigate the legal system. Legal services are not readily available to young people so it's been great to have access within school. [Sporting Change] has 100% helped senior students like myself to manage stress physically, mentally and emotionally in school and has been a great outlet for us that has been available to us after school.

[Sporting Change] is inclusive and provides support to students that is outside of school. The younger students that attend have contact with older role models including the mentors and the senior students. Prue, Ashleigh, Korina and Temur formed good relationships with the students allowing them to be open with the mentors.

I loved the sport and the end of semester activity to lazer zone. The sporting mentors particularly Albert from Melbourne City was someone I looked up to and I can't forget Prue's homemade sandwiches.



# ACKNOWLEDGEMENTS

The Sporting Change team expresses its sincere gratitude to the Victorian Legal Services Board for its support and for providing funding that made Sporting Change possible. A special thanks to Sue Ball, Cindy Wong and Katrina Webster.

SMLS thanks the school, NWSP12, for entering into uncharted waters by partnering with a community legal service and for committing wholeheartedly to the program. SMLS expresses its thanks for the school's openness to innovation and its willingness to include a school lawyer into the school's wellbeing team. Special thanks to Keith Perry and Dianne Parkinson for their dedication to the partnership and the program.

We extend our thanks to Elaine Hendricks Consulting for the assistance in developing the program's monitoring and evaluation framework and for the preparation of this evaluation report.

We thank Dr Kate Seear of the Monash Law faculty for her contribution to the program.

Sporting Change also thanks the various sports clubs, associations and professionals that contributed to the program.

- Melbourne City Football Club
- Whitehorse Chevaliers Fencing Club
- Cricket Victoria
- AFL Victoria
- Kelly Sports
- Heming Hu, Commonwealth Games Competitor, Olympian, Table Tennis Australia
- Brad Morris, Sports Scientist and UFC Athlete
- Genevieve Lim, Legislation Officer, Major Event Policy, Tourism, Events and Visitor Economy at the Department of Economic Development, Jobs, Transport and Resources
- Victoria Police
- City of Casey
- Jesuit Social Services
- United Pasifika Council of Victoria
- Jamila Shirzad

# APPENDICES

## POLICE POWERS

### Part 1 SPORT: FOOTBALL



### Purpose:

To teach young people about their rights and responsibilities in public places through interactive learning and sport.

### KEY MESSAGES

#### AWARENESS OF YOUR ACTIONS

Rules and laws exist because our actions have an impact on other people.

#### PUBLIC PLACES

Police can give directions to move on and stay away from public places.

If you disobey a direction to move on or stay away, you might get a fine.

**See Korina if you get in trouble with police.**

### SPORT LINKS

- Players need to have an awareness of their actions in the game, knowing that it can impact on your team and the outcome on the match/game.
- What does it mean to have a "fair game"? Obeying authority within the game helps everyone get a fair go
- Speaking with courtesy to referees may lead to a more positive outcome for everyone.
- There are rules that control how spectators behave at a game and laws that surround behavior in public places.
- Why do people have to follow the rules/laws?
- How does it impact a team if players get a red card or suspended? How would a family or community be impacted if someone gets arrested?



### LEGAL CONTENT

#### Directions to move on and stay away

A police officer, PSO or an authorised officer can direct you to move on from a public place if the police suspect on reasonable grounds that you are:

- breaching the peace (or likely to do so)
- endangering the safety of another person (or likely to do so)
- likely to cause injury or damage to property or to be a risk to public safety.

Police may decide that you have to stay away from the public place for up to 24 hours. If you refuse to move on or stay away, police can issue an on-the-spot fine or arrest you.

A police officer or a PSO cannot give you direction to move if you are participating in a demonstration or a strike.

#### Public behaviour

There are also laws about how you behave in public. For example it is against the law to behave in public:

- in a disorderly way
- in an offensive way (swearing or using abusive language)
- in a threatening or violent way (including using threatening language).
- It is also against the law to urinate in public. You could get a fine if the police catch you.

You don't need someone to complain about you to get into trouble. The police can charge you if they believe you're committing a public nuisance act.

#### Searches in public 'designated areas'

The police can search people for weapons in public areas which are 'designated areas'. Protective Services Officers may be able to search you too.

A senior police officer can make a public area into a designated area if the area:

- has had two or more events of violence or disorder in the last 12 months
- is a regular trouble spot such as King Street in the city
- has had events or demonstrations that have been violent.

Police have a lot of search powers within the designated areas:

- they do not need a warrant
- they do not need to have any reasonable grounds to suspect you are carrying a weapon
- they can search you, your bags or your car for weapons
- they can do searches in these areas for up to 12 hours.

The police should tell people that the public area has become a designated area. They should publish this in a local newspaper. They do not have to do this if they have made a public area into a designated area at short notice.

Before searching anyone, the police officer must give the person a written search notice. This will say that:

- the area has become a designated area
- you or your vehicle are in that designated area
- the police have the power to search you
- it is an offence to stop the police searching you.

If a police officer asks to search you because you are in a designated area, you must let them. It is an offence to resist.

**You can contact Korina the school Lawyer if you need help afterwards.**

# ACTIVITY CARD

## ACTIVITY 1



### Scenario Cards- Public Places Charades

Young people are invited to act out a scenario on the cards. The audience then attempts to guess what the scenario is; the student that guesses correctly receives something from the treat bag. The group to follow with discussion. **(Refer to cards)**

### KEY MESSAGE

#### AWARENESS OF YOUR ACTIONS

Rules and laws exist because our actions have an impact on other people.



#### Materials needed:

Police Powers PP Charades cards  
Pens, white board markers & paper  
Treat bag

## ACTIVITY 2



### Designated Areas as Race

Young people to break into 2 groups. Each group to make a list of local hang out spots for young people where they may be asked to move on by Police/PSO's or an authorized officer (i.e designated areas). What laws are different in a designated areas? **(Refer to print outs)**

Its a race to see which group finishes first!

### KEY MESSAGE

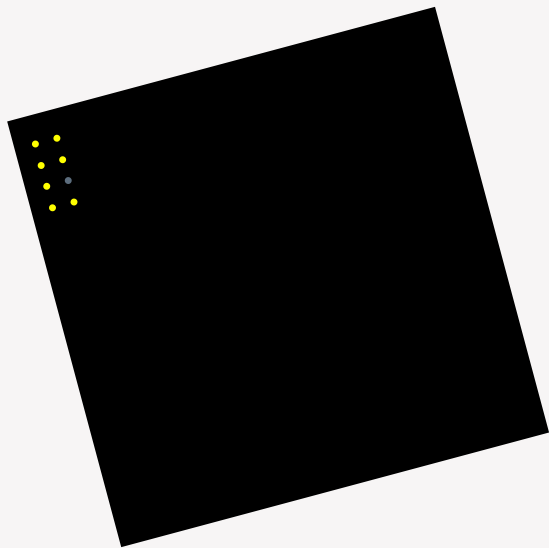
#### PUBLIC PLACES

Police can give directions to move on and stay away from public places. If you disobey a direction to move on or stay away, you might get a fine.



#### Materials needed

Police Powers DA Race group print outs  
Pens, white board markers & paper  
Treat bag



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