



THE **POWER** OF AN HOUR

*REWRITING THE STORY FOR CHILDREN
AND YOUNG PEOPLE IN CARE THROUGH
ONE-ON-ONE WEEKLY MENTORING*

IMPACT REPORT 2023



*CREATING POSITIVE RELATIONSHIPS FOR
EVERY AUSTRALIAN YOUNG PERSON IN CARE;
EMPOWERING THEM WITH LEARNING, LIFE
SKILLS AND CONFIDENCE*

*THIS REPORT WAS COMPILED BY THE PYJAMA FOUNDATION
WITH THANKS TO DR. LEWIS ATKINSON FROM THE HAINES CENTRE FOR STRATEGIC MANAGEMENT*



EVERY HOUR **2** VULNERABLE
CHILDREN ENTER THE OUT-OF-
HOME-CARE SYSTEM

ACKNOWLEDGEMENT OF COUNTRY

In the lands where we work, walk and live, The Pyjama Foundation respects and acknowledges the traditional custodians and pays respects to Elders past and present.

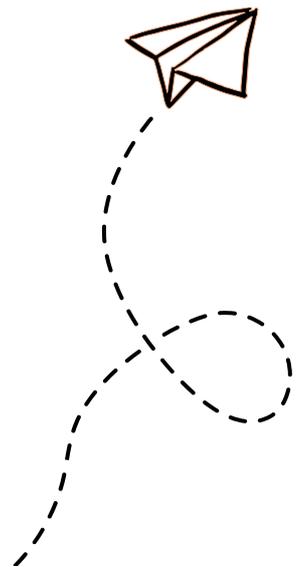
The Pyjama Foundation is very proud to have progressed on the path of greater awareness and inclusion of Aboriginal and Torres Strait Islander peoples and Cultures, through our Reconciliation Action Plan, officially endorsed by Reconciliation Australia in 2021. Currently, more than 33% of young people supported by The Pyjama Foundation identify as Aboriginal or Torres Strait Islander.

Through its First Nations Advisory Body, The Pyjama Foundation receives guidance from key community members to ensure we are committed to best practice in creating an environment where every child and young person in care sees themselves and their Culture reflected.



TABLE OF CONTENTS

- 6 FROM OUR CHAIR OF THE BOARD
- 7 FROM OUR FOUNDER & CEO
- 8 ABOUT THE FOUNDATION 
- 9 SCOPE OF THE PROBLEM 
- 11 OUR ORGANISATIONAL THEORY OF CHANGE
- 12 THE LOVE OF LEARNING PROGRAM
- 13 THE TEEN LIFE SKILLS PROGRAM
- 14 OUR EVIDENCE-BASED APPROACH 
- 16 HOW DO PYJAMA ANGEL SPEND THEIR VISITS?
- 18 HOW DO WE MEASURE OUR IMPACT?
- 19 WHO ARE OUR YOUNG PEOPLE AND VOLUNTEER MENTORS?
- 20 SHORT-TERM OUTCOMES
- 23 MEDIUM-TERM OUTCOMES
- 26 LONG-TERM OUTCOMES
- 28 CASE STUDY: MEET THE MELVINS
- 30 COST SAVINGS TO GOVERNMENT



FROM OUR CHAIR OF THE BOARD

Two poignant questions that our Pyjama Angels are often asked by their child on their first visit provide insight as to why the impact of our Love of Learning & Teen Life Skills Programs are so profound:

The first question, **“Are you being paid to visit me?”** The children, whilst young, are acutely aware that many people assisting them in their lives are paid. So to have their Pyjama Angel reply that they are not paid, and are there voluntarily, because they want to spend time with their child, provides a strong and nurturing foundation for the beautiful connection that develops between the Pyjama Angel and their child.

The second question, **“Will you be here next week?”** The children have already experienced significant disconnection from those closest to them, so for the child to hear their Pyjama Angel reply “Yes each week”, again provides comfort to the child and an ability to form that connection with their Pyjama Angel.

Over time, as the child forms that all important heartfelt connection with their Pyjama Angel, their confidence grows and with it their sense of self, increased engagement with the love of learning, and life itself.

Like a lighthouse our Pyjama Angels, as significant adults in the lives of the children, shine the light on a different path to the one that their child is currently on. They highlight a different trajectory, a different life, one that the child, due to their circumstances, often cannot see at first for themselves.

Through our dedicated Pyjama Angels one-on-one mentoring, they are able to guide their child, over time, along that path and provide the support, encouragement and in turn the confidence for the child to engage with their education which is so critical.

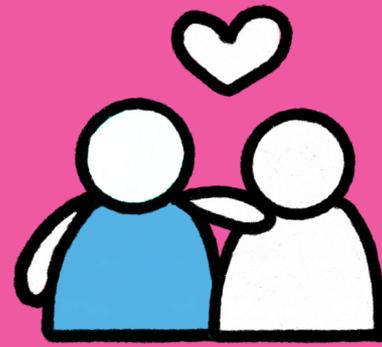
The Pyjama Foundation has transformed the lives of so many of these vulnerable children over the last 18 years. However it is critical that we measure the social and economic impact of our Love of Learning and Teen Life Skills Programs to ensure that we are able to clearly demonstrate those outcomes, and also ask ourselves what enhancements we can introduce to our programs in the future.

“EVERY CHILD DESERVES THE OPPORTUNITY TO REACH THEIR FULL POTENTIAL AND BE HAPPY, HEALTHY AND SAFE DESPITE THEIR FRAGILE START.”

A portrait of Fiona Murdoch, a woman with long blonde hair, wearing a red blazer over a dark blue top. She is smiling slightly. The background is a light blue circle with white stars and a white swirl. The name 'FIONA MURDOCH' is written in white on a black rectangular background at the bottom of the portrait.

FIONA MURDOCH

FROM OUR FOUNDER & CEO



**“THE MORE HEALTHY RELATIONSHIPS
A CHILD HAS, THE MORE LIKELY
THEY ARE TO RECOVER FROM
TRAUMA AND THRIVE.**

**RELATIONSHIPS ARE THE AGENTS OF
CHANGE, AND THE MOST POWERFUL
THERAPY IS HUMAN LOVE.”**

DR BRUCE PERRY

Relationships are built on **trust, respect, and understanding**. Pyjama Angel mentors provide children with a safe and supportive space to talk about their experiences, build their self-esteem, and set goals for their future.

Through this report and the data collected, we aim to give you a deeper insight into the significant impact of our work.

With expert assistance we have refined our Theory of Change to more clearly highlight how the **power of an hour**, that critical one-on-one time spent between the Pyjama Angel and the child or young person, is truly **life-changing**.

This report details the impact to date of the Love of Learning (LOL) and Teen Life Skills (TLS) Programs - an evidence-based, trauma-informed, mentoring model that supports children and young people living in out-of-home-care (OOHC) to reach their full potential.

By tracking our outcomes, we can see what is working and what is not, and how we can continue to make necessary adjustments to achieve the best results possible.

In the short term, one-on-one time can help children to feel loved, valued, and supported. It can also help them to develop their social skills and confidence. In the medium term, one-on-one time can help children to succeed in school and to build healthy relationships with others. In the long term, this helps children to become happy, well-adjusted adults who make a positive contribution to the world around them.

Every child deserves a happy childhood and the chance to make a difference, and we are proud that the results have been so overwhelmingly positive.

BRONWYN SHEEHAN OAM



ABOUT THE FOUNDATION



The Pyjama Foundation is a registered not-for-profit that supports children and young people in the out-of-home-care (OOHC) system. The charity was founded in Brisbane in 2004 by Bronwyn Sheehan OAM, when she realised the immediate need in the community to support this vulnerable group. Since the Foundation was established, the number of children in care in Australia has more than doubled.

The Pyjama Foundation works to disrupt the system of disadvantage and to positively impact the inequitable life trajectories evidenced for children and young people from an OOHC background. This occurs through the thoughtful process of matching, screening and training volunteer mentors with a child in care with the intention of them becoming a significant adult in the young person's life who positively influences their life outcomes.

Our programs are specifically designed to be child-centric, in keeping with The United Nations Convention on the rights of Rights of The Child which calls for the right of children to hold and express views on all matters affecting them.

SNAPSHOT OF IMPACT to date



19,035

children & young people mentored



10,583

volunteer mentors trained



313,665

hours of support provided to volunteer mentors



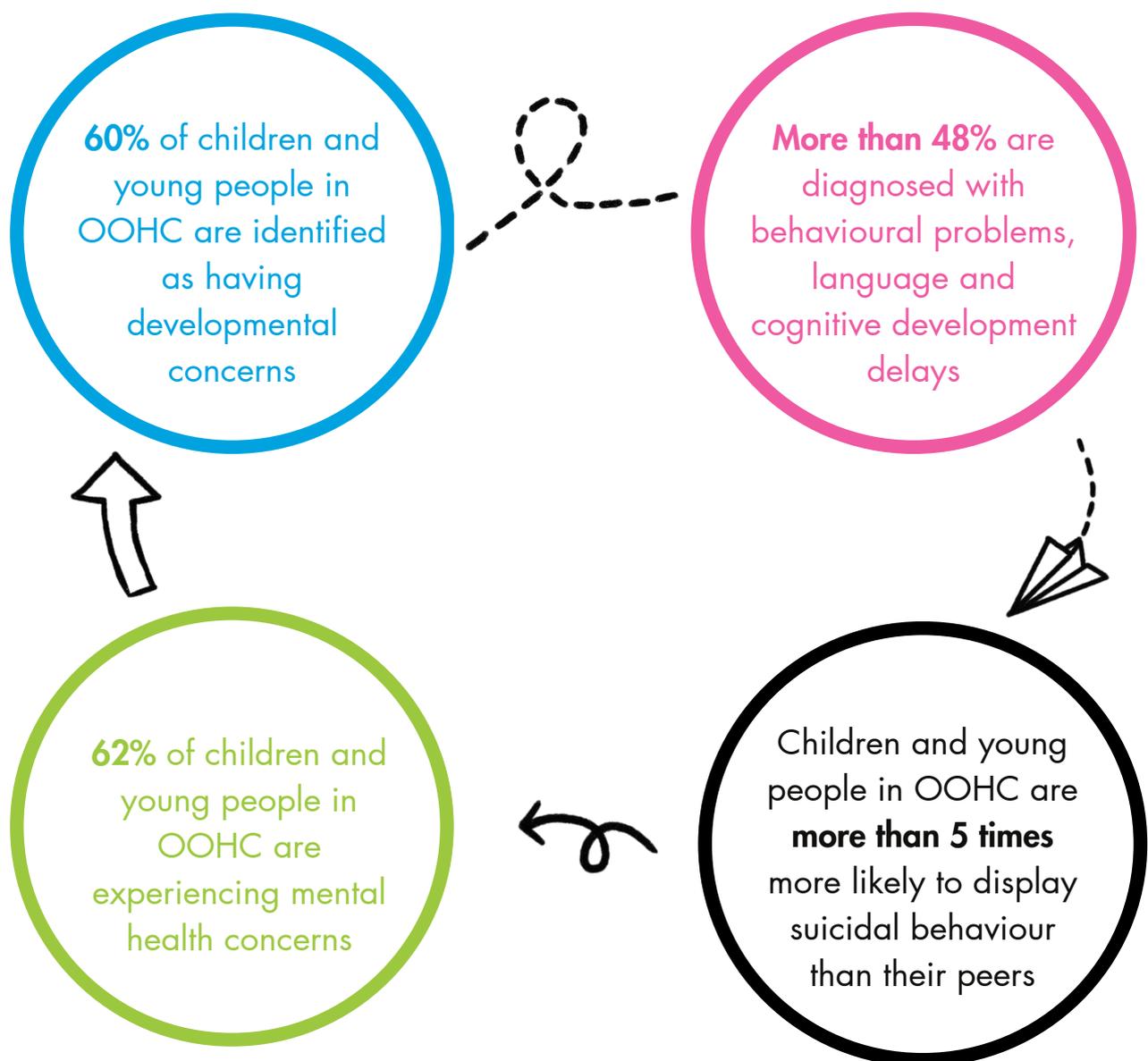
902,716

hours of support provided to children & young people

SCOPE OF THE PROBLEM

Nationally, approximately 46,200 children were in OOHC as at 30 June 2021.
That's 1 in 32 of all Australian children. ^{2 18}

Research shows that children in OOHC have poorer health outcomes than their peers due to the adverse effect of neglect, addictive behaviour, family violence and other forms of abuse, and also from the effects of disruption to family attachment and structures. These past traumatic events are consistently referred to as Adverse Childhood Experiences (ACEs). There is a growing body of literature that illustrates that lifelong impact of ACEs on chronic health disease, health, development, and overall wellbeing. ¹⁷



The social and economic impact of the Child Protection system is substantial.
The Pyjama Foundation has been working for more than 18 years to improve the life outcomes of children and young people who find themselves within the system.

THE PYJAMA FOUNDATION'S EVIDENCE-BASED MENTORING MODEL IS HELPING CHILDREN AND YOUNG PEOPLE IN OOHC TO REWRITE THEIR STORIES.

28.2%

experienced physical abuse

THE 2023 AUSTRALIAN CHILD MALTREATMENT STUDY
16-24 YEAR-OLDS IN AUSTRALIA⁷

34.6%

experienced emotional abuse

10.3%

experienced neglect

25.7%

experienced sexual abuse

43.8%

were exposed to domestic violence

INTERNATIONAL RESEARCH SHOWS THAT YOUNG PEOPLE WHO EXIT CARE EXPERIENCE SIGNIFICANT SOCIAL AND ECONOMIC MARGINALISATION, INCLUDING A RANGE OF POOR EDUCATIONAL AND HEALTH OUTCOMES.^{10 11 12 13 20}



homelessness and/or housing instability



significantly higher rates of mental illness compared to the general population



unemployment/underemployment



substance abuse issues



involvement in the youth justice system



low educational attainment



early parenthood

OUR ORGANISATIONAL THEORY OF CHANGE

We thoughtfully match **volunteer mentors** with a **child in care** with the **intention** of them becoming a significant adult in the young person's life who **positively influences** their life outcomes.



OUTCOMES MEASURED

1. EVIDENCE-BASED PLACEMENT & SUPPORT PROCESS

A highly refined, trauma-informed process is used to screen, select and match volunteers that are committed to long-term positive relationships based on trust, empathy and mutual benefit.

2. QUALITY AND LONGEVITY OF THE RELATIONSHIP

Volunteers are committed to a long-term positive relationship with the child and young person they support.

3. QUALITY/ MUTUALLY BENEFICIAL VOLUNTEERING OPPORTUNITY

The training and support provided helps volunteers to create positive relationships with children in care, empowering them with learning, life skills and confidence.

4. PILLARS OF GROWTH FOR CHILD & YOUNG PERSON

Children supported by the Love of Learning Program have increased identity, academic resilience, learning confidence and school connectedness. Similarly, young people supported by the Teen Life Skills Program have a better sense of self and self-awareness, health and wellbeing, resilience, cultural and community connections and support.

5. CREATING A SIGNIFICANT ADULT IN THE CHILD'S LIFE

There are positive benefits of having a long-term mentor (significant adult) who continues to support children for an extended period which contributes to improved psychological, behavioural and educational outcomes.

THE LOVE OF LEARNING PROGRAM

THE THEORY OF CHANGE

The Pyjama Foundation believes a trusted mentor supports a child living in OOHC to engage with and enjoy learning, helping them to thrive in school and life.

Based on the power of positive relationships (i.e. relational pedagogy), our Love of Learning Program is the flagship program in which volunteer mentors (Pyjama Angels) are matched with, and provide holistic support to a child in OOHC.



Pyjama Angels undertake a variety of activities with the child they support. With the curriculum always being considered, mentors also respond to the unique needs of the child and meet them where they are at. This is the beauty of the Love of Learning Program.

It's consistent, unwavering, one-on-one time showing the child, that someone is there just for them, unpaid and excited to engage in whichever activity makes them feel a sense of fulfilment and pride.



"HAVING SOMEONE COME INTO THEIR HOME TO INTERACT JUST WITH THEM AND PRESENT EDUCATION IN A LIGHT-HEARTED AND ENJOYABLE MANNER GOES A LONG WAY TOWARDS MAKING THEM FEEL THAT THEY ARE GETTING ON TOP OF IT ALL AND THERE IS HOPE FOR THEIR FUTURE."

FOSTER CARER



THE TEEN LIFE SKILLS PROGRAM

THE THEORY OF CHANGE

We extend the relationship formed between our volunteers and children in care to become a significant adult in the life of a young person by supporting them to build on skills that can make positive change to their life outcomes.

We launched the Teen Life Skills Program (TLS) with the vision that all young people living in, and transitioning out of, OOHC are self-aware, connected, responsible, resilient and have goals and aspirations. The TLS Program is currently supporting over 300 young people (and growing) in QLD and NSW over the age of 12 years, many of whom have been working with their mentor since their formative years. The activities that the young people have the opportunity to participate in are intended to support young people to develop their skills to ask critical questions.

The TLS Program focuses on enhancing the mentoring relationship to explore the development of four key pillars. The TLS Program provides resources, support, and key workshops that focus on these pillars, outlined below.¹⁹

- 1.** Goal setting skills and resilience (i.e. vocational and life skills)
- 2.** A sense of self and self-awareness (i.e. self-efficacy)
- 3.** Health and wellbeing (i.e. cooking, well-being, mental health)
- 4.** Cultural and community connections and support

Young people are given the opportunity to participate in a series of workshops with the support of their mentor, with the goal of developing their skills to ask critical questions, learn from experiences and practice self-reflection. These young people learn to understand how to manage change and transitions in healthy ways.

**WHAT HAVE
YOUNG PEOPLE
HAD TO SAY?**

75%

of participants gave the Jamie Oliver Workshop a 4 star rating or above (out of 5)

"I didn't think I was clever but I could do the activities and might be able to go to university one day."

*MR 14
(UO STEM FOR EVERYONE DAY)*

87%

of participants gave the STEM Workshop session a 4 star rating or above (out of 5)

"I felt good, it was fun. Even though it was nerve-wracking before the start, by the end I felt I had learnt lots and I will be more likely to attempt to cook."

MISS 15 (JAMIE OLIVER COOKING CLASS)



OUR EVIDENCE-



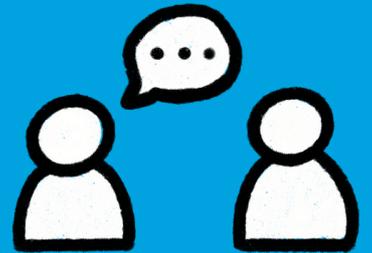
RECRUITMENT



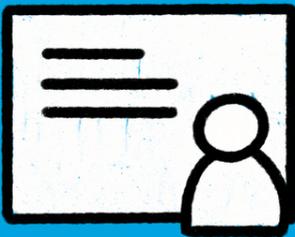
APPLICATION



SCREENING



INTERVIEW



TRAINING DAY

BASED APPROACH



MATCHED WITH
YOUNG PERSON



START OF PLACEMENT

COMPLIANCE CHECKS



ONGOING CATCH-UPS
WITH SUPPORT TEAM



EVALUATION

HOW DO PYJAMA ANGELS SPEND THEIR VISITS?

Pyjama Angels
undertake a variety of
activities with the young
people they support.

66%



worked on activities that build a
sense of self/self-awareness

75%



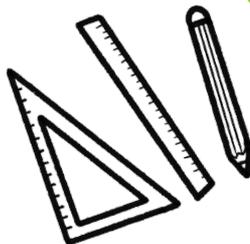
reported working on
literacy skills

60%



reported working on life skills

66%

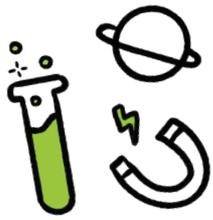


worked on numeracy skills

53%



worked on motor skills and
kinaesthetic activities



22%

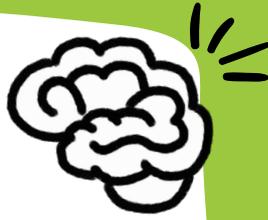
worked on STEM



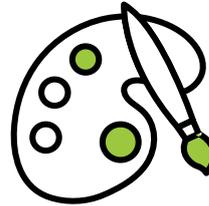
34%

worked on social sciences

23%



worked on specific developmental needs



45%

worked on arts



8%

worked on employment skills



23%

worked on cultural awareness

58%



worked on creative and critical thinking

37%



worked on health and fitness

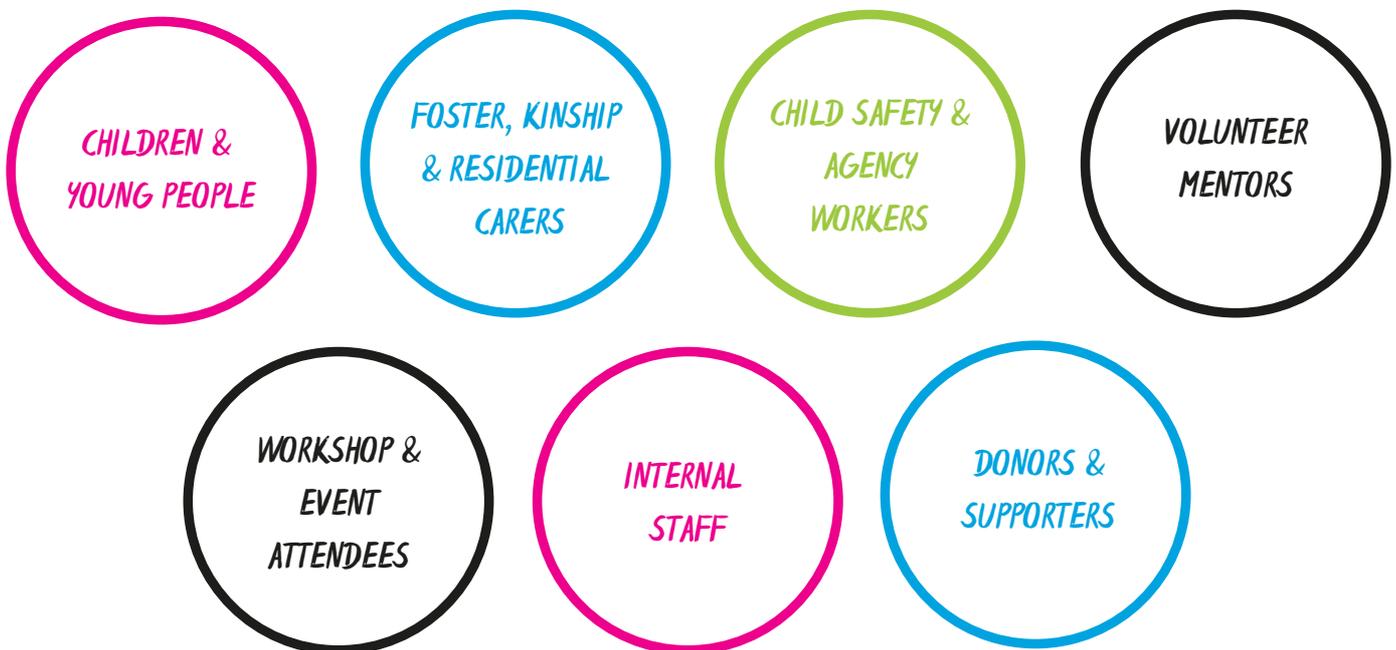
HOW DO WE MEASURE OUR IMPACT?



PROVING OUR THEORY OF CHANGE

We have a robust Impact Measurement Framework which continually tests our theory of change. This measurement framework proves if and how the desired outcomes are successfully being created. Data is collected to understand how outcomes are being achieved in the short, medium and long-term.

WHO DO WE COLLECT DATA FROM?



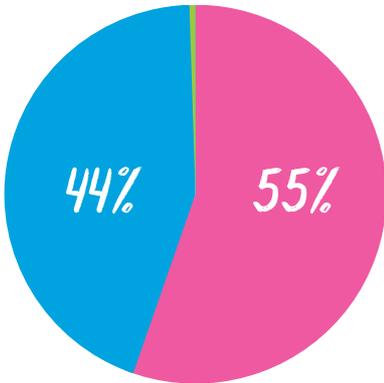
HOW DO WE USE THE DATA WE COLLECT?

The data we collect gives us a clear understanding of how successful our Programs are. We use the learnings to improve the experience for children, young people and volunteers, as well as strategically to guide our future direction and growth.



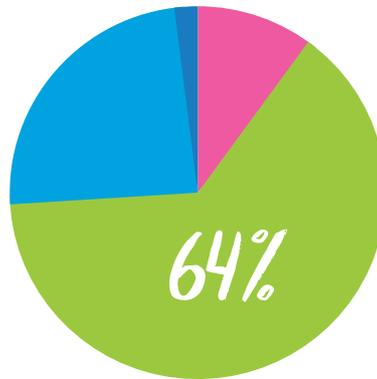
WHO ARE OUR YOUNG PEOPLE?

GENDER



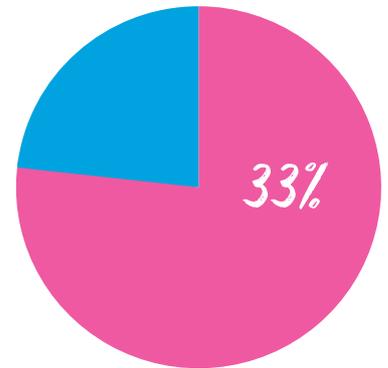
55% female
44% male
1% non-binary or undisclosed

AGE



0 - 5 years old - 10%
6 - 12 years old - 64%
13 - 17 years old - 24%
18 years or older - 2%

CULTURAL BACKGROUND



33% Aboriginal or Torres Strait Islander

8% of children are Culturally and Linguistically Diverse (CALD)

WHO ARE OUR VOLUNTEER MENTORS?

Despite a national decline in volunteering, our volunteer applications have been steadily increasing over the last 12 months. Currently:

1,238

Total number of volunteer mentors

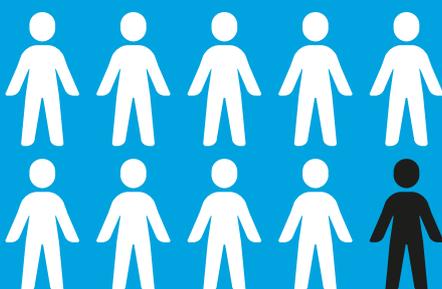


61%

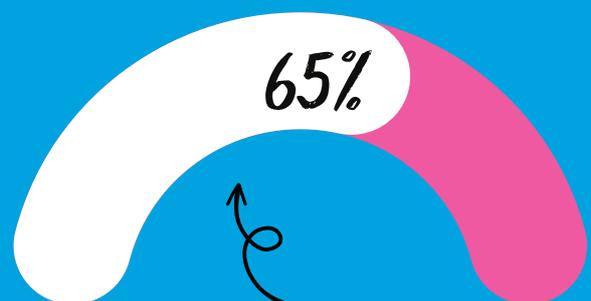
Volunteers with Higher Education (higher than diploma level)

8%

Volunteers who are Culturally and Linguistically Diverse (CALD)



90% female
8% male
2% non-binary or undisclosed



Volunteers who work full time and part time

SHORT-TERM OUTCOMES (0-12 MONTHS)

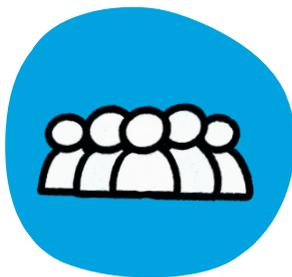
If we attract volunteers from the local community, screen and select them for the right mindset and willingness to commit to becoming a significant adult in the young person's life we will thoughtfully match them with a child in care and nurture their relationship so that they both feel supported, fulfilled, connected and valued.

OUTCOME 1: EVIDENCE-BASED PLACEMENT & SUPPORT PROGRAM

We have a highly refined, trauma-informed process, used to screen, select and match volunteers who are committed to long-term positive relationships based on trust, empathy and mutual benefit.

To measure this, we explored all of the unique processes that form our evidence-based approach. This includes our growing applicant pool and how many trainees fulfil the entire process of becoming a volunteer mentor.

IN 2022/23:



885

new applications received nationally



87%

of applicants interviewed were deemed suitable for placement



● Word of Mouth 46% ● Social Media 18%
● Web Search 15% ● Online Volunteer Boards 13%
● Radio 5% ● TV & Print Media 3%

HOW DO THE CHILDREN AND YOUNG PEOPLE GET INVOLVED?

Our child and young person referral program has been designed to enable efficient referrals from Child Safety Officers and carers.

877

referrals of children and young people



of this number, we were able to assist 93%



SHORT-TERM OUTCOMES (0-12 MONTHS)

VOLUNTEER TRAINING SNAPSHOT

Our volunteer training sessions are a one day commitment for each volunteer and cover everything from policies and procedures to trauma-informed activities to support their future placement.



of volunteer mentors felt confident in using the content discussed during the training to enhance their mentoring sessions with a child or young person in care



of volunteer mentors told us they understood the health and safety guidelines and requirements they must adhere to

SHORT-TERM OUTCOMES (0-12 MONTHS)



1,223

children and young people currently placed with volunteer mentors



HOW WE MONITOR THE SUCCESS OF A POSITIVE RELATIONSHIP

1,785

CALLS

made to volunteer mentors to provide support



1,531

CALLS

made to carers to check in on their experience with their mentor

WHICH TRANSLATES INTO:

3 VISITS

per month is the average frequency of visits made by our volunteers

3.6 HRS

average number of hours spent with a child in a month

“

Being a Pyjama Angel has become one of the most rewarding things I've done with my life to date. It's now part of my identity. I have personally gained more from this organisation than I ever thought I would. The relationship I have with both my little cherub and her carers is so special to me.

”

VOLUNTEER MENTOR

MEDIUM-TERM OUTCOMES (1-5 YEARS)

OUTCOME 2: QUALITY AND LONGEVITY OF THE RELATIONSHIP

Volunteers are committed to a long-term positive relationship with the child or young person they support.

Feedback is collected from carers annually.

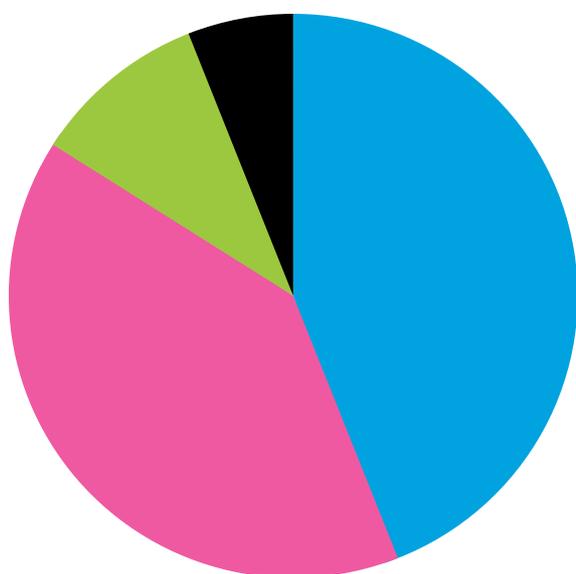
The level of a child's improvement as reported by the carer has a strong correlation with the length of the placement. The longer the placement is maintained, the higher the level of improvement was reported by the carers.

For every 12 months of placement, a 10% improvement was reported.



80%
of carers report significant improvement in their child since commencing their visits

THE RIPPLE EFFECTS OF A POSITIVE RELATIONSHIP WITH CARERS



- 44% reported spending less than 15 minutes with the carer
- 40% spent between 15-30 minutes
- 10% spent between 30 minutes - 1 hour
- 6% spent over 1 hour with the carer

6,360

hours that volunteer mentors have spent conversing with/ providing support to their carers after their visits (per annum)

Carers undertake a momentous task supporting the physical, mental and emotional needs of children in OOHC around the clock.

Volunteer mentors provide a time of respite, support with unique development needs of children and a moment of adult conversation.

In the last survey collected from volunteer mentors, more than 56% of the cohort spent more than 15 minutes conversing with their carer after their visits.

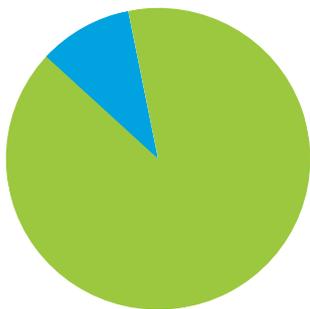
MEDIUM-TERM OUTCOMES (1-5 YEARS)

OUTCOME 3: QUALITY/MUTUALLY BENEFICIAL VOLUNTEERING OPPORTUNITY

The training and support provided by The Pyjama Foundation helps volunteers to create positive relationships with children in care, empowering them with learning, life skills and confidence.

An annual Volunteer Satisfaction Survey reports how our volunteers feel based on 5 key factors:

MOTIVATED  COMPETENT  FULFILLED  RECOGNISED  CONNECTED



90%

of our volunteers reported feeling motivated to undertake this volunteering role and help the children and young people

66%

felt that the experience of volunteering improved their competence and helped them explore their strengths

89%

felt fulfilled with their volunteering roles

60%

felt a sense of personal recognition through this volunteering experience

53%

felt that this volunteering opportunity was a way to connect with the community and give back



Being a Pyjama Angel has enriched my life far beyond my expectations. It has been such a very great joy to see him grow and develop into a beautiful teenager. My relationship with his parents is just so warm and caring. I feel beyond privileged that I became a Pyjama Angel. It has changed my life, and I am forever grateful that I have had this opportunity. I am very lucky indeed.



VOLUNTEER MENTOR

MEDIUM-TERM OUTCOMES (1-5 YEARS)

OUTCOME 4: PILLARS OF GROWTH FOR CHILD & YOUNG PERSON (LOVE OF LEARNING PROGRAM)

Through Relational Pedagogy, children supported by the Love of Learning Program have increased identity, academic resilience, learning confidence and school connectedness.

Supported by QUT, we developed an evidence-based survey to collect the perspectives of children involved in the program.

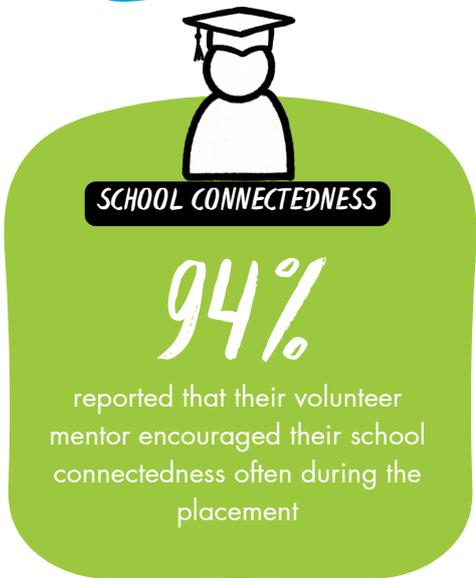
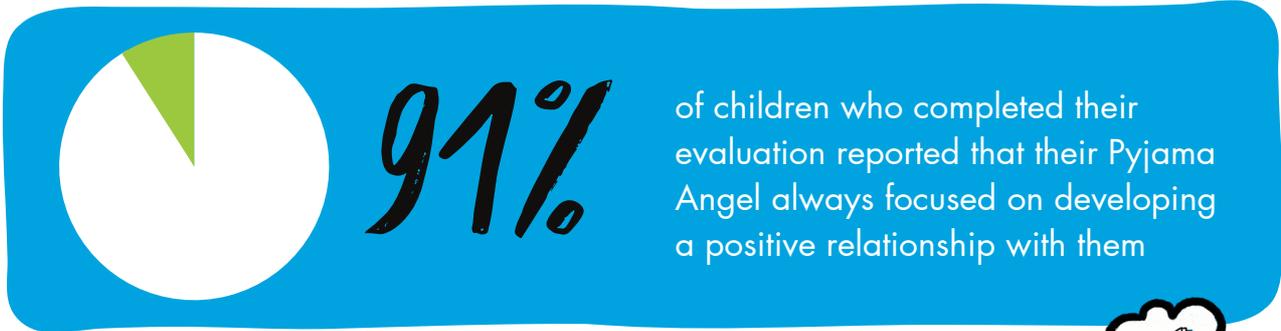
Hearing children's views on programs they are involved in is vital in helping to develop safe spaces for children to engage, where their thoughts are valued and opinions matter.



"BOTH M AND H'S CONFIDENCE WITHIN THEMSELVES HAVE INCREASED SO MUCH. THEY HAVE GAINED AN ANGEL TO GUIDE THEM IN THEIR LIFE'S JOURNEY."



FOSTER CARER



LONG-TERM OUTCOMES

OUTCOME 4: PILLARS OF GROWTH FOR CHILD & YOUNG PERSON (TEEN LIFE SKILLS)

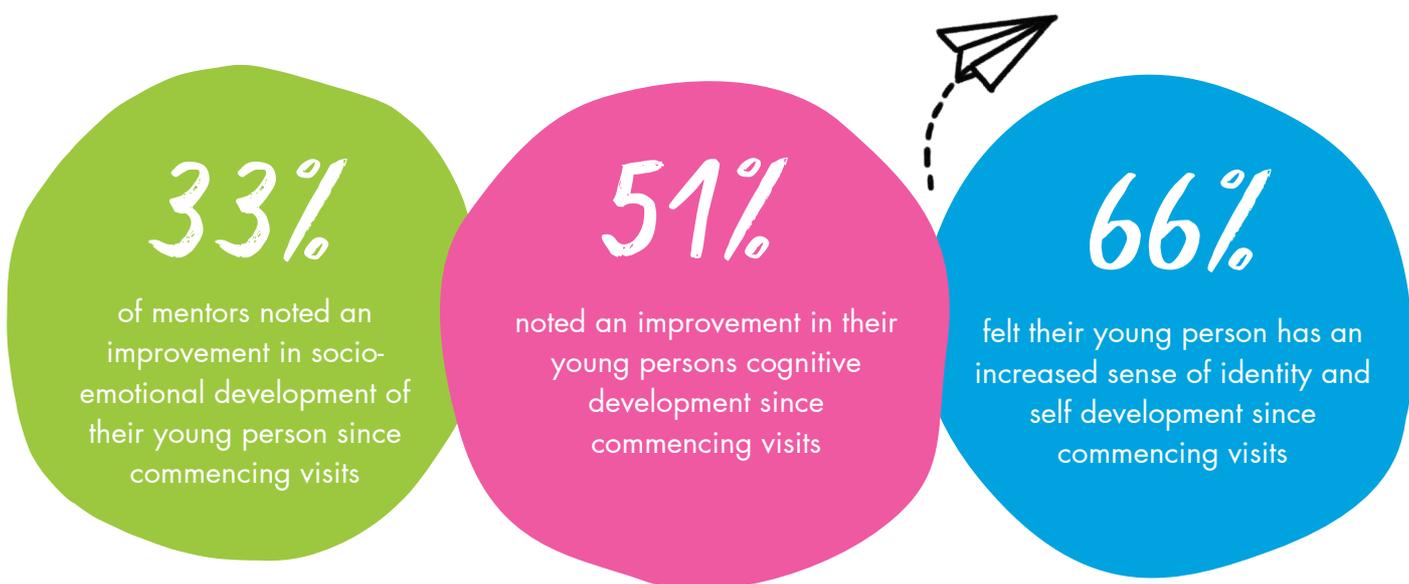
Young people supported by the TLS Program have a better sense of self and self-awareness, health and wellbeing, and cultural and community connections and support.

This program is underpinned by the internationally renowned Rhodes "Developmental Model of Youth Mentoring". It supports the importance of the TLS Program.¹⁶

Rhodes models suggests that mentoring affects youth through three interrelated processes:

- (1) by enhancing youths social relationships and emotional well-being,
- (2) by improving their cognitive skills through instruction and conversation, and
- (3) by promoting positive identity development through serving as role models and advocates.

DATA COLLECTED CORRELATING TO THESE OUTCOME AREAS SO FAR SHOWS US THAT:



"The Pyjama Foundation organising the barista course and the volunteer cooking van has been the most fantastic thing for D, she was so scared to try anything, and now, after those, she has finished a cooking TAFE course and believes she could be a barista. Without these opportunities, she wouldn't have obtained the confidence to achieve what she has."

VOLUNTEER MENTOR

LONG-TERM OUTCOMES

OUTCOME 5: CREATING A SIGNIFICANT ADULT IN A YOUNG PERSON'S LIFE

There are positive benefits of having a long-term mentor (significant adult) who continues to support children for an extended period which contributes to improved psychological, behavioural and educational outcomes.

Evidence tells us that just one significant, positive adult relationship (other than a child's caregiver) is confirmed as not only "protective for at-risk youth, but also as a normative component of adolescent development."⁴

As The Pyjama Foundation has continued to grow, we've now seen multiple relationships that have extended longer than five years and will continue collecting data on the impact of these extended relationships.

3.5 YEARS

average length of current placements

1.5

average number of placements per volunteer

2.5 YEARS

average length of all placements (since inception)



“The Pyjama Foundation has mentored young people in out of home care over the last 17 years. I have **seen first-hand the benefits** of the Pyjama Foundation mentoring program, the **positive relationship between the mentor and the young person** makes such a difference in the life outcomes of this vulnerable group. I have heard directly from young people with a care experience directly about the transformative value of this relational, voluntary engagement. I'll never forget the annual CREATE graduations when the **young person's choice of significant adult was so frequently their Pyjama Angel**”

MICHAEL HOGAN (2021), FORMER DIRECTOR GENERAL OF OLD CHILD SAFETY AND CONVENOR OF THE THRIVING OLD KIDS PARTNERSHIP

MEET THE MELVINS

The journey of a long-term volunteer mentor

How one chance encounter changed the life trajectory of a child in care. This timeline represents Elizabeth Melvin's volunteer journey with The Pyjama Foundation, and how she has generously weaved our organisation into her everyday life.

VOLUNTEER MARKET DAY



Elizabeth visits a Volunteer Market Day in Brisbane, searching for something to give her time to. She sees The Pyjama Foundation's stall and the organisation stands out as it aligns closely with her values.

ELIZABETH MEETS JACK

Elizabeth begins her next Pyjama Angel placement with 5-year-old Jack. Due to Jack's frontal lobe injury, Elizabeth must adapt their visits to suit him. Everything is done physically – reading, maths, science – all done outdoors, and often with a soccer ball.



ELIZABETH MEETS BECCA



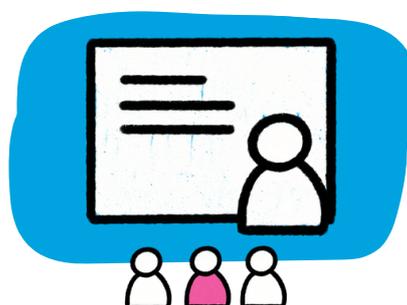
After completing volunteer training at Redcliffe Library, she is quickly placed with 9-year-old Becca to mentor.

Equipped with a bag of books, Elizabeth visits the home weekly. Following Becca's lead, she leans into the young girls' interest areas of craft and science.



Elizabeth continues as Becca's Pyjama Angel for over six years, until 16-year-old Becca decided she didn't need weekly visits anymore. Elizabeth still remains in contact, sending birthday cards and visiting Becca's Foster Carer regularly for coffee.

VOLUNTEER RETRAINING



Volunteers complete a retraining session every five years as new policies are introduced. Elizabeth completes her retraining with new volunteers and shares her experience, getting them excited for their volunteer journey.

Elizabeth's weekly visits with Jack continue, focusing on sports and cooking. She learns that Jack refuses to read a book but will read a recipe. Elizabeth is blown away by his mental arithmetic, losing countless board games to the young boy.

JACK MAKES A NEW FRIEND



Elizabeth's husband Gordon completes his Pyjama Angel training. Other commitments won't allow Gordon to be placed with a child himself, but he completes training to be able to spend time with Jack and Elizabeth.



LIFE SKILLS WITH GORDON

Elizabeth and Gordon can see that Jack is thriving with their company, being outdoors and doing physical activities in the yard. Gordon helps Jack to complete tasks like fixing fences and doing woodworking. Jack expresses interest in becoming a tradesman when he grows up.



THE GIFT THAT KEEPS ON GIVING

Elizabeth volunteers at The Pyjama Foundation office to help the team pack National Pyjama Day kits. She becomes a regular office volunteer, sending birthday cards to children, wrapping Christmas presents, and speaking at community events.



AN UNWAVERING COMMITMENT

Elizabeth attends Jack's mother's funeral after her unexpected passing. Elizabeth acknowledges that this feels like a monumental moment for him in understanding that she would be there through thick and thin. She is the only person in attendance who isn't family.



CHAMPIONING THE DREAM

Jack is now 13-years-old and Elizabeth still visits him weekly. Jack has recently helped Elizabeth and Gordon fix the lights on their trailer, using technology to learn and implement their new skills. Jack hopes to become either a carpenter or plumber when he finishes high school.

COST SAVINGS TO GOVERNMENT

An analysis was conducted to assess the social value generated by the number of young people currently supported by the TLS Program. It focused on the reduced likelihood of our youth interacting with the criminal justice system.

The national average daily cost to keep a young person in youth detention during 2020-2021 was \$2,517.52 per day, with an average of 61 days spent per young person.^{3 11 23}



Cost per young person in youth detention for an average length of stay

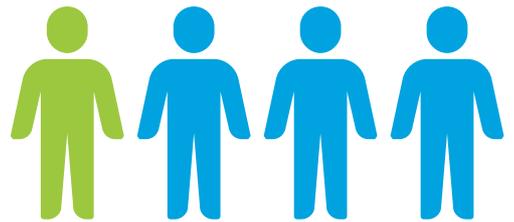
\$153,569



In 2020 - 2021 more than

1 IN 4

under youth justice supervision had an interaction with the Child Protection system



It is estimated that a **minimum** of 18% of the 300 young people currently supported in the TLS Program are at risk of engaging with youth detention.²



The total estimated cost saving of the TLS Program to society is:

\$8,292,726

(PER ANNUM)



REFERENCES

1. Astridge B, Li WW, McDermott B, Longhitano C. A systematic review and meta-analysis on adverse childhood experiences: Prevalence in youth offenders and their effects on youth recidivism. *Child Abuse Negl.* 2023 Jun;140:106055. doi: 10.1016/j.chiabu.2023.106055. Epub 2023 May 2. PMID: 37142357.
2. Australian Institute of Health and Welfare. (2022). Young people under youth justice supervision and their interaction with the child protection system 2020–21. Canberra: AIHW.
3. Australian Institute of Health and Welfare. (2023). Youth justice. Retrieved from <https://www.aihw.gov.au/reports/australias-welfare/youth-justice>
4. Beam, M. R., Chen, C., & Greenberger, E. (2002). The nature of adolescents' relationships with their "very important" nonparental adults. *American Journal of Community Psychology*, 30(2), 305–325. <https://doi.org/10.1023/A:1014641213440>
5. Campo, M., & Commerford, J. (2016). Supporting young people leaving out-of-home care (CFCA Paper No. 41). Melbourne: Child Family Community Australia information exchange, Australian Institute of Family Studies.
6. Greeson, J. K., Usher, L., & Grinstein-Weiss, M. (2010). One Adult Who Is Crazy about You: Can Natural Mentoring Relationships Increase Assets among Young Adults With and Without Foster Care Experience?. *Children and youth services review*, 32(4), 565–577. <https://doi.org/10.1016/j.childyouth.2009.12.003>
7. Haslam D, Mathews B, Pacella R, Scott JG, Finkelhor D, Higgins DJ, Meinck F, Erskine HE, Thomas HJ, Lawrence D, Malacova E. (2023). The prevalence and impact of child maltreatment in Australia: Findings from the Australian Child Maltreatment Study: Brief Report. Australian Child Maltreatment Study, Queensland University of Technology.
8. Holmes, K., Dunlop, P. D., Lockstone-Binney, L., Davies, A., Farid, H. M., & Lavery, C. (2022) Volunteering in Australia: The Organisation Perspective. Volunteering Australia, <https://volunteeringstrategy.org.au/wp-content/uploads/2022/10/Volunteering-in-Australia2022-The-Organisation-Perspective.pdf>
9. Knight, R. L., & Kingston, K. L. (2021). Valuing beneficiary voice: Involving children living in out-of-home care in programme evaluation. *Evaluation Journal of Australasia*, 21(2), 69–84. <https://doi.org/10.1177/1035719X21999110>
10. McDowall, J.J. (2009). CREATE Report Card 2009 -Transitioning from Care: Tracking Progress. Sydney: CREATE Foundation
11. McDowall, J. J. (2013). Experiencing out-of-home care in Australia: The views of children and young people (CREATE Report Card 2013). Sydney: CREATE Foundation.
12. McDowall, J. J. (2020). Transitioning to Adulthood from Out-of-Home Care: Independence or Interdependence. CREATE Foundation.
13. Mendes, P. (2011). Youth Justice: Young People Transitioning from Out-of-Home Care. *Alternative Law Journal*, 36(3), 195–196. <https://doi.org/10.1177/1037969X1103600312>
- Munro, Emily & Stein, Mike. (2008). Young People's Transition from Care to Adulthood: International Research and Practice.
14. Purdue, S., Peterson, H., & Deng, C. (2018). The case for greater youth participation in monitoring and evaluation in international development. *Evaluation Journal of Australasia*, 18(4), 206–221. <https://doi.org/10.1177/1035719X18804401>
15. Queensland Family and Child Commission. (2022). Designing a better response to youth: Raising the age of criminal responsibility issues paper. <https://www.qfcc.qld.gov.au/sector/monitoring-and-reviewing-systems/young-people-in-youth-justice/raising-the-age-of-criminal-responsibility#:~:text=The%20issues%20paper%20sets%20out,should%20be%20sentenced%20to%20detention.>
16. Rhodes, J., Reddy, R., Roffman, J. et al. Promoting Successful Youth Mentoring Relationships: A Preliminary Screening Questionnaire. *J Primary Prevent* 26, 147–167 (2005). <https://doi.org/10.1007/s10935-005-1849-8>
17. Royal Australasian College of Physicians. (n.d.). Health care of children in care and protection services in Australia: Summary. Retrieved from https://www.racp.edu.au/docs/default-source/policy-and-adv/pchd/racp-health-care-of-children-in-care-and-protection-services-australia-summary.pdf?sfvrsn=7081d51a_4
18. Russell, D. H., Trew, S., & Higgins, D. J. (2021). Vulnerable yet forgotten? A systematic review identifying the lack of evidence for effective suicide interventions for young people in contact with child protection systems. *American Journal of Orthopsychiatry*, 91(5), 647–659. <https://doi.org/10.1037/ort0000555>
19. Search Institute. (n.d.). Current research on developmental assets. <https://www.search-institute.org/our-research/development-assets/current-research-developmental-assets/>
20. Stein, M. (2008) 'Resilience and young people leaving care', *Child Care in Practice*, 14, 1, 35-44.
21. The State of Queensland (Queensland Family and Child Commission). (2022). Designing a better response to youth offending in Queensland: Raising the age of criminal responsibility.
22. Trew, S., Russel, D., Higgins, D. (2023). Supportive practices for young people in out-of-home care who are at risk of suicidality. Australian Institute of Family Studies. [https://aifs.gov.au/resources/short-articles/supportive-practices-young-people-out-home-care-who-are-risk-suicidality.](https://aifs.gov.au/resources/short-articles/supportive-practices-young-people-out-home-care-who-are-risk-suicidality)
23. United Nation (1989). Convention on the Rights of the Child. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>



“HIS PYJAMA ANGEL HAS A LEVEL OF EMPATHY FOR HIM THAT MANY OTHERS DON’T HAVE. SHE IS NOW THE ONLY OTHER PERSON BESIDES MYSELF THAT HAS BEEN IN HIS LIFE CONSISTENTLY FOR 10 YEARS.”

FOSTER CARER



(07) 3256 8802



admin@thepyjamafoundation.com



@thepyjamafoundation



@pyjamafoundation

LEARN MORE AT

www.thepyjamafoundation.com