

2022 Evaluation

Mentor & Teacher Results



Each year Kids Hope collects insights from our mentors and teachers regarding the impact of our program. We use this information to encourage our community but also to improve our program where we see opportunities.

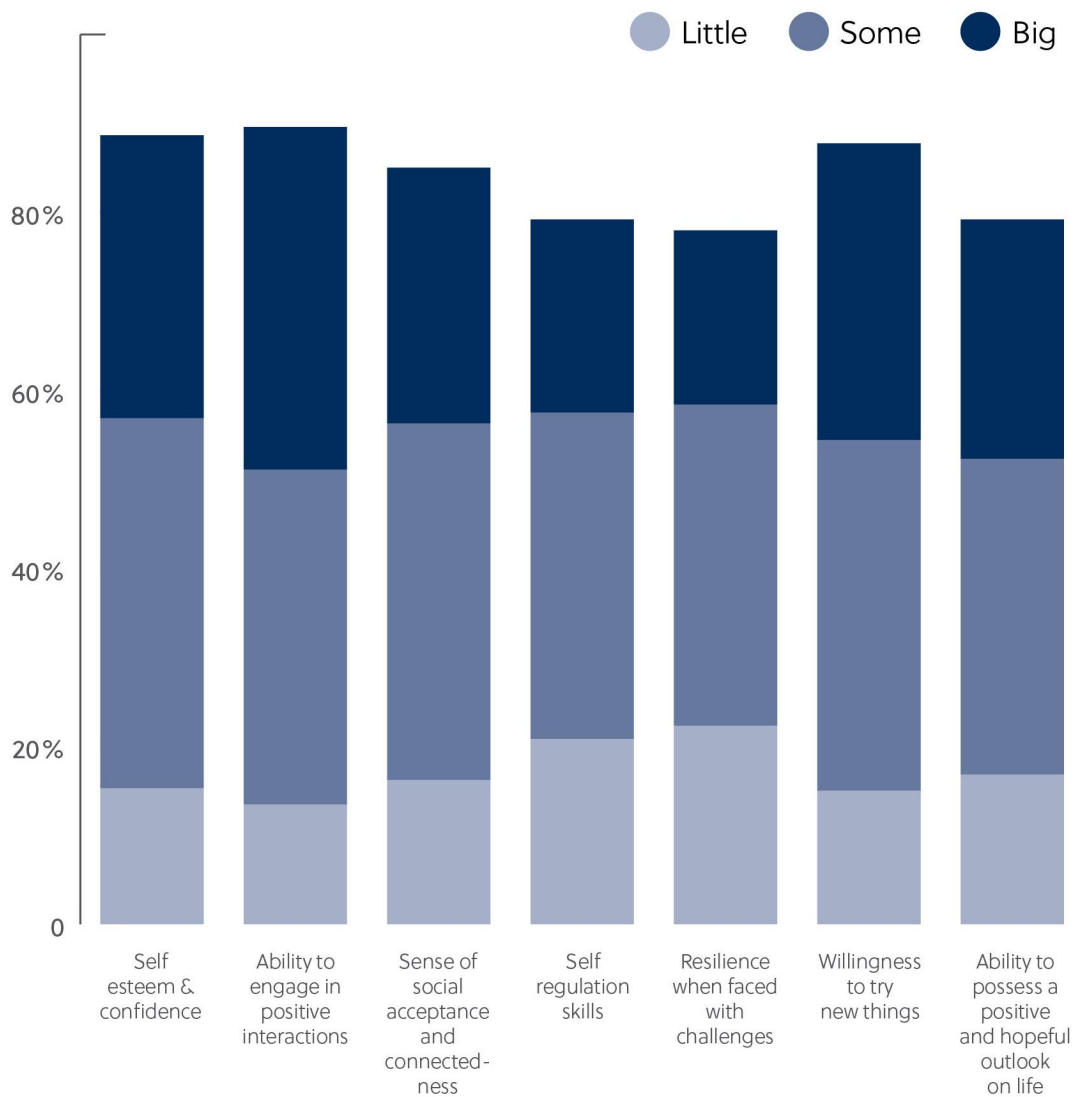
For those of you who were able to participate in our 2022 Evaluation Survey, thank you so much. We really appreciate your feedback. For those of you who could not, there will be another opportunity in 2023. **Please find below a summary of the feedback.**

Mentor Results

Overall, I believe the Kids Hope program has had a positive impact on the health and wellbeing of my mentor child

89.91%

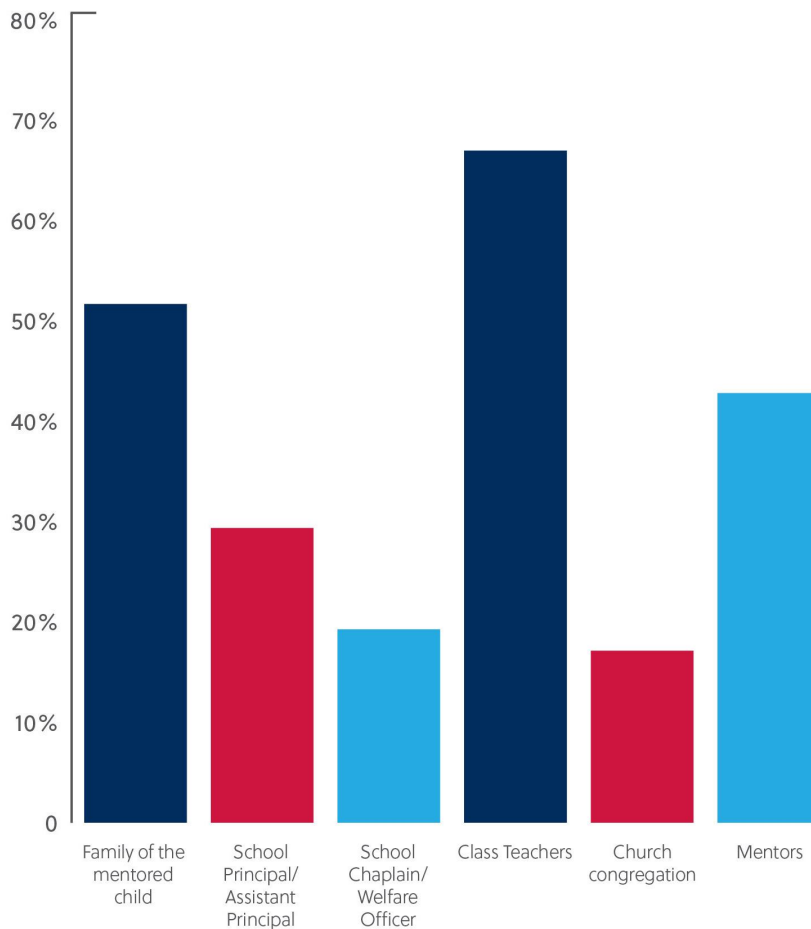
Since mentoring, my mentor child has made improvements in his/her:



Mentor Results continued

I feel that I benefit from being a Kids Hope mentor	95%
I feel supported by school staff	97.5%
I feel supported by church leadership	97.19%
I feel supported by the wider church community (e.g. prayer partners)	93.44%
I have a strong, positive bond with my mentor child	92.5%
I was able to do face-to-face mentoring	99.7%
I was able to do face-to-face mentoring for more than two terms	88.92%

Who do you believe the Kids Hope program has benefited in addition to your mentor child?

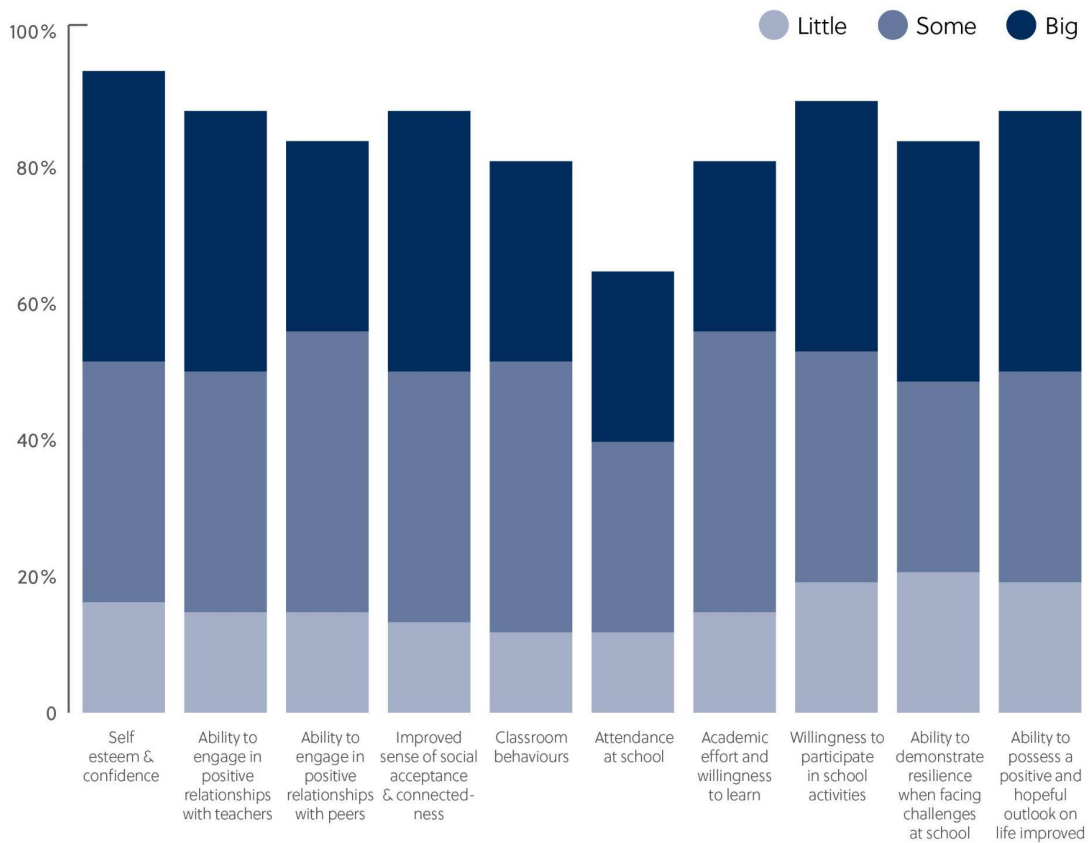


Teacher Results

I believe the Kids Hope program has had a positive impact on the health and wellbeing of the mentored student this year

94.11%

As a result of one-to-one mentoring, I have observed improvements in the mentored student's:



I would recommend the Kids Hope program for other students

100%

I believe the Kids Hope program is easily implemented into the school setting

95.39%

I feel supported by the Kids Hope volunteers, including the coordinator and mentor

96.92%

Quotes

As part of the Evaluation Survey we also ask participants to provide us with quotes so that we can gauge individualised impact. Here are just a few of them.

Mentor Quotes

Are there any other ways you believe the Kids Hope program has impacted the health and wellbeing of the mentor child?

THE IMPACT

The school informed me that he loves coming to school because of mentoring. The mentoring is his favourite part of school. He delights in the social interaction more than anything.

She understood the time was especially for her and spent doing things she loved to do and possibly couldn't do at home due to financial constraints.

His school attendance improved on days of my attendance.

His literacy skills have improved. His attitude to being at school has improved.

A reason for coming to school

I think the letters I wrote each week kept her going through lockdowns. Though she didn't write back she said she really appreciated the letters.

During the lockdowns when school wasn't open and no one was visiting others the weekly letters I sent to my mentor child showed him I was still interested in how he was going, coping with being isolated and his general feeling about life. Though I didn't get many responses his mother did see me at school one day and said how much they all appreciated the letters.

My Mentee became School Captain and his mother attributes this in some way to the Mentoring program.

I think within the hour we have the ability to do 2 very different projects from week. This has built a strong relationship with us both doing both creative and sporting project

She has very few stable adults in her life. I feel I am able to provide a safe and soft place for her to be herself, and I ensure to give her choice around which activity we do each week.

My Mentor child is far more relaxed this year, and she is really able to laugh!

She was awarded the Citizenship Prize for graduation of year 6 at the school.

He loved the break from the rest of the class.

Not being shy.

She enjoyed meeting with me and we laughed a lot. From a girl who would not make friends etc she was awarded student of her year. Very proud of her.

Just by being the one constant routine throughout the year regardless of lockdowns!

Academically he has lost some of his arrogance and is much more circumspect in his comments and approach. He is of the view the more he understands the less he knows - He asks more before he speaks.

It helped him get through the COVID lockdowns. It gave him something to look forward to.

More easy sharing with friends.

An outlet for venting negative feelings. A time of one-to-one support. Fun activities not always available in class or home.

He now attends school every day and mostly comes on time. When he started, he averaged 2-3 days attendance a week and usually arrived around 11 am, every day.

I think she has benefited from the one on one attention and interest, as well as consistency, which she may not get elsewhere.

It has definitely impacted her.

I believe it works well.

Trust and friendship.

Happier little girl.

Maintaining the regular contact through lockdowns has made this neglected child feel valuable.

He was more able to talk about why he got into trouble at school and what he could possibly do about his behaviour and the conflicting behaviour of the person he had an altercation with.

My persistent attention and coming to see her has had her looking forward to seeing me. She tells the Chaplain how she likes me coming.

She was valued, encouraged, affirmed, given time, was listened to and was loved.

Becoming aware of her gifts and abilities. Trying to slow her responses down so that she gives a considered response not just a response that she thinks might please or allow her to.

Coping with missing her father in Vic and what to call him when mother's new partner wants to be called Dad. Resolved by calling one Daddy and the other Dad.

He looks forward to me being there as his 'special adult friend'.

My mentor child seems more at ease to express her intent or determination and delights in feeling accepted for leadership.

Able to relax and smile.

A little more conversation.

He was far more positive and secure in himself and his future.

Discussion and encouragement of classroom teachers in relationship to goals for the child.

Support and guidance of sole parent in relationship to the child.

It helps him to have a constant, through his school life.

Just the one-on-one talk of his parents both being in new relationships with him living between the two every week.

With no biological mother in the home, she confided in me about puberty and I was able to walk with her through her journey towards womanhood - a great privilege.

Possibly just the knowledge that someone (me) will be there for them, at school every week.

Think I'm his only friend associated with school!

Being able to share her interests and hobbies in a supportive atmosphere.

Some feelings of being accepted and able to confide in me.

Mother tells me how much the child enjoys our Tuesdays and the child tells me I'm her best friend ever! Encouraged her art which has helped her self esteem.

Supported, encouraged, and valued friendship.

She has grown more confident and outgoing with a mentor. She loved the pen pal contact (packages and letters sent home by me).

Knowing I was there for him through the very hard and isolated times.

I acted (as asked) to act as male friend in lieu of his very argumentative father who had returned from the UK because of Covid restrictions.

Having someone who believes in her she has come to realise she doesn't need to invent life situations but can speak honestly.

Other than me meeting at the end of 2021 to see my child face to face, and seeing her excitement in seeing me again and talking non-stop, I believe the Kids Hope program did have an impact on her wellbeing and health and the uncertainty that Covid caused.

We have had a wonderful experience. Her mother has bought me some books over the years.

I was able to get the school to ensure that my boy had lunch each day at school.

Something special to look forward to weekly.

I think knowing that their Mentor was still thinking of them and wanting to stay connected to them, someone apart from their family and the School was still thinking of them.

Hopefully, I am one of the few "stable" people in her life.

I was able to get the school to ensure that my boy had lunch each day at school.

After the lockdowns etc, he has grown to see school as a good thing and a good place to be. Since we started 6 years ago, He has learned to make friends and socially interact with others. He has also learnt self control.

Just having a friend seems to be the most important thing to her.

He has settled better into playground activities and is a happier child.

The improvement in his reading skills has resulted in improved confidence when confronted with the need to display his ability in this regard. We also cook on a fairly regular basis. We prepare enough for the whole class. This has resulted in an improvement in his self esteem and acceptance within the class.

It has impacted her as she is always in attendance on my visiting day which is a positive as absence from school was a problem last year.

An email from a parent of the child affirmed that the programme has had a huge impact overall. They were very affirming and grateful for my input.

I think the mentored children find it wonderful to be allowed out of normal class activities, to be singled out to go to Kidshope, they feel special.

Especially useful during lockdown when children were home learning. Pen pal program was very welcome by my child.

Teachers have said that he was a much happier child.

Being a reliable present person that is able to give a good role model as a friend and a help.

He can read my letters and cards! Reading has really improved.

One-on-one attention, encouragement, reinforcement.

He liked that I came to school just for him.

The presence of a person who cares and is interested in their wellbeing.

Be there for the child as a mentor and friend.

A sense of acceptance and more confidence in certain aspects of his life.

Feels accepted by other mentors too.

Having someone other than family to believe in HIM, and values our time together.

Continuity of connection. Relating with an adult male.

I think it's been good for him to know that another person has been thinking of and cares about him when there has been such little social connection.

Overcome bullying hassles in his year through his own self assertiveness.

Beginning to implement more organisational skills.

Community mindedness.

Something to look forward to in a time of many changes happening in the community and schools. Knowing that someone cares about them.

Showed him that regardless of circumstances people who cared for him made an effort.

He said that he looked forward to seeing me every week.

The mentored child looked forward to seeing me each week. I believe he enjoyed the time together on a one to one basis.

Someone outside the culture, home and school looked out for him alone.

I believe with the regular input the child is improving.

THE NEED

Her first year was good. She soon engaged and looked forward to me coming to see her. She was fully engaged in all that we did together. Due to Covid and other home factors, she has very poor attendance but still engages when she is here, but there seems now no real consistency.

At the beginning of the year I had an aboriginal girl to mentor and felt we were making progress, but she moved to another school.

Face to face interaction was very erratic due to Covid-19 so unable to have much impact.

The student moved to another school when school opened again in term 4 :(

Teacher Quotes

How has the Kids Hope program benefited your school community in addition to the mentored student this year?

More mentors pleeeeeeeeeeeeease, they are truly angels in disguise (not very hidden really).

The mentor really makes a difference.

I think you guys do a brilliant job - I just wish there were more of you so that many more students can benefit from such a great program.

They are doing a great job and the students enjoy their session each week.

Kids Hope mentors provide a community link within the school and bring a wealth of other experiences & knowledge into students' lives.

I have been able to discuss concerns in the classroom with the mentor and she is able to then bring it up with the student. She reassures the student and is able to discuss the concerns with her.

Pauline is just a positive force in this world - brightens everyone's world with her kindness.

The one to one, consistent attention is invaluable as the responsibilities of all of the school community increase. Providing a trusted adult is also a precious gift to many of these kids.

It is nice to have familiar faces visit our school each week. I am often in the staffroom when different mentors are working with students and it is lovely to see the connections they have built.

It means the resources of the school and the teachers are less overloaded.

As the school chaplain, Kids Hope has really helped share the load of social and emotional support of students in the school. Meaning there's more time to invest in different students.

My student's mentor has been wonderful. She comes along to school events/sporting activities to support the students.

Kids hope has enabled our students to grow in confidence while getting a little assistance with school work.

The Kids Hope program adds connection and care to our school community. Our mentors come from the church linked to our school and it is a very special relationship to have.

Gave me an insight into the students' worries and concerns.

The program has recruited enthusiastic and supportive mentors that have been invaluable for students that need that extra support or person to turn to.

Supports teachers in managing the welfare of students.

The mentor often helps this student with any areas of learning he finds difficult.

Reassuring the wellbeing of mentored students, ensuring that they are mentally and emotionally happy and safe. Discussing any concerns happening at home.

Knowing that my students will have one-on-one time to talk, play and build relationships with other positive adults has allowed me to spread my time with other students who need high support in the classroom.

Given the teacher an opportunity to apply focus on other students and with the student coming back in the class happier, the whole class benefits

It has allowed our students to connect with key figures within our community and gain a sense of care from their mentors. It is a really important program that enables students in need to gain connections.

Family of the mentored student feels supported and takes a load off their back - quoted by the mum.

Supported the chaplain to support more students. Support teachers through promoting positive adult contacts.

The Kids Hope program benefits the community by engaging with children to give them hope for the future and encourages the value of caring relationships.

A constant support to my students and myself. Easy to communicate and liaise with. Being able to support the student and both be on the same page to best help him has been incredible.