

PCYC

1. How long has the issue of youth crime been prevalent in your region and why do you think it's continued?

Youth crime exists in each of the communities that we serve. The placement of our PCYC clubs has historically been guided by demonstrated needs within the community. However, it's important to recognise that youth crime is a multifaceted issue influenced by a wide array of social, economic, and familial factors.

This complexity means that addressing youth crime in each of the areas that we operate within requires a comprehensive approach, combining prevention, intervention, and support programs tailored to the unique needs of each community. By situating facilities in areas with higher levels of need, we aim to not only address the immediate challenges but also to collaborate with local stakeholders in creating opportunities for long-term positive change.

While facility placement aligns with current data on community needs, it also underscores the importance of understanding and addressing the root causes of youth crime, which include but are not limited to poverty, lack of access to or engagement in education, mental health challenges and lack of access to employment opportunities.

2. With respect to any programs you deliver for young people for which you receive funding:

a. How many programs are you currently delivering and what is each program called?

Currently PCYC NSW delivers the following programs across NSW:

- Stepping Up
- Perfect Presence Program (Department of Education)
- Fit for Work
- Fit for Life
- Re-engage with GRIT (High School)
- Re-engage with GRIT (Primary School)
- GRIT (Growth-Mindset, Resilience Intervention for Teens) Suite of Programs
- Blue Star
- Nations of Origin
- PCYC Haka Warrior
- Transition with GRIT
- Job Ready Course

Delivery in each area is dependent on funding available. Not all programs exist in each of the PCYC locations. Program delivery locations are aligned to areas of greatest need.

b. What is the purpose and audience of each program?

Program	Audience	Purpose/ Outcomes
Stepping Up	15-21-year-olds transitioning from school to work or further education	12 month 1:1 mentor program. Builds essential skills like employability, goal setting, and resilience to support successful transitions into the workforce or further studies.
Perfect Presence Program (Department of Education)	Secondary school students demonstrating early signs of disengagement. School communities identified by DoE	Fosters emotional regulation, personal growth, and resilience through 1:1 mentoring and group activities, co-designed with schools with an outcome to increase engagement and school attendance.
Fit for Work	16 -18-year-olds youth at risk with a goal of entering the workforce.	Prepares vulnerable young people for employment with skills such as workplace etiquette, communication, and interview preparation to support successful transitions into the workforce.
Fit for Life	10 – 18 years	Promotes physical and mental well-being through morning fitness activities, life skills, and self-care strategies. Breakfast and transport to school is included in delivery to promote healthy routine and school attendance
Re-engage with GRIT (High School)	NSW High school students (13-18 years). Demonstrating early signs of disengagement, social anxiety and isolation	Supports re-engagement with education through group resilience-building activities and 1:1 mentored guidance.
Re-engage with GRIT (Primary School)	NSW High school students (8 - 13 years). Demonstrating early signs of disengagement, social anxiety and isolation	Supports re-engagement with education through group resilience-building activities and 1:1 mentored guidance.
GRIT (Growth-Mindset, Resilience Intervention for Teens) Suite of Programs	Youth (8 – 13 years) Teenagers (13-17 years).	Focuses on building resilience, emotional regulation, and a growth mindset to tackle academic and personal challenges.
Blue Star	16 – 18 years	Offers mentorship and leadership skills development to help youth overcome barriers, succeed academically and socially, and become future leaders and advocates for positive change
Nations of Origin	10 – 17 years	Fosters pride in heritage, resilience, and leadership through cultural and community connections. Promotes school attendance and prosocial skills
PCYC Haka Warrior	Pacifica Youth (12-18 years) interested in cultural expression, connection and wellbeing	Builds confidence, resilience, and teamwork through the preparation of learning the powerful Maori haka and attendance in wellbeing and cultural workshops.
Transition with GRIT	Vulnerable Year 6 students	Supports resilience and adaptability during transition from primary to secondary school
Job Ready Course	Youth (15 - 18 years) seeking casual or part-time employment.	Prepares young people for the workforce with essential job skills, including resume writing, interviews, and communication.

c. How many young people do you have on your books within each of the programs that you deliver?

Program	2024 Total Participants enrolled
Stepping Up	91
Perfect Presence Program (Department of Education)	1,912
Fit for Work	121
Fit for Life	5,949
Re-engage with GRIT (High School) -	15
Re-engage with GRIT (Primary School) - *PILOT	15
GRIT (Growth-Mindset, Resilience Intervention for Teens) Suite of Programs	444
Blue Star	66
Nations of Origin	854
PCYC Haka Warrior	480
Transition with GRIT -*PILOT	60
Job Ready Course	387

d. How many full-time equivalent staff in each program?

Generally, 2 staff are required for delivery of each of the programs. Each program is run in line with strict supervision ratios under the guide of best practice that range from 1:1 to 1:15 depending on the risk profile of the program and the participants.

e. How many days per week are you doing direct engagement with young people in each program?

At PCYC, our approach to direct engagement with young people is carefully aligned with the complexity of their needs and the intended outcomes of each program. Research and best practice in youth development highlight the importance of ensuring that the dosage of interventions (the frequency and duration of engagement) is appropriate to the specific needs of participants and the goals we aim to achieve. We aim to balance consistency in engagement with the flexibility required to meet the diverse needs of our participants.

The table below demonstrates program dosage for each program currently running.

Typical programs run from 1 -3 sessions per week, consecutively over the course of each program.

Program	Program Duration & Engagement Schedule	Total dosage of engagement per participant
Stepping Up	12mths. x6 3-hour employability workshops 52 hours of 1:1 mentor session	70+ hours* of engagement pp. <i>*Participants with complex needs will</i>

		<i>participate more than 70 hours</i>
Perfect Presence Program (Department of Education)	session10 -20 weeks X10 - 6-hour workshop sessions x10 -20 1:1 mentor	54 – 70 hours. of engagement p.p <i>*Participants with complex needs will participate 70 hours over 20 weeks</i>
Fit for Work	10 weeks x30 - 6-hour workshop sessions	180 hours v pp
Fit for Life	Term based. 1 .1.5 hours per session	10 -15 hours pp per term
Re-engage with GRIT (High School) -	Term Based X1 3–4-hour session – weekly + fortnightly 1:1 mentor session =15 sessions per participant over 10weeks	54.50 hours pp
Re-engage with GRIT (Primary School) - *PILOT	Term Based X1 3–4-hour session – weekly + fortnightly 1:1 mentor session =15 sessions per participant over 10weeks	54.50 hours pp
GRIT (Growth-Mindset, Resilience Intervention for Teens) Suite of Programs	10 weeks 2-hour session X1 weekly =10 sessions	20 hours pp
PCYC Haka Warrior	X1 3 - 4-hour session – weekly + fortnightly 1:1 mentor session =15 sessions per participant over 10weeks	54.50 hours pp.
Transition with GRIT -*PILOT	X1 3 - 4-hour session – weekly + fortnightly 1:1 mentor session =15 sessions per participant over 10weeks	54.50 hours pp.
Job Ready Course	X2 to 4 6 hour workshop session	12 -24 hours pp.

f. How many (if any) young people are on waiting lists or have been referred for each program but are not able to be supported at the moment?

In each location we always have more young people referred to the programs than we are able to include (due to limited funding). The only exception to this is FFL that we can scale to any number of young people that want to take part in each location.

3. In your evidence you said:

We've got some piloted programs at the moment in that really preventative space. There are lots

and lots of complex vulnerabilities identified within the cohorts that we're working with. We're often working with New South Wales police in our piloted areas to look to siblings, family

circumstances, the role modelling around DV and the environments that these young people find themselves within. They're really great indicators for us around what young people we should be working with in terms of prevention in that space of eight to 12s.

Could you please provide more information about the early intervention/preventative programs you're currently piloting?

PCYC NSW are currently piloting several early intervention and preventative programs designed to support vulnerable youth, particularly those in the 8-12 age group who are at risk due to complex vulnerabilities. These programs aim to address and mitigate the factors that may lead to future disengagement or negative outcomes, focusing on building resilience and providing the necessary tools to navigate challenging environments.

Re-engage with GRIT (Primary)

This program is specifically tailored for vulnerable primary school students, particularly those, who may be experiencing challenges in their family environments, school disengagement, or exposure to adverse situations such as domestic violence or dysfunctional role models. Through a strengths-based approach, we focus on building emotional regulation, resilience, and positive coping strategies, which function as protective factors against future risk. By collaborating closely with schools, community services, and New South Wales Police in piloted areas, we are able to identify students who are most at risk and provide targeted support. This program works as a preventative measure to help students re-engage with school and build skills that will help them thrive in their future educational and social environments.

Transition with GRIT

Transition with GRIT supports vulnerable Year 6 students as they prepare to transition into high school, a critical period where early intervention can have a significant impact. This program helps students build resilience and adaptability, enabling them to better manage the changes and challenges associated with moving to high school. By focusing on strengths-based approaches and personal growth, the program aims to prevent disengagement during this transitional phase, which can often be a time of increased vulnerability. Our collaboration with families, schools, and community partners ensures that we are addressing underlying issues such as family circumstances, domestic violence exposure, and the broader socio-economic factors that may impact these young people.

GRIT Programs

In addition to these transition-focused initiatives, our broader suite of GRIT programs is designed to support young people in developing growth mindsets, emotional resilience, and leadership skills. All content and resources have now been contextualised to deliver to cohorts in the 8 -12-year-old demographic. These programs, which target a wide range of age groups and backgrounds, are especially beneficial for youth who are exposed to challenging life circumstances. Whether it's through after-school mentoring, group activities, or one-on-one support, the GRIT programs focus on helping young people develop the emotional and social skills they need to navigate their environments successfully.

4. How do you work with police to identify at-risk cohorts/young people and engage them in PCYC programs?

PCYC works in partnership with NSW Police. Most program participants are referred to the program based on need. Referrals into programs come from various groups with communities working with young people such as Education, Out of Home Care Providers etc.

We work extremely closely with NSW Police from both Youth Command and local Commands to ensure that young people and their siblings that come into contact with NSW Police or who are at risk and meet eligibility requirements are able to be given direct entry into programs being delivered.

5. How do you work with schools and the Department of Education to engage young people (in particular, stages 2-3) in PCYC programs? Do you experience any challenges working with local schools.

PCYC works extensively across New South Wales with schools, and while our focus has historically been on high school-aged youth, we have observed an increasing need to support primary school-aged students, particularly in stages 2-3. In response, PCYC has developed and piloted a program designed specifically for primary school students, which is currently being delivered at one location and is set to expand to six additional locations in 2025. This expansion reflects the growing demand for early intervention and support in primary school settings.

We collaborate closely with schools to identify the specific needs of their students, especially those in vulnerable cohorts, and ensure that our programs are aligned with the educational outcomes and metrics that the Department of Education already tracks, such as themes of belonging, behaviour, and engagement. Through this partnership, we can tailor our interventions and programs to meet the specific needs of each school and its students, ensuring that the support provided is both relevant and effective.

One of the key strengths of our partnerships with schools is the strong commitment from educators and school staff to ensuring positive outcomes for their students. There is a shared goal of fostering student engagement, improving behaviour, and creating a sense of belonging, which aligns well with the objectives of our programs.

However, one challenge we face is the limited ability to formally share data and information, particularly around attendance. While we record attendance for our programs, we often do not have direct access to ongoing attendance data from schools. This makes it difficult to track student progress over time and can limit our ability to fully understand the impact of our programs in the broader context of the students' academic and social development. Despite this, we continue to work closely with schools to bridge these gaps and ensure that our programs are as effective as possible in supporting students.