



# Valuing play: The social impact of toy libraries in Australia

A SOCIAL RETURN ON INVESTMENT ANALYSIS

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This report has been prepared by Think Impact on the  
instructions, and for the benefit, of Toy Libraries  
Australia in relation to supporting the understanding  
of the value of toy libraries. It is not to be used for

any other purpose. Think Impact is a specialist social impact consultancy based in Melbourne. Our focus is to support organisations, across all sectors, to manage for better impact.

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#### **DISCLAIMER**

Although every effort has been made to ensure the accuracy of the material and the integrity of the analysis presented herein, Think Impact accepts no liability for any actions taken on the basis of the contents of this report.

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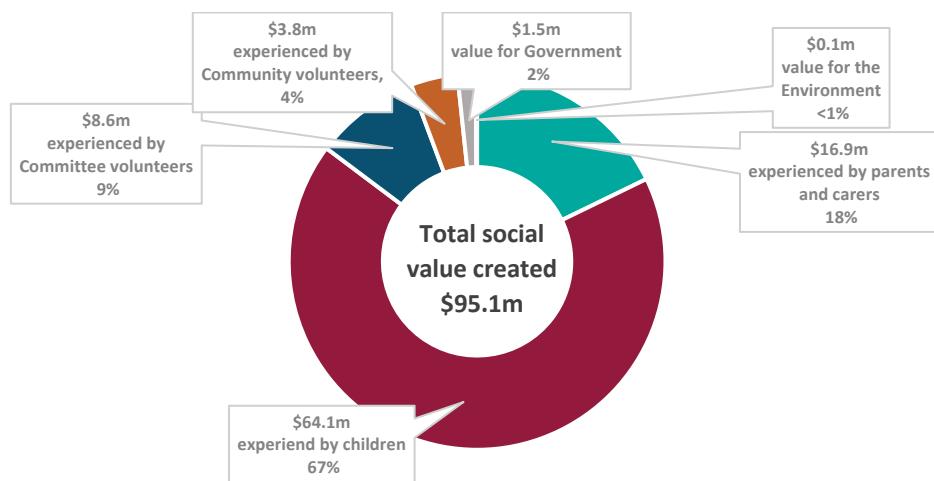
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# Snapshot of impact

Valuing Play: The Social Impact of Toy Libraries in Australia is a Social Return on Investment (SROI) analysis of the 290 toy libraries across the country and how they create meaningful impact, enrich lives and strengthen communities. Toy libraries are a uniquely placed public good within the early years system, providing families with good quality and developmentally appropriate toys, a place to gather and connect, and acting as connectors to other essential early years services.

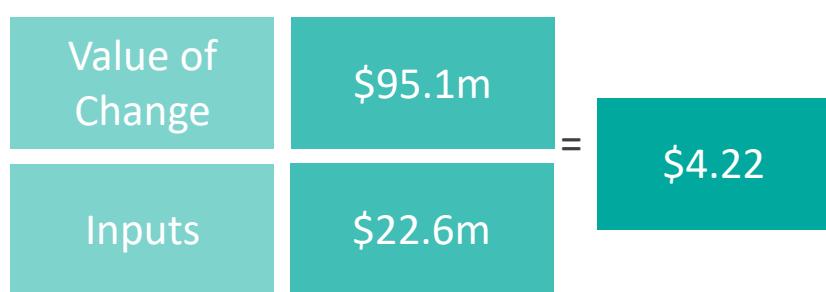
Toy libraries create \$95.1 million worth of social value each year which is experienced by the 34,950 member families, including 49,000 children, more than 9,000 toy library volunteers, Government and value for the environment.



**Figure 1** The social value of Australian toy libraries

This results in a return of \$4.22 of social value for every dollar invested in toy libraries.

## SROI ratio



Children utilising toy libraries experience the most value. Through their visits, children regularly access a variety of good quality, developmentally appropriate toys and gain opportunities for learning and development through play and new social interactions. They experience two key outcomes increased joy and fun which supports time with parents and carers, as well as increased opportunities for early years development through improved motor skills, emotional maturity and social competence.

Parents and carers also experience significant value. Through their membership, key outcomes for parents and carers include increased financial savings from fewer toy purchases, increased confidence in parenting, and increased social connection and joy.

Additionally, toy library volunteers, which includes members who serve on individual library committees and those from the community, benefit through outcomes such as increased social connection and belonging, increased self-confidence and the development of new skills through their work.

Finally, toy libraries also create economic value for Government through the avoided cost of loneliness by creating opportunities for volunteers, including parent volunteers to connect and build meaningful relationships within their community.

**\$95.1M** social, economic and environmental value created by toy libraries each year

**290**

Toy libraries are creating opportunities for people to borrow toys across Australia

**49,000**

Children benefitting from toy libraries across Australia

**9000+**

Volunteers contribute to and benefit from toy libraries

**90%**

Of social value experienced by **children** through increased joy and fun and contributions to early years learning outcomes

**\$8m**

Saved each year by parents and carers through avoided toy purchases

**\$1.5m**

Value to Government each year due to reduced loneliness and isolation experienced by volunteers

**19%** of members received recommendations to key early years services

#### Implications of results

Government and philanthropy should continue investing in the capacity of toy libraries and their volunteers as a driver of early years development. Toy libraries are a public good that is uniquely accessible to families regardless of location, socioeconomic status and schedules. They provide a welcoming space for parents and carers to meet and connect, borrow developmentally appropriate toys for their children and meet their children's needs as well as their own.

Toy libraries are also soft entry point to the early years system, providing support and helping parents connect with other services and understand available supports at key transition points, delivering a high social return on investment and serving as a critical part of the early years infrastructure across Australia.

# How toy libraries create value

## About toy libraries

Toy libraries are community spaces where children and adults connect through play. They allow families to borrow a wide range of educational toys, games and puzzles—much like a book library—for children from birth through primary school and beyond. Toy libraries focus on promoting the educational value of play, fostering positive adult-child interactions, building community connections, and supporting sustainable resource use. Across Australia, toy libraries have a presence in every state and territory and operate in a variety of formats and settings, but most are community organisations run primarily by volunteers. Toy library memberships are provided for low or no cost, allowing families access to borrow good quality, educational and developmentally appropriate toys.

Toy Libraries Australia (TLA) is the national representative body for not-for-profit toy libraries in Australia, established in 1977, and currently represents over 290 toy libraries located across the country.

## The role of toy libraries within the early years system

### The early years system in Australia

The early years system in Australia supports families to care for and raise children aged 0-5 years. The system comprises many government and non-government providers and community-based organisations encompassing health, parenting support, learning, and early childhood education and care. Together, the system works towards the Australian Government's vision for the early years – that *'all children thrive in their early years, with the opportunity to reach their full potential, nurtured by empowered and connected families who are supported by strong communities'* (Early Years Strategy, 2024-2034).

### How toy libraries are uniquely positioned to deliver for families

Toy libraries hold a unique place in the early years system and are truly a “public good”. Memberships are affordable for families, and everyone can use them without reducing access for others.

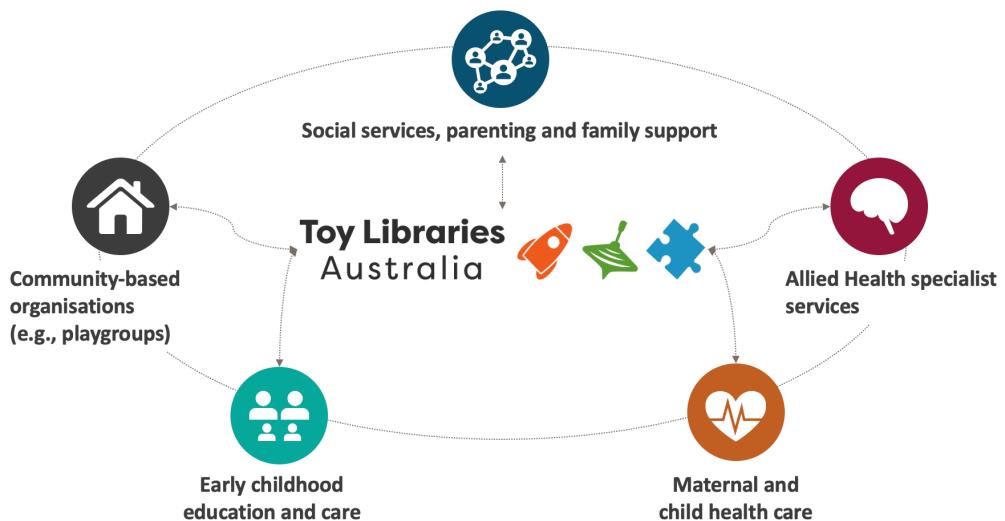


Figure 2 Connections between toy libraries and the Australian early years system

Within the early years system, they are an accessible and inclusive environment for all parents and children. As hubs dedicated to celebrating and connecting through play, they provide a welcoming environment for families with disabilities

or additional needs, as well as those from diverse cultures or facing social disadvantage. This openness extends across generations and is inclusive of all people that may be caring for a child.

Because toy libraries are mostly community-run by volunteers, toy libraries also foster a strong sense of belonging and connection within local neighbourhoods. Their all-weather accessibility provides families with a reliable, consistent out-of-home destination. By giving families tools and resources to support play at home, toy libraries also help improve the home learning environment, strengthening the link between early learning and everyday family life.

*“For families in remote areas, the inclusivity of access offered by toy libraries is so important. We love having access to the resources, the community and feeling like our kids are not being penalised as a result of where we live.*

- Toy library parent

### Contributing to children's school readiness and AEDC domains of Physical Health and Wellbeing, Social Competence and Emotional Maturity

The Australian Early Development Census (AEDC) monitors children's development as they begin primary school. It includes five domains of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills and communication skills and general knowledge. Toy libraries contribute to early childhood development and the goals of the Early Years Strategy by providing safe, play-rich environments with developmentally appropriate toys.

Through regular visits and borrowing of toys for home-based play, children build gross and fine motor skills, learn to care for shared materials, and strengthen their ability to share and socialise— key skills for starting school. 81% of parents surveyed agreed that as a result of being toy library members, their child has more opportunities to meet new people, and the borrowed toys have helped the children develop their physical skills. Toy libraries also help parents feel more connected and informed, supporting positive outcomes for children.

*“My daughter absolutely loves going to the toy library and I think it also has taught her to really look after the toys and to share toys really well.*

- Toy library parent

### Toy libraries as a connector to key early years services

Toy libraries provide a welcoming, non-judgmental space where families can comfortably connect with the broader early-years support network. As parents and carers borrow toys, they often build trusted relationships with staff, volunteers and other families, creating natural opportunities to discuss parenting challenges or developmental concerns.

In this study, 19% of surveyed parents and carers reported receiving a recommendation from their toy library to visit another early-years' service —most commonly maternal and child health services, but also other health providers such as occupational therapists and physiotherapists, as well as community activities like playgroups and library story-time.

These organically occurring recommendations support families to identify developmental concerns earlier and access timely support, aligning with the Australian Government's Thriving Kids program, which aims to improve early identification of developmental delay and strengthen the national support system for young children and their families (Thriving Kids, 2025).

#### **Springvale Service for Children and Springvale Toy Library: A 'no wrong door' policy that serves the local community**

Located in the heart of Springvale, Victoria, Springvale Service for Children is a purpose-built integrated family and children's centre that has supported families for more than a decade. It houses the Springvale Toy Library, an early childhood education centre, a weekly playgroup, Maternal and Child Health Service, and Allied Health specialists in psychology, counselling and paediatrics.

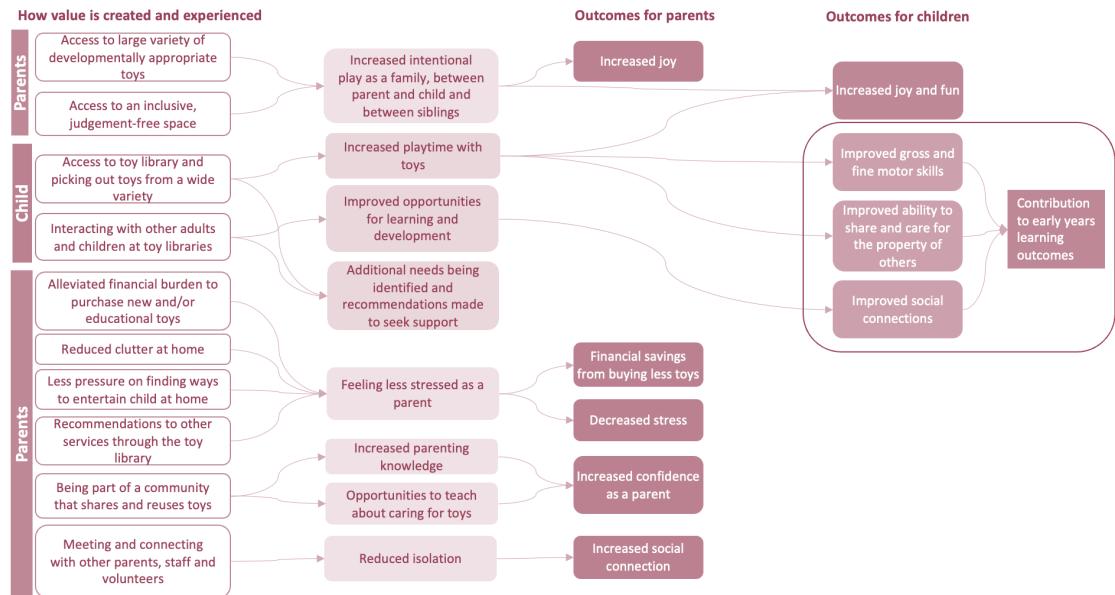
Springvale is home to many Culturally and Linguistically Diverse (CALD) families, and is a key settlement area for refugees. The toy library provides an important informal gathering place, and the co-location of services creates a low-pressure entry point for families to access integrated early years services. This breaks down barriers and improves access for the diverse communities in the area.

Families often visit the toy library for its welcoming, play-focused environment and then learn about other available services. For example, a grandmother who stopped in after noticing the toy library while shopping received guidance to access an on-site psychology service after sharing her concerns about her granddaughter's mental health. Guided by a "no wrong door" model, the toy library enabled seamless connections between other early years services, reducing barriers for families to understand and access support.

## **How value is created for parents and children**

The value experienced by parents and children are closely intertwined, as illustrated in Figure 3 below. For parents, toy libraries foster a supportive community that reduces parental overwhelm and isolation. By connecting parents with one another as well as with volunteers and staff, toy libraries create informal networks of knowledge-sharing that improves parenting confidence and skills. This supportive environment also enriches family dynamics, encouraging more intentional, high-quality playtime that strengthens bonds between parents and children.

Children benefit through the joy, fun, and learning that comes from exploring a wide variety of toys and engaging in play with peers and their families. This diverse play experience supports key components of early childhood development, contributing directly to the AEDC domains of social competence, emotional maturity, and physical health—critical foundations for school readiness.



**Figure 3 How value is experienced by children and parents**

## Value for families with disabilities

11% of toy library parents and carers surveyed identified as having one or more children with a disability or developmental concerns. For these families, toy libraries represent an inclusive, accessible and judgement-free environment where differences and special needs are understood and catered for. Through our focus groups, we have heard many stories of toy librarians and volunteers offering support and empathy to parents during their visits, allowing families to feel comfortable with challenging behaviours without fear of judgement. For example, for families who may find a trip to the supermarket difficult to navigate, toy libraries are a rare flexible and welcoming space where both parents and children can engage at their own comfort level and enjoy the benefits of play.

*“It's just nice to be in a place where there's no judgement. And the kids? They learnt about looking after things, counting things...all the things which I know a normal child would do as well.*

- Toy library parent of a child with disabilities

Toy libraries also allow families who have children with disabilities and special needs to easily access a wide range of specialised toys and equipment without additional financial burden. Toys designed for therapy and sensory development can be highly costly, and the ability to borrow rather than purchase allow families to not only trial what best suits their child's needs, but also alleviate the significant financial stress associated with frequent toy purchases. For these families, toy libraries offer equity of access to specialised sensory and therapeutic equipment regardless of the family's economic circumstances, allowing more families to support their children's rapidly changing needs and continue to develop physical, emotional and social skills.

These outcomes are captured within the SROI analysis as value for parents and children and are expanded on in next section of this report. In the model, families with disabilities were not characterised as a distinct subgroup as survey responses did not indicate material difference to the overall parents and

carers stakeholder group. Nevertheless, we note that toy libraries' benefits for families with disabilities could be further explored in a specialised future study.

“

*I don't have the financial means to go out and buy hundreds of dollars worth of sensory toys, so the toy library has been a really great way for us to be able to give those things to our daughter.*

”

- Toy library parent of a child with disabilities

## How value is created for volunteers

For volunteers, toy libraries create value by providing opportunities for social connection, a sense of belonging, and the development of confidence and practical skills. They also enable volunteers to sharpen and hone their work skills, which contributes to improved employability, as illustrated below.

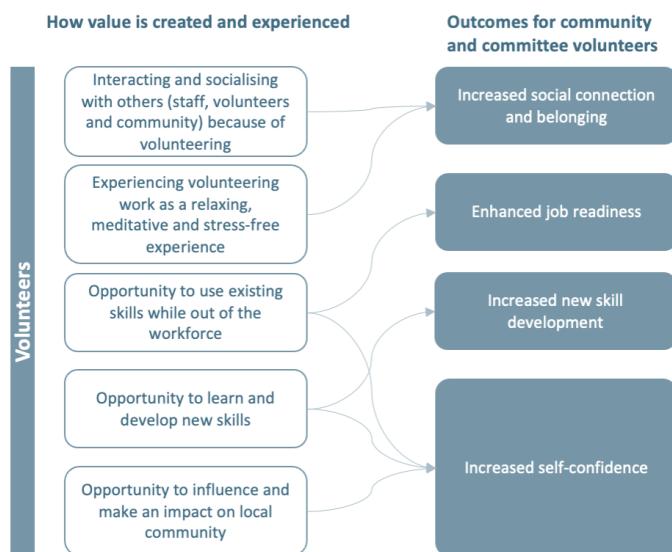


Figure 4 How value is experienced by community and committee volunteers

## How value is created for Government and the environment

Beyond individual benefits, toy libraries promote environmental sustainability by championing a circular, reuse-based model that keeps high-quality toys in circulation and out of landfill. They also create value for government by strengthening community connection and reducing loneliness among both community members and committee volunteers—helping avoid the significant social and economic costs associated with social isolation.

# The value created

*Wish we'd known about this amazing service earlier and have told everyone who will listen about its benefits - not just for our family, but financially and environmentally too.*

- Toy library parent

## Key findings

Toy libraries create significant value for families and communities across Australia.

For every dollar invested, toy libraries created **\$4.22** of social, environmental and economic value in 2024-2025.

$$\text{SROI} = \frac{\text{[Value of change]}}{\text{[Inputs]}} = \frac{\$95.1\text{m}}{\$22.6\text{m}} = \$4.22$$

Over 12 months, \$95.1m of value created for 5 stakeholder groups

This was \$22.6m for 290 toy libraries

As illustrated below, 67% of this value is experienced by children, and 18% of the overall value is experienced by parents and carers. For an overview of the Social Return on Investment (SROI) methodology, please refer to Appendix B and for a detailed breakdown of the model inputs, refer to Appendix C.

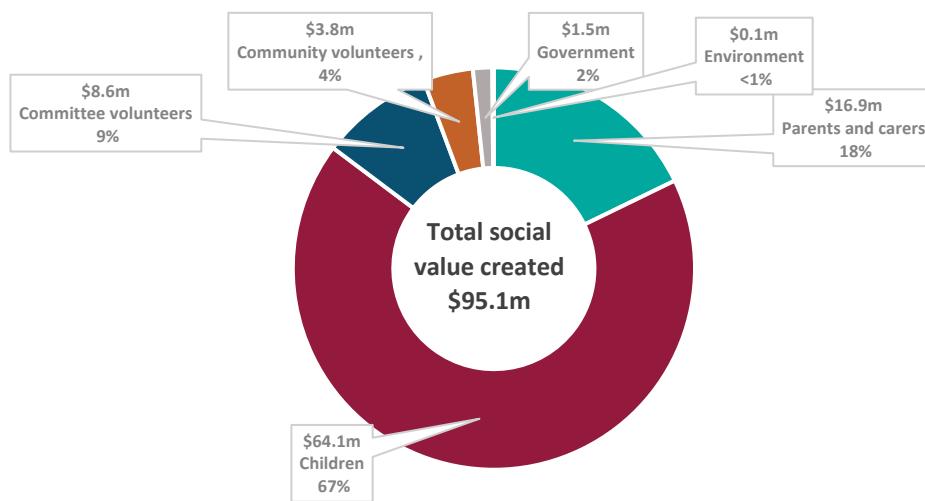
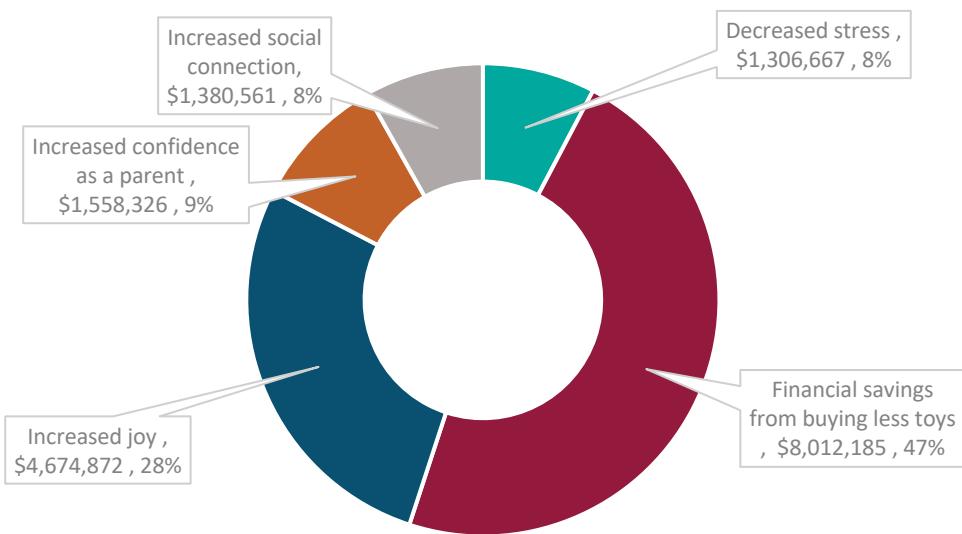


Figure 5 Social value by stakeholder group

Parents and carers have described the impact of toy libraries on themselves and their families in one word illustrated below.



## Value experienced by parents and carers



**Figure 6 Value experienced by parents and carers**

Parents and carers experienced \$16.9m of value from toy libraries, comprising 18% of the total value created. The following text provides the results of the 300 parents and carers surveyed who agreed or strongly agreed with the statements.

As a result of my toy library membership:

*We have experienced financial savings from buying less toys (95%) and have experienced decreased stress (68%).*

*I feel more confident supporting my child's development (77%) and I have experienced increased joy from playing with my child and spending more time together as a family (75%).*

*I feel more connected to my local community (77%).*

“

*Toy libraries have made a huge positive difference! It means we are able to provide developmentally appropriate toys without financial stress or worry. It makes our days happy as we always have fun and engaging toys to play with.*

- Toy library parent

”

Of the 300 survey respondents, 9% identified as grandparents, illustrating how toy libraries support inclusivity and foster intergenerational engagement.

“

*Toy libraries provide a greater variety of toys without cluttering the house.*

*I am a grandparent, so it makes me very popular with my grandchildren!*

- Toy library grandparent

”

## Value experienced by children

Children experienced the most value of all stakeholder groups at \$64.1m, comprising 67% of the total value. This occurred through two outcomes: 55% through increased joy and fun through access to more toys and playtime at home and 45% as contribution to early years learning outcomes, which encompass the child's improvements in gross and fine motor skills, social competence and emotional maturity.

91% of parents reported that their child looks forward to borrowing from the toy library and enjoys the regular access to more toy varieties.

“

*I think my children are less materialistic because of this opportunity. They know we can borrow things and give them back. They also love the variety and it keeps their interest levels high when playing with such a mixture of toys.*

- Toy library parent

”

## Value experienced by volunteers

Each year volunteers are estimated to contribute 122,000 hours of time each year to the 290 toy libraries across Australia.

66% of volunteers contribute their time at least a few times per month or more, indicating a dedicated and passionate community.

Volunteering at a toy library supports volunteers to develop new skills and experience increased social connection and belonging, self-confidence and improved employability.

The following text provides the results of the 133 volunteers surveyed who agreed or strongly agreed with the statements.

As a result of my toy library membership:

*I feel more connected to my local community (87%)*

*I feel an increased sense of purpose (85%).*

*I have learnt new skills (63%).*

*I experience less feelings of loneliness and isolation (62%).*

### Community volunteers

Community volunteers are defined as non-toy library members who regularly volunteer. They experience \$3.8m, or 4% of the total value.

19% of community volunteers surveyed identified as retired and find purpose, connection and routine in giving back to their community through volunteering at the toy library and directly supporting young families. The toy library volunteering experience provides a positive fun environment and opportunities for intergenerational connections.

**“**

*The toy library is a place where I don't need to think about the stressful things in life and I can just focus on volunteering and helping families. [Without it] I would just overall be less happy and motivated as a result.*

*- Toy library volunteer*

**”**

Through stakeholder engagement we spoke with student volunteers who felt volunteering at the toy library sharpened their professional skills and would be an asset to future employment.

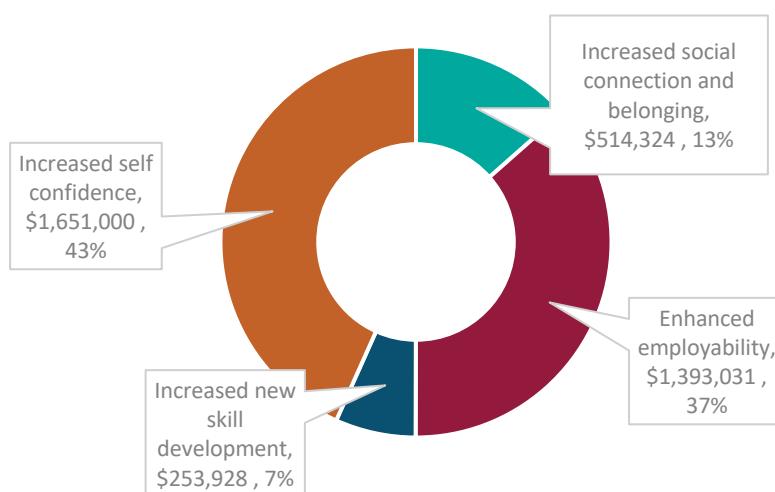


Figure 7: Value experienced by community volunteers

**“**

*It has been a big part of my life for 18 years, and without it I'd lose an important way to contribute, especially with my disability, and a place where I feel valued and able to give back.*

*- Toy library volunteer*

**”**

### Committee volunteers

As largely volunteer-run organisations, committee volunteers are integral to the success and daily operations of any community-based toy library. This sub-group experiences \$8.6m, of 9% of the total social value. While all volunteers experience the same set of outcomes, there are more committee volunteers, and they value the outcomes more highly as result of their passion and dedication.

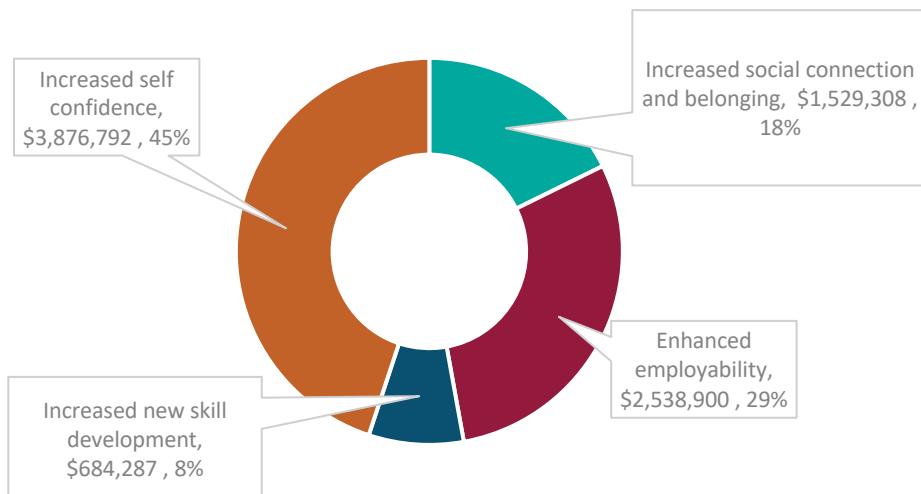


Figure 8: Value experienced by committee volunteers

**“**

*As a committee member, I've built friendships with other volunteers and parents, and my children have made friends they can learn and play with too. Being part of the toy library community fills me with pride, knowing that our efforts make a real difference to local families.*

*- Toy library volunteer*

**”**

### Value experienced by the Government and the environment

The Government experiences 2% of the total value or \$1.5m of value through the avoided cost of loneliness for health services, based on the improved social connection reported by both community and committee volunteers.

From survey responses, we know 80% of volunteers experience less feelings of loneliness or isolation as a result of volunteering at a toy library. This high incidence represents a measurable financial benefit for government, as decreased loneliness is associated with lower demand for health and social services.

“

*If toy libraries didn't exist, my life would feel a lot emptier. I wouldn't have the same sense of purpose, connection, and routine that volunteering gives me.*

- Toy library volunteer

”

Reflecting on the value experienced by families and volunteers, while not quantified in the SROI model to ensure to not over-claim the quantified value, there are likely to be longer-term savings to government as a result of toy libraries' contribution to children's early years development. The positive correlation between early years outcomes and health, education and employment outcomes later in life has been well studied and documented in literature (Australian Medical Association), and the benefits toy libraries deliver to children's social competency, emotional maturity and physical wellbeing can result in long-term cost savings to government in areas such as reduced social services and welfare spend.

Toy libraries also deliver \$100k of value through environmental outcomes. This was quantified as the avoided cost of waste disposal resulting from reduced toy purchases. Survey responses show that 95% of members and 75% of their family or friends bought fewer toys because of their toy library membership. On average, each member did not purchase over five toys in a 12-month period, with a further five toys not purchased by their wider network.

These reductions significantly decrease the volume of toys that would otherwise end up in landfill, generating measurable savings in waste disposal costs. And this value does not include the life-cycle costs associated with producing these toys.

“

*The toy library has allowed us to explore age-appropriate toys one month at a time that she has grown out of quickly without contributing to overt consumerism by purchasing new items.*

- Toy library parent

”

# Why toy libraries are a good investment

The results of this SROI analysis quantifies the significant social value being created by toy libraries in Australia through providing high-quality, accessible and developmentally appropriate toys to children and families. Investing in toy libraries to continue to grow and improve its services will enable significant value for children, their families and the wider community, as well as contribute to long-term Government value.

As an essential and inclusive service in the early years system, toy libraries directly support children and families to build strong connections, access shared resources, reduce isolation and cost pressures, and enjoy healthier, more supported lives. Continuing to invest in the capacity of these key community spaces through toy purchases, resourcing and capability of staff and volunteers will enable toy libraries to continue to contribute to an effective early years system and deliver key benefits to families. In the long term, these contributions to children's early years development may also result in long-term savings experienced by government in the form of reduced social services and welfare spend.

Furthermore, the role of toy libraries as a community gathering space has fostered a passionate community of volunteers, directly supporting them to build a strong sense of purpose, belonging and connection. In a society where loneliness and social isolation have become key contributors to declining mental health, the value of toy libraries beyond the early years system must also be recognised.

## Toy libraries are a driver of early years development

Toy libraries are a public good that is uniquely accessible to families regardless of location, socioeconomic status and schedules. They provide a welcoming space for parents and carers to meet and connect, borrow developmentally appropriate toys for their children and meet their children's needs as well as their own.

As highlighted by the case study on Springvale Service for Children, toy libraries are soft entry point to the early years system, providing support and helping parents connect with other services and understand available supports at key transition points. This is particularly powerful in the case of toy libraries in an 'integrated hub' model, where they are co-located with other early years services and have a 'no wrong door' policy that encourages parents and carers to access support in a low-pressure, low-barrier environment.

The analysis also sheds light on the potential of toy libraries to enhance the early identification of developmental delays and additional needs in children through the channel of informal recommendations. For families with disabilities and other needs, this can be a valuable space and a stable connection for parents navigating significant challenges.

## Toy libraries contribute to more equitable communities, supporting families to navigate rising costs of living

95% of parents and carers surveyed experienced financial savings from not purchasing toys as a result of their toy library memberships, and this outcome was valued most highly out of all the benefits experienced. The significant financial savings experienced by families amidst a cost-of-living crisis is a key value of toy libraries, helping families relieve financial stress while still providing fun and educational experiences to their children. The presence of toy libraries in more communities across Australia will deliver more equitable and accessible play to more families nationwide.

## Volunteering at a toy library combats loneliness and isolation

For many volunteers, time spent at toy libraries was an important part of their lives and played a crucial role in reducing feelings of loneliness and isolation. From the survey data, we know that 19% of volunteers were retirees and 10% were on parental leave, and that loneliness is a prevalent issue that can particularly affect older populations and new parents. Toy libraries serve as a community gathering space where volunteers can socialise, feel connected to their communities and experience an increased sense of purpose from giving of their time. This value of reduced loneliness is also realised as an economic benefit to the government through lower demand for health and social services.

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# Appendix A: Methodology

Social Return on Investment (SROI) is an evaluation approach that draws on well-established methodologies in economics, accounting and social research. It is underpinned by eight principles that ensure the analysis understands the changes that take place and the additional value that has occurred through the activities being delivered<sup>1</sup>.

The SROI Guide's (Social Value International, 2012) SROI process is underpinned by the following principles:

1. Involve stakeholders
2. Understand what changes
3. Value the things that matter
4. Only include what is material
5. Do not over claim
6. Be transparent
7. Verify the result
8. Be responsive

An SROI calculation provides an indication of cost-effectiveness, by comparing the investment required to deliver the activities with the value of the outcomes experienced by all beneficiary stakeholders.

Social value is calculated by placing a financial value on the quantified change commensurate with the degree of change experienced by stakeholders because of WPI housing. These financial values are known as *financial proxies*.

The value of outcomes represents 'additional value' that would not have occurred in the absence of the activities. Value that would have happened anyway (deadweight) or that is attributable to other actors (attribution) has been deducted.

In accordance with the principle 'Do not over claim', a conservative approach has been adopted for decisions on data and assumptions used in the SROI calculation. It is therefore possible that the values presented in this report underestimate the actual value created.

Based on the methodology above, the project took place from April to December 2025 in four phases.

## Scope and context

This stage involved reviewing context documents and literature to understand activities undertaken by toy libraries. Toy Libraries Australia also provided data on membership statistics and operating costs to support

## Stakeholder engagement

The stakeholder engagement phase took place from June to August 2025 and included both one-on-one interviews and focus groups to understand the context for the activities, identifying stakeholders that

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<sup>1</sup> The SROI evaluation was conducted in accordance with 'A Guide to Social Return on Investment' (the SROI Guide) published by the SROI Network in 2012 (now known as Social Value UK). Available at: <http://www.socialvalueuk.org/resources/sroi-guide/>

may be experiencing value and the types of value occurring. The qualitative engagement was also an opportunity to inform the quantitative phase.

The engagement included four site visits to representative toy libraries in Melbourne, two of which were stand-alone and two of which were 'integrated hubs', where the toy library was co-locate with other early years services.

During each site visit, interviews took place with:

- Toy library staff
- Toy library parent/carer members
- Toy library volunteers.

In addition, three online focus groups were conducted for stakeholder sub-groups to further understand how they might experience value from toy libraries in different ways. This included focus groups with:

- The Toy Library Australia Board
- The Toy Library Australia National Disability Leaders Group
- Parent representatives from geographically remote areas.

The interviews and focus groups provided an opportunity to explore with stakeholders the relevance of the outcomes identified from previous research, as well as the identification of new outcomes and their relative value. These engagement opportunities were also an opportunity to identify other stakeholder groups that may be experiencing change and the materiality of the change.

## Quantifying and modelling

Following stakeholder engagement, two surveys were issued in October 2025 to parents and carer members and volunteers. 300 responses were received from parents and carers, and 133 responses were received for volunteers. The survey asked respondents to rate outcomes based on a Likert scale as well as rank them in order of perceived value. It also included several open text questions that asked stakeholders to describe the value of toy libraries and the impact they have had on themselves and their families.

The social value model was developed using data from the survey and qualitative insights from interviews and open-text responses. It focused on the value experienced by material stakeholders - children, parents and carers, community and committee volunteers, the Government and environmental outcomes.

To understand how value is created, benefit pathways were developed for three key stakeholder groups: children, parents and carers, and volunteers.

A sensitivity analysis was conducted to understand how varying the choice of financial proxies and assumptions would affect the total social value and SROI ratio. Ultimately, the sensitivity analysis produced a SROI ratio range of \$3.05 to \$4.90, which places the base case ratio of \$4.22 in the average range.

The list of variables tested and their effect on the SROI is summarised in the table below.

Original variable	Variable tested	Influence on SROI
Financial proxy for financial savings (parents) from buying less toys and linked to other anchored outcomes Average cost per toy at \$50	Average cost per toy at \$30 per toy	\$3.89
	Average cost per toy at \$75 per toy	\$4.56
Financial proxy for increased joy (children) Average cost of play centre visit \$18	Average cost of play centre visit \$5 per visit	\$3.05
	Average cost of play centre visit \$25 per visit	\$4.80
Input costs: Average volunteering hours per week: • committee volunteers at 2 hours per week	1 hour per week	\$4.90
	4 hours per week	\$3.24

After calculating the social value, an online validation session was held to review the findings with Toy Libraries Australia.

### Embedding and reporting

Following the validation session, the report was developed, outlining the context for toy libraries, how social value is created through their activities and the results of the SROI model. The report appendices detail the SROI methodology and all the variables contributing to the SROI model, in line with the transparency principle.

# Appendix B: Glossary

The following acronyms are used in this report:

<b>Activity</b>	The action and effort undertaken to create change (that is, outcome).
<b>Attribution</b>	An assessment of how much of the outcome was caused by the contribution of other organisations or people.
<b>Benefit period</b>	The period beyond the intervention that benefits last.
<b>Deadweight</b>	An assessment of what would have occurred anyway, in terms of achievement of outcomes, in the absence of the intervention/activity.
<b>Discount rate</b>	A rate of return used to calculate the present value of future value flows. Also used to describe the percentage by which a figure has been reduced.
<b>Displacement</b>	An assessment of how much of the change is a net benefit (i.e. a new change) or simply the movement of change from one place to another or the offsetting of one change for another.
<b>Drop-off</b>	The rate at which outcomes deteriorate over time.
<b>Financial proxy</b>	Social value is calculated by placing a financial value on the quantified change commensurate with the degree of change experienced by stakeholders. These financial values are known as <i>financial proxies</i> .
<b>Impact</b>	The total sum or effect of change caused by an organisation, program or activity.
<b>Indicators</b>	Indicators are ways of knowing that change has happened. Indicators exist to provide evidence for whether and to what extent outcomes are occurring.
<b>Materiality</b>	Information is material if its omission has the potential to affect the readers' or stakeholders' decisions. Materiality requires a determination of what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
<b>Output</b>	The quantities or scale associated with an activity (e.g. number of people who took part in a program).
<b>Outcome</b>	The change that happens because of an activity or output.
<b>Social Return on Investment (SROI)</b>	SROI is a framework for accounting for value. It tells the story of how change is being created for the people and organisations that experience it, by identifying and measuring social outcomes. Monetary values are then used to represent those outcomes.
<b>Stakeholder</b>	People, organisations or entities that either experience change as a result of the activity that is being analysed or contribute to the change taking place.

# Appendix C: Social value model

Table 1: Social value model

Stakeholders		Outcome	Outcome Incidence		Deadweight	Attribution	Displacement		Benefit period and		Value over time		Total Value	
Who experiences the outcome?	How many stakeholders?	What is the outcome?	How much outcome has been experienced? (%)	Total amount of outcome for all stakeholder (\$)	Financial proxy for one stakeholder for one year	What % would have happened anyway?	What % is attributable to others?	What % has been displaced?	Value after deadweight, attribution & displacement	Stakeholder x Outcome incidence x value after discount	Benefit period (years)	Annual drop off (%)	Rationale	Value Year 1
Parents	34,950	Decreased stress	68%	23,625	\$ 60	8%	0%	0%	\$ 55	\$ 1,306,667	1			\$ 1,306,667
		Financial savings from buying less toys	95%	33,319	\$ 261	8%	0%	0%	\$ 240	\$ 8,012,185	1			\$ 8,012,185
		Increased joy	75%	26,271	\$ 193	8%	0%	0%	\$ 178	\$ 4,674,872	1			\$ 4,674,872
		Increased confidence as a parent	77%	27,002	\$ 63	8%	0%	0%	\$ 58	\$ 1,558,326	1			\$ 1,558,326
		Increased social connection	75%	26,096	\$ 58	8%	0%	0%	\$ 53	\$ 1,380,561	1			\$ 1,380,561
Children	49,002	Increased joy and fun	91%	44,664	\$ 792	0%	0%	0%	\$ 792	\$ 35,373,878	1			\$ 35,373,878
		Contribution to early years learning outcomes	74%	36,025	\$ 2,496	50%	36%	0%	\$ 799	\$ 28,766,857	1			\$ 28,766,857
Committee volunteers	1,209	Increased social connection and belonging	90%	1,091	\$ 1,523	8%	0%	0%	\$ 1,401	\$ 1,529,308	1			\$ 1,529,308
		Enhanced employability	51%	613	\$ 4,500	8%	0%	0%	\$ 4,140	\$ 2,538,900	1			\$ 2,538,900
		Increased new skill development	68%	817	\$ 910	8%	0%	0%	\$ 837	\$ 684,287	1			\$ 684,287
		Increased self confidence	73%	878	\$ 4,800	8%	0%	0%	\$ 4,416	\$ 3,876,792	1			\$ 3,876,792
Community volunteers	635	Increased social connection and belonging	82%	520	\$ 1,523	35%	0%	0%	\$ 990	\$ 514,324	1			\$ 514,324
		Enhanced employability	75%	476	\$ 4,500	35%	0%	0%	\$ 2,925	\$ 1,393,031	1			\$ 1,393,031
		Increased new skill development	68%	429	\$ 910	35%	0%	0%	\$ 592	\$ 253,928	1			\$ 253,928
		Increased self confidence	83%	529	\$ 4,800	35%	0%	0%	\$ 3,120	\$ 1,651,000	1			\$ 1,651,000
Government	635	Avoided cost of loneliness from community volunteers	80%	508	\$ 1,565	35%	0%	0%	\$ 1,017	\$ 516,763	1			\$ 516,763
	1209	Avoided cost of loneliness from committee volunteers	55%	668	\$ 1,565	8%	0%	0%	\$ 1,440	\$ 961,292				\$ 961,292
Environment	34,950	Avoided waste to landfill	95%	33,319	\$ 3	0%	0%	0%	\$ 3	\$ 114,284	1			\$ 114,284



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